Magnetic Reading Foundations Research Rationale

GRADES
K-2

MagneticReading™ **Foundations**

Contents

Magnetic Reading Foundations Program Goals

Written language is a human invention, unlike oral language, which is inherent and hardwired inside the brain. Humans begin to learn oral language patterns almost from birth, and many of the earliest patterns of language development between babies and parents are universal across languages (Hilton et al., 2022). While learning to speak develops naturally, reading and writing are "acquired skills" that must be directly taught (Liberman et al., 1989). Learning to read and write requires repeated exposure and practice through systematic, explicit instruction in the sounds and their orthographic representations in our alphabetic language (National Reading Panel, 2000). It can be easy for fluent adult readers to forget how complicated written English is and how challenging it can be to learn to read. But learning to read is an enormously complex journey in which students learn and apply hundreds of foundational skills within the domains of Concepts of Print, Phonological Awareness, Phonics, High-Frequency Words, and Fluency to reach the goal of comprehending text.

Magnetic Reading Foundations is a comprehensive foundational skills program that guides students on that journey with research-based, explicit, systematic instruction and rich, engaging decodable texts. For students in Grades K–2, program materials include Teacher's Guides, Student Workbooks, decodable Magnetic Readers, program cards (e.g., Sound Spelling & Articulation Cards) and supplementary materials via digital access (through the Teacher Toolbox) (e.g., Articulation Videos and Tools for Instruction). The *Magnetic Reading Foundations* Phonics scope and sequence is the roadmap of the program, and the scope and sequence of every domain systematically complements and reinforces that roadmap. Foundational skills instruction is made achievable for teachers and students with a predictable, strategic flow, incorporating scripted routines that include explicit instruction, teacher modeling, and student application (Carnine et al., 1997). Students practice foundational skills with colorful, high-interest decodable Magnetic Readers on connected topics and themes, which gives them authentic reading experiences. By the end of *Magnetic Reading Foundations*, students will have learned the skills and gained the motivation to keep reading on their own.

Concepts of Print

Concepts of print describe a basic understanding of letters, words, sentences, book handling, and environmental print (Clay, 2000; Reutzel, 2015). Even though written language is everywhere, some students arrive at school with no experience with print or knowledge of how it works. Research shows that knowledge about how print works—before reading begins—is predictive of later literacy success, and the concepts of print must be taught explicitly with opportunities for practice and application (National Early Literacy Panel, 2008). Some specific concepts of print include the awareness that print surrounds us and is not found only in books, a book is held right side up, a book has a front cover and back cover, sentences are made up of separate words, and that print contains and communicates meaning (Clay, 2000). The knowledge that printed words contain and communicate meaning is important because it is a bridge between speech and reading (Honig et al., 2018).

Among the concepts of print, concept of word is particularly important for learning to decode and is a little journey toward learning to read unto itself (Mesmer, 2019). Concept of word refers to the knowledge that a word consists of fixed letters, is surrounded by white space, contains meaning, and is something that is read (i.e., letters contain speech sounds). The concept of a word may seem simple, but it develops in phases (Ehri & Sweet, 1991). Students learn this concept by pointing to words while a teacher reads aloud. Once students learn full concept of word, they point to each word as it is read. This is not reading! There is no sound-symbol correspondence or word recognition. Rather, the student is only hearing and recognizing the divisions between words, but it is an important step in becoming ready to read (Ehri & Sweet, 1991; Morris, 1993).

