

Magnetic Reading™

Foundations

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Teacher's Guide

GRADE
1
VOLUME
TWO

Magnetic Reading™



Foundations

Teacher's Guide Grade 1 • Volume 2



NOT FOR RESALE

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WELCOME TO

Magnetic Reading Foundations

Magnetic Reading Foundations is a comprehensive foundational skills program that includes everything educators need to deliver explicit, systematic foundational skills instruction to children in grades K–2. Research-based routines, engaging texts for practice and application, and timely assessment all help to make *Magnetic Reading Foundations* a key part of the literacy block.

- **Routines Make Instruction Manageable and Effective**
- **Children Have Authentic Reading Experiences**
- **Instruction is Tied to Assessment Throughout the Program**



Authors and Advisors

Magnetic Reading provides research-based instruction informed by practical classroom experience. Guidance from our program authors and advisors ensures that the program is rigorous for children and manageable for teachers to implement.

Authors



James W. Cunningham, Ph.D.

Awards and Key Positions

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

Advisory Focus

- Text complexity
- Scope and sequence
- Assessment
- Differentiation
- Student Activities



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

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

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 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 Learner Success Forum

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 English learners (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.



Research Base

Phonological Awareness

Children learn to hear, identify, and manipulate large word parts like syllables and onset-rime while also focusing on isolating, identifying, blending, segmenting, and manipulating individual phonemes. Research has confirmed that the phoneme level is the most important and can be taught successfully to the earliest readers (Brady, 2020). The ability to identify and manipulate phonemes is an important precursor to, and predictor of, decoding because it trains children to hear the word parts that correspond to sound-spellings (e.g., Wagner and Torgerson, 1987; Petscher, et al., 2020). In *Magnetic Reading Foundations*, children hear the week's phonics skill in the phonological awareness exercises immediately before they see it, which helps them learn to sound out words (Muter, et al., 1998).

Phonics

Explicit, systematic, synthetic phonics instruction (National Reading Panel, 2000) begins with the simplest sound-spellings, such as short vowels, progresses through consonant digraphs, and advances into more complex sound-spellings, like blends and vowel teams (Guthrie and Siefert, 1977; Pirani-McGurl, 2009). Lessons include direct instruction with a new sound-spelling, review of the previous week's sound-spelling, and practice with word building, which supports decoding (Beck, 2006). Children encode words that incorporate new and review sound-spellings and learn word analysis skills that complement phonics skills to build word knowledge (Templeton, 2020; Williams, et al., 2009).

High-Frequency Words

Rather than memorizing sight words, children learn to decode the parts of high-frequency words that are familiar to them. This is because readers orthographically map patterns in irregular words as well as in regular words, which leads to automaticity and retention (Ehri, 2005; Steacy, et al., 2017). High-frequency words are grouped together by pattern, which facilitates orthographic mapping and helps children make analogies to other unknown words (Ehri, et al., 2009). During instruction, children hear context sentences and practice words through writing and multimodal activities.

Fluency

Children practice isolated word reading fluency as well as fluency in connected texts. Research shows that when children practice with isolated words, they have better recall of orthographic patterns and spellings than when they read words in connected text (Ehri, 2020). Reading isolated words is one important type of practice, and reading connected text is another. Reading connected text applies phonics, high frequency words, word analysis skills, and fluency to the meaning of words (Ehri and Roberts, 1979; Goldenberg, 2020). Because there are so many skills to master while reading connected text, fluency instruction begins with accuracy only (Petscher, et al., 2020). As children master skills and gain stamina as readers, fluency instruction progresses to phrasing and prosody (Armbruster, et al., 2010).

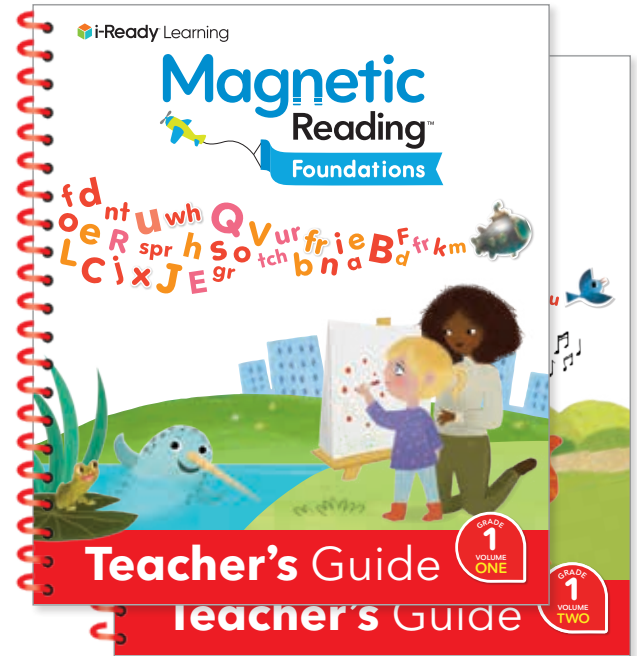
Program Components

Teacher Materials

Teacher's Guide

The Teacher's Guide features 30 weeks of explicit, systematic, and highly routinized Foundational Skills lessons. Instruction includes:

- direct instruction, application, and practice for phonological awareness, phonics, spelling/encoding, high-frequency words, and fluency
- review and reinforcement of letter formation and print concepts
- easy-to-follow routines
- helpful teacher tips, including English Learner supports
- frequent opportunities to check student progress
- point-of-use recommendations for differentiation
- weekly- and unit-level assessments
- actionable Instructional Next Steps to support every learner



Foundational Skills Cards

Sound-Spelling Cards

are used daily to:

- connect sounds with the letters that stand for them
- show familiar images to reinforce phonemes



Articulation Cards

- include: visual and explicit articulation support
- additional exemplar words for each sound-spelling



Used together, the Sound-Spelling and Articulation (SS&A) Cards

support the acquisition of sound-spelling and articulation skills.

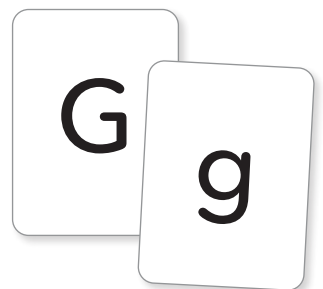
Super Word Cards support high-frequency word instruction by:

- showing each word in isolation
- using each word in context



Word Building Cards are classroom tools that support:

- letter recognition
- multimodal word building, blending, and segmenting



Student Materials

Student Workbook

The two-volume Student Workbook includes skill-based activities for daily practice. Activities are fun, engaging, and purposeful. Student materials include:

- daily essential practice activities
- weekly cumulative review opportunities
- Connected Texts for every lesson

Magnetic Reading Foundations Text Experiences

During each week of Foundational Skills instruction, children will interact with two types of texts: Connected Texts and Magnetic Reader books. These texts provide opportunities for children to apply the Foundational Skills knowledge they have learned throughout the week. In addition, each unit is built around a Unit Topic and includes a set of pre-taught Unit Words. As children read each text, they will deepen their understanding of the topic.



Let's Read! Words with sh, th
Super Words: like, make, there, what

A Ship for Jess



What will AI make for Jess?
AI has an idea.
AI fills a big bag.
Then he adds the tip.



AI creates a sun and a shell.
There is a zig and a zag.
Then AI adds a ship.
Jess will like this ship a lot!

104 WEEK 4 • Session 2

Connected Texts

Children read two fiction or nonfiction passages in their Student Workbooks each week. Connected Texts:

- are highly decodable
- emphasize the week's new and review sound-spellings
- include the week's new and review high-frequency words
- include some pre-taught Unit Words



Magnetic Readers

The Magnetic Reader Library is a collection of fiction and nonfiction books. Children read one Magnetic Reader each week. The books may be used during both whole-class and small-group experiences. Magnetic Readers:

- are highly decodable
- provide practice for print concepts
- emphasize the week's new and review sound-spellings
- include the week's new and review high-frequency words
- include all pre-taught Unit Words
- include some pre-taught Story Words
- come with instruction in the Teacher's Guide

Digital Components

Magnetic Reading Foundations with Digital Access

Digital Access to Teacher Toolbox provides teachers with a wealth of resources for teaching Foundational Skills.

Additional resources available through Digital Access include:

- Classroom Resources
 - Diacriticals Chart
 - Printable Magnetic Readers
 - Printable Program Cards
 - Articulation Videos
 - Family Take-Home Letters
- Differentiation Resources
 - Elkonin Boxes
 - Handwriting Practice Pages
 - Alphabet Trains
 - Printable Alphabet Books
 - Language Transfers Chart
- Assessment Resources
 - Assessment Trackers
 - Whole-Class Instructional Next Steps



Using Magnetic Reading Foundations with *i-Ready*®

The *i-Ready*® product suite gives educators the resources and flexibility to meet their instructional and assessment needs. The *i-Ready*® suite has the tools for diagnosing and monitoring progress, providing whole-class instruction, and setting children on a personalized learning path.

Diagnose and Monitor



***i-Ready*® Diagnostic**
See student growth and a path to proficiency with this adaptive diagnostic assessment.



The *i-Ready*® Personalized Instruction by Lesson Report
Use this report to help monitor student progress and inform planning.

Personalized Instruction

i-Ready® Personalized Instruction

Personalized Instruction uses data from the Diagnostic to generate a tailored pathway of interactive lessons for each child.

Foundational Skills

Children progress through Foundational Skills lessons in the following order at their own pace:



Phonological Awareness uses visual supports while children complete blending and segmenting tasks.



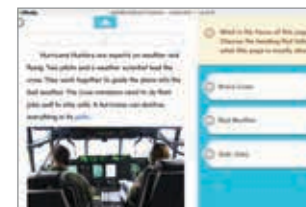
Phonics exercises feature multiple supports for decoding.



High-Frequency Word instruction focuses on automaticity.

Comprehension

Lessons feature passages and questions.



Children learn comprehension skills and strategies.

How Magnetic Reading Foundations Works


Magnetic Reading Foundations teaches concepts of print, letter formation, phonological awareness, phonics, word analysis, high-frequency words, and fluency. Offering comprehensive coverage, *Magnetic Reading Foundations'* scope and sequence makes strategic connections across domains to systematically build and reinforce skills. *Magnetic Reading Foundations* gives educators what they need to teach foundational skills effectively and efficiently while children experience the joy of reading.





Structure of a Unit


Magnetic Reading Foundations includes 30 weeks of instruction across six units in each grade level. There are five weeks of instruction per unit.

UNIT 1					UNIT 2					UNIT 3					UNIT 4					UNIT 5					UNIT 6				
W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12	W13	W14	W15	W16	W17	W18	W19	W20	W21	W22	W23	W24	W25	W26	W27	W28	W29	W30









Plan

Look Ahead: Preview the unit skills and texts to plan for your class needs.

WEEK	PHONICS FOCUS	UNIT TEXTS	KNOWLEDGE
6	Consonant Digraphs sh, th, ch, wh	<ul style="list-style-type: none"> A Ship for Jess Whit Can Make It Lunch with Val 	<p>About Decoding Skills The unit texts provide opportunities for children to practice reading consonant digraphs, beginning blends, and previously learned phonics skills.</p> <p>About the Unit Topic Create Every Day There are many different ways to be creative and express yourself.</p>
7	Consonant Digraphs -sh, -th, -ck	<ul style="list-style-type: none"> Hip Hop Fun Quack Shack Dance! 	
8	Consonant Digraphs -ch, -tch, -ng	<ul style="list-style-type: none"> Such Fun Music! Songs with Gongs Jen's Music 	
9	Beginning Blends bl-, cl-, fl-, pl-	<ul style="list-style-type: none"> Big Red Blobs Fun with Flags Flinging Paint 	
10	Beginning Blends st-, sk-, sm-, sp-	<ul style="list-style-type: none"> A Skit with Skip Miss Smith's Shop A Dull Wall? 	

Teach

Introduce the Unit Topic: Have children turn to Student Workbook page 97. Use the illustrations to introduce the Unit Words.

Unit Words	Engage
<p>art Paintings, statues, and drawings are different kinds of art.</p> <p>idea An idea is a thought or a plan.</p> <p>create When you create something, you make it.</p> <p>music People play instruments or sing to make music.</p>	<p>Read aloud the unit title. Tell children that in this unit they will read about characters and people who use their talents to create. Ask, What is something you like to create? How do you feel when you are making something to share with others?</p> <p>Explain to children that the pictures at the bottom of the page are from texts they will read in this unit. Have them turn and talk with a partner about what they notice. Have them tell which text they are most excited to read and explain why. Offer discussion and oral language support with the following sentence frame: <i>I want to read this text because ___.</i></p>

104 UNIT 2 • Create Every Day

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UNIT 2 Opener | WEEKS 6-10

UNIT 2 • Unit Opener 105

SKILLS THAT BUILD: Skills are taught in sets, with built-in additional practice, review, and challenge opportunities.

TEXTS THAT UNITE TOPICS AND SKILLS: Each week, children read one Magnetic Reader and two Connected Texts that reinforce the topic and the week's phonics skill.

Topically Focused Texts

Each unit is focused on a grade-appropriate topic. Each week has a focus within that topic.

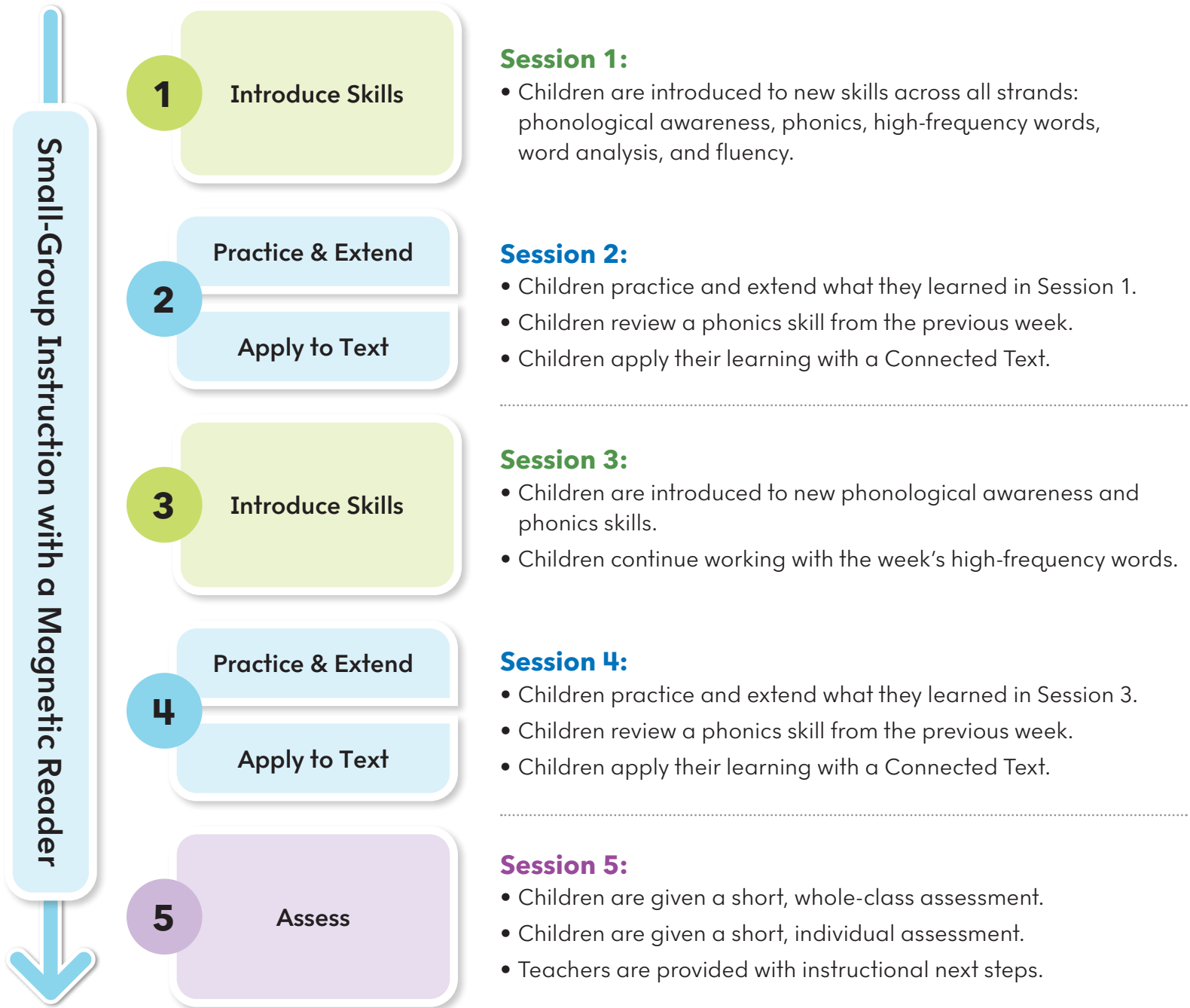
Unit Words

Children are introduced to Unit Words that relate to the unit topic. These words repeat across texts, which helps children learn to read them. The repetition also helps children make connections from text to text.

How Magnetic Reading Foundations Works *continued*

Structure of a Week

Each *Magnetic Reading Foundations* week follows a predictable, five-session structure that builds systematically to introduce new skills and have children practice and apply those skills. Children read within sessions and across sessions for regular engagement with text.



■ Learn New Skills ■ Apply Skills and Read Text ■ Assess

Weekly planners give teachers an at-a-glance view of how sessions build from one day to the next, which skills are reviewed, and how texts connect to what children are learning. Skills instruction and practice with decodable, connected texts are at the core of the *Magnetic Reading Foundations* system.

Guidance is provided for planning scaffolds, including for English Learners.

New skills are introduced in Sessions 1 & 3.

Skills are reviewed systematically in Sessions 2 & 4.

WEEKLY PLANNER	CREATE EVERY DAY Cook!				
<p>Plan Student Scaffolds</p> <ul style="list-style-type: none"> Use assessment data and instructional next steps from the prior week to plan modifications to support each child. Review English Learner Supports to plan appropriate instruction for ELs. Review instructional routines and options for variation on pp. A40-A47 to support learner variability. 	<p>Options for Pacing</p> <ul style="list-style-type: none"> 20 min: Phonological Awareness, Phonics, and High-Frequency Words 30 min: Add Word Analysis and Word-Level Reading Fluency 45 min: Add Letter Formation and Read Connected Texts <p><small>*For more guidance on pacing, see pp. A30-A33.</small></p>		<p>Materials</p> <ul style="list-style-type: none"> Word Building Cards Sound-Spelling & Articulation (SS&A) Cards: sh, th, ch, wh Super Word Cards: like, make, there, what 	<p>Magnetic Reader</p> <p>Children will apply the foundational skills and practice fluent reading with repeated readings of this week's Magnetic Reader: Lunch with Val.</p>	
<p>PHONICS FOCUS: Beginning Consonant Digraphs sh-, th-, ch-, wh-</p>					
	SESSION 1	SESSION 2	SESSION 3	SESSION 4	SESSION 5
Children will:	Identify syllables to produce multi-syllable words	Identify phonemes to produce single-syllable words	Identify syllables to produce multi-syllable words	Segment spoken words into initial, medial, and final sounds	Recognize which letters stand for sh-, th-, ch-, wh-
Key Objectives:	Identify phonemes in single-syllable words	Decode and encode words with sh-, th-, and short u	Identify common phonemes in groups of single-syllable words	Recognize and read grade-level high-frequency words	Recognize and read grade-level high-frequency words
Phonological Awareness:	Blend Syllables	Blend Phonemes	Blend Syllables	Segment Phonemes	Phonological Awareness: Blend, Segment, and Identify Phonemes
Phonics:	Consonant Digraphs sh-, th-	Consonant Digraphs sh-, th- Short u	Consonant Digraphs ch-, wh-	Consonant Digraphs ch-, wh- Short Vowels	Consonant Digraphs ch-, wh- Short Vowels
Letter Formation:	Letter Formation: T, f	Letter Formation: T, f	Letter Formation: H, h	Letter Formation: H, h	Letter Formation: H, h
Word Analysis:	Possessives	Possessives	Possessives	Possessives	Possessives
High-Frequency Words:	like, make, there, what	like, make, there, what	like, make, there, what	like, make, there, what	like, make, there, what
Fluency:	Word-Level Reading Fluency	Read Connected Text 1: A Ship for Jess	Word-Level Reading Fluency	Read Connected Text 2: Whit Can Make It?	Read Connected Text 2: Whit Can Make It?
English Learner Supports:	Identify sound transfers: /sh/ and /th/	Provide vocabulary support for Connected Text 1	Identify sound transfers: /wh/	Provide vocabulary support for Connected Text 2	Review spelling patterns that do not appear in students' home languages

Magnetic Readers reinforce the weekly skills.

Weekly assessments help teachers monitor progress and intervene as needed.

Materials help teachers know which additional resources to gather when planning.

- Session 1:**
 - Children learn digraphs sh- and th-.
 - Children apply the digraphs to word-level reading.
- Session 2:**
 - Children practice and apply with a Connected Text.
 - A Ship for Jess: Digraphs: sh- and th-
- Session 3:**
 - Children learn digraphs ch- and wh-.
 - Children apply the digraphs to word-level reading.
- Session 4:**
 - Children practice and apply with a Connected Text.
 - Whit Can Make It: Digraphs: ch- and wh-
- Session 5:**
 - Students take the weekly assessment.
 - Time for cumulative review, practice, or extension.

Magnetic Reader
(Weekly instruction located at the end of Session 4.)

- Lunch with Val: Digraphs: sh-, th-, ch-, wh-



How Magnetic Reading Foundations Works *continued*

Structure of a Session

Magnetic Reading Foundations follows a consistent session structure:

Listen Up!, Build Words!, and Let's Read! This allows teachers and children to move through activities efficiently.

- **Listen Up!** includes the daily phonological-awareness instruction and practice.
- **Build Words!** includes the daily instruction and practice in phonics, high-frequency words, and word analysis. In the earlier units of Grade 1, it also includes reinforcement of letter formation.
- **Let's Read!** is the daily opportunity to apply skills to text.

Each activity follows a sequential approach that includes some or all of the following steps:

1. Teachers receive an instructional tip for all children, including English Learners.
2. A routine structures each activity.
3. Teachers model the routine.
4. Children apply the routine as they practice as a class, in a small group, or independently.
5. Teachers have a formative-assessment opportunity to check for student understanding and use strategies for differentiation.

Listen Up!

PHONOLOGICAL AWARENESS

Blend Syllables

1

EL

There are no sound transfers in Mandarin or Spanish for /th/, /TH/ (except for the Spanish spoken in Spain) or /sh/. Have children look at the SS&A cards and practice pronouncing the sounds.

2

BLEND SOUNDS ROUTINE

Remind children that each syllable in a word has a vowel sound.

3

MODEL Blend the syllables in *shadow*.

Listen to the Sounds: *I am going to blend syllables together to say a word. First, listen as I say the syllables: shad • ow.*

Blend the Syllables Together: *Now I will put those syllables together: shad • ow, shadow. The word is shadow.*

4

APPLY Have children blend the syllables in *thirsty*.

Listen to the Sounds: *Your turn! I am thinking of a word. Listen as I say the syllables of the word: thir • sty.*

Blend the Syllables Together: *Now you put the syllables together to say the word. thirsty*

Now use the routine and have children blend the syllables in the words below. Correct all errors.

throw • ing, throwing

thir • teen, thirteen

thun • der • ing, thundering

shoe • lace, shoelace

show • er, shower

shov • el • ing, shoveling

5

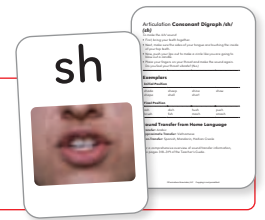
CHECK Are children able to blend syllables?

Not Yet: Add movement to the activity and focus on two-syllable words. Guide children to hold out their left palm as they say the first syllable and their right palm as they say the second. Then have them clap as they blend the syllables to say the word.

Listen Up! and Build Words! explicitly teach phonological awareness, phonics, high-frequency words, and word analysis.

The phonological-awareness activity is two parts: a quick warm-up that helps children start thinking about word parts and a more targeted activity where children work with phonemes.

In the phonics activity, teachers use the Sound Spelling and Articulation (SS&A) Cards to teach the week's skill. Then they model how to read words with the new sound-spelling. Afterwards, children practice the skill.



