

Magnetic Reading™



Reading™

Foundations

A Y x m
k j s b r c n i b h w f
o d y a



Teacher's Guide

GRADE
K
VOLUME
TWO

Magnetic Reading™



Foundations



Teacher's Guide Grade K • Volume 2

Y x m
A Y x m
R A Y x m
W k j s b r C n i b
o d y q h w f Q g p e



NOT FOR RESALE

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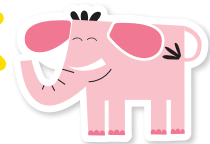
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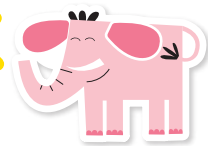
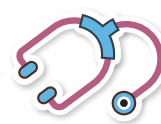
WELCOME TO

Magnetic Reading Foundations

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

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





Authors and Advisors

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

Authors



James W. Cunningham, Ph.D.

Awards and Key Positions

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

Advisory Focus

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



D. Ray Reutzel, Ph.D.

Awards and Key Positions

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

Advisory Focus

- Scope and sequence
- Phonological Awareness
- Differentiation

Advisors

Heidi Anne Mesmer

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



Linda Diamond

Linda Diamond has dedicated her career to teaching children to read, particularly those with word reading difficulties like dyslexia. Linda co-founded the Consortium on Reaching Excellence in Education (CORE) alongside former California Superintendent of Public Instruction Bill Honig, and 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.



Research Base

Concepts of Print

Following an intentional sequence of skills, children receive explicit instruction in book handling, text features, print direction, and how to track text with their fingers (Reutzel, 2015). As children become more secure in the alphabetic principle, they learn concept of word, which prepares them for decoding (Ehri and Sweet, 1991).

Phonological Awareness

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

Letter Introduction, Letter Formation, and Phonics

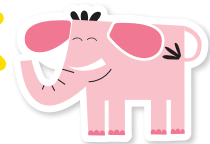
Letter instruction includes recognition of sound and name, letter formation, and discrimination from other letters (Piasta and Wagner, 2010). Letters are reviewed repeatedly until all letters are learned (Reutzel, 2015). Explicit, systematic, synthetic phonics instruction (National Reading Panel, 2000) continues with short vowels and CVC words and advances into short words with long vowels (Guthrie and Siefert, 1977). Lessons include direct instruction with a new sound-spelling, review and practice with word building, and reinforcement with encoding.

High-Frequency Words

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

Fluency

Children practice isolated word reading fluency as well as fluency in connected texts. Research shows that children who practice with isolated words 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).



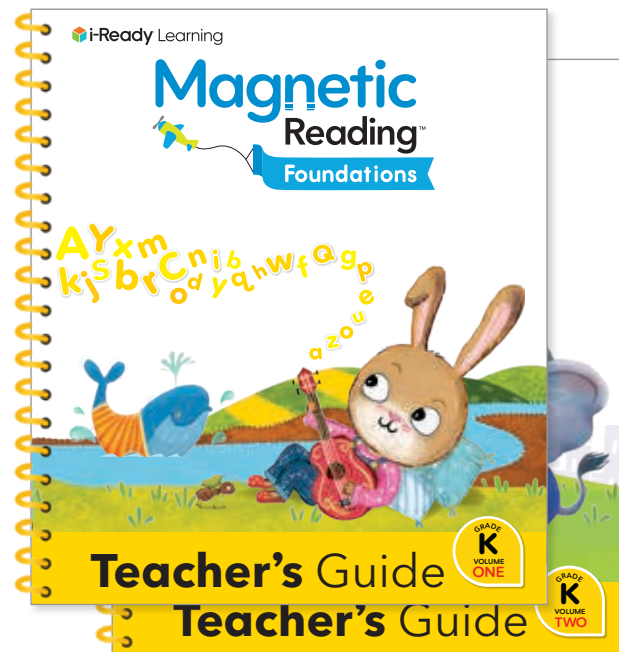
Program Components

Teacher Materials

Teacher's Guide

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

- direct instruction, application, and practice for phonological awareness, letter recognition and formation, 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

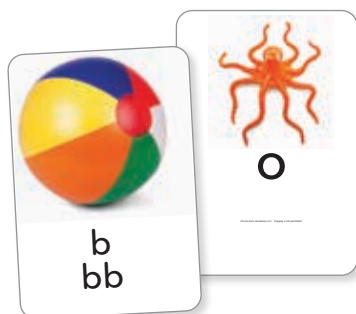


Foundational Skills Cards

Sound-Spelling Cards

are used daily to:

- connect sounds and 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

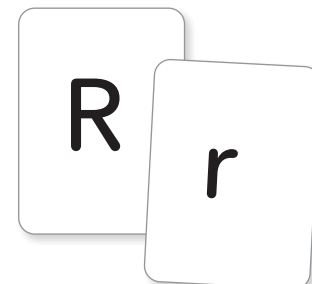


Used together, the **Sound-Spelling and Articulation (SS&A) Cards** support the acquisition of sound-spelling and articulation skills.

Word Building Cards

are classroom tools that support:

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



Super Word Cards

support high-frequency word instruction by:

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



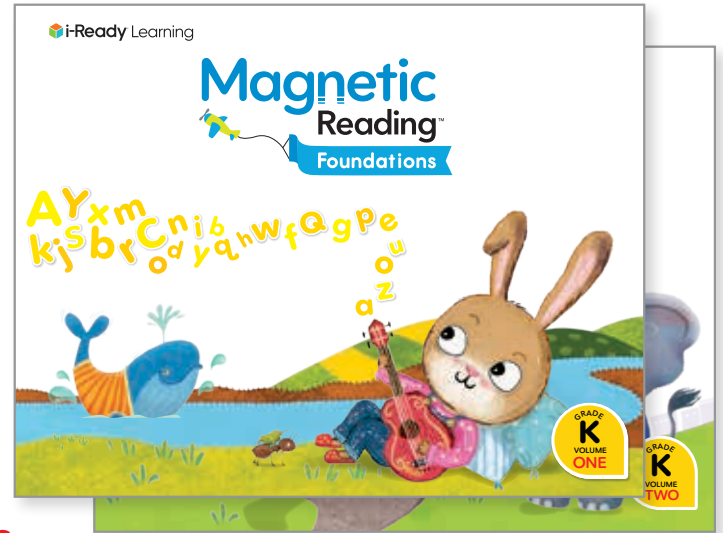


Student Materials

Student Workbook

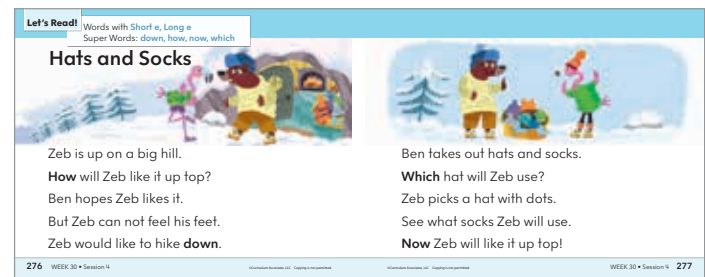
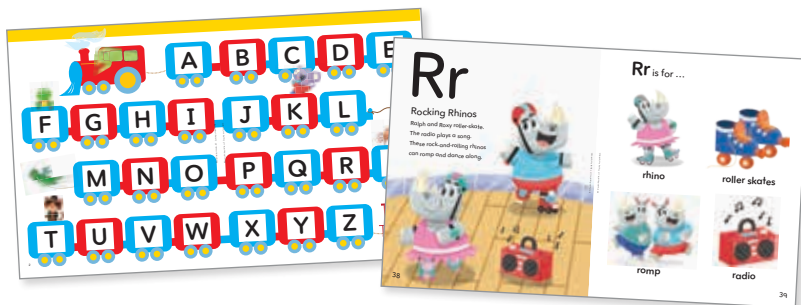
The two-volume Student Workbook includes skill-based activities for daily practice. Activities are fun, engaging, and purposeful. Student materials include:

- daily essential practice activities
- weekly cumulative review opportunities
- connected texts for every lesson



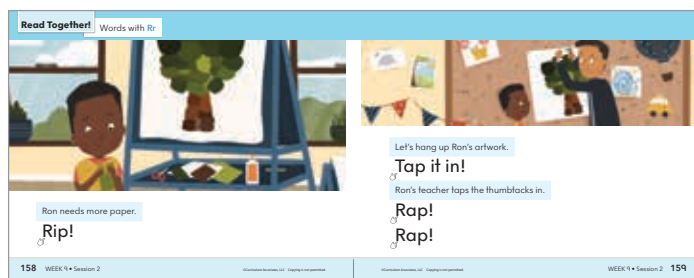
Magnetic Reading Foundations Text Experiences

Throughout Kindergarten, the texts that children interact with evolve along with children's growing foundational skills:



Read Aloud: Alphabet Tales and Alphabet Books

In Units 1-3, children enjoy engaging, silly stories and rhymes, as well as whimsical illustrations as they learn about each letter of the alphabet.



Read Together: Duet Passages

In the first half of the year, children and their teacher take turns reading their assigned parts in two rich passages each week. These unique passages offer children the chance to apply their phonics skills and gain a sense of success as growing readers.

Connected Texts

In Units 4-6, children read two fiction or nonfiction passages each week. Connected Texts are:

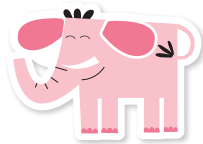
- highly decodable
- include new and review sound-spellings and high-frequency words
- include pre-taught Unit Words

Magnetic Readers

In the second half of the year, children read one fiction or nonfiction book each week. Magnetic Readers are:

- highly decodable
- include new and review sound-spellings and high-frequency words
- include some pretaught Unit Words and Story Words
- come with instruction in the Teacher's Guide





Digital Components

Magnetic Reading Foundations with Digital Access

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

Additional resources available through Digital Access include:

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





Using Magnetic Reading Foundations with *i-Ready*®

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

Diagnose and Monitor



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



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

Personalized Instruction

i-Ready® Personalized Instruction

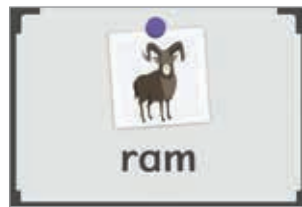
Personalized Instruction uses data from the Diagnostic to generate a tailored pathway of interactive lessons for each child.

Foundational Skills

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



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



Phonics exercises feature multiple supports for decoding.



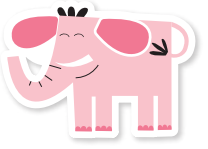
High-Frequency Word instruction focuses on automaticity.

Comprehension

Lessons feature passages and questions

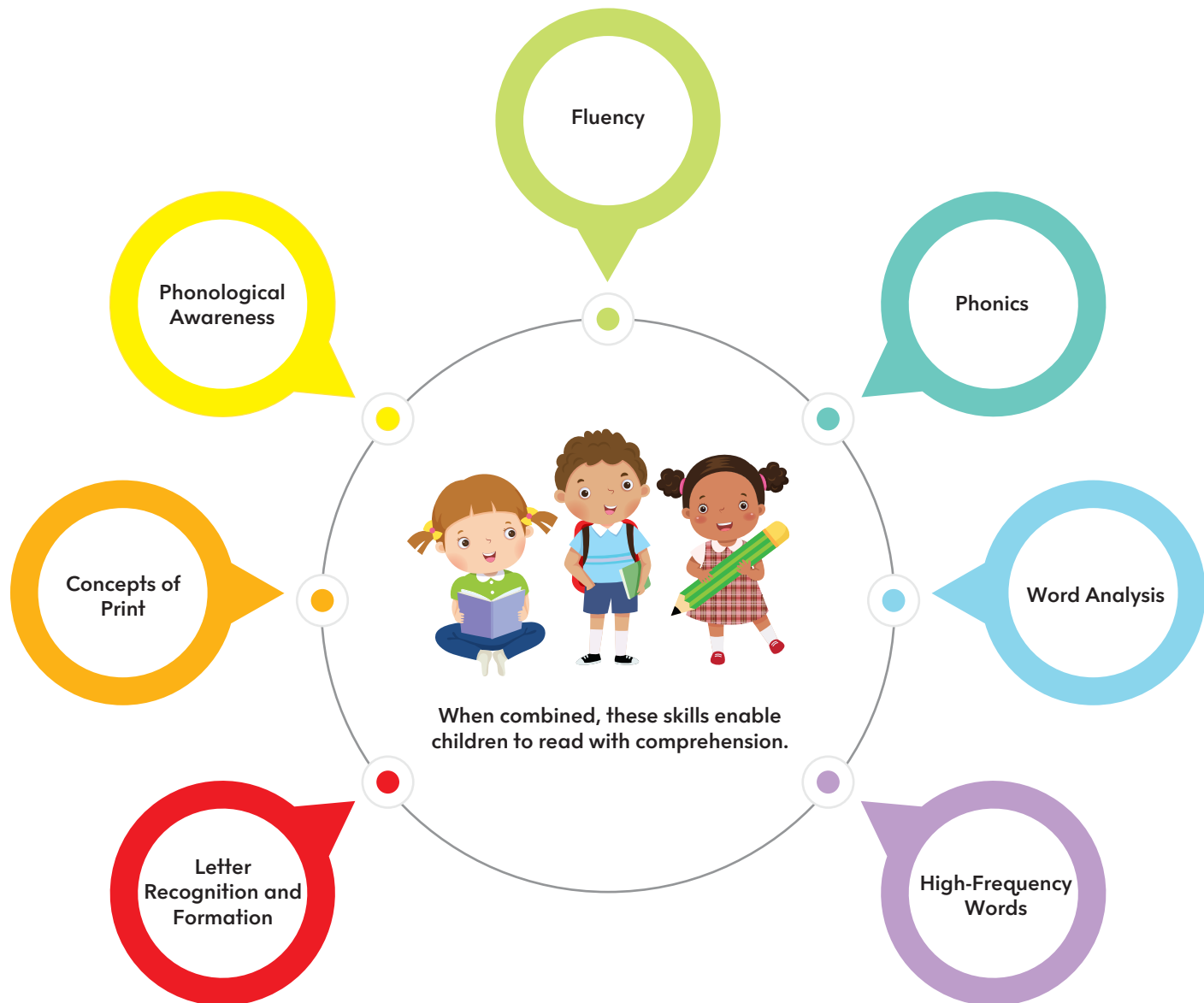


Children learn comprehension skills and strategies.



How Magnetic Reading Foundations Works

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





Structure of a Unit

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

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



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	KNOWLEDGE
6	Sounds and Letters /p/ Pp and /k/ Cc	<ul style="list-style-type: none"> Duet Passage: Words with Pp Alphabet Tales: "The Picture" Duet Passage: Words with Cc Alphabet Tales: "Cool Crabs" 	<p>About Decoding Skills The unit texts provide opportunities for children to practice reading words with newly learned initial consonants and short vowels, as well as previously learned phonics skills.</p> <p>About the Unit Topic Express Yourself There are many different ways to be creative and express yourself.</p>
7	Sound and Letter /ō/ Oo	<ul style="list-style-type: none"> Duet Passages: Words with Oo Alphabet Tales: "Others in the Ocean" 	
8	Sounds and Letters /k/ Kk and /n/ Nn	<ul style="list-style-type: none"> Duet Passage: Words with Kk Alphabet Tales: "Kind Koala" Duet Passage: Words with Nn Alphabet Tales: "A Nibbling Narwhal" 	
9	Sounds and Letters /r/ Rr and /d/ Dd	<ul style="list-style-type: none"> Duet Passage: Words with Rr Alphabet Tales: "Rocking Rhinos" Duet Passage: Words with Dd Alphabet Tales: "Dumpling-Loving Dragon" 	
10	Sound and Letter /ē/ Ee	<ul style="list-style-type: none"> Duet Passage: Words with Ee Alphabet Tales: "The Eager Elephant" 	

104 UNIT 2 • Express Yourself

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Teach

Introduce the Unit Topic: Have children turn to Student Workbook p. 97 to think about the pictures and topics of the unit texts.

Unit Texts

Read aloud the Unit Topic, Express Yourself. Tell children that means the texts might tell about making music or art, acting, building things, or dancing.

Call attention to the pictures on the student page. **Say, These are some pictures from the texts we will read. Let's think about the pictures.**

Model connecting images to the Unit Topic. For example, **say, I see characters on a stage. Maybe that text tells about the children singing or acting in front of an audience.**

Continue talking about the pictures. Guide children to notice details that help them make predictions about the characters or the texts.

Engage

Now model making a personal connection between the texts and the Unit Topic. **Say, The picture of the children on stage makes me think about how I like to sing songs when I'm happy.**

Ask children to circle one or two pictures that show something they like to do to express themselves. Have them turn to a partner to discuss.

Circulate as partners share. Offer discussion and oral language support with the following sentence frames:

I see ____.
I like to do this activity 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.

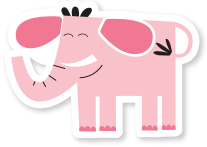
TEXTS THAT UNITE TOPICS AND SKILLS: In Units 1-3, children encounter weekly topic- and skill-based texts. In Units 4-6, children read one Magnetic Reader and two Connected Texts that reinforce the topic and the week's phonics skill.

Topically Focused Texts

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

Unit Words

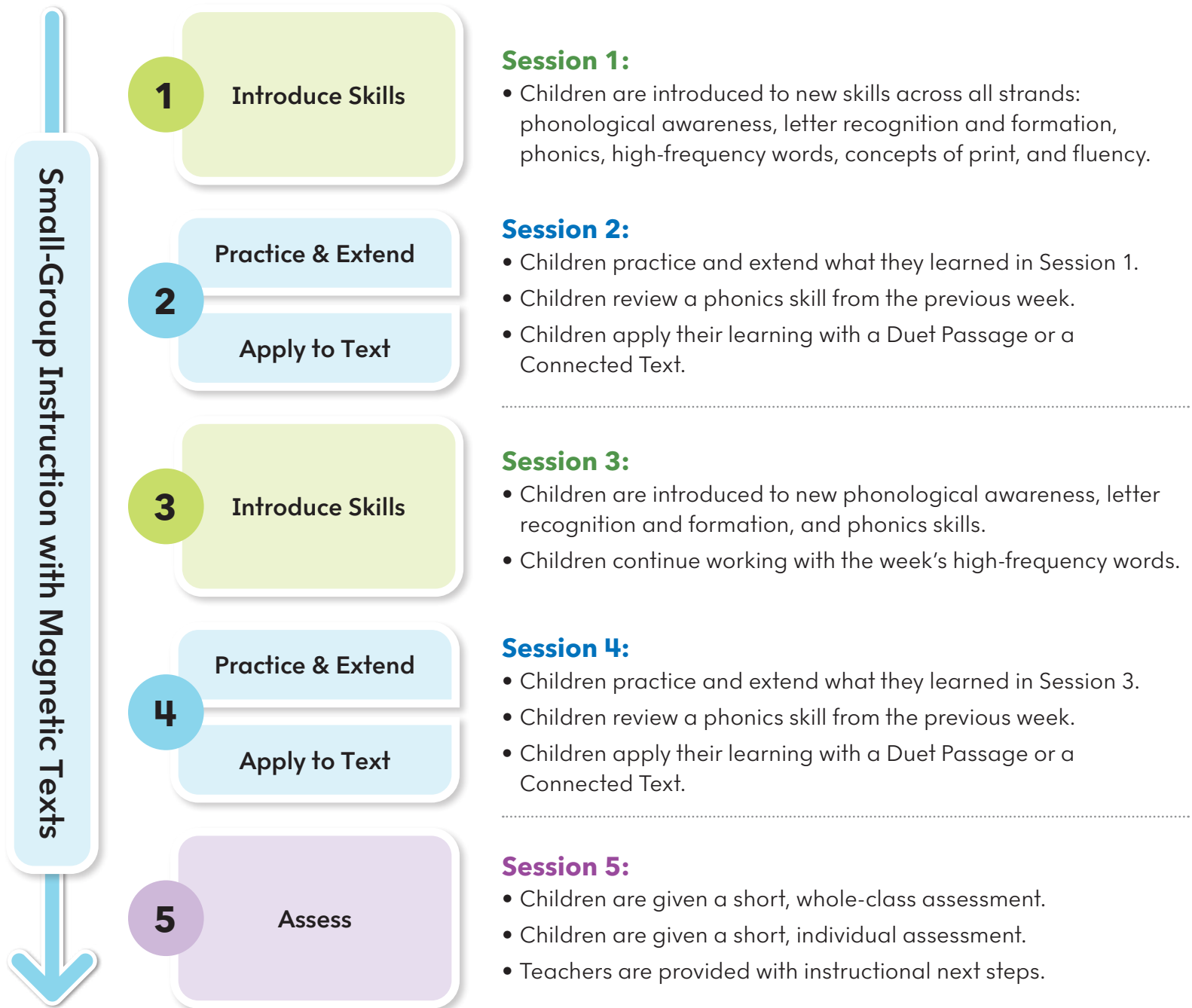
Starting in Unit 4, children are introduced to Unit Words that relate to the unit topic. These words repeat across texts, which helps children learn to read them and make connections from text to text.



