

i-Ready Learning

Magnetic Reading™



Foundations

Grade

K

Grade K Sampler



Why Are **Foundational Skills** Important?

Magnetic Reading Foundations K-2 is a comprehensive foundational skills program that includes everything educators need for explicit, systematic foundational skills instruction. With embedded strategic routines, *Magnetic Reading Foundations K-2* ensures all students will have access to engaging content-rich, decodable texts and continuous opportunities for foundational skills practice.



What's in This Sampler?

This sampler provides a high-level overview of *Magnetic Reading Foundations* K–2, including a complete sample of both the Teacher's Guide and Student Book for Unit 2, Week 9.

Program Overview 2

What Is *Magnetic Reading Foundations* K–2? 2

Product Promises. 3

Program Components. 4

Program Structure 6

Promise 1: Routines Make Instruction Manageable and Effective 12

Promise 2: Students Read about Real Things 14

Promise 3: Instruction Is Tied to Assessment throughout the Program 18

Magnetic Reading Foundations Grade K Sample Content 23

Scope and Sequence. 24

Teacher's Guide Sample. 28

Student Book Sample 52

Magnetic Reader Sample. 74

Articulation and Sound Spelling Cards 84

Word Building Cards. 88

Super Word Cards (High-Frequency Words) 90



What Is *Magnetic Reading Foundations* K-2?



Magnetic Reading Foundations is a foundational skills program that provides explicit, systematic instruction in the seven areas below:



Magnetic Reading Foundations has everything you need to teach foundational skills.

Promise 1: Routines Make Instruction Manageable and Effective

Clear and manageable research-based routines prepare teachers and guide children throughout a comprehensive foundational skills program.



Promise 2: Students Read about Real Things

Content-rich texts help students build understanding of the world while practicing skills, learning high-frequency words, and building fluency.



Promise 3: Instruction Is Tied to Assessment throughout the Program

Instructional next steps for individual students' needs are driven by timely assessments and formative moments embedded in the program.



Program Components



Student Book

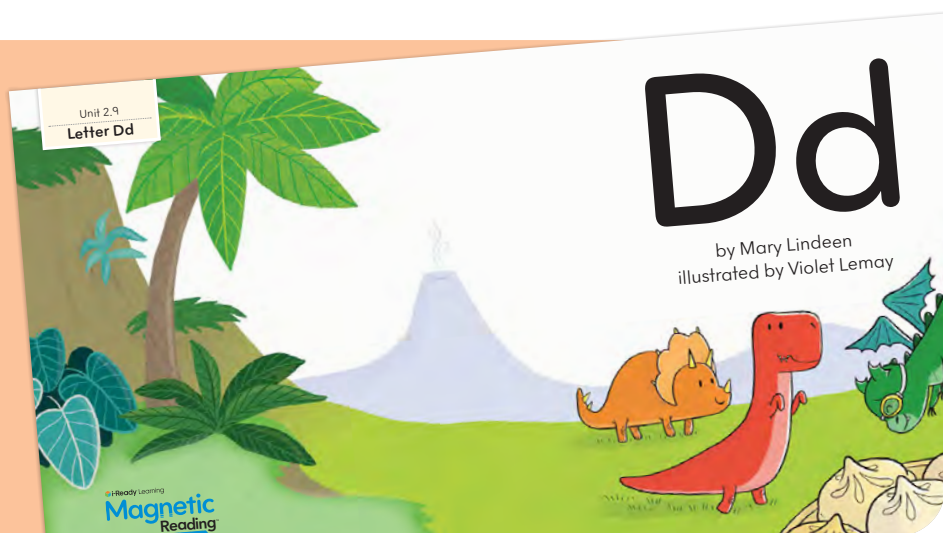
- Essential practice activities
- Duet Passages (Units 1–3)
- Connected Texts (Units 4–6) for every lesson
- Two volumes for students' ease of use



Magnetic Reading Library

- Alphabet Books
- Duet Passages—Units 1–3*
- Alphabet Tales—Our Big Book
- Magnetic Readers—Beginning with Unit 4
- Connected Texts—Beginning with Unit 4*

*In Student Book



Foundational Skills Program Cards

Articulation and Sound Spelling Cards

- 45 cards
- Actual size: 9" x 6"



Teacher's Guide

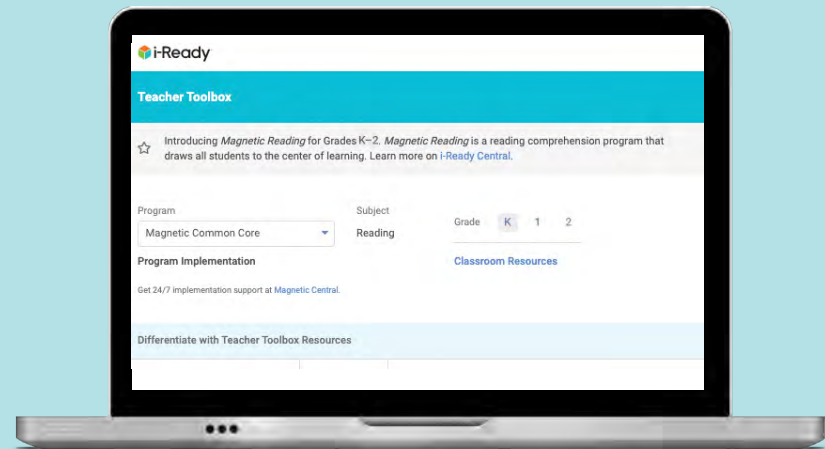
- Everything you need to lead students through the lesson
- Routines that are simple, repeatable, and straightforward
- Helpful teacher tips
- Two volumes for ease of use



Digital Resources

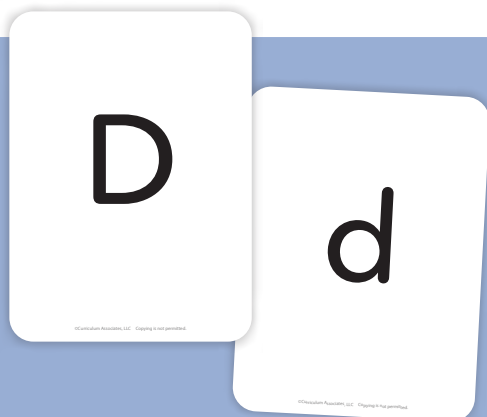
(Available on the Teacher Toolbox)

- Lesson slides
- Support for families
- Additional supportive practice
- Poems and songs



Word Building Cards

- 207 cards include letters, digraphs, and vowel teams
- Actual size: 6" x 4.5"



Super Word Cards

- Program-specific high-frequency words
- 60 cards
- Actual size: 6" x 9"





Program Structure



Unit Overview and Structure

Magnetic Reading Foundations K–2 includes 30 weeks of instruction across six units in each grade level.

- There are five weeks of instruction per unit.
- Each week includes five sessions.
- Each unit is organized around a theme, and each week students are introduced to a topic that relates to the theme.

UNIT 2

Express Yourself

Plan

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

WEEK	PHONICS FOCUS	THEMED UNIT TEXTS	KNOWLEDGE
6	Consonants /p/ Pp and /k/ Cc	<ul style="list-style-type: none"> • Duet Passage: <i>Read Words with P</i> • <i>Alphabet Tales</i>: "[letter P passage title]" • Duet Passage: <i>Read Words with C</i> • <i>Alphabet Tales</i>: "[letter C passage title]" 	<p>About Decoding Skills</p> <p>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 Unit Theme</p> <p>Express Yourself There are many different ways to be creative and express yourself.</p>
7	Short Vowel /ō/ Oo	<ul style="list-style-type: none"> • Duet Passages: <i>Read Words with O</i> • <i>Alphabet Tales</i>: "[letter O passage title]" 	
8	Consonants /k/ Kk and /n/ Nn	<ul style="list-style-type: none"> • Duet Passage: <i>Read Words with K</i> • <i>Alphabet Tales</i>: "[letter K passage title]" • Duet Passage: <i>Read Words with N</i> • <i>Alphabet Tales</i>: "[letter N passage title]" 	
9	Consonants /r/ Rr and /d/ Dd	<ul style="list-style-type: none"> • Duet Passages: <i>Read Words with R</i> • <i>Alphabet Tales</i>: "[letter R passage title]" • Duet Passage: <i>Read Words with D</i> • <i>Alphabet Tales</i>: "[letter D passage title]" 	
10	Short Vowel /ē/ Ee	<ul style="list-style-type: none"> • Duet Passage: <i>Read Words with O</i> • <i>Alphabet Tales</i>: "[letter O passage title]" 	

Unit Topic Alignment

Unit topics are aligned across grade levels.

Unit	Domain	Grade K	Grade 1	Grade 2
1	Self and Others	All about Me	Friendship	Getting Along with Others
2	The Arts	Express Yourself	Create Every Day!	Making Art
3	Life Science	Leaves, Wings, and Furry Things	The Underwater World	What's That Habitat?
4	Social Studies	In My Community	People, Places, and Friendly Faces	It's on the Map!
5	Literature	Stories About . . .	Imagine That!	Tell Me More
6	Earth Science	What's the Weather?	In the Sky	Land and Water

Grade K, Unit 2:

Unit Topic: Express Yourself

- Week 5: When I Grow Up
- Week 6: Dancing Fun
- Week 7: Act It Out!
- Week 8: Making Music
- Week 9: Making Art
- Week 10: Build It!

Duet Passages:

- *Read Words with R*
- *Read Words with D*

Alphabet Books:

- *Rocking Rhinos*
- *Dumpling-Loving Dragon*



UNIT 2
Overview | WEEKS 6-10

Teach

Introduce the Unit Theme: Have children turn to **Student Workbook page 50** to think about the pictures and topics of the Unit texts.

Unit Texts
Say, *Look at all these pictures! These are pictures from the texts we will read in this unit. What do you see?*
Model noticing details in the images. *I see some dinosaurs.* Then ask children what they think the texts might be about. Model using the images to connect to topics. *The dinosaurs are dancing, so I think the text will be about dancing dinosaurs.*
Have children share predictions.

Engage
Then ask children to circle the set of pictures from the texts they are most interested in reading. Have them turn and talk to a partner to explain their reasons.
Circulate as partners share. Offer discussion and oral language support with the following sentence starter: *I want to read these because ___.*

©Curriculum Associates, LLC Copying is not permitted.

WEEK 9 • Session 1

49

Weekly Structure

Sessions 1–4 provide teacher-led instruction with opportunities for application and independent practice.

Session 5 includes an assessment and optional cumulative review.

- Students are assessed at the end of each week and at the end of each unit.
- At the end of both the unit and weekly assessment, teachers use the Instructional Next Steps to inform whether reteaching or additional practice is necessary.

Session 1 introduces new skills, and Session 2 has opportunities to practice and extend those skills. This repeats with Sessions 3 and 4.

WEEKLY PLANNER

EXPRESS YOURSELF Making Art

Plan Student Scaffolds

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

Options for Pacing



20 min
Phonological Awareness and Phonics



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



45 min
Add Letter Formation

*For more guidance on pacing, see pp. A39–A42.

PHONICS FOCUS: Rr and Dd

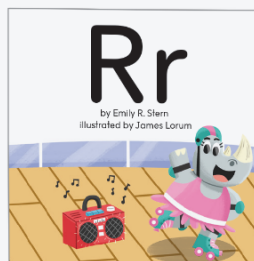
	SESSION 1	SESSION 2	SESSION 3
Key Objectives	Children will: <ul style="list-style-type: none"> • blend onset and rime in single-syllable words • recognize letter sounds in single-syllable words • recognize and name new and review letters • connect /r/ to r • practice letter formation 	Children will: <ul style="list-style-type: none"> • segment onset and rime in single-syllable words • recognize and name new and review letters and sounds • review letter formation • build, write, and read decodable words with initial r 	Children will: <ul style="list-style-type: none"> • blend onset and rime in single-syllable words • identify initial phonemes in single-syllable words • recognize and name new and review letters • connect /d/ to d • practice letter formation
Phonological Awareness	<ul style="list-style-type: none"> • Blend Onset and Rime • Recognize Letter Sounds 	Segment Onset and Rime	<ul style="list-style-type: none"> • Blend Onset and Rime • Recognize Letter Sounds
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
Phonics	Letter Rr	<ul style="list-style-type: none"> • Letter Rr ◀ Letter Kk 	Letter Dd
Handwriting	Letter Formation: R, r	Letter Formation: R, r, K, k	Letter Formation: D, d
Concepts of Print & Fluency	<ul style="list-style-type: none"> • Read Aloud: "Rocking Rhinos" • Concepts of Print: Introduce Pictures Support Meaning 	<ul style="list-style-type: none"> • Duet Passage: Words with Rr • Concepts of Print: Introduce Word-by-Word Pointing 	<ul style="list-style-type: none"> • Read Aloud: "Dumpling-Loving Dragon" • Concepts of Print: Reinforce Pictures Support Meaning
English Learner Supports	<ul style="list-style-type: none"> • Identify language transfer information for /r/. • Practice articulation of target sound. 	<ul style="list-style-type: none"> • Provide language transfer information for /r/ and have children self-monitor articulation. • Use pictures and gestures to clarify word meaning. 	<ul style="list-style-type: none"> • Help children distinguish between /d/ and /TH/. • Practice articulation of target sound. • Leverage home language.

Materials

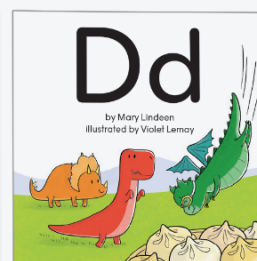
- **Word Building Cards**
- **Sound Spelling and Articulation (SS&A) Cards:**
a, b, d, i, n, o, p, r, t
- **Alphabet Books:** *Rr* and *Dd*
- **Alphabet Tales:** "Rocking Rhinos," pp. 38-39 and "Dumpling-Loving Dragon," pp. 10-11

Alphabet Books

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.