SESSION 1 INTRODUCE **Beginning Digraphs: sh- and th-**

Listen Up!

PHONOLOGICAL AWARENESS
Blend Syllables

There are no sound transfers in Mandarin or Spanish for /th/, /th/ (except for the Spanish spoken in Spain) or /sh/. Have children look at the SS&A cards and practice pronouncing the sounds.

BLEND SOUNDS ROUTINE

Remind children that each syllable in a word has a vowel sound.

MODEL Blend the syllables in shadow.

Listen to the Sounds: I am going to blend syllables together to say a word. First, listen as I say the syllables: shad • ow.

Blend the Syllables Together: Now I will put those syllables together: shad • ow, shadow. The word is shadow.

APPLY Have children blend the syllables in *thirsty*.

Listen to the Sounds: Your turn! I am thinking of a word. Listen as I say the syllables of the word: thir • sty.

Blend the Syllables Together: Now you put the syllables together to say the word: *thirsty*.

Now use the routine and have children blend the syllables in the words below. Correct all errors.

throw • ing, throwing
thun • der, thundering
shoe • lace, shoelace
show • er, shower
show • er, shoveling

CHECK Are children able to blend syllables?

Not Yet: Add movement to the activity and focus on two-syllable words. Guide children to hold out their left palm as they say the first syllable and their right palm as they say the second. Then have them clap as they blend the syllables to say the word.

Build Words!

PHONICS
Beginning Digraphs: sh- and th-

There is no sound-spelling match for /sh/, /th/, or /th/ in Spanish. Write words with the digraphs and have children underline the two consonants to signal that together they stand for one sound.

TEACH Tell children that sometimes two consonants together can stand for one new sound. Display the SS&A Cards for sh. Say the image name, say the sound, and have children repeat after you. Write *shad* and read it aloud. Underline *sh* and say the sound with children. Repeat, using the SS&A Cards for th and the words *thud* and *that*. Point out that th can stand for a soft sound as in *thud* or a hard sound as in *that*.

BLEND WORDS ROUTINE

MODEL Write the word ship.

Say the Sounds: I am going to say each sound in the word ship: the letters sh stand for /sh/, stands for /t/, and s stands for /p/.

Blend the Sounds Together: Now listen as I blend these sounds together: /sh/tp/. ship. Say the word with me: ship.

APPLY Write the word thud.

Say the Sounds: Your turn! Say each sound in the word: /th/ /u/ /d/.

Blend the Sounds Together: Now blend the sounds together: /th/ /u/ /d/. thud

Now use the routine and have children blend sounds to say the words below.

shin	shop	shut
that	thin	them

CHECK Can children decode words with digraphs sh- and th-?

Not Yet: If children read /sh/ as /s/ or /th/ as /t/, use the articulation support on the SS&A Cards to model blending the digraphs. If children continue to struggle, review the Isolate Phonemes lesson for further support.

High-Frequency Words

TEACH Introduce this week's high-frequency words like, make, there, and what.

SUPER WORDS ROUTINE

See and Say the Word: Display the Super Word Card. Read the word and have children repeat it. Read the context sentences on the back of the card.

Spell the Word: Have children say the letters in the word. Review known sound-spellings and have children say them with you.

Write the Word: Have children write the word and check their spelling.

APPLY See the practice page for High-Frequency Words.

APPLY/PRACTICE

For additional practice, assign the pages below. Before children begin working, say any picture names aloud, as necessary.

STUDENT WORKBOOK

Phonics	p. 98
High-Frequency Words	p. 99

WORD-LEVEL READING FLUENCY

Guide children to read the words on Student Workbook p. 100. Remind them that some words will have the sound-spellings they are learning this week; others will have review sound-spellings. Line 4 is intended for children who are ready for a challenge.

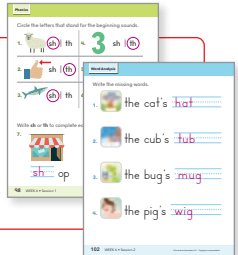
shin	shop	shut	them
than	thin	that	shell
up	run	us	but
think	share	shovel	threw

What is in that shop?
Thud got a shell in there.

High-Frequency Words (Super Words) are taught with a partial decoding approach, which helps children retain them better.



Practice pages in the Student Workbook allow children to apply what they have learned.



Opportunities for differentiation, including instructions for breaking down a skill for children who need it, are in each Check box.

A predictable activity structure of model, apply, and check keep activities succinct and focused.

Multiple exemplars are provided for children to practice.

Review skills from the previous week are indicated by the rewind icon.

SESSION 2 PRACTICE & EXTEND **Beginning Digraphs: sh- and th-**

Listen Up!

PHONOLOGICAL AWARENESS
Blend Phonemes

BLEND SOUNDS ROUTINE

MODEL Blend the sounds in sheep.

Listen to the Sounds: I am going to blend sounds together to say a word. Listen as I say the sounds: /sh/ /i/ /p/.

Blend the Sounds Together: Now I will blend those sounds together: /sh/ /i/ /p/. The word is sheep.

APPLY Have children blend the sounds in thumb.

Listen to the Sounds: Your turn! Listen as I say the sounds in a word: /th/ /u/ /m/.

Blend the Sounds Together: Now you blend the sounds together to say the word: /th/ /u/ /m/. What is the word? thumb

Now use the routine and have children blend the sounds in the words below. Correct all errors.

/sh/ /i/ /p/, show	/th/ /u/ /m/, thin
/TH/ /i/ /z/, those	/sh/ /i/ /k/, shake
/p/ /i/ /p/, pup	/t/ /i/ /s/, us

CHECK Are children able to blend phonemes to produce single-syllable words?

Not Yet: Refresh the Blend Sounds Routine using Elkonin boxes. Place a counter in a box for each phoneme in the word. Point to a counter as you say each phoneme. Then slide your finger below the counters as you blend the sounds to say the word.

Build Words!

PHONICS
Encode Words

BUILDING WORDS Warm up for dictation. Use Word Building Cards to model building *shin*. Point to each card, say the sound, and then blend the word. Guide children to change one letter to spell *thin*. Repeat to spell *then*.

DICTIONATION We built some sh and th words with our cards. Now let's write some words!

SPELL IT ROUTINE

MODEL Think aloud as you spell the word ship.

Say the Word: The word is ship. I am going to think about the sounds I hear in ship.

Connect Sounds to Spellings: First, I say the word slowly, ship. Next, I will think about the first sound I hear. The first sound in ship is /sh/. I know the letters s and h together stand for /sh/. I will write the letters sh. Repeat for the remaining sounds to spell ship.

TEACH Have children write today's dictation words on p. 101 of their Student Workbook.

Say the Word: Your turn! The first word is shut. Remember to say the word to yourself to help you think about the sounds.

Connect Sounds to Spellings: Think about the first sound in shut. Which letters stand for that sound? Write the letters. Keep going for each sound in shut!

Dictate the words below for children to spell. When done, write the words and have partners check each other's spelling for accuracy.

- shut
- than
- this
- cut

CHECK Can children accurately spell words with sh-, th-, and short u?

Not Yet: Review the SS&A Cards for sh and th with children and use the Corrective Feedback Routine for encoding on p. A47 to help children correct errors.

Reinforce Letter Formation

TIP Point out how to properly grip a pencil as you model how to form T. 1. Observe children to assess grip and provide extra support for those who need practice.

MODEL Think aloud as you model how to form T. 1.

T Start at the top line. Draw straight down to make a line. Lift to the top left. Slide across to the right.

t Start at the top line. Draw straight down to make a line. Lift to the middle left. Slide across to the right.

APPLY As children practice in their workbooks, have them say the letter name each time they write the letter.

WORD ANALYSIS
Possessives

TEACH Point to a child's bag. Ask, Who does this bag belong to? Write (child's name's) bag and read it aloud. Explain that adding an apostrophe and s to a word shows that something belongs to that person, animal, or thing.

MODEL Now write *cat's bed*. Circle the apostrophe and s and have children read the words aloud. Ask, Who does the bed belong to? Have a child respond.

APPLY See the practice page for Word Analysis.

High-Frequency Words

TIP To make the activity more challenging, include Super Words from previous weeks, too.

REVIEW Display this week's Super Word Cards. Have children read the words chorally. Then lead children in cheering the spelling of each word:

Give me an H!
Give me an H!
Give me a k!
Give me an e!
What does that spell? like

APPLY See the practice page for High-Frequency Words.

APPLY/PRACTICE

Before children begin working, say any picture names aloud, as necessary.

STUDENT WORKBOOK

Encode Words	p. 101
Letter Formation	p. 101
Word Analysis	p. 102
High-Frequency Words	p. 103

Let's Read!

Turn to the next page to have children read decodable text A Ship for Jess.

How Magnetic Reading Foundations Works *continued*

Meet the Texts!

Each Let's Read! activity is an opportunity for children to experience the joy and success of reading about authentic topics. These decodable texts strategically reinforce the phonics skills and high-frequency words children learned that week.

Children use their Student Workbooks to practice skills with a Connected Text during Sessions 2 and 4. This helps children build fluency and stamina. It also helps them to identify as readers while learning about the weekly topic.

Let's Read!

Words with **sh, th**
 Super Words: **like, make, there, what**

A Ship for Jess




What will Al **make** for Jess?
 Al has an **idea**.
 Al fills a big **bag**.
 Then he adds the **tip**.

Al creates a sun and a **shell**.
There is a zig and a **zag**.
 Then Al adds a **ship**.
 Jess will **like** this ship a lot!

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WEEK 6 • Session 2 105

APPLY TO TEXT

Beginning Digraphs: sh- and th-

WEEK 6

Let's Read!

- **Introduce:** This week, children will read about making things. This text, *A Ship for Jess*, is about a man named Al who likes to decorate cakes.
- **Share:** Unit Words *art, create, idea, music*

Read Connected Text

TEACH/MODEL Model decoding the title. Tell children a way to decorate a cake is to use an icing bag with a special tip. Call attention to this week's Super Words in bold and the Unit Words create(s) and idea. Remind children that they have been learning about words that start with sh or th. Write these words from the text: shell, ship, then, like. Have children practice reading the target-skill words for automaticity. Model decoding the first sentence before reading the text in unison with children. Point to each word as you read and have children do the same.

APPLY Have children reread the text in unison. Circulate and provide feedback as needed. If time permits, have children reread the text using partner-reading or whisper-reading.



CHECK Are children able to read the text accurately and with ease?

Not Yet: Review the SS&A Cards for the digraphs sh and th with children. Use the **Corrective Feedback Routine** for decoding on p. AH7 to help children correct errors.

Let's Read!

Words with **sh, th**
 Super Words: **like, make, there, what**

A Ship for Jess

What will Al **make** for Jess?
 Al has an **idea**.
 Al fills a big **bag**.
 Then he adds the **tip**.

Al creates a sun and a **shell**.
There is a zig and a **zag**.
 Then Al adds a **ship**.
 Jess will **like** this ship a lot!

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WEEK 6 • Session 2 105

Build Fluency: Accuracy

TEACH/MODEL Remind children that good readers look carefully at letters and words and think about whether the words in a text make sense. Model reading p. 104 fluently. Have children follow along and read each sentence chorally after you.

SELF-CORRECTION

ACCURACY Fix-Up Strategy
Confirm and Correct Word Recognition
 Explain to children that readers use different strategies, or looks, to help them as they read. **Say,** When you get stuck on a word, stop and read the word again. Sound out each part and blend the sounds together. Ask yourself: Does this sound like a real word? Then, read the sentence again. Ask yourself: Does this word make sense in the sentence?
 Reread p. 104. Misread big as dig and model using the Fix-Up Strategy to self-correct.

APPLY Have partners reread p. 104. Circulate and guide children to use the Fix-Up Strategy to self-correct and read with accuracy.

Modeled Fix-Up Strategies help children learn how to self-correct.

Boldfaced words in the student text point out high-frequency words (Super Words) children encounter as they read.

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WEEK 6 • Session 2 113

Magnetic Readers have flexible options for implementation in a whole-class or small-group setting.

Each week's Magnetic Reader gives children an opportunity to:

- Practice and apply the phonics skills on a longer text.
- Recognize high-frequency words (Super Words).
- Practice fluency skills and apply Fix-Up Strategies for self-correction.

Activities for reading the text are provided in Sessions 1-4.

Teachers can also use Magnetic Readers to model concepts of print as needed.



SESSIONS 1-4
APPLY TO TEXT

Magnetic Reader

Let's Read! Lunch with Val

- These sessions may be done throughout the week during whole-class or small-group experiences.
- **Introduce:** Remind children of the Unit Topic, Create Every Day. This week they are learning about cooking as a creative activity. In this text, a chef creates food in his food truck.

- **Genre:** Fiction
- **Unit Words:** create, idea
- **Story Words:** lunch, taco, truck
- **Super Words:** like, make, there, what

SESSION 1 Introduce

EL As you preview the book, read the sentence: *She shuts the shop.* Explain that the lady is closing the shop so no customers can come in while she is gone.

Review the Unit Topic and Weekly Focus with children. Then have children point to the title and read it aloud together. Preview the book. Provide background: food trucks are like kitchens on wheels. Preteach the Story Words. Then, guide children to set a purpose for reading, such as to find out who has lunch with Val.

Read aloud the first page as children follow along. Model pointing to each word and have children do the same as they read aloud. Listen and correct errors.

SESSION 2 Practice and Apply

Remind children that reading each word accurately will help them understand the text. Read aloud a portion of the text fluently as children follow along. Then, model misreading a word and using **Confirm and Correct Word Recognition** to self-correct. Point out that the word you read doesn't make sense. Read the word again by sounding it out and blending the sounds. Model using context to confirm that the word is correct.

Have children read through p. 5. Remind them to think about whether the words make sense as they read. Guide them to self-correct as needed.

After reading, check for understanding by asking:

- *Who is Val?* a woman who runs a shop
- *Who is telling the story?* Val's pup

SESSION 3 Build Independence

EL Partner children. Have them help each other read. Ask them to pause before they turn the page to share one thing that happened.

CONCEPTS OF PRINT Remind children that words in sentences are separated by a space. Use the first sentence on p. 2 to model identifying the space between *Val's* and *pup*. Have children point to the space between *Val's* and *shop* in the next sentence.

Have children read aloud the rest of the book on their own or with a partner. Check that children can decode with automaticity and read with accuracy. Remind them to use what they know about letters and sounds as well as what is happening in the story to self-correct. Then have children retell their favorite part of the story.

After reading, check for understanding by asking:

- *What food did Chef make?* tacos, chips and dip
- *Who did Val have lunch with?* her pup

SESSION 4 Make Connections

Have children reread the book on their own or with a partner. Then ask children to retell the story.

Prompt children to make connections.

- **Connect to Self:** *How does this story remind you of something you have done?* Answers will vary. Provide a sentence starter: *It reminds me of the time I ____.*
- **Connect to Topic:** *How do this week's stories connect to the idea of cooking as a way to create something?* Someone in each story thinks of a way to use food to create something others will enjoy.

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Create Every Day

Celebrate children's efforts and achievements by pointing out all they have learned in this unit.

Phonics Focus

Have children look carefully at Student Workbook p. 188 to find items in the picture that have some of the sounds they have learned in this unit: words that begin with *sh, ch, wh* and consonant blends *fl, sk, and st*.

Super Words

Review the Super Words that children have learned in this unit. Say each word and lead them in cheering its spelling.

*sh-, th-, ch-, wh-,
-sh-, -th-, -ck-, -ng-, -ch*

*-tch, bl-, cl-, fl-, pl-, st-,
sk-, sm-, sp-*

*like, make, there, what, go, no,
so, which,*

from, have, look, or,

*about, out, play, were, by, come,
my, some*

Unit Topic

TALK ABOUT TEXTS Remind children of the texts they read in **Create Every Day**. Review the Unit Words. Point out that children can use the words to talk about the special talents they read about. Provide sentence frames to help children recall details from the texts.

MAKE CONNECTIONS Guide children to compare and contrast the texts they read in this unit. Have children turn and talk with a partner about what all of the texts have in common. Then have a few children share ideas with the class. Guide children to discuss how making things is one way for people to share their special talents with others.

art

create

idea

music

____ liked to create ____.

____ had the idea to ____.

____ made art by ____.

The music that ____ played was ____.

UNIT 2
Wrap-Up | WEEKS 6-10

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Children answer simple questions and talk about the text after reading. At the end of the unit, children review the Unit Words, make connections across texts, and discuss what they learned about the topic.

Assessment

Session 5 of each *Magnetic Reading Foundations* week is an opportunity for teachers to formatively assess student progress through an efficient weekly assessment.

Regular formative assessments are essential because they:

- Allow teachers to spot errors as children are rapidly learning new skills.
- Give teachers a quick gauge of how children are progressing toward proficiency.
- Reveal how and when to intervene.
- Help teachers determine instructional next steps.

SESSION 5 WEEKLY ASSESSMENT **Beginning Digraphs: sh-, th-, ch-, wh-** **WEEK 6**

1. Administer the **Whole-Class Assessment** to track progress on written tasks. Have children turn to Student Workbook p. 114.
 2. Then, in small groups or individually, administer the **Individual Assessment** to track progress on oral and listening tasks. Have children read from Teacher's Guide p. 124 for Part 6.
 3. Use the **Assessment Tracker** to record results. Then review **Instructional Next Steps** on Teacher's Guide p. 125 and p. 311.

Whole-Class Assessment

Tell children they are going to practice some of the sounds and words they learned this week.

PART 1: Encode Target Sound-Spellings
 Say each sound. Have children write the letter(s) that stand for the sound. *Words for teacher reference only.
 1. /sh/ 3. /th/ 5. /tʃ/ (paʃ)
 2. /ʃ/ (buʒ) 4. /hw/ 6. /ch/

PART 2: Encode Target Words
 Read each word. Provide a context sentence when necessary. Have children write the word. **Note:** Whim is a low-frequency word. Children should not be expected to know it.
 1. shed 3. chop 5. chug
 2. thud 4. them 6. whim

PART 3: Spell High-Frequency Words
 Read each word. Provide a context sentence when necessary. Have children write the word.
 1. there 2. like 3. what 4. make

PART 4: Write Connected Text
 This is intended to be optional. Teachers should use their discretion when choosing whether to administer this portion of the Whole-Class Assessment.
 Read each sentence. Have children write the sentence. Remind them to use correct spelling and punctuation.
 1. There is Chad's pup.
 2. I like Meg's shell.

Individual Assessment

PART 5a: Blend, Segment, Identify Phonemes

PART 5a: BLEND
 Have each child blend one word using the directions in Part 5a. Choose a different word for each child if working in small groups.

DIRECTIONS	PROMPT	ANSWER KEY	DIRECTIONS	PROMPT	ANSWER KEY
I will say the sounds in a word. Then you will say the word. Listen as I do it first: /sh/ /ʃ/ /p/. The word is ship.	/sh/ /ʃ/ /p/	ship	If the child makes an error, move to Blending Onset and Rhyme . If not, continue to Part 5b .	/sh/ /ʃ/ /p/	ship
	/th/ /t/ /n/	thin		/th/ /t/ /n/	thin
	/sh/ /ʃ/ /t/	shut		/sh/ /ʃ/ /t/	shut
	/ch/ /tʃ/ /p/	chop		/ch/ /tʃ/ /p/	chop
	/wh/ /h/ /n/	when		/wh/ /h/ /n/	when

Connected Text Key • High-Frequency Words • Target Words • Word Analysis Words • Target Sound-Spelling

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Assessment *continued*

Grade 1 Unit Assessment

WHOLE CLASS ASSESSMENT

UNIT:	PART 1: Target Sound-Spellings	PART 2: Target Words	PART 3: High-Frequency Words	PART 4: Target Words	PART 5: High-Frequency Words	PART 6: Word Analysis Words
DATE:	correct / 6	/ 8	/ 8	/	/	/
NAME:						
ERROR RECORD:						
NAME:						
ERROR RECORD:						
NAME:						
ERROR RECORD:						
NAME:						
ERROR RECORD:						
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NAME:						
ERROR RECORD:						
NAME:						
ERROR RECORD:						

INDIVIDUAL ASSESSMENT

UNIT:	PART 5: Target Words	PART 5: High-Frequency Words	PART 5: Word Analysis Words	PART 5: Did children read fluently?	Calculate Score
DATE:	/	/	/	yes / no	correct/possible
NAME:					
ERROR RECORD:					
NAME:					
ERROR RECORD:					
NAME:					
ERROR RECORD:					
NAME:					
ERROR RECORD:					
NAME:					
ERROR RECORD:					
NAME:					
ERROR RECORD:					
NAME:					
ERROR RECORD:					

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Whole-Class Assessment

- The Whole-Class assessment is an efficient way to gather information about what children have learned.
- For children, the whole-class assessment feels like regular encoding practice.
- The teacher says a sound, word, or sentence. Then children write the corresponding letter, word, or sentence.

Teachers record results in the assessment trackers available on pp. A58 and A60, and also on Toolbox.

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Individual Assessment

1. I like to see Matt's red ship.
2. There is Sam's tan cat on the bed.
3. What do you like about Kit's shop?
4. I went there to see Dan's dad chop logs.
5. When will Ted's dad make his bed?
6. Tam's hand rests on his chin as he naps there.
7. When will Bob make Pat's shed?
8. There was a big thud in the hen's pen.
9. What will Sid's mom whip up for the shop?
10. I like to chat with Tom's dog when we jog.

Instructional Next Steps

1. Review the Instructional Next Steps for the **Whole-Class Assessment** on p. 311.
2. Review the Instructional Next Steps for the **Individual Assessment** below.

PART 5: BLEND, SEGMENT, IDENTIFY PHONEMES

If children were not able to blend the phonemes in a word...

Then provide additional modeling and practice using familiar words. For example, point to your thumb. Model how to say the individual phonemes in the word and then blend the whole word: /th/ /u/ /m/. Thumb. Have children repeat after you. Next, say an object's name in individual phonemes: /ch/ /b/. Have children practice by orally blending the phonemes and then saying the word: chair.

If children were not able to segment the phonemes in a word...

Then provide additional modeling and practice using a visual support, such as counters or blocks. For example, place a small pile of counters in front of you. Say a word: Chin. Model how to add a counter as you say each phoneme in the word: /ch/ /i/ /n/. Have children practice with you. Then have them try it independently with a new word.

If children were not able to identify the initial phoneme...

Then provide additional modeling and practice using a visual support. For example, write the words *whale*, *when*, and *white* for children to see. Point to and emphasize the initial sound in each word as you say it: /hw/ *whale*, /hw/ *when*, /hw/ *white*. I hear /hw/ at the beginning of *whale*, *when*, and *white*. Have children practice with you. Then write three new words for them to try independently.

If children were not able to blend or segment phonemes or identify the initial phoneme...

Then continue to monitor progress on Weekly Assessments. If trouble persists, consider referring children for a more targeted phonological awareness assessment.

PART 6: READ CONNECTED TEXT

If children consistently made errors with the target sound-spellings...

Then compare results to Parts 1 and 2. If a pattern of errors emerges, reteach the digraphs *ch-*, *th-*, *sh-*, and *wh-*. Remind children that digraphs have two consonants that stand for one sound.

If children consistently made errors with high-frequency words...

Then compare results to Part 3. If a pattern of errors emerges, display the **Super Word Cards** for *there*, *like*, *what*, and *make* and read aloud each word. Have children repeat the word, spell it, and read the word again.

If children made errors that were inconsistent with Parts 1-4...

Then have children reread *A Ship for Jess* and *Whif Can Make It* for more practice.

Individual Assessment

- Certain skills, such as phonological awareness and fluency, must be done one-on-one so that teachers can hear children's responses.
- Each child should be assessed using only one or two words/sentences in each part of the individual assessment.
- Because each child is only responsible for one or two items in each part, the individual assessment can be administered efficiently—either individually or in small groups.
- Teachers record results in the assessment trackers available on pp. A59 and A61, and also on Toolbox.

Instructional Next Steps

Weekly assessments allow teachers to quickly spot patterns across whole-class and individual assessment sections. The Instructional Next Steps section gives teachers guidance on recognizing patterns of errors for each assessed skill. Specific and actionable follow-up steps to take for reteaching each assessed skill are provided, allowing teachers to intervene and monitor progress regularly.


