i-Ready Learning

Magnetic Reading™

Foundations

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Teacher's Guide

GRADE 2
VOLUME TWO

i-Ready Learning

Magnetic Reading™ Foundations

Teacher's Guide

Grade 2 • Volume 2

Curriculum Associates

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**

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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 she served as CORE's president for 26 years. She is the co-author of the nationally recognized textbooks *Teaching Reading Sourcebook*, *Assessing Reading: Multiple Measures,* and *Vocabulary Handbook*.

English 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.

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Research Base

Phonics

Explicit, systematic, synthetic phonics instruction (National Reading Panel, 2000) with the simplest sound-spellings, such as short vowels, progresses through consonant digraphs and advances into more complex sound-spellings and concepts 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 (Templeton, 2020). They also learn word analysis skills that complement phonics skills to build word knowledge (Williams, et al., 2009).

Word Analysis and Reading Longer Words

In Grade 2, lessons combine the sound-spellings in the phonics sequences with strategies for reading multisyllabic words. Teaching children strategies for decoding longer words improves their ability to decode (Archer, et al., 2006). These strategies focus largely on identifying syllable patterns in words (e.g., Sheffelbine, et al., 1989). Children learn to blend syllables using routines that naturally build on other routines they learned earlier in the year (Archer and Hughes, 2010).

High-Frequency Words

Rather than sight word memorization, 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).

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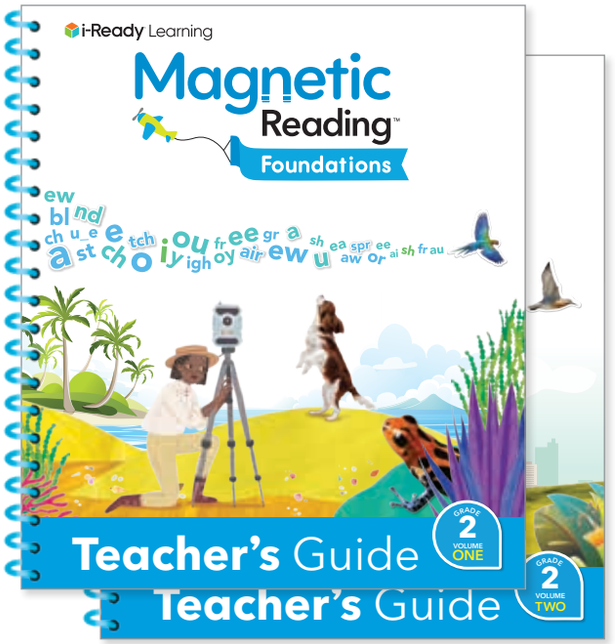
Program Components

Teacher Materials

Teacher's Guide

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

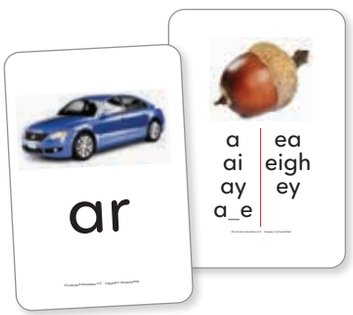
- direct instruction, application, and practice for phonics, spelling/encoding, high-frequency words, and fluency
- easy-to-follow routines
- helpful teacher tips, including English Learner supports
- frequent opportunities to check student progress
- point-of-use recommendations for differentiation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



Foundational Skills Cards

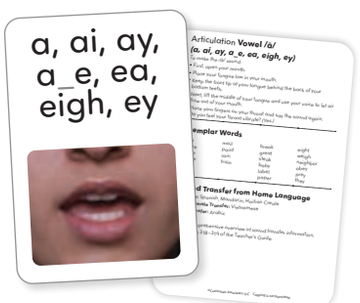
Sound-Spelling Cards are used daily to:

- 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



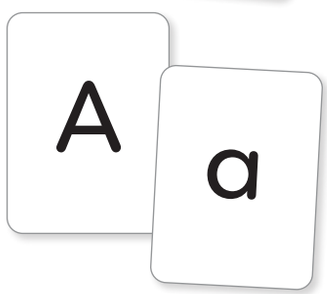
Used together, the **Sound-Spelling and Articulation (SS&A) Cards** support the acquisition of sound-spelling and articulation skills.

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:

- multimodal word building, blending, and segmenting
- syllable pattern instruction



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Student Materials

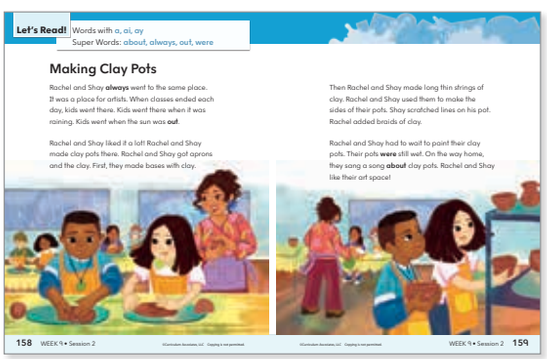
Student Workbook

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 deepen their understanding of the topic.



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
- 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

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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
  - Language Transfers Chart
- Assessment Resources
  - Assessment Trackers
  - Whole-Class Instructional Next Steps

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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

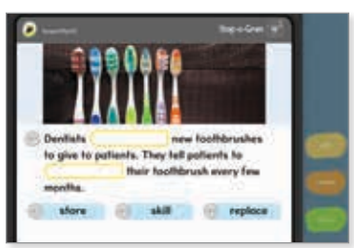
Personalized Instruction uses data from the Diagnostic to generate a tailored pathway of interactive lessons for each child.

Foundational Skills
Children progress through phonics and high-frequency word lessons at their own pace.

Phonics exercises feature multiple supports for decoding.

High-Frequency Word instruction focuses on automaticity.

Comprehension
Students then advance into vocabulary and comprehension lessons.



Vocabulary lessons feature word part and context strategies.

Children learn comprehension skills and strategies.

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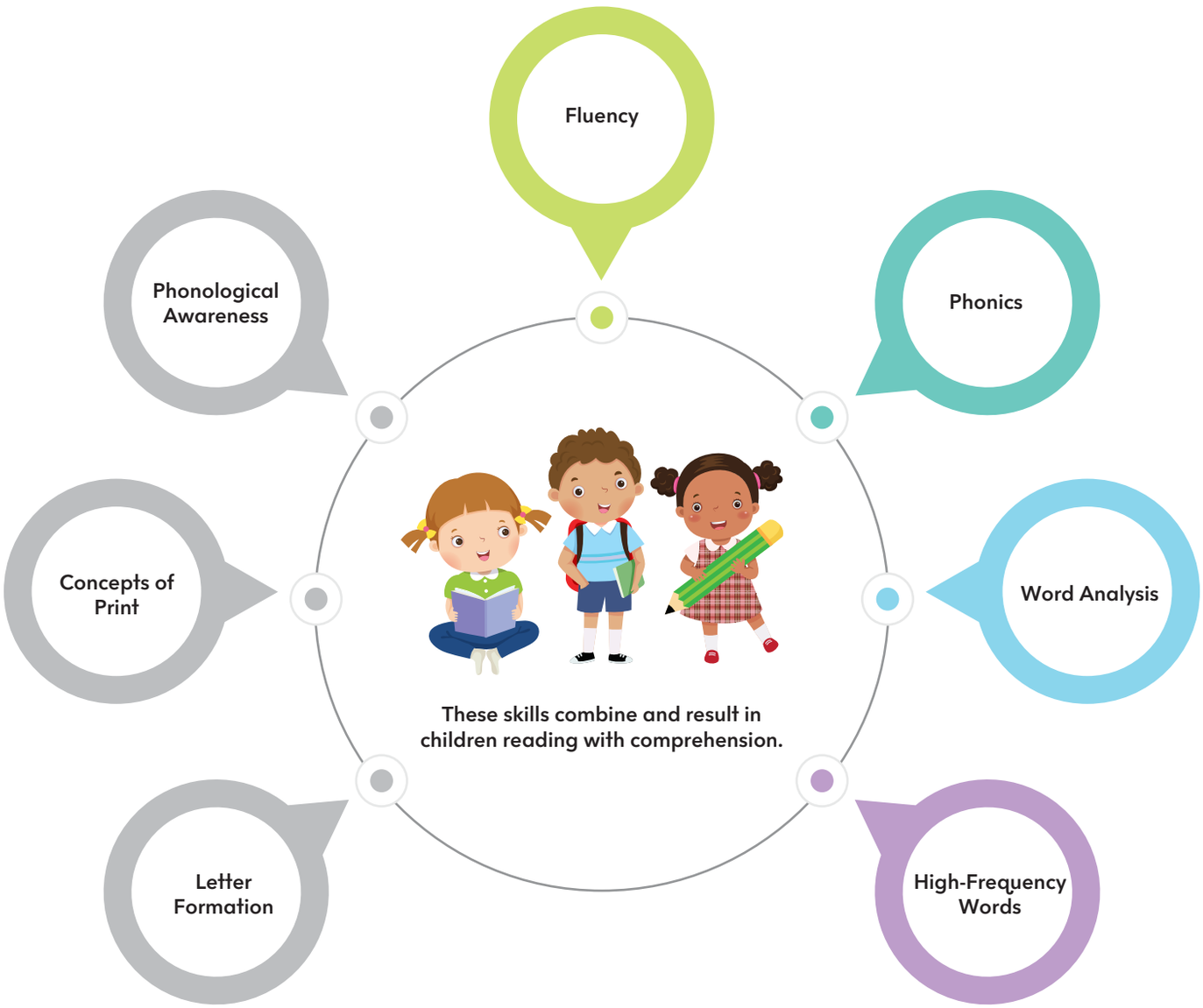
How *Magnetic Reading Foundations* Works

Magnetic Reading Foundations teaches concepts of print, letter formation, phonological awareness, high-frequency words, word analysis, 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.



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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

UNIT 2 Making Art

UNIT 2 Opener | WEEKS 6–10

Plan

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

WEEK	PHONICS FOCUS	UNIT TEXTS
6	Final *e*: ***a_e***, ***i_e***, ***o_e***, ***u_e***, ***e_e***	• *Land and Grass Art* • *You Can Make Art!* • *This Is Land Art*
7	Soft ***c*** and Soft ***g***	• *Art for Grace* • *Shapes and Spaces* • *The Art Contest*
8	Three-Letter Blends: ***str-***, ***spl-***, ***spr-***, ***scr-***, ***shr-***, ***thr-***	• *Lace Art* • *Art from Scraps* • *Fit for a King*
9	Long *a*: ***a***, ***ai***, ***ay***, ***ea***, ***eigh***, ***ey***	• *Play with Clay* • *A Place for Artists* • *Art Inside and Out*
10	Long *e*: ***e***, ***ee***, ***ea***, ***ie***, ***y***, ***ey***	• *The Art Hike* • *Art with Beads* • *The Art Team*

KNOWLEDGE

About Decoding Skills

The unit texts provide opportunities for children to practice reading long vowels, soft *c* and *g*, beginning blends, and previously learned phonics skills.

About the Unit Topic

Making Art Art can be made at home, in a studio, or even outside in nature. There are many different ways to create art.

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104 UNIT 2 • Making Art

Teach

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

Unit Words

art Art is a creation by people using their imagination.	*We walked around the museum to admire the **art** on display.*
artist An artist is the person creating art with various materials.	*The **artist** created a portrait using only paper pieces.*
paint Paint is a colorful liquid put on an object to change its color.	*The art piece was completed using blue and red **paint**.*
light Light is the brightness that comes from things like the sun, fire, or lightbulbs.	*The **light** from the sun created a shadow of the art sculpture.*

Engage

Read aloud the unit title. Tell children that in this unit they will read about characters and people who make art. **Ask,** *Where do you see art? Do you like to create art? If so, what do you use to create your art?*

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 which text they are most excited to read. Offer discussion and oral language support with the following sentence frame: *I want to read this text because ___.*

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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. It 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.

Small-Group Instruction With a Magnetic Reader

1 Introduce Skills

Session 1:
- Children are introduced to new skills across all strands: phonics, high-frequency words, word analysis, and fluency.

2 Practice & Extend / Apply to Text

Session 2:
- Children practice and extend what they learned in Session 1.
- Children review a phonics skill from the previous week.
- Children apply their learning with a Connected Text.

3 Introduce Skills

Session 3:
- Children are introduced to new phonics skills.
- Children continue working with the week's high-frequency words.

4 Practice & Extend / Apply to Text

Session 4:
- Children practice and extend what they learned in Session 3.
- Children review a phonics skill from the previous week.
- Children apply their learning with a Connected Text.

5 Assess

Session 5:
- Children are given a short, whole-class assessment.
- Children are given a short, individual assessment.
- Teachers are provided with instructional next steps.

Learn New Skills | Apply Skills and Read Text | Assess

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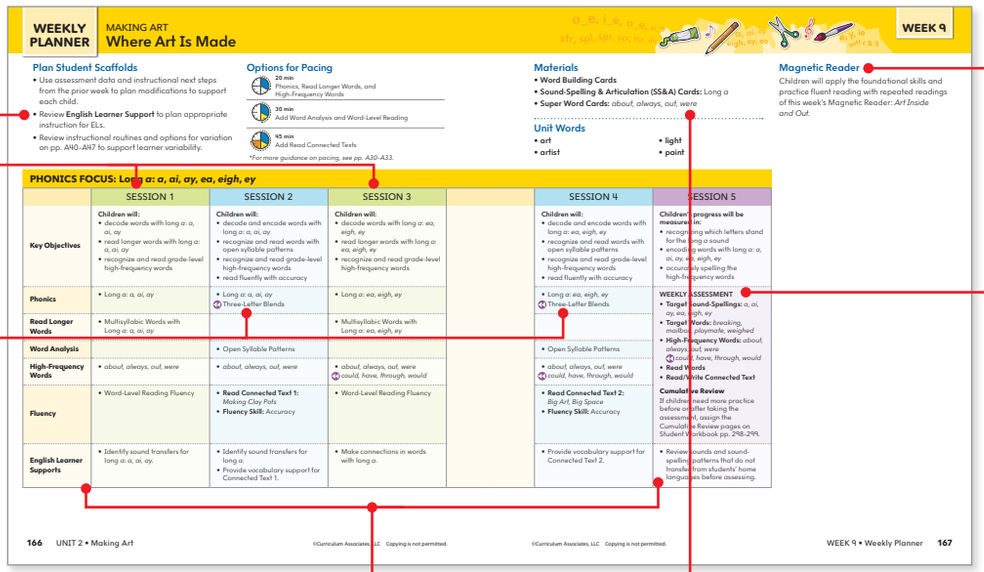
Weekly planners give teachers an at-a-glance view of how sessions build from one day to the next, which skills are reviewed, and how texts connect to what children are learning. Skill instruction and practice with decodable, connected texts are at the core of the *Magnetic Reading Foundations* system.

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
MAKING ART
Where Art Is Made
WEEK 9

Plan Student Scaffolds
- Use assessment data and instructional next steps from the prior week to plan modifications to support each child.
- Review **English Learner Support** 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: Phonics, Read Longer Words, and High-Frequency Words
- 30 min: Add Word Analysis and Word-Level Reading
- 45 min: Add Read Connected Texts

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

Materials
- **Word Building Cards**
- **Sound-Spelling & Articulation (SS&A) Cards:** Long *a*
- **Super Word Cards:** *about, always, out, were*

Unit Words
- art
- artist
- light
- paint

Magnetic Reader
Children will apply the foundational skills and practice fluent reading with repeated readings of this week's Magnetic Reader: *Art Inside and Out*.

PHONICS FOCUS: Long *a*: *a, ai, ay, ea, eigh, ey*

	SESSION 1	SESSION 2	SESSION 3	SESSION 4	SESSION 5
Key Objectives	Children will: • decode words with long *a*: *a, ai, ay* • read longer words with long *a*: *a, ai, ay* • recognize and read grade-level high-frequency words	Children will: • decode and encode words with long *a*: *a, ai, ay* • recognize and read words with open syllable patterns • recognize and read grade-level high-frequency words • read fluently with accuracy	Children will: • decode words with long *a*: *ea, eigh, ey* • read longer words with long *a*: *ea, eigh, ey* • recognize and read grade-level high-frequency words	Children will: • decode and encode words with long *a*: *ea, eigh, ey* • recognize and read words with open syllable patterns • recognize and read grade-level high-frequency words • read fluently with accuracy	Children's progress will be measured on: • recognizing which letters stand for the long *a* sound • encoding words with long *a*: *a, ai, ay, ea, eigh, ey* • accurately spelling the high-frequency words
Phonics	• Long *a*: *a, ai, ay*	• Long *a*: *a, ai, ay* • Three-Letter Blends	• Long *a*: *ea, eigh, ey*	• Long *a*: *ea, eigh, ey* • Three-Letter Blends	**WEEKLY ASSESSMENT** • **Target Sound-Spellings:** *a, ai, ay, ea, eigh, ey* • **Target Words:** *breaking, mailbox, playmate, weighed* • **High-Frequency Words:** *about, always, out, were, could, have, through, would* • **Read Words** • **Read/Write Connected Text**
Read Longer Words	• Multisyllabic Words with Long *a*: *a, ai, ay*		• Multisyllabic Words with Long *a*: *ea, eigh, ey*		
Word Analysis		• Open Syllable Patterns		• Open Syllable Patterns	
High-Frequency Words	• *about, always, out, were*	• *about, always, out, were*	• *about, always, out, were, could, have, through, would*	• *about, always, out, were, could, have, through, would*	
Fluency	• Word-Level Reading Fluency	• **Read Connected Text 1:** *Making Clay Pots* • **Fluency Skill:** Accuracy	• Word-Level Reading Fluency	• **Read Connected Text 2:** *Big Art, Big Space* • **Fluency Skill:** Accuracy	**Cumulative Review** If children need more practice before or after taking the assessment, assign the Cumulative Review pages on Student Workbook pp. 298–299.
English Learner Supports	• Identify sound transfers for long *a*: *a, ai, ay*.	• Identify sound transfers for long *a*. • Provide vocabulary support for Connected Text 1.	• Make connections in words with long *a*.	• Provide vocabulary support for Connected Text 2.	• Review sounds and sound-spelling patterns that do not transfer from students' home languages before assessing.

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WEEK 9 • Weekly Planner 167

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 long *a* spellings *a*, *ai*, *ay*.
- Children apply the long *a* spellings to word-level reading.

Session 2:
- Children practice and apply with a Connected Text.
- *Making Clay Pots*: long *a* spellings *a*, *ai*, *ay*.

Session 3:
- Children learn long *a* spellings *ea*, *eigh*, *ey*.
- Children apply the long *a* spellings to word-level reading.

Session 4:
- Children practice and apply with a Connected Text.
- *Big Art, Big Space*: Long *a* spellings *ea*, *eigh*, *ey*.

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.)
- *Art Inside and Out*: Long *a*: *a*, *ai*, *ay*, *ea*, *eigh*, *ey*.

How *Magnetic Reading Foundations* Works *continued*

Structure of a Session

***Magnetic Reading Foundations* follows a consistent session structure that includes Build Words! and Let's Read! This allows teachers and children to move through activities efficiently.**

- **Build Words!** includes the daily phonics, high-frequency words, and word analysis instruction and practice.
- **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.

PHONICS

Long a: *a, ai, ay*

1

EL In Spanish, *ai* and *ay* are pronounced similarly to long *i* in English. Have children listen and watch your mouth as you say the long *a* sound. Point out how you stretch your mouth as if you are going to smile.

2

TEACH Display the **SS&A Cards** for long *a*. Say the image name and have children say the long *a* sound with you. Tell children that /ā/ can be spelled in many different ways. First, teach /ā/ spelled *a* as in *strange*. Write *strange* and read it aloud. Underline *a* and say the sound. **Say,** *In the word* strange, */ā/ is spelled* a. Point to the letter and have children say the sound with you. Then repeat with *ai* and *ay* using the words *train* and *day*. Explain that two or more letters can stand for one vowel sound. Point out that *ai* usually appears at the beginning or middle of a word or syllable, and *ay* usually appears at the end of a word or syllable.

BLEND WORDS ROUTINE

3

MODEL Write the word *train*. Point to the letters *ai*.

Say the New Sound: *I am going to say our new sound in this word. The letters* a *and* i*, together, stand for /ā/.*

Blend the Sounds Together: *Now, listen as I blend all the sounds together: /trrrāāānnn/. Say the word with me:* train.

4

APPLY Write the word *play*. Point to the letters *ay*.

Say the New Sound: *Your turn! Say our new sound in this word. /ā/*

Blend the Sounds Together: *Now, blend all the sounds together to say the word. /plllāāā/,* play

With children use the routine to blend the words below.

play	stay	say	rain
nail	paid	range	change

5

CHECK ***Can children decode words with long* a: a, ai, *and* ay?**

Not Yet: If children read /ā/ as /ă/ or another vowel sound, use the **SS&A Cards** to review the long *a* sound-spellings. Write additional words with long *a* spelled *a*, *ai*, and *ay* and have children underline the long *a* spellings. Model blending the words and have children repeat.