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.





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

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

New skills are introduced in Sessions 1 & 3.

Skills are reviewed systematically in Sessions 2 & 4.

WEEKLY PLANNER		EXPRESS YOURSELF		WEEK 9	
Plan Student Scaffolds <ul style="list-style-type: none"> Use assessment data and instructional next steps from the prior week to plan modifications to support each child. Review English Learner Supports to plan appropriate instruction for ELs. Review instructional routines and options for variation on pp. AN0-AN7 to support learner variability. 		Options for Pacing <ul style="list-style-type: none"> 20 min: Phonological Awareness and Phonics 30 min: Add Read Aloud/Read Together and Concepts of Print 45 min: Add Letter Formation <small>*For more guidance on pacing, see pp. A30-A33.</small>		Materials <ul style="list-style-type: none"> Word Building Cards Sound-Spelling & Articulation (SS&A) Cards: a, b, d, k, n, o, p, r Alphabet Books: Rr and Dd Alphabet Tales: "Rocking Rhinos," pp. 38-39 and "Dumpling-Loving Dragon," pp. 10-11 	
Alphabet Books <p>Children will enjoy the playful and engaging application of their letter skills in the Alphabet Books for this week. Make the books available in centers and for use in small-group work so children can practice the letters and sounds they are learning throughout the week.</p>					
PHONICS FOCUS: Letters Rr and Dd					
	SESSION 1	SESSION 2	SESSION 3	SESSION 4	SESSION 5
Children will:	<ul style="list-style-type: none"> blend syllables in two- and three-syllable words recognize and name a new letter connect /r/ for r practice letter formation 	<ul style="list-style-type: none"> blend onset and rime in single-syllable words recognize and name the new letter and sound review letter formation read, build, and write decodable words with initial r 	<ul style="list-style-type: none"> blend syllables in two- and three-syllable words recognize and name new and review letters connect /d/ to d practice letter formation 	<ul style="list-style-type: none"> segment onset and rime in single-syllable words recognize and name new and review letters review letter formation read, build, and write decodable words with d 	<ul style="list-style-type: none"> Children's progress will be measured in: <ul style="list-style-type: none"> recognizing which letters stand for /r/ and /d/ forming letters R and Dd blending and segmenting onset and rime, and recognizing letter sounds reading decodable words with initial onset d
Key Objectives					
Phonological Awareness	<ul style="list-style-type: none"> Blend Syllables Blends and Letter Sounds 	<ul style="list-style-type: none"> Blend Onset and Rime Blends and Letter Sounds 	<ul style="list-style-type: none"> Blend Syllables Blends and Letter Sounds 	<ul style="list-style-type: none"> Segment Onset and Rime Blends and Letter Sounds 	<ul style="list-style-type: none"> Weekly Assessment Connect Letter and Sounds: /r/, /d/ Work Letters: Dd Phonological Awareness: Blend and Segment Onset and Rime and Recognize Letter Sounds Read Words
Letter Recognition	<ul style="list-style-type: none"> Letter Rr All letters reviewed in Week 8 	<ul style="list-style-type: none"> Letter Rr All letters reviewed in Week 8 plus R, r 	<ul style="list-style-type: none"> Letter Dd All letters reviewed in Week 8 plus R, r 	<ul style="list-style-type: none"> Letter Dd All letters reviewed in Week 8 plus R, r and D, d 	<ul style="list-style-type: none"> Letter Dd Letter Rr Letter Nn
Phonics	<ul style="list-style-type: none"> Letter Rr 	<ul style="list-style-type: none"> Letter Rr Letter Kk 	<ul style="list-style-type: none"> Letter Dd 	<ul style="list-style-type: none"> Letter Dd 	<ul style="list-style-type: none"> Letter Nn
Letter Formation	<ul style="list-style-type: none"> Letter Formation: R, r 	<ul style="list-style-type: none"> Letter Formation: R, r, K, k 	<ul style="list-style-type: none"> Letter Formation: D, d 	<ul style="list-style-type: none"> Letter Formation: D, d, N, n 	<ul style="list-style-type: none"> Letter Formation: D, d, N, n
Concepts of Print & Fluency	<ul style="list-style-type: none"> Read Aloud: "Rocking Rhinos" Concepts of Print: Pictures Support Meaning 	<ul style="list-style-type: none"> Read Together: Words with Rr Concepts of Print: Word-by-Word Pointing 	<ul style="list-style-type: none"> Read Aloud: "Dumpling-Loving Dragon" Concepts of Print: Pictures Support Meaning 	<ul style="list-style-type: none"> Read Together: Words with Dd Concepts of Print: Word-by-Word Pointing 	<ul style="list-style-type: none"> Cumulative Review If children need more practice, students can offer help in the assessment, using the Cumulative Review pages on Student Workbook, pp. 300-301.
English Learner Supports	<ul style="list-style-type: none"> Identify sound transfers: /r/ Identify language transfer information. 	<ul style="list-style-type: none"> Use the SS&A Card for articulation support. Use gestures to support vocabulary. 	<ul style="list-style-type: none"> Use small mirrors to support articulation. Identify sound-spelling transfers: /d/ 	<ul style="list-style-type: none"> Provide oral support. Use visual support to help build words. 	<ul style="list-style-type: none"> Review sounds and sound-spelling patterns that do not transfer from the child's home languages before assessing.

Alphabet Books or Magnetic Readers reinforce the weekly skills, depending on the time of year.

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 the sound, name, and forms of letter Rr.
- Children apply the skills in the Student Workbook.

Session 2:

- Children read, build, and spell words with r.
- Children practice and apply with a Duet Passage.

Session 3:

- Children learn the sound, name, and forms of letter Dd.
- Children apply the skills in the Student Workbook.

Session 4:

- Children read, build, and spell words with d.
- Children practice and apply with a Duet Passage.

Session 5:

- Children take the weekly assessment.
- Time for cumulative review, practice, or extension.

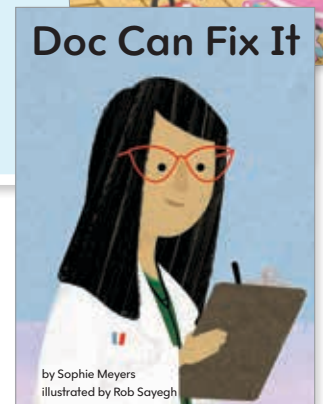
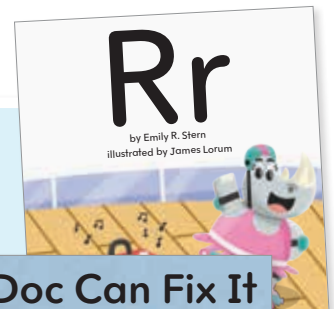
MAGNETIC TEXTS

Alphabet Book (Units 1-3):

- Rr

Magnetic Reader (Units 4-6):

- Doc Can Fix It: Short e





How Magnetic Reading Foundations Works *continued*

Structure of a Session

Magnetic Reading Foundations follows a consistent session structure:

In Units 1-3, it's Listen Up!, Learn Letters!, and Read Together! so that teachers and children move through activities efficiently. In Units 4-6, Learn Letters! and Read Together! become Build Words! and Let's Read!

- **Listen Up!** includes the daily phonological awareness instruction and practice.
- **Learn Letters!** includes letter instruction, letter formation, scaffolded word building, and high-frequency words.
- **Read Together!** includes concepts of print, alphabet books, and decoding with the teacher.

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

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

Listen Up!

PHONOLOGICAL AWARENESS

Blend Syllables

1**EL**

In Spanish, there are two *r* sounds: a hard or rolled /r/ and a soft /r/. Pronunciation depends on the position of /r/ in the word and letters around it. Have children listen for /r/ in the words. Say the sound together.

2

BLEND SOUNDS ROUTINE

MODEL Blend the syllables in *ruler*.

3

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

Blend the Syllables Together: *Now I will put those syllables together: ruler. The word is ruler.*

4

APPLY Have children blend the syllables in *robot*.

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

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

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

num • ber, number

ra • di • o, radio

mon • key, monkey

rec • tan • gle, rectangle

5

CHECK Can children blend syllables in words?

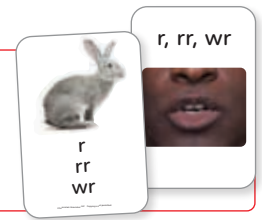
Not Yet: Reteach the lesson using blocks to represent syllables. Touch a block as you say each syllable. Then slide the blocks together as you blend the syllables to say the whole word.



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

The Phonological Awareness activity is two parts: a quick warm-up that helps children start thinking about word parts, then a more targeted activity where children work with phonemes.

Early in the year, Phonics lessons focus on letter learning. Later in the year, they focus on building words. In each 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.



WEEK 9

Letter Rr

SESSION 1
INTRODUCE

Listen Up!

PHONOLOGICAL AWARENESS
Blend Syllables

MODEL In Spanish, there are two r sounds: a hard or rolled /r/ and a soft /r/. Pronunciation depends on the position of /r/ in the word and letters around it. Have children listen for /r/ in the words. Say the sound together.

BLEND SOUNDS ROUTINE

MODEL Blend the syllables in the ruler.

Listen to the Sounds: I am going to blend syllables together to say a word. Listen as I say the syllables: ru • ler.

Blend the Syllables Together: Now I will put those syllables together: ruler. The word is ruler.

APPLY Have children blend the syllables in robot.

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

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

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

num • ber, number
ra • di • o, radio
mon • key, monkey
rec • lan • gle, rectangle

CHECK Can children blend syllables in words?
Not Yet: Reteach the lesson using blocks to represent syllables. Touch a block as you say each syllable. Then slide the blocks together as you blend the syllables to say the whole word.

Learn Letters!

PHONICS
Introduce Rr

TEACH Display Word Building Cards R and r. Say, This is the uppercase or capital, R and this is the lowercase r. Have children say the letter name. Then display the SS&A Cards. Name the picture and explain that the letter r stands for the /r/ sound at the beginning of rabbit. Guide children to say the letter sound. Use the articulation support.

APPLY Say each word below, emphasizing the first sound. Have children point to the displayed SS&A Cards when they hear a word that begins with /r/.
rich rock main
rice find rain

Reinforce alphabetic sequence by having children sing the Alphabet Song with you as they point to each train car on the Letter Train in their workbooks. Repeat with the Alphabet.

- Ask about the sequence: Which letter comes before c? Which letter comes after s?
- Have children find and circle uppercase R on the Letter Train and lowercase r on the Alphabet.

Then have children practice in their workbooks connecting r to /r/.

CHECK Can children connect the letter r to the sound /r/ and identify words that begin with /r/?
Not Yet: Have children point to r on the SS&A Cards and say its sound several times. If hearing /r/ is difficult for children, reteach the Recognize Letter Sounds lesson.

Letter Formation: Rr

Children who speak languages such as Mandarin, Vietnamese, and Arabic may not know the English alphabet system. Extra practice in identifying and writing these letters will be helpful.

MODEL Explain and show how to form R and r. For directions on letter formation, please see Teacher's Guide pp. 321-324.

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

APPLY/PRACTICE For additional practice, assign the pages below. Before children begin working, say picture names aloud.

STUDENT WORKBOOK	
Letter Recognition	pp. 152-153
Phonics	p. 154
Letter Formation	p. 155

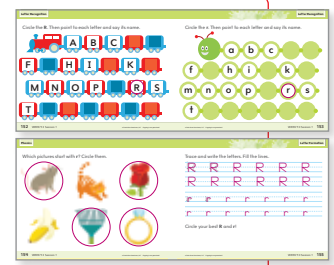
Read Aloud!
Read aloud from p. 38 of Alphabet Tales. Turn to Teacher's Guide p. 172 for instruction.

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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.

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

Multiple exemplars are provided for children to practice.

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



WEEK 9

Letter Rr

SESSION 2
PRACTICE & EXTEND

Listen Up!

PHONOLOGICAL AWARENESS
Blend Onset and Rime

MODEL The /r/ sound is approximate in Mandarin, and it does not exist in Haitian-Creole. Read the articulation steps on the SS&A Cards to help children form the sound.

BLEND SOUNDS ROUTINE

MODEL Blend the onset and rime in rid.

Listen to the Sounds: I am going to blend sounds to say a word. Listen as I say the first sound and then the rest of the word: /r/ /d/.
Blend the Sounds Together: Now I will blend the parts of the word together: /r/ /d/. The word is rid.

APPLY Have children blend the onset and rime in rap.

Listen to the Sounds: Your turn! Listen as I say the first sound and the rest of the word: /r/ /p/.
Blend the Sounds Together: Now you blend the sounds together to say the word: /r/ /p/. What is the word? rap.

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

/r/ /b/, rot /r/ /d/, red
/r/ /d/, rod /r/ /t/, tub
/r/ /p/, rip /r/ /k/, kit

CHECK Can children blend onset and rime in single-syllable words with initial /r/?
Not Yet: Provide visual and tactile support using counters—one for the onset and one for the rime in each word. Start with the counters placed apart. Then slide them together as you say each part and blend.

Learn Letters!

PHONICS
Reinforce Rr

REVIEW Reinforce letter recognition by displaying in random order the Weeks 1-8 Word Building Cards along with R and r and calling on children to say the letter names and sounds. Repeat as needed. Then display a mix of cards, including R and r, and have children identify the R and r cards from among them.

Letter Formation: Rr and Kk

REVIEW Reinforce letter formation by modeling again how to form uppercase R and lowercase r, as well as uppercase K and lowercase k. For directions on letter formation, please see Teacher's Guide pp. 321-324.

APPLY Have children skywrite the letters R, r, and K, k before they practice in their workbooks. Remind them to say the letter name and letter sound each time they write a letter.

Then have children practice their phonics skills in their Student Workbooks.

Read and Build Words

MODEL Use pictures and actions to reinforce words such as rip and rap. As you model building words, have children skywrite the letters with you.

MODEL Connect letters and sounds to read words children will encounter in the Dual Passage. Write and display the word rip. Point to each letter as you say its name and sound: /r/ /d/, /r/, /p/. Run your finger under the letters as you blend the sounds together to read aloud the word: say, /r/ /d/ /p/, the word is rip.

Now model building rip with Word Building Cards. Say, We just read the word rip. Now we will build it. The first sound is /r/, so the first letter is r. Place the card for r. Continue with the rest of the word. When finished, run your finger under the cards as you slowly say rip.

APPLY Write and display the word rap. Point to each letter. Have children name each letter and say its sound: /r/, /d/, /p/. Then have children blend the sounds together as you run your finger under the letters. Ask, What sounds? /r/ /d/ /p/. What word? rap.

Then have children use Word Building Cards to build the word rap and read it aloud.

Write Words

TIP For variety, have children write the words in sand or skywrite.

TEACH/APPLY Tell children they will now write the words they built. Dictate the words rip and rap, emphasizing the first sound: /r/. Ask, What is the first sound in rrrrr? /r/ What letter stands for /r/? Have children say the sounds as they write the words on a whiteboard.

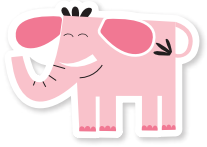
CHECK Can children read, build, and spell words with initial /r/?
Not Yet: Use SS&A Cards to reteach the connection between the sounds and the letters in the words children are reading, building, and spelling.

APPLY/PRACTICE Before children begin working, say picture names aloud.

STUDENT WORKBOOK	
Letter Formation	p. 156
Phonics	p. 157

Read Together!
Turn to Teacher's Guide p. 173 to read the Dual Passage with children.

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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 practice skills with a Duet Passage and, later, a Connected Text in their Student Workbook 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.

Read Together! Words with Rr



Ron needs more paper.

Rip!



Let's hang up Ron's artwork.

Tap it in!

Ron's teacher taps the thumbtacks in.

Rap!

Rap!

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Let's Read! Words with Long a: a_e
Super Words: from, or, there, this

In a Box



Did we make a town **or** a lake?
We made a town and a lake!
Jade made a gate **from** rocks.
Azizz made a fun bake hut.
He fills it with cakes for sale.



Dale made a big, big sun.
Tate made a big lake.
Jess made a gull on a dock.
We made **this** fun town and lake.
There it is in a box!

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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.

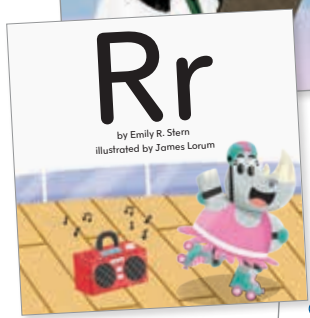
Alphabet Books and Magnetic Readers have flexible options for implementation in a whole-class or small-group setting.

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

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

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

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



SESSIONS 1-4
APPLY TO TEXT

Magnetic Reader

Let's Read! Doc Can Fix It

- These sessions may be done throughout the week during whole-group or small-group experiences.
- **Genre:** Realistic Fiction
- **Unit Words:** ball, go, see, swim
- **Story Words:** play

SESSIONS 1-4
APPLY TO TEXT

Alphabet Books

Let's Read!

Explore the *Rr Alphabet Book* throughout Sessions 1 and 2 and the *Dd Alphabet Book* throughout Sessions 3 and 4 during whole-class or small-group experiences.

INTRODUCE Distribute and then hold up an **Alphabet Book**. Talk about the cover. Point to and finger-trace the letter as you say its name and the sound it stands for. Ask children whose name begins with the letter to say, "My name is (name)! My name begins with (letter)!"

SESSIONS 1 & 2

Rr Alphabet Book

TEACH Talk with children about the picture on the cover. Start an *Rr* anchor chart with the words *rhinoceros* and *roller skates*.

Ask children for more *R*-words to add to the anchor chart. Then review the words with the group and have children give thumbs-up or thumbs-down to show whether they agree that the word begins with *r*.

(MODEL) Let's read the *Rr Alphabet Book* and see if any of our words are in it! The first picture is a roller-skating rhino! Follow along and point to each word as I read aloud. "Rr is for rhino." /r/ is the sound you hear at the beginning of the word rhino. Repeat with the remaining pictures and words.

SESSIONS 3 & 4

Dd Alphabet Book

TEACH Talk with children about the picture on the cover. Start a *Dd* anchor chart with the words *dragon*, *dumplings*, and *dinosaur*.

Ask children for more *D*-words to add to the anchor chart. Then review the words with the group and have children give thumbs-up or thumbs-down to show whether they agree that the word begins with *d*.

(MODEL) Let's read the *Dd Alphabet Book* and see if any of our words are in it! The first picture is a dinosaur! Point to each word as I read aloud. "Dd is for dinosaur." /d/ is the sound you hear at the beginning of the word dinosaur. Repeat with the remaining pictures and words.

Engage children with the words by doing the following and having children copy you as applicable:

- Charge like a **rhino**.
- Make the shape of a **rainbow** with your arms.
- Move like a **robot**.
- Wiggle your fingers in a downward motion like **rain** falling from the sky.
- Place your palms together and thrust them upward while making a **rocket** sound.
- **Say, A ring can be something you wear on your finger. Tell me what it makes.**

Engage children with the words by doing the following and having children copy you as applicable:

- Stomp around like a **dinosaur**.
- **Say, A doctor helps sick people feel better.**
- Bark like a **dog**.
- Pretend to nibble leaves like a **deer**.
- Mime eating a **dumpling**.
- Quack like a **duck**.

(APPLY) Name the items in the picture on p. 8: *dancer, desk, doll, dolphin, dinosaur, bird, cat, leaf, train*. Have children find those that begin with *d* and then share out.

Express Yourself

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

Unit Skills

Have children turn to Student Workbook p. 188. Talk about the skills on each of the crayons at the top of the workbook page.

Say. Look at the crayons. Here are the skills you learned each week. You can use your skills to create, write, and read! Here are some pictures from the books you read in this unit. Explain to children that their job is to connect each crayon to the estels by carefully following each path.