Sessions 1 & 2



Sessions 3 & 4

Standards

- **RF.K.1a** Follow words left to right, top to bottom, page by page
- **RF.K.1c** Understand spacing between words
- **RF.K.1d** Recognize all upper- and lowercase letters
- **RF.K.2c** Blend and segment onsets and rimes
- **RF.K.2d** Isolate and pronounce initial, medial, and final phonemes
- **RF.K.3b** Associate long and short sounds for vowels
- **L.K.1a** Print many upper- and lowercase letters

Weekly instruction for Units 1–3 (i.e., Weeks 1–15) will include two Duet Passages and two Alphabet Books.

Session 5 includes Instructional Next Steps tied to the Weekly Assessment.

SESSION 4

Children will:

- recognize letter sounds in single-syllable words
- recognize and name new and review letters
- review letter formation
- build, write, and read decodable words with initial *d*

Segment Onset and Rime

- Letter *Dd*
- ◀ All letters reviewed in Week 8 plus *R, r* and *D, d*

- Letter *Dd*
- ◀ Letter *Nn*

Letter Formation: *D, d, N, n*

- **Duet Passage:** Words with *Dd*
- **Concepts of Print:** Reinforce Word-by-Word Pointing

- Compare target sounds and practice articulation.
- Use a visual model to analyze letter position in words.
- Explain multiple meanings of a word.

SESSION 5

Children's progress will be measured in:

- recognizing which letters stand for /r/ and /d/
- forming letters *Rr* and *Dd*
- blending and segmenting onset & rime and recognizing letter sounds
- reading decodable words with initial *r* and *d*

WEEKLY ASSESSMENT

- **Connect Letters and Sounds:**
/r/, /d/
◀ */k/, /n/*
- **Write Letters:** *Rr, Dd*
- **Phonological Awareness:**
Blend and Segment Onset & Rime and Recognize Letter Sounds
- **Read Words**

Cumulative Review

If children need more practice before or after taking the assessment, assign the Cumulative Review pages on Student Workbook pp. 300-301.

- Review sounds and sound-spelling patterns that do not transfer from students' home languages before assessing.

Session Overview

Magnetic Reading Foundations daily sessions include proven research-based instruction.

Daily Instruction on
Phonological Awareness
(Grades K–1 Only)

Sessions feature a set of **INSTRUCTIONAL ROUTINES** and predictable steps in each domain (i.e., Phonological Awareness, Letter Formation, Phonics, Word Analysis, High-Frequency Words, and Fluency). Teachers and students follow the same routine each time they encounter a given skill, allowing for a predictable, easy-to-use session structure and approach.

SESSION 1 INTRODUCE

Letter Rr

Listen Up!

PHONOLOGICAL AWARENESS Blend Onset and Rime

EL Point out that the /r/ sound in Spanish is sometimes rolled more forcibly, but it is always said the same way in English. Use the **SS&A Cards** to support articulation.

BLEND SOUNDS ROUTINE

MODEL Blend the onset and rime in *rug*.

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/ /ūg/.*

Blend the Sounds Together: *Now I will blend the parts of the word together: /r/ /ūg/. The word is rug.*

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

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

Blend the Sounds Together: *Now you blend the sounds together to say the word. /r/ /ūn/ What is the word? run*

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

/r/ /ān/, ran	/r/ /ūsh/, rush
/r/ /īp/, rip	/r/ /ēd/, red

CHECK *Can children blend onset and rime in single-syllable words with initial /r/?*

Not Yet: Stretch out the /r/ sound in any missed words; for example: /rrr/ /ūn/. Have children echo you. Repeat, pausing slightly after the onset.

PHONOLOGICAL AWARENESS Recognize Letter Sounds

Lightbulb Phonemic awareness skills are important for learning to read because breaking words into individual sounds prepares children to map sound-spellings onto sounds.

RECOGNIZE LETTER SOUNDS ROUTINE

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

Listen for the Sound: *I am going to put on my super-laser listening ears as I 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/*

Use the routine and have children listen for the first sound in each word below. Correct all errors.

root, /r/	rack, /r/
kite, /k/	rest, /r/

Then read aloud the words above and challenge children to shout out the word that does not begin with /r/. (kite)

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/, *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 Alphapillar.

- Ask about the sequence: *Which letter comes before c? Which letter comes after s?*

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

EL Children who speak languages such as Cantonese and Arabic do not have the same alphabet system as English. Extra practice in identifying and writing these letters will be helpful.

MODEL Explain and show how to form *R* and *r*.



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



1. Draw straight down and go back up. 2. Curve forward.

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.

Letter learning is immersive: Students name letters, identify letter sounds, write letters, and have abundant opportunities to apply their growing automaticity in reading and spelling activities.



Promise 1: Routines Make Instruction Manageable and Effective

Sessions feature a set of **instructional routines** centered around the following domains: Phonological Awareness, Phonics, High-Frequency Words, and Fluency.

A routine structures each activity:

- Teachers model the routine.
- Students apply the routine as they practice as a class, in a small group, or independently.
- Teachers have a formative assessment opportunity to check for student understanding and use suggested reteaching steps.

Additional instructional routines that are included in *Magnetic Reading Foundations* are:

- Add Sounds Routine
- Blend Sounds Routine
- Blend Words Routine
- Delete Sounds Routine
- Identify Sounds Routine
- Isolate Sounds Routine
- Segment Sounds Routine
- Segment Syllables Routine
- Change Sounds Routine
- Make Words Routine
- Super Words Routine
- Spell It Routine
- Substitute Sounds Routine

SESSION 3
INTRODUCE

Letter Dd

Listen Up!

PHONOLOGICAL AWARENESS Blend Onset and Rime

EL There is approximate sound transfer for *d* in Spanish, but in some varieties of Spanish the sound is similar to /TH/. Guide children to put their tongue behind their front teeth as they say the /d/ sound.

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*

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

/d/ /äsh/, dash	/d/ /ög/, dog
/d/ /id/, did	/d/ /ësk/, desk

CHECK *Can children blend onset and rime in single-syllable words with initial /d/?*

Not Yet: Reteach the **Blend Sounds Routine** and have children echo you. Say the onset and rime slowly with a long pause between them. Repeat the onset and rime several times, gradually reducing the amount of time you pause until you say the whole word.

PHONOLOGICAL AWARENESS Recognize Letter Sounds

Y Identifying beginning sounds in spoken words, builds children's capacity to understand and retain letter-sounds. If letter-sound instruction is not "sticking" double down on initial sound phonemic awareness.

RECOGNIZE LETTER SOUNDS ROUTINE

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

Listen for the Sound: *I am going to put on my super-laser listening ears as I listen for the first sound in the word duck.*

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

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

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

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

Use the routine and have children listen for the first sound in each word below. Correct all errors.

door, /d/	dip, /d/
nose, /n/	deer, /d/

Then read aloud the words above and challenge children to shout out the word that does not begin with /d/. (nose)

BLEND SOUNDS ROUTINE

MODEL Blend the onset and rime in *dad*.

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

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

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

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

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

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

/d/ /ăsh/, dash

/d/ /ög/, dog

/d/ /ïd/, did

/d/ /ěsk/, desk

CHECK Can children blend onset and rime in single-syllable words with initial /d/?

Not Yet: Reteach the **Blend Sounds Routine** and have children echo you. Say the onset and rime slowly with a long pause between them. Repeat the onset and rime several times, gradually reducing the amount of time you pause until you say the whole word.

The *Magnetic Reading Foundations* instructional routines help students learn, apply, and practice new skills and also serve as a model for teachers who are new to teaching foundational skills. Each routine includes explicit steps and clear scripting, which helps teachers follow them with fidelity.

Information on how to scaffold and vary the routines, including opportunities for addressing learner variability and multimodal and multisensory practices, appear in the front matter of the Teacher's Guide.



Promise 2: Students Read about Real Things

The *Magnetic Reading* Collection

The *Magnetic Reading* Collection contains the right texts for students as they grow through the program. This starts with *Alphabet Tales*, *Magnetic Reading Foundations'* Big Book. The teacher uses *Alphabet Tales* to introduce each new letter to the students and teach concepts of print in a large format. Children enjoy silly alphabet rhymes, engaging illustrations, and new words that go along with letter learning.



Rr

Rocking Rhinos

Ralph and Roxy roller-skate.
The radio plays a song.
These rock-and-rolling rhinos,
Can romp and dance along.



Rr is for ...



rhino



roller skates



romp

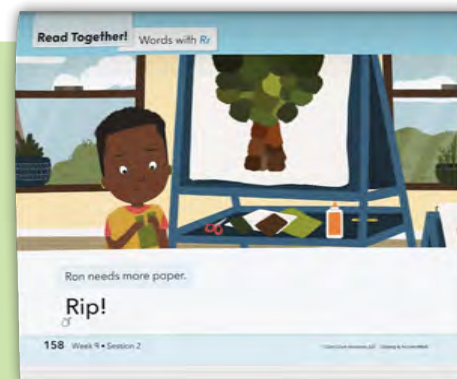


radio

Alphabet Books—simple and mostly visual texts—build children’s concepts of print, alphabet knowledge, and oral language and help prepare students for reading our Magnetic Readers.



The Duet Passages are read by teachers and students to provide an entry point for all students to read texts. The Duet Passages cover a topic or share a story that is more complex than what it could be if a student was reading all of it. With scaffolded supports, students learn to decode one word at a time and slowly build to short phrases and sentences until they are ready for Connected Texts.



In Connected Texts, students apply their phonics skills and high-frequency words to highly decodable texts. Students focus on accuracy in reading fluency and build reading stamina.



Magnetic Readers are highly readable texts on connected topics that give children the opportunity to read about real things as they practice new phonics and high-frequency word skills.



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. xx. Talk about the skills on each of the keys at the top of the workbook page.

Say, *Here are the skills you learned each week. You can use your skills to create, write, and read!* Then point to each easel. *And here are the pictures of some of the words you can now read and write!* Explain that their job is to connect each crayon to the easels 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 easel. Say, *Say the names of the pictures iwith me. Now say the sounds the letters on the crayons stand for. If they are the same, make the match!*

Consonants /p/ Pp and /k/ Cc

Short Vowel /ō/ Oo

Consonants /k/ Kk and /n/ Nn

Consonants /r/ Rr and /d/ Dd

Short Vowel /ē/ Ee

Unit Theme

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. Flip through *Alphabet Tales* and model choosing your favorite character or topic. For example, say, *Look at the dragon! If I were the dragon, I would eat up all the dumplings after diving into them!* Then have children choose a different character or topic they like from a Unit text. Have volunteers share with the class how the character is like other characters they read about, or what else they know about the topic.

Have children talk to a partner about their favorite way to express themselves. Provide sentence starters to help them get going.

I like to ____.
I am good at ____.
Sometimes, I like to pretend that I am ____.

Students have the opportunity to use sentence stems to guide discussions. This allows students to share their own text connections.

UNIT 2

Wrap-Up | WEEKS 6-10

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/, 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 Alphapillar.

- Ask about the sequence: *Which letter comes before c? Which letter comes after s?*

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

EL Children who speak languages such as Cantonese and Arabic do not have the same alphabet system as English. Extra practice in identifying and writing these letters will be helpful.

MODEL Explain and show how to form **R** and **r**.

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. 2. Curve forward.

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.

Letter Formation: Rr

EL Children who speak languages such as Cantonese and Arabic do not have the same alphabet system as English. Extra practice in identifying and writing these letters will be helpful.

MODEL Explain and show how to form **R** and **r**.



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



1. Draw straight down and go back up. 2. Curve forward.

Helpful tips are available at point of use to give teachers **tools to work with students who are English Learners**. With foundational skills, in particular, teachers benefit from understanding when alphabet systems and sounds are different between English and other languages. Language tips are given for students who speak Spanish, Arabic, Mandarin, Vietnamese, and Cantonese, among others.

Promise 3: Instruction Is Tied to Assessment throughout the Program

Weekly Assessments allow teachers to track skills acquisition and plan opportunities for reteaching and review.

Weekly Assessments include Whole-Class and Individual Assessments that can be administered in a small group setting.

SESSION 5 WEEKLY ASSESSMENT

Rr, Dd

1. Administer the **Whole-Class Assessment** to track progress on written tasks. Have children turn to Student Workbook p. 168.
2. Then, in small groups or individually, administer the **Individual Assessment** to track progress on oral and listening tasks. Have children read from Teacher's Guide p. 184 for Part 4.
3. Use the **Assessment Tracker** to record results. Then review **Instructional Next Steps** on Teacher's Guide p. 185.

Whole-Class Assessment

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

PART 1: Connect Letters and Sounds

Say each sound. Have children write the letter that stands for the sound.

1. /r/
2. /d/
3. /k/
4. /n/

MONITOR Circulate to monitor for children who write c for /k/. If a child writes c for /k/, ask them to think of another letter that makes the /k/ sound.

PART 2: Write Letters

Say each letter name. Specify the case. Have children write the letter.

1. Uppercase R
2. Lowercase d
3. Lowercase r
4. Uppercase D

Individual Assessment

PART 3: Blend and Segment Onset & Rime, Recognize Letter Sounds

PART 3a: BLEND ONSET & RIME
Have each child blend one word using the directions in Part 3a. Choose a different word from the list for each child if working in small groups.

DIRECTIONS	PROMPT	ANSWER KEY
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: /k/ /it/. The word is kit.	/k/ /it/	kit
	/r/ /ām/	ram
	/d/ /ōk/	dock
	/n/ /āp/	nap
	/d/ /īp/	dip

If the child makes an error, move to **Blending Syllables**.

If not, continue to **Part 3b**.

DIRECTIONS	PROMPT	ANSWER KEY
I will say the syllables in a word. You will say the word. I will do it first: dol • phin. The word is dolphin.	dol • phin	dolphin
	keep • ing	keeping
	riv • er	river
	num • ber	number
	danc • ing	dancing

WEEK 9

PART 3b: SEGMENT ONSET & RIME

Have each child segment one word using the directions in Part 3b. Choose a different word for each child if working in small groups.