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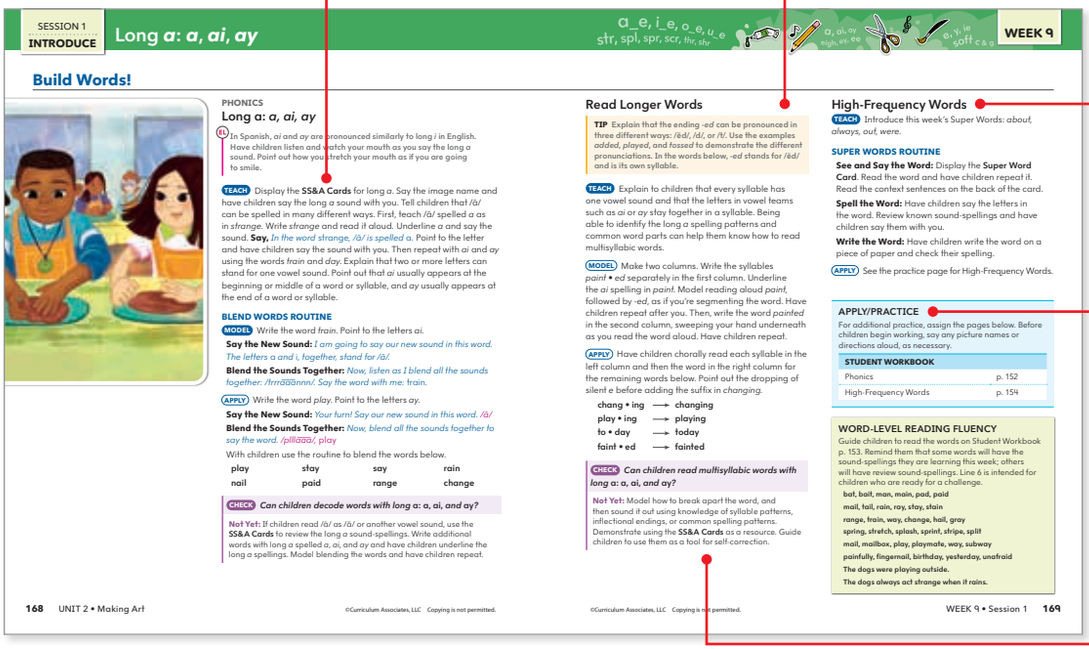
Build Words! explicitly teaches phonics, high-frequency words, and word analysis.

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

In the Read Longer Words activity, teachers model how to blend the sounds in syllables to read words with two or more syllables. The words contain the focus sound-spelling in one or more of the syllables. Children then practice by blending the sounds in each syllable and blending the syllables to read the longer words.



SESSION 1 INTRODUCE — Long *a*: *a*, *ai*, *ay* — WEEK 9

Build Words!

PHONICS

Long *a*: *a*, *ai*, *ay*

EL In Spanish, *ai* and *ay* are pronounced similarly to long *i* in English. Have children listen and watch your mouth as you say the long *a* sound. Point out how you stretch your mouth as if you are going to smile.

TEACH Display the **SS&A Cards** for long *a*. Say the image name and have children say the long *a* sound with you. Tell children that /ā/ can be spelled in many different ways. First, teach /ā/ spelled *a* as in *strange*. Write *strange* and read it aloud. Underline *a* and say the sound. **Say,** *In the word strange, /ā/ is spelled a.* Point to the letter and have children say the sound with you. Then repeat with *ai* and *ay* using the words *train* and *day*. Explain that two or more letters can stand for one vowel sound. Point out that *ai* usually appears at the beginning or middle of a word or syllable, and *ay* usually appears at the end of a word or syllable.

BLEND WORDS ROUTINE

MODEL Write the word *train*. Point to the letters *ai*.

Say the New Sound: *I am going to say our new sound in this word. The letters a and i, together, stand for /ā/.*

Blend the Sounds Together: *Now, listen as I blend all the sounds together: /trrrāāānnn/. Say the word with me:* train.

APPLY Write the word *play*. Point to the letters *ay*.

Say the New Sound: *Your turn! Say our new sound in this word. /ā/*

Blend the Sounds Together: *Now, blend all the sounds together to say the word. /plllāāā/,* play

With children use the routine to blend the words below.

play	stay	say	rain
nail	paid	range	change

CHECK *Can children decode words with long a: a, ai, and ay?*

Not Yet: If children read /ā/ as /a/ or another vowel sound, use the **SS&A Cards** to review the long *a* sound-spellings. Write additional words with long *a* spelled *a*, *ai*, and *ay* and have children underline the long *a* spellings. Model blending the words and have children repeat.

Read Longer Words

TIP Explain that the ending *-ed* can be pronounced in three different ways: /ĕd/, /d/, or /t/. Use the examples *added, played,* and *fussed* to demonstrate the different pronunciations. In the words below, *-ed* stands for /ĕd/ and is its own syllable.

TEACH Explain to children that every syllable has one vowel sound and that the letters in vowel teams such as *ai* or *ay* stay together in a syllable. Being able to identify the long *a* spelling patterns and common word parts can help them know how to read multisyllabic words.

MODEL Make two columns. Write the syllables *paint* • *ed* separately in the first column. Underline the *ai* spelling in *paint*. Model reading aloud *paint*, followed by *-ed*, as if you're segmenting the word. Have children repeat after you. Then, write the word *painted* in the second column, sweeping your hand underneath as you read the word aloud. Have children repeat.

APPLY Have children chorally read each syllable in the left column and then the word in the right column for the remaining words below. Point out the dropping of silent *e* before adding the suffix in *changing*.

chang • ing	changing
play • ing	playing
to • day	today
faint • ed	fainted

CHECK *Can children read multisyllabic words with long a: a, ai, and ay?*

Not Yet: Model how to break apart the word, and then sound it out using knowledge of syllable patterns, inflectional endings, or common spelling patterns. Demonstrate using the **SS&A Cards** as a resource. Guide children to use them as a tool for self-correction.

High-Frequency Words

TEACH Introduce this week's Super Words: *about, always, out, were.*

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 or directions aloud, as necessary.

STUDENT WORKBOOK	
Phonics	p. 152
High-Frequency Words	p. 154

WORD-LEVEL READING FLUENCY

Guide children to read the words on Student Workbook p. 153. Remind them that some words will have the sound-spellings they are learning this week; others will have review sound-spellings. Line 6 is intended for children who are ready for a challenge.

bat, bait, man, main, pad, paid
mail, tail, rain, ray, stay, stain
range, train, way, change, hail, gray
spring, stretch, splash, sprint, stripe, split
mail, mailbox, play, playmate, way, subway
painfully, fingernail, birthday, yesterday, unafraid
The dogs were playing outside.
The dogs always act strange when it rains.

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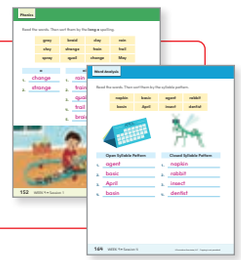
High-Frequency Words (Super Words) are taught with a partial decoding approach, which helps children retain them better.

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



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

SESSION 2 PRACTICE & EXTEND — Long *a*: *a*, *ai*, *ay* — WEEK 9

Build Words!

PHONICS

Word Building

EL In Arabic, there is no sound transfer for the long *a* sound. Give speakers of Arabic more practice blending words with this sound.

WORD BUILDING ROUTINE

MODEL Review long *a* spellings *a*, *ai*, and *ay*. Display the **Word Building Cards** *d*, *a*, *y* to make the word *day*.

Blend the Sounds: *Listen as I blend the sounds in this word: /dāāā/,* day.

Add, Change, Delete, Repeat: *Now, I will think about how to change the word to make a new one. I can change the letter d to the letter h. Listen as I blend the sounds to say the new word: /hāāā/,* hay.

APPLY Display the **Word Building Cards** *p*, *a*, *y* to make the word *pay*.

Blend the Sounds: *Your turn! Make the word pay. Blend the sounds to say the word. /pāāā/,* pay

Add, Change, Delete, Repeat: *Change p to s. Now, blend the sounds to say the new word. /sssāāā/ What's our new word?* say

With children, use the routine to build the following words in sequence.

sail	rail	rain	train
strain	strange	stray	spray

CHECK *Can children build and blend words with long a: a, ai, and ay?*

Not Yet: Build and blend additional words containing long *a*: *a*, *ay*, and *ai* word families, and have children repeat, emphasizing the parts they know. Then have them build and blend such words on their own, pointing to the letters as they blend.

Encode Words

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

SPELL IT ROUTINE

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

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

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

APPLY Have children write today's dictation words on p. 155 of their Student Workbook.

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

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

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

1. chain 2. spray 3. tail 4. strange
5. The train is on the way.

CHECK *Can children accurately spell words with long a: a, ai, and ay?*

Not Yet: Review *a*, *ai*, and *ay*. Write *play* and point to each sound-spelling as children sound it out. Dictate *fray*. Repeat with *wait, bait, range, change*. Review errors. Provide corrective feedback by using the **Corrective Feedback Routine** for encoding on p. A47. Guide children to use tools such as **SS&A Cards** to check their own spelling.

WORD ANALYSIS

Open Syllable Patterns

TEACH Explain that every syllable has only one vowel sound. Write *man*. Have children read the word. **Say,** *The consonant at the end of this word tells me that this is a closed syllable pattern and that the vowel sound is short.* Now remove the *n* from *man* to make the syllable *ma*. *The vowel is no longer closed in by a consonant. The single vowel at the end of this syllable tells me that this is an open syllable pattern. In an open syllable pattern, the vowel sound is usually long.* Sweep your finger under the syllable as you say: /mā/.

MODEL Write *raven*. Think aloud as you model dividing the word and identifying the open syllable pattern. **Say,** *First, I will identify each vowel.* Underline the vowels. *There is one consonant between the vowels. Because there is only one consonant between the vowels, I will first try dividing the word before the consonant: ra • ven. The first syllable ends in a vowel, so it has an open syllable pattern. The vowel sound will be long.* Sweep your finger under the word as you blend each syllable to say the word.

APPLY Repeat with the word *agent*. Guide children to tell you where to divide the word and to identify the open syllable pattern. Then together with children, blend the syllables to read the word.

CHECK *Can children read words with open syllable patterns?*

Not Yet: If children pronounce a word incorrectly, pronounce the word correctly and then point to the syllable children mispronounced. **Say,** *Is this an open or closed syllable pattern? How do you know? Is the vowel sound long or short? What is the vowel sound? Can you read the syllable?* Have children read the syllable again before rereading the whole word.

High-Frequency Words

TIP Make it a game! Call out each Super Word and have children clap, stomp, or snap for each letter as they spell it.

REVIEW Display and review this week's **Super Word Cards**: *were, out, always, about.* Together with children, point out any letter sounds or spellings they might already know. Then take away the **Super Word Cards**. Say each Super Word and have children build the words with **Word Building Cards**. Display the **Super Word Cards** again for children to confirm or self-correct their spelling. Then, have children read and spell the words in unison.

APPLY Have partners take turns using the words in oral sentences.

APPLY/PRACTICE

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

STUDENT WORKBOOK	
Phonics	p. 155
Encode Words	p. 155
Word Analysis	p. 156
High-Frequency Words	p. 157

Let's Read!

Turn to the next page to have children read *Making Clay Pots*.

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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.

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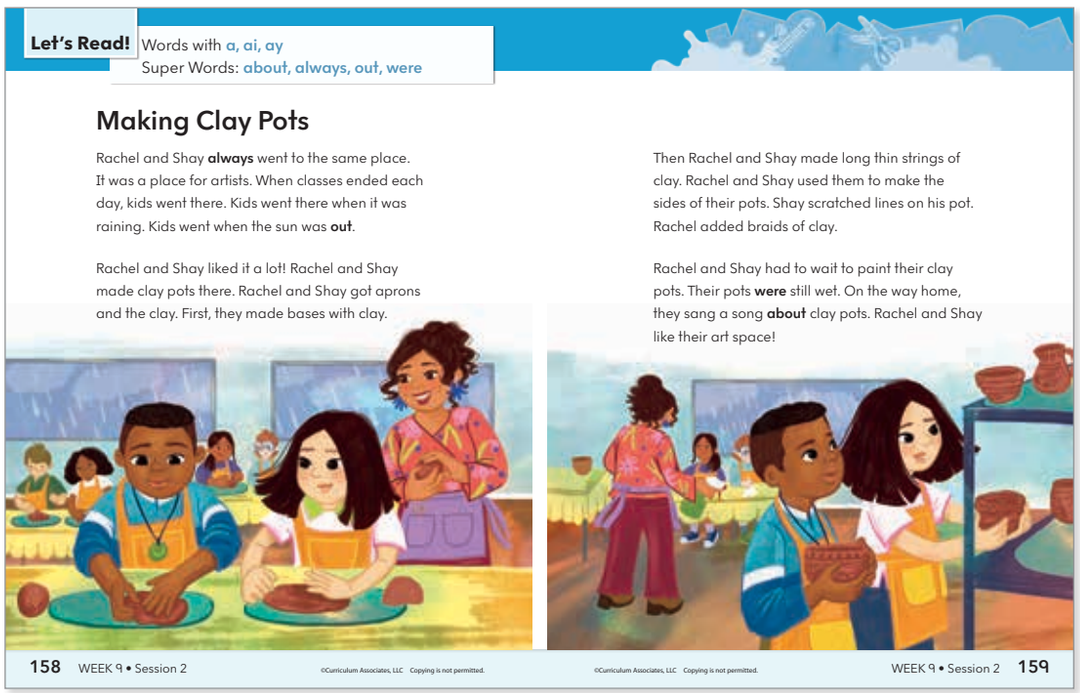
How *Magnetic Reading Foundations* Works *continued*

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 a, ai, ay
Super Words: about, always, out, were

Making Clay Pots

Rachel and Shay **always** went to the same place. It was a place for artists. When classes ended each day, kids went there. Kids went there when it was raining. Kids went when the sun was **out**.

Rachel and Shay liked it a lot! Rachel and Shay made clay pots there. Rachel and Shay got aprons and the clay. First, they made bases with clay.

Then Rachel and Shay made long thin strings of clay. Rachel and Shay used them to make the sides of their pots. Shay scratched lines on his pot. Rachel added braids of clay.

Rachel and Shay had to wait to paint their clay pots. Their pots **were** still wet. On the way home, they sang a song **about** clay pots. Rachel and Shay like their art space!

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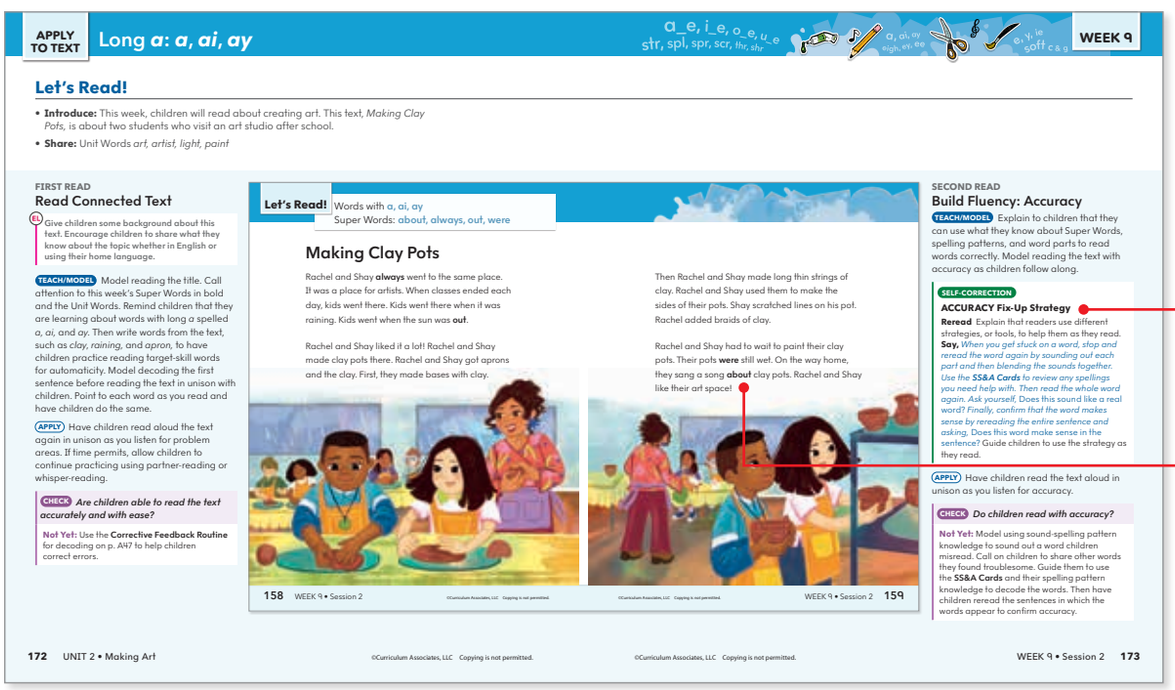

APPLY TO TEXT **Long *a*: *a*, *ai*, *ay*** a_e, i_e, o_e, u_e str, spl, spr, scr, thr, shr a, ai, ay eigh, ey, ea e, y, ie soft c & g **WEEK 9**

Let's Read!

- **Introduce:** This week, children will read about creating art. This text, *Making Clay Pots*, is about two students who visit an art studio after school.
- **Share:** Unit Words *art, artist, light, paint*

FIRST READ
Read Connected Text

EL Give children some background about this text. Encourage children to share what they know about the topic whether in English or using their home language.

TEACH/MODEL Model reading the title. Call attention to this week's Super Words in bold and the Unit Words. Remind children that they are learning about words with long *a* spelled *a*, *ai*, and *ay*. Then write words from the text, such as *clay*, *raining*, and *apron*, to have children practice reading 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 read aloud the text again in unison as you listen for problem areas. If time permits, allow children to continue practicing using partner-reading or whisper-reading.

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

Not Yet: Use the **Corrective Feedback Routine** for decoding on p. A47 to help children correct errors.

Let's Read! Words with a, ai, ay
Super Words: about, always, out, were

Making Clay Pots

Rachel and Shay **always** went to the same place. It was a place for artists. When classes ended each day, kids went there. Kids went there when it was raining. Kids went when the sun was **out**.

Rachel and Shay liked it a lot! Rachel and Shay made clay pots there. Rachel and Shay got aprons and the clay. First, they made bases with clay.

Then Rachel and Shay made long thin strings of clay. Rachel and Shay used them to make the sides of their pots. Shay scratched lines on his pot. Rachel added braids of clay.

Rachel and Shay had to wait to paint their clay pots. Their pots **were** still wet. On the way home, they sang a song **about** clay pots. Rachel and Shay like their art space!

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SECOND READ
Build Fluency: Accuracy

TEACH/MODEL Explain to children that they can use what they know about Super Words, spelling patterns, and word parts to read words correctly. Model reading the text with accuracy as children follow along.

SELF-CORRECTION
ACCURACY Fix-Up Strategy

Reread Explain that readers use different strategies, or tools, to help them as they read. **Say,** *When you get stuck on a word, stop and reread the word again by sounding out each part and then blending the sounds together. Use the* **SS&A Cards** *to review any spellings you need help with. Then read the whole word again. Ask yourself,* Does this sound like a real word? *Finally, confirm that the word makes sense by rereading the entire sentence and asking,* Does this word make sense in the sentence? Guide children to use the strategy as they read.

APPLY Have children read the text aloud in unison as you listen for accuracy.

CHECK ***Do children read with accuracy?***

Not Yet: Model using sound-spelling pattern knowledge to sound out a word children misread. Call on children to share other words they found troublesome. Guide them to use the **SS&A Cards** and their spelling pattern knowledge to decode the words. Then have children reread the sentences in which the words appear to confirm accuracy.

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

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

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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.

SESSIONS 1–4
APPLY TO TEXT

Magnetic Reader

Let's Read! Art Inside and Out

- These sessions may be done throughout the week during whole-class or small-group experiences. Allow children to work at their own pace.
- **Introduce:** Remind children of the Unit Topic, Making Art. This week they are learning about where art is created.

- **Genre:** Biography
- **Unit Words:** *art, artist, light, paint*
- **Story Words:** *paper, picture, Setzer, studio, Wendy*
- **Super Words:** *about, always, out, were*

SESSION 1 Introduce

EL **Discuss the artist's materials, such as paint, clay, paper, and the press. Act out *paint*.**

Read the Unit Topic and Weekly Focus with children. Then have children read aloud the title. Preview the book, explaining that the text is about where artist Wendy Setzer creates her art. Preteach the Story Words. Then, guide children to set a purpose for reading, such as reading to learn about Wendy Setzer's art and the landscapes, plants, and animals that she paints.

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 with accuracy as children follow along. Then, on p. 2, misread *pads* as *paids*. Demonstrate using the **Reread Fix-Up Strategy**. Reread the word aloud, correcting your error. Then go back to read the whole sentence.

Have children read through p. 7. Remind them to think about the story's meaning as they read. Guide them to self-correct as needed.

After reading, check for understanding by asking:

- *Where does Wendy make art? a studio, p. 4*
- *How does Wendy make prints? She uses paint to make a picture on flat plastic; then she uses a press, p. 5.*

SESSION 3 Build Independence

Have children read aloud the rest of the text independently or with a partner. Listen to check that children are able to decode with automaticity and are reading with accuracy. Remind children to use letter-sound knowledge and context to self-correct. Then have children take turns retelling their favorite part of the text.

After reading, check for understanding by asking:

- *What outdoor features does Wendy like to use in her art? Wendy likes ponds, lakes, and waves, p. 10.*
- *What pets does Wendy sketch? Wendy sketches her cats and dogs, p. 15.*

SESSION 4 Make Connections

EL **Partner children and have them read the text together. Have partners discuss what happens in the text before you call on volunteers to retell the text.**

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

Prompt children to make connections between the story, their own lives, and the Unit Topic.

- **Connect to Self:** *How does the text remind you of something you have done in your own life? Answers will vary.* Provide sentence starters, such as *It reminds me of the time I ___.*
- **Connect to Topic:** *How are the stories you read this week alike? Someone creates art in each story.*

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Making Art

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

UNIT 2 Wrap-Up | WEEKS 6–10

Unit Skills

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 with final *e*, soft *c* and *g*, three-letter blend *str-*, long *a*, and long *e*.

Super Words

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

final e: *a_e, i_e, o_e, u_e, e_e*

soft *c*, soft *g*, *spr, str-, spl-, scr-, shr-, thr-*

a, ai, ay, ea, eigh, ey, e, ee, ea, ie, ey, y

by, down, my, said, come, large, once, some

could, have, through, would

about, always, out, were, most, too, very, who

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 art and artists 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 the discussion to help children conclude that art can be created in many different ways and that we can all express ourselves as artists.

art	artist	paint	light

Artists use tools like ___.
Light can come from ___ in art.
At home, art can be made with ___.
I like to paint ___.