Circulate and observe as children complete the page. Offer guidance as needed by pointing out the letters on each crayon and naming the pictures on each estel. **Say.** Say the names of the pictures with me. Now say the sounds the letters on the crayons stand for. If they are the same, make the match!

Unit Topic

(THINK ABOUT TEXTS) Help children recall the texts they have heard and read in this unit. Call on volunteers to tell what they remember about the texts.

(MAKE CONNECTIONS) Guide children to make connections between the texts and the Unit Topic: Express Yourself. Flip through *Alphabet Tales* and model choosing a character or text and connecting it to the Unit Topic. For example, **say,** *The penguin expresses her friendship with Parcupine by painting a picture.* Then have children choose a different character or text. Have volunteers share with the class how the character or text connects to the topic of expressing yourself.

Have children talk to a partner about their favorite text to express themselves. Provide sentence starters to support discussion.

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In My Community

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

Unit Skills

Phonics Focus
Have children look carefully at Student Workbook p. 96 to find the listed items in the picture that have the short vowels they have worked with in this unit. Tell children they may find other things with the short vowels, too!

Super Words
Review the Super Words that children have learned in this unit. Say each word and lead them in marching as they say each letter to spell the words.

-at,
-an, -ap,
-ad, -am, -ag,
-ip, -in, -it, -ig, -id,
-ill, -op, -ot, -ob, -og,
-et, -eg, -ed, -en, -ell,
-ug, -un, -ub, -uf, -um

he, her
his, of
she, some
that, they
was, when

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 people and places in communities that they read about. Provide sentence frames to help children recall details from the texts.

(MAKE CONNECTIONS) Guide children to make connections between the texts and the Unit Topic, In My Community. Have children share ideas with each other. Then have a few children share ideas with the class. Guide children to discuss how communities help people work and play together.

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ball go see swim

In a community, people can go ____.
At the ____ you can see ____.
You can bring a ball to the ____.
My favorite place to swim is ____.

Children answer simple questions and talk about the texts after reading. At the end of Units 4-6, children review the Unit Words, make connections across texts, and discuss what they learned about the topic.

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Individual Assessment

1. run
2. nod
3. rid
4. dot
5. pad
6. dim
7. mad
8. hid
9. rot

10. rib

Instructional Next Steps

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

PART 3: BLEND AND SEGMENT ONSET & RIME, RECOGNIZE LETTER SOUNDS

If children were not able to blend onset and rime...



Then provide additional modeling and practice using visual support. For example, write a word, like *rag*, using a red marker for the onset and a blue marker for the rime. Point to each word part as you say the onset and rime and then blend the parts to say the word: /r/ /ăg/. *Rag*. Have children practice with you. Then have them practice blending onset and rime independently with a new word.

If children were not able to segment onset and rime...



Then provide additional modeling and practice using visual support. For example, write a word, like *dot*, using a red marker for the onset and a blue marker for the rime. Say the word and then point to each word part as you say the onset and rime: *dot* /d/ /ŏt/. Have children practice with you. Then have them practice segmenting onset and rime independently with a new word.

If children were not able to recognize a letter sound...



Then provide additional modeling and practice using the **SS&A Cards**. For example, say a word and isolate the initial phoneme: *The first sound in dog is /d/*. Have children say the sound with you. Then follow the articulation support of the **SS&A Cards** for *d* to have them practice making the /d/ sound with their mouths. Continue by having them listen for /d/ in *dip*, *dad*, and *den*. Repeat this process with new words, like *rat*, *rip*, and *red*. Then have children practice independently.

If children were not able to blend or segment syllables or recognize alliterative words...



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

PART 4: READ WORDS

If children said sounds that do not appear in the word...



Then reteach the target letters *r*, *d*, *k*, and *n* as well as any letters that were used in place of the target letters. Use **Word Building Cards** to emphasize the connection between letters and the sounds they stand for.

If children correctly identified the sounds in the word but were not able to blend the word...



Then use **Word Building Cards** to reinforce how to say each sound in a word and then blend the sounds together to read a word.

Individual Assessment

- Certain skills, such as phonological awareness and fluency, must be done one-on-one so that teachers can hear children's responses.
- Each child should be assessed using only one or two words/sentences in each part of the individual assessment.
- Because each child is only responsible for one or two items in each part, the individual assessment can be administered efficiently—either individually or in small groups.
- Teachers record results in the Assessment Tracker available on pp. A58 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.



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 5 ASSESSMENT Weeks 21-25 WEEK 25

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
 Say each sound. Have children write the letter(s) that stand for the sound. *Words for teacher reference only.
 1. /f/ (leaf) 2. /r/ (river)
 3. /l/ (leaf) 4. /k/

PART 2: Encode Target Words
 Read each word. Provide a context sentence when necessary. Have children write the word.
 1. back 2. hose
 3. ride 4. fall

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

Individual Assessment

Individual Assessment

We came to the lake.
 We like it there.
 We sit on rocks and gaze at ducks.
 We dig holes and make hills.
 "It is late," said Mom.
 We have to go.

What will we bake?
 We could bake a cake.
 We would bake a cake on a rack.
 We take it out and have one bite.
 Yes, it is a fine cake!

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

202 UNIT 5 • Stories About... ©Curriculum Associates, LLC. Copying is not permitted. WEEK 25 • Session 5 203

Unit Assessment

Listen and write the letters.

1. ode _____
 2. ine _____
 3. c _____
 4. c _____

Unit Assessment

Listen and write the words.

1. luck _____ 3. hose _____
 2. ride _____ 4. tell _____

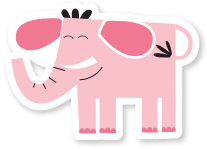
Listen and write the Super Words.

1. could _____ 3. would _____
 2. what _____ 4. said _____

186 W

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- Compare growth on Unit Assessments with results on *i-Ready*® Diagnostic
- If children are not progressing as expected, *i-Ready*® 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 children who need the most practice.
- Optimize whole-class instruction for skills that are new to all children, or skills that children in your class are performing the most similarly on.
- Vary the frequency in which you meet with small groups based on children's needs. Meet more frequently with children who would benefit from reteaching.

2

Teach a portion of the lesson at a separate time in the instructional day. If the literacy block cannot accommodate 45 minutes for Foundational Skills instruction, consider ways to break apart the lesson to teach it in 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 Grades K and 1, consider teaching letter formation during a 5-minute increment of time outside of the literacy block.
- Teach the Read Together! section of the lesson with Connected Texts during a 10-minute increment of time outside of the literacy block.

Options for Pacing



20 min
Phonological Awareness and Phonics



30 min
Add Read Aloud/Read Together and Concepts of Print



45 min
Add Handwriting

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


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


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


Say each picture name. Circle the letter each picture starts with.



(n) r


(d) k


d (r)



(k) r



d (r)



(d) n


Cumulative Review

Name each picture. Write the missing letter in each picture.



kid



dad


rip


dot

Write the first letter of each picture name.


r

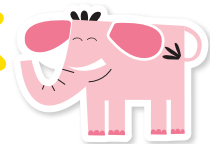

d

300 WEEK 9 • Cumulative Review

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WEEK 9 • Cumulative Review 301



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 have responded to instruction.

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

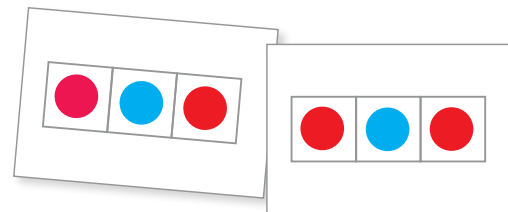
Alphabet Books and **Magnetic Readers** provide an anchor for small-group instruction. Each week's book gives children an opportunity to:

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

Teachers can also use these weekly texts to model concepts of print as needed.

CHECK Can children blend syllables in words?

Not Yet: Reteach the lesson using blocks to represent syllables. Touch a block as you say each syllable. Then slide the blocks together as you blend the syllables to say the whole word.



SESSIONS 1-4
APPLY TO TEXT

Magnetic Reader

Let's Read! Doc Can Fix It

- These sessions may be done throughout the week during whole-group or small-group experiences.
- **Genre:** Realistic Fiction
- **Unit Words:** ball, go, see, swim
- **Story Words:** play
- **Super Words:** his, was

INTRODUCE Remind children of the Unit Topic, In My Community. This week they are learning how doctors help. In this text, a doctor helps children get well.

SESSION 1 Introduce

Identify the characters and say their names. Explain the meanings of *pop in* and *ill*.

Review the Unit Topic and Weekly Focus with children. Then have children point to the title and read it aloud together. Preview the book. Provide background: *Doc* is a shorter word for *doctor*. Preteach the Story Word. Then, guide children to set a purpose for reading, such as to find out who *Doc* will help.

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, model not knowing the word *go*. Say, *Ken was on a what? I don't know this word. I'm going to use the Fix-Up Strategy. Read Out Loud to see if saying the sounds out loud helps me recognize this word.* Demonstrate reading out loud and understanding what you read.

Have children read aloud up to p. 5. Remind them to use a Fix-Up Strategy when they are unsure of words.

After reading, check for understanding by asking:

- What can Meg do after her cut is fixed? *swim*

SESSION 3 Build Independence

Partner children to read together. Encourage them to help each other understand and retell the story.

CONCEPTS OF PRINT Remind children that readers start reading at the top of the page. After reading a line from left to right, they sweep and begin to read the next line. Point to the first sentence on p. 2 and ask children to point to the period. Remind them that the period signals the end of a sentence.

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

After reading, check for understanding by asking:

- What is wrong with Ted? *He is hot.*

SESSION 4 Make Connections

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

Prompt children to make connections.

- **Connect to Self:** Who do you know who is helpful like *Doc*? *Responses will vary.* Provide a sentence starter: *_____ is helpful because _____.*
- **Connect to Topic:** How is this story like others you read this week? *Children may point out that they all tell about people in the community who help people and animals stay healthy.*

SESSIONS 1-4
APPLY TO TEXT

Alphabet Books

Let's Read!

Explore the *Rr Alphabet Book* throughout Sessions 1 and 2 and the *Dd Alphabet Book* throughout Sessions 3 and 4 during whole-class or small-group experiences.

INTRODUCE Distribute and then hold up an *Alphabet Book*. Talk about the cover. Point to and finger-trace the letter as you say its name and the sound it stands for. Ask children whose name begins with the letter to say, "My name is (name)! My name begins with (letter)!"

**SESSIONS 1 & 2
Rr Alphabet Book**

TEACH Talk with children about the picture on the cover. Start an *Rr* anchor chart with the words *rhinoceros* and *roller skates*.

Ask children for more *R*-words to add to the anchor chart. Then review the words with the group and have children give thumbs-up or thumbs-down to show whether they agree that the word begins with *r*.

MODEL Let's read the *Rr Alphabet Book* and see if any of our words are in it! The first picture is a roller-skating rhino! Follow along and point to each word as I read aloud. "Rr is for rhino." /r/ is the sound you hear at the beginning of the word rhino. Repeat with the remaining pictures and words.

Engage children with the words by doing the following and having children copy you as applicable:

- Charge like a **rhino**.
- Make the shape of a **rainbow** with your arms.
- Move like a **robot**.
- Wiggle your fingers in a downward motion like **rain** falling from the sky.
- Place your palms together and thrust them upward while making a **rocket** sound.
- Say, *A ring can be something you wear on your finger. It can also be the sound a bell makes.*

APPLY Name the items in the picture on p. 8: *rocking horse, raincoat, hat, rose, maple leaf, ring, red crayon, ruler, raccoon*. Have children find those that begin with *r* and then share out.

**SESSIONS 3 & 4
Dd Alphabet Book**

TEACH Talk with children about the picture on the cover. Start a *Dd* anchor chart with the words *dragons, dumplings, and dinosaur*.

Ask children for more *D*-words to add to the anchor chart. Then review the words with the group and have children give thumbs-up or thumbs-down to show whether they agree that the word begins with *d*.

MODEL Let's read the *Dd Alphabet Book* and see if any of our words are in it! The first picture is a dinosaur! Point to each word as I read aloud. "Dd is for dinosaur." /d/ is the sound you hear at the beginning of the word dinosaur. Repeat with the remaining pictures and words.

Engage children with the words by doing the following and having children copy you as applicable:

- Stomp around like a **dinosaur**.
- Say, *A doctor helps sick people feel better.*
- Bark like a **dog**.
- Pretend to nibble leaves like a **deer**.
- Mime eating a **dumpling**.
- Quack like a **duck**.

APPLY Name the items in the picture on p. 8: *dancer, desk, doll, dolphin, dinosaur, bird, cat, leaf, train*. Have children find those that begin with *d* and then share out.

180 UNIT 2 • Express Yourself

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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

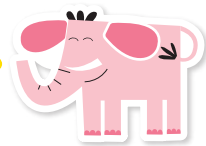
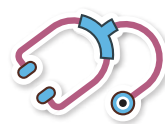
	GROUP 1	GROUP 2	GROUP 3	GROUP 4
Rotation 1	Teacher-led instruction with Alphabet Books or Magnetic Readers + PA & Phonics Practice	Letter Play or Word Work	Writing	Fluency Practice
Rotation 2	Fluency Practice	Teacher-led instruction with Alphabet Books or Magnetic Readers + PA & Phonics Practice	Fluency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

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

SMALL-GROUP INSTRUCTION: 45-75 minute block

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

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



Magnetic Reading Foundations

Scope & Sequence

UNIT 1: All About Me

WEEK	CONCEPTS OF PRINT	LETTER RECOGNITION	PHONOLOGICAL AWARENESS
1	<ul style="list-style-type: none"> Names Distinguish Pictures from Words Environmental Print 	<ul style="list-style-type: none"> Alphabet Sequence Mm, Tt 	<ul style="list-style-type: none"> Count Words in Sentences Recognize Letter Sounds Recognize Rhyme
2	<ul style="list-style-type: none"> Book Front and Back Concept of Word 	<ul style="list-style-type: none"> Aa, Mm, Tt 	<ul style="list-style-type: none"> Count and Say Syllables Recognize Letter Sounds Produce Rhyme
3	<ul style="list-style-type: none"> Title Page Spaces Between Words 	<ul style="list-style-type: none"> Aa, Bb, Mm, Ss, Tt 	<ul style="list-style-type: none"> Count and Say Syllables Recognize Letter Sounds Recognize Alliteration
4	<ul style="list-style-type: none"> Start at the Top Move Left to Right 	<ul style="list-style-type: none"> Aa, Bb, Ii, Mm, Ss, Tt 	<ul style="list-style-type: none"> Blend Syllables Recognize Letter Sounds Produce Alliteration
5	<ul style="list-style-type: none"> Top to Bottom/Return Sweep Match Uppercase and Lowercase 	<ul style="list-style-type: none"> Aa, Bb, Ff, Hh, Ii, Mm, Ss, Tt 	<ul style="list-style-type: none"> Segment Syllables Recognize Letter Sounds Blend Onset and Rime

UNIT 2: Express Yourself

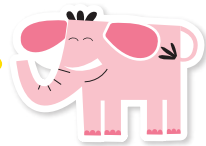
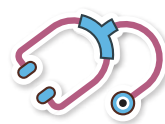
WEEK	CONCEPTS OF PRINT	LETTER RECOGNITION	PHONOLOGICAL AWARENESS
6	<ul style="list-style-type: none"> Distinguish Words from Sentences Letters and Numbers 	<ul style="list-style-type: none"> Aa, Bb, Cc, Ff, Hh, Ii, Mm, Pp, Ss, Tt 	<ul style="list-style-type: none"> Blend Syllables Recognize Letter Sounds Segment Onset and Rime
7	<ul style="list-style-type: none"> Read Page by Page Match Print to Speech 	<ul style="list-style-type: none"> Aa, Bb, Cc, Ff, Hh, Ii, Mm, Oo, Pp, Ss, Tt 	<ul style="list-style-type: none"> Segment Syllables Recognize Letter Sounds Blend Onset and Rime
8	<ul style="list-style-type: none"> First Part, Last Part Letter Sequence in Words 	<ul style="list-style-type: none"> Aa, Bb, Cc, Ff, Hh, Ii, Kk, Mm, Nn, Oo, Pp, Ss, Tt 	<ul style="list-style-type: none"> Delete Syllables Recognize Letter Sounds Segment Onset and Rime
9	<ul style="list-style-type: none"> Pictures Support Meaning Word-by-Word Pointing 	<ul style="list-style-type: none"> Aa, Bb, Cc, Dd, Ff, Hh, Ii, Kk, Mm, Nn, Oo, Pp, Rr, Ss, Tt 	<ul style="list-style-type: none"> Blend Syllables Recognize Letter Sounds Blend Onset and Rime Segment Onset and Rime
10	<ul style="list-style-type: none"> Identifying a Word Distinguish Letters from Words 	<ul style="list-style-type: none"> Aa, Bb, Cc, Dd, Ee, Ff, Hh, Ii, Kk, Mm, Nn, Oo, Pp, Rr, Ss, Tt 	<ul style="list-style-type: none"> Blend Onset and Rime Recognize Letter Sounds Segment Onset and Rime



PHONICS	LETTER FORMATION
• Mm, Tt	• Mm, Tt
• Aa	• Aa
• Ss, Bb	• Ss, Bb
• Ii	• Ii
• Ff, Hh	• Ff, Hh

PHONICS	LETTER FORMATION
• Pp, Cc	• Pp, Cc
• Oo	• Oo
• Kk, Nn	• Kk, Nn
• Rr, Dd	• Rr, Dd
• Ee	• Ee



**Magnetic Reading Foundations Scope & Sequence** *continued***UNIT 3: Leaves, Wings, and Furry Things**

WEEK	REVIEW CONCEPTS OF PRINT	LETTER RECOGNITION	PHONOLOGICAL AWARENESS
11	<ul style="list-style-type: none"> • Concept of Word • Distinguish Pictures from Words • Match Print to Speech • Spaces Between Words 	<ul style="list-style-type: none"> • Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh, Ii, Kk, Ll, Mm, Nn, Oo, Pp, Rr, Ss, Tt 	<ul style="list-style-type: none"> • Segment Onset and Rime • Isolate Phonemes (Initial) • Blend Onset and Rime
12	<ul style="list-style-type: none"> • Start at the Top • Move Left to Right • Pictures Support Meaning • Top to Bottom 	<ul style="list-style-type: none"> • Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mm, Nn, Oo, Pp, Rr, Ss, Tt, Ww 	<ul style="list-style-type: none"> • Segment Onset and Rime • Isolate Phonemes (Initial) • Identify Phonemes (Initial)
13	<ul style="list-style-type: none"> • Letter Sequence in Words • Read Page by Page • Identifying a Word • Distinguish Letters from Words 	<ul style="list-style-type: none"> • Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mm, Nn, Oo, Pp, Rr, Ss, Tt, Uu, Ww 	<ul style="list-style-type: none"> • Blend Onset and Rime • Isolate Phonemes (Initial, Medial) • Segment Onset and Rime • Identify Phonemes (Medial)
14	<ul style="list-style-type: none"> • First Part, Last Part • Word-by-Word Pointing • Pictures Support Meaning • Spaces Between Words 	<ul style="list-style-type: none"> • Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mm, Nn, Oo, Pp, Qq, Rr, Ss, Tt, Uu, Ww, Zz 	<ul style="list-style-type: none"> • Segment Onset and Rime • Isolate Phonemes (Initial, Final) • Identify Phonemes (Identify, Final)
15	<ul style="list-style-type: none"> • Text Directionality • Sentences 	<ul style="list-style-type: none"> • Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mm, Nn, Oo, Pp, Qq, Rr, Ss, Tt, Uu, Vv, Ww, Xx, Yy, Zz 	<ul style="list-style-type: none"> • Segment Onset and Rime • Isolate Phonemes (Initial, Final) • Identify Phonemes (Initial, Final)

UNIT 4: In My Community

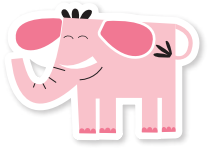
WEEK	PHONOLOGICAL AWARENESS	PHONICS	
16	<ul style="list-style-type: none"> • Segment Onset and Rime • Identify Phonemes (Medial) • Isolate Phonemes (Medial) 	<ul style="list-style-type: none"> • Blend Phonemes • Segment Phonemes 	<ul style="list-style-type: none"> • Short <i>a</i>
17	<ul style="list-style-type: none"> • Blend Onset and Rime • Identify Phonemes (Medial) • Isolate Phonemes (Medial) 	<ul style="list-style-type: none"> • Segment Phonemes • Blend Phonemes 	<ul style="list-style-type: none"> • Short <i>i</i>
18	<ul style="list-style-type: none"> • Blend Onset and Rime • Identify Phonemes (Medial) • Isolate Phonemes (Medial) 	<ul style="list-style-type: none"> • Segment Onset and Rime • Segment Phonemes • Blend Phonemes 	<ul style="list-style-type: none"> • Short <i>o</i>
19	<ul style="list-style-type: none"> • Segment Onset and Rime • Identify Phonemes (Medial) • Isolate Phonemes (Medial) 	<ul style="list-style-type: none"> • Segment Onset and Rime • Segment Phonemes • Blend Phonemes 	<ul style="list-style-type: none"> • Short <i>e</i>
20	<ul style="list-style-type: none"> • Blend Onset and Rime • Identify Phonemes (Medial) • Isolate Phonemes (Medial) 	<ul style="list-style-type: none"> • Segment Onset and Rime • Segment Phonemes • Blend Phonemes 	<ul style="list-style-type: none"> • Short <i>u</i>



PHONICS	LETTER FORMATION	HIGH-FREQUENCY WORDS
• Ll, Gg	• Ll, Gg	• the, a
• Jj, Ww	• Jj, Ww	• I, like
• Uu	• Uu	• and, to
• Qq, Zz	• Qq (qu), Zz	• is, make
• Vv, Xx, Yy	• Vv, Xx, Yy	• for, you



SPELLING	HIGH-FREQUENCY WORDS	FLUENCY	UNIT WORDS
• Words with Short a	• he, she	• Accuracy: Read Out Loud	ball go see swim
• Words with Short i	• some, that	• Accuracy: Read More Slowly	
• Words with Short o	• of, they	• Accuracy: Confirm and Correct Word Recognition	
• Words with Short e	• his, was	• Accuracy: Read Out Loud	
• Words with Short u	• her, when	• Accuracy: Read More Slowly	



Magnetic Reading Foundations Scope & Sequence *continued*

UNIT 5: Stories About . . .