DIRECTIONS	PROMPT	ANSWER KEY
I will say a word. You will say the first sound you hear and then the rest of the word. I will do it first: ride. /r/ /id/	ride	/r/ /id/
	nose	/n/ /ōz/
	race	/r/ /ās/
	kite	/k/ /īt/
	day	/d/ /ā/

If the child makes an error, move to **Segmenting Syllables**.

If not, continue to **Part 3c**.

DIRECTIONS	PROMPT	ANSWER KEY
I will say a word. You will say each syllable in the word. I will do it first: pocket. I hear pock • et.	pocket	Accept any division in which each syllable contains a vowel sound. For example, po • cket or pock • et.
	ruler	
	ketchup	
	noodle	
	doctor	

PART 3c: RECOGNIZE LETTER SOUNDS

Have each child listen for the initial sound in one word using the directions in Part 3c. Choose a different word for each child if working in small groups.

DIRECTIONS	PROMPT	ANSWER KEY
I will say a word. You will say the first sound in the word. Listen: read. The first sound is /r/.	read	/r/
	deep	/d/
	ring	/r/
	kid	/k/
	nut	/n/

See below for **Monitor tip**.

If the child makes an error, move to **Producing Alliterative Words**.

If not, continue to **Part 4**.

DIRECTIONS	PROMPT	ANSWER KEY
I will say a word. You will say a different word that begins with the same sound as the word I say. What word begins with the same sound as read? Ride. Ride and read begin with the same sound.	read	ride
	deep	dip, dot
	ring	ram, rip
	kid	cat, key
	nut	nap, nice

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 4: Read Words

Have each child read two words from the list. Choose different words for each child if working in small groups.

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**.
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 *rug*, 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/ /ʊg/. *Rug*. 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/ /ɒt/. 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 section 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 produce an alliterative word...

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.

The **Instructional Next Steps** provide teachers with examples of how to reteach a specific skill.

Weekly Assessment Tracker

The Assessment Tracker gives teachers a way to see detailed data about student progress and shows teachers which students need support and the exact skills they need help with. The Assessment Tracker is the link to the Instructional Next Steps.

WEEKLY ASSESSMENT																			
NAME	WHOLE CLASS ASSESSMENT						INDIVIDUAL ASSESSMENT						TOTALS						
	PART 1: Encode Target Sound Spellings		PART 2: Encode Target Words		PART 3: Spell High-Frequency Words		PART 4: Write Connected Text	PART 4: Write Connected Text	PART 5A: Blend		PART 5B: Segment		PART 5C: Identify		PART 6: Read Connected Text	PART 6: Read Connected Text	Target Sounds	HFWs	PA
	/6	Errors	/6	Errors	/6	Errors	target words	HFW	target skill	prereq skill	target skill	prereq skill	target skill	prereq skill	target words	HFW			
child																			

Promise 3: Instruction Is Tied to Assessment throughout the Program

Unit Assessments allow teachers to track acquisition of new and previously learned skills from earlier in the unit.

Unit Assessments show a pattern of errors throughout the unit and help teachers evaluate the five-week pattern of student growth and needs.

Unit Assessments include both a Whole-Class and Individual Assessment, similar to the **Weekly Assessments**, giving teachers a consistent approach to tracking student progress.

UNIT 2 ASSESSMENT

Weeks 6-10

1. Administer the **Whole-Class Assessment** to track progress on written tasks. Have children turn to Student Workbook p. 186.
2. Then administer the **Individual Assessment** to track progress on oral tasks. Have children use Teacher's Guide p. 203 for Parts 3 and 4. Use *Alphabet Tales* for Part 5.
3. Use the **Assessment Tracker** to record results. Then review **Instructional Next Steps** on Teacher's Guide p. 204.

Whole-Class Assessment

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

PART 1: Connect Letters and Sounds

Say each sound. Have children write the letter that stands for the sound.

1. /r/
2. /ā/
3. /d/
4. TEACHER CHOICE: /k/ (c or k), /n/, /ō/, /p/

PART 2: Write Letters

Say each letter name. For each, specify uppercase or lowercase. Have children write the letter.

1. Uppercase E
2. Lowercase d
3. Lowercase e
4. TEACHER CHOICE: Upper- or Lowercase r, k, n, o, c, or p

Individual Assessment

PART 3: Identify Letters

Have each child identify the letters from the list.

1. k
2. R
3. E
4. n

PART 4: Read Duet Passage

Introduce the Duet Passage. **Say,** *You will use what you know about letters and sounds to help me read about children and what they like to do.*

Read the Duet Passage with each child. Remind the child that you will read aloud the parts marked for the teacher and they will read the parts marked for them.

Pam paints a picture.

☐ Dip. Dab.

Ben writes a story.

☐ Pen. Pad.

Nan is a dancer.

☐ Hip. Hop.

Rob plays music.

☐ Rap. Bop.

PART 5: Identify Concepts of Print

Use *Alphabet Tales* to have each child perform the tasks below. If the child makes an error, provide corrective feedback in the moment.

1. Slide your finger under one sentence. Now count the words in the sentence.
2. Use p. 12. Can you point to an uppercase E? Can you point to a lowercase r?
3. Use p. 30. Here are two words from our Alphabet Tales book: news and narwhal. Point to the word news.
4. Point to each word while I read.

WEEK 10

Individual Assessment

PART 3: Identify Letters

1. k
2. R
3. E
4. n

PART 4: Read Duet Passage

Pam paints a picture.

☐ Dip. Dab.

Ben writes a story.

☐ Pen. Pad.

Nan is a dancer.

☐ Hip. Hop.

☐ Rob plays music.

☐ Rap. Bop.

Instructional Next Steps

1. Review the Instructional Next Steps for the **Whole-Class Assessment**.
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 2 Weekly Assessments. If patterns of difficulty emerge, provide focused instruction on the phonological awareness activities in the following unit.

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

PART 3: IDENTIFY LETTERS

If children were not able to identify the letters *k, R, E, or n...*



Then use the **SS&A Cards** to reteach the letters that children were not able to identify. Have children practice identifying the letter and naming the sound that the letter stands for.

PART 4: READ DUET PASSAGE

If children were not able to read the words...



Then compare results with Part 3. If a pattern of errors emerges, use the **SS&A Cards** to reinforce the connection between letters and the sounds they stand for. Have children practice building the words.

PART 5: IDENTIFY CONCEPTS OF PRINT

If children are not able to perform the Concept of Print tasks...



Then continue to model how to identify a sentence, count the number of words in a sentence, and identify upper- and lowercase letters and words during read-alouds and while reading connected text. Continue providing opportunities for children to practice.

Unit Assessments identify which students would benefit from additional instruction. **Instructional Next Steps** provide both a model and the tools for reteaching.



Phonics

Which picture name



es start with r? Circle them.



Grade K Sample Content

Unit 2, Week 9: Letters *Rr* and *Dd*



Page
24

Scope and Sequence

View the Scope and Sequence for *Magnetic Reading Foundations* for Grade K.

Unit	Session	Phonics	Unit	Session	Phonics
1	1	Identify Letter Aa, Dd	4	1	Identify Letter Cc, Gg
1	2	Skills are assessed and instructional next steps provided in Session 5.	4	2	Skills are assessed and instructional next steps provided in Session 5.
1	3	Identify Letter Rr	4	3	Identify Letter Oo
1	4	Skills are assessed and instructional next steps provided in Session 5.	4	4	Skills are assessed and instructional next steps provided in Session 5.
2	1	Identify Letter Ss	5	1	Identify Letter Mm
2	2	Skills are assessed and instructional next steps provided in Session 5.	5	2	Skills are assessed and instructional next steps provided in Session 5.
2	3	Identify Letter Nn	5	3	Identify Letter Pp
2	4	Skills are assessed and instructional next steps provided in Session 5.	5	4	Skills are assessed and instructional next steps provided in Session 5.
3	1	Identify Letter Ll	6	1	Identify Letter Qq
3	2	Skills are assessed and instructional next steps provided in Session 5.	6	2	Skills are assessed and instructional next steps provided in Session 5.
3	3	Identify Letter Uu	6	3	Identify Letter Vv
3	4	Skills are assessed and instructional next steps provided in Session 5.	6	4	Skills are assessed and instructional next steps provided in Session 5.
4	1	Identify Letter Ww	7	1	Identify Letter Xx
4	2	Skills are assessed and instructional next steps provided in Session 5.	7	2	Skills are assessed and instructional next steps provided in Session 5.
4	3	Identify Letter Yy	7	3	Identify Letter Zz
4	4	Skills are assessed and instructional next steps provided in Session 5.	7	4	Skills are assessed and instructional next steps provided in Session 5.

Page
28

Teacher's Guide

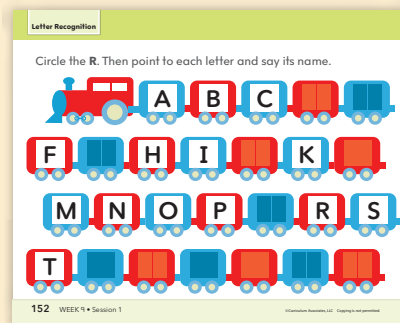
See the Teacher's Guide pages for the Unit 2, Week 9 full lesson. Keep an eye out for additional information about specific features!

WEEKLY PLANNER	EXPRESS YOURSELF Making Art																								
<p>Plan Student Activities</p> <ul style="list-style-type: none"> Use assessment data and instructional next steps from the prior week to plan modifications to support each child. Review English Learner Support to plan appropriate instruction for ELs. Review instructional routines and options for variation on page 28-30A to support learner variability. 	<p>Options for Pacing</p> <ul style="list-style-type: none"> 2 days 3 days 4 days 5 days <p>Additional Resources</p> <ul style="list-style-type: none"> Additional Foundations For more information on pacing, see page 149-150. 																								
<p>PHONICS FOCUS: Rr and Dd</p> <table border="1"> <thead> <tr> <th>SESSION 1</th> <th>SESSION 2</th> <th>SESSION 3</th> </tr> </thead> <tbody> <tr> <td> <p>Children will:</p> <ul style="list-style-type: none"> blend onset and vowel to create syllable words recognize letter sounds in single syllable words recognize and name onset and vowel sounds blend onset and vowel to create words blend onset and vowel to create words with vowel digraphs </td> <td> <p>Children will:</p> <ul style="list-style-type: none"> segment onset and vowel to create syllable words recognize and name onset and vowel sounds blend onset and vowel to create words blend onset and vowel to create words with vowel digraphs </td> <td> <p>Children will:</p> <ul style="list-style-type: none"> blend onset and vowel to create syllable words recognize and name onset and vowel sounds blend onset and vowel to create words blend onset and vowel to create words with vowel digraphs </td> </tr> <tr> <td> <p>Phonological Awareness</p> <ul style="list-style-type: none"> Blend Onset and Vowel Recognize Letter Sounds </td> <td> <p>Segment Onset and Vowel</p> <ul style="list-style-type: none"> Blend Onset and Vowel Recognize Letter Sounds </td> <td> <p>Blend Onset and Vowel</p> <ul style="list-style-type: none"> Blend Onset and Vowel Recognize Letter Sounds </td> </tr> <tr> <td> <p>Letter Recognition</p> <ul style="list-style-type: none"> Letter Rr Letter Dd </td> <td> <p>Letter Rr</p> <ul style="list-style-type: none"> Letter Rr Letter Dd </td> <td> <p>Letter Rr</p> <ul style="list-style-type: none"> Letter Rr Letter Dd </td> </tr> <tr> <td> <p>Phonics</p> <ul style="list-style-type: none"> Letter Rr </td> <td> <p>Letter Rr</p> <ul style="list-style-type: none"> Letter Rr </td> <td> <p>Letter Rr</p> <ul style="list-style-type: none"> Letter Rr </td> </tr> <tr> <td> <p>Handwriting</p> <ul style="list-style-type: none"> Letter Rr </td> <td> <p>Letter Rr</p> <ul style="list-style-type: none"> Letter Rr </td> <td> <p>Letter Rr</p> <ul style="list-style-type: none"> Letter Rr </td> </tr> <tr> <td> <p>Concepts of Print & Fluency</p> <ul style="list-style-type: none"> Blend Onset and Vowel Recognize Letter Sounds </td> <td> <p>Blend Onset and Vowel</p> <ul style="list-style-type: none"> Blend Onset and Vowel Recognize Letter Sounds </td> <td> <p>Blend Onset and Vowel</p> <ul style="list-style-type: none"> Blend Onset and Vowel Recognize Letter Sounds </td> </tr> <tr> <td> <p>English Learner Support</p> <ul style="list-style-type: none"> Identify language families Provide language families Use picture and gestures to clarify word meaning </td> <td> <p>Identify Language Families</p> <ul style="list-style-type: none"> Identify language families Provide language families Use picture and gestures to clarify word meaning </td> <td> <p>Identify Language Families</p> <ul style="list-style-type: none"> Identify language families Provide language families Use picture and gestures to clarify word meaning </td> </tr> </tbody> </table>		SESSION 1	SESSION 2	SESSION 3	<p>Children will:</p> <ul style="list-style-type: none"> blend onset and vowel to create syllable words recognize letter sounds in single syllable words recognize and name onset and vowel sounds blend onset and vowel to create words blend onset and vowel to create words with vowel digraphs 	<p>Children will:</p> <ul style="list-style-type: none"> segment onset and vowel to create syllable words recognize and name onset and vowel sounds blend onset and vowel to create words blend onset and vowel to create words with vowel digraphs 	<p>Children will:</p> <ul style="list-style-type: none"> blend onset and vowel to create syllable words recognize and name onset and vowel sounds blend onset and vowel to create words blend onset and vowel to create words with vowel digraphs 	<p>Phonological Awareness</p> <ul style="list-style-type: none"> Blend Onset and Vowel Recognize Letter Sounds 	<p>Segment Onset and Vowel</p> <ul style="list-style-type: none"> Blend Onset and Vowel Recognize Letter Sounds 	<p>Blend Onset and Vowel</p> <ul style="list-style-type: none"> Blend Onset and Vowel Recognize Letter Sounds 	<p>Letter Recognition</p> <ul style="list-style-type: none"> Letter Rr Letter Dd 	<p>Letter Rr</p> <ul style="list-style-type: none"> Letter Rr Letter Dd 	<p>Letter Rr</p> <ul style="list-style-type: none"> Letter Rr Letter Dd 	<p>Phonics</p> <ul style="list-style-type: none"> Letter Rr 	<p>Letter Rr</p> <ul style="list-style-type: none"> Letter Rr 	<p>Letter Rr</p> <ul style="list-style-type: none"> Letter Rr 	<p>Handwriting</p> <ul style="list-style-type: none"> Letter Rr 	<p>Letter Rr</p> <ul style="list-style-type: none"> Letter Rr 	<p>Letter Rr</p> <ul style="list-style-type: none"> Letter Rr 	<p>Concepts of Print & Fluency</p> <ul style="list-style-type: none"> Blend Onset and Vowel Recognize Letter Sounds 	<p>Blend Onset and Vowel</p> <ul style="list-style-type: none"> Blend Onset and Vowel Recognize Letter Sounds 	<p>Blend Onset and Vowel</p> <ul style="list-style-type: none"> Blend Onset and Vowel Recognize Letter Sounds 	<p>English Learner Support</p> <ul style="list-style-type: none"> Identify language families Provide language families Use picture and gestures to clarify word meaning 	<p>Identify Language Families</p> <ul style="list-style-type: none"> Identify language families Provide language families Use picture and gestures to clarify word meaning 	<p>Identify Language Families</p> <ul style="list-style-type: none"> Identify language families Provide language families Use picture and gestures to clarify word meaning
SESSION 1	SESSION 2	SESSION 3																							
<p>Children will:</p> <ul style="list-style-type: none"> blend onset and vowel to create syllable words recognize letter sounds in single syllable words recognize and name onset and vowel sounds blend onset and vowel to create words blend onset and vowel to create words with vowel digraphs 	<p>Children will:</p> <ul style="list-style-type: none"> segment onset and vowel to create syllable words recognize and name onset and vowel sounds blend onset and vowel to create words blend onset and vowel to create words with vowel digraphs 	<p>Children will:</p> <ul style="list-style-type: none"> blend onset and vowel to create syllable words recognize and name onset and vowel sounds blend onset and vowel to create words blend onset and vowel to create words with vowel digraphs 																							
<p>Phonological Awareness</p> <ul style="list-style-type: none"> Blend Onset and Vowel Recognize Letter Sounds 	<p>Segment Onset and Vowel</p> <ul style="list-style-type: none"> Blend Onset and Vowel Recognize Letter Sounds 	<p>Blend Onset and Vowel</p> <ul style="list-style-type: none"> Blend Onset and Vowel Recognize Letter Sounds 																							
<p>Letter Recognition</p> <ul style="list-style-type: none"> Letter Rr Letter Dd 	<p>Letter Rr</p> <ul style="list-style-type: none"> Letter Rr Letter Dd 	<p>Letter Rr</p> <ul style="list-style-type: none"> Letter Rr Letter Dd 																							
<p>Phonics</p> <ul style="list-style-type: none"> Letter Rr 	<p>Letter Rr</p> <ul style="list-style-type: none"> Letter Rr 	<p>Letter Rr</p> <ul style="list-style-type: none"> Letter Rr 																							
<p>Handwriting</p> <ul style="list-style-type: none"> Letter Rr 	<p>Letter Rr</p> <ul style="list-style-type: none"> Letter Rr 	<p>Letter Rr</p> <ul style="list-style-type: none"> Letter Rr 																							
<p>Concepts of Print & Fluency</p> <ul style="list-style-type: none"> Blend Onset and Vowel Recognize Letter Sounds 	<p>Blend Onset and Vowel</p> <ul style="list-style-type: none"> Blend Onset and Vowel Recognize Letter Sounds 	<p>Blend Onset and Vowel</p> <ul style="list-style-type: none"> Blend Onset and Vowel Recognize Letter Sounds 																							
<p>English Learner Support</p> <ul style="list-style-type: none"> Identify language families Provide language families Use picture and gestures to clarify word meaning 	<p>Identify Language Families</p> <ul style="list-style-type: none"> Identify language families Provide language families Use picture and gestures to clarify word meaning 	<p>Identify Language Families</p> <ul style="list-style-type: none"> Identify language families Provide language families Use picture and gestures to clarify word meaning 																							