In *Magnetic Reading Foundations*, concepts of print are taught in Grade K and reviewed in Grade 1. Concepts and skills are ordered along a scope and sequence using Marie Clay's *Concepts About Print* observation task and assessment (2000). The sequence begins with the easier-to-acquire skills, such as names and distinguishing print

from pictures, and progresses through book handling, print directionality, and parts of a sentence. Concept of word skills begin early and are reinforced throughout the sequence. The overall sequence and layering of concept of word skills ensure that students have the concepts of print they need to begin blending words. This sequence is systematic across domains—high-frequency words instruction in Grade K does not begin until students' concept of word skills are secure. Each week in Grade K, two concepts of print are taught using the program's Big Book and heavily scaffolded read-along Duet Passages. With the Big Book, teachers can model the skill using a text the whole class can see and, in the Duet Passages, students are able to underline and circle text. With the Big Book, for example, the teacher can point to the author's name when demonstrating the skill for "title page." And for the skill "distinguish words from print," students underline where the story begins in the Duet Passage in the Student Workbook. By the time students are halfway through Grade K, they will have learned the 21 concepts of print that cover functions and conventions of print, book handling, and concept of word.

Phonological Awareness

Phonological awareness is the ability to focus on and manipulate component parts in spoken words. This includes syllables, onset-rime, and phonemes (i.e., single sound units). Phonological awareness—specifically phonemic awareness—is important because English writing is alphabetic and spoken language is fluid (National Reading Panel, 2000). Students have no inherent reason to think about where one phoneme ends and another begins— in speech, it is natural to listen for units of meaning, not units of sound (Moats & Tolman, 2019; Willingham, 2017). Learning to separate, blend, and manipulate phonemes teaches students that words are composed of individual sounds (Muter et al., 1998). This way, when students learn graphemes (i.e., spellings), they can connect the graphemes to the phonemes (Hulme et al., 2002; Nation & Hulme, 1997). It is only possible for a student to orthographically map a phoneme they can hear (Lindsey, 2022), which makes the importance of phonological awareness fundamental to learning phonics.

In *Magnetic Reading Foundations*, phonological awareness whole class instruction is oral so students can focus on the least intuitive part of the skill (i.e., the sound) without the distraction of graphemes (Mesmer & Kambach, 2022). Additionally, if a student struggles with a phonological awareness skill while using letters, it can be difficult to assess whether the problem is auditory or graphemic in nature (Kilpatrick, 2015). For example, it can be hard to tell whether a student confuses the medial sound between *pet* and *pit* or whether they are unsure of grapho-phonemic skills (e.g., confusing *e* and *i*) (Mesmer & Kambach, 2022). Because there is research showing that print can be a useful support for phonological awareness as an intervention (National Reading Panel, 2000), it is included as one of several options for differentiated support as a reteach method with the program's Instructional Next Steps that follow each assessment. Other reteach methods for differentiated support include hand signals, tapping, and tokens without letters. Research has shown that instruction supported with hand signals, tokens without letters, and other variations in small groups is effective for learning, especially for differentiation, which makes it appropriate for reteaching (Ehri & Roberts, 2006; Foorman & Torgesen, 2001; Honig et al., 2018).

Phonological awareness instruction is oral in *Magnetic Reading Foundations* but connects to phonics instruction in two ways: 1. Phonological awareness immediately precedes phonics, and 2. Phonological awareness lessons always include words with the phonics skill. Each session (i.e., day) begins with phonological awareness instruction, followed immediately by phonics. In this way, students hear, identify, and manipulate the phonemes in words immediately before they learn or review the correspondent graphemes (Wagner & Torgesen, 1987). This order of instruction helps students connect the graphemes onto the phonemes, and aligning phonological awareness words with the phonics skill gives students a better understanding of how to decode those words than if they were hearing unrelated words in phonological awareness instruction (Muter et al., 1998). For example, in Grade 1, Lesson 6, students learn consonant digraphs, including *sh-* and *th-*. Phonological awareness activities include words like *shade*, *sheep*, *think*, and *there*, which correspond to the phonics skills *sh* and *th*. By isolating the phonemes */sh/* and */th/* immediately before learning the graphemes *sh* and *th*, students more easily map those graphemes composed of two letters onto the single sound at the beginning of a word.