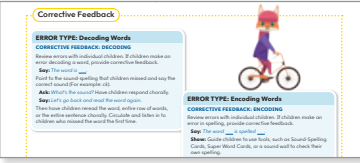
Ongoing Opportunities to Monitor Student Progress

i-Ready® Diagnostic

Magnetic Reading Foundations Formative Assessments

Formative-Assessment Opportunities

Magnetic Reading Foundations provides ongoing opportunities to monitor and track student progress, and to respond tactically to student needs. Formative-assessment opportunities are embedded within sessions and at the end of each week.

TOOL	WHAT IT DOES	HOW TO USE IT
<p>CHECKS</p> <p>CHECK Are children able to blend syllables?</p> <p>Not Yet: Add movement to the activity and focus on two-syllable words. Guide children to hold out their left palm as they say the first syllable and their right palm as they say the second. Then have them clap as they blend the syllables to say the word.</p>	<ul style="list-style-type: none"> • Gives teachers insight into whether children can perform the goal of the mini-lesson • Reteaches the skill or component skill for children who need it 	<ul style="list-style-type: none"> • Note which children were unable to perform the lesson objective • Do a quick reteach on the spot • Reteach the skill in a small group
<p>WEEKLY ASSESSMENT</p> 	<ul style="list-style-type: none"> • Provides quick, skill-specific assessment in phonological awareness, phonics, high-frequency words, word analysis, and oral reading • Gives teachers insight into Instructional Next Steps 	<ul style="list-style-type: none"> • Administer in whole-group and individually once per week • Track progress on the student tracker (p. A58-A59) • Use Instructional Next Steps to reteach skills children missed
<p>CORRECTIVE FEEDBACK</p> 	<ul style="list-style-type: none"> • Gives a teacher routine for correcting decoding and encoding errors • Provides a scaffold for children to learn how to self-correct while reading and spelling independently 	<ul style="list-style-type: none"> • Listen to student reading and use to quickly correct a decoding error • Check encoding and provide feedback to help children learn correct spelling
<p>FIX-UP STRATEGIES</p> <p>SELF-CORRECTION</p> <p>ACCURACY Fix-Up Strategy</p> <p>Confirm and Correct Word Recognition</p> <p>Explain to children that fix-up strategies are tools they can use to help them as they read. Guide children to use Confirm and Correct Word Recognition to read words accurately.</p>	<ul style="list-style-type: none"> • Gives children tools for correcting different reading errors 	<ul style="list-style-type: none"> • Model Fix-Up Strategies while reading to reinforce fluency skills • Monitor children's reading and suggest strategies as needed

Magnetic Reading Foundations Summative Assessments

i-Ready® Literacy Assessments

Unit Assessments

Magnetic Reading Foundations Unit Assessments assess the skills within each unit. These assessments help teachers:

- See patterns of error for individual children throughout the unit
- Understand student growth in reading connected texts with longer passages
- Follow Instructional Next Steps tailored to the Unit Assessment

UNIT 2 ASSESSMENT Weeks 6-10 WEEK 10

1. Administer the **Whole-Class Assessment** to track progress on written tasks. Have children turn to Student Workbook p. 184.
 2. Then, in small groups or individually, administer the **Individual Assessment** to track progress on oral tasks. Have children read from Teacher's Guide p. 203.
 3. Use the **Assessment Tracker** to record results. Then review **Instructional Next Steps** on Teacher's Guide p. 204 and p. 311.

Whole-Class Assessment

Tell children they are going to practice some of the sounds and words they learned throughout the unit.

PART 1: Encode Target Sound-Spellings
 Say the sounds. Have children write the letters that stand for the sounds.
 1. /s/ /f/ 3. /j/ /l/ 5. /p/ /t/
 2. /d/ /m/ 4. /h/ /i/ 6. /z/ /g/

PART 2: Encode Target Words
 Read each word. Provide a context sentence when necessary. Have children write the word. **Notes:** Spud and flux are low-frequency words. Children should not be expected to know them.
 1. skin 3. stem 5. chat 7. pitch
 2. clip 4. smock 6. spud 8. flux

PART 3: Spell High-Frequency Words
 Read each word. Provide a context sentence when necessary. Have children write the word.
 1. some 3. have 5. come 7. were
 2. by 4. about 6. my 8. go

PART 4: Write Connected Text
 This is intended to be optional. Teachers should use their discretion when choosing whether to administer this portion of the Whole-Class Assessment.
 Read each sentence. Have children write the sentences. Remind them to use correct spelling and punctuation.
 1. My dad is **shopping** for **cloth**.
 2. Look at the duck in the **bathub**.

Individual Assessment

PART 5: Read Connected Text
 Have each child read one passage. Listen carefully for children to read with overall fluency. Choose a different passage for each child if working in pairs.

PASSAGE 1
 Stan looks out of the **sunet**. There is **Clem!** She is out by the **shed**. She is **running** and **skipping**. Stan runs out to **play** with **Clem**. They run and **skip** and **spin**.

PASSAGE 2
 Ming's dad likes to make **cattfish**. He makes some **cattfish** in a pan. He tells **Ming** to have some. **Ming** likes **cattfish**. She is **licking** her lips. **Tsmell** it! Yum!

Stan looks out at the sunset.
 There is Clem!
 She is out by the shed.
 She is running and skipping.
 Stan runs out to play with Clem.
 They run and skip and spin.

Ming's dad likes to make cattfish.
 He makes some cattfish in a pan.
 He tells Ming to have some.
 Ming likes cattfish.
 She is licking her lips.
 I smell it!
 Yum!

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Weekly Assessment

Listen and write the letters.

1. sh _____ 4. wh _____
 2. u _____ 5. e _____
 3. th _____ 6. ch _____

Listen and write the Super Words.

1. there _____ 3. what _____
 2. like _____ 4. make _____

Listen and write the sentences.

1. There is Chad's _____
 pup.
 2. I like Meg's shell. _____

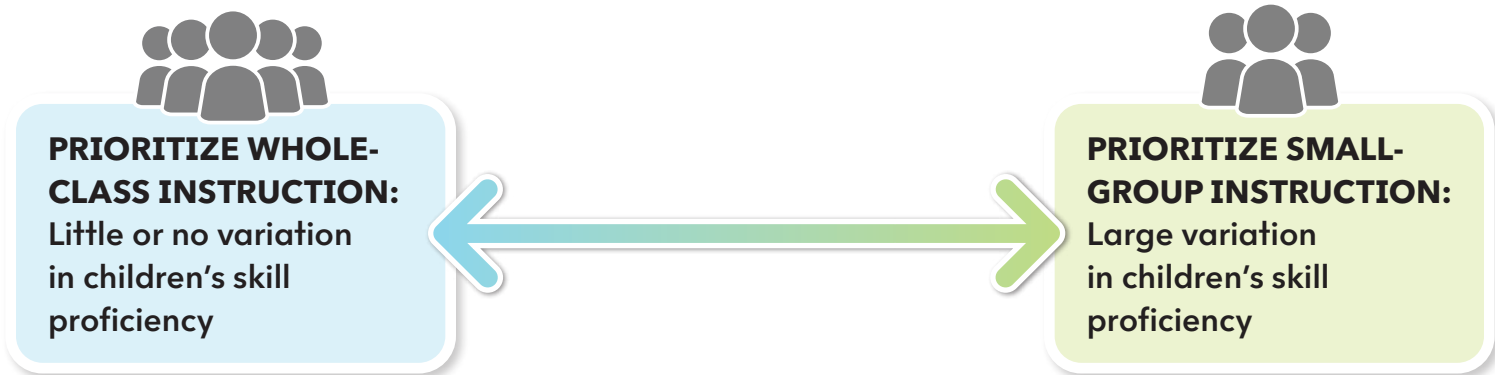
114 WEEK _____ WEEK 6 • Session 5 115

- Compare growth on Unit Assessments with results on i-Ready® Diagnostic
- If children are not progressing as expected, i-Ready® Early Literacy Tasks can provide further information and tools for progress-monitoring

Flexible Pacing Options

Weekly Pacing Options

During each week of *Magnetic Reading Foundations* instruction, children complete 1 lesson, which includes 5 sessions. Sessions 1-4 are intended to take 45 minutes for whole-class instruction. In addition, 10-15 minutes of small-group instruction with Magnetic Readers is provided. If a teacher's schedule does not allow for 45 minutes of uninterrupted time for Foundational Skills, consider the following pacing recommendations.



1 Teach part of the session in whole class and other parts in small groups, based on children's needs.

- Consider using small-group instruction for reinforcing and extending skills, and ensuring children are transferring and applying the skills taught in whole-class lessons.
- Review data to identify the skill areas in which children have the largest variance in their proficiency. Prioritize these skills for small-group instruction so that you can work with the children who need the most practice.
- Optimize whole-class instruction for skills that are new to all children, or skills that children in your class are performing the most similarly on.
- Vary the frequency in which you meet with small groups based on children's needs. Meet more frequently with children who would benefit from reteaching.

2

Teach a portion of the lesson at a separate time in the instructional day. If the literacy block cannot accommodate 45 minutes for Foundational Skills instruction, consider ways to break apart the lesson to teach it in smaller increments of time.

- Use the options for pacing provided in the Weekly Planner to identify ways of grouping strands of skills into shorter increments of time. For example, in Grades K and 1, consider teaching letter formation during a 5-minute increment of time outside of the literacy block.

- Teach the Let's Read! section of the lesson with Connected Texts during a 10-minute increment of time outside of the literacy block.

Options for Pacing



20 min
Phonological Awareness, Phonics, and High-Frequency Words



30 min
Add Word Analysis and Word-Level Reading Fluency



45 min
Add Handwriting and Read Connected Texts

*For more guidance on pacing, see pp. A30–A33.

7:45-8:00	Announcements & Morning Meeting
8:00-9:30	Math Block
9:30-9:45	Recess
9:45-11:15	Literacy Block
11:15-12:00	Lunch/Recess
12:00-12:10	Letter Formation
12:10-1:20	Specials
1:20-1:50	Writing
1:50-2:45	Science/Social Studies
2:45-2:55	Planners & Packing Up

3

Use Session 5 for assessment and reteaching. The whole-class assessment in Session 5 will take approximately 20-25 minutes, which is shorter than the whole-class instruction in Sessions 1-4. Use Session 5 to reteach, or use Cumulative Review to help prepare children for the Weekly Assessment.

Cumulative Review

Use the letters in the picture to make words.

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

Cumulative Review

be	he	like	make
she	there	we	what

Write the Super Words that rhyme with the picture names.

1. _____

3. _____

2. _____

4. _____

Which four words rhyme with the picture name?

5. _____ 7. _____

6. _____ 8. _____

294 WEEK 6 • Cumulative Review

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WEEK 6 • Cumulative Review 295

Pacing for Small-Group Instruction

Small-group instruction allows teachers to differentiate instruction to meet the needs of all children. Teachers are able to check for understanding, provide corrective feedback, and reinforce skills presented in whole-class instruction. With *Magnetic Reading Foundations*, teachers can utilize the following components to help plan and appropriately pace small-group instruction:

Teachers can rely on **formative assessment data** from Checks within each session and the Weekly Assessment to know exactly what children have learned and what they are still mastering. The actionable insights teachers can gather with *Magnetic Reading Foundations* will help them flexibly form groups based on how children have responded to instruction.

Digital resources such as Elkonin Boxes are available to support differentiation in small groups. Teachers can use these tools to reteach skills in a focused setting, which can benefit children with visual support or reinforcement through another instructional approach.

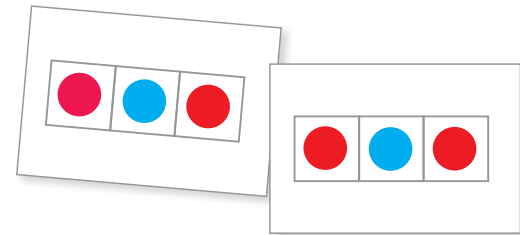
Magnetic Readers provide an anchor for small-group instruction. Each week's Magnetic Reader gives children an opportunity to:

- Practice phonics skills
- Recognize high-frequency words (Super Words)
- Learn about the weekly topic

Teachers can also use Magnetic Readers to model concepts of print as needed.

CHECK Can children decode words with digraphs sh- and th-?

Not Yet: If children read /sh/ as /s/ or /th/ as /t/, use the articulation support on the **SS&A Cards** to model blending the digraphs. If children continue to struggle, review the Isolate Phonemes lesson for further support.



SESSIONS 1-4
APPLY TO TEXT

Magnetic Reader

Let's Read! Lunch with Val

- These sessions may be done throughout the week during whole-class or small-group experiences.
- **Introduction:** Remind children of the Unit Topic, Create Every Day. This week they are learning about cooking as a creative activity. In this text, a chef creates food in his food truck.

- **Genre:** Fiction
- **Unit Words:** create, idea
- **Story Words:** lunch, facts, truck
- **Super Words:** like, make, there, what

SESSION 1 Introduce

EL As you preview the book, read the sentence: *She shuts the shop.* Explain that the lady is closing the shop so no customers can come in while she is gone.

Review the Unit Topic and Weekly Focus with children. Then have children point to the title and read it aloud together. Preview the book. Provide background: food trucks are like kitchens on wheels. Preteach the Story Words. Then, guide children to set a purpose for reading, such as to find out who has lunch with Val.

Read aloud the first page as children follow along. Model pointing to each word and have children do the same as they read aloud. Listen and correct errors.

SESSION 2 Practice and Apply

Remind children that reading each word accurately will help them understand the text. Read aloud a portion of the text fluently as children follow along. Then, model misreading a word and using **Confirm and Correct Word Recognition** to self-correct. Point out that the word you read doesn't make sense. Read the word again by sounding it out and blending the sounds. Model using context to confirm that the word is correct.

Have children read through p. 5. Remind them to think about whether the words make sense as they read. Guide them to self-correct as needed.

After reading, check for understanding by asking:

- Who is Val? a woman who runs a shop
- Who is telling the story? Val's pup

SESSION 3 Build Independence

EL Partner children. Have them help each other read. Ask them to pause before they turn the page to share one thing that happened.

CONCEPTS OF PRINT Remind children that words in sentences are separated by a space. Use the first sentence on p. 2 to model identifying the space between Val's and pup. Have children point to the space between Val's and shop in the next sentence.

Have children read aloud the rest of the book on their own or with a partner. Check that children can decode with automaticity and read with accuracy. Remind them to use what they know about letters and sounds as well as what is happening in the story to self-correct. Then have children retell their favorite part of the story.

After reading, check for understanding by asking:

- What food did Chet make? tacos, chips and dip
- Who did Val have lunch with? her pup

SESSION 4 Make Connections

Have children reread the book on their own or with a partner. Then ask children to retell the story.

Prompt children to make connections.

- **Connect to Self:** How does this story remind you of something you have done? Answers will vary. Provide a sentence starter: It reminds me of the time I ____
- **Connect to Topic:** How do this week's stories connect to the idea of cooking as a way to create something? Someone in each story thinks of a way to use food to create something others will enjoy.

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Small-Group Rotation Pacing Samples

Small-group instruction can be structured in many ways depending on how much time is allotted, how many children are in a classroom, and many other important factors. The following samples can be used to help teachers determine how they will use *Magnetic Reading Foundations* to provide small-group instruction.

SMALL-GROUP INSTRUCTION: 30-45 minute block

	GROUP 1	GROUP 2	GROUP 3	GROUP 4
Rotation 1	Teacher-led instruction with Magnetic Readers + PA & Phonics Practice	Word Work	Writing	Fluency Practice
Rotation 2	Fluency Practice	Teacher-led instruction with Magnetic Readers + PA & Phonics Practice	Fluency Practice	Writing
Rotation 3	Word Work	Fluency Practice	Teacher-led instruction with Magnetic Readers + Fluency Practice	Paired reading with Magnetic Readers

In this example, the teacher uses most of their small-group time for teacher-led instruction with Magnetic Readers. For Groups 1 and 2, the teacher also reinforces phonological awareness and phonics skills introduced in whole-class instruction. Group 3 has some time for additional fluency practice with Magnetic Readers.

SMALL-GROUP INSTRUCTION: 45-75 minute block

	GROUP 1	GROUP 2	GROUP 3	GROUP 4
Rotation 1	Teacher-led instruction with Magnetic Readers + PA & Phonics Practice	Personalized instruction with <i>i-Ready</i> ®	Writing	Word Work
Rotation 2	Fluency Practice	Teacher-led instruction with Magnetic Readers + PA & Phonics Practice	Personalized instruction with <i>i-Ready</i> ®	Writing
Rotation 3	Word Work	Fluency Practice	Teacher-led instruction with Magnetic Readers	Personalized instruction with <i>i-Ready</i> ®
Rotation 4	Writing	Word Work	Fluency Practice	Writing

In this example, the teacher implements four rotations to cover a range of skills and keeps group sizes small. Most of the small-group instruction time will be spent in teacher-led instruction with Magnetic Readers. For Groups 1 and 2, the teacher also reinforces phonological awareness and phonics skills introduced in whole-class instruction. During the last rotation, the teacher pulls back one of the groups if they need additional practice or reinforcement.

Magnetic Reading Foundations

Scope & Sequence

UNIT 1: Friendship

WEEK	CONCEPTS OF PRINT	PHONOLOGICAL AWARENESS	PHONICS
1	<ul style="list-style-type: none"> Book Handling Text Direction 	<ul style="list-style-type: none"> Recognize/Produce Rhyme Isolate Phonemes (Initial) Blend, Identify, Segment Phonemes 	<ul style="list-style-type: none"> Short <i>a</i> Consonant Review: <i>m, t, s, b, n, p, r, h, c/k/, d</i>
2	<ul style="list-style-type: none"> Distinguish Letters from Words Spacing Between Words 	<ul style="list-style-type: none"> Recognize/Produce Alliteration Isolate Phonemes (Initial) Blend, Identify, Segment Phonemes 	<ul style="list-style-type: none"> Short <i>i</i> Consonant Review: <i>f, g, l, j, k, qu, x, z, w, v, y</i>
3	<ul style="list-style-type: none"> Text and Pictures Features of a Sentence 	<ul style="list-style-type: none"> Recognize/Produce Rhyme Isolate Phonemes (Medial) Blend, Identify, Segment Phonemes 	<ul style="list-style-type: none"> Short <i>o</i>
4	<ul style="list-style-type: none"> Book Parts: Title, Author Name, and Illustrator Name Book Parts: Table of Contents 	<ul style="list-style-type: none"> Blend Onset and Rime Isolate Phonemes (Medial) Blend, Identify, Segment Phonemes 	<ul style="list-style-type: none"> Short <i>e</i>
5	<ul style="list-style-type: none"> End Punctuation Book Parts: Glossary 	<ul style="list-style-type: none"> Segment Onset and Rime Isolate Phonemes (Medial) Blend, Identify, Segment Phonemes 	<ul style="list-style-type: none"> Short <i>u</i>

UNIT 2: Create Every Day

WEEK	PHONOLOGICAL AWARENESS	PHONICS	WORD ANALYSIS
6	<ul style="list-style-type: none"> Blend Syllables Isolate Phonemes (Initial) Blend, Identify, Segment Phonemes 	<ul style="list-style-type: none"> Digraphs: <i>sh-, th-, ch-, wh-</i> 	<ul style="list-style-type: none"> Possessives (with 's)
7	<ul style="list-style-type: none"> Segment Syllables Isolate Phonemes (Final) Blend, Identify, Segment Phonemes 	<ul style="list-style-type: none"> Digraphs: <i>-th, -sh, -ck</i> 	<ul style="list-style-type: none"> Inflectional Ending <i>-ing</i> (no spelling changes)
8	<ul style="list-style-type: none"> Blend/Segment Onset and Rime Isolate, Identify, Substitute Phonemes Blend Phonemes 	<ul style="list-style-type: none"> Digraphs: <i>-ch, -tch, -ng</i> 	<ul style="list-style-type: none"> Inflections <i>-s, -es</i>
9	<ul style="list-style-type: none"> Blend/Segment Syllables Add, Delete Phonemes (Initial) Segment, Blend Phonemes 	<ul style="list-style-type: none"> Beginning Blends: <i>bl-, cl-, fl-, pl-</i> 	<ul style="list-style-type: none"> Inflectional Endings <i>-ed, -ing</i>
10	<ul style="list-style-type: none"> Blend/Segment Syllables Add, Delete Phonemes (Initial) Blend, Segment Phonemes 	<ul style="list-style-type: none"> Beginning Blends: <i>st-, sk-, sm-, sp-</i> 	<ul style="list-style-type: none"> Compound Words

	WORD ANALYSIS	SPELLING	LETTER FORMATION	HIGH-FREQUENCY WORDS	FLUENCY	UNIT WORDS
	<ul style="list-style-type: none"> Plural Nouns: -s (no spelling changes) 	<ul style="list-style-type: none"> Words with Short <i>a</i> 	<ul style="list-style-type: none"> Aa, Dd 	<ul style="list-style-type: none"> <i>and, see, the, to</i> 	<ul style="list-style-type: none"> Accuracy 	feel friend help share
	<ul style="list-style-type: none"> s as /z/ 	<ul style="list-style-type: none"> Words with Short <i>i</i> 	<ul style="list-style-type: none"> Ii, Ll 	<ul style="list-style-type: none"> <i>but, her, not, of</i> 	<ul style="list-style-type: none"> Accuracy 	
	<ul style="list-style-type: none"> Inflectional Ending -s (verbs; no spelling changes) 	<ul style="list-style-type: none"> Words with Short <i>o</i> 	<ul style="list-style-type: none"> Oo, Cc 	<ul style="list-style-type: none"> <i>do, that, they, was</i> 	<ul style="list-style-type: none"> Accuracy 	
	<ul style="list-style-type: none"> Double Final Consonants 	<ul style="list-style-type: none"> Words with Short <i>e</i> 	<ul style="list-style-type: none"> Ee, Ss 	<ul style="list-style-type: none"> <i>are, for, with, you</i> 	<ul style="list-style-type: none"> Accuracy 	
	<ul style="list-style-type: none"> Inflectional Ending -ed (no spelling changes) 	<ul style="list-style-type: none"> Words with Short <i>u</i> 	<ul style="list-style-type: none"> Uu 	<ul style="list-style-type: none"> <i>be, he, she, we</i> 	<ul style="list-style-type: none"> Accuracy 	

	SPELLING	LETTER FORMATION	HIGH-FREQUENCY WORDS	FLUENCY	UNIT WORDS
	<ul style="list-style-type: none"> Words with Consonant Digraphs 	<ul style="list-style-type: none"> Tt, Hh 	<ul style="list-style-type: none"> <i>like, make, there, what</i> 	<ul style="list-style-type: none"> Accuracy 	art create idea music
	<ul style="list-style-type: none"> Words with Ending Digraphs 	<ul style="list-style-type: none"> Yy, Kk 	<ul style="list-style-type: none"> <i>go, no, so, which</i> 	<ul style="list-style-type: none"> Accuracy 	
	<ul style="list-style-type: none"> Words with Ending Digraphs 	<ul style="list-style-type: none"> Nn, Mm 	<ul style="list-style-type: none"> <i>from, have, look, or</i> 	<ul style="list-style-type: none"> Accuracy 	
	<ul style="list-style-type: none"> Words with Beginning Blends 	<ul style="list-style-type: none"> Bb, Pp 	<ul style="list-style-type: none"> <i>about, out, play, were</i> 	<ul style="list-style-type: none"> Accuracy 	
	<ul style="list-style-type: none"> Words with Beginning Blends 	<ul style="list-style-type: none"> Jj 	<ul style="list-style-type: none"> <i>by, come, my, some</i> 	<ul style="list-style-type: none"> Accuracy 	