Page
52

Student Book

Read through Unit 2, Week 9: Letters *Rr* and *Dd*.



Page
74

Alphabet Books

View the sample Alphabet Book for Unit 2, Week 9.



Page
84

Articulation and
Sound Spelling Cards

Page
88

Word Building
Cards

Page
90

Super Word Cards

Scope and Sequence

Phonics

This sample Scope and Sequence shows the weekly progression of phonics skills for Grade K.

The *Magnetic Reading Foundations* Scope and Sequence moves from single letters to simple sound spellings and builds to more complex sound spellings. Phonological awareness, which helps students map sounds to letters, is a primer for each week's phonics skills.

The Grade K phonics sequence introduces two letters per week with ongoing spiral review before moving to short vowels, consonant digraphs, then long vowels, which is an ideal progression of simple to complex sound spellings at this stage. In Grade K, fluency instruction focuses initially on accuracy only, then accuracy **and** prosody as students' phonics skills develop.

Week	Session	Phonics
Unit 1—September		
1	1	Identify Letters <i>Mm, Tt</i>
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.
2	1	Identify Letter <i>Aa</i> Spiral Review: <i>m, t</i>
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.
3	1	Identify letters <i>Ss, Bb</i> Spiral Review: <i>m, t, a</i>
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.
4	1	Identify Letter <i>li</i> Spiral Review: <i>m, t, s, b, a</i>
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.
Unit 1—October		
5	1	Identify Letters <i>Ff, Hh</i> Spiral Review: <i>m, t, a, s, b, i</i>
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.

Week	Session	Phonics
Unit 2—October		
6	1	Identify Letters <i>Pp, Cc</i> Spiral Review: <i>m, t, a, s, b, i, f, h</i>
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.
7	1	Identify Letter <i>Oo</i> Spiral Review: <i>m, t, a, s, b, i, f, h, p, c</i>
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.
8	1	Identify Letters <i>Kk, Nn</i> Spiral Review: <i>m, t, a, s, b, i, f, h, p, c, o</i>
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.
Unit 2—November		
9	1	Identify Letters <i>Rr, Dd</i> Spiral Review: <i>m, t, a, s, b, i, f, h, p, c, o</i>
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.
10	1	Identify Letter <i>Ee</i> Spiral Review: <i>m, t, a, s, b, i, f, h, p, c, o, k, n, r, d</i>
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.

Continued on next page

Week	Session	Phonics
Unit 3—November		
11	1	Identify Letters <i>Ll, Gg</i> Spiral Review: <i>m, t, a, s, b, i, f, h, p, c, o, k, n, r, d, e</i>
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.
Unit 3—December		
12	1	Identify Letters <i>Jj, Ww</i> Spiral Review: <i>m, t, a, s, b, i, f, h, p, c, o, k, n, r, d, e, l, g</i>
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.
13	1	Identify Letter <i>Uu</i> Spiral Review: <i>m, t, a, s, b, i, f, h, p, c, o, k, n, r, d, e, l, g, j, w</i>
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.
14	1	Identify Letters <i>Qq (qu), Zz</i> Spiral Review: <i>m, t, a, s, b, i, f, h, p, c, o, k, n, r, d, e, l, g, j, w, u</i>
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.
15	1	Identify Letters <i>Vv, Xx, Yy</i> Spiral Review: <i>m, t, a, s, b, i, f, h, p, c, o, k, n, r, d, e, l, g, j, w, u, q, z</i>
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.

Week	Session	Phonics
Unit 4—January		
16	1	Words with Short <i>a</i>
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.
17	1	Words with Short <i>i</i>
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.
18	1	Words with Short <i>o</i>
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.
19	1	Words with Short <i>e</i>
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.
Unit 4—February		
20	1	Words with Short <i>u</i> Introduce: Add Inflected Ending <i>-s</i> (Verbs)
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.

Continued on next page

Week	Session	Phonics
Unit 5—February		
21	1	Digraph <i>-ck</i>
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.
22	1	Final Double Consonants <i>ss, ll, ff, zz</i>
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.
23	1	Long <i>a: a_e</i>
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.
Unit 5—March		
24	1	Long <i>i: i_e</i>
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.
25	1	Long <i>o: o_e</i>
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.

Week	Session	Phonics
Unit 6—March		
26	1	Long <i>u: u_e</i>
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.
27	1	
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.
Unit 6—April		
28	1	Review Short and Long <i>a</i> Review Short and Long <i>i</i>
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.
29	1	Review Short and Long <i>o</i> Review Short and Long <i>u</i>
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.
30	1	Review Short and Long <i>e</i>
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.

The full Scope and Sequence details all foundational skills covered for each grade level.

i-Ready Learning
Magnetic Reading™
Foundations

Grade
K

Scope and Sequence

Week	Session	Concepts of Print	Letter Recognition	Phonological/Phonemic Awareness	Phonics	Handwriting (Correlates to Phonics for Grade K)	High-Frequency Words	Fluency
Unit 1—September								
1	1	Introduce Names (Needs to Include Identifying the Letters in Each Student's Name)	Introduce Alphabet Sequence	Count Words in Sentences Isolate Phonemes (Initial Sound Awareness) Introduce: /m/, /t/	Identify Letters Mm, Tt	Upper- and Lowercase Mm		Build Automaticity Letter Fluency
	2	Print Carries the Meaning of a Text (Not Pictures)		Recognize Rhyme (-ip, -in, -at, -am)				
	3	Recognizing Environmental Print		Count Words in Sentences (Review) Recognize Alliteration				
	4	Print Carries the Meaning of a Text (Not Pictures)	Review m and t with Cards	Blend Syllables (Compound Words)				
	5	Skills are assessed and instructional next steps provided in Session 5.						

For access to the full Scope and Sequence, contact your Curriculum Associates educational sales representative.

**WEEKLY
PLANNER**

EXPRESS YOURSELF
Making Art

Plan Student Scaffolds

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

Options for Pacing



20 min
Phonological Awareness and Phonics



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



45 min
Add Letter Formation

*For more guidance on pacing, see pp. A39-A42.

This pacing guide shows teachers how to prioritize domains when they have limited time.

This program includes flexible and responsive instruction with the ability to see what skills you are teaching and help make decisions about whole class and small group teaching.

PHONICS FOCUS: Rr and Dd

	SESSION 1	SESSION 2	SESSION 3
Key Objectives	<p>Children will:</p> <ul style="list-style-type: none"> • blend onset and rime in single-syllable words • recognize letter sounds in single-syllable words • recognize and name new and review letters • connect /r/ to r • practice letter formation 	<p>Children will:</p> <ul style="list-style-type: none"> • segment onset and rime in single-syllable words • recognize and name new and review letters and sounds • review letter formation • build, write, and read decodable words with initial r 	<p>Children will:</p> <ul style="list-style-type: none"> • blend onset and rime in single-syllable words • identify initial phonemes in single-syllable words • recognize and name new and review letters • connect /d/ to d • practice letter formation
Phonological Awareness	<ul style="list-style-type: none"> • Blend Onset and Rime • Recognize Letter Sounds 	Segment Onset and Rime	<ul style="list-style-type: none"> • Blend Onset and Rime • Recognize Letter Sounds
Letter Recognition	<ul style="list-style-type: none"> • Letter Rr <p>⌛ All letters reviewed in Week 8</p>	<ul style="list-style-type: none"> • Letter Rr <p>⌛ All letters reviewed in Week 8 plus R, r</p>	<ul style="list-style-type: none"> • Letter Dd <p>⌛ All letters reviewed in Week 8 plus R, r</p>
Phonics	Letter Rr	<ul style="list-style-type: none"> • Letter Rr <p>⌛ Letter Kk</p>	Letter Dd
Handwriting	Letter Formation: R, r	Letter Formation: R, r, K, k	Letter Formation: D, d
Concepts of Print & Fluency	<ul style="list-style-type: none"> • Read Aloud: "Rocking Rhinos" • Concepts of Print: Introduce Pictures Support Meaning 	<ul style="list-style-type: none"> • Duet Passage: Words with Rr • Concepts of Print: Introduce Word-by-Word Pointing 	<ul style="list-style-type: none"> • Read Aloud: "Dumpling-Loving Dragon" • Concepts of Print: Reinforce Pictures Support Meaning
English Learner Supports	<ul style="list-style-type: none"> • Identify language transfer information for /r/. • Practice articulation of target sound. 	<ul style="list-style-type: none"> • Provide language transfer information for /r/ and have children self-monitor articulation. • Use pictures and gestures to clarify word meaning. 	<ul style="list-style-type: none"> • Help children distinguish between /d/ and /TH/. • Practice articulation of target sound. • Leverage home language.



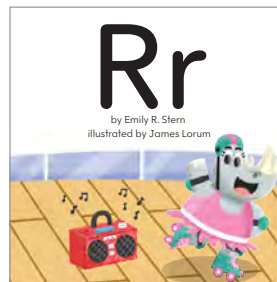
WEEK 9

Materials

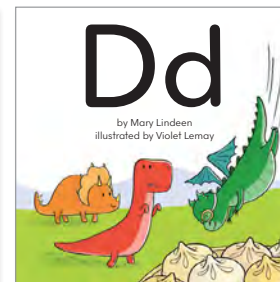
- **Word Building Cards**
- **Sound Spelling and Articulation (SS&A) Cards:**
a, b, d, i, n, o, p, r, t
- **Alphabet Books:** *Rr* and *Dd*
- **Alphabet Tales:** "Rocking Rhinos," pp. 38-39 and "Dumpling-Loving Dragon," pp. 10-11

Alphabet Books

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.