Phonological Awareness in Grade K

The phonological awareness scope and sequence in Grade K follows a progression from large units of sound such as syllables and onset-rime and moves to individual phonemes. In the first half of Grade K, the phonological awareness scope and sequence focuses primarily on onset-rime and isolating and identifying phonemes, which complements letter-recognition instruction. For example, if students begin a lesson by isolating the /l/ in *loud*, *love*, *low*, and *list*, it prepares them for learning the letter *l*. Because students are learning letters and beginning to blend words with scaffolded support in the Phonics domain, emphasizing letter sounds in phonological awareness supports letter-sound correspondence as well as early decoding (Ehri & Roberts, 2006). Phonological awareness instruction advances to blending, segmenting, and manipulating phonemes with addition, deletion, and subtraction (Lane & Pullen, 2003), all in support of the 38 skills in the Grade K phonics sequence. The focus on phonemic awareness instruction (National Reading Panel, 2000) trains Grade K students to hear the separate sounds in words while they are learning the graphemic symbols that correspond to them (Muter et al., 1998). By the end of Grade K, students will have acquired a complete range of phonological awareness skills and applied them in numerous combinations.

Phonological Awareness in Grade 1

In Grade 1, phonological awareness instruction supports word reading from the beginning of the year. The early sequence includes large sound units such as syllables and onset-rime, while phoneme exercises are also featured right from the start and emphasized throughout the sequence (Brady, 2020). Phonemic awareness skills begin with isolation and blending/segmenting tasks before progressing to addition, deletion, and substitution tasks (Lane & Pullen, 2003). Phonological awareness skills have a more repetitive nature in Grade 1 than in Grade K, which is beneficial for supporting the ongoing learning of new graphemes in the Phonics domain. In Grade K, students learn 38 phonics skills, while in Grade 1 they learn 103 skills. There are a limited number of phonological awareness skills, but applying those skills in rotation to different phonemic combinations supports students' development as readers. By the end of Grade 1, students will have acquired the complete range of phonological awareness skills and applied them in hundreds of different combinations.

Phonics

Phonics is the method of instruction that teaches students the connection between phonemes and graphemes so students can decode words. When students first begin to decode, blending graphemes together to make words is a slow process and requires a lot of concentration. With practice, students map sounds to spellings in words, and reading becomes automatic (Ehri, 2014). Research shows that isolated word reading helps recall of orthographic patterns and spellings and builds automaticity, while reading decodable text helps students make better connections to the meanings of words as they apply phonics, high-frequency words, and word analysis skills (Ehri, 2020; Ehri & Roberts, 1979; Goldenberg, 2020). Because each type of practice has important benefits for learning to decode, they are both prioritized in *Magnetic Reading Foundations*.

Phonics in *Magnetic Reading Foundations* is synthetic, explicit, and systematic. Synthetic phonics is the system in which students are taught specific graphemes that correspond to sounds and then blend the graphemes together to form words. Synthetic phonics includes practice with decodable text and has been found to be an especially effective method of phonics instruction for young students (National Reading Panel, 2000). Synthetic phonics in *Magnetic Reading Foundations* is delivered with explicit instruction in a consistent, proven "teach, model, apply" format (Honig et al., 2018) wherein the teacher introduces a new grapheme in isolation and then writes and underlines it in a word. The teacher models blending a word with the new grapheme while doing a think aloud with the grapheme, and then students apply the new graphemic knowledge by blending a set of words that contain the grapheme together. This is done with connected phonation (e.g., *llliiip*), as opposed to segmented phonation (e.g., *l-i-p*), which eliminates extra *shwa* sounds between letters, reduces cognitive load, and improves decoding (Gonzalez-Frey & Ehri, 2021).

Phonics instruction also includes word building and encoding, which play important roles in practicing and applying knowledge of graphemes. Word building shows students how changing a grapheme can turn one word into another (e.g., *shin* to *thin*), which reinforces sound-spelling knowledge (Williams et al., 2009). Encoding instruction follows, during which students practice spelling words by grapheme (e.g., *sh-in*), which complements decoding as an active application of skills (Templeton, 2020). In the initial grapheme introduction and practice, instruction is print to speech, while encoding is a form of speech-to-print instruction. Speech-to-print phonics practice such as encoding helps students develop auditory skills, which facilitates orthographic mapping (Ehri, 2014). With so many opportunities for different types of practice, students are bound to make mistakes, and research shows that student errors should be corrected immediately (Carnine et al., 1997). *Magnetic Reading Foundations* includes corrective-feedback routines for decoding and encoding so teachers can give students prompt, consistent answers, which allows students to continue practicing (Carnine et al., 1997).