UNIT 3: The Underwater World

WEEK	PHONOLOGICAL AWARENESS	PHONICS	WORD ANALYSIS
11	<ul style="list-style-type: none"> Blend, Segment Phonemes Add, Delete, Substitute Phonemes (Initial) 	<ul style="list-style-type: none"> Beginning r-Blends: <i>fr-, cr-, dr-, tr-</i> 	<ul style="list-style-type: none"> Short Vowel Syllable Patterns (Closed Syllables)
12	<ul style="list-style-type: none"> Blend, Add, Segment Phonemes Delete Phonemes (Initial) 	<ul style="list-style-type: none"> Beginning Blends: <i>gr-, br-, sn-, sw-</i> 	<ul style="list-style-type: none"> Inflectional Endings <i>-ed, -ing</i> (with and without spelling changes)
13	<ul style="list-style-type: none"> Blend, Add, Segment Phonemes Delete Phonemes (Initial) 	<ul style="list-style-type: none"> Three-Letter Blends: <i>scr-, spl-, str-, spr-</i> 	<ul style="list-style-type: none"> Contractions with 's
14	<ul style="list-style-type: none"> Blend, Segment, Add Phonemes Isolate Phonemes (Final) 	<ul style="list-style-type: none"> Ending Blends: <i>-st, -sk, -nd, -nt, -mp</i> 	<ul style="list-style-type: none"> Contractions with <i>not</i>
15	<ul style="list-style-type: none"> Blend, Segment, Add Phonemes Isolate, Identify, Substitute Phonemes (Medial) 	<ul style="list-style-type: none"> Long <i>a</i>: <i>a_e</i> 	<ul style="list-style-type: none"> Plurals (with CVCe Words)

UNIT 4: Neighborhoods

WEEK	PHONOLOGICAL AWARENESS	PHONICS	WORD ANALYSIS
16	<ul style="list-style-type: none"> Blend, Segment Phonemes Isolate, Identify, Substitute Phonemes (Medial) 	<ul style="list-style-type: none"> Long <i>o</i>: <i>o_e</i>; Long <i>i</i>: <i>i_e</i> 	<ul style="list-style-type: none"> Final <i>e</i> Syllable Patterns
17	<ul style="list-style-type: none"> Blend, Segment Phonemes Isolate, Identify, Substitute Phonemes (Medial) 	<ul style="list-style-type: none"> Long <i>u</i>: <i>u_e</i>; Long <i>e</i>: <i>e_e</i> 	<ul style="list-style-type: none"> Inflectional Endings <i>-ed, -ing</i> (drop final <i>e</i>)
18	<ul style="list-style-type: none"> Blend, Segment Phonemes Isolate Phonemes (Initial) Identify Phonemes (Final) 	<ul style="list-style-type: none"> Soft <i>c, g</i> 	<ul style="list-style-type: none"> Inflectional Endings <i>-ed, -ing</i> (with and without spelling changes)
19	<ul style="list-style-type: none"> Blend, Segment Phonemes Isolate Phonemes (Medial, Final) Identify, Delete Phonemes (Final) 	<ul style="list-style-type: none"> Long <i>a</i>: <i>ai, ay</i> 	<ul style="list-style-type: none"> Prefixes <i>re-, un-</i>
20	<ul style="list-style-type: none"> Blend, Segment, Add Phonemes Isolate, Identify Phonemes (Medial) Substitute Phonemes (Initial) 	<ul style="list-style-type: none"> Long <i>e</i>: <i>e, ee, ea</i> 	<ul style="list-style-type: none"> Suffixes <i>-ful, -less</i>

	SPELLING	LETTER FORMATION	HIGH-FREQUENCY WORDS	FLUENCY	UNIT WORDS
	• Words with Beginning Blends	• Ff, Rr	• <i>into, more, one, your</i>	• Accuracy	animal deep sea water
	• Words with Beginning Blends	• Gg, Qq	• <i>could, great, said, would</i>	• Accuracy	
	• Words with Three-Letter Blends	• Vv, Ww	• <i>all, small, their, through</i>	• Accuracy	
	• Words with Ending Blends	• Xx, Zz	• <i>any, many, most, want</i>	• Accuracy	
	• Words with Long <i>a</i> : <i>a_e</i>	• Punctuation	• <i>other, people, too, write</i>	• Accuracy	

	SPELLING	HIGH-FREQUENCY WORDS	FLUENCY	UNIT WORDS
	• Words with Long <i>o</i> : <i>o_e</i> ; Long <i>i</i> : <i>i_e</i>	• <i>down, over, these, who</i>	• Expression	here live neighbor work
	• Words with Long <i>u</i> : <i>u_e</i> ; Long <i>e</i> : <i>e_e</i>	• <i>also, first, how, new</i>	• Appropriate Phrasing	
	• Words with Soft <i>c, g, dge</i>	• <i>been, change, once, only</i>	• Intonation/ Inflection	
	• Words with Long <i>a</i> : <i>ai, ay</i>	• <i>away, because, each, where</i>	• Accuracy	
	• Words with Long <i>e</i> : <i>e, ee, ea</i>	• <i>around, found, good, now</i>	• Rate/Pacing	

UNIT 5: Imagine That!

WEEK	PHONOLOGICAL AWARENESS	PHONICS	WORD ANALYSIS
21	<ul style="list-style-type: none"> Blend, Segment, Delete, Identify Phonemes Isolate Phonemes (Medial) Substitute Phonemes (Initial) 	<ul style="list-style-type: none"> Long o: o, oa, ow 	<ul style="list-style-type: none"> Long Vowel Syllable Patterns (Open Syllables)
22	<ul style="list-style-type: none"> Blend, Segment, Add Phonemes Isolate Phonemes (Medial, Final) Identify Phonemes (Medial) Substitute Phonemes (Initial) 	<ul style="list-style-type: none"> Long i: i, y, igh 	<ul style="list-style-type: none"> Inflectional Ending -ed (change y to i)
23	<ul style="list-style-type: none"> Blend, Segment, Identify Phonemes Isolate Phonemes (Final) Substitute Phonemes (Initial) 	<ul style="list-style-type: none"> Long e: y, ey 	<ul style="list-style-type: none"> Plurals (change y to i before adding -es)
24	<ul style="list-style-type: none"> Blend, Segment, Add, Identify Phonemes Isolate Phonemes (Medial) Substitute Phonemes (Medial) 	<ul style="list-style-type: none"> r-Controlled Vowel ar 	<ul style="list-style-type: none"> r-Controlled Vowel Syllable Patterns
25	<ul style="list-style-type: none"> Blend, Segment, Identify Phonemes Isolate Phonemes (Medial, Final) Substitute Phonemes (Medial) 	<ul style="list-style-type: none"> r-Controlled Vowels er, ir, ur 	<ul style="list-style-type: none"> Comparative Inflectional Endings: er, est

UNIT 6: In the Sky

WEEK	PHONOLOGICAL AWARENESS	PHONICS	WORD ANALYSIS
26	<ul style="list-style-type: none"> Blend, Segment, Identify, Substitute Phonemes Isolate Phonemes (Medial, Final) 	<ul style="list-style-type: none"> r-Controlled Vowels or, oar, ore 	<ul style="list-style-type: none"> Consonant + le Syllable Patterns
27	<ul style="list-style-type: none"> Blend, Segment, Add, Identify Phonemes Isolate Phonemes (Medial, Final) Substitute Phonemes (Final) 	<ul style="list-style-type: none"> Diphthongs ou, ow 	<ul style="list-style-type: none"> Compound Words
28	<ul style="list-style-type: none"> Blend, Segment, Add, Identify Phonemes Isolate Phonemes (Medial, Final) Substitute Phonemes (Initial, Medial) 	<ul style="list-style-type: none"> Diphthongs oi, oy 	<ul style="list-style-type: none"> Vowel Team Syllable Patterns
29	<ul style="list-style-type: none"> Blend, Segment, Add Phonemes Isolate Phonemes (Medial, Final) Substitute Phonemes (Medial, Final) 	<ul style="list-style-type: none"> Variant Vowel oo (book) Variant Vowels oo (room), ue, ew 	<ul style="list-style-type: none"> Irregular Plurals
30	<ul style="list-style-type: none"> Blend, Segment, Delete, Identify Phonemes Isolate Phonemes (Medial, Final) Substitute Phonemes (Medial) 	<ul style="list-style-type: none"> Variant Vowels au, aw, a(l) 	<ul style="list-style-type: none"> Suffix -ly

SPELLING	HIGH-FREQUENCY WORDS	FLUENCY	UNIT WORDS
<ul style="list-style-type: none"> Words with Long o: o, oa, ow 	<ul style="list-style-type: none"> find, light, little, right 	<ul style="list-style-type: none"> Accuracy 	<p>action hero mood problem</p>
<ul style="list-style-type: none"> Words with Long i: i, y, igh 	<ul style="list-style-type: none"> before, buy, even, our 	<ul style="list-style-type: none"> Intonation/ Inflection 	
<ul style="list-style-type: none"> Words with Long e: y, ey 	<ul style="list-style-type: none"> every, pretty, think, very 	<ul style="list-style-type: none"> Appropriate Phrasing 	
<ul style="list-style-type: none"> Words with ar 	<ul style="list-style-type: none"> called, help, know, walk 	<ul style="list-style-type: none"> Expression 	
<ul style="list-style-type: none"> Words with er, ir, ur 	<ul style="list-style-type: none"> answer, picture, water, word 	<ul style="list-style-type: none"> Rate/Pacing 	

SPELLING	HIGH-FREQUENCY WORDS	FLUENCY	UNIT WORDS
<ul style="list-style-type: none"> Words with or, oar, ore 	<ul style="list-style-type: none"> again, does, soon, year 	<ul style="list-style-type: none"> Accuracy 	<p>appear Earth moon weather</p>
<ul style="list-style-type: none"> Words with ou, ow 	<ul style="list-style-type: none"> always, done, give, here 	<ul style="list-style-type: none"> Rate/Pacing 	
<ul style="list-style-type: none"> Words with oi, oy 	<ul style="list-style-type: none"> another, live, move, near 	<ul style="list-style-type: none"> Intonation/ Inflection 	
<ul style="list-style-type: none"> Words with Variant Vowel oo (book); Variant Vowels oo (room), ue, ew 	<ul style="list-style-type: none"> goes, learn, school, work 	<ul style="list-style-type: none"> Appropriate Phrasing 	
<ul style="list-style-type: none"> Words with Variant Vowels au, aw, a(l) 	<ul style="list-style-type: none"> air, full, pull, together 	<ul style="list-style-type: none"> Expression 	

Instructional Routines

Instructional routines provide structure and consistency to *Magnetic Reading Foundations*. Each routine includes step-by-step instructions for teacher modeling and student application.

Meet the Routines!

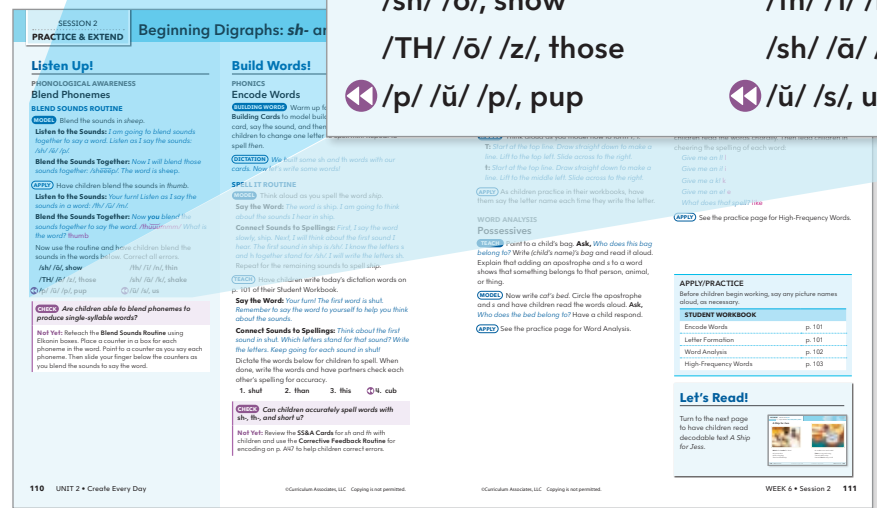
The routines include scripting for the specific skill being taught. Routines are included for:

- Phonological Awareness
- High-Frequency Words
- Phonics
- Corrective Feedback

<p>ROUTINE NAME</p>	<p>BLEND SOUNDS ROUTINE</p>
<p>TEACHER MODELING Explicit modeling gives children clarity and confidence.</p>	<p>MODEL Blend the sounds in <i>sheep</i>. Listen to the Sounds: <i>I am going to blend sounds together to say a word. Listen as I say the sounds: /sh/ /ē/ /p/.</i> Blend the Sounds Together: <i>Now I will blend those sounds together: /shēēp/. The word is sheep.</i></p>
<p>STUDENT APPLICATION As children become more familiar with the routines, they can use the familiar steps as tools for mastering new skills.</p>	<p>APPLY Have children blend the sounds in <i>thumb</i>. Listen to the Sounds: <i>Your turn! Listen as I say the sounds in a word: /th/ /ū/ /m/.</i> Blend the Sounds Together: <i>Now you blend the sounds together to say the word. /thūūmmm/ What is the word? thumb</i></p>

Now use the routine and have children blend the sounds in the words below. Correct all errors.

/sh/ /ō/, show	/th/ /ī/ /n/, thin
/TH/ /ō/ /z/, those	/sh/ /ā/ /k/, shake
◀ /p/ /ū/ /p/, pup	◀ /ū/ /s/, us



Phonological Awareness Routines

Phonological awareness is the understanding that spoken language is made up of sounds. Phonological awareness lessons help children recognize and manipulate spoken sounds before learning to attach each sound to a grapheme, or letter(s).

Recognize

SKILL: Isolate Phonemes

ISOLATE SOUNDS ROUTINE

MODEL Isolate the first sound in the word *shed*.

Listen for the Sound: *I am going to listen for the first sound in the word shed.*

Say the Sound: *Now I will say the first sound I hear in shed: /sh/. The first sound in shed is /sh/.*

APPLY Have children isolate the first sound in the word *thumb*.

Listen for the Sound: *Your turn! What is the first sound in the word thumb?*

Say the Sound: *Now you say the first sound you hear. /th/. Again. /th/*



SKILL: Identify Phonemes

IDENTIFY SOUNDS ROUTINE

MODEL Identify the common sound in the words *sheep*, *shell*, and *shade*.

Listen for the Same Sound: *I am going to listen for the same sound in three words. Listen as I say the words: sheep, shell, and shade.*

Name the Sound: *Now I will say the sound that is the same in all three words: /sh/. The first sound in sheep, shell, and shade is /sh/.*

APPLY Have children identify the common sound in the words *this*, *these*, and *them*.

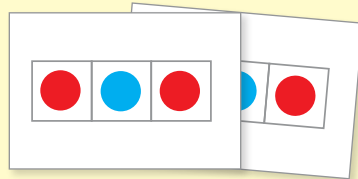
Listen for the Same Sound: *Your turn! Put on your listening ears as I say three words. What sound is the same in this, these, and them?*

Name the Sound: *Now you say the sound that is the same. /TH/*

SUPPORT LEARNER VARIABILITY: Options for Differentiation

Make It Visual

Use counters to represent each phoneme. Chips, buttons, blocks, or cubes all make useful counters. As children progress from working with initial sounds to medial sounds, consider using one color counter for consonant sounds and a different color for vowel sounds. Visual scaffolds can be used for all phoneme level skills, but they are particularly helpful for isolation, segmenting, deletion, addition, and substitution tasks.

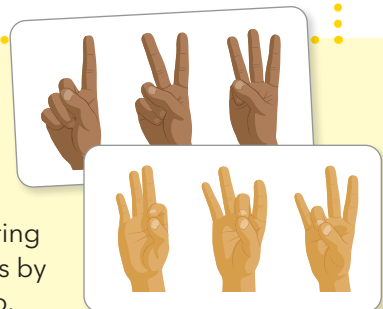


Add Movement

Have children use their fingers to represent each sound.

For phoneme isolation or segmenting tasks, have children tap the sounds by bringing each finger to their thumb.

For phoneme identification and manipulation tasks, hold up one finger to represent each sound.



EL English Learners

Have children use small mirrors to watch how their mouths move as they form sounds.

Instructional Routines *continued*

Blend

SKILL: Blend Onset and Rime

BLEND SOUNDS ROUTINE

MODEL Blend the onset and rime in *dad*.

Listen to the Sounds: *I am going to blend sounds to say a word. Listen as I say the first sound and then the rest of the word: /d/ /ăd/.*

Blend the Sounds Together: *Now I will blend the parts of the word together: /d/ /ăd/. The word is dad.*

APPLY Have children blend the onset and rime in *dot*.

Listen to the Sounds: *Your turn! Listen as I say the first sound and the rest of the word: /d/ /ôt/.*

Blend the Sounds Together: *Now you blend the sounds together to say the word. /d/ /ôt/ What is the word? dot*

SKILL: Blend Syllables

BLEND SOUNDS ROUTINE

MODEL Blend the syllables in *chapter*.

Listen to the Sounds: *I am going to blend syllables together to say a word. Listen as I say the syllables: chap • ter.*

Blend the Syllables Together: *Now I will put those syllables together: chap • ter. The word is chapter.*

APPLY Have children blend the syllables in *whistle*.

Listen to the Sounds: *Your turn! I am thinking of a word. Listen as I say the syllables of the word: whis • tle.*

Blend the Syllables Together: *Now you put the syllables together to say the word. whistle*

SKILL: Blend Phonemes

BLEND SOUNDS ROUTINE

MODEL Blend the sounds in *while*.

Listen to the Sounds: *I am going to blend sounds together to say a word. Listen as I say the sounds: /hw/ /ī/ /l/.*

Blend the Sounds Together: *Now I will blend the sounds together: /hwīlll/. The word is while.*

APPLY Have children blend the sounds in *choose*.

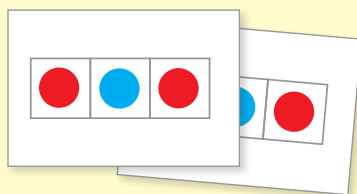
Listen to the Sounds: *Your turn! Listen as I say the sounds in a word: /ch/ /ōō/ /z/.*

Blend the Sounds Together: *Now you blend the sounds together to say the word. /chōōzzz/ What is the word? choose*

SUPPORT LEARNER VARIABILITY: Options for Differentiation

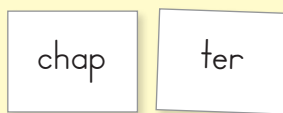
Make It Visual

Use counters such as tiles, cubes, cards, or chips to visually represent each syllable, phoneme, onset, or rime.



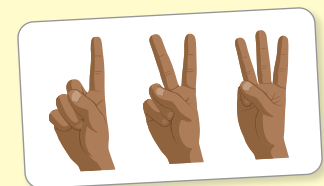
Attach Print

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.



Segment

SKILL: Segment Onset and Rime

SEGMENT SOUNDS ROUTINE

MODEL Segment the onset and rime in *rid*.

Listen to the Word: *I am going to break the word rid into two parts: the first sound and the rest of the word.*

Say the Sounds in the Word: *The first sound in rid is /r/. The rest of the word is /id/. The two parts of rid are /r/ /id/.*

APPLY Have children segment the onset and rime in *rap*.

Listen to the Word: *Your turn! Listen to the word: rap.*

Say the Sounds in the Word: *Now you say the first sound you hear in rap. /r/ What is the rest of the word? /ăp/. What are the two parts of rap? /r/ and /ăp/.*

SKILL: Segment Syllables

SEGMENT SOUNDS ROUTINE

MODEL Segment the syllables in *whimper*.

Listen to the Word: *I am going to break a word apart into its syllables. Listen as I say the word: whimper.*

Say the Syllables in the Word: *I will clap as I say each syllable in whimper: whim • per. The syllables in whimper are whim- and -per.*

APPLY Have children segment the syllables in *cheaper*.

Listen to the Word: *Your turn! Listen as I say a word: cheaper.*

Say the Syllables in the Word: *Now you say the syllables you hear in cheaper. Clap as you say each syllable: cheap • er.*

SKILL: Segment Phonemes

SEGMENT SOUNDS ROUTINE

MODEL Segment the sounds in *chase*.

Listen to the Word: *I am going to break the word chase into its sounds.*

Say the Sounds in the Word: *What sounds do I hear in chase? /ch/ /ă/ /s/*

APPLY Have children segment the sounds in *chin*.

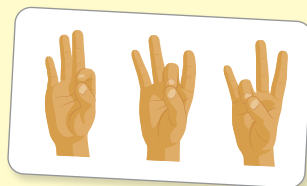
Listen to the Word: *Your turn! Listen carefully as I say a word: chin.*

Say the Sounds in the Word: *Now you say the sounds you hear in chin. /ch/ /ĭ/ /n/.*

Add Movement

Have children use their fingers to represent each sound.

For phoneme isolation or segmenting tasks, have children tap the sounds by bringing each finger to their thumb.



EL English Learners

Model saying syllables, phonemes, and onset and rimes clearly and slowly. In addition to adding visual and kinesthetic supports when blending and segmenting sounds, check for language transfers to support English learners when sounds may not be familiar to them.

Instructional Routines *continued*

Manipulate

SKILL: Add Phonemes

ADD SOUNDS ROUTINE

MODEL Add /k/ to *loud* to form *cloud*.

Listen and Add a Sound: *I am going to add a sound to the word loud to make a new word. I will add /k/ to the beginning of loud.*

Say the New Word: *When I add /k/ and loud, the new word is cloud.*

APPLY Have children add /d/ to *rip* to form *drip*.

Listen and Add a Sound: *Your turn! Say rip. Add the /d/ sound to the beginning of rip.*

Say the New Word: *What new word do you get when you add /d/ and rip? drip*

SKILL: Delete Phonemes

DELETE SOUNDS ROUTINE

MODEL Delete /k/ from *cloud* to form *loud*.

Listen: *I am going to take away a sound from a word to say a new word. I will take away /k/ from the beginning of cloud.*

Say the New Word: *When I take away /k/ from cloud, the new word is loud.*

APPLY Have children delete /d/ from *drip* to form *rip*.

Listen: *Your turn! Say drip. Take away /d/ from the beginning of drip.*

Say the New Word: *What new word do you get when you take away /d/ from drip? rip*

SKILL: Substitute Phonemes

CHANGE SOUNDS ROUTINE

MODEL Change /sh/ in *ship* to /ch/ to form *chip*.

Listen: *I am going to change the sound in a word to say a new word. I will change /sh/ in ship to /ch/.*

Say the New Word: *When I change /sh/ in ship to /ch/, the new word is chip.*

APPLY Have children change /ch/ in *chat* to /TH/ to form *that*.

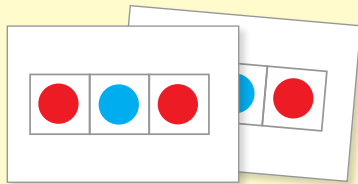
Listen: *Your turn! Change /ch/ in chat to /TH/.*

Say the New Word: *What new word do you get when change /ch/ in chat to /TH/? that*

SUPPORT LEARNER VARIABILITY: Options for Differentiation

Make It Visual

Use counters to represent each phoneme. Chips, buttons, blocks, or cubes all make useful counters.



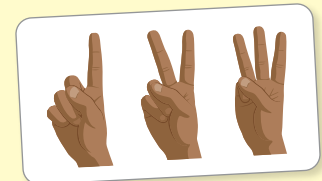
Attach Print

Adding print can be an effective scaffold. Follow the routine, adding letters to index cards or Elkonin Boxes as you go. Adding print can be used for all phoneme-level skills, but it is particularly helpful for identifying, segmenting, deletion, addition, and substitution tasks.



Add Movement

For phoneme-manipulation tasks, hold up one finger to represent each sound.



EL English Learners

Model saying syllables, phonemes, and onset and rimes clearly and slowly. In addition to adding visual and kinesthetic scaffolds when manipulating phonemes, check for language transfers to support English learners when sounds may not be familiar to them. Use the **Articulation Cards** and videos as pronunciation models.

High-Frequency Words Routine

Children learn new High-Frequency Words, known as “Super Words,” each week. The Super Words Routine guides children to use letter-sound knowledge to identify any known spellings in the words before moving on to learning the unknown spellings.

High-Frequency Words



SKILL: High-Frequency Words

SUPER WORDS ROUTINE

See and Say the Word: Display the **Super Word Card**. Read the word and have children repeat it. Read the context sentences on the back of the card.

Spell the Word: Have children say the letters in the word. Review known sound-spellings and have children say them with you.

Write the Word: Have children write the word on a piece of paper and check their spelling.