WEEK	PHONOLOGICAL AWARENESS	PHONICS
21	<ul style="list-style-type: none"> Blend Phonemes Isolate Phonemes Substitute Phonemes (Initial) 	<ul style="list-style-type: none"> Segment Phonemes Identify Phonemes
22	<ul style="list-style-type: none"> Blend Phonemes Isolate Phonemes (Final) Substitute Phonemes 	<ul style="list-style-type: none"> Segment Phonemes Identify Phonemes
23	<ul style="list-style-type: none"> Blend Phonemes Isolate Phonemes (Medial) Segment Phonemes Delete Phonemes (Final) 	<ul style="list-style-type: none"> Add Phonemes (Final) Substitute Phonemes (Initial, Final)
24	<ul style="list-style-type: none"> Blend Phonemes Isolate Phonemes (Medial) Segment Phonemes 	<ul style="list-style-type: none"> Delete Phonemes (Final) Add Phonemes (Final) Substitute Phonemes (Initial)
25	<ul style="list-style-type: none"> Blend Phonemes Isolate Phonemes Segment Phonemes 	<ul style="list-style-type: none"> Delete Phonemes (Final) Add Phonemes (Initial, Final) Substitute Phonemes (Initial)

UNIT 6: What's the Weather?

WEEK	PHONOLOGICAL AWARENESS	PHONICS
26	<ul style="list-style-type: none"> Blend Phonemes Isolate Phonemes (Initial, Medial) Substitute Phonemes (Initial) 	<ul style="list-style-type: none"> Identify Phonemes (Medial) Segment Phonemes
27	<ul style="list-style-type: none"> Blend Phonemes Isolate Phonemes (Initial, Medial) Segment Phonemes 	<ul style="list-style-type: none"> Delete Phonemes (Initial, Final) Add Phonemes (Initial, Final) Substitute Phonemes (Initial)
28	<ul style="list-style-type: none"> Blend Onset and Rime Identify Phonemes (Medial) Isolate Phonemes (Medial) 	<ul style="list-style-type: none"> Review Short and Long <i>a</i>; Review Short and Long <i>i</i>
29	<ul style="list-style-type: none"> Substitute Phonemes (Initial, Final) Isolate Phonemes (Medial) Identify Phonemes (Medial) 	<ul style="list-style-type: none"> Review Short and Long <i>o</i>; Review Short and Long <i>u</i>
30	<ul style="list-style-type: none"> Substitute Phonemes Isolate Phonemes (Medial) Identify Phonemes (Medial) 	<ul style="list-style-type: none"> Add Phonemes (Initial, Final) Delete Phonemes (Initial, Final) Substitute Phonemes (Medial)



SPELLING	HIGH-FREQUENCY WORDS	FLUENCY	UNIT WORDS
<ul style="list-style-type: none"> Words with -ck 	<ul style="list-style-type: none"> <i>are, have, one, with</i> 	<ul style="list-style-type: none"> Accuracy: Confirm and Correct Word Recognition 	had made town water
<ul style="list-style-type: none"> Words with -ss, -ll, -ff, -zz 	<ul style="list-style-type: none"> <i>be, no, so, we</i> 	<ul style="list-style-type: none"> Accuracy: Read Out Loud 	
<ul style="list-style-type: none"> Words with Long a: a_e 	<ul style="list-style-type: none"> <i>from, or, there, this</i> 	<ul style="list-style-type: none"> Accuracy: Read More Slowly 	
<ul style="list-style-type: none"> Words with Long i: i_e 	<ul style="list-style-type: none"> <i>about, by, my, out</i> 	<ul style="list-style-type: none"> Accuracy: Confirm and Correct Word Recognition 	
<ul style="list-style-type: none"> Words with Long o: o_e 	<ul style="list-style-type: none"> <i>could, said, what, would</i> 	<ul style="list-style-type: none"> Accuracy: Read Out Loud 	

SPELLING	HIGH-FREQUENCY WORDS	FLUENCY	UNIT WORDS
<ul style="list-style-type: none"> Words with Long u: u_e 	<ul style="list-style-type: none"> <i>as, has, their, were</i> 	<ul style="list-style-type: none"> Accuracy: Read More Slowly 	cloud feel out sky
<ul style="list-style-type: none"> Words with Long e: ee, e_e 	<ul style="list-style-type: none"> <i>do, into, very, who</i> 	<ul style="list-style-type: none"> Accuracy: Confirm and Correct Word Recognition 	
<ul style="list-style-type: none"> Words with Short and Long a; Short and Long i 	<ul style="list-style-type: none"> <i>more, other, people, your</i> 	<ul style="list-style-type: none"> Accuracy: Read Out Loud 	
<ul style="list-style-type: none"> Words with Short and Long o; Short and Long u 	<ul style="list-style-type: none"> <i>all, also, call, many</i> 	<ul style="list-style-type: none"> Accuracy: Read More Slowly 	
<ul style="list-style-type: none"> Words with Short and Long e; Review Sound-Spellings 	<ul style="list-style-type: none"> <i>down, how, now, which</i> 	<ul style="list-style-type: none"> Accuracy: Confirm and Correct Word Recognition 	

Instructional Routines

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

Meet the Routines!

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

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

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

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

- | | |
|-------------------|--------------------|
| /t/ /ă/ /k/, tack | /r/ /ě/ /k/, wreck |
| /d/ /ũ/ /k/, duck | /s/ /ă/ /k/, sack |
| /h/ /ũ/ /m/, hum | /n/ /ũ/ /t/, nut |



Phonological Awareness Routines

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

Recognize

SKILL: Recognize Letter Sounds

RECOGNIZE LETTER SOUNDS ROUTINE

MODEL Listen for the first sound in the word *rock*.

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

Say the Sound: *Now I will say the first sound I hear in rock: /r/. The first sound in rrock is /r/.*

APPLY Have children listen for the first sound in the word *race*.

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

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

SKILL: Identify Phonemes

IDENTIFY SOUNDS ROUTINE

MODEL Identify the first sound in these words: *bed, boat, and bug*.

Listen for the Same Sound: *I am going to listen for the first sound in three words. Listen as I say the words: bed, boat, and bug.*

Name the Sound: *Now I will say the sound that is the same in all three words: /b/. The first sound in bed, boat, and bug is /b/.*

APPLY Have children identify the first sound in the words *go, get, and gum*.

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

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

SKILL: Isolate Phonemes

ISOLATE SOUNDS ROUTINE

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

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

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

APPLY Have children listen for the first sound in the word *jam*.

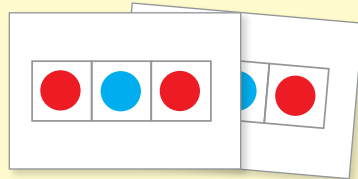
Listen for the Sound: *Your turn! What is the first sound in the word jam?*

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

SUPPORT LEARNER VARIABILITY: Options for Differentiation

Make It Visual

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

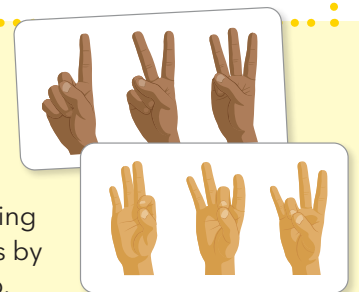


Add Movement

Have children use their fingers to represent each sound.

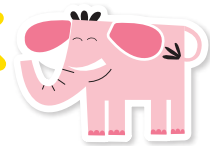
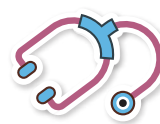
For phoneme isolation or segmenting tasks, have children tap the sounds by bringing each finger to their thumb.

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



EL English Learners

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



Instructional Routines *continued*

Blend

SKILL: Blend Syllables

BLEND SOUNDS ROUTINE

MODEL Blend the syllables in *ruler*.

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

Blend the Syllables Together: *Now I will put those syllables together: ruler. The word is ruler.*

APPLY Have children blend the syllables in *robot*.

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

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

SKILL: Blend Onset and Rime

BLEND SOUNDS ROUTINE

MODEL Blend the onset and rime in *dad*.

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

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

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

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

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

SKILL: Blend Phonemes

BLEND SOUNDS ROUTINE

MODEL Blend the sounds in *toss*.

Listen to the Sounds: *I am going to blend sounds together to say a word. Listen as I say the sounds: /t/ /ö/ /s/.*

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

APPLY Have children blend the sounds in *hill*.

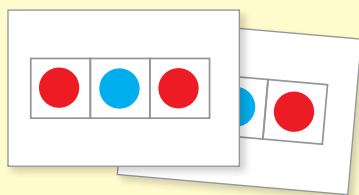
Listen to the Sounds: *Your turn! Listen as I say the sounds in a word: /h/ /i/ /l/.*

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

SUPPORT LEARNER VARIABILITY: Options for Differentiation

Make It Visual

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



Attach Print

Adding print can be an effective scaffold for phonological awareness activities. Follow the routine, adding letters to index cards or Elkonin boxes as you go.



Segment

SKILL: Segment Syllables

SEGMENT SOUNDS ROUTINE

MODEL Segment the syllables in *football*.

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

Say the Syllables in the Word: *I will clap as I say each syllable in football: foot • ball. The syllables in football are foot- and -ball.*

APPLY Have children segment the syllables in *farmhouse*.

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

Say the Syllables in the Word: *Now you say the syllables you hear in farmhouse. Clap as you say each syllable.*
farm • house

SKILL: Segment Onset and Rime

SEGMENT SOUNDS ROUTINE

MODEL Segment the onset and rime in *rid*.

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

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

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

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

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

SKILL: Segment Phonemes

SEGMENT SOUNDS ROUTINE

MODEL Segment the sounds in *had*.

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

Say the Sounds in the Word: *What sounds do I hear in had? I hear /h/ /ă/ /d/.*

APPLY Have children segment the sounds in *ram*.

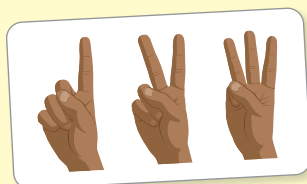
Listen to the Word: *Your turn! Listen carefully as I say a word: ram.*

Say the Sounds in the Word: *Now you say the sounds you hear in ram. /r/ /ă/ /m/*

Add Movement

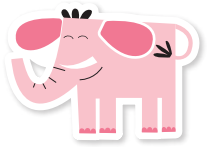
Have children use their fists or fingers to represent each syllable or sound. For syllable or onset and rime tasks, use a fist to represent each part of the word.

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

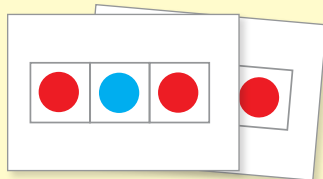


EL English Learners

Model saying syllables, onset and rimes, and phonemes clearly and slowly. In addition to adding visual and kinesthetic supports, check for language transfers to support English Learners when sounds may or may not be familiar to them. Language transfers are explained in tips in the lessons and in a chart at the back of the book.

**Instructional Routines** *continued***Manipulate****SKILL: Delete Syllables****DELETE SOUNDS ROUTINE****MODEL** Delete a syllable from the word *kitten*.**Listen:** *I am going to take away a syllable from a word to make a new word. I will take away the syllable -en from the end of kitten.***Say the New Word:** *When I take away the syllable -en from kitten, the new word is kit.***APPLY** Have children delete the syllable *-kin* from the word *pumpkin*.**Listen:** *Your turn! Say pumpkin. Take away -kin from the end of pumpkin.***Say the New Word:** *What new word do you get when you take away -kin from pumpkin? **pump*****SKILL: Delete Phonemes****DELETE SOUNDS ROUTINE****MODEL** Delete /k/ from *make* to form *may*.**Listen:** *I am going to take away a sound from a word to make a new word. I will take away /k/ from the end of make.***Say the New Word:** *When I take away /k/ from the end of make, the new word is may.***APPLY** Have children delete /v/ from *pave* to form *pay*.**Listen:** *Your turn! Say pave. Take away /v/ from the end.***Say the New Word:** *What new word do you get when you take away /v/ from the end of pave? **pay*****SKILL: Add Phonemes****ADD SOUNDS ROUTINE****MODEL** Add /t/ to the end of *by* to form *bite*.**Listen and Add a Sound:** *I am going to add a sound to the end of the word *by* to make a new word. I will add /t/ to the end of *by*.***Say the New Word:** *When I add /t/ to the end of *by*, the new word is **bite**.***APPLY** Have children add /v/ to the end of *hi* to form the word *hive*.**Listen and Add a Sound:** *Your turn! Say *hi*. Add the /v/ sound to the end of *hi*.***Say the New Word:** *What new word do you get when you add /v/ to the end of *hi*? **hive*****SKILL: Substitute Phonemes****CHANGE SOUNDS ROUTINE****MODEL** Change /m/ in *mane* to /k/ to form *cane*.**Listen:** *I am going to change one sound in a word to say a new word. I will change /m/ at the beginning of *mane* to /k/.***Say the New Word:** *When I change /m/ at the beginning of *mane* to /k/, the new word is **cane**.***APPLY** Have children change the final /m/ in *game* to /t/ to form *gate*.**Listen:** *Your turn! Change /m/ at the end of *game* to /t/.***Say the New Word:** *What new word do you get when change /m/ in *game* to /t/? **gate*****SUPPORT LEARNER VARIABILITY: Options for Differentiation****Make It Visual**

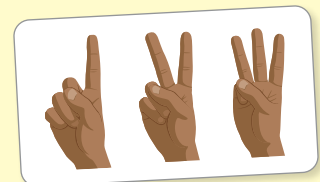
Use counters to represent each phoneme. Chips, buttons, blocks, or cubes all make useful counters.

**Attach Print**

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

**Add Movement**

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

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

High-Frequency Words Routine

Children learn new High-Frequency Words, known as "Super Words." 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.



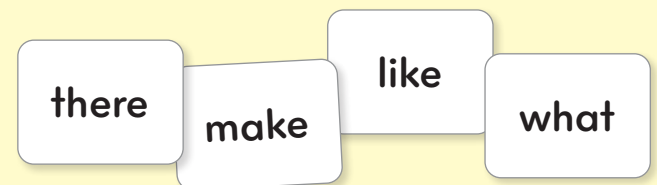
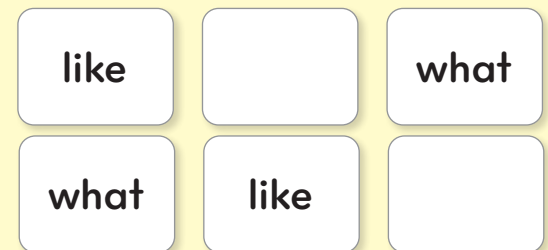
SUPPORT LEARNER VARIABILITY: Options for Differentiation

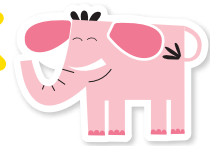
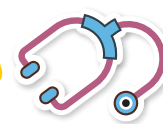
Make It a Game!

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.





Instructional Routines *continued*

Phonics Routines

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

Phonics includes explicit teaching of two distinct skill types:

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

Phonics

SKILL: Decoding

BLEND WORDS ROUTINE

MODEL Write and display the word *rag*.

Say the Sounds: *I am going to say each sound in the word rag: the letter r stands for /r/, a stands for /ă/, and g stands for /g/.*

Blend the Sounds Together: *Now listen as I blend these sounds together: /rrăăăg/, rag. Say it with me.*

APPLY Write and display the word *jam*.

Say the Sounds: *Your turn! Say jam. jam Now say each sound in the word. /j/ /ă/ /m/*

Blend the Sounds Together: *Now blend the sounds together. /jăăămmm/, jam*

SKILL: Encoding

SPELL IT ROUTINE

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

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

Connect Sounds to Spellings: *First, I will say the word slowly, mad. Next, I will think about the first sound I hear. The first sound in mad is /m/. I know that the letter m stands for /m/. I will write m.*

Repeat for the remaining sounds to spell *mad*.

APPLY Have children write today's first dictation word in their Student Workbook.

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

Connect Sounds to Spellings: *Think about the first sound in jam. Ask yourself which letter stands for that sound. Write the letter. Keep going for each sound in jam!*

SUPPORT LEARNER VARIABILITY: Options for Differentiation

Make It Visual

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

Sound-Spelling & Articulation (SS&A) Cards

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

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

Word Building Cards

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

EL English Learners

Have children use Elkonin boxes to reinforce the sound-spelling connection as they decode and encode words.



Corrective Feedback Routines

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

Corrective Feedback

ERROR TYPE: Decoding Words

CORRECTIVE FEEDBACK: DECODING

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

Say: *The word is ___.*

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

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

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

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



ERROR TYPE: Encoding Words

CORRECTIVE FEEDBACK: ENCODING

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

Say: *The word ___ is spelled ___.*

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

Write: Then write the word on the board.

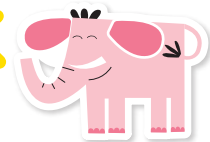
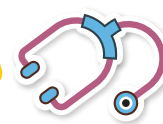
Check: Ask children to confirm or correct their spelling while you circulate and check their work.

SUPPORT LEARNER VARIABILITY: Options for Differentiation

Share Tools for Learning and Self-Checking

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





Our Commitment to Learner Variability and Equity

Our Mission

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

Supporting All Learners

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



Let's Read! Words with Long a: a_e
Super Words: from, or, there, this

Bag of Fun


Nate sells rugs.
He has a pile of rugs.
"Take my bus, Nate!" I yell.

Dave made a big cat **from** a bag.
It had a mane on it.
There is the one Jane made.

Jeff made **this** one.
It had a big tan cane.
Dale made this fun one.
Is it the same **or** not?
It is **not** the same!

Qq

Quiet Quin's Quilt
Quiet Quin will sew a quilt with all her favorite scenes. Here she'll sew a string quartet, and there she'll sew a queen. Then she'll sew a spotted quail nesting by a stream. Quin won't quit until she's done stitching every seam.



Qq is for ...

Read Together! Words with Ee



Rod and Ken build a block tower. Who builds with Ken?

Rod
There are ten blocks left. Ken wants to use all of them.
Ken tells Rod that ten blocks will fit. How many blocks can fit?

Ten can fit.



Rod and Ken use nine blocks on the tower.
There is one block left. Where can it go?

on top
Ken sets the last block on top. Ten blocks fit! How many blocks fit?

Ken fit ten!