Letter formation plays an important role in the *Magnetic Reading Foundations* Grade K letter-learning curriculum. It is an essential element of building students' letter knowledge because it is an active way for students to reinforce letter shapes and make connections to print (Honig et al., 2008). Learning correct letter formation builds the foundation for fluent writing, which impacts everything from students' ability to encode words correctly to sentence writing to outcomes such as passage writing beyond the scope of Grades K–2 (Graham & Harris, 2005). *Magnetic Reading Foundations* uses the continuous stroke method of letter formation. Research shows that the continuous stroke method is most recommended because it offers the fewest opportunities for reversals (Spear-Swerling, 2006; Wolf, 2005). Teachers give explicit instruction and model correct form, and students practice correct formation and receive targeted feedback. Students also have many opportunities to practice writing in other contexts. Letter formation is reviewed in Grade 1.

Word analysis skills also complement the phonics scope and sequence in Grades 1 and 2 to help students learn to read words. These skills include inflectional endings, prefixes, suffixes, contractions, and syllable patterns. They are taught explicitly with opportunities for practice and application in reading decodable text and written exercises. An example of a complementary word analysis skill is comparative inflectional endings *-er*, *-est* with phonics skill *r*-controlled vowels *er*, *ir*, *ur*. Syllable pattern instruction comprises an important part of the Word Analysis domain and begins in Grade 1 (Moats, 2005; Shefelbine et al., 1989). Instruction begins with simple compound words, progresses to open and closed syllable patterns, and advances to stable syllable patterns. Students learn strategies for identifying and reading different syllable types in two-syllable words. In Grade 2, students learn additional word parts and all six syllable patterns.

The *Magnetic Reading Foundations* phonics scope and sequence contains 139 unique skills and is the foundation upon which the program is built. The skills in the other domains correspond to and support the phonics scope and sequence to maximize student learning (Muter et al., 1998; Ehri, 1995; Ehri et al., 2009). For example, during phonological awareness lessons, students focus on sounds they will then learn in that day's phonics lesson. There are four principles of the *Magnetic Reading Foundations* phonics scope and sequence that make it systematic (National Reading Panel, 2000):

1. Begin with simple concepts and skills, and build to more complex concepts and skills.
2. Order concepts and introduce new skills at a cadence that allows students time for enough application and practice to master the skills.
3. Build the scope and sequence as a three-year roadmap so concepts and skills are taught systematically and spiral within and across years.
4. Introduce high-utility sound spellings strategically to give students access to more words.

Phonics in Grade K

In Grade K, the first half of the year's phonics scope and sequence is devoted to the alphabet, and the guiding systems of the sequence are ease of acquisition and utility. Some letters are easier for students to learn than others. For example, letter names that contain the sound they make (e.g., *t*, *s*, *m*) are easier than letters that do not (e.g., *h*, *w*) and come earlier in the sequence (Treiman & Kessler, 2003). Letters are also ordered according to the highest utility, though in some cases letters were chosen so commonly confused letters are not taught in the same week (e.g., *k*, *g*). Because the first half of Grade K includes scaffolded word blending and decoding, high utility was a priority for maximizing sound-spelling combinations that would yield CV and CVC words. This not only allows children to practice and apply blending and decoding with a large number of words but also allows for systematic review of all previously taught letters.