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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.

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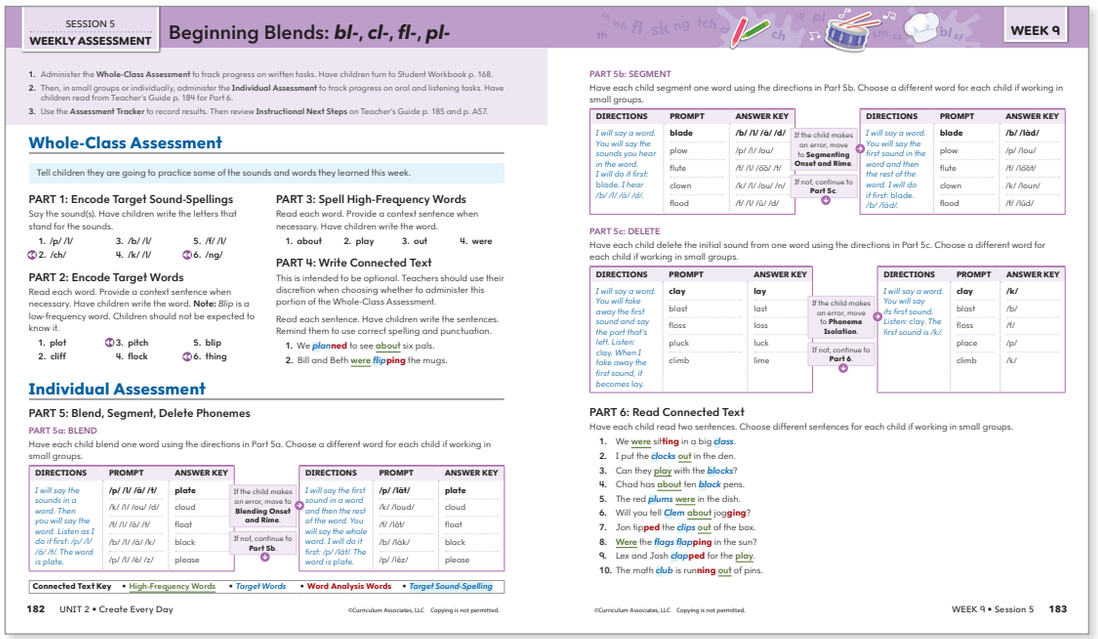
Assessment

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 Blends: *bl-, cl-, fl-, pl-*

WEEK 9

1. Administer the **Whole-Class Assessment** to track progress on written tasks. Have children turn to Student Workbook p. 168.
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. 184 for Part 6.
3. Use the **Assessment Tracker** to record results. Then review **Instructional Next Steps** on Teacher's Guide p. 185 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 the sound(s). Have children write the letters that stand for the sounds.

1. /p/ /l/
2. /ch/
3. /b/ /l/
4. /k/ /l/
5. /f/ /l/
6. /ng/

PART 2: Encode Target Words
Read each word. Provide a context sentence when necessary. Have children write the word. **Note:** *Blip* is a low-frequency word. Children should not be expected to know it.

1. plot
2. cliff
3. pitch
4. flock
5. blip
6. thing

PART 3: Spell High-Frequency Words
Read each word. Provide a context sentence when necessary. Have children write the word.

1. about
2. play
3. out
4. were

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. We *planned* to see about six pals.
2. Bill and Beth were *flipping* the mugs.

Individual Assessment

PART 5: Blend, Segment, Delete 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
I will say the sounds in a word. Then you will say the word. Listen as I do it first: /p/ /l/ /ā/ /t/. The word is plate.	/p/ /l/ /ā/ /t/	plate
	/k/ /l/ /ou/ /d/	cloud
	/f/ /l/ /ō/ /t/	float
	/b/ /l/ /ā/ /k/	black
	/p/ /l/ /ē/ /z/	please

If the child makes an error, move to **Blending Onset and Rime**.
If not, continue to **Part 5b**.

DIRECTIONS	PROMPT	ANSWER KEY
I will say the first sound in a word and then the rest of the word. You will say the whole word. I will do it first: /p/ /lāt/. The word is plate.	/p/ /lāt/	plate
	/k/ /loud/	cloud
	/f/ /lōt/	float
	/b/ /lāk/	black
	/p/ /lēz/	please

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

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PART 5b: SEGMENT
Have each child segment 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 will say a word. You will say the sounds you hear in the word. I will do it first: blade. I hear /b/ /l/ /ā/ /d/.	blade	/b/ /l/ /ā/ /d/
	plow	/p/ /l/ /ou/
	flute	/f/ /l/ /ōō/ /t/
	clown	/k/ /l/ /ou/ /n/
	flood	/f/ /l/ /ū/ /d/

If the child makes an error, move to **Segmenting Onset and Rime**.
If not, continue to **Part 5c**.

DIRECTIONS	PROMPT	ANSWER KEY
I will say a word. You will say the first sound in the word and then the rest of the word. I will do it first: blade. /b/ /lād/.	blade	/b/ /lād/
	plow	/p/ /lou/
	flute	/f/ /lōōt/
	clown	/k/ /loun/
	flood	/f/ /lūd/

PART 5c: DELETE
Have each child delete the initial sound from 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 will say a word. You will take away the first sound and say the part that's left. Listen: clay. When I take away the first sound, it becomes lay.	clay	lay
	blast	last
	floss	loss
	pluck	luck
	climb	lime

If the child makes an error, move to **Phoneme Isolation**.
If not, continue to **Part 6**.

DIRECTIONS	PROMPT	ANSWER KEY
I will say a word. You will say its first sound. Listen: clay. The first sound is /k/.	clay	/k/
	blast	/b/
	floss	/f/
	place	/p/
	climb	/k/

PART 6: Read Connected Text
Have each child read two sentences. Choose different sentences for each child if working in small groups.

1. We were sifting in a big *class*.
2. I put the *clocks* out in the den.
3. Can they play with the *blocks*?
4. Chad has about ten *black* pens.
5. The red *plums* were in the dish.
6. Will you tell *Clem* about jogging?
7. Jon tipped the *clips* out of the box.
8. Were the *flags flapping* in the sun?
9. Lex and Josh *clapped* for the play.
10. The math *club* is running out of pins.

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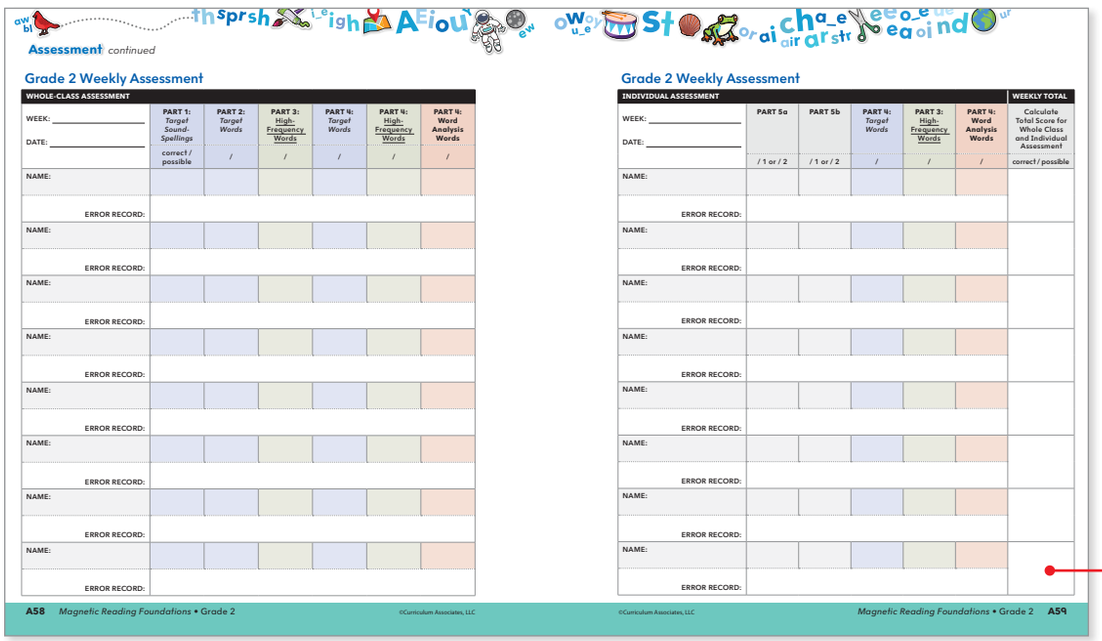

Assessment *continued*

Grade 2 Weekly Assessment

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

INDIVIDUAL ASSESSMENT						WEEKLY TOTAL
WEEK: _____ DATE: _____	PART 5a / 1 or / 2	PART 5b / 1 or / 2	PART 4: *Target Words* /	PART 3: High-Frequency Words /	PART 4: Word Analysis Words /	Calculate Total Score for Whole Class and Individual Assessment correct / possible
NAME:						
ERROR RECORD:						
NAME:						
ERROR RECORD:						
NAME:						
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NAME:						
ERROR RECORD:						

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 T118-racker located on pp. A58 and A60 and also on Teacher Toolbox.

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SESSION 5
WEEKLY ASSESSMENT

Beginning Blends: *bl-, cl-, fl-, pl-*

WEEK 9

Individual Assessment

1. We were sitting in a big class.
2. I put the clocks out in the den.
3. Can they play with the blocks?
4. Chad has about ten black pens.
5. The red plums were in the dish.
6. Will you tell Clem about jogging?
7. Jon tipped the clips out of the box.
8. Were the flags flapping in the sun?
9. Lex and Josh clapped for the play.
10. The math club is running out of pins.

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: BLEND, SEGMENT, DELETE PHONEMES

If children were not able to blend the phonemes in a word…	**Then** provide additional modeling and practice using familiar words. For example, choose an object in the classroom, such as a clip. Model how to say the individual phonemes in the word and then blend the whole word: /c/ /l/ /i/ /p/. Clip. Have children repeat after you. Next, say an object's name in individual phonemes: /b/ /l/ /ŏ/ /k/. Have children practice by orally blending the phonemes and then saying the word: block.
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: flag. Model how to add a counter as you say each phoneme in the word: /f/ /l/ /ă/ /g/. Have children practice with you. Then have them try it independently with a new word.
If children were not able to delete the initial phoneme from a word…	**Then** provide additional practice using a visual support, such as counters or blocks. Start with a pile of counters in front of you. Say the phonemes in a word while modeling how to move one counter for each phoneme: /p/ /l/ /ă/. Then, take away the first counter and model how to say the sounds that are left while pointing to each remaining counter: /l/ /ă/. *We changed* play *to* lay. Have children practice with you. Then have them try it independently with a new word.
If children were not able to blend or segment onset and rime or isolate the initial phoneme in a word…	**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 consonants *b, c, f, l,* and *p*.
If children consistently made errors with high-frequency words…	**Then** compare results to Part 3. If a pattern of errors emerges, have children practice the high-frequency words by orally spelling each word and using it in a sentence.
If children made errors that were inconsistent with Parts 1–4…	**Then** have children reread *Big Red Blobs* and *Fun with Flags* for more practice.

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Individual Assessment

- Certain skills such as 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 Tracker available on pp. A59 and A61 and also on Teacher 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.

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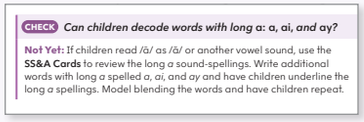
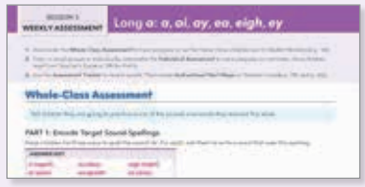
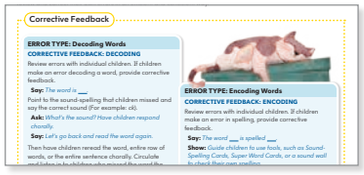
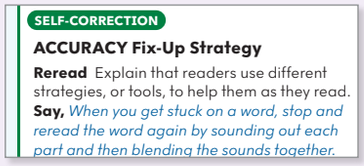
Ongoing Opportunities to Monitor Student Progress

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
CHECKS 	• 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	• Note which children were unable to perform the lesson objective • Do a quick reteach on the spot, OR • Reteach the skill in a small group
WEEKLY ASSESSMENT 	• Provides quick, skill-specific assessment in phonics, high-frequency words, word analysis, and oral reading • Gives teachers insight into Instructional Next Steps	• Administer in whole-group and individually once per week • Track progress on the student tracker (p. A56) • Use Instructional Next Steps to reteach skills children missed
CORRECTIVE FEEDBACK 	• 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	• Listen to student reading and use to quickly correct a decoding error • Check encoding and provide feedback to help children learn correct spelling
FIX UP STRATEGIES 	• Gives children tools for correcting different reading errors	• Model Fix Up Strategies while reading to reinforce fluency skills • Monitor childrens' reading and suggest Strategies as needed

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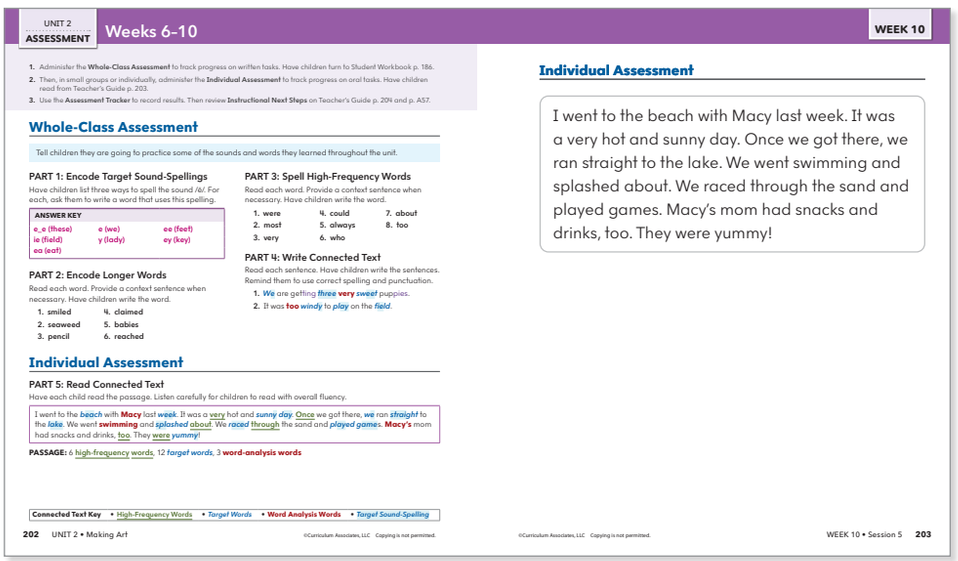
Magnetic Reading Foundations Summative Assessments

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 text 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. 186.
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. 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

Have children list three ways to spell the sound /ē/. For each, ask them to write a word that uses this spelling.

ANSWER KEY

e_e (these)	e (we)	ee (feet)
ie (field)	y (lady)	ey (key)
ea (eat)		

PART 2: Encode Longer Words

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

1. smiled
2. seaweed
3. pencil
4. claimed
5. babies
6. reached

PART 3: Spell High-Frequency Words

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

1. were
2. most
3. very
4. could
5. always
6. who
7. about
8. too

PART 4: Write Connected Text

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

1. *We* are getting *three* **very** *sweet* puppies.
2. It was **too** *windy* to *play* on the *field*.

Individual Assessment

PART 5: Read Connected Text

Have each child read the passage. Listen carefully for children to read with overall fluency.

I went to the *beach* with **Macy** last *week*. It was a very hot and *sunny day*. Once we got there, **we** ran *straight* to the *lake*. We went **swimming** and *splashed* about. We *raced* through the sand and *played games*. **Macy's** mom had snacks and drinks, too. They were *yummy*!

PASSAGE: 6 high-frequency words, 12 *target words*, 3 **word-analysis words**

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

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Individual Assessment

I went to the beach with Macy last week. It was a very hot and sunny day. Once we got there, we ran straight to the lake. We went swimming and splashed about. We raced through the sand and played games. Macy's mom had snacks and drinks, too. They were yummy!

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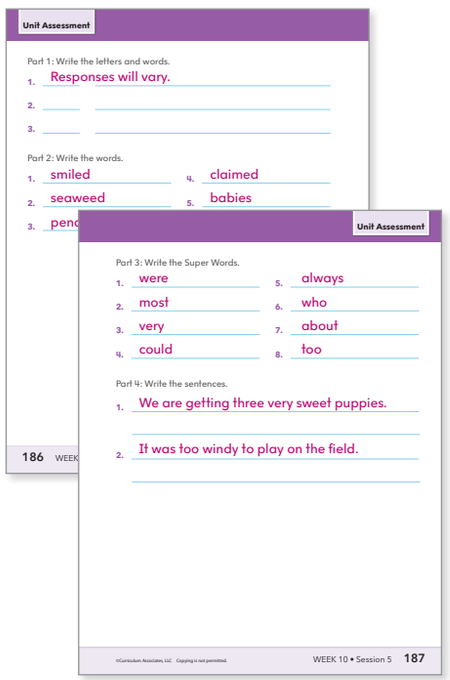

Unit Assessment

Part 1: Write the letters and words.

1. Responses will vary.
2.
3.

Part 2: Write the words.

1. smiled
2. seaweed
3. penc
4. claimed
5. babies

186 WEEK

Unit Assessment

Part 3: Write the Super Words.

1. were
2. most
3. very
4. could
5. always
6. who
7. about
8. too

Part 4: Write the sentences.

1. We are getting three very sweet puppies.
2. It was too windy to play on the field.

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i-Ready® Early Literacy Tasks:

- 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 one lesson, which includes five 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.

PRIORITIZE WHOLE-CLASS INSTRUCTION: Little or no variation in children's skill proficiency

PRIORITIZE SMALL-GROUP INSTRUCTION: Large variation in children's skill proficiency

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 most similarly on.
- Vary the frequency with which you meet with small groups based on children's needs. Meet more frequently with children who would benefit from reteaching.

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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 small increments of time.

- Use the options for pacing provided in the Weekly Planner to identify ways to group strands of skills into shorter increments of time. For example, in Grade 2, consider teaching word analysis during a 5-minute increment of time outside of the literacy block.

Options for Pacing

20 min
Phonics, Read Longer Words, and High-Frequency Words

30 min
Add Word Analysis and Word-Level Reading

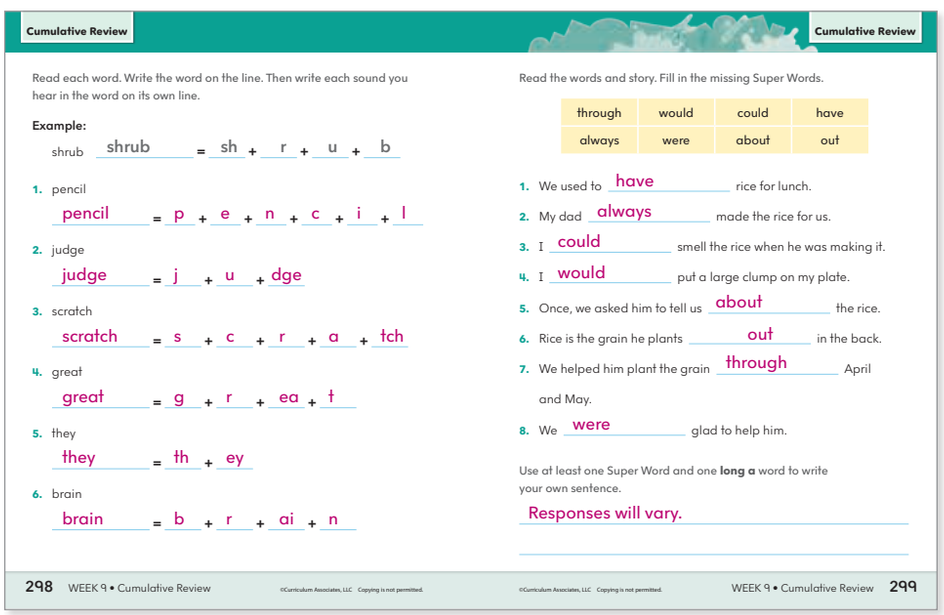
45 min
Add Read Connected Texts

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

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

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	Word Analysis
12:10–1:20	Specials
1:20–1:50	Writing
1:50–2:45	Science/Social Studies
2:45–2:55	Planners and 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

Read each word. Write the word on the line. Then write each sound you hear in the word on its own line.

Example:
shrub shrub = sh + r + u + b

1. pencil — pencil = p + e + n + c + i + l
2. judge — judge = j + u + dge
3. scratch — scratch = s + c + r + a + tch
4. great — great = g + r + ea + t
5. they — they = th + ey
6. brain — brain = b + r + ai + n

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Cumulative Review

Read the words and story. Fill in the missing Super Words.

through	would	could	have
always	were	about	out

1. We used to have rice for lunch.
2. My dad always made the rice for us.
3. I could smell the rice when he was making it.
4. I would put a large clump on my plate.
5. Once, we asked him to tell us about the rice.
6. Rice is the grain he plants out in the back.
7. We helped him plant the grain through April and May.
8. We were glad to help him.

Use at least one Super Word and one **long a** word to write your own sentence.

Responses will vary.

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WEEK 9 • Cumulative Review 299

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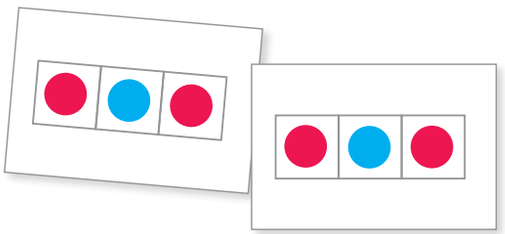
Pacing for Small-Group Instruction

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 data 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 responded to instruction.