Sessions 1 & 2



Sessions 3 & 4

Standards

- **RF.K.1a** Follow words left to right, top to bottom, page by page
- **RF.K.1c** Understand spacing between words
- **RF.K.1d** Recognize all upper- and lowercase letters
- **RF.K.2c** Blend and segment onsets and rimes
- **RF.K.2d** Isolate and pronounce initial, medial, and final phonemes
- **RF.K.3b** Associate long and short sounds for vowels
- **L.K.1a** Print many upper- and lowercase letters

SESSION 4	SESSION 5
<p>Children will:</p> <ul style="list-style-type: none"> • recognize letter sounds in single-syllable words • recognize and name new and review letters • review letter formation • build, write, and read decodable words with initial <i>d</i> 	<p>Children's progress will be measured in:</p> <ul style="list-style-type: none"> • recognizing which letters stand for /r/ and /d/ • forming letters <i>Rr</i> and <i>Dd</i> • blending and segmenting onset & rime and recognizing letter sounds • reading decodable words with initial <i>r</i> and <i>d</i>
Segment Onset and Rime	WEEKLY ASSESSMENT
<ul style="list-style-type: none"> • Letter <i>Dd</i> <p>◀ All letters reviewed in Week 8 plus <i>R, r</i> and <i>D, d</i></p>	<ul style="list-style-type: none"> • Connect Letters and Sounds: <i>/r/, /d/</i> ◀ <i>/k/, /n/</i> • Write Letters: <i>Rr, Dd</i> • Phonological Awareness: Blend and Segment Onset & Rime and Recognize Letter Sounds • Read Words
<ul style="list-style-type: none"> • Letter <i>Dd</i> <p>◀ Letter <i>Nn</i></p>	
Letter Formation: <i>D, d, N, n</i>	Cumulative Review
<ul style="list-style-type: none"> • Duet Passage: Words with <i>Dd</i> • Concepts of Print: Reinforce Word-by-Word Pointing 	<p>If children need more practice before or after taking the assessment, assign the Cumulative Review pages on Student Workbook pp. 300-301.</p>
<ul style="list-style-type: none"> • Compare target sounds and practice articulation. • Use a visual model to analyze letter position in words. • Explain multiple meanings of a word. 	<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 Onset and Rime

EL Point out that the /r/ sound in Spanish is sometimes rolled more forcibly, but it is always said the same way in English. Use the **SS&A Cards** to support articulation.

BLEND SOUNDS ROUTINE

MODEL Blend the onset and rime in *rug*.

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/ /ŭg/.*

Blend the Sounds Together: *Now I will blend the parts of the word together: /r/ /ŭg/. The word is rug.*

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

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

Blend the Sounds Together: *Now you blend the sounds together to say the word. /r/ /ŭn/ What is the word? run*

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

/r/ /än/, ran	/r/ /ŭsh/, rush
/r/ /ŭp/, rip	/r/ /ĕd/, red

CHECK *Can children blend onset and rime in single-syllable words with initial /r/?*

Not Yet: Stretch out the /r/ sound in any missed words; for example: /rrr/ /ŭn/. Have children echo you. Repeat, pausing slightly after the onset.

PHONOLOGICAL AWARENESS Recognize Letter Sounds

Lightbulb Phonemic awareness skills are important for learning to read because breaking words into individual sounds prepares children to map sound-spellings onto sounds.

RECOGNIZE LETTER SOUNDS ROUTINE

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

Listen for the Sound: *I am going to put on my super-laser listening ears as I 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/*

Use the routine and have children listen for the first sound in each word below. Correct all errors.

root, /r/	rack, /r/
kite, /k/	rest, /r/

Then read aloud the words above and challenge children to shout out the word that does not begin with /r/. (kite)

The **Listen Up!** section includes a quick warm-up that helps students start thinking about word parts.

Depending on the skill and time of the lesson, each section contains some or all of the following elements:

Teach: The teacher provides direct instruction of a new skill.

Model: The teacher models an instructional routine, skill, or task for students.

Apply: Students apply what they learned as a class, group, or independently.

Check: Questions at the end of each section of a lesson guide teachers to decide whether students are ready to move on to the next section or if they need additional practice. A suggestion for reteaching is given.

The **Phonological Awareness** activity incorporates the week's phonics sounds. Students practice breaking words into parts with the week's sounds before learning the week's sound spellings.

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/, *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 Alphapillar.

- Ask about the sequence: *Which letter comes before c? Which letter comes after s?*

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

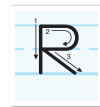
CHECK *Can children connect the letter r to the sound /r/ and identify words that begin with r?*

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

EL Children who speak languages such as Cantonese and Arabic do not have the same alphabet system as English. Extra practice in identifying and writing these letters will be helpful.

MODEL Explain and show how to form *R* and *r*.



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



1. *Draw straight down and go back up.* 2. *Curve forward.*

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

Introduce Letters

Students learn capital and lowercase forms of a new letter, the letter sound, and its place in the alphabet. Children have multiple opportunities to practice letter formation in their Student Books.

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.

SESSION 2
PRACTICE & EXTEND

Letter Rr

Listen Up!

PHONOLOGICAL AWARENESS

Segment Onset and Rime

EL Have children new to the /r/ sound use mirrors to watch the formation of their mouths as they say the sound.

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 /ɪd/. The two parts of rid are /r/ /ɪd/.*

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/*

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

rot, /r/ /öt/

rip, /r/ /ɪp/

rod, /r/ /öd/

◀ kit, /k/ /ɪt/

CHECK Can children segment onset and rime in single-syllable words with initial /r/ and initial /k/?

Not Yet: Use movement to support segmenting. Place your palms together. As you segment a single-syllable exemplar word on the **SS&A Cards** for *r* or *k* into its onset and rime, “chop” down with one hand. Have children copy your actions with other exemplar words from the **SS&A Cards**.

Letter Formation: Rr and Kk

Children practice the letters they learned the day before with Letter Recognition and Letter Formation.

Learn Letters!

PHONICS

Reinforce Rr

REVIEW Reinforce letter recognition by displaying the **Word Building Cards** *A, a, B, b, C, c, F, f, H, h, I, i, K, k, M, m, N, n, O, o, P, p, R, r, S, s, T, t* in random order and calling on children to say the letter names and sounds. Repeat as needed.

Then display a group of **Word Building Cards** (include *R* and *r*) and have children pick out the target letters as quickly as they can.

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*.

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

EL Use pictures and, where applicable, actions to reinforce words such as *rip* and *rap*.

MODEL Connect letters and sounds to read words children will encounter in the Duet Passage. Write and display the word *rip*. Point to each letter as you say its name and sound: *r, /r/; i, /i/; p, /p/*. Run your finger under the letters as you blend the sounds together to read aloud the word. **Say, /r/ /i/ /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, /r/; a, /ă/; p, /p/*) Then have children blend the sounds together as you run your finger under the letters. **Ask, What sounds? /r/ /ă/ /p/ What word? rap**

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

Build Words

Children begin to learn decoding of CV and CVC words, which helps them with the earliest reading in the Duet Passages.

Write Words

TIP Depending on your class, have children write one or both of these words.

TEACH/APPLY Tell children they will now write the words they built. Dictate the words *rip* and *rap* emphasizing the first sound: */rrr/*. Have children say the sounds as they write the words.

CHECK *Can children build, read, and spell words with initial r and previously learned skills?*

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

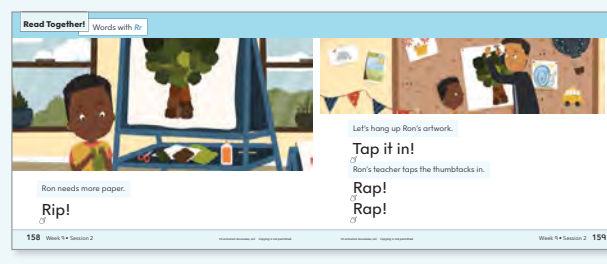
Before children begin working, say picture names aloud.

STUDENT WORKBOOK

Letter Formation	p. 156
Phonics	p. 157

Read Together!

Turn to Teacher's Guide p. 173 to read the Duet Passage with children.



Write Words

Here students begin to apply their letter knowledge to spelling with dictation.

Duet Passages scaffold students into text in multiple ways. Teachers model fluent reading, and then children decode one or two CV or CVC words with support. Over time, words become short sentences. This helps prepare children for Connected Texts in Units 4–6.

Read Aloud!



Alphabet Tales

The teacher reads the Big Book and exposes children to concepts of print, silly rhymes, and rich language with words that begin with each week's letters.

SESSION 1

Alphabet Tales

Say, *We will read to listen for words that begin with /r/.*

Fluently read aloud "Rocking Rhinos" on p. 38 of *Alphabet Tales*. Have children give a thumbs-up when they hear initial /r/. Then call on children to point to the words that begin with the letter *r*.

CONCEPTS OF PRINT

Introduce Pictures Support Meaning

TEACH **Say,** *You know that books have words and that words mean certain things. But did you also know that the pictures can help you understand what the words mean? Reread the rhyme. Point to the rhinos in the picture. This picture helps me understand that rhinos are big gray animals with a horn.*

APPLY Point to the radio. **Say,** *The rhinos are dancing to music. Where is the music coming from? the radio A radio is a machine that plays music.* Repeat with the words *roller-skate* and *romp*.


CHECK *Can children use pictures to make meaning of words in print?*

Not Yet: Point to and label each picture to reinforce the connection between illustrations and words in print.




Read Together!

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!

158 Week 9 • Session 2 Week 9 • Session 2 159

SESSION 2

Duet Passage

Y Explain that “Rap!” is the sound of a hammer hitting a thumbtack. Have children pretend to tap hammers and say, “Rap!” each time they use their “hammers.”^{XX}

TEACH Remind children that they have been learning that the letter *r* stands for the /r/ sound. They have already used their knowledge of letters and sounds to build and write some of the words in the Duet Passage. **Say,** *Now it's time to read about Ron's art!*

APPLY Have children turn to Student Workbook pp. 158–159. Remind children that you will read aloud the blue lines and they will read the white lines. Remind them to start at the pointing finger and point to each word as they read it.

Read the passage with children.

CHECK *Can children read words with initial r as well as words with review skills?*

Not Yet: Use **Word Building Cards** to review the one-to-one correspondence of each sound and letter in any missed words.

CONCEPTS OF PRINT

Introduce Word-by-Word Pointing

TEACH Write the following sentence: *Ron rips paper.* **Say,** *It is a good reading habit to point to each word as you read. It helps to make sure you read every word.* Then demonstrate pointing to each word in the sentence as you read it aloud.

APPLY Have volunteers come up to demonstrate how to follow along and point to each word while you read. Read aloud the sentence a few times and at a comfortable pace as different children demonstrate pointing to each word.

CHECK *Can children point word-by-word?*

Not Yet: Guide children to draw a dot or other mark under each word before they try again.

Instruction provides support for teaching the phonics skills in the text and reinforcing concepts of print.

Listen Up!

PHONOLOGICAL AWARENESS Blend Onset and Rime

EL There is approximate sound transfer for *d* in Spanish, but in some varieties of Spanish the sound is similar to /TH/. Guide children to put their tongue behind their front teeth as they say the /d/ sound.

BLEND SOUNDS ROUTINE

MODEL Blend the onset and rime in *dad*.

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

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

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

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

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

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

/d/ /ăsh/, dash

/d/ /ōg/, dog

/d/ /ïd/, did

/d/ /ěsk/, desk

CHECK *Can children blend onset and rime in single-syllable words with initial /d/?*

Not Yet: Reteach the **Blend Sounds Routine** and have children echo you. Say the onset and rime slowly with a long pause between them. Repeat the onset and rime several times, gradually reducing the amount of time you pause until you say the whole word.

This EL Tip focuses on Spanish-speaking students, but other EL Tips offer support for students who speak Arabic, Mandarin, Cantonese, Vietnamese, and Haitian Creole. A Language Transfer Chart is available to teachers as a resource.

Teachers and students follow the same routine each time they encounter a given skill, allowing for a predictable, easy-to-use lesson structure and approach.

PHONOLOGICAL AWARENESS Recognize Letter Sounds

Y Identifying beginning sounds in spoken words, builds children's capacity to understand and retain letter-sounds. If letter-sound instruction is not "sticking" double down on initial sound phonemic awareness.

RECOGNIZE LETTER SOUNDS ROUTINE

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

Listen for the Sound: *I am going to put on my super-laser listening ears as I listen for the first sound in the word duck.*

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

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

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

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

Use the routine and have children listen for the first sound in each word below. Correct all errors.

door, /d/

dip, /d/

nose, /n/

deer, /d/

Then read aloud the words above and challenge children to shout out the word that does not begin with /d/. (nose)

Learn Letters!

PHONICS

Introduce Dd

EL Invite children to share words that begin with /d/ in their home language. Check the Language Transfer Chart on p. XX to confirm that the sound is transferable in the child's home language.

TEACH Display the **Word Building Cards** *D* and *d*. **Say**, *This is the uppercase, or capital, D, and this is the lowercase, d.* Have children say the letter name. Then display the **SS&A Cards**. Name the picture and explain that the letter *d* stands for the /d/ sound at the beginning of the word *dog*. 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 /d/, *d*.

bake	dip	dug
dock	hot	day

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 Alhpillar.

- Ask questions about sequence: *Which letter comes after H? Which letter comes before n?*

Then have children practice in their workbooks connecting *d* to /d/.

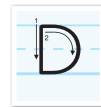
CHECK *Can children connect the letter d to the sound /d/ and identify words that begin with d?*

Not Yet: Have children point to *d* on the **SS&A Cards** and say its sound several times. If hearing /d/ is difficult for children, reteach the Recognize Letter Sounds lesson. Then write *D*-words that children name and underline the initial *d* in each.

Letter Formation: Dd

Y Model forming the letters *D* and *d*. Discuss similarities between the letters and the previously learned letters *B*, *b*, *P*, and *p*, pointing out that they are all made up of straight and curved lines.

MODEL Explain and show how to form *D* and *d*.



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



1. Circle backward all the way around. Then draw straight up to the top and down again.

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

APPLY/PRACTICE

Before children begin working, say picture names aloud.