In the second half of Grade K, the overall pattern of the *Magnetic Reading Foundations* phonics scope and sequence begins to emerge: short vowel sounds in CV and CVC words, ending consonant doublets and one consonant digraph, then CVCe long vowels. This overview shows a systematic approach to the principles mentioned on the previous page in several ways. First, it begins with the simplest concept of short vowel sounds and builds to the concept of consonant doublets (e.g., *tap*, *tub*, *bit*, to *hiss*, *jazz*), end consonant digraph *-ck* (e.g., *hack*, *luck*, *tick*), and then progresses to long vowels (e.g., *tape*, *tube*, *bite*). It also shows that the ordering of concepts and layering of new skills gives students time to apply and practice newly learned skills. When students learn consonant doublets and consonant digraph *-ck*, they are practicing and applying short vowel patterns. Finally, consonant digraph *-ck* is a standalone high-utility skill that gives students access to many words, which enhances students' reading experience.

Phonics in Grade 1

The Grade 1 phonics scope and sequence follows the same overall structure of Grade K, though it includes more concepts and many more skills (Grade K concepts in italics): *alphabet review*, *short vowel sounds*, consonant digraphs, consonant blends, CVCe long vowels, soft *c* and *g*, long vowel patterns, *r*-controlled vowels, diphthongs, and variant vowels. As in Grade K, the Grade 1 overview demonstrates a systematic approach to the four principles in numerous ways. First, the principle of building from simple to more complex concepts can be seen in the sequence of consonant digraphs to consonant blends. Consonant digraphs are taught first because learning a grapheme corresponds to one sound (e.g., *sh* makes a /sh/ sound) is a simpler concept than a spelling that corresponds to two or more sounds (e.g., *bl* makes a /bl/ sound) (Pirani-McGurl, 2009). Second, the principle of practice and application that can be seen with short vowels in Grade K can also be seen in Grade 1. After short vowels in CVC words, students learn consonant digraphs and consonant blends, which gives students time to practice and apply short vowel patterns in CCVC and CVCC words before they progress to the new concept of long vowels (Guthrie & Seifert, 1977). Third, the principle of concepts and skills repeating consistently across grades is shown in the repetition in Grade 1 of short vowels and CVCe long vowels. Within these concepts, skills are presented in the same order as in Grade K (Guthrie & Seifert, 1977).

Concepts are reviewed while skills progress within Grade 1, as seen in the progression of learning all CVCe long vowels before learning multiple long vowel patterns. Learning that *a_e* makes a long a sound (e.g., *tape*) is a simple concept and easily transferable to *o_e* makes a long o sound (e.g., *hope*) (Mesmer, 2019), so all CVCe long vowels are grouped together. Additional long vowel patterns follow in sets of two or three, such as *ai*, *ay*, (e.g., *claim*, *say*) and *o*, *oa*, *ow* (e.g., *cold*, *float*, *snow*). Because students have already secured knowledge of CVCe long vowels, they can more easily master additional spelling patterns for the same sound. Because the principles listed above are related, this progression of CVCe long vowels to additional long vowel patterns also embodies the principle of building from simple to complex patterns. Fourth, the principle of introducing high-utility skills strategically in Grade 1 can be seen in the different order of skills within CVCe long vowels (i.e., *a*, *o*, *i*, *u*, *e*) and the subsequent long vowel patterns (i.e., *a*, *e*, *o*, *i*, *e*). Long *u* patterns (e.g., *ew*, *ue*) are considered low utility and

are taught in Grade 2. *Magnetic Reading Foundations* departs from a consistent order of vowels across skills to prioritize utility and access to a greater number of words, which allows students to read more complex and conceptually interesting text in the decodable Magnetic Readers.