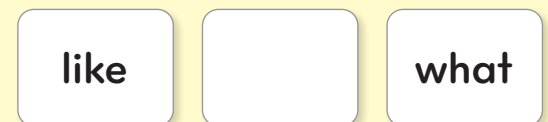
SUPPORT LEARNER VARIABILITY: Options for Differentiation

Make It a Game!

Once children have learned a set of high-frequency words, have them build automaticity by introducing some games. For example, have children cheer or sing word spellings, say letters as they shoot imaginary basketballs into hoops, or create two sets of index cards with the words on them to play a memory matching game. As children become more proficient, introduce a speed challenge, having children read a set of **Super Word Cards** in decreasing amounts of time.

Share Tools for Learning and Self-Checking

Post the **Super Word Cards** in the classroom for children to use as a reference. Remind children to use the cards as a tool for learning and for self-checking as they work.



Instructional Routines *continued*

Phonics Routines

The phonics routines in *Magnetic Reading Foundations* guide children to understand the systematic relationship between letters and the sounds they represent.

Phonics includes the explicit teaching of two distinct skill types:

- **Decoding:** Connecting the spellings of words to speech.
- **Encoding (Spelling):** Converting speech sounds to written letters, or graphemes.

Phonics

SKILL: Decoding

BLEND WORDS ROUTINE

MODEL Write the word *chat* on the board.

Say the Sounds: *I am going to say each sound in the word chat: the letters ch stand for /ch/, a stands for /ă/, and t stands for /t/.*

Blend the Sounds Together: *Now listen as I blend these sounds together: /chăăt/, chat. Say the word with me: chat.*

APPLY Write the word *when* on the board.

Say the Sounds: *Your turn! Say each sound in the word. /hw/ /ĕ/ /n/.*

Blend the Sounds Together: *Now blend the sounds together. /hwĕĕn/, when.*

SKILL: Encoding

SPELL IT ROUTINE

MODEL Think aloud as you spell the word *chin*.

Say the Word: *The word is chin. I am going to think about the sounds I hear in chin.*

Connect Sounds to Spellings: *First, I will say the word slowly, chin. Next, I will think about the first sound I hear. The first sound in chin is /ch/. I know that the letters c and h together stand for /ch/. I will write ch.*

Repeat for the remaining sounds to spell *chin*.

APPLY Have children write today's first dictation word on page 10 of their Student Workbook.

Say the Word: *Your turn! The first word is chop. Remember to say the word to yourself to help you think about the sounds.*

Connect Sounds to Spellings: *Think about the first sound in chop. Ask yourself which letters stand for that sound. Write the letters. Keep going for each sound in chop!*

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.

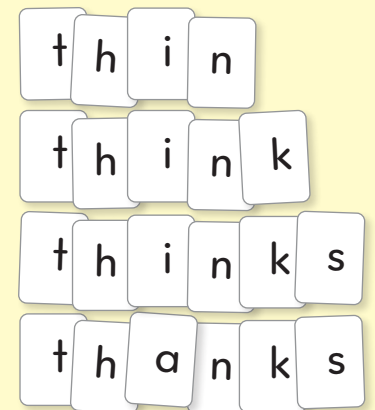
Use the **Articulation Cards** to support the proper formation of each sound. Use the image on the front of the card as a visual model as you share the articulation steps on the back of the card with children.

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.



Corrective Feedback Routines

Use the Corrective Feedback routines as needed to address and correct children's errors in decoding and encoding tasks. Using the routines ensures that children are prompted to review and correct their own errors in an efficient and consistent way.

Corrective Feedback

ERROR TYPE: Decoding Words

CORRECTIVE FEEDBACK: DECODING

Review errors with individual children. If children make an error decoding a word, provide corrective feedback.

Say: *The word is ___.*

Point to the sound-spelling that children missed and say the correct sound (For example: ck).

Ask: *What's the sound?* Have children respond chorally.

Say: *Let's go back and read the word again.*

Then have children reread the word, the entire row of words, or the entire sentence chorally. Circulate and listen in to children who missed the word the first time.



ERROR TYPE: Encoding Words

CORRECTIVE FEEDBACK: ENCODING

Review errors with individual children. If children make an error in spelling, provide corrective feedback.

Say: *The word ___ is spelled ___.*

Show: Guide children to use tools such as Sound-Spelling Cards, Super Word Cards, or a sound wall to check their own spelling.

Write: Then write the word on the board.

Check: Ask children to confirm or correct their spelling while you circulate and check their work.

SUPPORT LEARNER VARIABILITY: Options for Differentiation

Share Tools for Learning and Self-Checking

Use the **Sound-Spelling** and **Articulation Cards** to create a sound wall in your classroom. Remind children to use the cards as a tool for learning and for self-checking as they work.



Our Commitment to Learner Variability and Equity

Our Mission

Curriculum Associates believes that all children deserve access to high-quality, equitable educational resources. We strive to ensure that learners who represent a wide variety of cultures, linguistic backgrounds, economic statuses, living circumstances, and abilities can engage with our materials and see themselves reflected in them.

Supporting All Learners

The creators of *Magnetic Reading Foundations* were guided by the understanding that there is no such thing as an average learner and that all children bring their own unique assets and backgrounds to their learning. As a result, instruction incorporates the guidelines of Universal Design for Learning (UDL) and includes best practices for English learners (ELs), which allows for teachers to draw on concepts and practices strategically to suit the strengths and needs of their children. In addition, the program reflects a diverse range of characters and subjects in images and content, recognizing the importance of children identifying aspects of their own experiences in the materials they encounter.

Dad drove up and down hills.
They drove past Eve's place.
Eve was working on her bike.
It had a flat.
Eve and her mom were fixing it.
They waved at...

A Box for Russ

by Margaret Feltz
illustrated by Paran Kim

My class has an idea.
We plan to paint a wall.
It is a dull, flat wall.

ts, and fish.

Let's Read! Words with **Short u, u_e, Short e, e_e**
Super Words: **also, first, how, new**

Fun and Games




These kids live on the same block.
They play a **new** jump rope game.
How can these kids jump so fast?
These kids can jump well.

These kids like to make up games.
First, the kids plan a game.
The kids like making up the rules.
It can be a game with sitting.

Let's Read! Words with **i, y**
Super Words: **before, buy, even, our**

Ty's Mitt




Ty sat down in the kitchen by Jess.
He didn't want Gram's eggs on toast.
He said, "I can't find my mitt. I need it **before our** big game. It is lost."

"That is a problem," said Gram as she cleaned up. "We can't **buy** a new mitt in time for the game."

So, they made up their minds to find Ty's mitt. Jess checked Ty's red backpack. Gram looked by the big oak desk. Ty **even** checked in the trash can. They could not find his mitt.

Ty was in a bad, bad mood. What will Ty do?

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Universal Design for Learning (UDL)

The UDL guidelines were created to “ensure all learners can access and participate in meaningful, challenging learning opportunities.”¹ This means that UDL:

- **IS** about reducing and removing barriers to allow all learners to access and engage with rigorous materials.
- **IS NOT** about reducing grade level expectations or rigor.

Empowering Teachers & Children to Apply UDL

Implementing UDL with fidelity means that children and teachers recognize and use the unique assets and needs of ALL children as tools for learning. By offering multiple means of engagement, representation, action, and expression throughout the program, the UDL principles are woven into the fabric of the instructional model in a variety of ways. This includes providing rich, varied, multisensory routines and activities, offering regular opportunities and suggestions for differentiation, and incorporating a wide variety of scaffolds and tools.

“UDL aims to change the design of the environment rather than to change the learner. When environments are intentionally designed to reduce barriers, all learners can engage in rigorous, meaningful learning.”²

High-Frequency Words

TIP To make the activity more challenging, include words from previous weeks.

REVIEW Review this week’s Super Words *into, more, one, and your*. Have children “basketball shoot” the words. Have them pantomime bouncing a ball as they say each letter. Then, have them say the word as they pantomime shooting the ball through a hoop.

APPLY See the practice page for High-Frequency Words.

Kinesthetic learning opportunities, such as the “basketball shoot” activity above, are incorporated into the program to allow for multiple means of engagement, action, and expression.



Articulation Cards provide guidance through images and text, integrating multiple forms of representation. Articulation Videos, available on Teacher Toolbox, show how each sound is formed to model accurate pronunciation.

1. CAST (2020). UDL Guidelines. Retrieved from <https://udlguidelines.cast.org>

2. CAST (2020). Frequently Asked Questions. Retrieved from <https://udlguidelines.cast.org/more/frequently-asked-questions>

Magnetic Reading Foundations Helps English Learners Read!

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. Ensuring they achieve academic success with rigorous, grade-level content is our priority. With explicit, systematic foundational-skills instruction, instructional routines that are straightforward and repeatable, and strategic language-specific supports that leverage home languages, *Magnetic Reading Foundations* helps ensure ELs acquire the skills they need to succeed.

Plan for Success

The program incorporates strategic scaffolds for English learners. During planning, teachers can consider the needs of ELs and how to best support foundational skills learning and first encounters with texts.

- **Strategies and Scaffolds for English Learners** on the next page lists the point-of-use supports in every lesson that help ELs develop phonological awareness, phonics, and reading.
- **Language Transfer** is a key resource for helping ELs learn the phonological and phonics skills necessary in identifying sounds and sound-spellings unique to English and those that are similar between English and home languages.

Grade 1 language transfers are listed on pages A62-A64.



Strategies and Scaffolds for English Learners

Phonological Awareness

TYPE OF SUPPORT	STRATEGIES	EXAMPLES
Identify Sound Transfers	<ul style="list-style-type: none"> • Sounds that transfer: children say words they know in their home language starting with that sound. • Sounds that do not transfer: provide support. 	<p>Blend Syllables</p> <p>EL There are no <i>bl-</i> and <i>cl-</i> consonant blend sounds in Mandarin, Vietnamese, or Arabic. Children may add a vowel sound or drop a sound. Say the sounds in isolation and in familiar words with children.</p> <p>Blend Phonemes</p> <p>EL There are no initial <i>sn-</i> and <i>sw-</i> sounds in Spanish. Have children hold their hands apart and move their hands together as they say /ssss/. When their hands clap, they say the final sound in the blend.</p>
Use Visuals	<ul style="list-style-type: none"> • Raise fingers/hands to show sounds. • Tap on board to show sounds. 	
Use Visuals and Aural Supports	<ul style="list-style-type: none"> • Use SS&A Cards to support articulation steps. • Use rubber band to show sounds stretching. • Have children use mirrors to watch how mouths move. 	
Use Kinesthetics/Rhythm/Aural Supports	<ul style="list-style-type: none"> • Children clap/move bodies, hands, or fingers with sounds. • Children say short chants. 	

Phonics

TYPE OF SUPPORT	STRATEGIES	EXAMPLES
Identify Sound-Spelling Transfers	<ul style="list-style-type: none"> • Sound-spelling transfers to home language: children say words that start with that letter. • Sound-spelling does not transfer to home language: provide support. 	<p>r-Controlled Vowel: ar</p> <p>EL Help children recognize the letters in the <i>r</i>-controlled vowel. Write the letter(s) for each sound in a word in Elkonin boxes. Place the letters <i>ar</i> together in a single box.</p> <p>Long u: u_e, Long e: e_e</p> <p>EL There are no sound-spelling matches for spelling patterns <i>u_e</i> and <i>e_e</i> in Spanish, Mandarin, or Vietnamese. Have children cover their mouths after they say each word to signal the silent <i>e</i>.</p>
Use Visuals	<ul style="list-style-type: none"> • Use Elkonin Boxes. • Underline letters in words to connect sounds to letters. 	
Use Kinesthetics/Rhythm/Aural Supports	<ul style="list-style-type: none"> • Children skywrite or write the letters/words with fingers on desks. • Children say short chants that include the letters. 	

Reading

TYPE OF SUPPORT	STRATEGIES	EXAMPLES
Leverage Home Language	<ul style="list-style-type: none"> • Have children who share a home language help each other read and connect new words to words in their home language. 	<p>SESSION 1 Introduce</p> <p>EL As you preview the book, pause to introduce key words in the text for each sea animal. For example, for the crab, point out the fuzz on its legs.</p> <p>Read Connected Text</p> <p>EL Explain how the hairy frogfish tricks other fish. Act out how the frogfish shakes the rod (the lure on its head). After reading, have children act out the other fish grabbing for this fake snack before the frogfish eats them.</p>
Use Kinesthetics	<ul style="list-style-type: none"> • Teacher and children act out key parts of the story. 	
Explain Idioms/Expressions	<ul style="list-style-type: none"> • Explain phrases that are key to understanding the text. 	
Analyze Words	<ul style="list-style-type: none"> • Point out pronouns and the things/people they refer to. • Look at word parts to help with meaning. 	
Use Partners	<ul style="list-style-type: none"> • Partners help each other decode words and understand texts. 	



UNIT 6

In the Sky



Plan

Look Ahead: Preview the unit skills and texts to plan for your class needs.

WEEK	PHONICS FOCUS	UNIT TEXTS	KNOWLEDGE
26	r-controlled vowels: or, oar, ore	<ul style="list-style-type: none"> • <i>Night Sky</i> • <i>Up in the Sky</i> • <i>Sky Patterns</i> 	<p>About Decoding Skills</p> <p>The unit texts provide opportunities for children to practice reading r-controlled vowels, diphthongs, variant vowels, and previously learned phonics skills.</p> <p>About the Unit Topic</p> <p>In the Sky People are able to see different objects in the sky depending on the weather and the Earth's position in relation to the sun.</p>
27	Diphthongs: ou, ow	<ul style="list-style-type: none"> • <i>Up in a Cloud</i> • <i>Kinds of Clouds</i> • <i>The Storm</i> 	
28	Diphthongs: oi, oy	<ul style="list-style-type: none"> • <i>Soil and Sun</i> • <i>Enjoying Our Sun</i> • <i>The Sun</i> 	
29	Variant Vowels: oo, ue, ew	<ul style="list-style-type: none"> • <i>Make a Moon Book</i> • <i>Moon Q and A</i> • <i>Shining Bright</i> 	
30	Variant Vowels: au, aw, a(l)	<ul style="list-style-type: none"> • <i>Night Camp</i> • <i>Dip into Stars</i> • <i>Looking at Stars</i> 	



Teach

Introduce the Unit Topic: Have children turn to Student Workbook page 189. Use the illustrations to introduce Unit Words and questions.

Unit Words

<p>appear</p> <p>When things appear, people are able to see them.</p>	<p><i>In the garden, plants appear from the soil.</i></p>
<p>Earth</p> <p>The planet we live on is called Earth.</p>	<p><i>We live on planet Earth.</i></p>
<p>moon</p> <p>The moon is an object in space that circles Earth.</p>	<p><i>The moon helps light up the night.</i></p>
<p>weather</p> <p>Weather is what it is like outside in a certain place.</p>	<p><i>The weather outside is dark and stormy.</i></p>

Engage

Read aloud the unit title. Tell children that in this unit they will read about objects and patterns in the sky. Use the following questions to generate curiosity about the topic: *When does the moon appear in the sky? How does the moon seem to change? What is the weather like today? What types of weather do you like best?*

Explain to children that the pictures at the bottom of the page are from texts they will read in this unit. Have them turn and talk with a partner about what they notice. Have them explain which text they are most curious to read and why. Offer discussion and oral language support with the following sentence frame: *I am most curious about reading this text because ___.*

Plan Student Scaffolds

- Use assessment data and instructional next steps from the prior week to plan modifications to support each child.
- Review **English Learner Supports** to plan appropriate instruction for ELs.
- Review instructional routines and options for variation on pp. A40–A47 to support learner variability.

Options for Pacing



20 min

Phonological Awareness, Phonics, and High-Frequency Words



30 min

Add Word Analysis and Word-Level Reading Fluency



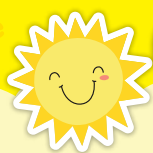
45 min

Add Read Connected Texts

*For more guidance on pacing, see pp. A30–A33.

PHONICS FOCUS: Consonant Diphthongs: *ou*, *ow*

	SESSION 1	SESSION 2	SESSION 3
Key Objectives	<p>Children will:</p> <ul style="list-style-type: none"> • blend phonemes to produce single-syllable words • isolate and pronounce phonemes in single-syllable words • decode words with the diphthong <i>ou</i> • recognize and read grade-level high-frequency words 	<p>Children will:</p> <ul style="list-style-type: none"> • segment spoken words into phonemes • decode and encode words with the diphthong <i>ou</i> • decode compound words • recognize and read grade-level high-frequency words • read fluently with appropriate rate 	<p>Children will:</p> <ul style="list-style-type: none"> • add phonemes to words to say new words • identify common phonemes in groups of single-syllable words • decode words with the diphthong <i>ow</i> • recognize and read grade-level high-frequency words
Phonological Awareness	<ul style="list-style-type: none"> • Blend Phonemes • Isolate Phonemes 	<ul style="list-style-type: none"> • Segment Phonemes 	<ul style="list-style-type: none"> • Add Phonemes • Identify Phonemes
Phonics	<ul style="list-style-type: none"> • Diphthong <i>ou</i> 	<ul style="list-style-type: none"> • Diphthong <i>ou</i> • <i>r</i>-Controlled Vowel <i>or</i> 	<ul style="list-style-type: none"> • Diphthong <i>ow</i>
Word Analysis		<ul style="list-style-type: none"> • Compound Words 	
High-Frequency Words	<ul style="list-style-type: none"> • <i>always, done, give, here</i> 	<ul style="list-style-type: none"> • <i>always, done, give, here</i> 	<ul style="list-style-type: none"> • <i>always, done, give, here</i> • <i>again, does, soon, year</i>
Fluency	<ul style="list-style-type: none"> • Word-Level Reading Fluency 	<ul style="list-style-type: none"> • Read Connected Text 1: <i>Up in a Cloud</i> • Fluency Skill: Rate 	<ul style="list-style-type: none"> • Word-Level Reading Fluency
English Learner Supports	<ul style="list-style-type: none"> • Identify sound transfers for diphthong <i>ou</i>. • Identify sound-spelling transfers for diphthong <i>ou</i>. 	<ul style="list-style-type: none"> • Provide vocabulary support for Connected Text 1. 	<ul style="list-style-type: none"> • Identify sound transfers for diphthong <i>ow</i>. • Identify sound-spelling transfers for diphthong <i>ow</i>.



Materials

- Word Building Cards
- Sound-Spelling & Articulation (SS&A) Cards: /ou/
- Super Word Cards: *always, done, give, here*

Magnetic Reader

Children will apply the foundational skills and practice fluent reading with repeated readings of this week’s Magnetic Reader: *The Storm*.

Unit Words

- appear
- Earth
- moon
- weather

SESSION 4	SESSION 5
<p>Children will:</p> <ul style="list-style-type: none"> • substitute phonemes in words to say new words • decode and encode words with the diphthong <i>ow</i> • recognize and read grade-level high-frequency words • read fluently with appropriate rate 	<p>Children’s progress will be measured in:</p> <ul style="list-style-type: none"> • recognizing that the letters <i>ou</i> and <i>ow</i> stand for /ou/ • encoding words with the diphthongs <i>ou, ow</i> • accurately spelling the high-frequency words
<ul style="list-style-type: none"> • Substitute Phonemes 	<p>WEEKLY ASSESSMENT</p> <ul style="list-style-type: none"> • Phonological Awareness: Identify, Add, and Substitute Phonemes • Target Sound-Spellings: /ou/
<ul style="list-style-type: none"> • Diphthong <i>ow</i> • r-Controlled Vowels <i>oar, ore</i> 	<ul style="list-style-type: none"> • /ôr/, /ûr/, /âr/, /è/, /î/ • Target Words: <i>growl, crouch</i>
<ul style="list-style-type: none"> • Compound Words 	<ul style="list-style-type: none"> • <i>soar, burst, chore, port</i> • High-Frequency Words: <i>always, done, give, here</i> • Read/Write Connected Text
<ul style="list-style-type: none"> • <i>always, done, give, here</i> • <i>again, does, soon, year</i> 	<ul style="list-style-type: none"> • Cumulative Review <p>If children need more practice before or after taking the assessment, assign the Cumulative Review pages on Student Workbook pp. 304–305.</p>
<ul style="list-style-type: none"> • Read Connected Text 2: <i>Kinds of Clouds</i> • Fluency Skill: Rate 	
<ul style="list-style-type: none"> • Provide vocabulary support for Connected Text 2. 	<ul style="list-style-type: none"> • Review sounds and sound-spelling patterns that do not transfer from students’ home languages before assessing.

Listen Up!

PHONOLOGICAL AWARENESS

Blend Phonemes

EL The diphthong *ou* has an approximate sound in Spanish and Haitian Creole. Practice the sound in isolation with children while pointing out the movement of the mouth.

BLEND SOUNDS ROUTINE

MODEL Blend the sounds in *proud*.

Listen to the Sounds: *I am going to blend sounds together to say a word. Listen as I say the sounds: /p/ /r/ /ou/ /d/.*

Blend the Sounds Together: *Now I will blend those sounds together: /prroud/. The word is proud.*

APPLY Have children blend the sounds in *round*.

Listen to the Sounds: *Your turn! Listen as I say the sounds in a word: /r/ /ou/ /n/ /d/.*

Blend the Sounds Together: *Now you blend the sounds together to say the word. /rrrounnd/ What is the word? round*

Now use the routine and have children blend the sounds in the words below. Correct all errors.

/b/ /ou/ /n/ /s/, bounce

/ou/ /ch/, ouch

/s/ /p/ /r/ /ou/ /t/, sprout

/p/ /ou/ /n/ /d/, pound

/w/ /ī/ /th/ /ou/ /t/, without

/ou/ /t/ /s/ /ī/ /d/, outside

CHECK Are children able to blend phonemes to produce single- and multi-syllable words?

Not Yet: Reteach the **Blend Sounds Routine** using movement. Tap your desk as you say each phoneme. Then clap as you say the whole word.

PHONOLOGICAL AWARENESS

Isolate Phonemes

TIP Have children place a counter for each sound in a word. As they repeat each sound, have them touch the matching counter. Have them note what sound they say as they touch the middle counter.

ISOLATE SOUNDS ROUTINE

MODEL Isolate the medial sound in the word *south*.

Listen for the Sound: *I am going to listen for the middle sound in the word south.*

Say the Sound: *Now I will say the middle sound I hear in south: /ou/. The middle sound in south is /ou/.*

APPLY Have children isolate the medial sound in the word *shout*.

Listen for the Sound: *Your turn! What is the middle sound in the word shout?*

Say the Sound: *Now you say the middle sound you hear. /ou/ Again. /ou/*

Now use the routine and have children isolate the middle sound in each word below. Correct all errors.

loud, /ou/

pop, /ō/

mouse, /ou/

house, /ou/

mouth, /ou/

fox, /ō/

Build Words!

PHONICS

Diphthong ou

EL There is no sound-spelling match for the diphthong *ou* in Spanish. Spanish speakers may pronounce the sound with the long *o* and *u*. Have children position their mouths for the sound before they say it.

TEACH Use the **SS&A Cards** to introduce the diphthong *ou*. Say the image name, say the sound, and have children repeat after you. Explain that the letters *o* and *u* together can stand for /ou/. Write *couch* and read it aloud. Underline *ou*. Point to the letters, say the sound, and have children repeat after you.

BLEND WORDS ROUTINE

MODEL Write the word *found*.

Say the Sounds: *I am going to say each sound in the word found: the letter f stands for /f/, ou stand for /ou/, n stands for /n/, and d stands for /d/.*

Blend the Sounds Together: *Now listen as I blend these sounds together: /fffounnnd/, found. Say the word with me: found.*

APPLY Write the word *house*.

Say the Sounds: *Your turn! Say each sound in the word. /h/ /ou/ /s/*

Blend the Sounds Together: *Now blend the sounds together. /housss/, house*

Now use the routine and have children blend sounds to say the words below. Correct all errors.

out	cloud	scout
pounce	sound	round

CHECK *Can children decode words with diphthong ou?*

Not Yet: If children read /ou/ as a different vowel sound, use the articulation support on the **SS&A Cards** to review diphthong *ou*. If children continue to struggle, review the Isolate Phonemes lesson for further support.

High-Frequency Words

TEACH Introduce this week's high-frequency words *always, done, give, and here*.