STUDENT WORKBOOK

Letter Recognition	pp. 160-161
Phonics	p. 162
Letter Formation	p. 163

Read Aloud!

Read aloud from p. 10 of *Alphabet Tales*. Turn to Teacher's Guide p. 178 for instruction.

Listen Up!

PHONOLOGICAL AWARENESS

Isolate Phonemes

EL Point out that some letter sounds can be stretched out: /nnn/. Others cannot: /d/. Have children practice saying the /d/ sound in isolation and in words they know.

SEGMENT SOUNDS ROUTINE

MODEL Segment the onset and rime in *dip*.

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

Say the Sounds in the Word: *The first sound in dip is /d/. The rest of the word is /ɪp/. The two parts of dip are /d/ /ɪp/.*

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

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

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

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

dig, /d/ /ɪg/

dot, /d/ /öt/

neat, /n//ēṭ/

nose, /n/ /ōz/

CHECK Can children segment onset and rime in words with initial /d/ and initial /n/?

Not Yet: Provide visual support by reteaching the lesson using Elkonin boxes.

Learn Letters!

PHONICS

Reinforce Dd

REVIEW Reinforce letter recognition by displaying the **Word Building Cards** A, a, B, b, C, c, D, d, F, f, H, h, I, i, K, k, M, m, N, n, O, o, P, p, R, r, S, s, T, and t in random order and calling on children to say the letter names and sounds. Repeat as needed.

Then display a group of **Word Building Cards** (include D and d) and have children pick out the target letters as quickly as they can.

Letter Formation: Dd and Nn

REVIEW Reinforce letter formation by modeling again how to form uppercase D and lowercase d, as well as uppercase N and lowercase n.

APPLY Have children skywrite the letters D, d and N, n 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.

Any word with the ◀ icon is a review word from a previously taught skill.



Read and Build Words

EL After building and reading the word *Dan*, use three lines in a row to represent the position of each letter (initial, medial, and final). Have children point to each line as you sound out *D-a-n*. Continue with more words.

MODEL Connect letters and sounds to read words children will encounter in the Duet Passage. Write and display the word *dot*. Point to each letter as you say its name and sound: *d, /d/; o, /ō/; t, /t/*. Run your finger under the letters as you blend the sounds together to read aloud the name. **Say, /d/ /ō/ /t/, the word is dot.**

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

APPLY Write and display the word *dab*. Explain that when you dab something, like paint, you put a little of it on something. Point to each letter in the word. Have children name each letter and say its sound. (*d, /d/; a, /ă/; b, /b/*) Then have children blend the sounds together as you run your finger under the letters. **Ask, *What sounds? /d/ /ă/ /b/ What word? dab***

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

Write Words

TIP You can turn this mini-lesson into a movement activity by having children hold **Word Building Cards** and move among each other to spell words together.

TEACH/APPLY Tell children they will now write the words they built. Dictate the words *dot* and *dab* emphasizing the first sound: */d/*. Have children say the sounds as they write the words.

CHECK *Can children build, read, and spell words with initial d and previously learned skills?*

Not Yet: Use the *a, b, d, o,* and *t* **SS&A Cards** to reteach sound-letter connections. Have children orally spell any missed words before writing them.

APPLY/PRACTICE

Before children begin working, say picture names aloud.

STUDENT WORKBOOK

Letter Formation	p. 164
Phonics	p. 165

Read Together!

Turn to Teacher's Guide p. 179 to read the Duet Passage with children.

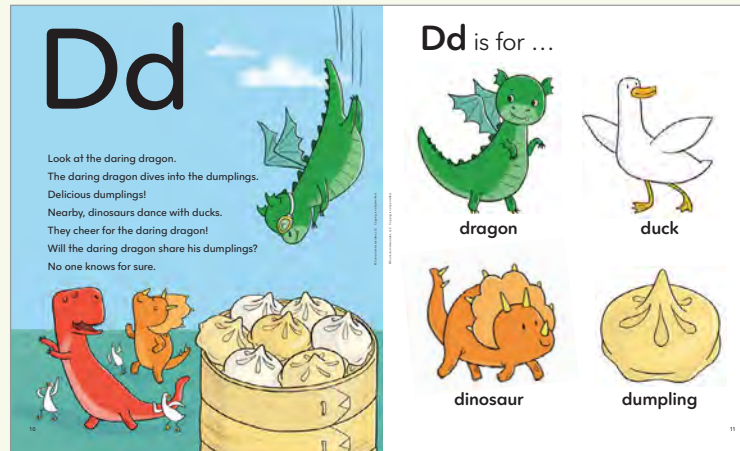
Read Together! Words with *Dot*

Tad paints his pad.
Dan hops on.
Now Tad's pad is a disaster!
What will Dan and Tad do?

Dan helps Tad.
Dot!
Dot!
Dab!
Now Tad is delighted with his painted lily pad.

166 WEEK 9 • Session 4

Read Aloud!



SESSION 3

Alphabet Tales

Say, *We will read to listen for words that begin with d.*

Fluently read aloud "Dumpling-Loving Dragon" on p. 10 of *Alphabet Tales*. Have children give a thumbs-up when they hear initial /d/. Then call on children to point to the words that begin with the letter *d*.

CONCEPTS OF PRINT

Reinforce Pictures Support Meaning

REVIEW **Say,** *Let's look at the pictures that go with this silly story. What will we learn about the what the words say from looking at the pictures?* Reread the story.

APPLY Point to the dragon in the picture. **Ask,** *What is this creature? a dragon* *A dragon is a make-believe creature. It looks like a big lizard.* Repeat with the words *dinosaur* and *dumplings*, and talk with children about what the dragon is doing that makes it *daring*.

CHECK *Can children use pictures to make meaning of words in print?*

Not Yet: Point to and label each picture to reinforce the connection between illustrations and words in print.

Concepts of Print

skills are strategically taught during small group instruction when students have books in hand and can independently turn the pages, identify parts of the book, and demonstrate other concepts of print.

Read Together!

Read Together! Words with *Dd*



Tad paints his pad.

Dan hops on.
Now Tad's pad is a disaster!

What will Dan and Tad do?

Dan helps Tad.

Dot!
Dot!
Dab!

Now Tad is delighted with his painted lily pad.

166 Week 9 • Session 4 ©Curriculum Associates, LLC. Copying is not permitted. Week 9 • Session 4 167

SESSION 4

Duet Passage

Y Support meaning by pointing out the picture of the lily pad in the passage and explaining what it is.

TEACH Remind children that they have been learning that the letter *d* stands for the /d/ sound. They have already used their knowledge of letters and sounds to build and write some of the words they will read in the Duet Passage. **Say,** *Now it's time to read about some frogs who paint.*

APPLY Have children turn to Student Workbook pp. 166–167. Remind children that you will read aloud the blue lines and they will read the white lines. Remind them to start at the pointing finger and point to each word as they read it.

Read the passage with children.

CHECK *Can children read words with initial d as well as words with review skills?*

Not Yet: Use **Word Building Cards** to review the one-to-one correspondence of each sound and letter in any missed words.

CONCEPTS OF PRINT

Reinforce Word-by-Word Pointing

Y Have children underline each word in a sentence to show that they can follow word-by-word.

REVIEW Remind children that pointing to each word as they read will help them follow along and not skip any words.

APPLY Have children find and point to the sentence *Tad hops on*. Then ask children to follow along and point to each word while you read. Read aloud the sentence a few times and at a comfortable pace as you walk around and observe children pointing.

CHECK *Can children point word-by-word?*

Not Yet: Remind children that the spaces between words help them know where one word ends and another begins. Count the words in the sentence with children before repeating the activity.

Let's Read! Rr and Dd Alphabet Books

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 skate*.

Ask children for more words that start with *r* 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**.
- Twiddle 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: *raccoon, raincoat, red crayon, rocking horse, ring, ruler, rose; maple leaf, hat*. 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 *dragon, dumplings, and dinosaur*.

Ask children for more words that start with *d* 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 makes sick people better.**
- Bark like a **dog**.
- Leap 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, donut, dragon; bird, cat, leaves, train car*. Have children find those that begin with *d* and then share out.

Student Workbook Answer Key

Letter Recognition

Circle the R. Then point to each letter and say its name.

Letter Recognition

Circle the r. Then point to each letter and say its name.

152 WEEK 9 • Session 1 **152-153**

Phonics

Which picture names start with r? Circle them.

Letter Formation

Trace and write the letters. Fill the lines.

Circle your best R and r!

154 WEEK 9 • Session 1 **154-155**

Letter Formation

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

Phonics

Say each picture name. Write Rr if the picture name has the same first sound as rabbit.

156 WEEK 9 • Session 2 **156-157**

Letter Recognition

Circle the D. Then point to each letter and say its name.

Letter Recognition

Circle the d. Then point to each letter and say its name.

160 WEEK 9 • Session 3 **160-161**

Phonics

Which picture names start with d? Circle them.

Letter Formation

Trace and write the letters. Fill the lines.

Circle your best D and d!

162 WEEK 9 • Session 3 **162-163**

Letter Formation

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

Phonics

Say each picture name. Write the first letter of each.

164 WEEK 9 • Session 4 **164-165**

Cumulative Review

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

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

Write the first letter of each picture name.

300 WEEK 9 • Cumulative Review **300-301**

Teachers are provided with an **answer key** for all Student Book pages.

SESSION 5
WEEKLY ASSESSMENT

Rr, Dd

1. Administer the **Whole-Class Assessment** to track progress on written tasks. Have children turn to Student Workbook p. 168.
2. Then, in small groups or individually, administer the **Individual Assessment** to track progress on oral and listening tasks. Have children read from Teacher's Guide p. 184 for Part 4.
3. Use the **Assessment Tracker** to record results. Then review **Instructional Next Steps** on Teacher's Guide p. 185.

Whole-Class Assessment

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

PART 1: Connect Letters and Sounds

Say each sound. Have children write the letter that stands for the sound.

1. /r/
2. /d/
3. /k/
4. /n/

MONITOR Circulate to monitor for children who write c for /k/. If a child writes c for /k/, ask them to think of another letter that makes the /k/ sound.

PART 2: Write Letters

Say each letter name. Specify the case. Have children write the letter.

1. Uppercase R
2. Lowercase r
3. Lowercase r
4. Uppercase D

Individual Assessment

PART 3: Blend and Segment Onset & Rime, Recognize Letter Sounds

PART 3a: BLEND ONSET & RIME

Have each child blend one word using the directions in Part 3a. Choose a different word from the list for each child if working in small groups.

DIRECTIONS	PROMPT	ANSWER KEY
<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: /k/ /it/. The word is kit.</i>	/k/ /it/	kit
	/r/ /ām/	ram
	/d/ /ōk/	dock
	/n/ /ăp/	nap
	/d/ /īp/	dip

If the child makes an error, move to **Blending Syllables**.

If not, continue to **Part 3b**.

DIRECTIONS	PROMPT	ANSWER KEY
<i>I will say the syllables in a word. You will say the word. I will do it first: dol • phin. The word is dolphin.</i>	dol • phin	dolphin
	keep • ing	keeping
	riv • er	river
	num • ber	number
	danc • ing	dancing

The **Whole-Class Assessment** is an efficient way to gather information about what students have learned.

Certain skills such as phonological awareness and fluency must be assessed one on one so teachers can hear students' responses. For this reason, there is also an Individual Assessment.

PART 3b: SEGMENT ONSET & RIME

Have each child segment one word using the directions in Part 3b. 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 first sound you hear and then the rest of the word. I will do it first: ride. /r/ /īd/</i>	ride	/r/ /īd/	<p>If the child makes an error, move to Segmenting Syllables.</p> <p>If not, continue to Part 3c.</p>	<i>I will say a word. You will say each syllable in the word. I will do it first: pocket. I hear pock • et.</i>	pocket	<p>Accept any division in which each syllable contains a vowel sound. For example, po • cket or pock • et.</p>
	nose	/n/ /ōz/			ruler	
	race	/r/ /ās/			ketchup	
	kite	/k/ /īt/			noodle	
	day	/d/ /ā/			doctor	

PART 3c: RECOGNIZE LETTER SOUNDS

Have each child listen for the initial sound in one word using the directions in Part 3c. 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 first sound in the word. Listen: read. The first sound is /r/.</i> See below for Monitor tip.	read	/r/	<p>If the child makes an error, move to Producing Alliterative Words.</p> <p>If not, continue to Part 4.</p>	<i>I will say a word. You will say a different word that begins with the same sound as the word I say. What word begins with the same sound as read? Ride. Ride and read begin with the same sound.</i>	read	ride
	deep	/d/			deep	dip, dot
	ring	/r/			ring	ram, rip
	kid	/k/			kid	cat, key
	nut	/n/			nut	nap, nice

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 4: Read Words

Have each child read two words from the list. Choose different words for each child if working in small groups.

- | | | |
|--------|--------|---------|
| 1. run | 5. pad | 8. hid |
| 2. nod | 6. dim | 9. rot |
| 3. rid | 7. mad | 10. rib |
| 4. dot | | |

The Individual Assessment is an efficient way for teachers to gather information about student performance on skills when one-on-one attention is required. Each student is assessed with one word or sentence in each part. This approach allows a teacher to flexibly give this part of the assessment individually or in small groups.

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**.
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 *rug*, 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/ /ŭg/. *Rug*. 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 section 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 produce an alliterative word...



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.

The **Instructional Next Steps** give teachers actionable next steps for reteaching material based on the results of the Weekly Assessments.

1. Administer the **Whole-Class Assessment** to track progress on written tasks. Have children turn to Student Workbook p. 186.
2. Then administer the **Individual Assessment** to track progress on oral tasks. Have children use Teacher's Guide p. 203 for Parts 3 and 4. Use *Alphabet Tales* for Part 5.
3. Use the **Assessment Tracker** to record results. Then review **Instructional Next Steps** on Teacher's Guide p. 204.

Whole-Class Assessment

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

PART 1: Connect Letters and Sounds

Say each sound. Have children write the letter that stands for the sound.