Phonics in Grade 2

The Grade 2 phonics scope and sequence has nearly the same overall sequence of concepts as Grade 1 (Grade 1 concepts in italics): *short vowels*, *consonant digraphs*, *consonant blends*, *CVCe vowels*, *soft c* and *g*, *three-letter blends*, *long vowel patterns*, *silent letters*, *r-controlled vowels*, *diphthongs*, *variant vowels*, short vowel digraphs, syllable patterns. Some skills are condensed (e.g., short vowels, digraphs), some are expanded (e.g., long vowel patterns, *r*-controlled vowels), and some are new (e.g., silent letters, short vowel digraphs, syllable patterns). The two main differences in the Grade 2 phonics scope and sequence are additional graphemes and a full unit of syllable patterns for multisyllabic word reading. These differences illustrate the principles of skills that are taught systematically across years and give students time for practice and application. In Grade K, there is one unit on long vowels with CVCe words (e.g., *base*, *hope*, *like*). In Grade 1, long vowels are the focus at two different times of the year: three weeks of CVCe pattern at midyear and a unit with two to three long vowel patterns each lesson (e.g., *claim*, *say*, *go*, *boat*, *snow*). In Grade 2, there are also two rounds of long vowels: an early one-week review of the CVCe pattern and five weeks of long vowels with every additional spelling. Long *a* and long *e* have six additional graphemes (i.e., *a*, *ai*, *ay*, *ea*, *eigh*, *ey*; *e*, *ee*, *ea*, *ie*, *y*, *ey*), and long *o* has four (i.e., *o*, *oa*, *ow*, *oe*). Six graphemes are appropriate because two are a review from Grade 1, and the concept of long vowels is known from Grade K.

Throughout Grade 2, students apply phonics skills to reading multisyllabic words because research shows that teaching strategies for decoding longer words improves students' ability to decode (Archer et al., 2006). The final unit (i.e., last five weeks) of the Grade 2 scope and sequence is devoted to six syllable patterns (i.e., open; closed; final *e*; *r*-controlled vowel; final -*stable*, -*sion*, -*tion*, -*le*, -*el*, -*al*; and vowel team). The spellings in these patterns were taught earlier in the scope and sequence, and students apply the syllable patterns in a routine as a strategy for reading multisyllabic words (Archer & Hughes, 2010). The syllable patterns were taught in the word analysis scope and sequence to coincide with the phonics skills. They are reviewed again here in the phonics scope and sequence so students can apply and practice the skill of multisyllabic word reading. This serves as a review of some of the more challenging graphemes in Grade 2 while students get the time to master reading longer words, which will prepare them for Grade 3 and authentic texts.

High-Frequency Words

Only 100 words account for approximately 50 percent of the words found in the texts used in schools and colleges (Zeno et al., 1995). Some of these words are decodable early in a phonics scope and sequence (e.g., *I*, *am*), some become decodable (e.g., *he*, *she*), and some are irregular (e.g., *the*, *was*, *people*). Because high-frequency words are so common in English, they need to be identified quickly for fluent reading, and students cannot afford to wait until the words become decodable on the phonics scope and sequence (Ehri, 2005; 2020). Like all words, high-frequency words need to become "sight words," or words that can be read automatically, but they should not be taught with whole word memorization (Duke & Mesmer, 2016; Ehri, 2005; 2020).

Research shows that decoding the known graphemes in irregular words and hearing the irregular sounds support retention of new words and lead to automaticity (Ehri, 2005; Steacy et al., 2016). Many high-frequency words are function words (e.g., *of*, *was*, *the*), and research shows that context enhances the learning of function words (Ehri, 2020). Specifically, the best method for learning the spellings of this type of word is hearing a context sentence and reading the words in isolation (Ehri & Wilce, 1980).

The *Magnetic Reading Foundations* high-frequency word instruction enacts research with a partial decoding approach (Duke & Mesmer, 2016). The teacher first displays and reads a high-frequency word and students repeat it, followed by the teacher reading context sentences while the students listen. Students say the letters and review the known graphemes, then write the word and check the spelling. Students have many opportunities to identify, read, and write high-frequency words throughout the lesson in isolation and context to build automaticity.