SUPER WORDS ROUTINE

See and Say the Word: Display the **Super Word Card**. Read the word and have children repeat it. Read the context sentences on the back of the card.

Spell the Word: Have children say the letters in the word. Review known sound-spellings and have children say them with you.

Write the Word: Have children write the word on a piece of paper and check their spelling.

APPLY See the practice page for High-Frequency Words.

APPLY/PRACTICE

For additional practice, assign the pages below. Before children begin working, say any picture names aloud, as necessary.

STUDENT WORKBOOK

Phonics	p. 208
High-Frequency Words	p. 209

WORD-LEVEL READING FLUENCY

Guide children to read the words on Student Workbook p. 210. Remind them that some words will have the sound-spellings they are learning this week; others will have review sound-spellings. Line 4 is intended for children who are ready for a challenge.

round	mound	scout	spout
pounce	bounce	ouch	pouch
fork	cord	sort	thorn
doubt	mountain	outlook	announce

He had to pound the post into the ground.

Here is a pebble I found.

Listen Up!

PHONOLOGICAL AWARENESS

Segment Phonemes

SEGMENT SOUNDS ROUTINE

MODEL Segment the sounds in *spout*.

Listen to the Word: *I am going to break the word spout into its sounds.*

Say the Sounds in the Word: *What sounds do I hear in spout? /s/ /p/ /ou/ /t/*

APPLY Have children segment the sounds in *couch*.

Listen to the Word: *Your turn! Listen carefully as I say a word: couch.*

Say the Sounds in the Word: *Now you say the sounds you hear in couch. /k/ /ou/ /ch/*

Now use the routine and have children segment the sounds in the words below. Correct all errors.

cloud, /k/ /l/ /ou/ /d/

ground, /g/ /r/ /ou/ /n/ /d/

◀ storm, /s/ /t/ /ôr/ /m/

shout, /sh/ /ou/ /t/

round, /r/ /ou/ /n/ /d/

◀ born, /b/ /ôr/ /n/

CHECK Are children able to segment phonemes in single-syllable words?

Not Yet: Read the word slowly while you hold up one finger for each sound. Repeat while reading the word and performing the action in unison with children. Then have children read the word and perform the action on their own.

Build Words!

PHONICS

Encode Words

BUILDING WORDS Warm up for dictation. Use **Word Building Cards** to model building *found*. Point to each card, say the sound, and then blend the word. Guide children to change one letter to spell *pound*. Repeat to spell *round*.

DICTATION *We built some ou words with our cards. Now let's write some words!*

SPELL IT ROUTINE

MODEL Think aloud as you spell the word *pounce*.

Say the Word: *The word is pounce. I am going to think about the sounds I hear in pounce.*

Connect Sounds to Spellings: *First, I will say the word slowly, pounce. Next, I will think about the first sound I hear. The first sound in pounce is /p/. I know that the letter p stands for /p/. I will write p. Repeat for the remaining sounds to spell pounce.*

APPLY Have children write today's dictation words and sentence on p. 211 of their Student Workbook.

Say the Word: *Your turn! The first word is proud. Remember to say the word to yourself to help you think about the sounds.*

Connect Sounds to Spellings: *Think about the first sound in proud. Which letter stands for that sound? Write the letter. Keep going for each sound in proud!*

Dictate the words and sentence below. When done, write them and have partners check each other's spelling for accuracy.

1. proud
2. ounce
3. about
- ◀ 4. sport
5. Some birds always fly south in winter.

CHECK Can children accurately spell words with diphthong *ou*?

Not Yet: Review the **SS&A Cards** for diphthong *ou* with children and use the **Corrective Feedback Routine** for encoding on p. A47 to help children correct errors.

WORD ANALYSIS

Compound Words

TEACH Remind children that a compound word is two smaller words put together to make a longer word. They can look for the two smaller words that make up a compound word to help them read it.

MODEL Write the word *clubhouse*. **Say,** *To read this longer word, I will first look to see if I see any smaller words in it. First I see the word club. When I cover that up, then I see the second part of the longer word is house. Then I blend those two smaller words to read the longer word: club-house; clubhouse.*

APPLY Now write the word *outside*. Have children look at the word and identify the two smaller words. **Ask,** *What two smaller words do you see? out, side* Now blend the two words to read the longer word. *out-side, outside*

See the practice page for Word Analysis.

High-Frequency Words

TIP Guide children to use what they know about phonics skills to help them spell the words. Remind them that the letters in Super Words don't always follow the rules, such as the *i* in *give*.

REVIEW Review this week's Super Words: *always, done, give, here*. Have partners use **Word Building Cards** to practice spelling the Super Words.

APPLY See the practice page for High-Frequency Words.

APPLY/PRACTICE

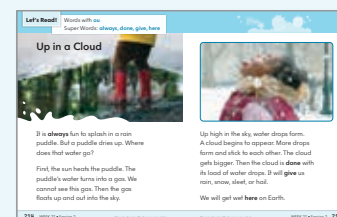
Before children begin working, say any picture names aloud, as necessary.

STUDENT WORKBOOK

Encode Words	p. 211
Word Analysis	p. 212
High-Frequency Words	p. 213

Let's Read!

Turn to the next page to have children read *Up in a Cloud*.



Let's Read!

- **Introduce:** This week, children will read about clouds. This text, *Up in a Cloud*, explains how clouds are formed as part of the water cycle.
- **Share:** Unit Words *appear, Earth, moon, weather*

FIRST READ

Read Connected Text

EL Use gestures to explain to children how a puddle dries up in the sun and the water floats up as a gas. Then it becomes water drops.

TEACH/MODEL Model decoding the title. Call attention to this week's Super Words in bold and the Unit Words *appear* and *Earth*. Remind children that they are learning about words with /ou/ spelled *ou*. Write target-skill words from the text, such as *cloud* and *out*. Have children practice reading the words in isolation to build automaticity. Model decoding the first sentence before reading the text in unison with children. Point to each word as you read and have children do the same.

APPLY Have children reread the text in unison. Circulate and provide feedback as needed. If time permits, have children read the text again using partner-reading or whisper-reading.

CHECK *Are children able to read the text automatically and with ease?*

Not Yet: Have children use **Word Building Cards** to build words they had trouble with. Guide children to say each sound in the word and then blend the sounds to read the word. As needed, guide children to break the word into syllables before blending.

Let's Read!

Words with **ou**Super Words: **always, done, give, here**

Up in a Cloud



It is **always** fun to splash in a rain puddle. But a puddle dries up. Where does that water go?

First, the sun heats the puddle. The puddle's water turns into a gas. We cannot see this gas. Then the gas floats up and out into the sky.



Up high in the sky, water drops form.
A cloud begins to appear. More drops
form and stick to each other. The cloud
gets bigger. Then the cloud is **done** with
its load of water drops. It will **give** us
rain, snow, sleet, or hail.

We will get wet **here** on Earth.

SECOND READ

Build Fluency: Rate/Pace

TEACH/MODEL Remind children that reading at a natural pace will make it easier to understand a text. Read the first paragraph on p. 214 at a very slow pace. Ask children what they noticed about your reading. **Say**, *When I read too slowly, it makes it harder to follow along and understand the text. Now listen to how the text sounds as I read at a natural pace.* Reread the text and discuss the difference with children.

SELF-CORRECTION

PACING Fix-Up Strategy

Explain to children that readers use different strategies, or tools, to help them read. **Say**, *If your reading is too fast or too slow, stop and read again. Remember that when you read aloud, you should read at a pace that sounds like you are talking. That will help you and your listeners understand the text. Ask yourself: Did my pace sound natural? Did it make it easy for listeners to understand the text?*

APPLY Read the second paragraph on p. 214 aloud as children echo-read. Listen for appropriate pace.

CHECK *Are children able to read at an appropriate rate?*

Not Yet: Have children practice reading aloud with you, following your pace. Have them reread each sentence until they have mastered reading at a pace that sounds natural.

Listen Up!

PHONOLOGICAL AWARENESS

Add Phonemes

EL Use your hands to indicate the placement of the new sound. Say the word *ouch* and hold up your left hand. Say /p/ as you hold up your right hand. Put your hands together and say *pouch*.

ADD SOUNDS ROUTINE

MODEL Add /p/ to *ouch* to form *pouch*.

Listen and Add a Sound: *I am going to add a sound to the word ouch to make a new word. I will add /p/ to the beginning of ouch.*

Say the New Word: *When I add /p/ to the beginning of ouch, the new word is pouch.*

APPLY Have children add /d/ to the beginning of *out* to form *doubt*.

Listen and Add a Sound: *Your turn! Say out. Add /d/ to the beginning of out.*

Say the New Word: *What new word do you get when you add /d/ to the beginning of out? **doubt***

Now use the routine and have children add phonemes to say the words below. Correct all errors.

/g/ /r/ + owl = growl	/k/ + ouch = couch
/p/ + out = pout	/g/ + round = ground
how + /l/ = howl	brow + /n/ = brown

CHECK Are children able to add phonemes to the beginning of words and say the new words?

Not Yet: Repeat the **Add Sounds Routine** using visuals. Set down a strip of paper as you say the starting word. Set down a counter before (or after) the strip as you say the phoneme to be added. Then sweep your hand under the counter and paper strip as you blend to say the word. Have children repeat your model.

PHONOLOGICAL AWARENESS

Identify Phonemes

TIP Children who need additional support may benefit from segmenting the sounds in each word first and then identifying the middle or ending sound in each word.

IDENTIFY SOUNDS ROUTINE

MODEL Identify the common sound in the words *gown*, *cows*, and *howl*.

Listen for the Same Sound: *I am going to listen for the same sound in three words. Listen as I say the words: gown, cows, and howl.*

Name the Sound: *Now I will say the sound that is the same in all three words: /ou/. The middle sound in gown, cows, and howl is /ou/.*

APPLY Have children identify the common sound in the words *how*, *towel*, and *down*.

Listen for the Same Sound: *Your turn! Put on your listening ears as I say three words. What sound is the same in how, towel, and down?*

Name the Sound: *Now you say the sound that is the same. /ou/*

Now use the routine and have children identify the medial or final sound in the words below. Correct all errors.

now, wow, cow, /ou/	pouch, howl, tower, /ou/
town, fowl, couch, /ou/	road, soak, hole, /ō/

Build Words!

PHONICS

Diphthong ow

EL There is no sound-spelling match for the diphthong *ow* in Mandarin, Vietnamese, or Arabic. Children may pronounce such words with a long *o* sound.

TEACH Use the **SS&A Cards** to introduce the diphthong *ow*. Say the image name, say the sound, and have children repeat after you. Remind children they have learned that *ow* can stand for the /ō/ sound as in *snow*. Explain that *o* and *w* together can also stand for the /ou/ sound. Write *cow* and read it aloud. Underline *ow*. Point to the letters, say the sound, and have children repeat after you.

BLEND WORDS ROUTINE

MODEL Write the word *gown*.

Say the Sounds: *I am going to say each sound in the word gown: the letter g stands for /g/, the letters ow stand for /ou/, and n stands for /n/.*

Blend the Sounds Together: *Now listen as I blend these sounds together: /gounnn/, gown. Say the word with me: gown.*

APPLY Write the word *crowd*.

Say the Sounds: *Your turn! Say each sound in the word. /k/ /r/ /ou/ /d/*

Blend the Sounds Together: *Now blend the sounds together. /krrroud/, crowd*

Now use the routine and have children blend sounds to say the words below. Correct all errors.

wow	town	howl
frown	power	brown

CHECK *Can children blend words with the diphthong ow?*

Not Yet: Review the **SS&A Cards** for /ou/. Emphasize each phoneme in the word by stretching or repeating the sound. Have children echo you. Then blend the whole word. If children continue to struggle, review the Identify Phonemes lesson for further support.

High-Frequency Words

REVIEW Use the **Super Word Cards** to review this week's words *always, done, give, here* and last week's words *again, does, soon, and year*.

APPLY Build automaticity with a speed drill. Display the **Super Words Cards** one at a time, gradually increasing speed. Repeat until each card has been read several times.

APPLY/PRACTICE

For additional practice, assign the pages below. Before children begin working, say any picture names aloud, as necessary.

STUDENT WORKBOOK

Phonics	p. 216
High-Frequency Words	p. 217

WORD-LEVEL READING FLUENCY

Guide children to read the words on Student Workbook p. 218. Remind them that some words will have the sound-spellings they are learning this week; others will have review sound-spellings. Line 4 is intended for children who are ready for a challenge.

wow	now	frown	brown
owl	vowel	growl	towel
roar	board	wore	more
downpour	sunflower	nowadays	however

Give her the brown couch.

This store is always crowded at night.

Diphthong: ow

Listen Up!

PHONOLOGICAL AWARENESS

Substitute Phonemes

EL Say the vowel sound in each word with children. For example, for *high* and *how*, emphasize /ī/ and /ou/ with children.

CHANGE SOUNDS ROUTINE

MODEL Change /ī/ in *high* to /ou/ to form *how*.

Listen: *I am going to change the sound in a word to say a new word. I will change /ī/ in high to /ou/.*

Say the New Word: *When I change /ī/ in high to /ou/, the new word is how.*

APPLY Have children change /ē/ in *we* to /ou/ to form *wow*.

Listen: *Your turn! Change /ē/ in we to /ou/.*

Say the New Word: *What new word do you get when you change /ē/ in we to /ou/? wow*

Now use the routine and have children substitute phonemes in the words below. Correct all errors.

/ō/ in *know* to /ou/ = **now**

/ā/ in *crane* to /ou/ = **crown**

◀ /är/ in *star* to /ôr/ = **store**

/ē/ in *bee* to /ou/ = **bow**

/ī/ in *dine* to /ou/ = **down**

◀ /är/ in *car* to /ôr/ = **core**

CHECK Are children able to substitute phonemes in words with the diphthong ow?

Not Yet: Have children use the **Segment Sounds Routine** to segment each word into all of its sounds. Have children isolate and identify the medial or ending sound before replacing it with the new sound.

Build Words!

PHONICS

Encode Words

BUILDING WORDS Warm up for dictation. Use **Word Building Cards** to model building *town*. Point to each card, say the sound, and then blend the word. Guide children to change one letter to spell *gown*. Repeat to spell *frown*.

DICTATION *We built some words with ow with our cards. Now let's write some words!*

SPELL IT ROUTINE

MODEL Think aloud as you spell the word *clown*.

Say the Word: *The word is clown. I am going to think about the sounds I hear in clown.*

Connect Sounds to Spellings: *First, I will say the word slowly, clown. Next, I will think about the first sound I hear. The first sound in clown is /k/. I know the letter c can stand for /k/. I will write c. Repeat for the remaining sounds to spell clown.*

APPLY Have children write today's dictation words and sentence on p. 219 of their Student Workbook.

Say the Word: *Your turn! The first word is howl. Remember to say the word to yourself to help you think about the sounds.*

Connect Sounds to Spellings: *Think about the first sound in howl. Which letter stands for that sound? Write the letter. Keep going for each sound in howl!*

Dictate the words and sentence below. When done, write them and have partners check each other's spelling for accuracy.

1. howl
2. crowd
3. allow
- ◀ 4. coast
5. Give me a dry towel.

CHECK Can children accurately spell words with the diphthong ow?

Not Yet: Review diphthong ow. Write down and point to each letter as children sound it out. Dictate the words *brown* and *growl*.



WORD ANALYSIS

Compound Words

TEACH Remind children that a compound word is made up of two smaller words. Explain that identifying the two smaller words can help them read the longer word more easily.

MODEL Write the word *sundown*. **Say,** *To read this longer word, I will first look to see if I see any smaller words in it. First I see the word sun. When I cover that up, then I see the second part of the longer word is down. Then I blend those two smaller words to read the longer word: sun-down; sundown.*

APPLY Now write the word *hometown*. Have children look at the word and identify the two smaller words. **Ask,** *What two smaller words do you see? home, town* Now blend the two words to read the longer word. *home-town, hometown*

See the practice page for Word Analysis.

High-Frequency Words

REVIEW Review this week's Super Words *always, done, give, and here*. Have children skywrite the words as they spell them aloud.

APPLY Display this week's and last week's **Super Word Cards** one at a time. Have partners take turns using the words in oral sentences.

APPLY/PRACTICE

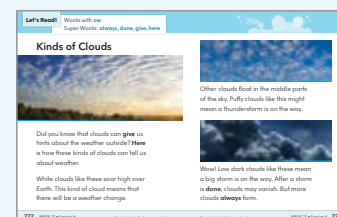
Before children begin working, say any picture names aloud, as necessary.

STUDENT WORKBOOK

Encode Words	p. 219
Word Analysis	p. 220
High-Frequency Words	p. 221

Let's Read!

Turn to the next page to have children read *Kinds of Clouds*.



Let's Read!

- **Introduce:** This week, children will read about clouds. This text, *Kinds of Clouds*, is about the weather associated with different types of clouds.
- **Share:** Unit Words *appear, Earth, moon, weather*

FIRST READ

Read Connected Text

EL Explain to children the phrase *soar high* and the word *vanish*.

TEACH/MODEL Model decoding the title. Call attention to this week's Super Words in bold and the Unit Words *weather* and *Earth*. Remind children that they are learning about words with /ou/ spelled ow. Write target-skill words from the text, such as *outside* and *wow*. Have children practice reading the words in isolation to build automaticity. Model decoding the first sentence before reading the text in unison with children. Point to each word as you read and have children do the same.

APPLY Have children reread the text in unison. Circulate and provide feedback as needed. If time permits, have children read the text again using partner-reading or whisper-reading.

CHECK *Are children able to read the text automatically and with ease?*

Not Yet: Help children copy decodable words that are challenging. As they write each letter, have them say the corresponding sound aloud. Then prompt them to blend the sounds to say the word. Have children reread the sentence with the word to develop fluency.

Let's Read!

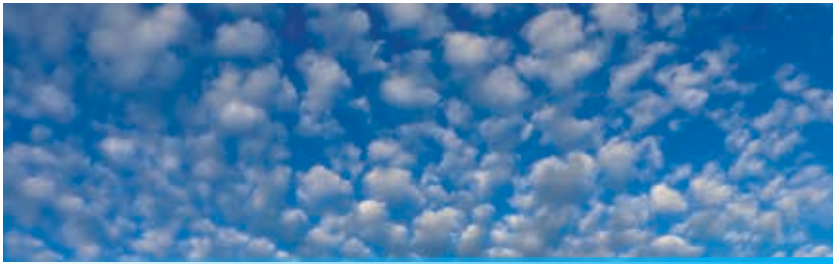
Words with **ow**Super Words: **always, done, give, here**

Kinds of Clouds



Did you know that clouds can **give** us hints about the weather outside? **Here** is how these kinds of clouds can tell us about weather.

White clouds like these soar high over Earth. This kind of cloud means that there will be a weather change.



Other clouds float in the middle parts of the sky. Puffy clouds like this might mean a thunderstorm is on the way.



Wow! Low dark clouds like these mean a big storm is on the way. After a storm is **done**, clouds may vanish. But more clouds **always** form.

SECOND READ

Build Fluency: Rate/Pace

TEACH/MODEL Remind children that good readers read at a pace that is not too fast and not too slow. Read aloud the first paragraph on p. 222 very quickly. Then reread it at a more natural pace. Ask children to tell what they noticed about your pace. Guide them to recognize that reading too quickly makes it hard to follow along and understand a text.

SELF-CORRECTION

PACING Fix-Up Strategy

Explain to children that readers use different strategies, or tools, to help them read. **Say, *If your reading is too fast or too slow, stop and read again. Remember that when you read aloud, you should read at a pace that sounds like you are talking. That will help you and your listeners understand the text. Ask yourself: Did my pace sound natural? Did it make it easy for listeners to understand the text?***

APPLY Have children echo-read the second paragraph on p. 222 as you listen for appropriate pacing.

CHECK *Are children able to read at a smooth, natural pace?*

Not Yet: Have children take turns reading sentences with a partner. Circulate and provide feedback to guide children to read at a smooth, natural pace.

Let's Read! The Storm

- These sessions may be done throughout the week during whole-group or small-group experiences.
- **Introduce:** Remind children of the Unit Topic, In the Sky. This week they are learning about clouds. In this story, a boy learns to look at the clouds for hints about changes in the weather.

- **Genre:** Fiction
- **Unit Words:** *appear, Earth, moon, weather*
- **Story Words:** *hear, lightning, saw*
- **Super Words:** *always, done, give, here*

SESSION 1 Introduce

- EL** As you preview the book, explain what chores are and the function of a greenhouse.

Review the Unit Topic and Weekly Focus with children. Then have children point to the title and read it aloud together. Preview the book. Provide background: explain that clouds change as the weather changes, especially when there is a storm. Preteach the Story Words. Then, guide children to set a purpose for reading, such as finding out how the clouds change with the storm in this book.

Read aloud the first page as children follow along. Model pointing to each word and have children do the same as they read aloud. Listen and correct errors.

SESSION 2 Practice and Apply

Remind children that reading at a natural pace, not too fast or too slow, will help them understand the text. Reread p. 3 at either a faster or slower pace than normal. Then read it again with an appropriate pace to sound like natural speaking.

Have children read through p. 9. Remind them to think about whether the words make sense as they read. Guide them to self-correct as needed.

After reading, check for understanding by asking:

- *How did Uncle Len know rain was coming? by looking at the clouds*
- *What does Tate do to help prepare for the storm? He fed the animals.*

SESSION 3 Build Independence

- EL** Strategically partner children. Guide them in grouping words together as they read. Encourage them to help each other clarify their understanding of the story.

Have children read aloud the rest of the book on their own or with a partner. Check that children can decode with automaticity and read with accuracy. Remind them to use what they know about letters and sounds as well as what is happening in the story to self-correct. Then have children retell their favorite part of the story.

After reading, check for understanding by asking:

- *How did Tate feel about rainy weather? He liked it.*
- *What did it mean when the clouds started going away? The storm was ending.*

SESSION 4 Make Connections

Have children reread the book on their own or with a partner. Then ask children to retell the story.

Prompt children to make connections.

- **Connect to Self:** *When have you seen clouds change? Answers will vary.* Provide a sentence starter: *I saw clouds change when ____.*
- **Connect to Topic:** *What did you already know about clouds? What new things have you learned about them after reading this week's texts? Answers will vary.* Provide a sentence frame: *I already knew that ____, but I learned ____.*

Student Workbook Answer Key

Phonics **Super Words**

Circle and write the word that names each picture.

1. mouth house
mouse mow house hound
mouse house

2. coach cloud
cow couch cloth count
couch cloud

Trace and write each Super Word.

always done give here

1. always always
2. done done
3. give give
4. here here

Write the missing Super Words.

5. Gil will give us our lunch.
6. Are you done eating yet?

208 WEEK 27 • Session 1 208-209

Phonics **Writing**

Read out loud.

1. round mound scout spout
2. pounce bounce ouch pouch
3. fork cord sort thorn
4. doubt mountain outlook announce
5. He had to pound the post into the ground.
6. Here is a pebble I found.

Listen and write.

1. proud
2. ounce
3. about
4. sport
5. Some birds always fly south in winter.

210 WEEK 27 • Session 1 210-211

Word Analysis **Super Words**

Use the picture clues to write compound words.

1. + = doghouse
2. + = drumsticks
3. + = rainbow
4. + = goldfish
5. + = cupcake

Write the missing letters to spell the Super Words.

always done give here

1. d o n e
2. h e r e
3. a l w a y s
4. g i v e
5. We always like to go outside.
6. Here is the toy you asked for.

212 WEEK 27 • Session 2 212-213

Phonics **Super Words**

Write the missing words.

1. the silly clown
2. the king's crown
3. the wise owl
4. the big cow

Read the sentences in each box. Write the number for the picture that goes with the sentences.

1. Jack is done. Jack is done with his work. Jack is done with his work outside. 2

Here is the game. Here is the game Meg wants. Here is the game Meg wants to play. 1

She always jogs. She always jogs to the beach. She always jogs to the beach and back. 4

I like to give. I like to give big hugs. I like to give big hugs to my mom. 3

216 WEEK 27 • Session 3 216-217

Phonics **Writing**

Read out loud.

1. wow now frown brown
2. owl vowel growl towel
3. roar board wore more
4. downpour sunflower nowadays however
5. Give her the brown couch.
6. This store is always crowded at night.