CHECK ***Can children decode words with long* a: a, ai, *and* ay?**

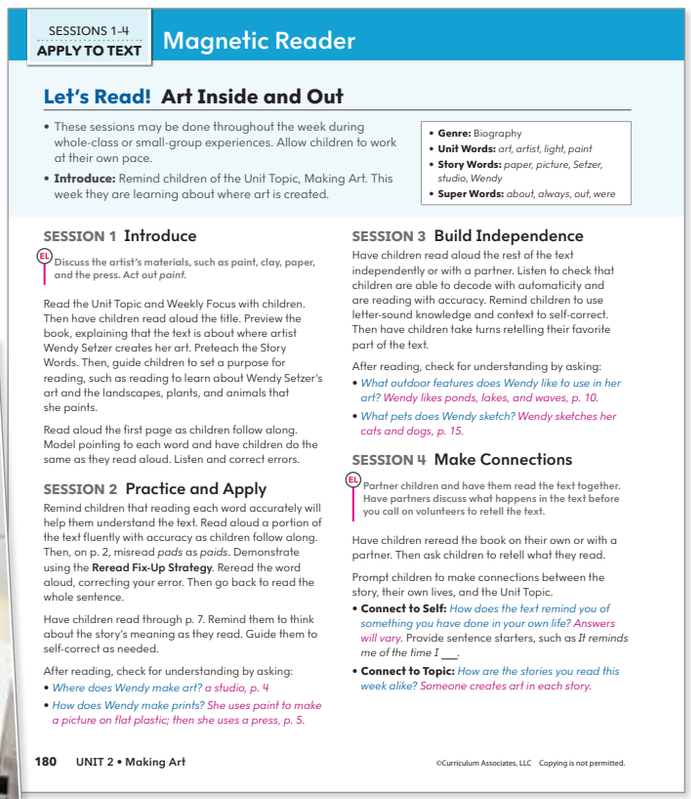
Not Yet: If children read /ā/ as /ă/ or another vowel sound, use the **SS&A Cards** to review the long *a* sound-spellings. Write additional words with long *a* spelled *a*, *ai*, and *ay* and have children underline the long *a* spellings. Model blending the words and have children repeat.



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

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



SESSIONS 1-4
APPLY TO TEXT

Magnetic Reader

Let's Read! Art Inside and Out

- These sessions may be done throughout the week during whole-class or small-group experiences. Allow children to work at their own pace.
- **Introduce:** Remind children of the Unit Topic, Making Art. This week they are learning about where art is created.

- **Genre:** Biography
- **Unit Words:** *art, artist, light, paint*
- **Story Words:** *paper, picture, Setzer, studio, Wendy*
- **Super Words:** *about, always, out, were*

SESSION 1 Introduce

EL Discuss the artist's materials, such as paint, clay, paper, and the press. Act out *paint*.

Read the Unit Topic and Weekly Focus with children. Then have children read aloud the title. Preview the book, explaining that the text is about where artist Wendy Setzer creates her art. Preteach the Story Words. Then, guide children to set a purpose for reading, such as reading to learn about Wendy Setzer's art and the landscapes, plants, and animals that she paints.

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 with accuracy as children follow along. Then, on p. 2, misread *pads* as *paids*. Demonstrate using the **Reread Fix-Up Strategy**. Reread the word aloud, correcting your error. Then go back to read the whole sentence.

Have children read through p. 7. Remind them to think about the story's meaning as they read. Guide them to self-correct as needed.

After reading, check for understanding by asking:

- *Where does Wendy make art? a studio, p. 4*
- *How does Wendy make prints? She uses paint to make a picture on flat plastic; then she uses a press, p. 5.*

SESSION 3 Build Independence

Have children read aloud the rest of the text independently or with a partner. Listen to check that children are able to decode with automaticity and are reading with accuracy. Remind children to use letter-sound knowledge and context to self-correct. Then have children take turns retelling their favorite part of the text.

After reading, check for understanding by asking:

- *What outdoor features does Wendy like to use in her art? Wendy likes ponds, lakes, and waves, p. 10.*
- *What pets does Wendy sketch? Wendy sketches her cats and dogs, p. 15.*

SESSION 4 Make Connections

EL Partner children and have them read the text together. Have partners discuss what happens in the text before you call on volunteers to retell the text.

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

Prompt children to make connections between the story, their own lives, and the Unit Topic.

- **Connect to Self:** *How does the text remind you of something you have done in your own life? Answers will vary.* Provide sentence starters, such as *It reminds me of the time I ___.*
- **Connect to Topic:** *How are the stories you read this week alike? Someone creates art in each story.*

180 UNIT 2 • Making Art

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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 + Phonics Practice	Word Work	Writing	Fluency Practice
Rotation 2	Fluency Practice	Teacher-led instruction with Magnetic Readers + 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 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 + Phonics Practice	Personalized instruction with *i-Ready*®	Writing	Word Work
Rotation 2	Fluency Practice	Teacher-led instruction with Magnetic Readers + Phonics Practice	Personalized instruction with *i-Ready*®	Writing
Rotation 3	Word Work	Fluency Practice	Teacher-led instruction with Magnetic Readers	Personalized instruction with *i-Ready*®
Rotation 4	Writing	Word Work	Fluency Practice	Writing

In this example, the teacher implements four rotations to cover a range of skills and to keep 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 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.

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Magnetic Reading Foundations Scope & Sequence

UNIT 1: Getting Along with Others

WEEK	PHONICS	WORD ANALYSIS	SPELLING
1	• Short Vowels • Review: Double Final Consonants, Digraph *-ck*	• Plurals with *-s*	• Words with Short Vowels
2	• Digraphs: *ch-*, *sh-*, *th-*, *wh-*	• Compound Words	• Words with Beginning Digraphs
3	• Digraphs: *-ch*, *-tch*, *-sh*, *-th*, *-ng*	• Closed Syllable Patterns	• Words with Ending Digraphs
4	• Beginning *r*-Blends: *br-*, *cr-*, *dr-*, *fr-*, *gr-*, *tr-* • Beginning *l*-Blends: *bl-*, *cl-*, *fl-*, *gl-*, *pl-* • Beginning *s*-Blends: *sc-*, *sk-*, *sl-*, *sm-*, *sn-*, *sp-*, *st-*, *sw-*	• Inflectional Endings *-ed*, *-ing* (no spelling changes)	• Words with *r*-Blends, *l*-Blends, *s*-Blends
5	• Ending Blends: *-nt*, *-mp*, *-sk*, *-st*, *-nd*	• Inflectional Endings *-s*, *-es* (no spelling changes)	• Words with Ending Blends: *-nt*, *-mp*, *-sk*, *-st*, *-nd*

UNIT 2: Making Art

WEEK	PHONICS	WORD ANALYSIS	SPELLING
6	• Final *e*: *a_e*, *i_e*, *o_e*, *u_e*, *e_e* • Short and Long Vowels	• Final *e* Syllable Patterns	• Words with Final *e*
7	• Soft *c*, *g*	• Inflectional Endings *-ed*, *-ing* (double final consonant, drop final *e*)	• Words with Soft *c*, *g*
8	• Three-Letter Blends: *str-*, *spl-*, *spr-*, *scr-*, *thr-*, *shr-*	• Possessives (singular, plural)	• Words with Three-Letter Blends: *str*, *spl*, *spr*, *scr*, *thr*, *shr*
9	• Long *a*: *a*, *ai*, *ay*, *ea*, *eigh*, *ey*	• Open Syllable Patterns	• Words with Long *a*: *a*, *ai*, *ay*, *ea*, *eigh*, *ey*
10	• Long *e*: *e*, *ee*, *ea*, *ie*, *y*, *ey*	• Inflectional Endings (change *y* to *i*)	• Words with Long *e*: *e*, *ee*, *ea*, *ie*, *y*, *ey*

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	HIGH-FREQUENCY WORDS	FLUENCY	UNIT WORDS
	• *do, that, the, to, you*	• Appropriate Phrasing	**care** **helpful** **problem** **thank**
	• *her, of, see, their, they, what*	• Intonation/Inflection	
	• *are, each, from, like, make, was*	• Accuracy	
	• *be, he, place, she, there, we*	• Expression	
	• *first, for, go, into, or, so*	• Rate/Pacing	

	HIGH-FREQUENCY WORDS	FLUENCY	UNIT WORDS
	• *by, down, my, said*	• Appropriate Phrasing	**art** **artist** **light** **paint**
	• *come, large, once, some*	• Intonation/Inflection	
	• *could, have, through, would*	• Rate/Pacing	
	• *about, always, out, were*	• Accuracy	
	• *most, too, very, who*	• Expression	

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Magnetic Reading Foundations Scope & Sequence *continued*

UNIT 3: What's That Habitat?

WEEK	PHONICS	WORD ANALYSIS	SPELLING
11	• Long *i*: *i, y, igh, ie*	• Contraction with *'s, 't*	• Words with Long *i*: *i, y, igh, ie*
12	• Long *o*: *o, oa, ow, oe*	• Vowel Team Syllable Patterns	• Words with Long *o*: *o, oa, ow, oe*
13	• Long *u*: *ue, u, ew, u_e*	• Prefixes *re-, pre-*	• Words with Long *u*: *ue, u, ew, u_e*
14	• Silent Letters: *wr, kn, gn, mb, sc*	• Prefixes *un-, dis-*	• Words with Silent Letters: *wr, kn, gn, mb, sc*
15	• *r*-Controlled Vowel: *ar*	• *r*-Controlled Vowel Syllable Patterns	• Words with *r*-Controlled Vowel *ar*

UNIT 4: It's on the Map!

WEEK	PHONICS	WORD ANALYSIS	SPELLING
16	• *r*-Controlled Vowels: *er, ir, ur, or*	• Consonant +*le* Syllable Patterns	• Words with *r*-Controlled Vowels: *er, ir, ur, or*
17	• *r*-Controlled Vowels: *or, ore, oar*	• Comparative Endings *-er, -est*	• Words with *r*-Controlled Vowels: *or, ore, oar*
18	• *r*-Controlled Vowels: *eer, ere, ear*	• Suffixes *-ful, -less*	• Words with *r*-Controlled Vowels: *eer, ere, ear*
19	• *r*-Controlled Vowels: *are, air, ear, ere*	• Suffixes *-y, -ly*	• Words with *r*-Controlled Vowels: *are, air, ear, ere*
20	• Diphthongs: *ou, ow*	• Suffixes *-er, -or*	• Words with Diphthongs: *ou, ow*

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	HIGH-FREQUENCY WORDS	FLUENCY	UNIT WORDS
	• *also, been, look, good*	• Expression	**animal** **bird** **habitat** **water**
	• *know, new, over, people*	• Appropriate Phrasing	
	• *because, word, work, write*	• Intonation/Inflection	
	• *after, one, warm, your*	• Accuracy	
	• *more, now, only, our*	• Rate/Pacing	

	HIGH-FREQUENCY WORDS	FLUENCY	UNIT WORDS
	• *move, other, water, where*	• Accuracy	**capital** **continent** **country** **island**
	• *does, give, school, sentence*	• Expression	
	• *again, buy, picture, soon*	• Appropriate Phrasing	
	• *answer, full, little, pull*	• Intonation/Inflection	
	• *house, live, pretty, read*	• Rate/Pacing	

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Magnetic Reading Foundations Scope & Sequence *continued*

UNIT 5: Tell Me About It

WEEK	PHONICS	WORD ANALYSIS	SPELLING
21	• Diphthongs: *oi*, *oy*	• Vowel Team Syllable Patterns	• Words with Diphthongs: *oi*, *oy*
22	• Variant Vowels: *oo*, *ou*, *u*	• Contractions with *not*	• Words with Variant Vowels: *oo*, *ou*, *u*
23	• Variant Vowels: *oo*, *ou*, *u_e*, *ew*, *ue*	• Contractions with *'ll*, *'ve*, *'m*, *'re*, *'s*	• Words with Variant Vowels: *oo*, *ou*, *u_e*, *ew*, *ue*
24	• Variant Vowels: *aw*, *au*, *a(l)*	• Irregular Plurals	• Words with Variant Vowels: *aw*, *au*, *a(l)*
25	• Short Vowel Digraphs: *ea*, *ou*, *y*	• Compound Words	• Words with Short Vowel Digraphs: *ea*, *ou*, *y*

UNIT 6: Landforms

WEEK	PHONICS	WORD ANALYSIS	SPELLING
26	• Closed and Open Syllable Patterns	• Inflectional Endings (with spelling changes)	• Words with Closed and Open Syllable Patterns
27	• Final *e* Syllable Patterns	• Prefixes: *re-*, *pre-*, *un-*, *dis-*	• Words with Final *e* Syllable Patterns
28	• *r*-Controlled Vowel Syllable Patterns	• Suffixes: *-er*, *-or*, *-ly*, *-y*, *ful*, *-less*	• Words with *r*-Controlled Vowel Syllable Patterns
29	• Final Stable Syllable Patterns: *-sion*, *-tion*, *-le*, *-el*, *-al*	• Suffix: *-ion*	• Words with Final Stable Syllable Patterns
30	• Vowel Team Syllable Patterns	• Reading Big Words: Three (or more) Syllables	• Words with Vowel Team Syllable Patterns

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	HIGH-FREQUENCY WORDS	FLUENCY	UNIT WORDS
	• *eye, head, laugh, please*	• Appropriate Phrasing	**create** **imagine** **special** **thought**
	• *above, almost, done, upon*	• Intonation/Inflection	
	• *animal, country, earth, wash*	• Expression	
	• *another, friends, together, usually*	• Accuracy	
	• *along, example, heard, sure*	• Rate/Pacing	

	HIGH-FREQUENCY WORDS	FLUENCY	UNIT WORDS
	• *become, ever, questions, today*	• Expression	**canyon** **erosion** **feature** **mountain**
	• *color, during, early, hours*	• Intonation/Inflection	
	• *father, finally, listen, mother*	• Appropriate Phrasing	
	• *area, building, measure, nothing*	• Accuracy	
	• *certain, enough, special, strong*	• Rate/Pacing	

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Instructional Routines

Instructional routines provide structure and consistency to *Magnetic Reading Foundations* lessons. 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:

- Phonics
- High-Frequency Words
- Corrective Feedback

ROUTINE NAME

TEACHER MODELING
Explicit modeling gives children clarity and confidence.

STUDENT APPLICATION
As children become more familiar with the routines, they can use the familiar steps as tools for mastering new skills.

BLEND WORDS ROUTINE

MODEL Write the word *train*. Point to the letters *ai*.

Say the New Sound: *I am going to say our new sound in this word. The letters* a *and* i, *together, stand for /ā/.*

Blend the Sounds Together: *Now, listen as I blend all the sounds together: /trrrāāānnn/. Say the word with me:* train.

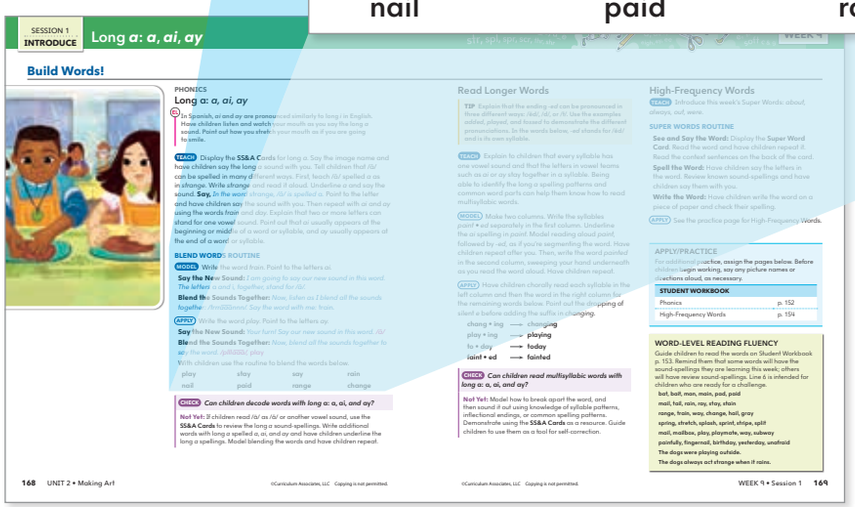
APPLY Write the word *play*. Point to the letters *ay*.

Say the New Sound: *Your turn! Say our new sound in this word. /ā/*

Blend the Sounds Together: *Now, blend all the sounds together to say the word. /plllāāā/,* play

With children use the routine to blend the words below.

play	stay	say	rain
nail	paid	range	change



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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 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.

Decoding

SKILL: Decoding

BLEND WORDS ROUTINE

MODEL Write the word *train*. Point to the letters *ai*.

Say the New Sound: *I am going to say our new sound in this word. The letters* a *and* i*, together, stand for /ā/.*

Blend the Sounds Together: *Now, listen as I blend all the sounds together: /trrrāāānnn/. Say the word with me:* train.

APPLY Write the word *play*. Point to the letters *ay*.

Say the New Sound: *Your turn! Say our new sound in this word. /ā/*

Blend the Sounds Together: *Now, blend all the sounds together to say the word. /plllāāā/,* play

SUPPORT LEARNER VARIABILITY: Options for Differentiation

Make It Visual

Use cards! *Magnetic Reading* 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 **Articulation Cards** to support 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 lessons. Model building and blending words with the cards, then have children use the cards to practice with more words.

EL English Learners

English learners need to hear and say English sounds correctly before they can make associations between sounds and letters. Phonological awareness skills are particularly important for children learning sounds that do not exist in home languages. Check language transfers to gain a better understanding of children's backgrounds. If sounds or sound-spellings do not transfer, give explicit instruction depending on the issue: for sounds, use **SS&A Cards** and **Articulation Videos**; for phonics, use **Word Building Cards** or Elkonin boxes.

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Instructional Routines *continued*

Decoding & Encoding

SKILL: Word Building & Blending

WORD BUILDING ROUTINE

MODEL Review long *a* spellings *a*, *ai*, and *ay*. Display the **Word Building Cards** *d*, *a*, *y* to make the word *day*.

Blend the Sounds: *Listen as I blend the sounds in this word: /āāā/,* day.

Add, Change, Delete, Repeat: *Now, I will think about how to change the word to make a new one. I can change the letter* d *to the letter* h. *Listen as I blend the sounds to say the new word: /hāāā,* hay.

APPLY Display the **Word Building Cards** *p*, *a*, *y* to make the word *pay*.

Blend the Sounds: *Your turn! Make the word* pay. *Blend the sounds to say the word. /paaa/,* pay

Add, Change, Delete, Repeat: *Change* p *to* s. *Now, blend the sounds to say the new word. /sssāāā/ What's our new word?* say

SUPPORT LEARNER VARIABILITY: Options for Differentiation

Make It Visual
Use cards! *Magnetic Reading* 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 **Articulation Cards** to support 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.

Make It a Game!
Word Ladder Have partners build one word. Then have them take turns changing one letter at a time to create new words. Players see how far they can get before they run out of words.

EL English Learners
As English learners progress in learning phonics, be aware that they may not know the meaning of words they are building. The routines are more meaningful to them if they understand the vocabulary. A quick sketch, gesture, or explanation can be useful in helping children access meaning.

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Encoding

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 dictation words in 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!

Make It Visual

Use cards! *Magnetic Reading* cards support all phonics lessons.

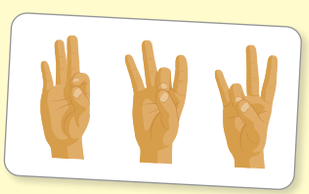
Word Building Cards

Use the **Word Building Cards** to support encoding lessons. Model building words with the cards, then have children use the cards to practice with more words.

Add Movement

Encourage children use their fingers to represent each sound as they spell the word.

Have children tap out the sounds in the word by bringing their fingers to their thumb. Then have them write the letter(s) that represent each of the sounds.



EL English Learners

English learners may come to the classroom with prior knowledge of different writing systems. Children whose home languages use the roman alphabet benefit when sound-spelling transfers can be leveraged for accelerating literacy development. Likewise, it is important to know when sound-spelling differences occur, as this can impact encoding. Prepare for spelling routines by checking the **SS&A Cards** for sound-spelling transfers.

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Instructional Routines *continued*

Working with Syllables

The syllable routines in Unit 6 systematically guide children to transition from decoding and building one-syllable words to multisyllabic words by taking advantage of what they've already learned in Units 1–5.

Decode

SKILL: Decoding

BLEND SYLLABLES ROUTINE

MODEL Write *admit*. Point to each syllable as you read it.

Say the Syllables: *I am going to read each syllable:* ad • mit.

Blend the Syllables Together: *Now listen as I read the whole word:* admit. *Say the word with me:* admit.

APPLY Write *muffin*. Point to each syllable as children blend.

Say the Syllables: *Your turn! Read the first syllable in this word.* muf- *Read the second syllable.* -fin

Blend the Syllables Together: *Now read the whole word.* muffin

SUPPORT LEARNER VARIABILITY: Options for Differentiation

Make It Visual

Use cards! *Magnetic Reading* cards support all phonics lessons.

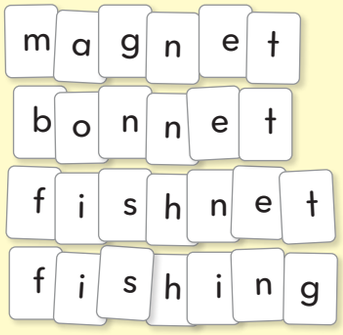
Sound-Spelling & Articulation (SS&A) Cards

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 **Articulation Cards** to support 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.

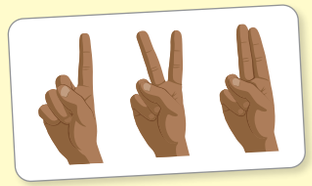
Word Building Cards

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 with more words.



EL English Learners

Most children will have had exposure to the concept that words are made up of units of sound. Use visual and kinesthetic strategies to help children during the routine. Underline or point to the syllables as you read them. Use your hands or fingers to represent the syllables, then bring them together to show blending. After modeling these movements, have children do them with you.



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SKILL: Word Building & Blending

SYLLABLE BUILDING ROUTINE

MODEL Review closed syllable patterns. Display the **Word Building Cards** *r, o, c, k, e, t* to make the word *rocket*.