The *Magnetic Reading Foundations* high-frequency word scope and sequence was developed with consideration for both the utility of each word based on Dolch, Fry, and Zeno word lists and grouping words by shared spelling patterns to support orthographic mapping. Sometimes the words complement the week's phonics skill, sometimes they preview the following week's skill, and sometimes they review a phonics skill from a prior week. In this way, students are learning the highest-utility words while also getting the benefit of learning words that are grouped together by pattern. For example, in Grade 1, Lesson 6, the high-frequency words are *like*, *make*, *there*, *what*, and the phonics skill is consonant digraphs, including *th-* and *wh-*. The high-frequency words have two pairs: *there* and *what*, which share the week's digraphs but are not decodable, and *like* and make, which share long vowel patterns. All four words are high utility, which is their primary purpose. Learning *there* and *what* reinforces the lesson's phonics skill, and learning *like* and *make* helps students secure the memory of those words because they share a pattern (Ehri, 1995; Ehri et al., 2009).

Fluency

Fluency is the ability to read with accuracy and prosody at a rate that supports comprehension. It is related to the decoding practice described in the phonics section, but it is a separate domain with its own set of skills (Pikulski & Chard, 2005). Fluency consists of accuracy, rate, and the prosody skills phrasing, intonation/inflection, and expression. Accuracy means reading each word correctly, and rate means reading each word automatically, or at a rate that frees up enough working memory that allows a reader to comprehend text (LaBerge & Samuels, 1974; Torgesen & Hudson, 2006). Prosody is overall expressiveness and consists of three primary skills. Phrasing is the ability to group words together into meaningful phrases, rather than reading them with equal emphasis on each one. Intonation/inflection refers to the pitch and volume of the voice while reading, and expression is the ability to read with a voice that reflects emotions or actions. Some degree of text comprehension is required to read with prosody, but learning prosody skills also helps comprehension (Rasinski, 2003). Learning to group words into phrases, for example, makes text easier to comprehend, rather than reading them one by one (Rasinski, 2003).

Accuracy is so important for securing the base of students' fluent reading that in *Magnetic Reading Foundations*, it is the focus of fluency instruction until mid-Grade 1 (Pikulski & Chard, 2005). At mid-Grade 1, students are growing secure as decoders and begin learning rate and prosody skills while continuing to work on accuracy (Ehri, 2005). In Grade 2, all five skills are taught as students continue practicing repeated readings to build automaticity. Every skill in Grades 1–2 is taught with explicit instruction using a decodable text, teacher modeling, and repeated readings (Rasinski, 2003). Each skill also has a metacognitive Fix-Up Strategy that teachers model for students so they can monitor their reading and self-correct when they make mistakes at the word level, with rate or with the prosody skills. Students also have opportunities to practice fluency in small group instruction with decodable readers. Finally, because of fluency's importance in foundational skills as the bridge to comprehension, *Magnetic Reading Foundations* includes additional resources on the Teacher Toolbox for fluency formative practice and assessment (Pikulski & Chard, 2005). These resources include instruction, formative assessments, and passages targeted to each skill that were developed specifically for repeated readings and can be used with students at all levels beginning in mid-Grade 1.

Fluency may be the culminating foundational skill, but it is not the goal of reading. Comprehension is one goal of reading, and reading with purpose, learning new things, and enjoying reading are others. *Magnetic Reading Foundations* is a foundational skills program that meets these goals for all new readers with colorful, engaging decodable texts, and Magnetic Readers featuring high-interest weekly topics and unit themes. These unit themes include physical science (e.g., What's the Weather?), art (e.g., Create Every Day), and natural science (e.g., What's That Habitat?) with nonfiction, fiction, and poetry. Students preview texts at the start of a unit, learn unit words that repeat across texts, answer comprehension questions, and make connections across texts after they read. Students engage in these practices that build language and the habits of mind of good readers while they systematically learn and practice hundreds of skills in the domains of Concepts of Print, Phonological Awareness, Phonics, High-Frequency Words, and Fluency. The vast majority of instruction is focused on foundational skills, but these skills are a matrix, not a line, and learning them concurrently quickly results in more than just word recognition—it results in reading. Every skill in *Magnetic Reading Foundations* is a stepping-stone, and by the end of the program, students are ready for the truly great reading adventures that lie ahead of them.

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