Putting the Science of Reading to Work

*Magnetic Reading Foundations*, Grades K–2
*Magnetic Reading*, Grades 3–5
# Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>5</td>
</tr>
<tr>
<td><strong>Scope and Sequence</strong></td>
<td>6</td>
</tr>
<tr>
<td><strong>Word Recognition</strong></td>
<td>7</td>
</tr>
<tr>
<td>Phonological Awareness</td>
<td>7</td>
</tr>
<tr>
<td>Phonics</td>
<td>8</td>
</tr>
<tr>
<td>High-Frequency Words</td>
<td>10</td>
</tr>
<tr>
<td><strong>Bridging Processes</strong></td>
<td>11</td>
</tr>
<tr>
<td>Literacy Knowledge: Concepts of Print</td>
<td>11</td>
</tr>
<tr>
<td>Fluency</td>
<td>12</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>16</td>
</tr>
<tr>
<td><strong>Language Comprehension</strong></td>
<td>20</td>
</tr>
<tr>
<td>Literacy Knowledge: Genres and Text Features</td>
<td>20</td>
</tr>
<tr>
<td>Building Background Knowledge: Content and Cultural</td>
<td>22</td>
</tr>
<tr>
<td>Verbal Reasoning</td>
<td>28</td>
</tr>
<tr>
<td>Language Structures</td>
<td>30</td>
</tr>
<tr>
<td><strong>Active Self-Regulation</strong></td>
<td>32</td>
</tr>
<tr>
<td>Motivation and Engagement</td>
<td>32</td>
</tr>
<tr>
<td>Comprehension Strategies</td>
<td>36</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>37</td>
</tr>
<tr>
<td><strong>References</strong></td>
<td>38</td>
</tr>
</tbody>
</table>
Introduction

At Curriculum Associates, we believe all students can become skilled readers, and the best way to get them there is explicit, systematic, and evidence-based literacy instruction grounded in the body of research that has proven that teaching students to read is an art and a science. These beliefs are at the core of our Magnetic Reading K–5 resources, designed to take every student from foundational skills to reading fluency.

Reading Is a Complex Process

Thousands of international, interdisciplinary, scientific, and educational studies have pinpointed what—and, crucially, how—we must teach students who are learning to read. The resulting evidence forms the foundation of reading science. Humans are not hardwired to read in the same way we are to speak. We must all be explicitly taught to decipher the “code,” beginning with these word recognition skills:

- **Phonological Awareness:** the ability to recognize and manipulate the sounds of spoken language
- **Phonics:** the ability to map sounds onto letters or combinations of letters (i.e., sound spellings)
- **Recognition of High-Frequency Words:** the ability to automatically identify and read words that occur most often in text

As students move systematically from learning to read to reading to learn, these language comprehension skills are essential for students to become proficient readers:

- **Literacy Knowledge (Genres and Text Features):** knowledge specific to understanding the features of literary and informational text
- **Background Knowledge (Content and Cultural):** information stored in the brain based on prior experiences of topics and ideas
- **Verbal Reasoning:** the ability to draw conclusions by connecting new information to what is already known
- **Language Structures:** the knowledge of word meanings and how they are combined into meaningful sentences

More recent research has proven that there are additional contributors to skilled reading. These contributors form bridging processes both within and across word recognition and language comprehension (Nation, 2019):

- **Literacy Knowledge (Concepts of Print):** knowledge specific to understanding how print works, such as reading it from left to right and top to bottom in English
- **Fluency:** the ability to read with accuracy, automaticity, intonation/inflection, and proper phrasing
- **Vocabulary Knowledge:** the ability to understand the meanings of words and phrases

The students themselves also play a key role in reading success. Skilled readers utilize active self-regulation strategies to maintain engagement with the text (Duke & Cartwright, 2021). Active self-regulation includes:

- **Motivation and Engagement:** the interest and desire to read that leads to active reading
- **Use of Comprehension Strategies:** deliberate actions that help readers construct meaning
Scope and Sequence

The Magnetic Reading Foundations K–2 scope and sequence is organized to systematically build and reinforce foundational skills. Our scope and sequence is informed by and aligned to research collected from cutting-edge reading science, including that from Heidi Anne Mesmer and Linnea Ehri.
Phonological Awareness

Research shows that phonological awareness is one of the first and most essential reading skills that students must learn as it is the greatest predictor of future reading success (National Reading Panel, 2000; Wagner & Torgesen, 1987). The phonological awareness scope and sequence in Magnetic Reading Foundations K–2 follows a progression from large units of sound, such as syllables and onset-rime, and moves to individual phonemes. Research has confirmed that the phoneme level is the most important skill for later reading success because it trains students to hear the word parts that correspond to sound spellings (Brady, 2020; Wagner & Torgesen, 1987; Petscher et al., 2020). In Magnetic Reading Foundations K–2, students hear the week’s phonics sounds in the phonological awareness, or Listen Up!, part of the session first. This sequence helps students learn to sound out words (Muter et al., 1997; Yopp & Yopp, 2000).