Universal Design for Learning (UDL)

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

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

Empowering Teachers & Children to Apply UDL

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

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

Count Words in Sentences

TEACH/MODEL Tap a tabletop or desk for each word as you **say**, *My name is (name)*. Explain that you tapped once for each word you heard. **Say**, *When you count words in sentences, tap one time for each word you say*. Repeat with the sentence *Tell me your name*. Tap once for each word. **Say**, *I tapped four times because I heard four words in the sentence “Tell me your name.”*

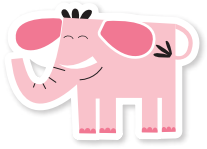
Kinesthetic learning opportunities, such as the tapping activity above, are incorporated into the program to allow for multiple means of engagement, action, and expression.



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



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. 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 learn the phonological and phonics skills necessary in identifying sounds and sound-spellings unique to English and those that are similar between English and home languages.

Grade K language transfers are listed on pages A64–A66.





Strategies and Scaffolds for English Learners

Phonological Awareness

TYPE OF SUPPORT	STRATEGIES	EXAMPLES
Identify Sound Transfers	<ul style="list-style-type: none"> • Sounds that transfer: children say words they know in their home language starting with that sound. • Sounds that do not transfer: provide support. 	<div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"> <p>Segment Syllables</p> <p>EL Do a simple chant to help children segment syllables in words. Clap on each syllable, and then clap once as you say the word: po-, ta-, to; po-, ta-, to; potato!</p> </div> <div style="border: 1px solid #ccc; padding: 5px;"> <p>Segment Onset and Rime</p> <p>EL The /z/ sound does not exist in Spanish. Most Spanish speakers pronounce it as /s/. Say the sound in isolation with children. Then pretend to zip up a jacket with children as you say <i>zip!</i></p> </div>
Use Visuals	<ul style="list-style-type: none"> • Raise fingers/hands to show sounds. • Tap on board to show sounds. 	
Use Visuals and Aural Supports	<ul style="list-style-type: none"> • Use SS&A Cards for supporting articulation steps. • Use a rubber band to show sounds stretching. • Have children use mirrors to watch how mouths move. 	
Use Kinesthetics/Rhythm/Aural Supports	<ul style="list-style-type: none"> • Children clap/move bodies, hands, or fingers with sounds. • Children say short chants. 	

Phonics

TYPE OF SUPPORT	STRATEGIES	EXAMPLES
Identify Sound-Spelling Transfers	<ul style="list-style-type: none"> • Sound-spelling transfers to home language: children say words that start with that letter. • Sound-spelling does not transfer to home language: provide support. 	<div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"> <p>Introduce Ss</p> <p>EL There is no sound-spelling match for the letter <i>s</i> in Arabic. Have children finger-trace the letter <i>s</i> on the Word Building Card and say the hissing sound and then a word that starts with <i>s</i>: <i>s-s-s-s, sun</i>.</p> </div> <div style="border: 1px solid #ccc; padding: 5px;"> <p>Read and Build Words</p> <p>EL Use Elkonin boxes and write the word <i>job</i>, one letter per box. Point to each letter as you say its sound and have children repeat. Have partners build <i>jam</i> and read it together.</p> </div>
Use Visuals	<ul style="list-style-type: none"> • Use Elkonin boxes. • Underline letters in words to connect sounds to letters. 	
Use Kinesthetics/Rhythm/Aural Supports	<ul style="list-style-type: none"> • Children skywrite or write the letters/words with fingers on desks. • Children say short chants that include the letters. 	

Reading

TYPE OF SUPPORT	STRATEGIES	EXAMPLES
Leverage Home Language	<ul style="list-style-type: none"> • Have children who share a home language help each other read and connect new words to words in their home language. 	<div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"> <p>Read Connected Text</p> <p>EL Wave a paper to show how a kite could "wave." Explain the phrase <i>nose dives</i>.</p> </div> <div style="border: 1px solid #ccc; padding: 5px;"> <p>SESSION 3 Build Independence</p> <p>EL Have partners help each other decode words and find out who gets on the bus and what they bring.</p> </div>
Use Kinesthetics	<ul style="list-style-type: none"> • Teacher and children act out key parts of the story. 	
Explain Idioms/Expressions	<ul style="list-style-type: none"> • Explain phrases that are key to understanding the text. 	
Analyze Words	<ul style="list-style-type: none"> • Point out pronouns and the things/people they refer to. • Look at word parts to help with meaning. 	
Use Partners	<ul style="list-style-type: none"> • Partners help each other decode words and understand texts. 	



UNIT 6

What's the Weather?



Plan

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

WEEK	PHONICS FOCUS	UNIT TEXTS	KNOWLEDGE
26	Long u: u_e	<ul style="list-style-type: none"> • <i>It Is Hot</i> • <i>Sun in June</i> • <i>In the Sun</i> 	<p>About Decoding Skills</p> <p>The unit texts provide opportunities for children to practice reading words with long vowel patterns and review short versus long vowels, as well as previously learned phonics skills.</p> <p>About the Unit Topic</p> <p>What's the Weather? From sunny to cloudy or rainy to snowy, the weather affects us every day.</p>
27	Long e: ee, e_e	<ul style="list-style-type: none"> • <i>Who Needs Sun?</i> • <i>Eve Meets Pete</i> • <i>Look at the Sky</i> 	
28	<ul style="list-style-type: none"> • Review Short and Long a • Review Short and Long i 	<ul style="list-style-type: none"> • <i>Pit Pat</i> • <i>Tim in His Rig</i> • <i>When It Rains</i> 	
29	<ul style="list-style-type: none"> • Review Short and Long o • Review Short and Long u 	<ul style="list-style-type: none"> • <i>On Cole Lake</i> • <i>A Big Gale</i> • <i>A Big Wind</i> 	
30	<ul style="list-style-type: none"> • Review Short and Long e • Review Sound-Spellings 	<ul style="list-style-type: none"> • <i>Reed Makes a Pal</i> • <i>Hats and Socks</i> • <i>In the Snow</i> 	



Teach

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

Unit Words

<p>cloud</p> <p>A cloud is made up of tiny water droplets in the air.</p>	<p>We see a cloud that looks like a dog!</p>
<p>feel</p> <p>You can use your fingers to feel if something is hot or cold or soft or hard.</p>	<p>We can feel the cool ocean breeze.</p>
<p>out</p> <p>If something is <i>out</i>, it is not in or inside something else.</p>	<p>The mole comes out of his hole to look around.</p>
<p>sky</p> <p>The sun, clouds, moon, and stars can be seen in the sky.</p>	<p>The sky has beautiful colors at sunset.</p>

Engage

Read aloud the unit title, What's the Weather? Tell children that in this unit they will read about different kinds of weather. **Ask**, *What types of weather do you like? What activities do you like to do in that weather?*

Explain to children that the pictures at the side of the page are from texts they will read in this unit. Have them turn and talk with a partner about what they notice. Have them explain what kind of weather they think a text will be about. Offer discussion and oral language support with the following sentence frame: *I think this text is about ___ weather because ___.*

Plan Student Scaffolds

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

Options for Pacing



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



30 min
Add Word-Level Reading Fluency



45 min
Add Letter Formation and Read Connected Texts

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

PHONICS FOCUS: Long e: ee and e_e

	SESSION 1	SESSION 2	SESSION 3
Key Objectives	<p>Children will:</p> <ul style="list-style-type: none"> • blend phonemes • isolate initial and medial phonemes • decode words with long e: eeC • recognize and read grade-level high-frequency words 	<p>Children will:</p> <ul style="list-style-type: none"> • segment phonemes • decode words with long e: eeC and long u • practice letter formation • encode words with long e: eeC • recognize and read grade-level high-frequency words • read with accuracy 	<p>Children will:</p> <ul style="list-style-type: none"> • delete initial and final phonemes • add initial and final phonemes • decode words with long e: eeC, e_e • recognize and read grade-level high-frequency words
Phonological Awareness	<ul style="list-style-type: none"> • Blend Phonemes • Isolate Phonemes 	<ul style="list-style-type: none"> • Segment Phonemes 	<ul style="list-style-type: none"> • Delete Phonemes • Add Phonemes
Phonics	<ul style="list-style-type: none"> • Words with <i>-eed, -eek, -eel, -een</i> 	<ul style="list-style-type: none"> • Words with <i>-eed, -eek, -eel, -een</i> • Long u Words 	<ul style="list-style-type: none"> • Words with <i>-eep, -eet, e_e</i>
Letter Formation		<ul style="list-style-type: none"> • Letter Formation: <i>D, d, E, e</i> 	
High-Frequency Words	<ul style="list-style-type: none"> • <i>do, into, very, who</i> 	<ul style="list-style-type: none"> • <i>do, into, very, who</i> 	<ul style="list-style-type: none"> • <i>do, into, very, who</i> • <i>as, has, their, were</i>
Fluency	<ul style="list-style-type: none"> • Word-Level Reading Fluency 	<ul style="list-style-type: none"> • Read Connected Text 1: <i>Who Needs Sun?</i> • Fluency Skill: Accuracy 	<ul style="list-style-type: none"> • Word-Level Reading Fluency
English Learner Supports	<ul style="list-style-type: none"> • Give aural support for blending phonemes. • Identify sound-spelling transfers for long e: ee. 	<ul style="list-style-type: none"> • Identify sound transfers for long e. • Provide support for connecting letters to names and sounds. • Provide vocabulary support for Connected Text 1. 	<ul style="list-style-type: none"> • Provide visual support for deleting phonemes. • Provide visual support for connecting sounds to letters.

Materials

- **Word Building Cards**
- **Sound-Spelling & Articulation (SS&A) Cards:** Long e
- **Super Word Cards:** *do, into, very, who*

Unit Words

- cloud
- feel
- out
- sky

Magnetic Reader

Children will apply the foundational skills and practice reading with accuracy, purpose, and understanding with repeated readings of this week's Magnetic Reader: *Look at the Sky*.

SESSION 4	SESSION 5
<p>Children will:</p> <ul style="list-style-type: none"> • substitute initial phonemes • decode words with long e: eeC, e_e, and long u • practice letter formation • recognize and read grade-level high-frequency words • read with accuracy 	<p>Children's progress will be measured by:</p> <ul style="list-style-type: none"> • recognizing that eeC and e_e can stand for long e • decoding and encoding words with long e: eeC, e_e • accurately spelling the high-frequency words
<ul style="list-style-type: none"> • Substitute Phonemes 	<p>WEEKLY ASSESSMENT</p> <ul style="list-style-type: none"> • Phonological Awareness: Isolate, Blend, and Substitute Phonemes • Target Sound-Spellings: /ē/ • Target Words: <i>feed, eve</i> • High-Frequency Words: <i>do, into, very, who</i> • Read Connected Text <p>Cumulative Review If children need more practice before or after taking the assessment, assign the Cumulative Review pages on Student Workbook pp. 306-307.</p>
<ul style="list-style-type: none"> • Words with <i>-eep, -eet, e_e</i> ◀ Long u Words 	
<ul style="list-style-type: none"> • Letter Formation: <i>B, b, V, v</i> 	
<ul style="list-style-type: none"> • <i>do, into, very, who</i> ◀ <i>as, has, their, were</i> 	
<ul style="list-style-type: none"> • Read Connected Text 2: <i>Eve Meets Pete</i> • Fluency Skill: Accuracy 	
<ul style="list-style-type: none"> • Provide aural support for substituting phonemes. • Identify sound-spelling transfers: ee, e_e • Provide vocabulary support for Connected Text 2. 	<ul style="list-style-type: none"> • Review sounds and sound-spelling patterns that do not transfer from students' home languages before assessing.

Listen Up!

PHONOLOGICAL AWARENESS

Blend Phonemes

EL Support children in hearing and saying the sounds, especially the vowel sounds. Ask children to watch your mouth as you blend the sounds in a word and then mimic you.

BLEND WORDS ROUTINE

MODEL Blend the sounds in seed.

Listen to the Sounds: *I am going to blend sounds together to say a word. Listen as I say the sounds: /s/ /ē/ /d/.*

Blend the Sounds Together: *Now I will blend those sounds together: /sēēd/. Say the word with me: seed.*

APPLY Have children blend the sounds in week.

Listen to the Sounds: *Your turn! Listen as I say the sounds in a word: /w/ /ē/ /k/.*

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

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

/hw/ /ē/ /l/, wheel	/l/ /ē/ /d/, led
/s/ /ē/ /k/, seek	/r/ /ē/ /d/, reed
/j/ /ō/ /k/, joke	/t/ /ē/ /n/, teen

CHECK Are children able to blend sounds to say one-syllable words?

Not Yet: Use counters for each sound in a word. Begin with the counters separated as you say the first sound in the word. Then move the counters together as you say each sound of the word. Have children repeat with the next word.

PHONOLOGICAL AWARENESS

Isolate Phonemes

ISOLATE SOUNDS ROUTINE

MODEL Isolate the first sound in the word feed.

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

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

Repeat the steps to isolate the middle sound in the word feed: /ē/.

APPLY Have children isolate the middle sound in the word peek.

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

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

Now use the routine and have children isolate the first and middle sounds in each word below.

Correct all errors.

heel: /h/, /ē/	bed: /b/, /ē/
safe: /s/, /ā/	need: /n/, /ē/
seen: /s/, /ē/	feel: /f/, /ē/

Say the words above and challenge children to shout out the words that do not contain /ē/.

Build Words!

PHONICS

Words with -eed, -eek, -eel, -een

EL There are no long e words spelled ee in Spanish or Vietnamese. Underline the two vowels in each displayed word and say the vowel sound. Then blend the sounds together to say the word.

TEACH Use the **SS&A Cards** to introduce long e spelled ee. Say the image name and sound and have children repeat after you. Explain that ee is one way to spell /ē/. **Say, *The letters ee together let us know that the vowel sound is the long e sound, or that the letter e says its name: /ē/. We will blend letters and sounds in words with ee and long e.***

BLEND WORDS ROUTINE

MODEL Write and display the word *teen*.

Say the Sounds: *I am going to say each sound in the word teen: the letter t stands for /t/, the letters ee stand for /ē/, and n stands for /n/.*

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

APPLY Write and display the word *week*.

Say the Sounds: *Your turn! Say week. week Say each sound in the word. /w/ /ē/ /k/*

Blend the Sounds Together: *Now blend the sounds together. /wwwēēēk/, week*

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

heel	weed	peel
need	seen	peek

CHECK *Can children decode long e words with -eel, -eed, -een, and -eek?*

Not Yet: Use the **Word Building Cards** to build *week*. Read it with children. Replace *w* with *p* and have children read the new word. Continue with other letters and words from the lesson. If children continue to struggle, review the Isolate Phonemes lesson for further support.

High-Frequency Words

TIP Display the **Super Word Cards** in the classroom for children to use as a tool for self-checking.

TEACH Introduce this week's high-frequency words *do, into, very, and who*.

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 Super Words.

APPLY/PRACTICE

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

STUDENT WORKBOOK

Phonics	p. 208
Super Words	p. 209

WORD-LEVEL READING FLUENCY

Guide children to read the words and sentence on Student Workbook p. 210. Remind them that some words will have the sound-spellings they are learning this week; others will have review sound-spellings.

feed	week	feel
seen	heel	peek
cube	tube	rule

What do seeds need?

Listen Up!

PHONOLOGICAL AWARENESS

Segment Phonemes

EL The long e sound is approximate in Mandarin and Vietnamese. Say each long e word slowly before segmenting. Have children clap as they segment the sounds to help them differentiate individual sounds.

SEGMENT SOUNDS ROUTINE

MODEL Segment the sounds in *seed*.

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

Say the Sounds in the Word: *What sounds do I hear in seed? /s/ /ē/ /d/.*

APPLY Have children segment the sounds in *peek*.

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

Say the Sounds in the Word: *Now you say the sounds you hear in peek. /p/ /ē/ /k/*

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

feel, /f/ /ē/ /l/

seek, /s/ /ē/ /k/

⌂ tube, /t/ /ōō/ /b/

peel, /p/ /ē/ /l/

teen, /t/ /ē/ /n/

⌂ dune, /d/ /ōō/ /n/

CHECK Can children segment sounds in words?

Not Yet: Use a visual such as Elkonin boxes to help children segment words into their sounds. Say a word slowly, stretching it out. Ask the child to repeat the word. Have the child place a counter in each box as the child repeats the word.

Build Words!

PHONICS

Reinforce Word Recognition

REVIEW Reinforce word recognition and word-reading fluency. Use **Word Building Cards** to build *feet* and have children read it aloud. Change one card at a time to build the words below and have children read them.

feet, feed, seed, seek, week, peek, peel

Reinforce Letter Formation

TIP Point out proper pencil grip for right- and left-handed writers—holding the pencil with thumb and first two fingers without squeezing the pencil—as you model how to form *D*, *d*, *E*, and *e*. Observe children to assess pencil grip and provide extra support for those who need it.

REVIEW Reinforce letter formation by modeling again how to form uppercase *D* and lowercase *d* and uppercase *E* and lowercase *e*. For directions on letter formation, please see Teacher's Guide pp. A68–A71.

APPLY Have children skywrite each letter before they complete p. 211 in their workbooks.

After children write their names, have them look to see if any of the letters they practiced today appear in their names. Have them circle those letters in their names.

Encode Words

EL After you build a word, point to each letter and say its name and sound with children. Then hold up the two ee cards and ask: *What sound do these letters stand for?*

BUILDING WORDS Warm up for dictation. Use **Word Building Cards** to model building the word *peel*. Point to each card, say the sound, and then blend the word. Repeat to spell *feed*, *seek*, and *keen*.

DICTATION *We built some long e words. Let's write!*

SPELL IT ROUTINE

MODEL Think aloud as you spell the word seen.

Say the Word: *The word is seen. I'm going to think about the sounds I hear in seen.*

Connect Sounds to Spellings: *First, I will say the word slowly, seen. Next, I will think about the first sound I hear. The first sound in seen is /s/. I know that the letter s stands for /s/. I will write s.*

Repeat for the remaining sounds to spell seen. Point out that the /ē/ sound is spelled ee.

APPLY Have children write today's first dictation word in their Student Workbook.

Say the Word: *Your turn! The first word is weed. Say the word to yourself to think about the sounds.*

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

Dictate the words and sentence below. Then write them and have partners check each other's spelling.

- weed
- seed
- The eel peeks out.

CHECK *Can children accurately spell long e words?*

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

High-Frequency Words

REVIEW Display this week's **Super Word Cards** *do*, *into*, *very*, and *who*. Invite children to read the words chorally. Then lead children in the spelling of each word.

Call out each Super Word and have children cheer the spelling.

APPLY See the practice page for Super Words.

APPLY/PRACTICE

Before children begin working, say picture names aloud.

STUDENT WORKBOOK


Letter Formation	p. 211
Phonics: Spelling	p. 212
Super Words	p. 213

Let's Read!


Turn to the next page to have children read *Who Needs Sun?*

Let's Read! Words with Long e: ee
Super Words: do, into, very, who

Who Needs Sun?



Jan and Jim feel hot.
June Sun is **very** hot.
The pals **do** not like June Sun.
Big clouds came **into** the sky.
Who needs hot June Sun?



Jan and Jim miss June Sun.
"I have not seen it in weeks!"
"We need June Sun to get big."
June Sun peeks out in time.
Jan and Jim get big!

214 WEEK 27 • Session 2 WEEK 27 • Session 2 215

Let's Read!

- **Introduce:** This week, children will read about cloudy weather. This text, *Who Needs Sun?*, is about two plants and what happens when the clouds come.
- **Share:** Unit Words *cloud, feel, out, sky*

Read Connected Text

EL Tell children that Jan and Jim are plants. Explain that Jan's and Jim's feelings about June Sun change during the story.

TEACH/MODEL Read aloud the title. Tell children they will read about two plants who need the sun. Call attention to the word *feel* in the first sentence. Point out the vowels *ee*. Remind children that together the two e's stand for the long e sound /ē/.

APPLY Call attention to long e words, this week's Super Words in bold, and the Unit Words. Point out that children have learned how to read the Unit Word *feel*. Then write and display words from the text, such as *needs*, *seen*, and *peeks*, to have children practice reading target-skill words for automaticity. Then read the text in unison with children. Have them point to each word as they read. If time permits, have children reread the text using partner-reading or whisper-reading.

CHECK *Are children able to read the text accurately?*

Not Yet: Review long e with children. Use the **Blend Words Routine** to have children blend words from the text they have difficulty reading. Point out the letter *s* in the words *needs*, *weeks*, and *peeks*.