1. /r/
2. /ě/
3. /d/
4. TEACHER CHOICE: /k/ (c or k), /n/, /ō/, /p/

PART 2: Write Letters

Say each letter name. For each, specify uppercase or lowercase. Have children write the letter.

1. Uppercase *E*
2. Lowercase *d*
3. Lowercase *e*
4. TEACHER CHOICE: Upper- or Lowercase *r, k, n, o, c, or p*

Individual Assessment

PART 3: Identify Letters

Have each child identify the letters from the list.

1. k
2. R
3. E
4. n

PART 4: Read Duet Passage

Introduce the Duet Passage. **Say,** *You will use what you know about letters and sounds to help me read about children and what they like to do.*

Read the Duet Passage with each child. Remind the child that you will read aloud the parts marked for the teacher and they will read the parts marked for them.

Pam paints a picture.

☞ Dip. Dab.

Ben writes a story.

☞ Pen. Pad.

Nan is a dancer.

☞ Hip. Hop.

Rob plays music.

☞ Rap. Bop.

PART 5: Identify Concepts of Print

Use *Alphabet Tales* to have each child perform the tasks below. If the child makes an error, provide corrective feedback in the moment.

1. *Slide your finger under one sentence. Now count the words in the sentence.*
2. Use p. 12. *Can you point to an uppercase E? Can you point to a lowercase r?*
3. Use p. 30. *Here are two words from our Alphabet Tales book: news and narwhal. Point to the word news.*
4. *Point to each word while I read.*

The **Unit Assessment** follows the same pattern as the Weekly Assessment. There are whole class and individual components, and each one assesses different foundational skills.

Individual Assessment

PART 3: Identify Letters

1. k 2. R 3. E 4. n

PART 4: Read Duet Passage

Pam paints a picture.

Dip. Dab.



Ben writes a story.

Pen. Pad.



Nan is a dancer.

Hip. Hop.



Rob plays music.

Rap. Bop.



Instructional Next Steps

1. Review the Instructional Next Steps for the **Whole-Class Assessment**.
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 2 Weekly Assessments. If patterns of difficulty emerge, provide focused instruction on the phonological awareness activities in the following unit.

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

At the completion of the **Unit Assessment**, teachers are provided with Instructional Next Steps for their students.

PART 3: IDENTIFY LETTERS

If children were not able to identify the letters *k, R, E, or n...*



Then use the **SS&A Cards** to reteach the letters that children were not able to identify. Have children practice identifying the letter and naming the sound that the letter stands for.

PART 4: READ DUET PASSAGE

If children were not able to read the words...



Then compare results with Part 3. If a pattern of errors emerges, use the **SS&A Cards** to reinforce the connection between letters and the sounds they stand for. Have children practice building the words.

PART 5: IDENTIFY CONCEPTS OF PRINT

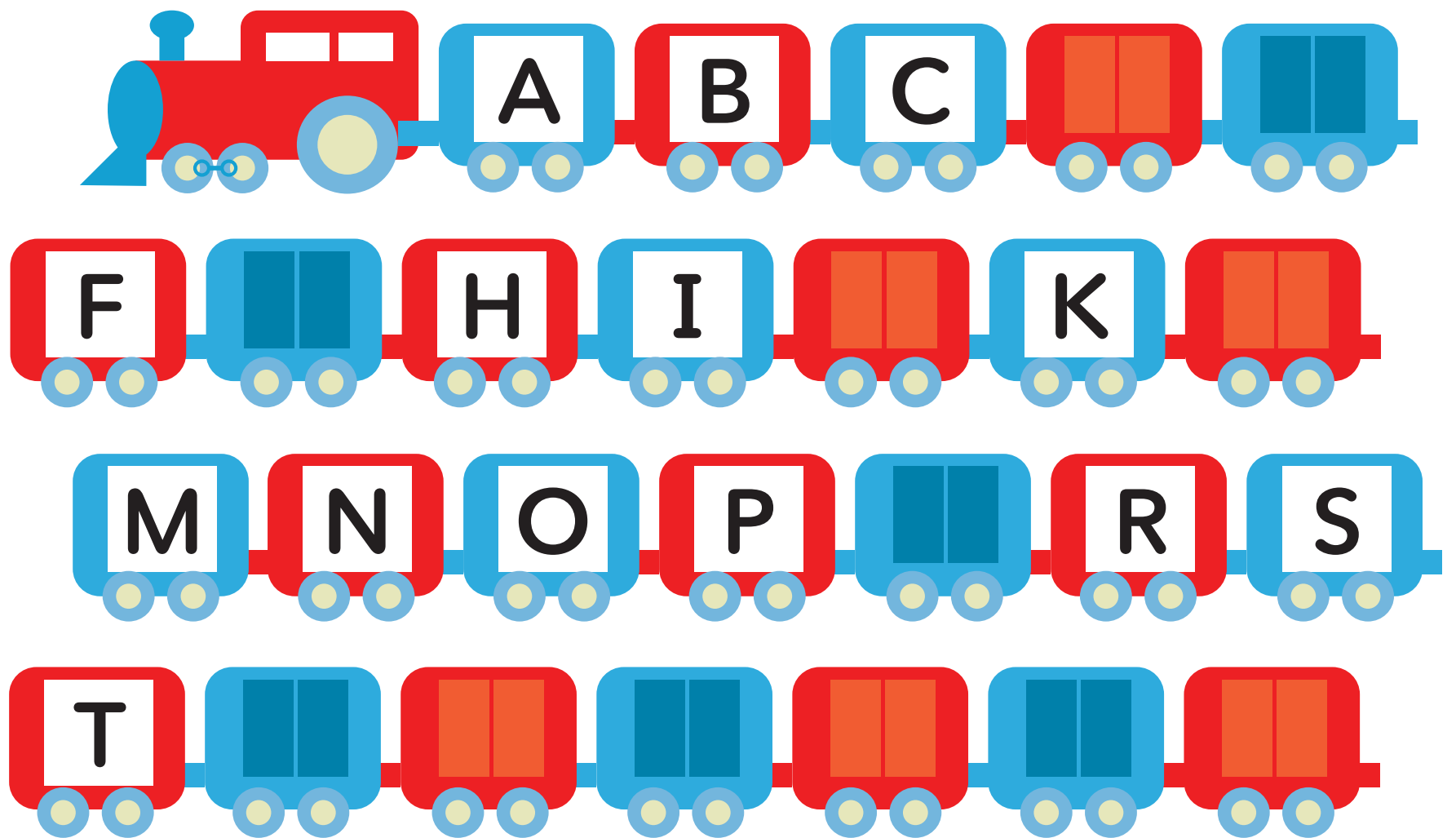
If children are not able to perform the Concept of Print tasks...



Then continue to model how to identify a sentence, count the number of words in a sentence, and identify upper- and lowercase letters and words during read-alouds and while reading connected text. Continue providing opportunities for children to practice.

Letter Recognition

Circle the **R**. Then point to each letter and say its name.



WEEK 9 • Session 1

©Curriculum Associates, LLC Copying is not permitted.



Letter Recognition

Circle the **r**. Then point to each letter and say its name.

A green character with two red antennae is positioned to the left of a grid of letters. The grid consists of four rows of circles. The first row contains the letters 'a', 'b', 'c', followed by two empty circles. The second row contains 'f', an empty circle, 'h', 'i', an empty circle, 'k', and an empty circle. The third row contains 'm', 'n', 'o', 'p', an empty circle, 'r', and 's'. The fourth row contains 't', followed by five empty circles.

Phonics

Which picture names start with **r**? Circle them.



WEEK 9 • Session 1

©Curriculum Associates, LLC Copying is not permitted.



Letter Formation

Trace and write the letters. Fill the lines.



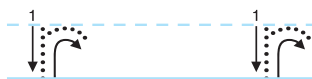
Circle your best **R** and **r**!

Letter Formation

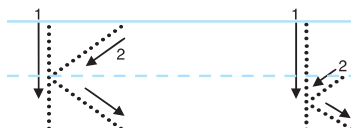
Trace and write the letters. Fill the lines. Circle your best letters!



Blank handwriting lines for practicing the uppercase letter R.



Blank handwriting lines for practicing the lowercase letter r.



Blank handwriting lines for practicing the uppercase letter K.



Phonics

Say each picture name. Write **Rr** if the picture name has the same first sound as **rabbit**.









Read Together! Words with *Rr*



Ron needs more paper.

Rip!
☞

Week 9 • Session 2

©Curriculum Associates, LLC Copying is not permitted.



Let's hang up Ron's artwork.

Tap it in!



Ron's teacher taps the thumbtacks in.

Rap!

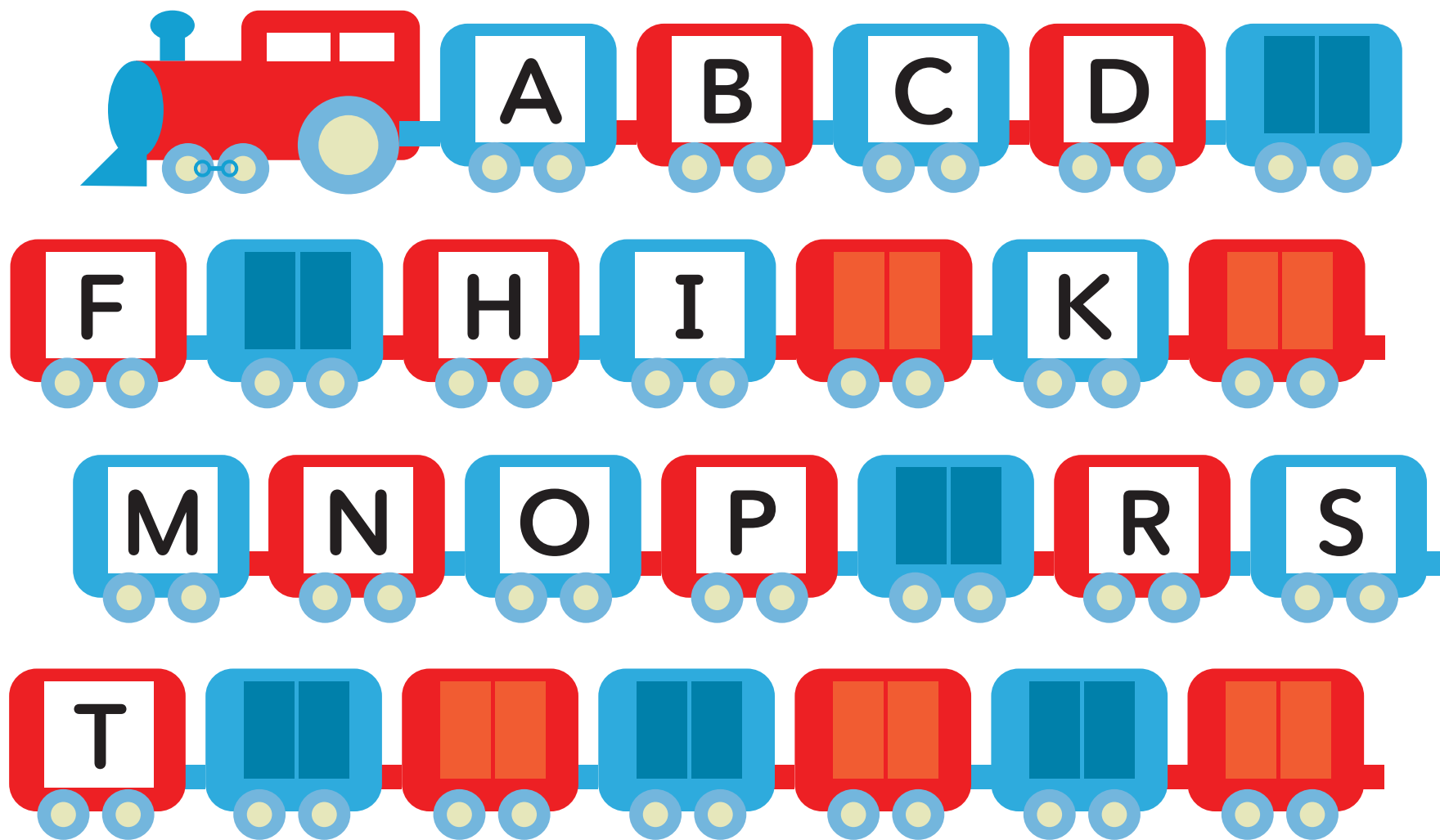


Rap!



Letter Recognition

Circle the **D**. Then point to each letter and say its name.



WEEK 9 • Session 3

©Curriculum Associates, LLC Copying is not permitted.



Letter Recognition

Circle the **d**. Then point to each letter and say its name.

A grid of letters for a letter recognition activity. The grid consists of four rows of circles. The first row starts with a green character with two antennae, followed by circles containing 'a', 'b', 'c', 'd', and an empty circle. The second row contains 'f', an empty circle, 'h', 'i', an empty circle, 'k', and an empty circle. The third row contains 'm', 'n', 'o', 'p', an empty circle, 'r', and 's'. The fourth row contains 't' followed by six empty circles. Small green dots are placed between the circles in each row.

Phonics

Which picture names start with **d**? Circle them.



WEEK 9 • Session 3

©Curriculum Associates, LLC Copying is not permitted.



Letter Formation

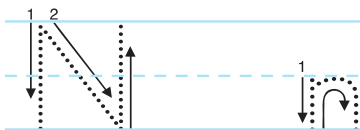
Trace and write the letters. Fill the lines.

Tracing practice for uppercase 'D' and lowercase 'd'. Each letter is shown on a set of three horizontal lines (top, middle-dashed, bottom). The uppercase 'D' is formed by a vertical line (stroke 1) and a curved top (stroke 2). The lowercase 'd' is formed by a counter-clockwise circle (stroke 1) and a vertical line (stroke 2). Below each tracing example are two sets of empty three-line guides for independent practice.

Circle your best **D** and **d**!

Letter Formation

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





Phonics

Say each picture name. Write the first letter of each.

1.



3.



2.



4.



Read Together!

Words with *Dd*



Tad paints his pad.

Dan hops on.



Now Tad's pad is a disaster!

What will Dan and Tad do?