In this Grade K session, students isolate the initial sound in words that start with /b/ in the Listen Up! part of the session. This helps students understand the connection between the sound and the letter used to represent the sound that is introduced in the Learn Letters! part of the session.
### Phonics

The *Magnetic Reading Foundations* K–2 phonics scope and sequence begins with letter recognition, in which students are steeped in letter learning and heavily scaffolded into decoding words with the simplest sound spellings, such as short vowels, progresses through consonant digraphs, and advances into more complex sound spellings, like blends and vowel teams (Guthrie & Seifert, 1977; Pirani-McGurl, 2009). Students then learn spelling patterns that help them recognize larger, distinct representations of spoken sounds. This helps students develop their word attack skills for decoding multisyllabic words and use knowledge of spelling patterns to accurately encode, or write, the combination of letters to represent the sounds they hear in spoken words (Ehri, 2020; National Reading Panel, 2000; Petscher et al., 2020).

### Decoding

In the **Build Words!** part of the session, teachers model how to read words with the new sound spelling. After, students practice in the **Apply/Practice** part of the session.

Teachers use the **Sound Spelling and Articulation Cards** to teach the week’s phonics skill. This allows students to connect the sound to the symbol.
Students practice word building to warm up for spelling. Teachers explicitly model words, and students practice building them using the **Word Building Cards**. Teachers guide students to change a letter to spell a new word.

**Encoding**

**Build Words!**

**PHONICS**

**Encode Words**

- **BUILDING WORDS**
  - Warm up for dictation. Use **Word Building Cards** to model building new words. Point to each word, say the sound, and blend the word. Have children add one letter to spell again. Repeat to spell each word.

- **SPELL IT ROUTINE**
  - **MODEL** Think aloud as you spell the word leach. Say the Word: The word is leach. I am going to think about the sounds I hear in leach.
  - **PROCEDURE**
    - First, I will say the word slowly, leash. Next, I will think about the first sound I hear. The first sound in leach is /zl/. I know the letter I stands for /zl/. I will write I. Repeat for the remaining sounds to spell leach.
  - **APPLICATION**
    - Have children write today’s dictated words and sentences on pp. 1-4 of their Student Workbook.

**SUFFIXES -ful, -less**

- **TEACH**
  - Remind children that a suffix is a word part added to the end of words to change the meaning. The suffix becomes the last syllable of the longer word. Review that the suffix -less means “not having any” and the suffix -ful means “full of.” Write the suffices and have children say them in unison with you.

**APPLICATION**

- **SPELL IT ROUTINE**
  - Write the word sleepless. Read it aloud and have children repeat after you. Say, I see that this word has the base word sleep and the suffix -less. I will divide the word into syllables by placing a slash between sleep and -less. Blend the syllables to read sleepless. Say, Sleepless means “not having any sleep.” Repeat with the word restful, pointing out the base word rest and the suffix -ful.

- **APPLICATION**
  - Write playful and endless. Prompt children to tell you where to divide the syllables. Then have children blend the syllables to read the words in unison. Have children tell the meaning of each word.

See the practice page for Word Analysis.

**Lessons include direct instruction and practice with encoding using the Spell It Routine. This gives students the opportunity to practice new sound spellings and review the previous week’s sound spellings.**

Students learn **word analysis** skills that complement phonics skills to build word knowledge.
High-Frequency Words

The ability to recognize high-frequency words is essential for fluent reading (Blevins, 2017). Magnetic Reading Foundations K–2 provides systematic and explicit high-frequency words instruction using a partial decoding approach. This means that high-frequency words are grouped together by pattern, which facilitates orthographic mapping and helps students make analogies to other unknown words (Ehri et al., 2009). This approach helps students retain the words better than if they learned with memorization alone (Miles & Ehri, 2019).

**Super Words** are grouped together by phonics pattern and often include the week’s phonics skills. In this Grade 1 session, the phonics pattern is beginning digraphs (i.e., sh-, th-, ch-, wh-), and the high-frequency words there and what map to those patterns.

There is one **Super Word Card** for each Super Word taught in the program to help students say, spell, and write each word. The cards include the word and context sentences to support meaning and usage.

**The Super Words Routine** provides a structure for introducing Super Words (i.e., high-frequency words). Students hear context sentences and practice words through writing and multimodal activities.