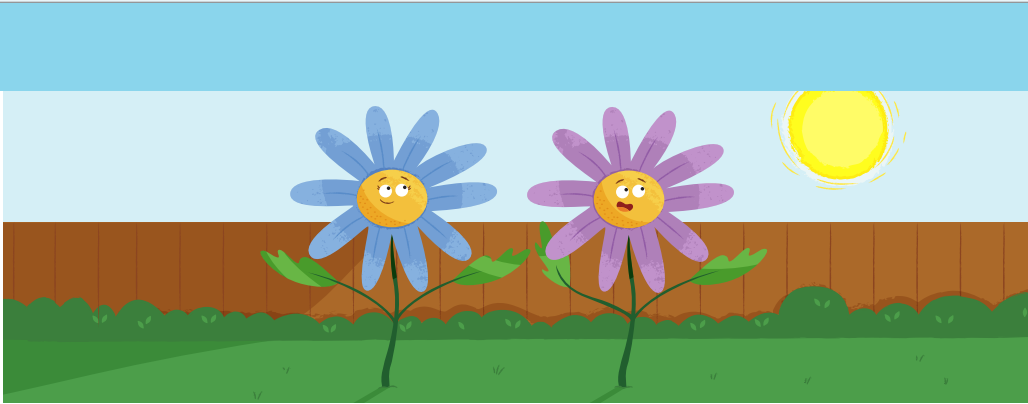
Let's Read!

Words with **Long e: ee**
Super Words: **do, into, very, who**

Who Needs Sun?



Jan and Jim feel hot.
June Sun is **very** hot.
The pals **do** not like June Sun.
Big clouds came **into** the sky.
Who needs hot June Sun?



Jan and Jim miss June Sun.
 "I have not seen it in weeks!"
 "We need June Sun to get big."
 June Sun peeks out in time.
 Jan and Jim get big!

SELF-CORRECTION

ACCURACY Fix-Up Strategy

Confirm and Correct Word Recognition

Explain to children that fix-up strategies are tools they can use to help them as they read. Guide children to use **Confirm and Correct Word Recognition** to read words accurately. **Say,** *When you get stuck on a word, stop and read the word again by sounding out each part and then blending the sounds together. Reread the whole word. Then ask yourself: Does this sound like a real word? Finally, confirm that the word makes sense in context by rereading the entire sentence and asking: Does this word make sense in the sentence?*

Demonstrate not making sense of what you have read. Model using the Fix-Up Strategy to self-correct.

Listen Up!

PHONOLOGICAL AWARENESS

Delete Phonemes

EL Give visual support. Say *feel*. Hold up your right hand and say /f/. Hold up your left hand next to the right hand and say *eel*. Then take away your right hand to show deletion of /f/ and say *eel*.

DELETE SOUNDS ROUTINE

MODEL Delete /f/ from *feel* to form *eel*.

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

Say the New Word: *When I take away /f/ from feel, the new word is eel.*

Repeat the steps to delete the ending sound to form the new word *fee*.

APPLY Have children delete the ending sound from *beep* to form *bee*.

Listen: *Your turn! Say beep. Take away /p/ from the end of beep.*

Say the New Word: *What new word do you get when you take away /p/ from the end of beep? **bee***

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

INITIAL

tin – /t/ = in

cat – /k/ = at

cup – /k/ = up

beets – /b/ = eats

FINAL

seek – /k/ = see

teen – /n/ = tee

meet – /t/ = me

weep – /p/ = wee

CHECK Can children delete the beginning or ending sound in a word to form a new word?

Not Yet: Say a word. Say the word again, replacing the first sound in the word with a clap. Ask children to say the word with the deleted phoneme. Repeat by saying a word and clapping in place of the deleted final sound.

PHONOLOGICAL AWARENESS

Add Phonemes

ADD SOUNDS ROUTINE

MODEL Add /hw/ to the beginning of *eel* to form *wheel*.

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

Say the New Word: *When I add /hw/ to the beginning of eel, the new word is wheel.*

Repeat the steps to add /l/ to the ending of *wee* to form the word *wheel*.

APPLY Have children add /p/ to the ending of *bee* to form *beep*.

Listen and Add a Sound: *Your turn! Say bee. Add the /p/ sound to the ending of bee.*

Say the New Word: *What new word do you get when you add /p/ to the ending of bee? **beep***

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

INITIAL

in + /t/ = tin

at + /k/ = cat

up + /k/ = cup

eat + /p/ = Pete

FINAL

see + /k/ = seek

tee + /n/ = teen

me + /t/ = meet

wee + /p/ = weep

Then say the words above and challenge children to identify the words that do not have the long e sound.

Build Words!

PHONICS

Words with -eep, -eet, and e_e

EL After you write each word, underline the letter or letters that stand for the long vowel sound and have children say the sound. Then blend the sounds in it.

REVIEW Write *beep* and *feet*. Blend the sounds in each word and remind children that together two e's can stand for the long e sound /ē/. Then write the word *Pete*. Explain that in some words that end in e, the final e is silent, and the first e stands for its long vowel sound. Point out the long vowel e, the consonant t, and the final silent e. Say the word, emphasizing long e.

BLEND WORDS ROUTINE

MODEL Write and display the word *eve*.

Say the Sounds: *I am going to say each sound in the word eve: the letter e stands for /ē/, the letter v stands for /v/, and the final e is silent.*

Blend the Sounds Together: *Now listen as I blend these sounds together: /ēēvvv/.*

APPLY Write and display the word *Pete*.

Say the Sounds: *Your turn! Say Pete. Now say each sound in the word. /p/ /ē/ /t/*

Blend the Sounds Together: *Now blend the sounds together. /pēēt/, Pete*

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

beep	meet	seep
eve	beet	keep

CHECK *Can children blend and decode long e words with ee and e_e?*

Not Yet: If children have difficulty decoding a word, model how to self-correct. Then guide children to decode first the vowel sound and then the whole word.

High-Frequency Words

Lightbulb It is important that children practice fluency with individual words as well as with connected texts. By reading individual words first, they get targeted skill practice, which prepares them for practicing with connected text.

TEACH Display this week's **Super Word Cards** *do, into, very, who* and last week's words *as, has, were, and their*. Randomly point to the words several times as children read the words.

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

APPLY/PRACTICE

Before children begin working, say picture names aloud.

STUDENT WORKBOOK

Phonics	p. 216
Super Words	p. 217

WORD-LEVEL READING FLUENCY

Guide children to read the words and sentence on Student Workbook p. 218. Remind them that some words will have the sound-spellings they are learning this week; others will have review sound-spellings.

keep	meet	eve
Pete	deep	feet
June	tune	use

Could Eve meet Pete?

Listen Up!

PHONOLOGICAL AWARENESS

Substitute Phonemes

EL Support children in focusing on the sounds. Say: /m/, meet. Children repeat. Then say: /f/, feet. Have children repeat. Then say both words together with children.

CHANGE SOUNDS ROUTINE

MODEL Change /m/ in meet to /f/ to form feet.

Listen: *I am going to change the sound in a word to say a new word. I will change /m/ in meet to /f/.*

Say the New Word: *When I change /m/ in meet to /f/, the new word is feet.*

APPLY Have children change /l/ in lid to /k/ to form kid.

Listen: *Your turn! Change /l/ in lid to /k/.*

Say the New Word: *What new word do you get when you change /l/ in lid to /k/? kid*

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

/d/ in deep to /p/ = peep

◀ /j/ in June to /t/ = tune

/r/ in road to /t/ = toad

/h/ in hot to /g/ = got

/t/ in tape to /sh/ = shape

/f/ in feel to /p/ = peel

CHECK Can children substitute beginning sounds to make new words?

Not Yet: Say the word *hot* and have children repeat. Ask them what the beginning sound in *hot* is. Tell them to change the beginning sound by adding the sound /g/ before *-ot*. Ask them to say the word. Then have them add /p/ to *-ot* and say the word. Have them add /n/ to *-ot* and say the new word.

Build Words!

PHONICS

Reinforce Word Recognition

REVIEW Reinforce word recognition and word-reading fluency. Use **Word Building Cards** to build *beet* and have children read the word aloud. Change one card at a time to build the words below and have children read aloud each one.

beet, beep, deep, keep, weep, peep

Reinforce Letter Formation

REVIEW Reinforce letter formation by modeling again how to form uppercase *B* and lowercase *b* and uppercase *V* and lowercase *v*. For directions on letter formation, please see Teacher's Guide pp. A68–A71.

APPLY Have children skywrite each letter before they complete p. 219 in their workbooks.

After children write their names, have them compare the way they wrote today with the way they wrote on p. 211 in Session 2. **Ask,** *Do you notice any difference? Circle the letters you think you can write better now than before.*

Encode Words

EL Words with long e spelled ee or e_e do not exist in Vietnamese or Haitian Creole. After you build *meet*, blend the sounds again with children, extending the long e sound.

BUILDING WORDS Use **Word Building Cards** to model building *meet*. Point to each card, say the sound, and then blend the word. Repeat for *keep* and *feet*.

DICTATION *We built some long e words. Let's write!*

SPELL IT ROUTINE

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

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

Connect Sounds to Spellings: *First, I will say the word slowly, Pete. Next, I will think about the first sound I hear. The first sound in Pete is /p/. I know that the letter p stands for /p/. I will write uppercase P because Pete is a name.*

Repeat for the remaining sounds to spell Pete. Point out that the final e is silent.

APPLY Have children write today's first dictation word in their Student Workbook.

Say the Word: *Your turn! The first word is beet. Say the word to yourself to think about the sounds.*

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

Dictate the words and sentence below. Then write them and have partners check each other's spelling.

1. beet
2. feet
3. We beep at Pete.

CHECK *Can children accurately spell long e words?*

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

High-Frequency Words

REVIEW Review this week's Super Words *do*, *into*, *very*, and *who*. Have children finger-write the words as they spell them aloud.

APPLY Display this week's and last week's **Super Word Cards**. Say sentences, leaving out the Super Word. Ask children to tell which Super Word fits in each blank:

I am ___ tired. very

We went to ___ house. their

The cat jumped ___ the box. into

___ had the ball? Who

I don't know how to ___ it. do

It rained ___ we walked to school. as

Jamal ___ a new ball. has

The children ___ going to the park. were

APPLY/PRACTICE

Before children begin working, say picture names aloud.

STUDENT WORKBOOK

Letter Formation	p. 219
Phonics: Spelling	p. 220
Super Words	p. 221

Let's Read!

Turn to the next page to have children read *Eve Meets Pete*.

Let's Read! Words with Long e: ee, e_e
Super Words: do, into, very, who

Eve Meets Pete



Eve is a big, deep cloud.
Eve is **very** sad in the sky.
"Who do I meet up in the sky?"
One week, Eve met a gull.
"My name is Pete!" peeps Pete.



Pete and Eve make a fun rule.
Pete will ride up **into** the sky.
Pete will tuck his feet in.
Pete will puff up like a cube.
Is it Pete or is it Eve?

222 WEEK 27 • Session 4 WEEK 27 • Session 4 223

Let's Read!

- **Introduce:** This week, children will read about cloudy weather. This text, *Eve Meets Pete*, is about a lonely cloud who meets a friend.
- **Share:** Unit Words *cloud, feel, out, sky*

Read Connected Text

EL Identify Eve and Pete and say the characters' names with children. Use gestures as you explain the words *tuck* and *cube* and the phrase *puff up*.

TEACH/MODEL Read aloud the title. Tell children they will read about a cloud who meets a friend. Call attention to the name *Eve* and the word *deep* in the first sentence. Remind children that the long e vowel sound can be spelled in different ways. Point out the VCe vowel pattern in *Eve*. Review that the first e stands for the long e sound, /ē/, and the final e is silent. Repeat with *deep*, reminding children that ee also stands for the long e sound, /ē/.

APPLY Call attention to long e words, this week's Super Words in bold, and the Unit Words. Then write and display words from the text, such as *meet*, *week*, and *Pete*, to have children practice reading target-skill words for automaticity. Then read the text in unison with children. Have children point to each word as they read. If time permits, have children reread the text using partner-reading or whisper-reading.

CHECK *Are children able to read the text accurately?*

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

Let's Read!

Words with **Long e: ee, e_e**
Super Words: **do, into, very, who**

Eve Meets Pete



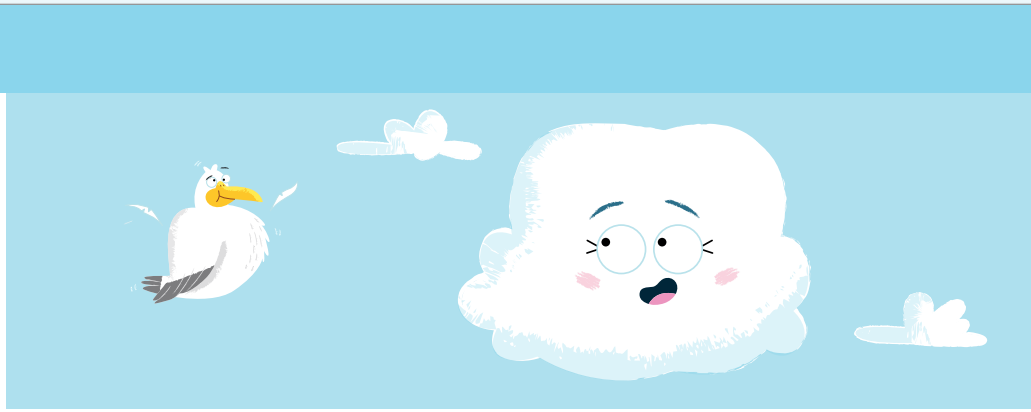
Eve is a big, deep cloud.

Eve is **very** sad in the sky.

"Who do I meet up in the sky?"

One week, Eve met a gull.

"My name is Pete!" peeps Pete.



Pete and Eve make a fun rule.
Pete will ride up **into** the sky.
Pete will tuck his feet in.
Pete will puff up like a cube.
Is it Pete or is it Eve?

SELF-CORRECTION

ACCURACY Fix-Up Strategy

Confirm and Correct Word Recognition

Remind children that fix-up strategies are tools they can use to help them as they read. Guide children to use **Confirm and Correct Word Recognition** to read words accurately. **Say,** *When you get stuck on a word, stop and reread the word by sounding out each part and then blending the sounds. Read the whole word again. Then ask yourself: Have I heard this word before? Finally, check that the word makes sense by rereading the entire sentence. Ask yourself: Does the word make sense in this sentence?*

Demonstrate not making sense of what you have read. Model using the Fix-Up Strategy to self-correct.

Let's Read! Look at the Sky

- These sessions may be done throughout the week during whole-group or small-group experiences.
- **Introduce:** Remind children of the Unit Topic, What's the Weather? This week they are learning about different weather. In this text, they will read about cloudy weather and rain.

- **Genre:** Informational
- **Unit Words:** *cloud, feel, out, sky*
- **Story Words:** *look, rain, stop*
- **Super Words:** *into, do, very, who*

SESSION 1 Introduce

- EL** Explain the words *peeks, heels, teens, and seeds*. Discuss why someone might ask, "Will it rain?"

Review the Unit Topic and Weekly Focus with children. Then have children point to the title and read it aloud together. Preview the book. Provide background: ask children if they ever look at the clouds in the sky and see different shapes. Preteach the Story Words. Then, guide children to set a purpose for reading, such as to find out what is in the sky.

Read aloud the first page as children follow along. Model pointing to each word 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. 3, model misreading the word *like* as *lick*.

Say, *Does lick make sense in this sentence? I'm going to use the Fix-Up Strategy Confirm and Correct Word Recognition to read the word correctly.* Demonstrate reading out loud and correcting your error.

Have children read aloud up to p. 4. Remind them to use a Fix-Up Strategy when they misread.

After reading, check for understanding by asking:

- *What do the children see in the clouds? pig, cat, dog, bone*

SESSION 3 Build Independence

- EL** Partner children. Have them help each other read and share what they learn about the clouds in the sky.

CONCEPTS OF PRINT Point to the first line of the text and ask children to count the number of words. Have children point to each word in the sentence. **Ask,** *What is special about the first word in the sentence? It begins with a capital letter.*

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

After reading, check for understanding by asking:

- *Why do the teens think it might rain? They see clouds in the sky.*

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.

- **Connect to Self:** *What do you see when you look up in the sky? Responses will vary.* Provide sentence starters, such as *When I look up in the sky, I see ___.*
- **Connect to Topic:** *How is this text like other books you've read this week? They all tell about weather.*

Student Workbook Answer Key

Phonics Complete the words.

f_eed p_eek f_eel s_een
n_eed w_eek p_eel t_een

Super Words Trace and write each word.

do into very who

1. do do
2. into into
3. very very
4. who who

208 WEEK 27 • Session 1 209

Phonics Read out loud.

1. feed week feel
2. seen heel peek
3. cube tube rule
4. What do seeds need?

Letter Formation Trace and write the letters. Fill the lines. Circle your best letters!

D D D D D D
d d d d d d
E E E E E E
e e e e e e

Write your name.

210 WEEK 27 • Session 1 211

Phonics: Spelling Listen and write the words.

1. weed
2. seed

Listen and write the sentence.

3. The eel peeks out.

Super Words Write the missing letters to spell the words.

do into very who

1. d o
2. i n t o
3. v e r y
4. W h o

212 WEEK 27 • Session 2 213

Phonics Draw lines to sort words.

beep meet Pete
feet eve keep
ee e_e

Super Words Trace the Super Word to complete each sentence. Read aloud with a partner.

1. Do you feel fine?
2. Eve is very late.
3. Who is Pete?
4. The seed fell into the hole.

214 WEEK 27 • Session 3 216

Phonics Read out loud.

1. keep meet eve
2. Pete deep feet
3. June tune use
4. Could Eve meet Pete?

Letter Formation Trace and write the letters. Fill the lines. Circle your best letters!

B B B B B B
b b b b b b
V V V V V V
v v v v v v

Write your name.

218 WEEK 27 • Session 3 219

Phonics: Spelling Listen and write the words.

1. beet
2. feet

Listen and write the sentence.

3. We beep at Pete.

Super Words Build sentences! Write the missing words.

do into very who

1. Do eels have fins?
2. Who keeps the weeds?
3. Eve came into the lake.
4. The lake is very deep.

220 WEEK 27 • Session 4 221

Cumulative Review Circle the letters that each picture name ends with.

eed eek een eel ete eep
eet een eve eet eed eet

Cumulative Review Build a story! Write the missing words.

do has into very who

1. Eve has a dog, Pete.
2. So who feeds Pete?
3. Eve, do you feed Pete?
4. Pete gets into the cake!
5. Pete is very quick!

306 WEEK 27 • Cumulative Review 307

1. Administer the **Whole-Class Assessment** to track progress on written tasks. Have children turn to Student Workbook p. 224.
2. Then, in small groups or individually, administer the **Individual Assessment** to track progress on oral and listening tasks. Have children read from Teacher's Guide p. 246 for Part 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 sounds and words they learned this week.

PART 1: Encode Target Sound-Spellings

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

- | | |
|--------------------|--------------------|
| 1. /ē/ /k/ (seek)* | 3. /ē/ /d/ (need)* |
| 2. /ē/ /l/ (peel)* | 4. /ē/ /p/ (keep)* |

PART 3: Spell High-Frequency Words

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

- | | |
|---------|---------|
| 1. into | 3. who |
| 2. do | 4. very |

PART 2: Encode Target Words

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

- | | |
|---------|--------|
| 1. feed | 2. eve |
|---------|--------|

Individual Assessment

PART 4: Isolate, Blend, and Substitute Phonemes

PART 4a: ISOLATE PHONEMES

Have each child isolate the medial sound in one word using the directions in Part 4a. Choose a different word for each child if working in small groups.

DIRECTIONS	PROMPT	ANSWER KEY		DIRECTIONS	PROMPT	ANSWER KEY
<i>I will say a word. You will say the middle sound in the word. Listen: feet. The middle sound is /ē/. See below for Monitor tip.</i>	feet	/ē/	If the child makes an error, move to Segmenting Onset & Rime . If not, continue to Part 4b .	<i>I will say a word. You will say the first sound you hear and then the rest of the word. I will do it first: feet. /f/ /ēt/.</i>	feet	/f/ /ēt/
	deep	/ē/			deep	/d/ /ēp/
	heel	/ē/			heel	/h/ /ēl/
	bake	/ā/			bake	/b/ /āk/
	wipe	/ī/			wipe	/w/ /īp/

MONITOR If a child says a sound from a different part of the word, provide a second prompt: *Can you tell me the sound you hear in the middle of the word?*

PART 4b: BLEND PHONEMES

Have each child blend one word using the directions in Part 4b. Choose a different word for each child if working in small groups.