Blend the Syllables: *Listen as I blend the syllables to say the word:* rock • et, rocket.

Add, Change, Delete, Repeat: *Now I will think about how to change a syllable in the word to make a new word. I can change the first syllable* rock- *to the syllable* plan-. *Now, listen as I blend the syllables to say the new word:* plan • et, planet.

APPLY Display the **Word Building Cards** *j, a, c, k, e, t* to make the word *jacket*.

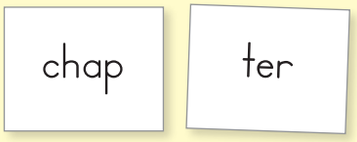
Blend the Syllables: *Your turn! Make the word* jacket. *Blend the syllables to say the word.* jack • et, jacket

Add, Change, Delete, Repeat: *Change the first syllable* jack- *to* clos-. *Now, blend the syllables to say the new word.* clos • et *What's our new word?* closet

Make It a Game!

Syllable Sort Create syllable cards. Write the syllables on separate index cards and have children sort the cards by syllable pattern. Review how to pronounce each syllable before the activity. Then have children work together to match the syllables to build the words.

Match It On separate index cards, write syllables for a set of words. Have children shuffle the cards and place them face down. Then have children take turns turning over two cards at a time. If the syllables match and make a word, have children read the word aloud and leave the cards face up. If the syllables do not make a word, have children turn the cards face down again. The game ends when all the cards are face up.



EL English Learners

As ELs learn new sound-spellings, continue to have them practice pronouncing and blending. When replacing one syllable with another, first have children listen. Then blend the new word and point to the **Sound-Spelling Cards** that represent the new syllable. Support children as they say syllables and connect sounds to letters before changing to create a new word.

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Instructional Routines *continued*

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.

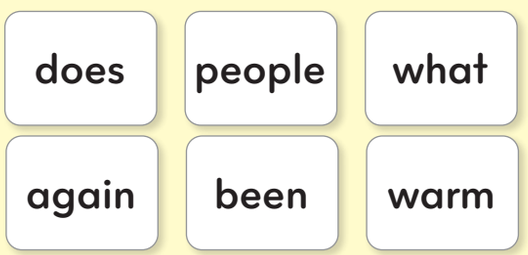
Spell the Word: Have children say the letters in the word. Review known sound-spellings and have children say them with you.

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

SUPPORT LEARNER VARIABILITY: Options for Differentiation

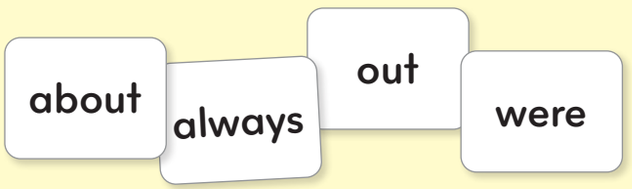
Make It a Game!

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 reference. Remind children to use the cards as a tool for learning and for self-checking as they work.



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Corrective Feedback Routines

Use the Corrective Feedback routines to address and correct children's errors in decoding and encoding tasks as needed. 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, entire row of words, or the entire sentence chorally. Circulate and listen 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 (SS&A) 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.

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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.

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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.

> ***"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]

Empowering Teachers & Children to Apply UDL

Implementing UDL with fidelity ensures 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.

High-Frequency Words

TIP Make it a game! Call out each Super Word and have children clap, stomp, or snap for each letter as they spell it.

REVIEW Display and review this week's **Super Word Cards** with children (*her, of, see, they, there, what*). Together with children, point out any letter sounds or spellings they might already know. Then take away the

Kinesthetic learning opportunities, such as clapping, stomping, and snapping in the spelling game above, are incorporated in the program to allow for multiple means of engagement and action and expression.

Articulation Cards provide guidance through images and text, integrating multiple forms of representation. **Articulation Videos** 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

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Our Commitment to Learner Variability and Equity *continued*

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, and 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* will help 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 succeed in learning phonological and phonics skills to identify sounds and sound-spellings that are similar between English and home languages as well as those that are unique to English.

Grade 2 language transfers are listed on pages A62–A66.

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Strategies and Scaffolds for English Learners

Phonics

TYPE OF SUPPORT	STRATEGIES	EXAMPLES
Identify Sound-Spelling Transfers	• Sound-spelling transfers to home language: children say words that start with that letter. • Sound-spelling does not transfer to home language: provide support.	EL There are no sound-spelling transfers for final *e* syllable patterns in Spanish, Mandarin, or Arabic. To help children identify the pattern in each syllable, underline the consonant(s) and circle the vowel. Talk through with children which sound the vowel makes and why.
Use Visuals	• Use Elkonin boxes. • Underline letters in words to connect sounds to letters.	EL Help children connect words to spelling patterns. After they build the words, write *fairs* and *bear*. Then say a word from the routine and ask children if the word has the same spelling pattern as *fairs* or *bear*.
Use Kinesthetics/Rhythm/ Aural Supports	• Children skywrite or write the letters/words with fingers on desks. • Children say short chants that include letters.	

Build Words

TYPE OF SUPPORT	STRATEGIES	EXAMPLES
Identify Sound-Spelling Transfers	• Use language transfer information to know when to teach students articulation and spellings for new sound-spellings. • Explain spelling patterns that do not exist in home languages and annotate words.	EL The sounds and sound-spelling matches for *sh* and *th* do not exist in Vietnamese. Some children may confuse *sh* and *th* with /s/. Write familiar words with the three sounds (*math*, *class*, *wash*) and briefly practice pronouncing them.
Use Manipulatives	• Children use **Word Building Cards** to build words.	EL There are no sound-spelling matches for /ō/ spelled as *oo* and *ou* in Spanish, Mandarin, or Arabic. Practice the sound in isolation with children. Before children blend sounds in a word, have them work with you to underline the letter(s) for each sound.
Use Visuals/Kinesthetics	• Prompt children to add spaces to differentiate target sound-spellings from other letters in words. • Children clap with sounds in words.	
Identify and Analyze Spelling Patterns	• Guide children to identify spelling patterns in words by comparing the letters. • Ask children about spelling patterns and sounds they represent. • Have children sort words according to spelling patterns.	

Reading

TYPE OF SUPPORT	STRATEGIES	EXAMPLES
Leverage Home Language	• Have children who share a home language help each other read and connect new words to words in their home language.	EL Partner children and have them read the text together. Have partners discuss what happens in the text before you call on volunteers to retell the text.
Use Kinesthetics	• Teacher and children act out key parts of the story.	EL Identify the characters and name them. Explain the terms *batter, center field,* and *home run*. Act out the words *cheered* and *yawn*.
Explain Idioms/ Expressions	• Explain phrases that are key to understanding text.	
Analyze Words	• Point out pronouns and the things/people they refer to. • Look at word parts to help with meaning.	
Partner Children	• Partners help each other decode words and understand texts.	

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UNIT 6 Land and Water

Plan

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

WEEK	PHONICS FOCUS	UNIT TEXTS
26	Closed and Open Syllable Patterns	• *Stone Arches* • *At Fossil Basin* • *Landforms*
27	Final *e* Syllable Patterns	• *The Colorado River* • *Come See My Sea* • *Water Wonders*
28	*r*-Controlled Vowel Syllable Patterns	• *After a Storm* • *A New Canyon* • *Volcanoes Change Land*
29	Final Stable Syllable Patterns	• *Inside a Cave* • *The Little Volcano* • *A Mountain Hike*
30	Vowel Team Syllable Patterns	• *The Rock Cycle* • *Shaped by Water* • *Joan's Rocks*

KNOWLEDGE

About Decoding Skills

The unit texts provide opportunities for children to practice reading syllable patterns, including closed and open syllables, final *e* syllables, *r*-controlled vowel syllables, final stable syllables, vowel team syllables, and previously learned phonics skills.

About the Unit Topic

Land and Water Water and other elements can change land quickly. It can also change land over long periods of time.

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Teach

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

Unit Words

canyon A *canyon* is a deep valley with rock sides.	*The Grand Canyon is the largest **canyon** in the United States.*
erosion *Erosion* occurs when nature slowly makes changes to the land.	*These tall rocks in the sea were formed by wave **erosion**.*
feature A *feature* of land is a specific part or quality of it.	*Tall stone arches are a **feature** in parts of the United States.*
mountain A *mountain* is land that rises high above other land nearby.	*You can often find snow year-round on the top of a **mountain**.*

Engage

Read aloud the unit title. Tell children that in this unit they will read about various land and water formations. **Ask,** *What is a feature of the land in our state? Why do you think people like to hike on mountains and in canyons?*

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 starter: *I want to read this text because ___.*

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WEEKLY PLANNER

LAND AND WATER
Bodies of Water

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
Phonics, Read Longer Words, 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: Final *e* Syllable Patterns

	SESSION 1	SESSION 2	SESSION 3
Key Objectives	**Children will:** • decode words with final *e* syllable patterns: *a_e, i_e, u_e* • read longer words with final *e* syllable patterns: *a_e, i_e, u_e* • recognize and read grade-level high-frequency words	**Children will:** • decode and encode words with final *e* syllable patterns: *a_e, i_e, u_e* • recognize and read words with prefixes *re-, pre-, un-,* and *dis-* • recognize and read grade-level high-frequency words • read with appropriate intonation	**Children will:** • decode words with final *e* syllable patterns: *o_e, e_e* • read longer words with final *e* syllable patterns: *o_e, e_e* • recognize and read grade-level high-frequency words
Phonics	• Final *e* Syllable Patterns: *a_e, i_e, u_e*	• Final *e* Syllable Patterns: *a_e, i_e, u_e* ◀◀ Closed Syllable Patterns	• Final *e* Syllable Patterns: *o_e, e_e*
Read Longer Words	• Three-Syllable Words with Final *e* Syllable Patterns		• Three-Syllable Words with Final *e* Syllable Patterns
Word Analysis		• Prefixes: *re-, pre-, un-, dis-*	
High-Frequency Words	• *color, during, early, hours*	• *color, during, early, hours*	• *color, during, early, hours* ◀◀ *become, ever, questions, today*
Fluency	• Word-Level Reading Fluency	• **Read Connected Text 1:** *The Colorado River* • **Fluency Skill:** Intonation/ Inflection	• Word-Level Reading Fluency
English Learner Supports	• Identify sound-spelling transfers for final *e* syllable patterns.	• Provide visual support for word building. • Provide vocabulary support for Connected Text 1.	• Provide visual support for identifying final *e* syllable patterns.

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Materials

- **Word Building Cards**
- **Sound-Spelling & Articulation (SS&A) Cards**
- **Super Word Cards:** *color, during, early, hours*

Unit Words

- **canyon**
- **erosion**
- **feature**
- **mountain**

Magnetic Reader

Children will apply the foundational skills and practice fluent reading with repeated readings of this week's Magnetic Reader: *Water Wonders*.

SESSION 4	SESSION 5
Children will: • decode and encode words with final *e* syllable patterns: *o_e, e_e* • recognize and read words with prefixes *re-, pre-, un-,* and *dis-* • recognize and read grade-level high-frequency words • read with appropriate intonation	**Children's progress will be measured in:** • encoding and decoding words with final *e* syllable patterns • accurately spelling the high-frequency words
• Final *e* Syllable Patterns: *o_e, e_e* ◀ Open Syllable Patterns	**WEEKLY ASSESSMENT** • **Target Words:** *rewrote, presale, completed, providing* • **High-Frequency Words:** *color, during, early, hours* ◀ *become, ever, questions, today* • **Read Words** • **Read/Write Connected Text** **Cumulative Review** If children need more practice before or after taking the assessment, assign the Cumulative Review pages on Student Workbook pp. 304–305.
• Prefixes: *re-, pre-, un-, dis-*	
• *color, during, early, hours* ◀ *become, ever, questions, today*	
• **Read Connected Text 2:** *Come See My Sea* • **Fluency Skill:** Intonation/ Inflection	
• Provide vocabulary support for Connected Text 2.	• Review sounds and sound-spelling patterns that do not transfer from students' home languages before assessing.

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Final *e* Syllable Patterns

Build Words!

PHONICS

Final *e* Syllable Patterns

EL There are no sound-spelling transfers for final *e* syllable patterns in Spanish, Mandarin, or Arabic. To help children identify the pattern in each syllable, underline the consonant(s) and circle the vowel. Talk through with children which sound the vowel makes and why.

TEACH Remind children that in final *e* vowel spellings such as *a_e, e_e, i_e, o_e,* and *u_e,* the first vowel and the final *e* act as a team and must stay in the same syllable. Teach final *e* syllable patterns using the word *refuse*. Write *refuse* and read it aloud. Underline and read the second syllable, *-fuse*. **Say**, *In the word* refuse, *the second syllable has a final* e. *This tells me it is a final* e *syllable pattern and that it has the long* u *sound.* Point to and read each syllable and have children say them with you. Then together with children, read the whole word.

BLEND SYLLABLES ROUTINE

MODEL Write *advice*. Point to each syllable as you read it.

Say the Syllables: *I am going to read each syllable:* ad • vice.

Blend the Syllables Together: *Now listen as I read the whole word:* advice. *Say the word with me:* advice.

APPLY Write *relate*. Point to each syllable as children blend.

Say the Syllables: *Your turn! Read the first syllable in this word.* re- *Read the second syllable.* -late

Blend the Syllables Together: *Now read the whole word.* relate

With children, use the routine to blend the words below.

excuse	**escape**	**reptile**	**describe**
locate	**amaze**	**mistake**	**dislike**

CHECK ***Can children decode words with final e syllable patterns?***

Not Yet: Have children practice splitting the syllables in the words. Write *describe*. Have children label the vowels and the consonants that separate the vowels. **Say,** *This word has the VCCCV pattern. How many consonants are between the vowels? three If three consonants come between two vowels, try dividing the word before the consonants*. Divide the word and have children read each syllable before reading the whole word. Point out the open syllable pattern *de-*. Repeat with *erase,* and then have children practice splitting the syllables and reading the remaining words.

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Read Longer Words

TEACH Remind children that every syllable has one vowel sound. Recognizing the final *e* syllable pattern, as well as the prefixes and suffixes they have learned, will help them read words with three or more syllables.

MODEL Make and display two columns. Write the syllables *es* • *cap* • *ing* separately in the first column. Model reading aloud each syllable as if you're segmenting the word. Then write *escaping* in the second column, sweeping your finger under the word as you read it aloud. Have children repeat. Point out the spelling change (drop final *e*) that happens when the *-ing* ending is added to *escape*.

APPLY Have children chorally read each syllable in the left column and then the word in the right column for the remaining words below. Point out the dropped final *e* in each final *e* syllable.

ex • cit • ing	→	**exciting**
frus • trat • ed	→	**frustrated**
e • ras • ing	→	**erasing**
do • nat • ed	→	**donated**
in • vit • ing	→	**inviting**

CHECK ***Can children decode words with final e syllable patterns and inflectional endings?***

Not Yet: If children pronounce a word incorrectly, pronounce it correctly and explain. Point to the syllable children mispronounced. **Say,** *Each syllable has only one vowel sound. What is the vowel sound in this syllable? Can you read the syllable?* Have children read the syllable again before rereading the whole word.

High-Frequency Words

TEACH Introduce this week's Super Words: *color, during, early, hours.*

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 and directions aloud, as necessary.

STUDENT WORKBOOK	
Phonics	p. 208
High-Frequency Words	p. 210

WORD-LEVEL READING FLUENCY

Guide children to read the words on Student Workbook p. 209. Remind them that some words will have the syllable patterns they are learning this week; others will have review syllable patterns. Line 6 is intended for children who are ready for a challenge.

side, inside, fuse, refuse, cape, escape

erase, excuse, device, decide, behave, became

reptile, confuse, donate, locate, invite, female

insect, problem, focus, broken, habit, cabin

relate, relating, excite, excitement, combine, combining

mistakenly, excitable, recognize, contribute, recital

Describe what happened during the soccer game.

Help me locate my markers so I can color this card.

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Final *e* Syllable Patterns

Build Words!

PHONICS

Syllable Building

EL After you make a word with children, pause and work with them to identify the first syllable in it. Then add a bit of space between it and the second syllable. Discuss what sound the vowels make and why.

SYLLABLE BUILDING ROUTINE

MODEL Review final *e* syllable patterns. Display the **Word Building Cards** *s, u, n, r, i, s, e* to make *sunrise*.

Blend the Syllables: *Listen as I blend the syllables to say the word:* sun • rise, sunrise.

Add, Change, Delete, Repeat: *Now I will think about how to change a syllable in the word to make a new word. I can change the second syllable* -rise *to the syllable* -shine. *Now, listen as I blend the syllables to say the new word:* sun • shine, sunshine.

APPLY Display the **Word Building Cards** *p, a, n, c, a, k, e* to make the word *pancake*.

Blend the Syllables: *Your turn! Make the word* pancake. *Blend the syllables to say the word.* pan • cake, pancake

Add, Change, Delete, Repeat: *Change the first syllable* pan- *to* cup-. *Now, blend the syllables to say the new word.* cup • cake *What's our new word?* cupcake

With children, use the routine to build the following words in sequence.

behave	**beside**	**inside**	**invite**
include	**remake**	**replace**	**refuse**

CHECK ***Can children build and blend words with final e syllable patterns?***

Not Yet: Have partners build and blend one-syllable final *e* words, such as *side* and *take*. Direct partners to add syllables to the words to build longer words, such as *sideways*, *outside*, *mistake*, and *retake*. Have partners practice blending the longer words together as you provide feedback.

Encode Words

DICTATION *We built some final e syllable pattern words with our cards. Now let's write some words!*

SPELL IT ROUTINE

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

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

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

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* donate. *Remember to say the word to yourself to help you think about the sounds.*

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

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

1. donate **2. excite** **3. inside** **4. cabin**

5. It took five hours to locate my bathrobe.

CHECK ***Can children accurately spell words with final e syllable patterns?***

Not Yet: Review final *e* syllable patterns. Tell children that they can spell the words one syllable at a time. Demonstrate segmenting a word into syllables. Next, model segmenting the first syllable sound by sound and the second syllable sound by sound. Then guide children to connect each sound to a spelling as you write it. Have children use the same process with the remaining words.

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WORD ANALYSIS

Prefixes: *re-, pre-, un-, dis-*

TEACH Remind children that a prefix is a word part added to the beginning of a base word to make a new word. Adding a prefix to a word changes its meaning and adds another syllable. Explain that the prefix *re-* means "again" or "back," the prefix *pre-* means "before," and the prefixes *un-* and *dis-* mean "not."

MODEL Write *count* and *recount* and read them aloud. Underline the prefix *re-*. Review that the prefix *re-* adds the meaning "again" or "back" to a word. Define the new word, "to count again." Point out that *count* is one syllable and *recount* is two. Repeat with these words and prefixes:

- *game, pregame, pre-*, "before the game"
- *safe, unsafe, un-*, "not safe"
- *agree, disagree, dis-*, "not agree"

APPLY Write the base word *tell*. Guide children to add a prefix to make the word *retell*. Have children read both words aloud and tell the meaning of the word with the prefix. Repeat with *heat, kind,* and *respect* (*preheat, unkind, disrespect*).

CHECK ***Can children read words with prefixes* re-, pre-, un-, *and* dis-?**

Not Yet: Write each base word and prefix on a sheet of paper. Have two children stand apart, one holding a prefix and the other a base word, and prompt them to read each aloud. Then prompt children to stand next to each other and read the whole word together. Repeat with the remaining prefixes and base words.

High-Frequency Words

TIP Have children come up with their own clues about the spelling of each word (e.g., *It's similar to the word ___. It has the spelling ___.*). Have children give the clues to a partner to see if they can identify the word.

REVIEW Display and review this week's **Super Word Cards** with children (*color, during, early, hours*). Together with children, point out any letter sounds or spellings they might already know. Then take away the **Super Word Cards**. Say each Super Word and have children build the words with **Word Building Cards**. Display the **Super Word Cards** again for children to confirm or self-correct their spelling. Then, have children read and spell the words in unison.

APPLY Have partners take turns using the words in oral sentences.

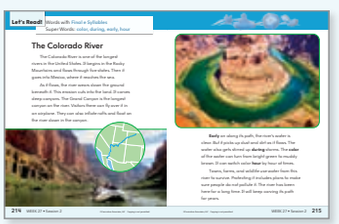
APPLY/PRACTICE

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

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

Let's Read!

Turn to the next page and have children read *The Colorado River*.



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APPLY TO TEXT

Final *e* Syllable Patterns

Let's Read!

- **Introduce:** This week, children will read about bodies of water. This text, *The Colorado River*, provides information about the Colorado River's formation and features.
- **Share:** Unit Words *canyon, erosion, feature, mountain*

FIRST READ

Read Connected Text

EL **Guide children to understand how the water causes erosion of the canyon to introduce the phrases *wear down* and *cuts into*. Talk about the importance of the river.**

TEACH/MODEL Model reading the title. Call attention to this week's Super Words in bold and the Unit Words. Remind children that they are learning about words with final *e* syllable patterns. Then write words with final *e* syllable patterns from the text, such as *inflate* and *survive*, to have children practice reading target-skill words for automaticity. Model decoding the first sentence before reading the text in unison with children.

APPLY Have children reread the text in unison. Circulate and provide corrective 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 accurately and with ease?***

Not Yet: Review final *e* syllable patterns. Use the **Corrective Feedback Routine** for decoding on p. A47 to help children correct errors.

Let's Read! Words with Final e Syllables
Super Words: color, during, early, hour

The Colorado River

The Colorado River is one of the longest rivers in the United States. It begins in the Rocky Mountains and flows through five states. Then it goes into Mexico, where it reaches the sea.

As it flows, the river wears down the ground beneath it. This erosion cuts into the land. It carves deep canyons. The Grand Canyon is the longest canyon on the river. Visitors there can fly over it in an airplane. They can also inflate rafts and float on the river down in the canyon.