Students practice saying, spelling, and writing the Super Words as well as reading them in sentences and connected texts. This provides multiple opportunities to build fluency with the Super Words in various contexts.
Bridging Processes

Literacy Knowledge: Concepts of Print

Researchers agree that the understanding of concepts of print is important for reading acquisition (August & Shanahan, 2006). *Magnetic Reading Foundations K–2* provides explicit instruction in concepts of print, such as book handling, text features, directionality, punctuation, and how to track text with fingers. Later, as students become more secure in the alphabetic principle, they learn concept of word, which prepares them for decoding (Ehri & Sweet, 1991).

*Alphabet Tales*, our program-specific Big Book, is used in Grade K to introduce each letter and teach concepts of print in a whole class format.

*Alphabet Books* are simple, mostly visual little books that help Grade K readers build concepts of print and alphabet knowledge in a whole class or small group format.

Teachers can use *Magnetic Readers* to reinforce concepts of print as needed in small groups.
Fluency

In *Magnetic Reading Foundations* K–2, students practice isolated word reading fluency as well as fluency in connected texts. Research shows that when children practice with isolated words, they have better recall of orthographic patterns and spellings than when they read words in connected text (Ehri, 2020). Reading isolated words is one important type of practice, and reading connected text is another. Reading connected text applies phonics, high-frequency words, word analysis skills, and fluency to the meaning of words (Ehri & Roberts, 1979; Goldenberg, 2020). *Magnetic Reading Foundations* K–2 provides ample opportunities for students to practice word reading fluency and apply the skills they’ve learned in connected texts.

Word Reading Fluency

The Student Worktext gives students an opportunity to practice isolated word-reading fluency before applying the skills they’ve learned in connected texts.

Duet Passages

With scaffolded supports, Grade K students learn to decode one word at a time and slowly build to short phrases and sentences.

Connected Texts

Connected Texts are available in the Student Worktext for students to apply their phonics and high-frequency word skills to decodable texts.

Fluency Practice and Formative Assessment

Fluency Practice and Formative Assessment is designed to give teachers maximum flexibility for practicing and assessing rate and accuracy, phrasing, expression, and intonation/inflection.
Magnetic Readers

Magnetic Readers are decodable literary and informational little books fully aligned to the Magnetic Reading Foundations K–2 scope and sequence. This means they are 100% readable to ensure every student has the potential to read every word in every text.

In the following examples, words are highlighted to illustrate 100% readability of Magnetic Readers.

| Phonics Skill, Sessions 1–2 | Phonics Skill, Sessions 3–4 | High-Frequency Word | Previous Phonics Skill | Previous High-Frequency Word | Unit Word | Story Word |

**Grade K: long o (o, o–e)**

"We can hop rope!" 
Hop!" said Ike.
"My nose is the rope." 
Mike hops rope.
Mole hops rope.

A kite takes Mike up.
"Mike!" yells Ike.
"Time for fun!"
Mike dives and is wet!

**Grade 1: long o (o, oa)**

When Dad comes home, he tells them what he knows. "There was a note," he explains. "Evil Dude has taken all the hoses. He is going to use them to float a boat. What a bad idea! This is not good at all."

**Grade 2: long o (o, oa, oe, ow)**

This blowfish lives in the water close to coastlines. The water is not as cold there as it is in the open sea.

The blowfish is little and slow to keep safe. It blows up on it fills with water. When it blows up its spikes stick out. The spikes stop fish from eating it.

This fish stays close to the sea bottom. It is named the red-tipped blowfish. Do you know why? It looks like it has red spots. When little fish get too close to those red spots, it's time for the blowfish to eat.

Red-tipped blowfish are fast and wide. They don't swim well. They use their fins like toes to keep near the sand. This is why they live off the bottom of the sea.
Fluency: Foundation for Meaning Making

Research shows that fluency acts as a bridge between word recognition and comprehension (Pikulski & Chard, 2005). Fluent reading requires students to apply accuracy, phrasing, intonation/inflection, and expression to the meaning of words (Kuhn et al., 2010). In Magnetic Reading Foundations K–2, fluency instruction begins with accuracy only because there are so many skills to master while reading connected text. As students master skills and gain stamina as readers, fluency instruction progresses to phrasing and intonation/inflection, offering a bridge to comprehension.

SESSIONS 1–4
APPLY TO TEXT

Magnetic Reader

Let’s Read! Is It a Plant?

• These sessions may be done throughout the week during whole-group or small-group experiences.

• **Introduce:** Remind children of the Unit Topic, The Underwater World. This week they are learning about plants that grow in the sea. In this text, they will look at some of these plants as well as some sea animals that look like plants.