DIRECTIONS	PROMPT	ANSWER KEY		DIRECTIONS	PROMPT	ANSWER KEY
<i>I will say the sounds in a word. Then you will say the word. Listen as I do it first: /w/ /ē/ /d/. The word is weed.</i>	/w/ /ē/ /d/	weed	If the child makes an error, move to Blending Onset & Rime . If not, continue to Part 4c .	<i>I will break a word into two parts—the first sound and the rest of the word. You will say the word. I will do it first: /w/ /ēd/. The word is weed.</i>	/w/ /ēd/	weed
	/p/ /ē/ /k/	peek			/p/ /ēk/	peek
	/b/ /ē/ /t/	beet			/b/ /ēt/	beet
	/n/ /ē/ /d/	need			/n/ /ēd/	need
	/f/ /ē/ /l/	feel			/f/ /ēl/	feel

PART 4c: SUBSTITUTE PHONEMES

Have each child substitute the initial sound in one word using the directions in Part 4c. Choose a different word for each child if working in small groups.

DIRECTIONS	PROMPT	ANSWER KEY		DIRECTIONS	PROMPT	ANSWER KEY
<i>I will say a word and ask you to change a sound in the word. You will say the new word. Listen: The word is need. If you change /n/ to /f/, what is the new word? The new word is feed.</i>	need; /n/ to /f/	feed	If the child makes an error, move to Isolating Phonemes . If not, continue to Part 5 .	<i>I will say a word. You will say the first sound in the word. Listen: need. The first sound is /n/. See below for Monitor tip.</i>	need	/n/
	weep; /w/ to /k/	keep			weep	/w/
	feed; /f/ to /s/	seed			feed	/f/
	wheel; /hw/ to /h/	heel			wheel	/hw/
	leek; /l/ to /w/	week			leek	/l/

MONITOR If a child says a sound from a different part of the word, provide a second prompt: *Can you tell me the sound you hear at the beginning of the word?*

PART 5: Read Connected Text

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

- I set the **seed** **into** the mud.
- Do** not **peek** **into** the cave.
- They **do** not **need** to use the dime.
- Do** they **peel** the lime?
- Do** you **need** their rope?
- Pete** and **Eve** are **very** quick.
- Who** has **seen** the **teen**?
- Who** can use this **deep** pot?
- Who** can **feed** the mule?
- They **keep** the lane **very** wide.

Connected Text Key	• <u>High-Frequency Words</u>	• <u>Target Sound-Spelling</u>	• <u>Target Words</u>
---------------------------	-------------------------------	--------------------------------	-----------------------

Individual Assessment

1. I set the seed into the mud.
2. Do not peek into the cave.
3. They do not need to use the dime.
4. Do they peel the lime?
5. Do you need their rope?
6. Pete and Eve are very quick.
7. Who has seen the teen?
8. Who can use this deep pot?
9. Who can feed the mule?
10. They keep the lane very wide.

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: ISOLATE, BLEND, SUBSTITUTE PHONEMES

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



Then provide additional modeling and practice using the **SS&A Cards**. For example, say a word and isolate the medial phoneme: *The middle sound in feet is /ē/*. Have children say the sound with you. Then follow the articulation support on the **SS&A Cards** for e to have them practice making the /ē/ sound with their mouths. Continue by having them isolate /ē/ in *meet*, *keep*, and *week*. Then have children practice isolating the /ē/ sound in more words.

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



Then provide additional modeling and practice using familiar words, like *meet*. Model how to say the individual phonemes in the word and then blend the whole word: /m/ /ē/ /t/. *Meet*. Have children repeat after you. Next, say a word in individual phonemes: /d/ /ē/ /p/. Have children practice by orally blending the phonemes and then saying the word: *deep*.

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



Then provide additional practice using a visual support. For example, write the words *need* and *seed*. Have children read each word. Model how to substitute a phoneme in the first word to make the new word. Point to each word and **say, need, seed**. *If I change the /n/ sound in need to /s/, I hear /s/, seed*. 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...



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

PART 5: 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 long e spelled ee and e_e. Display problematic words with the letters ee or e_e underlined in each. Say each word, emphasizing the long e sound. Have children read after you.

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



Then compare results to Part 3. If a pattern of errors emerges, display the **Super Word Cards** for *into*, *do*, *who*, and *very*. Read each word aloud and have children clap as they say each letter to spell the word. Then cover the card and repeat the activity.

If children made errors that were inconsistent with Parts 1-3...



Then have children reread *Who Needs Sun?* and *Eve Meets Pete* for more practice.

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

Whole-Class Assessment

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

PART 1: Encode Target Sound-Spellings

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

- | | |
|---------------|------------------|
| 1. /ŭ/ (fun)* | 3. /ě/ (bed)* |
| 2. /ē/ (eve)* | 4. /yōō/ (cube)* |

PART 3: Spell High-Frequency Words

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

- | | |
|---------|----------|
| 1. how | 3. now |
| 2. down | 4. which |

PART 2: Encode Target Words

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

- | | |
|---------|--------|
| 1. meet | 3. use |
| 2. get | 4. eve |

Individual Assessment

PART 4: Read Connected Text

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

PASSAGE 1

Eve and *June* get a *seed*. *Eve* digs a *deep hole*. *June* sets the *seed down into* it. They get a *hose*. They *use* it to *keep* the *seed* wet. *Now* what will *poke* up from the *hole*?

- **PASSAGE 1:** 3 high-frequency words, 14 *target words*
- **PASSAGE 2:** 5 high-frequency words, 17 *target words*

PASSAGE 2

Pete *likes* to *ride* on his *bike*. But a *wheel* *has* a *hole* in it! *How* will *Pete* *use* his *bike* *now*? *Pete* *needs* to *call* *June*. *June* will fix the *wheel*. *Now* *Pete* can *ride* on his *bike*!

Individual Assessment

Eve and June get a seed.
Eve digs a deep hole.
June sets the seed down into it.
They get a hose.
They use it to keep the seed wet.
Now what will poke up from the hole?

Pete likes to ride on his bike.
But a wheel has a hole in it!
How will Pete use his bike now?
Pete needs to call June.
June will fix the wheel.
Now Pete can ride on his bike!

Instructional Next Steps

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

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

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

PART 4: 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 long *u* spelled *u_e*, long *e* spelled *-ee* or *i_e*, and/or any other long or short vowel sounds 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 the 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 words.

If children made errors across target sound-spellings and high-frequency words...



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** such as Confirm and Correct Word Recognition or Read More Slowly.

What's the Weather?

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

Unit Skills

Phonics Focus

Have children look carefully at Student Workbook p. 280 to find the listed items in the picture that have some of the sound-spellings they have learned or reviewed in this unit. Tell children they may find other things with the unit sounds and letters, too! Answers may include: jet, hill, ducks, lake, pine (tree), weeds.

Long *u*: -*u_e*

Long *e*: -*ee*, *e_e*

Review Short and Long *a*, *e*, *i*, *o*, *u*

Super Words

Review the Super Words that children have learned in this unit. Say each word and call on volunteers to spell it, clapping each letter. Then have another volunteer use the word in an oral sentence.

as, has, their, were

do, into, very, who

more, other, people, your

all, also, call, many

down, how, now, which



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 types of weather they read about. Provide sentence frames to help children recall details from the texts.

MAKE CONNECTIONS Guide children to make connections between the texts and the Unit Topic, What's the Weather? Have children share ideas with each other. Then have a few children share ideas with the class. Guide children to discuss how weather affects them every day.

cloud

feel

out

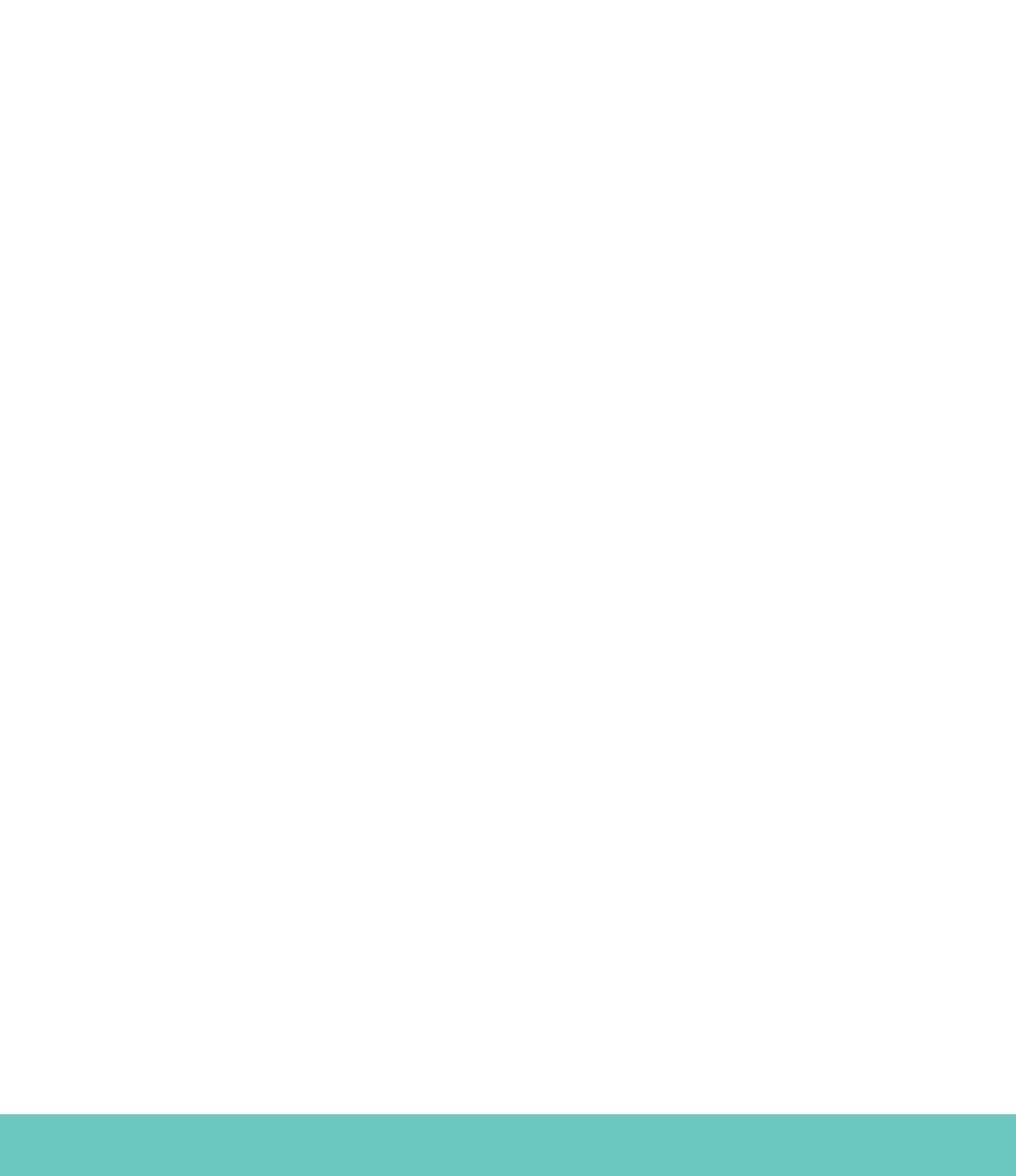
sky

When the weather is ____, I feel ____.

I like to go out to play when the weather is ____ because ____.

I once saw a cloud that looked like ____.

I like it when the sky is ____.





Teacher Resources

Assessment

Monitor Progress with Program Assessments	A54
Directions and Scoring	A55
Whole-Class Instructional Next Steps	A57
Weekly Assessment Tracker	A58
Unit Assessment Tracker	A61

Supporting English Language Learners

Language Transfer Chart	A64
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Instructional Resources

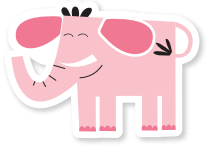
Understanding Phonetic Spellings	A67
Letter Formation Guide	A68

Family Letters

Welcome to <i>Magnetic Reading Foundations</i>	A72
Celebrating Student Progress	A73

Supporting Research	A74
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Credits	A78
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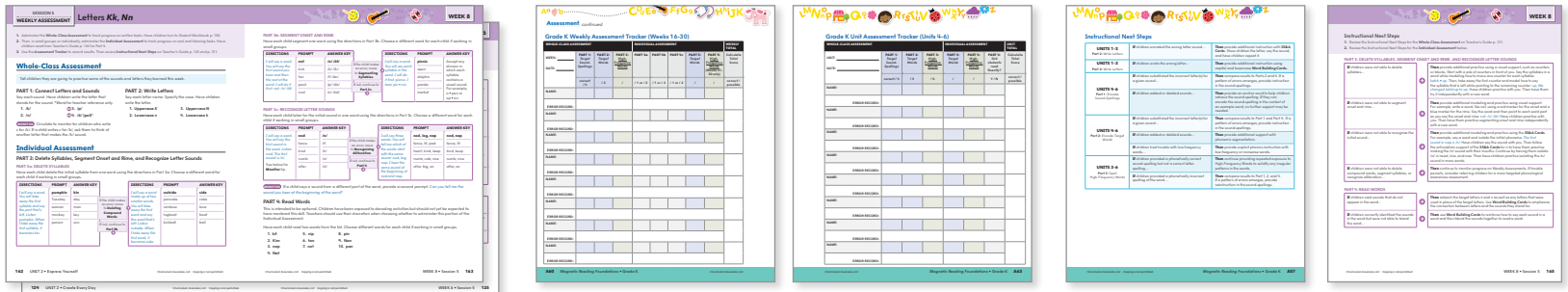


Assessment

Monitor Progress with Program Assessments

Use *Magnetic Reading Foundations'* Weekly formative and Unit summative 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–A63.

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 children 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 student responses in the assessment tracker.

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

Scoring the Whole-Class Assessments

Directions

- After the Whole-Class assessment has been administered, use a copy of the Weekly or Unit Assessment Tracker (pp. A58-A63) and Session 5 in the Student Workbook to evaluate children’s progress. An answer key for the Student Workbook can be found on 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 during each Part in the Error Record Row beneath the corresponding score (see image below).

Scoring Guidelines

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

Assessment *continued*

Grade K Weekly Assessment Tracker (Weeks 1-10)

WHOLE-CLASS ASSESSMENT		INDIVIDUAL ASSESSMENT				WEEKLY TOTAL
WEEK:	PART 1: Target Sound-Spellings	PART 2: Letters	PART 3a	PART 3b	PART 3c (Weeks 6-10 only)	Calculate Total Score
DATE:	correct / possible	/n	/1 or /2	/1 or /2	/1 or /2	correct / possible
NAME:						
ERROR RECORD:						
NAME:						
ERROR RECORD:						
NAME:						
ERROR RECORD:						
NAME:						
ERROR RECORD:						
NAME:						
ERROR RECORD:						
NAME:						
ERROR RECORD:						

Assessment Tracker

Weekly Assessment

Listen and write the letters.

- _____
- _____
- _____
- _____

150 WEEK 8 • Session 5

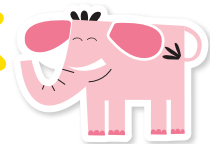
Student Workbook

Assessment *continued*

Grade K Weekly Assessment Tracker (Weeks 16-30)

WHOLE-CLASS ASSESSMENT		INDIVIDUAL ASSESSMENT						WEEKLY TOTAL	
WEEK:	PART 1: Target Sound-Spellings	PART 2: Target Words	PART 3: High-Frequency Words	PART 4a	PART 4b	PART 4c	PART 5: Target Words	PART 5: High-Frequency Words (Weeks 21-30 only)	Calculate Total Score
DATE:	correct / 4	/ 2	/	/1 or /2	/1 or /2	/1 or /2	/	/	correct / possible
NAME: Kyle	4 / 4	1 / 2	1 / 2	1 / 2	1 / 2	1 / 1	3 / 3	2 / 2	14 / 18
ERROR RECORD:	made this		mane make						
NAME: Erin									

Sample Assessment Tracker Record

**Assessment** *continued***Scoring the Individual Assessment****Directions**

- While administering the Individual Assessment, use a copy of the Weekly or Unit Assessment Tracker (pp. A58-A63)
- For multipart items (such as those labeled 4a, 4b, and 4c), 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 two separate scores in the Assessment Tracker based on the sentences children read: Target Words and High-Frequency Words.
 - If the child makes an error, first determine which type of word it is.
 - Then, add up the total possible points for that type of word and subtract errors made for that type of word.
- Note 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.

Aa b C D E F G H h i j k

Assessment *continued*

Grade K Weekly Assessment Tracker (Weeks 16-30)

WHOLE-CLASS ASSESSMENT			INDIVIDUAL ASSESSMENT					WEEKLY TOTAL	
WEEK: _____	PART 1: Target Sound- Spellings	PART 2: Target Words	PART 3: High- Frequency Words	PART 4a	PART 4b	PART 4c	PART 5: Target Words	PART 5: High- Frequency Words (Weeks 21- 30 only)	Calculate Total Score
DATE: _____	correct / 4	/ 2	/	/ 1 or / 2	/ 1 or / 2	/ 1 or / 2	/	/	correct / possible
NAME: Kyle	4 / 4	1 / 2	1 / 2	1 / 2	1 / 2	1 / 1	3 / 3	2 / 2	14 / 18
ERROR RECORD:	made this		mane make						

Completed Assessment Tracker for 1 Student

Using Instructional Next Steps

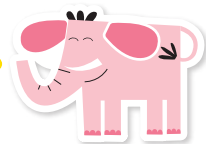
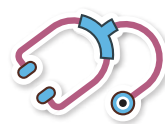
If children miss two or more items in any category, find the corresponding section in the Instructional Next Steps and follow the instructions.

- Instructional Next Steps for the Whole-Class portion of the assessment is on p. A57.
- Instructional Next Steps for the Individual portion of the assessment immediately follows the assessment in Session 5 of the Teacher's Guide.