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Early on along its path, the river's water is clear. But it picks up dust and dirt as it flows. The water also gets stirred up **during** storms. The **color** of the water can turn from bright green to muddy brown. It can switch color **hour** by hour at times.

Towns, farms, and wildlife use water from this river to survive. Protecting it includes plans to make sure people do not pollute it. The river has been here for a long time. It will keep carving its path for years.

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SECOND READ

Build Fluency: Intonation/Inflection

TEACH/MODEL Explain that fluent readers use their voice to stress, or emphasize, important words. Model reading the first paragraph aloud, emphasizing phrases that give facts about the river such as longest rivers and seven states. Explain that you stressed these words because they give important facts.

SELF-CORRECTION

INTONATION Fix-Up Strategy

Explain to children that readers use different strategies, or tools, to help them as they read. **Say,** *If your reading sounds robotic or flat, stop and reread. Remember to change your voice to help you and others understand the meaning of the text. Ask yourself:* Did I stress important words or important parts of the text? Guide children to use the strategy as they read.

APPLY Have children echo-read the remainder of the text as you listen for appropriate intonation.

CHECK ***Do children read with intonation?***

Not Yet: Review paragraph 2 with children. Discuss which information helps them understand how the river was formed. Have children underline those words and phrases and then read the paragraphs aloud, stressing the underlined words and phrases.

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Final *e* Syllable Patterns

Build Words!

PHONICS

Final *e* Syllable Patterns

EL **Help children recognize the pattern. Underline the consonants and circle the vowels in a word. Then do a think-aloud with children to divide the word into syllables. Have children identify silent *e* and say the long vowel sound.**

TEACH Review that in final *e* syllable patterns, the first vowel and the final *e* act as a team and must stay in the same syllable. The vowel sound is long, and the final *e* is silent. Write *complete* and read it aloud. Underline and read the second syllable, *-plete*. **Say**, *In the word* complete, *the second syllable has a final e. This tells me it is a final e syllable pattern and that it has the long e sound.* Point to and read each syllable and have children say them with you. Then together with children, read the whole word.

BLEND SYLLABLES ROUTINE

MODEL Write *remote*. Point to each syllable as you read it.

Say the Syllables: *I am going to read each syllable:* re • mote.

Blend the Syllables Together: *Now listen as I read the whole word:* remote. *Say the word with me:* remote.

APPLY Write *concrete*. Point to each syllable as children blend.

Say the Syllables: *Your turn! Read the first syllable in this word.* con- *Read the second syllable.* -crete

Blend the Syllables Together: *Now read the whole word.* concrete

With children, use the routine to blend the words below.

suppose	**complete**	**athlete**	**homesick**
compete	**hopeless**	**tadpole**	**extreme**

CHECK ***Can children decode words with final e syllable patterns?***

Not Yet: Guide children to practice splitting the syllables in the words. Write *tadpole*. Have children label the vowels and consonants that separate the vowel spellings. **Say,** *This word has the VCCV pattern. How many consonants are between the vowels?* two *If two consonants come between two vowels, try dividing the word between the consonants.* Divide the word and have children read each syllable before reading the whole word. Repeat with *athlete*. Have children practice splitting the syllables and reading the remaining words.

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Read Longer Words

TEACH Remind children that every syllable has one vowel sound, and that they will recognize the final *e* syllable pattern, as well as the prefixes and suffixes they have learned, in many words. Noticing these patterns and word parts will help them read words with three or more syllables.

MODEL Make and display two columns. Write the syllables *com • pet • ed* separately in the first column. Model reading aloud each syllable as if you're segmenting the word. Then write *competed* in the second column, sweeping your finger under the word as you read it aloud. Have children repeat. Point out the spelling change (drop final *e*) that happens when the *-ed* ending is added to *compete*.

APPLY Have children chorally read each syllable in the left column and then the word in the right column for the remaining words below. Point out the dropped final *e* in each final *e* syllable when it occurs.

com • plet • ing	→	**completing**
ex • treme • ly	→	**extremely**
hope • less • ness	→	**hopelessness**
ex • plod • ed	→	**exploded**
sup • pos • ing	→	**supposing**

CHECK ***Can children decode three-syllable words with final e syllable patterns?***

Not Yet: If children pronounce a syllable or word part incorrectly, pronounce it correctly and explain. For example, point to the syllable children mispronounced. **Say,** *The syllable is* -treme. *What's the syllable?* -treme *Yes,* -treme. *Let's read all the parts again:* ex-, -treme, -ly, extremely.

High-Frequency Words

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

REVIEW Use the **Super Word Cards** to review this week's Super Words (*color, during, early, hours*) and last week's Super Words (*become, ever, questions, today*).

APPLY Build automaticity with a speed drill. Display the **Super Word Cards** one at a time in a random order. Have children read each card. 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 and directions aloud, as necessary.

STUDENT WORKBOOK	
Phonics	p. 216
High-Frequency Words	p. 218

WORD-LEVEL READING FLUENCY

Guide children to read the words on Student Workbook p. 217. Remind them that some words will have the syllable patterns they are learning this week; others will have review syllable patterns. Line 6 is intended for children who are ready for a challenge.

compete, complete, flagpole, explode, hopeless

remote, rewrote, athlete, concrete, backbone

tadpole, trombone, rosebud, bedtime, mistake

frozen, pupil, erase, napkin, kitchen, cotton

hopeful, hopefully, phone, telephone, refuse, refusing

telescope, envelope, unexplored, completely

An athlete has to work hard for hours before a big game.

I need to wake up early to complete my homework.

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Final *e* Syllable Patterns

Build Words!

PHONICS

Syllable Building

TIP To challenge children, you may choose to do the routine by telling them which new word to make without saying which syllable to change (e.g., change *extreme* to *excite*). **Ask, *Which syllable is different in the new word? What letters will you use?***

SYLLABLE BUILDING ROUTINE

MODEL Review final *e* syllable patterns. Display the **Word Building Cards** *c, o, m, p, e, t, e* to make the word *compete*.

Blend the Syllables: *Listen as I blend the syllables to say the word:* com • pete, compete.

Add, Change, Delete, Repeat: *Now I will think about how to change a syllable in the word to make a new word. I can change the second syllable* -pete *to the syllable* -mute. *Now, listen as I blend the syllables to say the new word:* com • mute, commute.

APPLY Display the **Word Building Cards** *e, x, t, r, e, m, e* to make the word *extreme*.

Blend the Syllables: *Your turn! Make the word* extreme. *Blend the syllables to say the word.* ex • treme, extreme

Add, Change, Delete, Repeat: *Change the second syllable* -treme *to* -cite. *Now, blend the syllables to say the new word.* ex • cite, excite. *What's our new word?* excite

With children, use the routine to build the following word pairs.

hopeful, hopeless	**mistake, retake**
flagpole, tadpole	**expose, suppose**

CHECK ***Can children build and blend words with final e syllable patterns?***

Not Yet: Have children build each syllable with a space between them and blend each separately. Then have children slide the syllables together and read the whole word.

Encode Words

DICTATION *We built some final e syllable pattern words with our cards. Now let's write some words!*

SPELL IT ROUTINE

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

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

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

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* expose. *Remember to say the word to yourself to help you think about the sounds.*

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

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

1. **expose**
2. **remote**
3. **extreme**
4. **pilot**
5. **The trapeze artist did a flip during the act.**

CHECK ***Can children accurately spell words with final e syllable patterns?***

Not Yet: Remind children that they can spell the words one syllable at a time. Demonstrate segmenting a word into syllables. Next, model segmenting the first syllable sound by sound and the second syllable sound by sound. Then guide children to connect each sound to a spelling as you write the word. Have children use the strategy to spell the remaining words.

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WORD ANALYSIS

Prefixes: *re-, pre-, un-, dis-*

TIP Write the prefixes and have children practice reading them in isolation for automaticity.

TEACH Remind children that a prefix is a word part added to the beginning of a base word to make a new word. Adding a prefix changes the meaning of the base word and adds a syllable. Explain that the prefix *re-* means "again" or "back," the prefix *pre-* means "before," and the prefixes *un-* and *dis-* mean "not."

MODEL Write *fair* and *unfair* and read the words aloud. Underline the prefix *un-*. Review that the prefix *un-* adds the meaning "not" to a word, so *unfair* means "not fair." Repeat with these words and prefixes:

- *read, reread, re-,* "to read again"
- *pay, prepay, pre-*, "to pay before"
- *placed, displaced, dis-*, "not placed"

APPLY Write the base word *open*. Guide children to add a prefix to make the word *reopen*. Have children read both words aloud and tell the meaning of the word with the prefix. Repeat with the words *cut, paid,* and *like* (*precut, unpaid, dislike*).

CHECK ***Can children read words with prefixes* re-, pre-, un-, *and* dis-*?***

Not Yet: Have children use **Word Building Cards** to build and read each prefix. Then, say a base word. Guide children to build and read the base word, then place it beside the appropriate prefix to make a new word. Read the new words together.

High-Frequency Words

TIP You may wish to leave the **Super Word Cards** on display for children to use as a resource. Have children refer to the displayed cards while writing. Point out that they can be used as a tool to confirm or self-correct their spelling.

REVIEW Say each of this week's Super Words (*color, during, early, hours*) and last week's Super Words (*become, ever, questions, today*). Have children write each word on a piece of paper as you say it. Then display each **Super Word Card** for children to confirm or self-correct their spelling. Have children read and spell each word chorally.

APPLY Have children work with a partner to write a sentence using each of this week's words and one or two of last week's words. Then have children read the sentences together.

APPLY/PRACTICE

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

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

Let's Read!

Turn to the next page and have children read *Come See My Sea*.

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APPLY TO TEXT

Final *e* Syllable Patterns

Let's Read!

- **Introduce:** This week, children will read about bodies of water. In this text, *Come See My Sea*, a sea otter describes its habitat, its physical features, and a typical day in its life.
- **Share:** Unit Words *canyon, erosion, feature, mountain*

FIRST READ

Read Connected Text

EL Guide children to describe a sea otter using words from the text such as *thick fur, float,* and *dive*. Explain the phrase *body of water*.

TEACH/MODEL Model reading the title. Call attention to this week's Super Words in bold and the Unit Words. Remind children that they are learning about words with final *e* syllable patterns. Then write words with final *e* syllable patterns from the text, such as *escape* and *provides*, to have children practice reading target-skill words for automaticity. Model decoding the first sentence before reading the text in unison with children.

APPLY Have children reread the text in unison. Circulate and provide corrective 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 accurately and with ease?***

Not Yet: Have children work with partners so they can support each other as they read. If they encounter a challenging word, have them work together to sound it out. If they still have difficulty, use the **Blend Words Routine** to model how to blend the word. Remind children to refer to the **SS&A Cards** as needed to confirm sound-spellings.

Let's Read! Words with Final e Syllables
Super Words: color, during, early, hours

Come See My Sea

Let me introduce myself. I am a sea otter. My home is the salty water of the sea. At times, it is filled with waves for **hours**. It can also remain smooth and calm for days. Those of us living here would be unhappy outside of this huge body of water. So, we just relax and enjoy it.

The sea has all the food we need. Some sea animals eat plants that grow here, like seaweed. I prefer mountains of uncooked shellfish, which I eat **during** the day.

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Visit me and you will discover that the sea is cold here. My thick fur keeps me warm. I like this feature of my fur. It is a nice **color**, too. I could escape to warmer parts of the sea. Warm-water plants and animals prefer it there, but I would dislike it.

The sea also provides shelter for us. Some animals live in extremely deep water. I mostly float near the shore, alone or with other otters. I can dive like an athlete to find food though. And now it is time for my **early** dinner. See you later!

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SECOND READ

Build Fluency: Intonation/Inflection

TEACH/MODEL Remind children that fluent readers use their voice to stress, or emphasize, important words in a text. Model reading the first paragraph, emphasizing terms such as *sea otter*, *salty water*, and *sea*. Point out that you stressed these words because they provide important details about the topic.

SELF-CORRECTION

INTONATION Fix-Up Strategy

Explain to children that readers use different strategies, or tools, to help them as they read. **Say,** *If your reading sounds robotic or flat, stop and reread. Use your voice to add meaning to the text by stressing important ideas and words. Ask yourself:* Did I stress important words or important parts of the text? Does my reading sound like natural speech? Guide children to use the strategy as they read.

APPLY Have children echo-read the remainder of the text as you listen for appropriate intonation.

CHECK ***Do children read with intonation?***

Not Yet: Review the last paragraph on p. 223 with children. Guide them to identify important facts about how the otter spends its time. Discuss which words and phrases they should stress. Then have children partner-read the page as you listen for intonation.

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Magnetic Reader

Let's Read! Water Wonders

- These sessions may be done throughout the week during whole-class or small-group experiences. Allow children to work at their own pace
- **Introduce:** Remind children of the Unit Topic, Land and Water. This week they are reading about bodies of water.

- **Genre:** Informational
- **Unit Words:** *canyon, erosion, feature, mountain*
- **Story Words:** *Australia, ocean, though, Utah, wonders*
- **Super Words:** *color, during, early, hours*

SESSION 1 Introduce

EL **As you preview the text, say the name of each place with children. Guide them to describe each place using words from the text, e.g., *Great Salt Lake*, *canyon*, and *basin*.**

Review the Unit Topic and Weekly Focus. Then have children read aloud the title. Preview the book and provide background by explaining there are many kinds of lakes in the world. Preteach the Story Words. Then, guide children to set a purpose for reading, such as reading to find out why lakes can look so different.

Read aloud the first page as children follow along. Discuss using your eyes to track the text. Have children continue reading aloud as you listen and correct errors.

SESSION 2 Practice and Apply

Remind children that reading with appropriate intonation, stressing important words, will help them understand the text. Read aloud a portion of the text fluently as children follow along. Then on p. 2, model reading with a flat voice. Then demonstrate using the **Intonation Fix-Up Strategy** to self-correct. Reread the page again emphasizing important words.

Have children read through p. 9. Remind them to think about the text's meaning as they read. Guide them to self-correct as needed.

After reading, check for understanding by asking:

- *What is special about golden jellyfish? They are only found in Jellyfish Lake, they do not sting, and they swim from one side of the lake to the other, pp. 4–5.*

SESSION 3 Build Independence

EL **Before partners read aloud a page, have them decide on words that make each place interesting. Then as they read, have them emphasize those words.**

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

After reading, check for understanding by asking:

- *What makes the lake in Canada bright blue? The bright color comes from melting ice and the erosion of rocks beneath it, p. 10.*
- *What is a spring? A spring is a place where water rises up from under the ground, p. 14.*

SESSION 4 Make Connections

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

Prompt children to make connections between the text, their own lives, and the Unit Topic.

- **Connect to Self:** *Which of these bodies of water would you like to visit? Why? Answers will vary.* Provide sentence frames, such as *I would like to visit ___ because ___.*
- **Connect to Topic:** *Why are bodies of water important resources? Plants and animals live in them; they provide water for drinking, washing, and swimming.*

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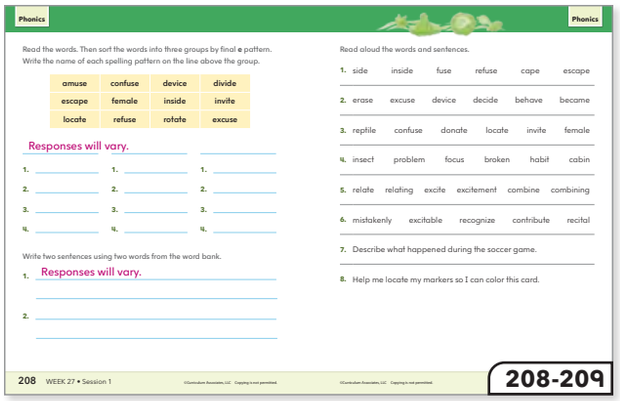
Student Workbook Answer Key



Phonics

Read the words. Then sort the words into three groups by final **e** pattern. Write the name of each spelling pattern on the line above the group.

amuse	confuse	device	divide
escape	female	inside	invite
locate	refuse	rotate	excuse

Responses will vary.

Read aloud the words and sentences.

1. side inside fuse refuse cape escape
2. erase excuse device decide behave became
3. reptile confuse donate locate invite female
4. insect problem focus broken habit cabin
5. relate relating excite excitement combine combining
6. mistakenly excitable recognize contribute recital
7. Describe what happened during the soccer game.
8. Help me locate my markers so I can color this card.

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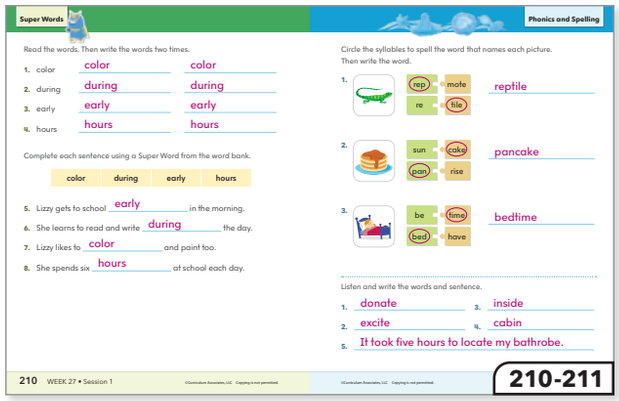
208-209



Super Words

Read the words. Then write the words two times.

1. color color color
2. during during during
3. early early early
4. hours hours hours

Complete each sentence using a Super Word from the word bank.

color during early hours

5. Lizzy gets to school early in the morning.
6. She learns to read and write during the day.
7. Lizzy likes to color and paint too.
8. She spends six hours at school each day.

Phonics and Spelling

Circle the syllables to spell the word that names each picture. Then write the word.

1. rep mate re tile reptile
2. sun cake pan rise pancake
3. be time bed have bedtime

Listen and write the words and sentence.

1. donate
2. excite
3. inside
4. cabin
5. It took five hours to locate my bathrobe.

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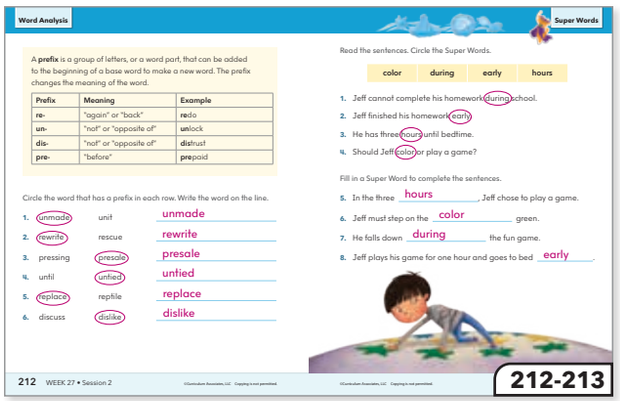
210-211



Word Analysis

A **prefix** is a group of letters, or a word part, that can be added to the beginning of a base word to make a new word. The prefix changes the meaning of the word.

Prefix	Meaning	Example
re-	"again" or "back"	redo
un-	"not" or "opposite of"	unlock
dis-	"not" or "opposite of"	distrust
pre-	"before"	prepaid

Circle the word that has a prefix in each row. Write the word on the line.

1. (unmade) unit unmade
2. (rewrite) rescue rewrite
3. pressing (presale) presale
4. until (untied) untied
5. (replace) reptile replace
6. discuss (dislike) dislike

Super Words

Read the sentences. Circle the Super Words.

color during early hours

1. Jeff cannot complete his homework (during) school.
2. Jeff finished his homework (early).
3. He has three (hours) until bedtime.
4. Should Jeff (color) or play a game?

Fill in a Super Word to complete the sentences.

5. In the three hours, Jeff chose to play a game.
6. Jeff must step on the color green.
7. He falls down during the fun game.
8. Jeff plays his game for one hour and goes to bed early.

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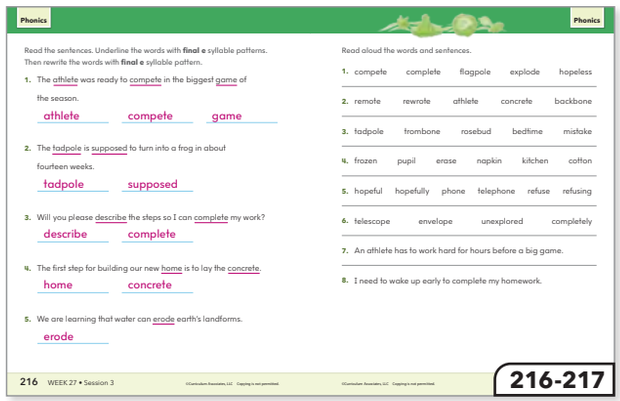
212-213



Phonics

Read the sentences. Underline the words with **final e** syllable patterns. Then rewrite the words with **final e** syllable pattern.

1. The athlete was ready to compete in the biggest game of the season.
   athlete compete game
2. The tadpole is supposed to turn into a frog in about fourteen weeks.
   tadpole supposed
3. Will you please describe the steps so I can complete my work?
   describe complete
4. The first step for building our new home is to lay the concrete.
   home concrete
5. We are learning that water can erode earth's landforms.
   erode

Read aloud the words and sentences.

1. compete complete flagpole explode hopeless
2. remote rewrote athlete concrete backbone
3. tadpole trombone rosebud bedtime mistake
4. frozen pupil erase napkin kitchen cotton
5. hopeful hopefully phone telephone refuse refusing
6. telescope envelope unexplored completely
7. An athlete has to work hard for hours before a big game.
8. I need to wake up early to complete my homework.

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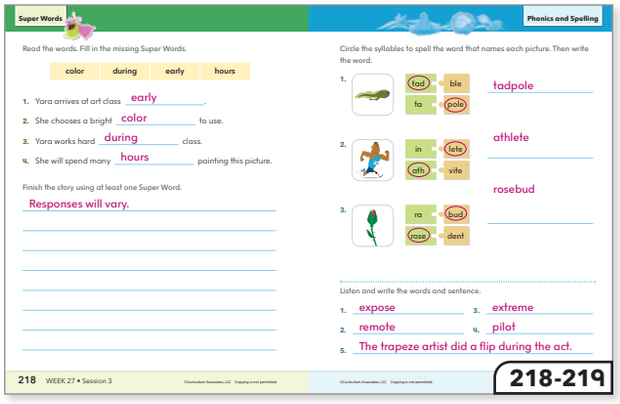
216-217



Super Words

Read the words. Fill in the missing Super Words.

color during early hours

1. Yara arrives at art class early.
2. She chooses a bright color to use.
3. Yara works hard during class.
4. She will spend many hours painting this picture.