**SESSION 1 Introduce**

Explain the meaning of the phrase **blend in**. Tell children that the word **spring** can be used both as a noun and as an action word. Point out that **spring** is used as an action word in the text.

Review the Unit Topic and Weekly Focus with children. Then have children point to the title and read it aloud together. Preview the book. Provide background: plants in the ocean provide food and shelter for many sea animals. Preteach the Story Words. Then, guide children to set a purpose for reading, such as to find out how animals can look like plants.

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

**SESSION 2 Practice and Apply**

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

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

After reading, check for understanding by asking:

• **What is the sea full of?** living things

• **Is sea grass a plant or an animal?** a plant

Fluency instruction begins with accuracy. When a word doesn’t make sense, students learn to self-correct by sounding it out and blending the sounds.

**SESSION 3 Build Independence**

Point out that, unlike punctuation in Spanish, question marks and exclamation marks appear at the end of sentences, not at both the beginning and the end.

**CONCEPTS OF PRINT** Remind children that a sentence always ends with a punctuation mark. Point to the first sentence on p. 2. Identify the period and review that a period ends a telling sentence. Ask children to identify the sentences that end with a question mark and an exclamation mark. Discuss the different kinds of end punctuation and review what each mark means.

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

After reading, check for understanding by asking:

• **How many animals that look like plants are in this book?** three

**SESSION 4 Make Connections**

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

Prompt children to make connections.

• **Connect to Self:** What plants are in or near the place where you live? Answers will vary. Provide a sentence starter: Some plants near me are ___.

• **Connect to Topic:** How does this book connect to the other texts you read this week? All three tell about ocean plants.

Students have the opportunity to practice fluency skills and read for meaning by answering comprehension questions and making connections.
• These sessions may be done throughout the week during whole-group or small-group experiences.

• **Introduce:** Remind children of the Unit Topic, In the Sky. This week they are learning about the stars. In this text, readers will learn interesting facts about stars.

**SESSION 1** **Introduce**
Preview phrases such as clumps of dust and gases forming a star. Explain the actions clump together, explode, and pull in.

Review the Unit Topic and Weekly Focus with children. Then have children point to the title and read it aloud together. Preview the book. Provide background: explain that the stars in this book are objects in space, not famous people. Preteach the Story Words. Then, guide children to set a purpose for reading, such as finding out new information about stars.

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

**SESSION 2** **Practice and Apply**
Remind children that reading with expression, or reading with feeling, will help them understand the text. Read p. 3 without feeling, making your voice flat. Then demonstrate rereading with appropriate expression, reading with feeling.

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

After reading, check for understanding by asking:
• Why are stars hard to see in big towns? Lights in big towns block the light shining from the stars.
• What is the biggest kind of star called? a giant star

**SESSION 3** **Build Independence**
Partner children. Ask them each to choose information that they find interesting and to practice reading it aloud with expression to their partner.

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

After reading, check for understanding by asking:
• What color are the hottest stars? blue
• Which star is closest to Earth? the sun

**SESSION 4** **Make Connections**
Have children reread the book on their own or with a partner. Then ask children to retell the text.

Prompt children to make connections.
• **Connect to Self:** What is one question you still have about stars? Answers will vary. Provide a sentence starter: My question about stars is .
• **Connect to Topic:** What are some of the things found in the sky that we have read about in this unit? clouds (gas, water drops, lightning), the sun, the moon, stars (gases, dust, light, North Star, Big Dipper, Little Dipper), colors (sunrise, sunset), jets (blinking lights, jet trails), birds

**Genre:** Informational

**Unit Words:** appear, Earth

**Story Words:** colors, scientists, millions, telescopes

**Super Words:** air, full, pull, together

Later in Grade 1, fluency instruction progresses to expression. Students learn that reading with expression, or reading with feeling, helps them understand the text.

The Teacher’s Guide provides guidance for checking for understanding after students read the text.
**Vocabulary**

To make meaning and comprehend complex and rigorous texts, all students need background knowledge of vocabulary and domain knowledge specific to the content being covered in the text (Steiner & Magee, 2019; Wexler, 2020; Hirsch, 2006; Willingham & Lovette, 2014). *Magnetic Reading* K–5 resources include conceptually linked words that appear throughout the texts in each unit that are critical for engaging with each lesson topic. Students have multiple exposures to concept words across the lessons’ texts. These exposures solidify students’ new vocabulary acquisition in the context of the content knowledge they build.