Instructional Next Steps

<p>UNITS 1-3 Part 2: Write Letters</p>	<p>If children encoded the wrong letter sound...</p>	<p>Then provide additional instruction with SS&A Cards. Show children the letter, say the sound, and have children repeat it.</p>
<p>UNITS 1-3 Part 2: Write Letters</p>	<p>If children wrote the wrong letter...</p>	<p>Then provide additional instruction using capital and lowercase Word Building Cards.</p>
<p>UNITS 4-6 Part 1: Encode Sound-Spellings</p>	<p>If children substituted the incorrect letter(s) for a given sound...</p>	<p>Then compare results to Parts 2 and 4. If a pattern of errors emerges, provide instruction in the sound-spellings.</p>
	<p>If children added or deleted sounds...</p>	<p>Then provide an anchor 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.</p>
<p>UNITS 4-6 Part 2: Encode Target Words</p>	<p>If children substituted the incorrect letter(s) for a given sound...</p>	<p>Then compare results to Part 1 and Part 4. If a pattern of errors emerges, provide instruction in the sound-spellings.</p>
	<p>If children added or deleted sounds...</p>	<p>Then provide additional support with phonemic segmentation.</p>
	<p>If children had trouble with low-frequency words...</p>	<p>Then provide explicit phonics instruction with low-frequency or nonsense words.</p>
<p>UNITS 3-6 Part 3: Spell High-Frequency Words</p>	<p>If children provided a phonetically correct sound-spelling but not a correct letter-spelling...</p>	<p>Then continue providing repeated exposure to High-Frequency Words to solidify any irregular patterns in the words.</p>
	<p>If children provided a phonetically incorrect spelling of the word...</p>	<p>Then compare results to Part 1, 2, and 4. If a pattern of errors emerges, provide reinstruction in the sound-spellings.</p>



Assessment *continued*

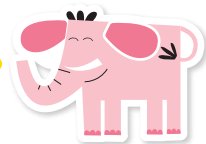
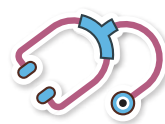
Grade K Weekly Assessment Tracker (Weeks 1-10)

WHOLE-CLASS ASSESSMENT			INDIVIDUAL ASSESSMENT				WEEKLY TOTAL
WEEK: _____	PART 1: Target Sound- Spellings	PART 2: Letters	PART 3a	PART 3b	PART 3c (Weeks 6-10 only)	PART 4	Calculate Total Score
DATE: _____							correct / possible
NAME:							
ERROR RECORD:							
NAME:							
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ERROR RECORD:							



Grade K Weekly Assessment Tracker (Weeks 11-15)

WHOLE-CLASS ASSESSMENT				INDIVIDUAL ASSESSMENT				WEEKLY TOTAL
WEEK: _____	PART 1: <i>Target Sound-Spellings</i>	PART 2: Letters	PART 3: <u>High-Frequency Words</u>	PART 4a	PART 4b	PART 4c	PART 5: <i>Target Words</i>	Calculate Total Score
DATE: _____	correct / 4	/ 4	/ 2	/ 1 or / 2	/ 1 or / 2	/ 1 or / 2	/	correct / possible
NAME:								
ERROR RECORD:								
NAME:								
ERROR RECORD:								
NAME:								
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ERROR RECORD:								



Assessment *continued*

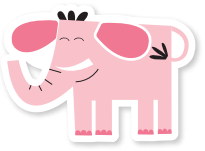
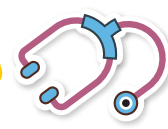
Grade K Weekly Assessment Tracker (Weeks 16-30)

WHOLE-CLASS ASSESSMENT				INDIVIDUAL ASSESSMENT					WEEKLY TOTAL
WEEK: _____ DATE: _____	PART 1: <i>Target Sound- Spellings</i>	PART 2: <i>Target Words</i>	PART 3: <i>High- Frequency Words</i>	PART 4a	PART 4b	PART 4c	PART 5: <i>Target Words</i>	PART 5: <i>High- Frequency Words (Weeks 21- 30 only)</i>	Calculate Total Score
	correct / 4	/ 2	/	/ 1 or / 2	/ 1 or / 2	/ 1 or / 2	/	/	correct / possible
NAME:									
ERROR RECORD:									
NAME:									
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Grade K Unit Assessment Tracker (Units 1-2)

WHOLE-CLASS ASSESSMENT			INDIVIDUAL ASSESSMENT			UNIT TOTAL
UNIT: _____	PART 1: <i>Target Sound-Spellings</i>	PART 2: Letters	PART 3: Letters	PART 4: Reading	PART 5: Concepts of Print	Calculate Total Score
DATE: _____	correct / 4	/ 4	/ 4	/	/	correct / possible
NAME:						
ERROR RECORD:						
NAME:						
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ERROR RECORD:						



Assessment *continued*

Grade K Unit Assessment Tracker (Unit 3)

WHOLE-CLASS ASSESSMENT				INDIVIDUAL ASSESSMENT		UNIT TOTAL
UNIT: _____	PART 1: <i>Target Sound-Spellings</i>	PART 2: Letters	PART 3: <u>High-Frequency Words</u>	PART 4: Letters	PART 5: Reading	Calculate Total Score
DATE: _____	correct / 4	/ 6	/ 4	/ 6	/	correct / possible
NAME:						
ERROR RECORD:						
NAME:						
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ERROR RECORD:						



Grade K Unit Assessment Tracker (Units 4-6)

WHOLE-CLASS ASSESSMENT				INDIVIDUAL ASSESSMENT			UNIT TOTAL
UNIT: _____	PART 1: <i>Target Sound-Spellings</i>	PART 2: <i>Target Words</i>	PART 3: <i>High-Frequency Words</i>	PART 4: <i>Target Words</i>	PART 4: <i>High-Frequency Words</i>	PART 4: <i>Did students read fluently?</i>	Calculate Total Score
DATE: _____	correct / 4	/ 4	/ 4	/	/	Y / N	correct / possible
NAME:							
ERROR RECORD:							
NAME:							
ERROR RECORD:							
NAME:							
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Language Transfers

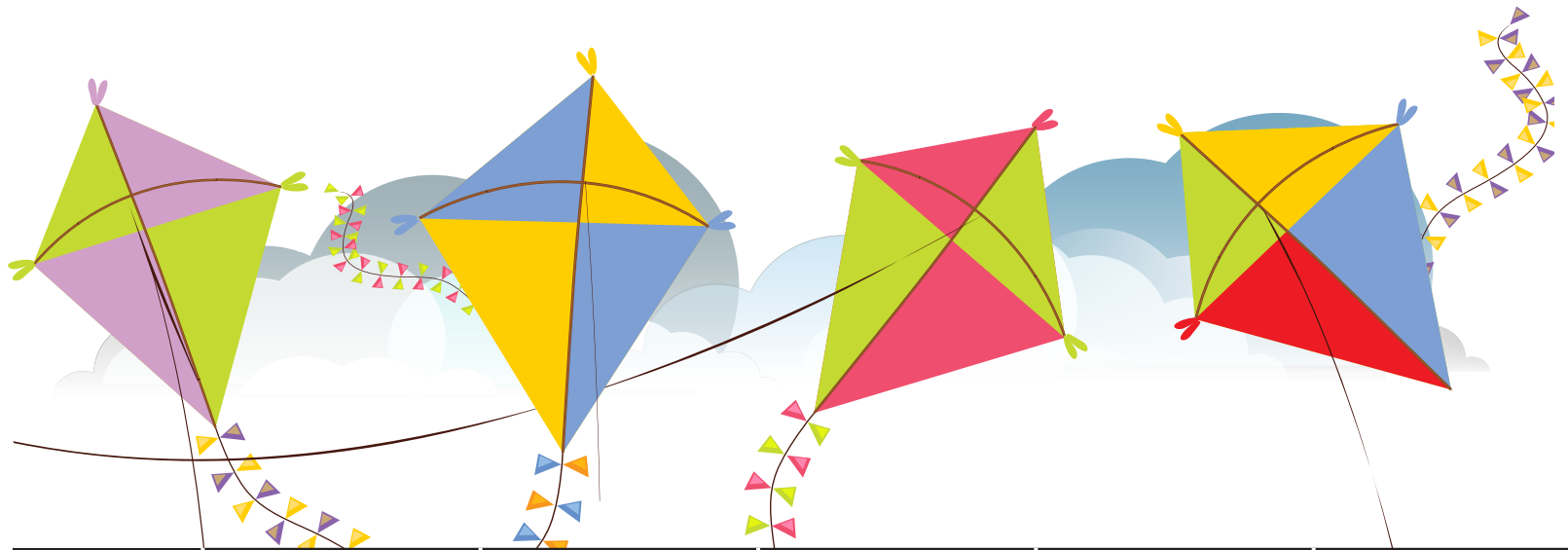
This resource compares English sounds and sound-spellings introduced in Grade K to those in the top five home languages spoken in the U.S. by English learners: Spanish, Mandarin, Vietnamese, Arabic, and Haitian Creole.

The sound transfers and sound-spelling transfers are indicated as follows:

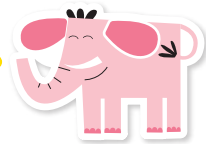
- **Yes:** a sound or sound-spelling transfers from English to a home language (the sound and/or sound-spelling exists in the home language)
- **Approx.:** there is an approximate transfer (there is a similar sound and/or sound-spelling match)
- **No:** does not transfer (the sound does not exist and/or 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, pre-teach it, and use EL Support strategies in the lessons.

ENGLISH	SPANISH		MANDARIN		VIETNAMESE		ARABIC		HAITIAN CREOLE	
	Sound Transfers?	Sound-Spelling Transfers?	Sound Transfers?	Sound-Spelling Transfers?	Sound Transfers?	Sound-Spelling Transfers?	Sound Transfers?	Sound-Spelling Transfers?	Sound Transfers?	Sound-Spelling Transfers?
Consonants										
Bb	yes	yes	no	no	yes	yes	yes	no	yes	yes
Cc /k/	yes	yes	yes	no	yes	yes	yes	no	yes	no
Dd (beg.)	approx.	approx.	approx.	approx.	yes	no	yes	no	yes	yes
Dd (final)	no	no	no	no	yes	no	yes	no	yes	yes
Ff	yes	yes	yes	yes	yes	no	yes	no	yes	yes
Gg (beg.)	yes	yes (ga, go, gu only)	yes	yes	yes	yes	no	no	yes	yes
Gg (final)	yes	yes	no	no	yes	yes	no	no	yes	yes
Hh	approx.	no	no	no	yes	yes	yes	no	no	no
Jj	no	no	no	no	approx.	no	yes	no	no	no
Kk	yes	yes	yes	yes	yes	yes	yes	no	yes	yes
Ll (beg.)	yes	yes	yes	yes	yes	yes	yes	no	yes	yes
Ll (final)	yes	yes	no	no	yes	yes	yes	no	yes	yes
Mm	yes	yes	yes	yes	yes	yes	yes	no	yes	yes
Nn	yes	yes	yes	yes	yes	yes	yes	no	yes	yes
Pp	yes	yes	yes	yes	yes	yes	no	no	yes	yes
Qq	yes	no	no	no	yes	yes	yes	no	yes	no
Rr (beg.)	approx.	approx.	approx.	approx.	yes	yes	yes	no	no	no
Rr (final)	approx.	approx.	no	no	yes	yes	yes	no	no	no
Ss	yes	yes	yes	yes	yes	yes	yes	no	yes	no



ENGLISH	SPANISH		MANDARIN		VIETNAMESE		ARABIC		HAITIAN CREOLE	
	Sound Transfers?	Sound-Spelling Transfers?	Sound Transfers?	Sound-Spelling Transfers?	Sound Transfers?	Sound-Spelling Transfers?	Sound Transfers?	Sound-Spelling Transfers?	Sound Transfers?	Sound-Spelling Transfers?
Consonants (continued)										
Tt	yes	yes	yes	yes	yes	yes	yes	no	approx.	approx.
Vv	no	no	no	no	yes	yes	no	no	yes	yes
Ww	yes	no	yes	yes	no	no	yes	no	yes	yes
Xx	yes	yes	yes	no	no	no	no	no	yes	no
Yy	yes	yes	yes	yes	yes	no	yes	no	yes	yes
Zz (beg.)	no	no	no	no	yes	no	yes	no	yes	yes
Zz (final)	no	no	no	no	yes	no	yes	no	yes	yes
Short Vowels										
a (<i>cat</i>)	approx.	approx.	no	no	approx.	approx.	yes	no	yes	yes
e (<i>pet</i>)	yes	yes	yes	yes	yes	yes	no	no	yes	no
i (<i>sit</i>)	approx.	no	approx.	no	no	no	yes	no	no	no
o (<i>hot</i>)	approx.	approx.	approx.	approx.	yes	yes	no	no	yes	no
u (<i>cut</i>)	approx.	no	no	no	approx.	no	yes	no	no	no
Double Consonants										
-ss (<i>mess</i>)	yes	no	yes	no	no	no	yes	no	no	no
-ll (<i>hill</i>)	yes	no	yes	no	no	no	yes	no	no	no
-ff (<i>puff</i>)	yes	no	yes	no	no	no	yes	no	no	no
-zz (<i>jazz</i>)	no	no	no	no	no	no	yes	no	no	no
Consonant Digraphs										
-ck (<i>duck</i>)	yes	no	yes	no	yes	no	yes	no	no	no



Language Transfers *continued*

ENGLISH	SPANISH		MANDARIN		VIETNAMESE		ARABIC		HAITIAN CREOLE		
	Sound Transfers?	Sound-Spelling Transfers?	Sound Transfers?	Sound-Spelling Transfers?	Sound Transfers?	Sound-Spelling Transfers?	Sound Transfers?	Sound-Spelling Transfers?	Sound Transfers?	Sound-Spelling Transfers?	
Long Vowels											
a: -a_e (name)	yes	no	yes	no	approx.	no	no	no	yes	no	
e: -ee (seed)	yes	no	approx.	no	approx.	no	approx.	no	approx.	no	
e: -e_e (Pete)	yes	no	approx.	no	approx.	no	approx.	no	approx.	no	
i: -i_e (time)	yes	no	approx.	no	approx.	no	yes	no	yes	no	
o: -o_e (cone)	yes	no	yes	no	approx.	no	no	no	approx.	no	
u: -u_e (cube)	approx.	no	approx.	no	approx.	no	yes	no	yes	no	

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.



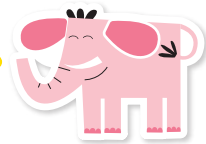


Phonetic Spellings

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

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





Letter Formation

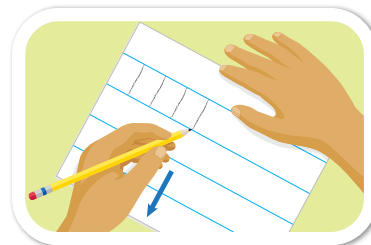
Get Ready!

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



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

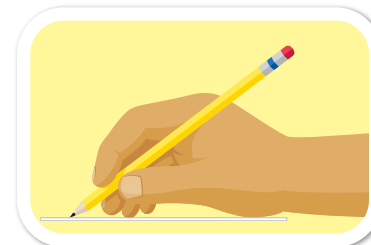
2. **Position for left-handed writers:** Writers should slant the paper at a 45-degree angle toward their left hand. This creates a space where writers can easily see the paper. They should rest both arms on the desk, using their right hand to move the paper as they write.



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



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





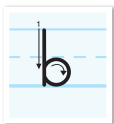
Go!

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



A: 1. Slant backward. 2. Lift and slant forward. 3. Lift and draw across to join your lines.

a: 1. Circle backward all the way around. Draw straight down.



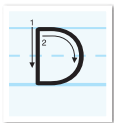
B: 1. Draw straight down. 2. Lift. Draw forward, curve down, and draw backward to your line. Draw forward, curve down, and draw backward to your line again.

b: 1. Draw straight down and go back up to the middle. Circle forward all the way around to the bottom.



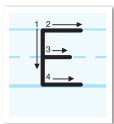
C: 1. Start near the top. Circle backward, almost all the way.

c: 1. Start near the middle. Circle backward, almost all the way.



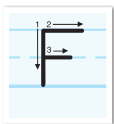
D: 1. Draw straight down. 2. Lift. Draw forward, curve down to the bottom, and draw backward to your line.

d: 1. Circle backward all the way around and then straight up to the top. Draw straight down.



E: 1. Draw straight down. 2. Lift and draw forward. 3. Lift. Move to the middle and draw forward. 4. Lift. Move to the bottom and draw forward.

e: 1. Draw straight across. Circle backward, almost all the way.



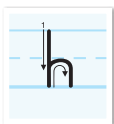
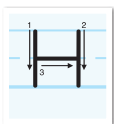
F: 1. Draw straight down. 2. Lift and draw forward. 3. Lift. Move to the middle and draw forward.

f: 1. Curve backward. Then draw straight down. 2. Lift. Draw straight across your line.



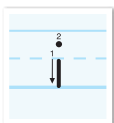
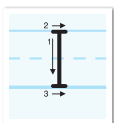
G: 1. Start near the top. Circle backward, almost all the way. Draw straight backward.

g: 1. Circle backward all the way around. Draw straight down and curve backward.



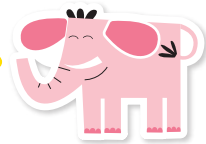
H: 1. Draw straight down. 2. Lift. Move forward a little. Draw straight down again. 3. Lift and draw across to join your lines.

h: 1. Draw straight down and go back up to the middle. Curve forward and draw straight down.

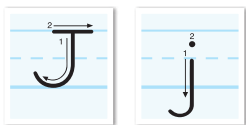


I: 1. Draw straight down. 2. Lift and draw across at the top. 3. Lift and draw across at the bottom.

i: 1. Draw straight down. 2. Lift and draw a dot above the line.

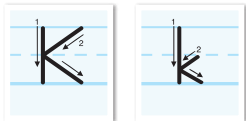


Letter Formation *continued*



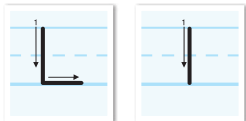
J: 1. Draw straight down and curve backward. 2. Lift and draw across at the top.

j: 1. Draw straight down and curve backward. 2. Lift and draw a dot above the line.



K: 1. Draw straight down. 2. Lift to the top. Slant backward and then slant forward.

k: 1. Draw straight down. 2. Lift. Slant backward to the middle of the line and then slant forward.



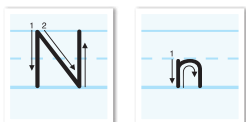
L: 1. Draw straight down and then draw forward.

l: 1. Draw straight down.



M: 1. Draw straight down. 2. Lift. Slant forward and then slant up. Draw straight down.

m: 1. Draw straight down and go back up. Curve forward and draw straight down. Go back up again. Curve forward and draw straight down.



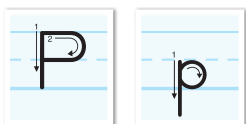
N: 1. Draw straight down. 2. Lift. Slant forward and then draw straight up.

n: 1. Draw straight down and go back up. Curve forward and draw straight down.



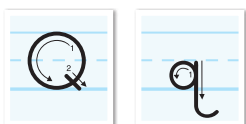
O: 1. Start at the top. Circle backward all the way around.

o: 1. Start at the middle. Circle backward all the way around.



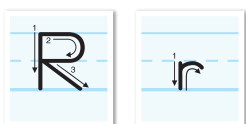
P: 1. Draw straight down. 2. Lift. Draw forward, curve down to the middle, and draw backward to your line.

p: 1. Draw straight down and go back up. Circle forward all the way around.



Q: 1. Circle backward all the way around. 2. Lift. Slant forward through your circle, near the bottom.

q: 1. Circle backward all the way around. Draw straight down and curve forward.



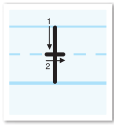
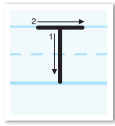
R: 1. Draw straight down. 2. Lift. Draw forward, curve down to the middle, and draw backward to your line. 3. Slant forward.

r: 1. Draw straight down and go back up. Then curve forward.



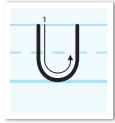
S: 1. Start near the top. Curve backward and down. Then curve forward and down and backward a little.

s: 1. Start at the middle. Curve backward and down. Then curve forward and down and backward a little.



T: 1. Draw straight down. 2. Lift and draw across at the top.

t: 1. Draw straight down. 2. Lift. Draw straight across your line.



U: 1. Draw straight down, curve forward, and draw up.

u: 1. Draw straight down, curve forward, draw up and then straight back down again.



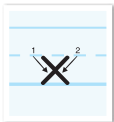
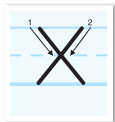
V: 1. Start at the top. Slant forward and then slant up.

v: 1. Start at the middle. Slant forward and then slant up.



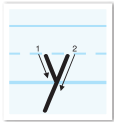
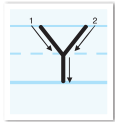
W: 1. Start at the top. Slant forward and then slant up. Slant forward and then slant up again.

w: 1. Start at the middle. Slant forward and then slant up. Slant forward and then slant up again.



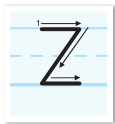
X: 1. Start at the top. Slant forward. 2. Lift. Move forward a little. Slant backward across the first line.

x: 1. Start at the middle. Slant forward. 2. Lift. Move forward a little. Slant backward across the first line.



Y: 1. Slant forward. 2. Lift. Move forward a little. Slant backward and then draw straight down.

y: 1. Slant forward. 2. Lift. Move forward a little. Slant backward past the bottom of the line.



Z: 1. Start at the top. Draw forward. Slant back. Draw forward again.

z: 1. Start at the middle. Draw forward. Slant back. Draw forward again.



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 develops and a commitment to engaging children and inspiring a love of reading.

What will my student learn and why?

- **Phonological Awareness**, to help your student hear and play with the sounds that make up words—a critical step in learning to read.
- **Letter-learning**, so your student can recognize and name each letter of the alphabet.
- **Phonics skills**, to connect sounds to letters. Connecting sounds to the letters that stand for them is at the heart of learning to read!
- **Letter Formation**, so your student can write letters with the correct strokes.
- **Spelling**, to help your student connect letters to sounds—like a mirror to phonics!
- **Concepts of Print**, to build your student's understanding of how books and print work.
- **High-Frequency Words**, so your student can read, spell, write, and use some of the most common words in the English language. In class, we will call these words Super Words.
- **Fluency**, so your student can read accurately. Good fluency helps 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, books, or anywhere children encounter print in your home and community.
- Play with letters! Form letters or words with foods such as beans, rice, or pasta.
- Play with sounds! Say a word and challenge your student to think of a rhyming word. Say two words and have your student tell you whether they rhyme or not.
- Read to your student—it not only helps them learn, it's also fun for you both!

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



Hello, Family!

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

Phonics Skills: _____

Other Skills: _____

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

BRING THE SKILLS HOME!

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

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

Sincerely,

Supporting Research

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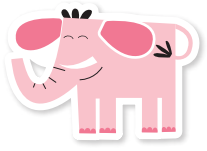
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Supporting Research *continued*

Lightbulb Tip Citations

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