Finish the story using at least one Super Word.

Responses will vary.

Phonics and Spelling

Circle the syllables to spell the word that names each picture. Then write the word.

1. (tad) ble ta (pole) tadpole
2. in (lete) (ath) vite athlete
3. ra (bud) (rose) dent rosebud

Listen and write the words and sentence.

1. expose
2. remote
3. extreme
4. pilot
5. The trapeze artist did a flip during the act.

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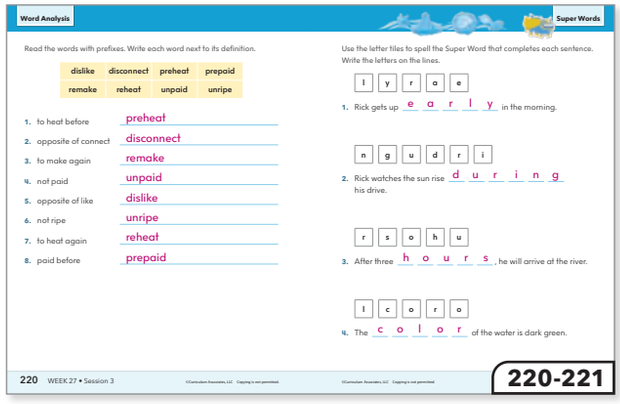
218-219



Word Analysis

Read the words with prefixes. Write each word next to its definition.

dislike disconnect preheat prepaid
remake reheat unpaid unripe

1. to heat before preheat
2. opposite of connect disconnect
3. to make again remake
4. not paid unpaid
5. opposite of like dislike
6. not ripe unripe
7. to heat again reheat
8. paid before prepaid

Super Words

Use the letter tiles to spell the Super Word that completes each sentence. Write the letters on the lines.

1. Rick gets up e a r l y in the morning.
2. Rick watches the sun rise d u r i n g his drive.
3. After three h o u r s, he will arrive at the river.
4. The c o l o r of the water is dark green.

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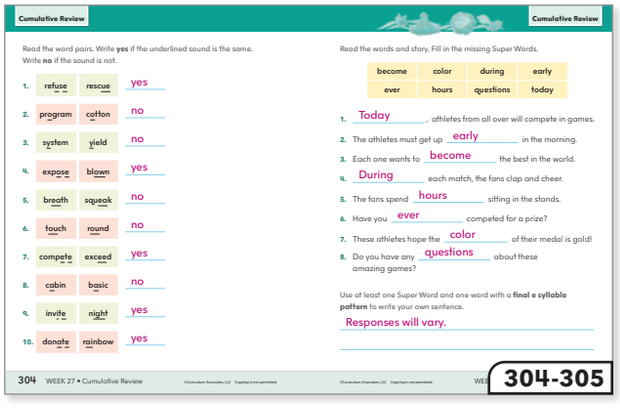
220-221



Cumulative Review

Read the word pairs. Write **yes** if the underlined sound is the same. Write **no** if the sound is not.

1. refuse rescue yes
2. program cotton no
3. system yield no
4. expose blown yes
5. breath squeak no
6. touch round no
7. compete exceed yes
8. cabin basic no
9. invite night yes
10. donate rainbow yes

Cumulative Review

Read the words and story. Fill in the missing Super Words.

become color during early
ever hours questions today

1. Today, athletes from all over will compete in games.
2. The athletes must get up early in the morning.
3. Each one wants to become the best in the world.
4. During each match, the fans clap and cheer.
5. The fans spend hours sitting in the stands.
6. Have you ever competed for a prize?
7. These athletes hope the color of their medal is gold!
8. Do you have any questions about these amazing games?

Use at least one Super Word and one word with a **final e syllable pattern** to write your own sentence.

Responses will vary.

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304-305

SESSION 5

WEEKLY ASSESSMENT

Final *e* Syllable Patterns

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 tasks. Have children read from Teacher's Guide p. 246 for Part 5.
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 syllable patterns and words they learned this week.

PART 1: Encode Longer Words

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

1. **rewrote**
2. **presale**
3. **completed**
4. **providing**

PART 2: Spell High-Frequency Words

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

1. **hours**
2. **ever**
3. **during**
4. **questions**
5. **today**
6. **color**
7. **early**
8. **become**

PART 3: Write Connected Text

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

1. They are ***supposed*** to **re**direct traffic during the race.
2. He was **un**able to ***complete*** the race in three hours.

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

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Individual Assessment

PART 4: Read Words

Have each child read one longer word in Part 4a. If the child makes an error, have the child read the corresponding alternate word. Choose a different set of words for each child if working in small groups. Repeat these steps for Part 4b.

PART 4a

LONGER WORD		ALTERNATE WORD
describing	If the child makes an error, move to the **alternate two-syllable word**.	escape
located		donate
rewriting		invite
behaving	If not, continue to **Part 4b**.	became
deflated		mistake

PART 4b

LONGER WORD		ALTERNATE WORD
contribute	If the child makes an error, move to the **alternate two-syllable word**.	confuse
recognize		excite
envelope		remote
demonstrate	If not, continue to **Part 5**.	amaze
telescope		tadpole

PART 5: Read Connected Text

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

1. Can you ***describe*** how you will ***produce*** the report in color?
2. Jake spends hours reading ***alone despite*** having lots of toys.
3. If you **dis**like the ***bracelet***, you can return it during store hours.
4. Use a dark color to **re*trace*** the letters on the piece of paper.
5. What color do you ***propose*** we **re**paint the ***inside*** of the house?
6. The ***excited*** fans cheered, sang, and chanted during the **pre*game***.
7. Will the store ***provide*** a **re*bate*** if you buy a phone during the sale?
8. If you **pre**heat the oven, we can ***complete*** dinner early.
9. If James **re*fuses*** to get there early, will he still ***compete*** in the game?
10. How many hours do you ***suppose*** it will take to **un**pack the moving boxes?

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Final *e* Syllable Patterns

Individual Assessment

PART 4a: Read Words

describing	escape
located	donate
rewriting	invite
behaving	became
deflated	mistake

PART 4b: Read Words

contribute	confuse
recognize	excite
envelope	remote
demonstrate	amaze
telescope	tadpole

PART 5: Read Connected Text

1. Can you describe how you will produce the report in color?
2. Jake spends hours reading alone despite having lots of toys.
3. If you dislike the bracelet, you can return it during store hours.
4. Use a dark color to retrace the letters on the piece of paper.
5. What color do you propose we repaint the inside of the house?
6. The excited fans cheered, sang, and chanted during the pregame.
7. Will the store provide a rebate if you buy a phone during the sale?
8. If you preheat the oven, we can complete dinner early.
9. If James refuses to get there early, will he still compete in the game?
10. How many hours do you suppose it will take to unpack the moving boxes?

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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 4: READ WORDS

If children had trouble reading a longer word in Part 4a…	**Then** provide additional practice with how to read words with final *e* syllable patterns, including those with inflectional endings or suffixes. Have children underline the base word in one color and the inflectional ending or suffix in a different color. Have them read each part and then the whole word.
If children had trouble reading a longer word in Part 4b…	**Then** provide additional practice with reading multisyllabic words with final *e* syllable patterns. Have children make a slash between each syllable. Have them read each syllable and then the whole word.
If children had trouble reading an alternate word…	**Then** compare results with the target words in Part 3. If a pattern of errors emerges, reteach how to identify final *e* syllable patterns. Use the **Word Building Cards** for additional support.

PART 5: READ CONNECTED TEXT

If children consistently made errors with the target syllable patterns…	**Then** compare results to Part 1. If a pattern of errors emerges, reteach how to identify final *e* syllable patterns. Use the **Word Building Cards** for additional support.
If children consistently made errors with high-frequency words…	**Then** compare results to Part 2. If a pattern of errors emerges, use each high-frequency word in a sentence and have children repeat the sentence after you. Then have them say and spell the high-frequency word.
If children made errors that were inconsistent with Parts 1–3…	**Then** have children reread *The Colorado River* and *Come See My Sea* for additional practice.

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Weeks 26–30

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 syllable patterns and words they learned throughout the unit.

PART 1: Encode Longer Words

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

1. **remember**
2. **stable**
3. **disappoint**
4. **defeated**
5. **attention**
6. **oatmeal**

PART 2: Spell High-Frequency Words

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

1. **measure**
2. **certain**
3. **listen**
4. **finally**
5. **special**
6. **early**
7. **enough**
8. **strong**

PART 3: Write Connected Text

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

1. Today during class *Elroy* read his book **re***port aloud*.
2. *Instead* of going to an *outdoor* area, we *remained inside*.

Individual Assessment

PART 4: Read Connected Text

Have each child read the passage. Listen carefully for children to read with overall fluency.

Saturday is the best day of the *weekend*. I **usually** wake up *around* seven in the *morning*. I stay in my **pajamas** during the early hours. I have an **enjoyable** *breakfast* of *oatmeal* and **chocolate** milk. Then I watch **television** because *cartoon* shows are on. Finally, I take my *morning shower* and get dressed. If the *weather* is sun**ny**, there will be a *baseball* game. If it is *rain***y**, I *invite* my friends over.

PASSAGE: 4 high-frequency words, 12 *target words*, 8 **word analysis words**

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

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Individual Assessment

Saturday is the best day of the weekend. I usually wake up around seven in the morning. I stay in my pajamas during the early hours. I have an enjoyable breakfast of oatmeal and chocolate milk. Then I watch television because cartoon shows are on. Finally, I take my morning shower and get dressed. If the weather is sunny, there will be a baseball game. If it is rainy, I invite my friends over.

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Weeks 26–30

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 4: READ CONNECTED TEXT

If children consistently made errors with target sound-spellings…	**Then** compare results to Parts 1, 2 and 4. If a pattern of errors emerges, reteach any syllable patterns that children struggled with. For additional practice, randomly display **Word Building Cards** and have children say the sound for each letter or letters on a card.
If children consistently made errors with high-frequency words…	**Then** compare results to Part 3. If a pattern of errors emerges, use each word in a sentence. Say the sentence out loud and have children repeat after you. Then have children say, spell, and write the high-frequency word.
If children made errors with word-analysis skills…	**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.
If children made errors across target sound-spellings, high-frequency words, and word-analysis skills…	**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.

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Land and Water

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

Unit Skills

Phonics Skills

Have children look carefully at Student Workbook p. 280 to find items in the picture. Then have them draw a slash to divide the words into syllables using what they learned in this unit.

Syllable Patterns:
closed, open, final *e*, *r*-controlled, final stable, and vowel team

Super Words

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

become, ever, questions, today, color, during, early, hours

father, finally, listen, mother, area, building, measure, nothing

certain, enough, special, strong

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 ask and answer questions about features of land and bodies of water. Provide sentence frames to help children recall details from the texts.

canyon	**erosion**	**feature**	**mountain**

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 natural events that cause land to change slowly or quickly.

A canyon may be ____ or ____.
____ causes most erosion.
____ can make a new land feature.
People may see ____ on a mountain.

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VOLUME 2

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

Instructional Resources

- Phonetic Spellings A67
- Syllable Patterns & Rules A68

Family Letters

- Welcome to *Magnetic Reading Foundations* A70
- Celebrating Student Progress A71

Supporting Research A72

Credits A76

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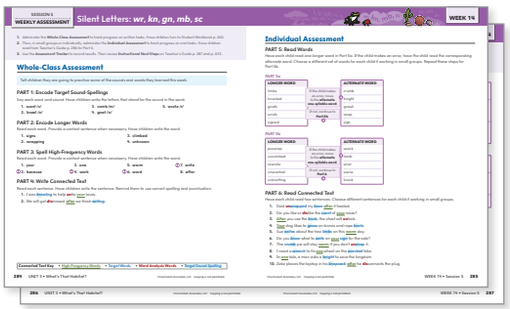
Assessment

Monitor Progress with Program Assessments

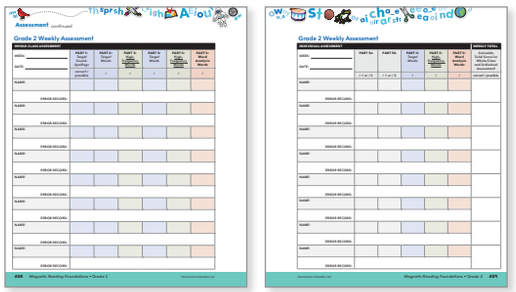
Use *Magnetic Reading Foundations'* Weekly and Unit Assessments to track children's progress and identify trends to target instruction effectively.

What You'll Need



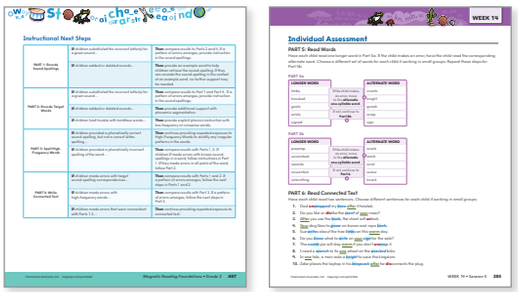
The Teacher's Guide

See Session 5 within each week's instructional pages.



The Assessment Trackers

See pp A58–A61.



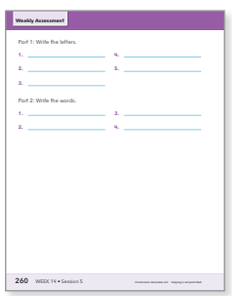
Instructional Next Steps

- 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

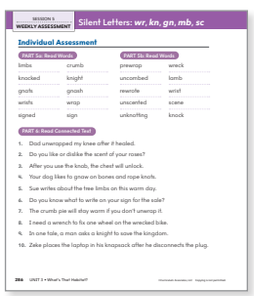
1. Help children locate the correct pages in their Student Workbooks.
2. Have children record responses in their workbooks.
3. Collect workbooks and score using the Assessment Tracker.



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.

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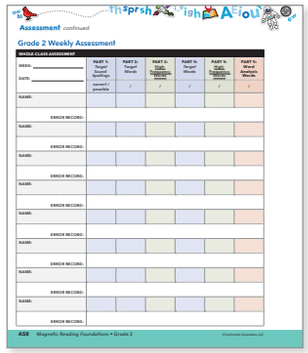
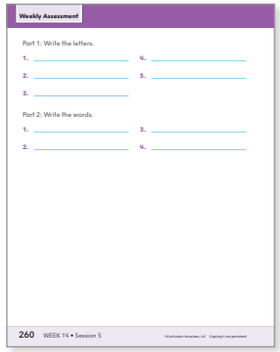
Scoring the Whole-Class Assessments

Directions

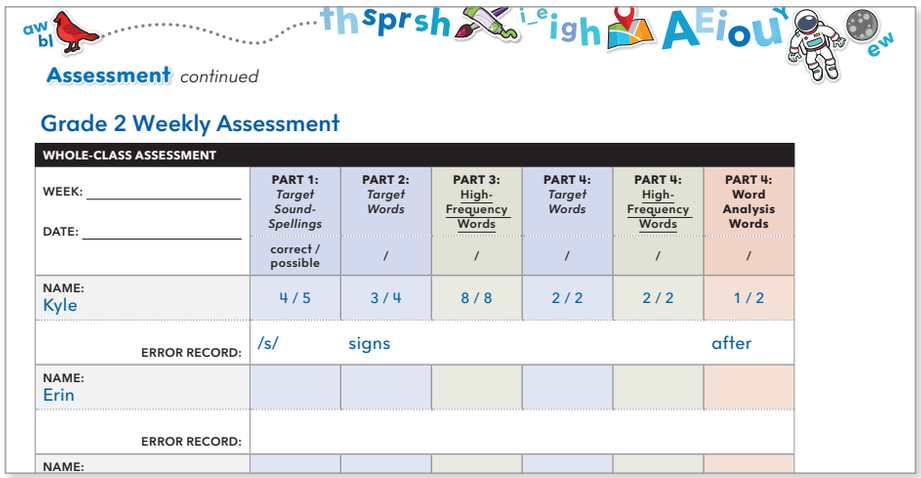
- After the whole-class assessment has been administered, use a copy of the Weekly or Unit Assessment Tracker on p. A58 or p. A60 of the Teacher's Guide and Session 5 in the Student Workbook to evaluate children's progress. An answer key for the Student Workbook can be found on the Teacher Toolbox.
- 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 two Word Analysis Words and the child makes one error, record 1/2 in the Word Analysis Words column. (See image at right.)



Assessment Tracker



Student Workbook



Assessment *continued*

Grade 2 Weekly Assessment

WHOLE-CLASS ASSESSMENT	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
WEEK: _____ DATE: _____	correct / possible	/	/	/	/	/
NAME: Kyle	4 / 5	3 / 4	8 / 8	2 / 2	2 / 2	1 / 2
ERROR RECORD:	/s/	signs				after
NAME: Erin						
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. For example, if a child inverts a *b* and writes a *d*, ask the child to read the answer to you to clarify the answer.

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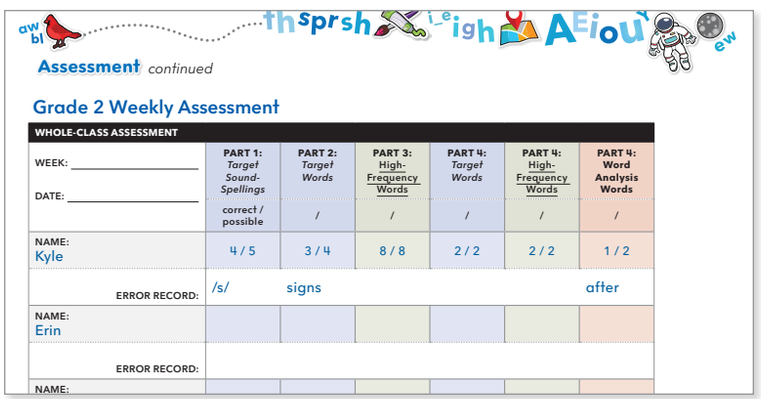
Instructional Next Steps

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 and 5b), if the child gets the first prompt correct, record 1/1 on the Assessment Tracker. If the child makes an error, follow 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 the Read Connected Text part.
  - When scoring Read Connected Text, you will record three separate scores in the Assessment Tracker based on the sentences students read: Target Words, High-Frequency Words, and Word Analysis Words.
  - If the student 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.

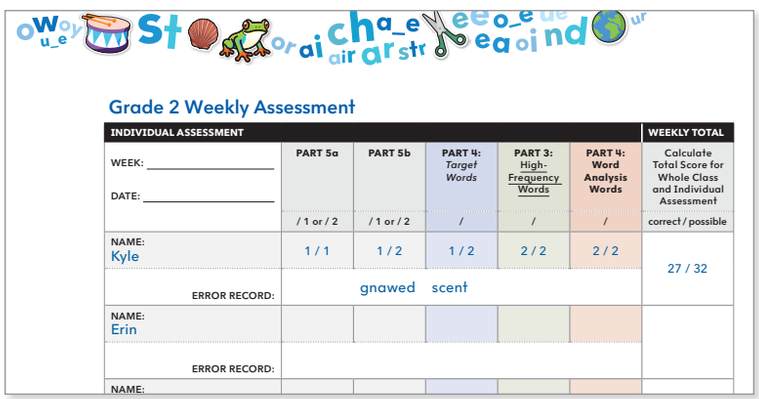


Assessment *continued*

Grade 2 Weekly Assessment

WHOLE-CLASS ASSESSMENT						
WEEK: _____ DATE: _____	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
	correct / possible	/	/	/	/	/
NAME: Kyle	4 / 5	3 / 4	8 / 8	2 / 2	2 / 2	1 / 2
ERROR RECORD:	/s/	signs				after
NAME: Erin						
ERROR RECORD:						
NAME:						

Whole-Class Tracker



Grade 2 Weekly Assessment

INDIVIDUAL ASSESSMENT						WEEKLY TOTAL
WEEK: _____ DATE: _____	PART 5a	PART 5b	PART 4: *Target* Words	PART 3: High-Frequency Words	PART 4: Word Analysis Words	Calculate Total Score for Whole Class and Individual Assessment
	/ 1 or / 2	/ 1 or / 2	/	/	/	correct / possible
NAME: Kyle	1 / 1	1 / 2	1 / 2	2 / 2	2 / 2	27 / 32
ERROR RECORD:		gnawed	scent			
NAME: Erin						
ERROR RECORD:						
NAME:						

Individual Tracker

Using Instructional Next Steps

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

- Instructional Next Steps for the whole-class portion of the assessment is 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.

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Whole-Class Instructional Next Steps

PART 1: Encode 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 Parts 1 and 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.

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Assessment *continued*

Grade 2 Weekly Assessment

WHOLE-CLASS ASSESSMENT						
WEEK: _____ DATE: _____	**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**
	correct / possible	/	/	/	/	/
NAME:						
ERROR RECORD:						
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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Grade 2 Weekly Assessment

INDIVIDUAL ASSESSMENT						WEEKLY TOTAL
WEEK: _____ DATE: _____	**PART 5a**	**PART 5b**	**PART 6:** *Target Words*	**PART 6:** High-Frequency Words	**PART 6: Word Analysis Words**	Calculate Total Score for Whole-Class and Individual Assessments
	/ 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:						
NAME:						
ERROR RECORD:						

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Grade 2 Unit Assessment

WHOLE-CLASS ASSESSMENT						
UNIT: _____ DATE: _____	**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**
	correct / possible	/	/	/	/	/
NAME:						
ERROR RECORD:						
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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Grade 2 Unit Assessment

INDIVIDUAL ASSESSMENT					UNIT TOTAL
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:					
NAME:					
ERROR RECORD:					

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Language Transfers

This resource compares English sounds and sound-spellings introduced in Grade 2 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 (the sound and/or sound-spelling 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 a sound or sound-spelling transfers from English to a home language, point this out. If a sound or sound-spelling is approximate or does not transfer, preteach it and use EL Support Strategies in the lessons.