**Magnetic Reading Foundations K–2**

![Image of a boy and a dog]

**Teach**

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

**Unit Words**

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

**Engage**

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

Explain to children that the pictures at the bottom of the page are from texts they will read in this unit. Have them turn and talk with a partner about what they notice. Have them explain which text they are most curious to read and why. Offer discussion and oral language support with the following sentence frame: I am most curious about reading this text because ___.
SESSION 1 Introduce
- Support vocabulary by gesturing to show how the sun rises in a sunrise and lowers in a sunset. Ask children to discuss how they see the sun move throughout the day.

Review the Unit Topic and Weekly Focus with children. Then have children point to the title and read it aloud together. Preview the book. Provide background: explain that a pattern is something that repeats. Preteach the Story Words. Then, guide children to set a purpose for reading, such as learning what kinds of patterns are in the sky.

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

SESSION 2 Practice and Apply
- Remind children that reading each word accurately will help them understand the text. Read aloud a portion of the text fluently as children follow along. Then, model misreading a word and using Confirm and Correct Word Recognition to self-correct. Point out that the word you read doesn’t make sense. Read the word again by sounding it out and blending the sounds. Model using context to confirm that the word is correct.

Have children read through p. 10. Remind them to think about whether the words make sense as they read. Guide them to self-correct as needed.

After reading, check for understanding by asking:
- *When does the sun seem to be rising? in the morning*

SESSION 3 Build Independence
- As children read, have them visualize the movement of the sun and the moon. Have partners help each other read and understand the text.

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

After reading, check for understanding by asking:
- *What can we see in a night sky? stars and moon*
- *When does the changing pattern of the moon stop? Never; the pattern happens again and again.*

SESSION 4 Make Connections
- Have children reread the book on their own or with a partner. Then ask children to retell the text.

Prompt children to make connections.
- *Connect to Self: What other patterns do you notice in nature? Answers will vary. Provide a sentence starter: I notice that the ___.*
- *Connect to Topic: How do this week’s texts fit in with the Unit Topic In the Sky? All of the texts describe things we can see in the sky, some during the day and some at night.*

Story Words are unique words to each text that are pretaught before students read. These words make texts more interesting and authentic by increasing the bank of decodable and high-frequency words.
**Magnetic Reading 3–5**

Key vocabulary is reinforced across lesson texts as students encounter words in different contexts and use them in academic discussions and writing activities. Word knowledge builds from lesson to lesson as students encounter new words on conceptually related topics within each unit.

Students explore networks of conceptually related words at the beginning of each lesson. In this Grade 3 lesson, students discuss the meaning of *disguise* with a partner and as a class before reading about how animals disguise themselves to survive.

The **Building Knowledge with Vocabulary** resources for each unit support students’ vocabulary acquisition by exploring words above and beyond the supports and activities included in the lessons.
Determine the Main Idea

• The main idea of a text is what the text is mostly about. It is the big idea that the author wants readers to understand.

• Key details are important facts, examples, or other pieces of information in a text that help explain the main idea.

• To figure out the main idea, think about what the text is mostly about. Then identify key details that support the main idea.

Reread/Think

Reread “Anglerfish: Fish That Fish.” In the chart, write the main idea and the key details that support it.

Main Idea

Anglerfish have a sneaky way of catching their food.

Key Details (paragraphs 1 and 2)

- The illicium is like their own fishing rod used to trick the fish they want to eat.
- At the end is a lure called an esca.

Key Details (paragraph 3)

- They stay still and move the esca around to attract the fish they want to eat.

Key Details (paragraphs 4 and 5)

- They suck in their prey with a mouthful of water.
- They eat their food in one gulp.

Academic Talk words and phrases are taught, modeled, and used throughout each lesson to support successful acquisition of reading comprehension skills.
Language Comprehension

Literacy Knowledge: Genres and Text Features

*Magnetic Reading Foundations* K–2 includes decodable readers that build knowledge of genres and text features by exposing students to authentic reading experiences with literary and informational texts as soon as they begin reading. *Magnetic Reading* 3–5 also supports students in building genre knowledge. In each unit, students read rich and varied literary and informational texts that support them in understanding the purpose, characteristics, and features of text types.

**Content-Rich Decodable Texts—*Magnetic Reading Foundations* K–2**

In Grade 2, Unit 6, students learn about land and water while building knowledge of genres and text features as they read both literary and informational texts.

---

**Words with Open Syllables**

Super Words: become, ever, questions, today

**At Fossil Basin**

“Wow!” Piper said as she hopped out of the car. “It’s so hot out!” She looked at the open land. Today, Piper, Rue, Mom, and Dad were visiting Fossil Basin. The land had cool features and plenty of fossils.