Listen and write.

1. howl
2. crowd
3. allow
4. coast
5. Give me a dry towel.

218 WEEK 27 • Session 3 218-219

Word Analysis **Super Words**

Write the two words that make up each compound word.

1. = sun + flower
2. = rain + coat
3. = sea + horse
4. = sail + boat
5. = play + ground
6. = snow + flake

Build a story! Write the missing Super Words.

always done give here

1. Are the burgers done yet?
2. Kate, you can sit here.
3. I always forget the ketchup.
4. Can you give me a plate?

220 WEEK 27 • Session 4 220-221

Cumulative Review **Cumulative Review**

Think of the last sound in . Write the words with the same sound.

1. The towel is on the couch.
towel couch
2. We had to shout over the loud music.
shout loud
3. When will we plant flowers in the ground?
flowers ground
4. The owl will pounce on the little mouse.
owl pounce mouse

again always does done
give here soon year

Which Super Words begin like the pictures?

1. give 2. soon

Write the two Super Words that rhyme.

3. here 4. year

Write the two Super Words that begin with a vowel.

5. always 6. again

Write the two Super Words that begin like dog.

7. done 8. does

304 WEEK 27 • Cumulative Review 304-305

Diphthongs: ou, ow

1. Administer the **Whole-Class Assessment** to track progress on written tasks. Have children turn to Student Workbook p. 224.
2. Then, in small groups or individually, administer the **Individual Assessment** to track progress on oral and listening tasks. Have children read from Teacher's Guide p. 246 for Part 6.
3. Use the **Assessment Tracker** to record results. Then review **Instructional Next Steps** on Teacher's Guide p. 247 and p. A57.

Whole-Class Assessment

Tell children they are going to practice some of the sounds and words they learned this week.

PART 1: Encode Target Sound-Spellings

Say each sound. Have children write the letter(s) that stand for the sound. *Words for teacher reference only.

1. /ou/ (cow)* 3. /ûr/ (hurt)* 5. /ē/ (key)*
 2. /ôr/ (torn)* 4. /är/ (car)* 6. /î/ (dry)*

PART 2: Encode Target Words

Read each word. Provide a context sentence when necessary. Have children write the word. **Note:** *Crouch* is a low-frequency word. Children should not be expected to know it.

1. growl 3. count 5. port
 2. soar 4. chore 6. crouch

PART 3: Spell High-Frequency Words

Read each word. Provide a context sentence when necessary. Have children write the word.

1. always 3. give
 2. done 4. here

PART 4: Write Connected Text

Read each sentence. Have children write the sentence. Remind them to use correct spelling and punctuation.

1. Will you **give** the **cow** **outside** some hay?
 2. **Here** is the best **playhouse** in my **town**.

Individual Assessment

PART 5: Identify, Add, Substitute Phonemes

PART 5a: IDENTIFY

Have each child identify the medial vowel sound in one set of three words using the directions in Part 5a. Choose a different set of words for each child if working in small groups.

DIRECTIONS	PROMPT	ANSWER KEY		DIRECTIONS	PROMPT	ANSWER KEY
<p><i>I will say three words. You will say the sound that is the same in the middle of all three words. Listen: farm, shark, hard. I hear /är/ in the middle of farm, shark, and hard.</i></p>	farm, shark, hard	/är/	<p>If the child makes an error, move to Phoneme Isolation.</p> <p>If not, continue to Part 5b.</p>	<p><i>I will say a word. You will say its middle sound. Listen: farm. The middle sound is /är/.</i></p>	farm	/är/
	loud, house, town	/ou/			loud	/ou/
	torn, fork, port	/ôr/			torn	/ôr/
	crowd, scout, brown	/ou/			house	/ou/
	girl, curb, surf	/ûr/			girl	/ûr/
<p>Connected Text Key • High-Frequency Words • Target Words • Word Analysis Words • Target Sound-Spelling</p>						

PART 5b: ADD

Have each child add the initial sound to one word using the directions in Part 5b. Choose a different word for each child if working in small groups.

DIRECTIONS	PROMPT	ANSWER KEY
<i>I will say a word and ask you to add a sound to the word. You will say the new word. Listen: What is the new word if you add /p/ to ouch? Pouch.</i>	/p/ + ouch	pouch
	/sh/ + out	shout
	/b/ + ounce	bounce
	/h/ + owl	howl
	/k/ + loud	cloud

If the child makes an error, move to **Phoneme Isolation**.

If not, continue to **Part 5c**.

DIRECTIONS	PROMPT	ANSWER KEY
<i>I will say a word. You will say its first sound. Listen: pouch. The first sound is /p/.</i>	pouch	/p/
	shout	/sh/
	bounce	/b/
	howl	/h/
	cloud	/k/

PART 5c: SUBSTITUTE

Have each child substitute the final sound in one word using the directions in Part 5c. Choose a different word for each child if working in small groups.

DIRECTIONS	PROMPT	ANSWER KEY
<i>I will say a word and ask you to change a sound in the word. You will say the new word. Listen: high. If you change /i/ to /ou/, what is the new word? How.</i>	high, /i/ to /ou/	how
	tore, /ôr/ to /oo/	too
	how, /ou/ to /ē/	he
	barn, /är/ to /ôr/	born
	knee, /ē/ to /ou/	now

If the child makes an error, move to **Phoneme Isolation**.

If not, continue to **Part 6**.

DIRECTIONS	PROMPT	ANSWER KEY
<i>I will say a word. You will say its last sound. Listen: high. The last sound is /i/.</i>	high	/i/
	tore	/ôr/
	how	/ou/
	barn	/n/
	knee	/ē/

PART 6: Read Connected Text

Have each child read two sentences. Choose different sentences for each child if working in small groups.

1. We **always** see a **mouse around** the shed.
2. **Here** is a **homemade brownie** from my dad.
3. Did you **give out** snacks at the **playground**?
4. Are you **done** watering the garden **flowers**?
5. They **always allow** us to visit them **downtown**.
6. Are you **done counting** the **clouds** in the sky?
7. **Here** is the old **nightgown** I **found** in the chest.
8. The **snowplow** will **give out** if it has no **power**.
9. Does the **hound always** sleep in the **doghouse**?
10. Does the **brown** bear **always** go **out** at **sundown**?

Individual Assessment

1. We always see a mouse around the shed.
2. Here is a homemade brownie from my dad.
3. Did you give out snacks at the playground?
4. Are you done watering the garden flowers?
5. They always allow us to visit them downtown.
6. Are you done counting the clouds in the sky?
7. Here is the old nightgown I found in the chest.
8. The snowplow will give out if it has no power.
9. Does the hound always sleep in the doghouse?
10. Does the brown bear always go out at sundown?

Instructional Next Steps

1. Review the Instructional Next Steps for the **Whole-Class Assessment** on Teacher's Guide p. A57.
2. Review the Instructional Next Steps for the **Individual Assessment** below.

PART 5: IDENTIFY, ADD, SUBSTITUTE PHONEMES

If children were not able to identify the medial phoneme ...



Then provide additional modeling and practice using a visual support. For example, write the words *shout*, *mouth*, and *house* for children to see. Point to and emphasize the medial sound in each word as you say it: /sh/ /ou/ /t/, /m/ /ou/ /th/, /h/ /ou/ /s/. *I hear /ou/ in the middle of shout, mouth, and house.* Have children practice with you. Then write three new words for them to try independently.

If children were not able to add the initial phoneme to a word ...



Then provide additional practice using a visual support. For example, show or draw a picture of a person saying "ow" and a cow. Help children name each picture. Model how to add a phoneme to one word to make a new word. **Say**, *I see a person saying "ow!" What sound can I add to make ow into cow? If I add a /k/ to the beginning of ow, I hear cow.* Have children practice with you. Then have children practice adding phonemes to new words independently.

If children were not able to substitute the final phoneme in a word...



Then provide additional practice using a visual support, such as pictures. For example, draw or show children a picture of a crane and a crown. Have children name each picture. Model how to substitute a phoneme in the first word to make the new word. Point to each picture and **say**, *crane, crown. If I change the /ā/ sound in crane to /ow/, I hear crown.* Have children practice with you. Then have them try it independently with a new word.

If children were not able to isolate the initial, medial, or final phonemes...



Then continue to monitor progress on Weekly Assessments. If trouble persists, consider referring children for a more targeted phonological awareness assessment.

PART 6: READ CONNECTED TEXT

If children consistently made errors with the target sound-spellings...



Then compare results to Parts 1 and 2. If a pattern of errors emerges, reteach the sound-spellings for diphthongs *ou* and *ow*. Provide contrasts between /ou/ and previously taught long and short o vowel sound-spellings.

If children consistently made errors with high-frequency words...



Then compare results to Part 3. If a pattern of errors emerges, display the **Super Word Cards** for *always*, *done*, *give*, and *here*. Read aloud each word. Have children repeat the word, spell it, and read the word again.

If children made errors that were inconsistent with Parts 1-4...



Then have children reread *Up in a Cloud* and *Kinds of Clouds* for more practice.

1. Administer the **Whole-Class Assessment** to track progress on written tasks. Have children turn to Student Workbook p. 278.
2. Then, in small groups or individually, administer the **Individual Assessment** to track progress on oral tasks. Have children read from Teacher's Guide p. 305.
3. Use the **Assessment Tracker** to record results. Then review **Instructional Next Steps** on Teacher's Guide p. 306 and p. A57.

Whole-Class Assessment

Tell children they are going to practice some of the sounds and words they learned throughout the unit.

PART 1: Encode Target Sound-Spellings

Say each sound. Have children write the letters that stand for the sound. *Words for teacher reference only.

- | | | |
|-----------------|-----------------|-----------------|
| 1. /ou/ (how)* | 3. /ōō/ (blue)* | 5. /oi/ (boy)* |
| 2. /ôr/ (more)* | 4. /ô/ (paw)* | 6. /ōō/ (look)* |

PART 2: Encode Target Words

Read each word. Provide a context sentence when necessary. Have children write the word.

- | | | |
|------------|----------|-------------|
| 1. salted | 4. point | 7. house |
| 2. recall | 5. horn | 8. sidewalk |
| 3. bedroom | 6. drawn | |

PART 3: Spell High-Frequency Words

Read each word. Provide a context sentence when necessary. Have children write the word.

- | | | |
|----------|-------------|-----------|
| 1. air | 4. together | 7. always |
| 2. learn | 5. full | 8. pull |
| 3. move | 6. school | |

PART 4: Write Connected Text

Read each sentence. Have children write the sentences. Remind them to use correct spelling and punctuation.

1. The **small fawn** **moves** quietly.
2. I **walked** to **school** quickly.

Individual Assessment

PART 5: Read Connected Text

Have each child read one passage. Listen carefully for children to read with overall fluency. Choose a different passage for each child if working in pairs.

PASSAGE 1

At **dawn** **Saul** **looked** up in the **air**. He **saw** a **hawk** land **smoothly** on a **wall**. The **hawk** was **stalking** a **small** bird. The **small** bird quickly **flew** away. **Saul** **looked** up in the **air** **again**. He **saw** the **little** bird in a **tall** tree. The **hawk** **paused** and then **flew** off.

PASSAGE 2

Paul and **Walt** play **ball** **together**. **Paul** **lightly** hits the **ball** into the **air**. The **ball** quickly **falls** to the **sidewalk**. It **slowly** **halts** **near** a **small** grate. Then it **falls** in. **Paul** and **Walt** see the **ball**. But they are not able to **pull** it out. **Finally**, the boys just relax on the **lawn**.

- **PASSAGE 1:** 3 **high-frequency words**, 19 **target words**, 3 **word analysis words**
- **PASSAGE 2:** 4 **high-frequency words**, 14 **target words**, 5 **word analysis words**

Individual Assessment

At dawn Saul looked up in the air. He saw a hawk land smoothly on a wall. The hawk was stalking a small bird. The small bird quickly flew away. Saul looked up in the air again. He saw the little bird in a tall tree. The hawk paused and then flew off.

Paul and Walt play ball together. Paul lightly hits the ball into the air. The ball quickly falls to the sidewalk. It slowly halts near a small grate. Then it falls in. Paul and Walt see the ball. But they are not able to pull it out. Finally, the boys just relax on the lawn.

Instructional Next Steps

1. Review the Instructional Next Steps for the **Whole-Class Assessment** on Teacher’s Guide p. A57.
2. Review the Instructional Next Steps for the **Individual Assessment** below.

Note: Unit Assessments do not include a phonological awareness section. Instead, review student performance in the Unit 6 Weekly Assessments.

If trouble with phonological awareness persists across two units, report it via district policy and procedure.

PART 5: READ CONNECTED TEXT

<p>If children consistently made errors with the target sound-spellings...</p>	<p>→ Then compare results to Parts 1, 2, and 4. If a pattern of errors emerges, reteach <i>r</i>-controlled vowels, diphthongs, or variant vowel spelling patterns. For additional practice, randomly display Word Building Cards and have children say the sound for each letter or letters on a card.</p>
<p>If children consistently made errors with high-frequency words...</p>	<p>→ Then compare results to Part 3. If a pattern of errors emerges, use each word in a sentence. Repeat the sentence out loud and have children repeat after you. Then have children say, spell, and write the high-frequency word.</p>
<p>If children made errors with word-analysis skills...</p>	<p>→ Then reteach the word-analysis skills children struggled with. For additional practice, use Word Building Cards to build words that use the word-analysis skills. Have children read the words.</p>
<p>If children made errors across target sound-spellings, high-frequency words, and word-analysis skills...</p>	<p>→ Then have children choose a Magnetic Reader from the unit to reread for practice. Listen as children read out loud independently or in pairs. Give corrective feedback using Fix-Up Strategies for Expression, Pacing, and Phrasing.</p>

In the Sky

Celebrate children's efforts and achievements by pointing out all they have learned in this unit.

Unit Skills

Phonics Focus

Have children look carefully at Student Workbook p. 280 to find items in the picture that have some of the vowel spellings they have learned in this unit: *or, ow, oo, all*. (Answers may include *corn, fork, moon, goose, book, spoon, book, cow, crown, wall, ball*.)

or, oar, ore, ou, ow, oi, oy

oo, ue, ew, au, aw, alk, alt, all

Super Words

Review the Super Words that children have learned in this unit. Then use a small ball to play a group spelling game. Say a word and the first letter; then pass the ball. Each child who gets the ball says the next letter in the word.



again, does, soon, year

*always, done, give, here,
another, live, move, near*

*goes, learn, school, work,
air, full, pull, together*

Unit Topic

TALK ABOUT TEXTS Remind children of the texts they read in this unit. Review the Unit Words. Point out that children can use the words to talk about the objects in the sky that they read about. Provide sentence frames to help children recall details from the texts.

MAKE CONNECTIONS Guide children to make connections between the texts. Have children share ideas with each other. Then have a few children share ideas with the class. Guide children to discuss patterns that objects in the sky follow.

appear

Earth

moon

weather

We live on ____.

____ moves around the sun.

The stars seem to ____ at night.

The ____ does not have a sky or ____.

Teacher Resources

Assessment

Directions and Scoring	A54
Whole-Class Instructional Next Steps	A57
Weekly Assessment Tracker	A58
Unit Assessment Tracker	A60

Supporting English Language Learners

Language Transfer Chart	A62
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Instructional Resources

Phonetic Spellings	A65
Letter Formation	A66

Family Letters

<i>Welcome to Magnetic Reading Foundations</i>	A70
Celebrating Student Progress	A71

Supporting Research	A72
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Credits	A76
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Assessment

Monitor Progress with Program Assessments

Use *Magnetic Reading Foundations'* Weekly and Unit Assessments to track children's progress and identify trends to target instruction effectively.

What You'll Need



The Teacher's Guide

See Session 5 within each week's instructional pages.

The Assessment Trackers

See pp. A58–A61.

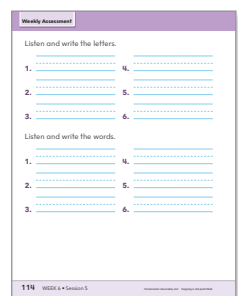
Instructional Next Steps

- For the Whole-Class Next Steps, see p. A57.
- For the Individual Next Steps, see Session 5 within each week's instructional pages.

Setting Up for Success

During the Whole-Class Assessment

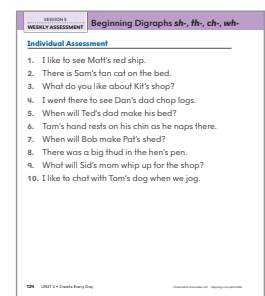
1. Help children locate the correct pages in their Student Workbooks.
2. Have children record responses in their workbooks.
3. Collect workbooks and score using the Assessment Tracker.



TIP Consider your placement in the room. You may need to move around the room and repeat the sound or word to ensure children can hear and see your articulation.

During the Individual Assessment

1. Work with children independently or arrange them into small groups.
2. If working in small groups, facilitate each part by using different items with each child per the directions in the Teacher's Guide. Have children take turns showing what they have learned.
3. Observe and record children's responses in the Assessment Tracker.



TIP It will be important to hear each child individually. Consider selecting quiet activities for other children in the classroom.

Scoring the Whole-Class Assessments

Directions

- After the Whole-Class Assessment has been administered, use a copy of the Weekly or Unit Assessment Tracker on p. A58 or p. A60 of the Teacher’s Guide and Session 5 in the Student Workbook to evaluate children’s progress. An answer key for the Student Workbook can be found on the Teacher Toolbox.
- For each part, determine the total possible points for each word type. Record the number of correct words or sounds out of the total.
- Record words or sounds children missed across in the Error Record Row beneath the corresponding score.
- For Part 4, use the sentences that children write to record three separate scores for Target Words, High-Frequency Words, and Word Analysis Words.
 - Use the Connected Text Key at the bottom of each Assessment in the Teacher’s Guide to identify which words are Target Words, High-Frequency Words, or Word Analysis Words.
 - Record the number of correct words out of total for each type.
 - If a child makes an error, first determine which type of word it is.
 - Then, add up the total possible points for that type of word and subtract errors made for that type of word. For example, if there are six target words and the child makes two errors, record 4 / 6 in the Target Words column. (See image at right.)

Assessment Tracker

Student Workbook

Assessment continued

Grade 1 Weekly Assessment

WHOLE-CLASS ASSESSMENT						
WEEK: _____	PART 1: Target Sound- Spellings	PART 2: Target Words	PART 3: High- Frequency Words	PART 4: Target Words	PART 4: High- Frequency Words	PART 4: Word Analysis Words
DATE: _____	correct / 6	/ 6	/	/	/	/
NAME: Erin	5 / 6	4 / 6	4 / 4	2 / 2	2 / 2	2 / 2
ERROR RECORD:	ch chug, chap					
NAME: Kyle						
ERROR RECORD:						
NAME:						

Sample Assessment Tracker Record

Scoring Guidelines

- Accept all correct sound-spellings in Part 1: Encode Target Sound-Spellings. For example, if the week’s skill is hard c /k/ and a child writes *k*, mark it correct.
- Do not confuse handwriting errors with spelling errors. If a child inverts a *b* and writes a *d*, ask the child to read the answer to you to clarify the answer.

Scoring the Individual Assessment

Directions

- While administering the Individual Assessment, use a copy of the Weekly or Unit Assessment Tracker on p. A59 or p. A61.
- For multi-part items (such as those labeled 5a, 5b, and 5c), if the child gets the first prompt correct, record 1/1 on the Assessment Tracker. If the child makes an error, follow the directions to administer a second prompt. If they answer the second prompt correctly, record 1/2 on the Assessment Tracker. If the child makes an error on the second prompt, record 0/2 on the Assessment Tracker.
- Use the Connected Text Key at the bottom of the assessment in the Teacher’s Guide to score the skills in Read Connected Text.
 - When scoring Read Connected Text, you will record three separate scores in the Assessment Tracker based on the sentences children read: Target Words, High-Frequency Words, and Word Analysis.
 - If the child makes an error, first determine which type of word it is.
 - Then, add up the total possible points for that type of word and subtract errors made for that type of word.
 - Note patterns of errors in the Error Record Row beneath each score.
- Add up the total points possible for each child and the total errors **across both the whole-class and individual portions of the tracker** to get a total score.

WHOLE-CLASS ASSESSMENT						
WEEK:	PART 1: Target Sound- Spellings	PART 2: Target Words	PART 3: High- Frequency Words	PART 4: Target Words	PART 4: High- Frequency Words	PART 4: Word Analysis Words
DATE:	correct / 6	/ 6	/	/	/	/
NAME: Erin	5 / 6	4 / 6	4 / 4	2 / 2	2 / 2	2 / 2
ERROR RECORD:	ch chug, chap					
NAME: Kyle						
ERROR RECORD:						
NAME:						

Whole-Class Tracker

INDIVIDUAL ASSESSMENT							WEEKLY TOTAL
WEEK:	PART 5a	PART 5b	PART 5c	PART 6: Target Words	PART 6: High- Frequency Words	PART 6: Word Analysis Words	Calculate Total Score for Whole-Class and Individual Assessments
DATE:	/ 1 or / 2	/ 1 or / 2	/ 1 or / 2	/	/	/	correct/possible
NAME: Erin	1 / 1	1 / 1	1 / 2	4 / 4	2 / 2	2 / 2	30/34
ERROR RECORD:	ch						
NAME: Kyle							
ERROR RECORD:							
NAME:							

Individual Tracker

Using Instructional Next Steps

If children miss two or more items in any category, find the corresponding section in the Instructional Next Steps and follow the instructions.

- Instructional Next Steps for the Whole-Class portion of the assessment are located on p. A57.
- Instructional Next Steps for the Individual portion of the assessment immediately follow the assessment in Session 5 of the Teacher’s Guide.

Whole Class Instructional Next Steps

PART 1: Encode Target Sound-Spellings	If children substituted the incorrect letter(s) for a given sound...	Then compare results to Parts 2 and 4. If a pattern of errors emerges, provide instruction in the sound-spellings.
	If children added or deleted sounds...	Then provide an example word to help children retrieve the sound-spelling. If they can encode the sound-spelling in the context of an example word, no further support may be needed.
PART 2: Encode Target Words	If children substituted the incorrect letter(s) for a given sound...	Then compare results to Part 1 and Part 4. If a pattern of errors emerges, provide instruction in the sound-spellings.
	If children added or deleted sounds...	Then provide additional support with phonemic segmentation.
	If children had trouble with low-frequency words...	Then provide explicit phonics instruction with low-frequency or nonsense words.
PART 3: Spell High-Frequency Words	If children provided a phonetically correct sound-spelling but not a correct letter-spelling...	Then continue providing repeated exposure to High-Frequency Words to solidify any irregular patterns in the words.
	If children provided a phonetically incorrect spelling of the word...	Then compare results with Parts 1 and 2. If children made errors with known sound-spellings in a word, follow instructions in Part 1. If they made errors in all parts of the word, follow Part 2.
PART 4: Write Connected Text	If children made errors with target sound-spelling correspondences...	Then compare results with Parts 1 and 2. If a pattern of errors emerges, follow the next steps in Parts 1 and 2.
	If children made errors with high-frequency words...	Then compare results with Part 3. If a pattern of errors emerges, follow the next steps in Part 3.
	If children made errors that were inconsistent with Parts 1-3...	Then continue providing repeated exposure to connected text.