ENGLISH	SPANISH		MANDARIN		VIETNAMESE		ARABIC		HAITIAN CREOLE	
	Phonological Transfer?	Sound-Spelling Transfers?	Phonological Transfer?	Sound-Spelling Transfers?	Phonological Transfer?	Sound-Spelling Transfers?	Phonological Transfer?	Sound-Spelling Transfers?	Phonological Transfer?	Sound-Spelling Transfers?
Short Vowels										
Short *a*	approx.	approx.	no	no	approx.	approx.	yes	no	yes	yes
Short *i*	approx.	no	approx.	no	no	no	yes	no	no	no
Short *o*	approx.	approx.	approx.	approx.	yes	yes	no	no	yes	no
Short *e*	yes	yes	yes	yes	yes	yes	no	no	yes	no
Short *u*	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/ *(think)*	no (yes in Spain)	no	no	no	no	no	yes	no	no	no
th- /TH/ *(this)*	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
-ch	yes	yes	no	no	approx.	approx.	no	no	yes	no
-tch	yes	no	no	no	no	no	no	no	yes	no
-ng	no	no	yes	no	yes	yes	no	no	no	no
Beginning *r-*, *l-*, *s*-Blends										
br-	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.
fr-	yes	yes	no	no	no	no	no	no	approx.	approx.
gr-	yes	yes	no	no	no	no	no	no	approx.	approx.
tr-	yes	yes	no	no	yes	yes	no	no	approx.	approx.
bl-	yes	yes	no	no	no	no	yes	no	yes	yes
cl-	yes	yes	no	no	no	no	yes	no	yes	no
fl-	yes	yes	no	no	no	no	yes	no	yes	yes

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ENGLISH	SPANISH		MANDARIN		VIETNAMESE		ARABIC		HAITIAN CREOLE	
	Phonological Transfer?	Sound-Spelling Transfers?	Phonological Transfer?	Sound-Spelling Transfers?	Phonological Transfer?	Sound-Spelling Transfers?	Phonological Transfer?	Sound-Spelling Transfers?	Phonological Transfer?	Sound-Spelling Transfers?
Beginning *r-, l-, s*-Blends *(continued)*										
gl-	yes	yes	no	no	no	no	no	no	yes	yes
pl-	yes	yes	no	no	no	no	no	no	yes	yes
sc-	no	no	no	no	no	no	no	no	no	no
sk-	no	no	no	no	no	no	no	no	no	no
sl-	no	no	no	no	no	no	no	no	no	no
sm-	no	no	no	no	no	no	no	no	no	no
sn-	no	no	no	no	no	no	no	no	no	no
sp-	no	no	no	no	no	no	no	no	no	no
st-	no	no	no	no	no	no	no	no	no	no
sw-	no	no	no	no	no	no	no	no	yes	yes
Ending Blends										
-st	no	no	no	no	no	no	no	no	no	no
-sk	no	no	no	no	no	no	no	no	no	no
-nt	no	no	no	no	no	no	no	no	no	no
-nd	no	no	no	no	no	no	no	no	no	no
-mp	no	no	no	no	no	no	no	no	no	no
Final *e*										
a_e	yes	no	yes	no	approx.	no	no	no	yes	no
i_e	yes	no	approx.	no	approx.	no	yes	no	yes	no
o_e	yes	no	yes	no	approx.	no	no	no	approx.	no
u_e	yes	no	approx.	no	approx.	no	yes	no	yes	no
e_e	yes	no	approx.	no	approx.	no	yes	no	approx.	no
Soft *c* and *g*										
Soft *c (place)*	yes	yes	no	no	yes	no	yes	no	approx.	no
Soft *c (cent)*	yes	yes	no	no	yes	no	yes	no	approx.	no
Soft *g (edge)*	no	no	no	no	approx.	no	yes	no	no	no
Soft *g (page)*	no	no	no	no	approx.	no	yes	no	no	no
3-Letter Blends										
str-	no	no	no	no	no	no	no	no	no	no
spl-	no	no	no	no	no	no	no	no	no	no
spr-	no	no	no	no	no	no	no	no	no	no
scr-	no	no	no	no	no	no	no	no	no	no
shr-	no	no	no	no	no	no	no	no	no	no
thr-	no	no	no	no	no	no	no	no	no	no
Long *a*										
a *(apron)*	yes	no	yes	no	approx.	no	no	no	yes	no
ai *(mail)*	yes	no	yes	no	approx.	no	no	no	yes	no
ay *(play)*	yes	no	yes	no	approx.	no	no	no	yes	no
ea *(break)*	yes	no	yes	no	approx.	no	no	no	yes	no
eigh *(sleigh)*	yes	no	yes	no	approx.	no	no	no	yes	no
ey *(prey)*	yes	yes	yes	no	approx.	no	no	no	yes	no

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Language Transfers *continued*

ENGLISH	SPANISH		MANDARIN		VIETNAMESE		ARABIC		HAITIAN CREOLE	
	Phonological Transfer?	Sound-Spelling Transfers?	Phonological Transfer?	Sound-Spelling Transfers?	Phonological Transfer?	Sound-Spelling Transfers?	Phonological Transfer?	Sound-Spelling Transfers?	Phonological Transfer?	Sound-Spelling Transfers?
Long *e*										
e *(me)*	yes	no	approx.	no	approx.	no	approx.	no	approx.	no
ee *(see)*	yes	no	approx.	no	approx.	no	approx.	no	approx.	no
y *(story)*	yes	no	approx.	no	approx.	no	approx.	no	approx.	no
ea *(read)*	yes	no	approx.	no	approx.	no	approx.	no	approx.	no
ie *(chief)*	yes	no	approx.	no	approx.	no	approx.	no	approx.	no
ey *(key)*	yes	no	approx.	no	approx.	no	approx.	no	approx.	no
Long *i*										
y *(by)*	yes	no	approx.	no	approx.	no	yes	no	yes	no
igh *(night)*	yes	no	approx.	no	approx.	no	yes	no	yes	no
i *(I)*	yes	no	approx.	no	approx.	no	yes	no	yes	no
ie *(pie)*	yes	no	approx.	no	approx.	no	yes	no	yes	no
Long *o*										
o *(so)*	yes	no	yes	no	approx.	no	no	no	approx.	no
oa *(boat)*	yes	no	yes	no	approx.	no	no	no	approx.	no
ow *(know)*	yes	no	yes	no	approx.	no	no	no	approx.	no
oe *(toe)*	yes	no	yes	no	approx.	no	no	no	approx.	no
Long *u*										
u_e *(cube)*	approx.	no	approx.	no	approx.	no	yes	no	yes	no
ue *(cue)*	approx.	no	approx.	no	approx.	no	yes	no	yes	no
ew *(few)*	approx.	no	approx.	no	approx.	no	yes	no	yes	no
u *(menu)*	approx.	no	approx.	no	approx.	no	yes	no	yes	no
Silent Letters										
wr *(wrap)*	yes	no	yes	no	yes	no	yes	no	no	no
kn *(know)*	yes	no	yes	no	yes	no	yes	no	no	no
gn *(gnaw)*	yes	no	yes	no	yes	no	yes	no	no	no
sc *(scene)*	yes	no	yes	no	yes	no	yes	no	no	no
mb *(climb)*	yes	no	yes	no	yes	no	yes	no	no	no
***r*-Controlled Vowels**										
ar *(art, far, scarf)*	no	no	no	no	no	no	no	no	no	no
er *(her)*	no	no	no	no	no	no	no	no	no	no
ir *(firm)*	no	no	no	no	no	no	no	no	no	no
ur *(fur)*	no	no	no	no	no	no	no	no	no	no
or *(word)*	no	no	no	no	no	no	no	no	no	no
or *(for)*	no	no	no	no	no	no	no	no	no	no
oar *(roar)*	no	no	no	no	no	no	no	no	no	no
ore *(store)*	no	no	no	no	no	no	no	no	no	no
ear *(ear)*	no	no	no	no	no	no	no	no	no	no
eer *(deer)*	no	no	no	no	no	no	no	no	no	no
ere *(here)*	no	no	no	no	no	no	no	no	no	no
are *(stare)*	no	no	no	no	no	no	no	no	no	no
ere *(where)*	no	no	no	no	no	no	no	no	no	no

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ENGLISH	SPANISH		MANDARIN		VIETNAMESE		ARABIC		HAITIAN CREOLE	
	Phonological Transfer?	Sound-Spelling Transfers?	Phonological Transfer?	Sound-Spelling Transfers?	Phonological Transfer?	Sound-Spelling Transfers?	Phonological Transfer?	Sound-Spelling Transfers?	Phonological Transfer?	Sound-Spelling Transfers?
r-Controlled Vowels *(continued)*										
air *(hair)*	no	no	no	no	no	no	no	no	no	no
ear *(pear)*	no	no	no	no	no	no	no	no	no	no
Diphthongs										
ou *(cloud)*	approx.	no	yes	no	yes	no	yes	no	approx.	no
ow *(clown)*	approx.	no	yes	no	yes	no	yes	no	approx.	no
oi *(coin)*	yes	yes	no	no	approx.	approx.	no	no	no	no
oy *(toy)*	yes	yes	no	no	approx.	no	no	no	no	no
Variant Vowels										
oo *(book)*	approx.	no	no	no	approx.	no	yes	no	no	no
ou *(could)*	approx.	no	no	no	approx.	no	yes	no	no	no
u *(put)*	approx.	approx.	no	no	approx.	approx.	yes	no	no	no
oo *(room)*	approx.	no	no	no	approx.	no	yes	no	no	no
ou *(soup)*	approx.	no	no	no	approx.	no	yes	no	no	no
ew *(new)*	approx.	no	no	no	approx.	no	yes	no	no	no
ue *(clue)*	approx.	no	no	no	approx.	no	yes	no	no	no
u_e *(tune)*	approx.	no	no	no	approx.	no	yes	no	no	no
aw *(saw)*	approx.	no	approx.	no	yes	no	no	no	no	no
au *(sauce)*	approx.	no	approx.	no	yes	no	no	no	no	no
al *(walk)*	approx.	no	no	no	yes	no	no	no	no	no
Short Vowel Digraphs										
/e/ ea *(head)*	yes	no	yes	no	yes	no	no	no	yes	no
/u/ ou *(double)*	approx.	no	no	no	approx.	no	yes	no	no	no
/i/ y *(symptom)*	approx.	no	approx.	no	no	no	yes	no	no	no
Closed and Open Syllable Patterns										
closed syllable pattern	no	no	no	no	no	no	no	no	no	no
open syllable pattern	no	no	no	no	no	no	no	no	no	no
Final e Syllable Patterns										
a_e *(same)*	yes	no	yes	no	approx.	no	no	no	yes	no
i_e *(time)*	yes	no	approx.	no	approx.	no	yes	no	yes	no
u_e *(tune)*	yes	no	approx.	no	approx.	no	yes	no	approx.	no
o_e *(bone)*	no	no	yes	no	approx.	no	no	no	yes	no
e_e *(eve)*	yes	no	approx.	no	approx.	no	approx.	no	approx.	no
r-Controlled Vowel Syllable Patterns										
/ûr/ er, ir, ur, or	no	no	no	no	no	no	no	no	no	no
/är/ ar	no	no	no	no	no	no	no	no	no	no
/ôr/ or, ore, oar	no	no	no	no	no	no	no	no	no	no
/âr/ are, air, ear, ere	no	no	no	no	no	no	no	no	no	no
/îr/ eer, ere, ear	no	no	no	no	no	no	no	no	no	no

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Language Transfers *continued*

ENGLISH	SPANISH		MANDARIN		VIETNAMESE		ARABIC		HAITIAN CREOLE	
	Phonological Transfer?	Sound-Spelling Transfers?	Phonological Transfer?	Sound-Spelling Transfers?	Phonological Transfer?	Sound-Spelling Transfers?	Phonological Transfer?	Sound-Spelling Transfers?	Phonological Transfer?	Sound-Spelling Transfers?
Final Stable Syllable Patterns										
-sion *(conclusion)*	no	no	no	no	no	no	no	no	no	no
-tion *(nation)*	no	no	no	no	no	no	no	no	no	no
+le *(bottle)*	no	no	no	no	no	no	no	no	no	no
+el *(barrel)*	no	no	no	no	no	no	no	no	no	no
al *(national)*	no	no	no	no	no	no	no	no	no	no
Vowel Team Syllable Patterns										
/ā/ ai, ay, ea, eigh, ey	yes	no	yes	no	approx.	no	no	no	yes	no
/ē/ ee, ea, ey, ea, ie	yes	no	approx.	no	approx.	no	approx.	no	approx.	no
/ī/ igh, ie	yes	no	approx.	no	approx.	no	yes	no	yes	no
/ō/ ow, oa, oe	approx.	no	yes	no	approx.	no	no	no	approx.	no
/u/ ue, ew	approx.	no	approx.	no	yes	no	yes	no	no	no
/o͝o/ oo *(cookie)*	approx.	no	no	no	approx.	no	yes	no	no	no
/ô/ aw, au *(seesaw)*	approx.	no	approx.	no	yes	no	no	no	no	no
/oi/ oi, oy *(enjoy)*	yes	yes	no	no	approx.	no	no	no	no	no
/ou/ ow, ou *(cloudy)*	approx.	no	yes	no	yes	no	yes	no	no	no
/o͞o/ oo, ou, ew, ue *(baboon)*	yes	no	no	no	approx.	no	yes	no	no	no
/ĕ/ ea *(instead)*	yes	no	yes	no	approx.	no	no	no	yes	no
/ŭ/ ou *(cousin)*	approx.	no	no	no	approx.	no	yes	no	no	no
Other Sounds										
SCHWA SOUND: /ə/ initial *(about, ago)*	no	--	no	--	approx.	--	no	--	no	--
/o͝or/ *(tourist, cure)*	no	--	no	--	no	--	no	--	no	--
/zh/ *(treasure, azure)*	no	--	approx.	--	no	--	yes	--	yes	--

NOTE: Information from this chart was gathered from academic sources and linguists. Romanized Mandarin is referenced for sound-spelling transfers. There are no sound-spelling matches for Arabic.

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Phonetic Spellings

The instruction in each lesson uses diacritical marks to represent different sound-spellings. The key below indicates the marks and the corresponding sounds.

PHONETIC SPELLING	SPELLING(S)	EXAMPLE
ă	*a*	*can*
ā	*a, ai, ay, a_e, ea, ei, eigh, ey*	*a, aim, lay, ate, great, vein, eight, they*
är	*ar*	*art*
âr	*air, are, ear, ere*	*hair, stare, pear, where*
ch	*ch, tch*	*chess, catch*
ĕ	*e, ea*	*red, head*
ē	*e, e_e, ee, ea, ie, ey, y*	*be, theme, feet, each, field, key, lady*
hw	*wh*	*while*
ĭ	*i, y*	*big, gym*
ī	*i, i_e, igh, ie, y*	*hi, bike, night, tie, fly*
îr	*eer, ear, ere*	*deer, near, here*
k	*c, k, ck*	*cat, kite, back*
ŏ	*o*	*pot*
ō	*o, oa, oe, o_e, ough, ow*	*go, boat, toe, bone, though, grow*
ô	*aw, au, a(l), augh, ough*	*saw, haul, all, caught, thought*
oi	*oi, oy*	*join, toy*
o͝o	*oo, u, ou*	*look, put, could*
o͞o	*ew, o, oe, oo, ough, u, u_e, ui, ue*	*new, do, shoe, too, through, flu, tune, suit, blue*
ôr	*or, oar, oor, ore, our*	*for, boar, door, shore, tour*
ou	*ou, ow*	*cloud, cow*
sh	*sh*	*ship*
th	*th*	*thumb*
TH	*th*	*then*
ŭ	*u, ou*	*cub, cousin*
ûr	*er, ir, ur, or, ere*	*her, firm, curl, word, were*
yo͞o	*u, ew, u_e, ue, eau*	*music, few, use, cue, beauty*
ə	Schwa is the sound a vowel makes in an unstressed syllable. Any vowel can stand for the schwa sound.	*balloon, mitten, family, gallop, campus*

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Syllable Patterns

Use this guide to support children as they learn to read multisyllabic words. To decode multisyllabic words, children must be able to divide words into recognizable chunks. Students can use these syllabication strategies and tips to approximate a word's pronunciation.

- In a **closed syllable** (VC), there is only one vowel, and there is at least one consonant at the end. The vowel sound is usually short. For example, in the word *magnet*, each syllable, *mag-* and *-net*, has one vowel, ends in a consonant, and has a short vowel sound.

  Exceptions: *-ind (find),-old (cold), -ild (wild), -olt (colt), -ost (most).*

SINGLE SYLLABLE	MULTISYLLABIC
cat	**mag • net**

- An **open syllable** (CV) ends in one vowel. The vowel sound is usually long. For example, the first syllable in the word *tiger*, *ti-*, ends in a vowel and has a long vowel sound.

SINGLE SYLLABLE	MULTISYLLABIC
go	**mo** • ment

- A **final *e* syllable** (VC*e*) consists of the long vowel spellings *a_e*, *e_e*, *i_e*, *o_e*, or *u_e*. The two letters that form the vowel sound, the first vowel and the silent *e*, do not appear side by side in the word. However, they act as a team and cannot be separated. They must stay in the same syllable. For example, the final *e* syllable in the word *tadpole* is *-pole*.

SINGLE SYLLABLE	MULTISYLLABIC
time	in • **side**

- A **consonant +*le* syllable** (C*le*), also known as a **final stable syllable**, usually consists of the letters *-le* and the consonant that comes before them. It is usually the final syllable in a word. For example, the final syllable in the word *table* is *-ble*. Other final stable syllables include *-tion* and *-sion*. When a word ends in *-tion* or *-sion*, this is usually the last syllable.

SINGLE SYLLABLE	MULTISYLLABIC
N/A	ap • **ple**
	ta • **ble**
	ac • **tion**
	man • **sion**

- A **vowel team syllable** (VV) consists of vowel teams, such as *ai*, *ay*, *ee*, *ea*, *ey*, *ei*, *eigh*, *igh*, *ow*, *oa*, *oo*, *ou*, *oi*, and *oy*. The vowel teams together stand for one vowel sound. Because the letters are a team and stand for one vowel sound, they must stay together in the same syllable. For example, the vowel team syllable in the word *window* is *-dow*.

SINGLE SYLLABLE	MULTISYLLABIC
beach	en • **joy**

- An ***r*-controlled vowel syllable** consists of *r*-controlled vowels, such as *ar*, *er*, *ir*, *ur*, *or*, *air*, *ear*, *ere*, *oar*, and *eer*. When a vowel is followed by the letter *r*, the *r* usually affects the vowel sound. The vowel and the letter *r* act as a team and must remain in the same syllable. For example, the *r*-controlled vowel syllable in the word *garden* is *gar-*.

SINGLE SYLLABLE	MULTISYLLABIC
bear	**per** • fect

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Syllabication Rules

- A syllable is formed by at least one vowel.

I	n**e**st	ch**a**p • t**e**r	b**a** • n**a** • n**a**

- The letters *y* and *w* are not vowels, but they often behave like one.

man • **y**	bi • c**y** • cle	win • do**w**	sa**w**

- Silent *e* is not counted as a vowel in a syllable.

mak**e**	com • plet**e**

- The number of vowel sounds in a word equals the number of syllables in a word.

b**ea**ch	b**a** • b**y**	p**o** • **e**m	**i** • d**e** • **a**

- When two consonants are between two vowels, the word is usually divided between the two consonants.

kit • ten	ber • ry	bas • ket

- Never separate the letters in a consonant digraph, such as *ch*, *sh*, *ph*, *th*, *wh*, *ph*, or *tch*.

tea**ch** • er	pan • **th**er	ca**tch** • er

- If the first vowel has a short vowel sound, the consonant that separates the vowels goes with the first vowel.

ri**v** • er	ca**b** • in

- If the first vowel has a long vowel sound, the consonant that separates the vowels goes with the second vowel.

ti • **g**er	be • **g**in

- Never separate the letters in a vowel digraph, vowel diphthong, or *r*-controlled vowel.

m**oo**n	r**ai**n • b**ow**	a • v**oi**d	f**or** • tress

- Prefixes, suffixes, and inflectional endings such as *-ing, -er, -es, -est,* or *-ed* often form separate syllables.

re • do	hope • **ful**	**un** • kind • **ly**	play • **ing**	paint • **ed**	small • **est**

- Divide compound words between the two smaller words.

back • pack	snow • ball	some • thing	sun • flow • er

Corrective Feedback

If children pronounce a word incorrectly, pronounce the word correctly and then explain your correction. Point to the syllable children mispronounced. **Say,** *Each syllable has only one vowel sound. What is the vowel sound in this syllable? Can you read the syllable?* Have children read the syllable again before rereading the whole word.

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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:

- **Phonics skills** to connect sounds to letters. Connecting sounds to the letters that stand for them is at the heart of learning to read.
- **Word Building**, so your student has opportunities to play and experiment with words to increase their awareness of the letter-sound connection.
- **Word Analysis**, so your student can learn how word parts combine to further solidify their understanding of how English words work.
- **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.
- Read aloud with your student. It not only helps them learn, but it's fun for you both!
- Ask your student to point to words in texts that include the skills they are learning.
- Help your student select books that match their interests and encourage them to read daily.

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

Sincerely,

©Curriculum Associates, LLC

Hello, Family!

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

Phonics Skills: _____

_____

Super Words: _____

_____

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 includes . . ." and say a letter(s) or vowel sound(s). Have your student guess the item. Take turns being the guesser.
- Encourage your student to write letters, poems, songs, or stories so they can apply what they have learned and practice their spelling.

Sincerely,

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