“Did you know that lots of the fossils here are fish?” Piper asked. “Sand and mud settled in the lakes. Dead fish sank to the bottom. New layers of mud settled on top of the fish. Now they are fossils.”

**Words with Vowel Team Syllables**

Super Words: certain, enough, special, strong

**The Rock Cycle**

You can find rocks on mountains, beaches, or on your street. Rocks can be different shapes and colors. They may have special features. Some rocks are actually soft enough to scratch with a fingernail. Other rocks are strong and hard.

All rocks are part of the rock cycle—the processes that form and change rocks. One kind of rock starts below Earth’s crust. The rock is so hot it melts. This melted rock pushes up and out from Earth. It cools and hardens to form a certain kind of rock.

On Earth’s surface, weathering and erosion help form another kind of rock. Wind, water, and ice break rocks into smaller pieces. Wind and water bring them to new places where they settle. Layer after layer hardens to rock over time. Rocks on Earth’s surface can change. High heat and the pressure of Earth’s weight can form another kind of rock.

The new rocks may heat up and melt below Earth’s crust. And the rock cycle begins again.
In Grade 3, Unit 5, students read multiple literary and informational texts to build knowledge about extreme weather.
Building Background Knowledge: Content and Cultural

Unit Topics Designed to Build Knowledge

*Magnetic Reading* K–5 resources are dedicated to explicitly building knowledge through a curated series of coherent texts that are rich, compelling, and accessible. As students build knowledge, they add to their stored background knowledge they can use anytime they encounter new texts. Research shows that all students need exposure to grade-level texts—and the background knowledge to comprehend them—to promote grade-level proficiency for every learner in the classroom (Steiner et al., 2018; Shanahan, 2019; Martinez, 2021). In each *Magnetic Reading* K–5 unit, students read grade-level-appropriate and conceptually connected literary and informational texts that pertain to a topic.

<table>
<thead>
<tr>
<th>Magnetic Reading Foundations K–2</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
<th>Unit 5</th>
<th>Unit 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade K</strong></td>
<td>All about Me</td>
<td>Express Yourself</td>
<td>Leaves, Wings, and Furry Things</td>
<td>In My Community</td>
<td>Stories About ...</td>
<td>What’s the Weather?</td>
</tr>
<tr>
<td><strong>Grade 1</strong></td>
<td>Friendship</td>
<td>Create Every Day</td>
<td>The Underwater World</td>
<td>Neighborhoods</td>
<td>Imagine That!</td>
<td>In the Sky</td>
</tr>
<tr>
<td><strong>Grade 2</strong></td>
<td>Getting Along with Others</td>
<td>Making Art</td>
<td>What’s That Habitat?</td>
<td>It’s on the Map!</td>
<td>Tell Me about It</td>
<td>Land and Water</td>
</tr>
</tbody>
</table>

This image illustrates some of the various literary and informational decodable texts that students read as they begin to build knowledge in the Grade 2 *It’s on the Map!* unit.
Research suggests that reading proficiency is connected to students' prior knowledge and that a content-rich curriculum can improve student learning. Magnetic Reading supports students to build knowledge in key content areas and relevant social-emotional themes.

- **Literary texts** (Lit) represent a range of backgrounds, experiences, and text types. They explore social-emotional themes that students will relate to and learn from, such as conflict resolution, building empathy and awareness, and dealing with emotions.

- **Informational texts** (Info) offer fresh perspectives on science, social studies, technology, and the arts.

Rich and varied texts build knowledge in key content areas and act as both windows into new worlds and mirrors in which students see themselves.

This image illustrates some of the various literary and informational texts that students read to build knowledge in the Grade 4 **Humans and Energy** unit.
Conceptually Connected Texts

*Magnetic Reading* K–S resources develop readers for today and tomorrow by inviting students to learn about and engage with the world. It is in the content-rich and diverse grade-level texts that students begin to explore their world, chart new paths, and find novel destinations (Davidson & Liben, 2019). Students start building knowledge early and often by reading conceptually connected grade-level texts. Our robust text sets are intentionally designed to connect across grade levels to build knowledge systematically in service to deep and transferable understanding for future reading.

**Topic: Earth Science**

---

**Grade K, Unit 6:**
What’s the Weather?

**Grade 1, Unit 6:**
In the Sky

**Grade 2, Unit 6:**
Land and Water

---

**Unit Words**

- Short *i*
- Long *i*

---

**Let’s Read!**

**Tim in His Rig**

Tim is in a line in his rig.

Other people line up with Tim.

Tim sees big clouds.

Water hits his rig.

More water hits his rig.

---

**Enjoying Our Sun**

We need our sun! We need our sun’s light. Without it, we would live in darkness all the time.