Assessment *continued*

Grade 1 Weekly Assessment

WHOLE-CLASS ASSESSMENT						
WEEK: _____	PART 1: Target Sound- Spellings	PART 2: Target Words	PART 3: High- Frequency Words	PART 4: Target Words	PART 4: High- Frequency Words	PART 4: Word Analysis Words
DATE: _____	correct / 6	/ 6	/	/	/	/
NAME: _____						
ERROR RECORD:						
NAME: _____						
ERROR RECORD:						
NAME: _____						
ERROR RECORD:						
NAME: _____						
ERROR RECORD:						
NAME: _____						
ERROR RECORD:						
NAME: _____						
ERROR RECORD:						
NAME: _____						
ERROR RECORD:						
NAME: _____						
ERROR RECORD:						

Grade 1 Weekly Assessment

INDIVIDUAL ASSESSMENT							WEEKLY TOTAL
WEEK: _____	PART 5a	PART 5b	PART 5c	PART 6: <i>Target Words</i>	PART 6: <u>High-Frequency Words</u>	PART 6: Word Analysis Words	Calculate Total Score for Whole-Class and Individual Assessments
DATE: _____							
	/ 1 or / 2	/ 1 or / 2	/ 1 or / 2	/	/	/	correct/possible
NAME:							
ERROR RECORD:							
NAME:							
ERROR RECORD:							
NAME:							
ERROR RECORD:							
NAME:							
ERROR RECORD:							
NAME:							
ERROR RECORD:							
NAME:							
ERROR RECORD:							
NAME:							
ERROR RECORD:							

Assessment *continued*

Grade 1 Unit Assessment

WHOLE-CLASS ASSESSMENT						
UNIT: _____	PART 1: Target Sound- Spellings	PART 2: Target Words	PART 3: High- Frequency Words	PART 4: Target Words	PART 4: High- Frequency Words	PART 4: Word Analysis Words
DATE: _____	correct / 6	/ 8	/ 8	/	/	/
NAME: _____						
ERROR RECORD:						
NAME: _____						
ERROR RECORD:						
NAME: _____						
ERROR RECORD:						
NAME: _____						
ERROR RECORD:						
NAME: _____						
ERROR RECORD:						
NAME: _____						
ERROR RECORD:						
NAME: _____						
ERROR RECORD:						
NAME: _____						
ERROR RECORD:						

Grade 1 Unit Assessment

INDIVIDUAL ASSESSMENT					UNIT TOTAL
UNIT: _____	PART 5: <i>Target Words</i>	PART 5: <u>High-Frequency Words</u>	PART 5: Word Analysis Words	PART 5: Did children read fluently?	Calculate Score
DATE: _____					/
NAME: _____					
ERROR RECORD:					
NAME: _____					
ERROR RECORD:					
NAME: _____					
ERROR RECORD:					
NAME: _____					
ERROR RECORD:					
NAME: _____					
ERROR RECORD:					
NAME: _____					
ERROR RECORD:					
NAME: _____					
ERROR RECORD:					

Language Transfers

This resource compares English sounds and sound-spellings introduced in Grade 1 to those in the top five home languages spoken by English learners in the U.S.: Spanish, Mandarin, Vietnamese, Arabic, and Haitian Creole.

The Sound Transfers and Sound-Spelling Transfers are indicated as follows:

- **Yes:** a sound or sound-spelling transfers from English to a home language (it exists in the home language)
- **Approx.:** there is an approximate transfer (there is a similar sound and/or sound-spelling match)
- **No:** does not transfer (the sound does not exist and/or there is no sound-spelling match)

If there is a transfer from English to a home language, point this out. If there is an approximate transfer or no transfer, use EL Support Strategies in the lessons.

ENGLISH	SPANISH		MANDARIN		VIETNAMESE		ARABIC		HAITIAN CREOLE	
	Sound Transfers?	Sound-Spelling Transfers?	Sound Transfers?	Sound-Spelling Transfers?	Sound Transfers?	Sound-Spelling Transfers?	Sound Transfers?	Sound-Spelling Transfers?	Sound Transfers?	Sound-Spelling Transfers?
Short Vowels										
a (<i>cat</i>)	approx.	approx.	no	no	approx.	approx.	yes	no	yes	yes
i (<i>sit</i>)	approx.	no	approx.	no	no	no	yes	no	no	no
o (<i>hot</i>)	approx.	approx.	approx.	approx.	yes	yes	no	no	yes	no
e (<i>pet</i>)	yes	yes	yes	yes	yes	yes	no	no	yes	no
u (<i>cut</i>)	approx.	no	no	no	approx.	no	yes	no	no	no
Beginning Digraphs										
sh-	no	no	no	no	approx.	no	yes	no	no	no
th- /th/ (<i>think</i>)	no (<i>yes in Spain</i>)	no	no	no	no	no	yes	no	no	no
th- /TH/ (<i>this</i>)	no	no	no	no	no	no	yes	no	no	no
ch-	yes	yes	no	no	approx.	approx.	no	no	yes	yes
wh-	no	no	yes	no	no	no	yes	no	yes	no
Ending Digraphs										
-sh	no	no	no	no	no	no	yes	no	no	no
-th	no	no	no	no	no	no	yes	no	no	no
-ck	yes	no	yes	no	yes	no	yes	no	yes	no
-ch	yes	yes	no	no	approx.	approx.	no	no	yes	no
-tch	yes	no	no	no	approx.	no	no	no	yes	no
-ng	no	no	yes	yes	yes	yes	no	no	no	no
Beginning Blends										
bl-	yes	yes	no	no	no	no	yes	no	yes	yes
cl-	yes	yes	no	no	no	no	yes	no	yes	yes
fl-	yes	yes	no	no	no	no	yes	no	yes	yes
pl-	yes	yes	no	no	no	no	no	no	yes	yes
st-	no	no	no	no	no	no	no	no	no	no
sk-	no	no	no	no	no	no	no	no	no	no
sm-	no	no	no	no	no	no	no	no	no	no
sp-	no	no	no	no	no	no	no	no	no	no

ENGLISH	SPANISH		MANDARIN		VIETNAMESE		ARABIC		HAITIAN CREOLE	
	Sound Transfers?	Sound-Spelling Transfers?	Sound Transfers?	Sound-Spelling Transfers?	Sound Transfers?	Sound-Spelling Transfers?	Sound Transfers?	Sound-Spelling Transfers?	Sound Transfers?	Sound-Spelling Transfers?
Beginning Blends (continued)										
fr-	yes	yes	no	no	no	no	no	no	approx.	approx.
cr-	yes	yes	no	no	no	no	no	no	approx.	approx.
dr-	yes	yes	no	no	no	no	no	no	approx.	approx.
tr-	yes	yes	no	no	yes	yes	no	no	approx.	approx.
gr-	yes	yes	no	no	no	no	no	no	approx.	approx.
br-	yes	yes	no	no	no	no	no	no	approx.	approx.
sn-	no	no	no	no	no	no	no	no	no	no
sw-	no	no	no	no	no	no	no	no	approx.	approx.

3-Letter Beginning Blends										
scr-	no	no	no	no	no	no	no	no	no	no
spl-	no	no	no	no	no	no	no	no	no	no
str-	no	no	no	no	no	no	no	no	no	no
spr-	no	no	no	no	no	no	no	no	no	no

Ending Blends										
-st	no	no	no	no	no	no	no	no	no	no
-sk	no	no	no	no	no	no	no	no	no	no
-nd	no	no	no	no	no	no	no	no	no	no
-nt	no	no	no	no	no	no	no	no	no	no
-mp	no	no	no	no	no	no	no	no	no	no

Long Vowels										
Long a										
a_e (same)	yes	no	yes	no	approx.	no	no	no	yes	no
ai (main)	yes	no	yes	no	approx.	no	no	no	yes	no
ay (say)	yes	no	yes	no	approx.	no	no	no	yes	no

Long o										
o (solo)	yes	no	yes	no	approx.	no	no	no	approx.	no
o_e (bone)	yes	no	yes	no	approx.	no	no	no	approx.	no
oa (boat)	yes	no	yes	no	approx.	no	no	no	approx.	no
ow (glow)	yes	no	yes	no	approx.	no	no	no	approx.	no

Long i										
i (mind)	yes	no	approx.	no	approx.	no	yes	no	yes	no
i_e (bike)	yes	no	approx.	no	approx.	no	yes	no	yes	no
y (my)	yes	no	approx.	no	approx.	no	yes	no	yes	no
igh (night)	yes	no	approx.	no	approx.	no	yes	no	yes	no

ENGLISH	SPANISH		MANDARIN		VIETNAMESE		ARABIC		HAITIAN CREOLE		
	Sound Transfers?	Sound-Spelling Transfers?	Sound Transfers?	Sound-Spelling Transfers?	Sound Transfers?	Sound-Spelling Transfers?	Sound Transfers?	Sound-Spelling Transfers?	Sound Transfers?	Sound-Spelling Transfers?	
Long u											
u_e (<i>cute</i>)	approx.	no	approx.	no	approx.	no	yes	no	no	no	
Long e											
e_e (<i>eve</i>)	yes	no	approx.	no	approx.	no	approx.	no	approx.	no	
e (<i>me</i>)	yes	no	approx.	no	approx.	no	approx.	no	approx.	no	
ee (<i>three</i>)	yes	no	approx.	no	approx.	no	approx.	no	approx.	no	
ea (<i>bead</i>)	yes	no	approx.	no	approx.	no	approx.	no	approx.	no	
y (<i>very</i>)	yes	no	approx.	no	approx.	no	approx.	no	approx.	no	
ey (<i>key</i>)	yes	no	approx.	no	approx.	no	approx.	no	approx.	no	
Soft c, Soft g											
c (<i>ice</i>)	yes	yes	no	no	yes	no	yes	no	approx.	no	
g (<i>age</i>)	no	no	no	no	approx.	no	yes	no	no	no	
g (<i>edge</i>)	no	no	no	no	approx.	no	yes	no	no	no	
r-Controlled Vowels											
-ar (<i>farm</i>)	no	no	no	no	no	no	no	no	no	no	
-ir (<i>girl</i>)	no	no	no	no	no	no	no	no	no	no	
-ur (<i>spur</i>)	no	no	no	no	no	no	no	no	no	no	
-er (<i>herb</i>)	no	no	no	no	no	no	no	no	no	no	
-or (<i>for</i>)	no	no	no	no	no	no	no	no	no	no	
-oar (<i>roar</i>)	no	no	no	no	no	no	no	no	no	no	
-ore (<i>tore</i>)	no	no	no	no	no	no	no	no	no	no	
Diphthongs											
ou (<i>house</i>)	approx.	no	yes	no	yes	no	yes	no	approx.	no	
ow (<i>clown</i>)	approx.	no	yes	no	yes	no	yes	no	approx.	no	
oi (<i>join</i>)	yes	yes	no	no	approx.	approx.	no	no	no	no	
oy (<i>toy</i>)	yes	yes	no	no	approx.	no	no	no	no	no	
Variant Vowels											
oo (<i>book</i>)	approx.	no	no	no	approx.	no	yes	no	no	no	
oo (<i>room</i>)	approx.	no	no	no	approx.	no	yes	no	no	no	
ue (<i>glue</i>)	approx.	no	no	no	approx.	no	yes	no	no	no	
ew (<i>new</i>)	approx.	no	no	no	approx.	no	yes	no	no	no	
au (<i>faucet</i>)	approx.	no	approx.	no	yes	no	no	no	no	no	
aw (<i>saw</i>)	approx.	no	approx.	no	yes	no	no	no	no	no	
alk (<i>walk</i>)	approx.	no	no	no	yes	no	no	no	no	no	
alt (<i>salt</i>)	approx.	no	no	no	yes	no	no	no	no	no	
all (<i>hall</i>)	approx.	no	no	no	yes	no	no	no	no	no	

NOTE: Information in this chart was gathered from academic sources and linguists.

Mandarin and Arabic do not use a Latin alphabet for writing. Romanized Mandarin is referenced for sound/symbol transfers. There are no sound/symbol matches for Arabic.

Phonetic Spellings

The instruction in this program includes phonetic spellings and diacritical marks to represent sounds. Use this key to guide your pronunciation.

PHONETIC SPELLING	SPELLING(S)	EXAMPLE
ă	a	can
ā	a, ai, ay, a_e, ea, ei, eigh, ey	ate
är	ar	art
âr	air, are, ear	care
ch	ch	chess
ě	e, ea	red
ē	e, e_e, ee, ea, ie, ey, y	be
hw	wh	while
ĭ	i	big
ī	i, i_e, igh, ie, y	by
îr	eer, ear	deer, ear
k	c, ck, k	cat
ö	o	on
ō	o, oa, oe, o_e, ough, ow	so
ô	aw, au, a(l), augh, ough	all
oi	oi, oy	join
oo	oo, u	look, put
oo	ew, o, oe, oo, ough, u, u_e, ui	sew
ôr	or, oar, oor, ore, our	for
ou	ou, ow	cloud
sh	sh	ship
th	th	thumb
TH	th	then
Û	u	cub
ûr	ear, er, ir, ur	her
yoo	u, ew, u_e, ue, eau	use



Letter Formation

Get Ready!

Correct posture, paper slant, and pencil grip will help children form letters and develop good handwriting habits.

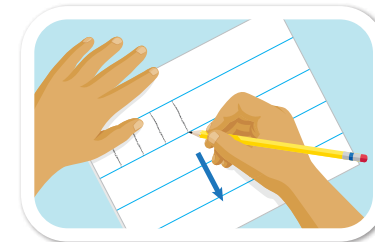


1. **Posture:** Writers should sit up straight but comfortably, with feet flat on the floor. The writing surface should be at elbow height. Hips, knees, and ankles should be at a 90-degree angle.

2. **Position for left-handed writers:** Writers should slant the paper at a 45-degree angle toward their left hand. This creates a space where the writer can easily see the paper. They should rest both arms on the desk, using their right hand to move the paper as they write.



3. **Position for right-handed writers:** Writers should slant the paper at a 45-degree angle toward their right hand. This creates a space where the writer can easily see the paper. They should rest both arms on the desk, using their left hand to move the paper as they write.



4. **Pencil grip:** The writer should hold the pencil between their thumb and index finger, with the pencil resting on their middle finger.



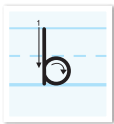
Go!

Use the scripting below as you model how to form each letter. You may follow the sequence in the Units 1-3 Letter Formation lessons or review the letters as best fits the needs of your classroom. As children practice letter formation, guide them to recognize similarities and differences between the shapes of the letters.



A: Start at the top line. Slant down to the left until you reach the bottom line. Lift to the top line. Slant down to the right until you reach the bottom line. Lift to the middle line. Slide across to the right.

a: Start at the middle line. Draw a circle to the left. Lift. Draw a straight line down.



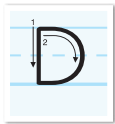
B: Start at the top line. Draw straight down to make a line. Lift to the top line. Make a curve to the right and meet your line in the middle. Then make another curve to the right and meet your line at the bottom.

b: Start at the top line. Draw down to make a line. Lift to the middle of your line. Curve to the right and meet your line at the bottom.



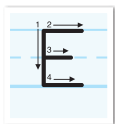
C: Start under the top line. Curve up to the left and around. Stop a little bit above the bottom line.

c: Start under the middle line. Curve up to the left and around. Stop a little bit above the bottom line.



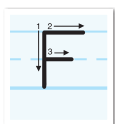
D: Start at the top line. Draw straight down to make a line. Lift to the top line. Curve to the right, all the way around to the bottom of the straight line.

d: Start at the middle line. Make a curve up to the left, all the way around. Draw a straight line up, and then back down straight to the bottom line.



E: Start at the top line. Draw straight down to make a line. Lift to the top line. Starting from the line you drew, make three straight lines to the right: one from the top, a shorter one from the middle, and one from the bottom.

e: Start between the middle and bottom lines. Draw a short line to the right. Then make a curve up and around to the left. Stop before you make a full circle!



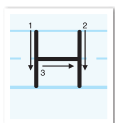
F: Start at the top line. Draw straight down to make a line. Lift to the top line. Starting from the line you drew, make two straight lines to the right: one from the top and one shorter one from the middle.

f: Start near the top line. Make a curve up and to the left and then go straight down. Draw a straight line across the middle line.



G: Start a little below the top line. Make a curve up and around to the left, almost all the way around. Then slide to the left on the middle line.

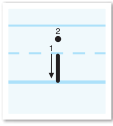
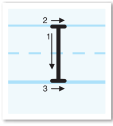
g: Start at the middle line. Make a curve up to the left and all the way around. Lift to the middle line. Draw straight down past the bottom line and then curve up and to the left like a hook.



H: Start at the top line. Draw straight down to make a line. Lift to the top line. Move over to the right and do it again. Lift to the middle line of the first line you drew. Then slide across to the right.

h: Start at the top line. Draw straight down to make a line. Pull up to the middle line. Make a curve up and to the right, then down to the bottom line.

Letter Formation *continued*



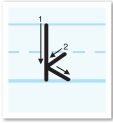
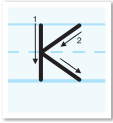
I: Start at the top line. Draw straight down to make a line. Lift to the top line and slide right across the top line. Lift to the bottom line. Then slide right across the bottom line.

i: Start at the middle. Draw straight down to make a line. Lift and add a dot above the line.



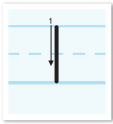
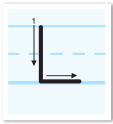
J: Start at the top line. Draw straight down to make a line and curve left at the bottom line. Lift to the top line. Slide right across the top line.

j: Start at the middle line. Draw straight down to make a line, go past the bottom line, and then curve to the left. Lift and add a dot above the line.



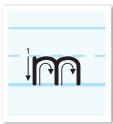
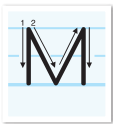
K: Start at the top line. Draw straight down to make a line. Lift to the top line. Move over to the right and slant down to the left until you reach the middle of the line you drew. Then slant down to the right until you reach the bottom line.

k: Start at the top line. Draw straight down to make a line. Lift to the middle line and move over to the right. Slant down to the left until you reach the middle of the line you drew. Then slant down to the right until you reach the bottom line.



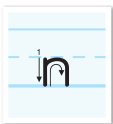
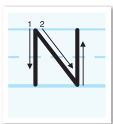
L: Start at the top line. Draw straight down to make a line. Then slide across to the right on the bottom line.

l: Start at the top line. Draw straight down to make a line.



M: Start at the top line. Draw straight down to make a line. Lift to the top line. From the top of the line you drew, slant down to the right until you reach the bottom line. Then slant up to the right. Finally, draw straight down to make a line.

m: Start at the middle line. Draw straight down to make a line. Lift and put your pencil near the top of the line. Then make two humps that end on the bottom line.



N: Start at the top line. Draw straight down to make a line. Lift to the top line. From the top of the line you drew, slant down to the right until you reach the bottom line. Then draw another line straight up to the top line.

n: Start at the middle line. Draw straight down to make a line. Lift and put your pencil near the top of the line. Then make one hump that ends on the bottom line.



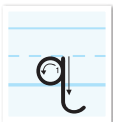
O: Start at the top line. Make a curve to the left and around to make a circle.

o: Start at the middle line. Make a curve to the left and around to make a circle.



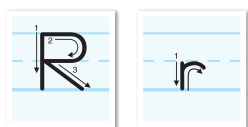
P: Start at the top line. Draw straight down to make a line. Lift to the top line. From the top of the line you drew, make a curve to the right and meet the line in the middle.

p: Start at the middle line. Draw straight down to make a line, and go past the bottom line. Then lift to the top line. From the top of the line you drew, make a curve to the right and meet the line you drew at the bottom line.



Q: Start at the top line. Draw a curved line down to the bottom line and back up to the top line. Then add a short, slanted line at the bottom.

q: Start near the middle line. Draw a curved line down to the bottom line and back up to the middle line. Then draw straight down past the bottom line and curve up to the right like a hook.



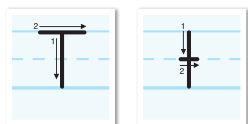
R: Start at the top line. Draw straight down to make a line. Lift to the top line. From the top of the line you drew, make a curve to the right and meet the line in the middle. Then slant down to the right until you reach the bottom line.

r: Start at the middle line. Draw straight down to make a line. Lift and put your pencil near the top of the line. Draw a curved line across the middle.



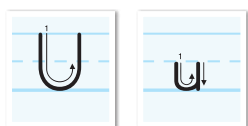
S: Start just under the top line. Curve up to the left and around to the middle line. Then curve down to the right and around. Stop just above the bottom line.

s: Start just under the middle line. Curve up to the left and around. Then curve down to the right and around. Stop just above the bottom line.



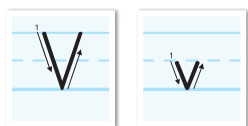
T: Start at the top line. Draw straight down to make a line. Lift to the top left. Slide across to the right.

t: Start at the top line. Draw straight down to make a line. Lift to the middle left. Slide across to the right.



U: Start at the top line. Pull straight down to make a line and curve right at the bottom line. Then pull up to the top line.

u: Start at the middle line. Pull straight down to make a line and curve right at the bottom line. Then pull up to the middle line. Finally, pull straight down to the bottom line.



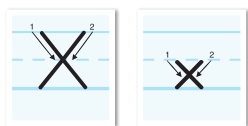
V: Start at the top line. Slant down to the right until you reach the bottom line. Then slant back up to the right until you reach the top line.

v: Start at the middle line. Slant down to the right until you reach the bottom line. Then slant back up to the right until you reach the middle line.



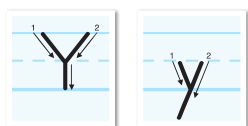
W: Writing the letter W is like writing the letter V twice in a row. Start at the top line. Slant down to the right until you reach the bottom line. Then slant back up to the right until you reach the top line. Now continue by doing the same thing again. Slant down to the right again and then back up.

w: Start at the middle line. Slant down to the right until you reach the bottom line. Then slant back up to the right until you reach the middle line. Continue by sliding down again and then back up.



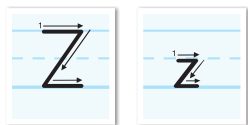
X: Start at the top line. Slant down to the right until you reach the bottom. Lift to the top line and slant down to the left until you reach the bottom.

x: Start at the middle line. Slant down to the right until you reach the bottom. Lift to the middle line and slant down to the left until you reach the bottom.



Y: Start at the top line. Slant down to the right and stop at the middle line. Lift to the top line and slant down to the left and stop at the middle line. Then, where the slanted lines meet, draw straight down to the bottom to make a line.

y: Start at the middle line. Slant down to the right and stop at the bottom. Lift back to the middle line and slant down to the left, touching the point where the other line touches the bottom. Your line should end below the bottom line.



Z: Start at the top line. Slide to the right across the top line. Next, slant down to the left until you reach the bottom. Then slide to the right across the bottom.

z: Start at the middle line. Slide to the right across the middle line. Next, slant down to the left until you reach the bottom. Then slide to the right across the bottom.



Hello, Family!

I am excited to share with you that our classroom will be using *Magnetic Reading Foundations* as our foundational skills curriculum. *Magnetic Reading Foundations* is a supplementary reading program that was created to help your student develop the building blocks for success in reading. The instruction in *Magnetic Reading Foundations* reflects a research-based approach on how literacy skills develop and a commitment to engaging students and inspiring in them a love of reading.

What will my student learn, and why?

Each week's instruction will include:

- **Phonological Awareness**, to help your student hear and play with the sounds that make up words—a critical step in learning to read.
- **Phonics skills** to connect sounds to letters. Connecting sounds to the letters that stand for them is at the heart of learning to read.
- **Spelling practice** with words that include each new skill they are learning.
- **High-Frequency Words**, so that your student can read, spell, write, and use some of the most frequently used words in the English language. In class, we will call these words Super Words.
- **Fluency**, so your student can read accurately. Fluency skills help readers understand what they read.

How can I help?

Here are some ways you can support your student's learning at home:

- Call attention to letters and words on signs, logos, and labels, in magazines or books, or anywhere children encounter print in your home and community.
- Play with letters! Form letters or words with foods such as beans, rice, or pasta.
- Play with sounds! Say a word and challenge your student to think of rhyming words. Say two words and have your student tell if they rhyme.
- Read to your student. It not only helps them learn, it's fun for you both!

I look forward to sharing your student's success throughout the school year!

Sincerely,



Hello, Family!

It's time to celebrate your student's progress! In this unit of *Magnetic Reading Foundations*, your child learned:

Phonics Skills: _____

Other Skills: _____

Content Knowledge: The texts in each unit focus on a particular area of content knowledge. In this unit, your student learned about:

BRING THE SKILLS HOME!

Here are a few activities to practice the skills at home:

- Have a phonics scavenger hunt! Challenge your student to find words that include one or more phonics skills from this unit. They may look in books or magazines, on labels and signs, and anywhere else they see print.
- Say, "I see something that begins with" and say a letter sound. Have your student guess the item. Take turns being the guesser.
- Pour salt or sugar into a tray. Call out a Super Word and have your student use a finger to write the word in the sugar or salt.
- Have your student use beans or cereal to form letters. Call out a word that contains a new phonics skill to spell with those foods.

Sincerely,



Supporting Research

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