Week 9 • Session 4

©Curriculum Associates, LLC Copying is not permitted.



Dan helps Tad.

Dot!



Dot!



Dab!



Now Tad is delighted with his painted lily pad.

Cumulative Review

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



id



ad



ip



ot

Write the first letter of each picture name.





Weekly Assessment

Listen and write the letters.

1.

2.

3.

4.

Weekly Assessment

Listen and write the letters.

1.

Handwriting lines for item 1: a solid top line, a dashed middle line, and a solid bottom line.

2.

Handwriting lines for item 2: a solid top line, a dashed middle line, and a solid bottom line.

3.

Handwriting lines for item 3: a solid top line, a dashed middle line, and a solid bottom line.

4.

Handwriting lines for item 4: a solid top line, a dashed middle line, and a solid bottom line.

Rr

Rocking Rhinos

Ralph and Roxy roller-skate.

The radio plays a song.

These rock-and-rolling rhinos,

Can romp and dance along.



Dd

Look at the daring dragon.
The daring dragon dives into the dumplings.
Delicious dumplings!
Nearby, dinosaurs dance with ducks.
They cheer for the daring dragon!
Will the daring dragon share his dumplings?
No one knows for sure.



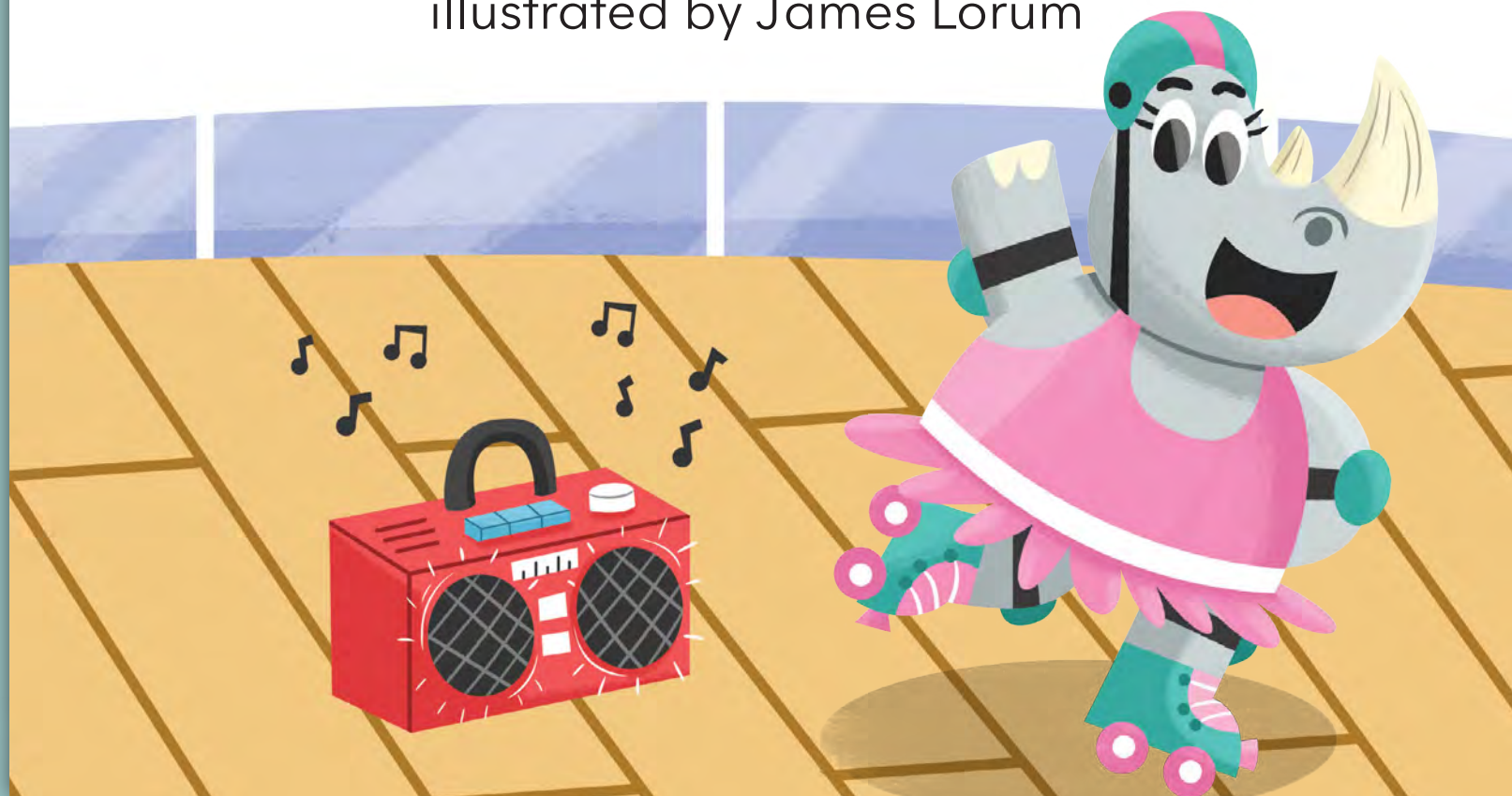
Alphabet Books are simple, mostly visual texts that build children's concepts of print, alphabet knowledge, and oral language. They help prepare children for the Magnetic Readers.

Actual size: 7" x 7"

UNIT 2.6
CONSONANT DIGRAPHS
sh-, th-, ch-, wh-

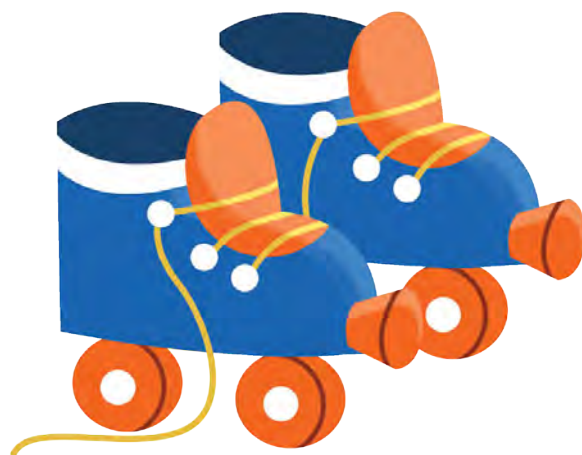
Rr

by Emily R. Stern
illustrated by James Lorum



Rr

by Emily R. Stern
illustrated by James Lorum



ISBN 978-0-0000-0000-0

@2022 Curriculum Associates, LLC
North Billerica, MA 01862

No part of this book may be reproduced by any
means without written permission from the publisher.

All Rights Reserved. Printed in USA.
15 14 13 12 11 10 9 7 6 5 4 3 2

Photo credits: p.8 (clockwise from tl) Dechev/Dreamstime.
com, Olga Gillmeister/Dreamstime.com, Vitawin/Shutterstock,
Sergei Levashov/Dreamstime.com, Isselee/Dreamstime.com,
New Africa/Shutterstock, Mtsaride/Shutterstock, Vladimir
Sazonov/Shutterstock, Veniamin Kraskov/Dreamstime.com.

Rr is for rhino.

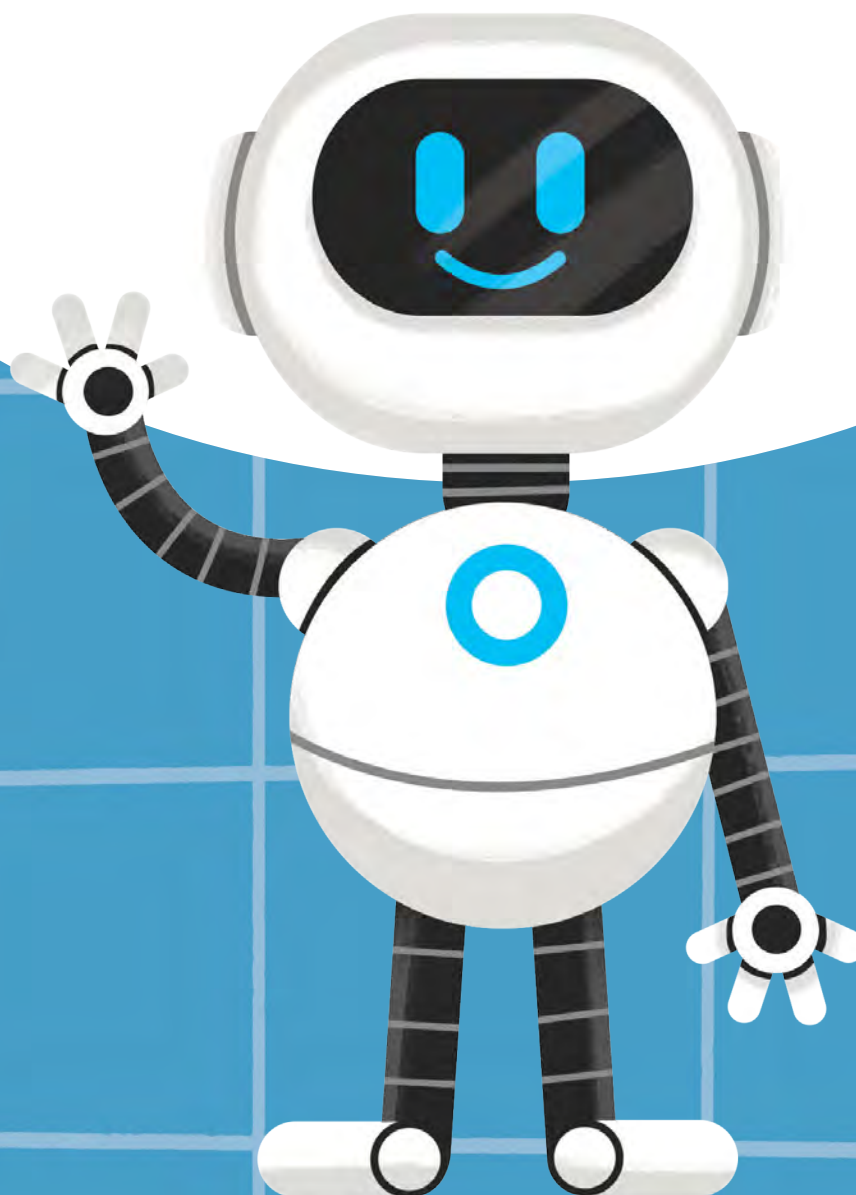


Rr is for rainbow.



©Curriculum Associates, LLC Copying is not permitted.

Rr is for robot.



Rr is for rain.



Rr is for rocket.



Rr is for ring.



What else starts with **Rr**?



Unit 2.9
Letter Rr



i-Ready Learning

Magnetic
Reading™
Foundations

Curriculum Associates 800 225-0248 CurriculumAssociates.com

Digraph *th*



Articulation Card actual size: 9" x 6"

Articulation **Consonant Digraph th**

To make the unvoiced /th/ sound:

- Put your tongue between your teeth while opening your mouth a little bit.
- Blow air gently between your tongue and teeth.
- Place your fingers over your throat and say the sound again: /th/. Do you feel a vibration? (No)

Exemplars

Initial Position

thank	thick	thin
think	thumb	

Final Position

bath	cloth	moth
path	with	

Sound Transfer from Home Language

Transfer: Arabic, Haitian Creole

Approximate Transfer: Spanish, Vietnamese

Non-Transfer: Chinese

©Curriculum Associates, LLC Copying is not permitted.

Digraph sh



Articulation **Consonant Digraph th**

To make the unvoiced /th/ sound:

- Put your tongue between your teeth while opening your mouth a little bit.
- Blow air gently between your tongue and teeth.
- Place your fingers over your throat and say the sound again: /th/. Do you feel a vibration? (No)

Exemplars

Initial Position

thank	thick	thin
think	thumb	

Final Position

bath	cloth	moth
path	with	

Sound Transfer from Home Language

Transfer: Arabic, Haitian Creole

Approximate Transfer: Spanish, Vietnamese

Non-Transfer: Chinese

©Curriculum Associates, LLC Copying is not permitted.



sh


©Curriculum Associates, LLC Copying is not permitted.

Sound Spelling Card actual size: 9" x 6"



th

©Curriculum Associates, LLC Copying is not permitted.



ch

©Curriculum Associates, LLC Copying is not permitted.



wh

©Curriculum Associates, LLC Copying is not permitted.

D

©Curriculum Associates, LLC Copying is not permitted.

d

©Curriculum Associates, LLC Copying is not permitted.

Word Building Card
actual size: 6" x 4.5"

H

©Curriculum Associates, LLC Copying is not permitted.

h

©Curriculum Associates, LLC Copying is not permitted.

R

©Curriculum Associates, LLC Copying is not permitted.

r

©Curriculum Associates, LLC Copying is not permitted.

I

©Curriculum Associates, LLC Copying is not permitted.

i

©Curriculum Associates, LLC Copying is not permitted.

make

©Curriculum Associates, LLC Copying is not permitted.

like

©Curriculum Associates, LLC Copying is not permitted.

I like playing soccer at recess.
My friend does not like playing soccer.
That girl looks like my aunt.

Grade 1, Unit 2, Week 6 High-Frequency Words

©Curriculum Associates, LLC Copying is not permitted.

Super Word Cards
(High-Frequency Words)
actual size: 6" x 9"

I like to help my family make dinner.
Let's make a shopping list.

Grade 1, Unit 2, Week 6 **High-Frequency Words**

©Curriculum Associates, LLC Copying is not permitted.

what


©Curriculum Associates, LLC Copying is not permitted.

What time is it?


I want to know what time it is.

Grade 1, Unit 2, Week 6 **High-Frequency Words**

©Curriculum Associates, LLC Copying is not permitted.





 i-Ready Learning

Magnetic Reading™

 Foundations

.....

**To see how other educators are maximizing their
i-Ready experience, follow us on social media!**

 [@MyiReady](#)  [Curriculum Associates](#)  [@CurriculumAssoc](#)  [iReady](#)

.....



34088.0

© 2022 Curriculum Associates, LLC.
All rights reserved. | 02/22 10K

Curriculum Associates®