We need our sun’s heat. Without it, water could not rain down or even move. It would all be ice. That would be another big problem!

---

**The Little Volcano**

Once upon a time, there was a volcano in the sea. It all started with a rumble deep inside. Then it erupted and kept erupting. Eruption after eruption. Eruption after eruption.

---

**Look at the ground under your feet. It is part of Earth’s top layer, or crust. Mountains, prairies, and canyons are parts of Earth’s crust we can see.**

If you could dig deep into Earth, you would find hot, melted rock called magma. Magma can be thin and watery or thicker—like oil. Sometimes, magma rises through cracks in Earth’s crust and bursts out above the ground.
happens in the Rocky Mountains is hail. Hail is balls of ice. It
would explain how this type of weather happens. Then explain why it happens

Wild Weather

1. Have students describe the high sounds of a storm as needed.

palm trees

Students read several literary and informational texts throughout a unit to build knowledge in key content areas and relevant social-emotional themes within and across grade levels.

Grade 3, Unit 5:
Wild Weather

Grade 4, Unit 3:
Exploring

Grade 5, Unit 3:
Earth’s Water

When Tornadoes Come Roaring In
by Marianna Lazzara

Dear Journal, June 28

I didn’t sleep much last night because I was too worried about the tornado in town.

I woke to a loud noise, something seemed out of place. I knew trouble was coming.

My mom had written in her journal about the tornado before. She said it was a powerful force, capable of destroying everything in its path.

I wondered if this was going to happen in our town. I glanced at the window and saw the dark clouds.

The air was thick with tension. We all tried to stay calm, but our hearts were racing.

When it happened, it was like nothing I had ever seen.

I saw the twister form in the distance, growing larger and larger. It was moving so fast, it was hard to believe.

I watched it condemn our town, destroying everything in its way. I didn’t have time to think. I ran outside with my family, trying to make sense of it all.

I knew we had to stay safe, but I didn’t know how.

The tornado passed through our neighborhood, leaving destruction in its wake. I saw houses destroyed, trees fallen, and cars flipped over.

I was scared, but I was also determined. I knew we had to help.

We volunteered to help clean up and support our community. It was hard work, but it was satisfying to see us come together.

I learned so much from that tornado. I realized how fragile life can be and how important it is to cherish every moment.

I’m grateful to be alive and to have such wonderful people in my life.
Knowledge Building (Cultural)

Research shows that knowledge from students’ cultural experiences affects reading comprehension (Bell & Clark, 1998). Magnetic Reading 3–5 provides students with exposure to a wide range of texts that mirror many cultural backgrounds and experiences. Within these texts, students can make personal connections to the lesson topic. This gives students an opportunity to share their cultures, providing other students with a window into cultures that may be unfamiliar. This helps all students build knowledge, which improves reading comprehension (Knowledge Matters Campaign, 2021).

Other texts illuminate cultural identities through “surface-level” details, such as food and dress.
A mix of cultural representation—from deeper beliefs and customs to surface-level culture—gives students the opportunity to build knowledge by connecting to their own experiences and learning from others.
Students begin every lesson with **Talk about the Topic**, during which they make connections to their own background knowledge and the new concepts in the lesson.

### Verbal Reasoning

The ability to comprehend and analyze complex texts is key to students’ success in the classroom and beyond. To deeply comprehend and analyze a variety of complex texts, students must learn to think about what the text says explicitly as well as its implied meaning. **Magnetic Reading** 3–5 provides explicit instruction in figurative language that helps students interpret what the author means to convey. Additionally, students have ample opportunities to practice drawing conclusions by connecting new information to what is already known, facilitating independence and participation in grade-level reading and discourse.

**Help & Go** scaffolds for Background support students in connecting to prior knowledge so they can draw conclusions throughout the lesson.

**HELP & GO: Background**

- **Say**, *Myths are ancient stories people told to answer big questions about the world. They explain something about nature or people. Many explain the origin, or beginning, of how something came to be. What myths do you know? What do they explain?*

- **Explain** that trickster characters use their wits to outsmart powerful authority figures like gods or kings. They use smart tricks instead of physical strength or power. In many stories, they trick authority figures who are being unfair, cruel, or greedy.
**Smart Energy**

**Lesson 3**

**LESSON 3**

**Sources of Energy**

**LESSON 4**

**Solar Power**

**WORD SORT**

Underline words that name energy sources. Circle words that describe how we use energy. Discuss your thinking with a partner.

- fuel
- wood
- light bulb
- solar panel
- car
- electricity
- coal
- fire
- sun
- heater

**LESSON 2**

**Start Times**

**LESSON 1**

**End Times**

**MAKE CONNECTIONS**

**HELP & GO: Language**

- Ask students to consider what the text means when it states that Kelly “ran into challenges.” (Kelly sometimes had troubles in life.)
- Clarify that Kelly is not actually running. Instead, the phrase refers to how people experience tough situations, or challenges, in life. EL

**HELP & GO: Comprehension**

- Have students compare Kelly’s invention to other inventions they have heard about. What is alike? What is different?
- Have students describe Kelly’s invention. Include: the problem Kelly solved, how it works, and its impact.

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A Connect It lesson at the end of every unit culminates learning as students analyze a longer text, draw conclusions, and make connections between the other unit texts.
Language Structures

The order of words (i.e., syntax) and the meaning of those words (i.e., semantics) combine to allow students to understand a text in the way the author intended. Awareness of sentence structure helps students make sense of the meaning behind the words (Sorenson Duncan et al., 2021). When students have a broader understanding of the meanings of words and phrases, they are able to make connections within the context of a text to comprehend what they are reading. Magnetic Reading 3–5 resources support students' language development with strategic scaffolds and instructional routines.

Help & Go scaffolds for Sentence Comprehension support students in recognizing and comprehending longer, more complex sentences.
The Word Learning Routine prompts students to look for familiar word parts and clues in the context of the text to determine the meaning of unfamiliar words or phrases.

**What:** Students are prompted to use morphology (word parts), context clues, and resources such as dictionaries to determine the meaning of unfamiliar words. The routine is referred to at point of use during reading and is provided here in student-facing language that can be copied and displayed for reference.

**Why:** Students internalize word-learning strategies through repeated use and transfer those skills to other texts.

**When:** During all reading sessions (Sessions 1, 3, and 5)

**How:**

1. **Say the word or phrase aloud.** Circle the word or phrase that you find confusing. Read the sentence aloud.
2. **Look inside the word or phrase.** Look for familiar word parts, such as prefixes, suffixes, and root words. Try breaking the word into smaller parts. Can you figure out a meaning from the word parts you know?
3. **Look around the word or phrase.** Look for clues in the words or sentences around the word or phrase you don’t know and the context of the paragraph.
4. **Look beyond the word or phrase.** Look for the meaning of the word or phrase in a dictionary, glossary, or thesaurus.
5. **Check the meaning.** Ask yourself, “Does this meaning make sense in the sentence?”
Active Self-Regulation

Motivation and Engagement

Research shows that implementing reading practices that foster engagement improves reading achievement (Guthrie & Klauda, 2014; McBreen & Savage, 2020). Engagement goes beyond recruiting student interest by providing motivation through creative, hands-on, meaningful instruction (CAST, 2020; Courey et al., 2012). Magnetic Reading K–5 fosters engagement with compelling text sets that connect every student to new worlds of grade-level reading. Students are motivated with creative, developmentally appropriate instructional strategies that intentionally help them build the skills they need to be successful at various stages in their reading journey.

Engaging Text Sets

Informational texts offer fresh perspectives on science, social studies, and the arts.
Literary texts focus on developmentally appropriate topics and themes that students will relate to and learn from.

**Grade K**
All about Me

**Grade 1**
Friendship

**Grade 2**
Getting Along with Others

**Grade 3**
Making Mistakes

**Grade 4**
Facing Your Fears

**Grade 5**
Building Empathy and Awareness
Instructional Strategies, *Magnetic Reading Foundations K–2*

*Magnetic Reading Foundations K–2* goes beyond recruiting student interest by providing motivation through creative, hands-on, meaningful multimodal and multisensory instruction. *Magnetic Reading Foundations K–2* provides opportunities for students to engage in visual, kinesthetic, and tactical learning because research shows students navigate their learning environment and express what they know in different ways (CAST, 2020). This allows teachers to improve the quality of teaching by matching content delivery with the best mode of learning for each student.

**SUPPORT LEARNER VARIABILITY: Options for Differentiation**

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

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

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

**Add Movement**
Have children use their fists or fingers to represent each syllable or sound. For syllable or onset and rime tasks, use a fist to represent each part of the word. For phoneme-blending tasks, have children tap the sounds by bringing each finger to their thumb.

**English Learners**
Have children use Elkonin Boxes to reinforce sound-spelling connections as they decode and encode words.

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

Use the Articulation Cards to support the proper formation of each sound. Use the image on the front of the card as a visual model as you share the articulation steps on the back of the card with children.
Instructional Strategies, Magnetic Reading 3–5

Magnetic Reading 3–5 provides teachers with strategies to intentionally leverage students’ strengths toward a deeper engagement with learning. Protocols for engagement and accountability encourage varied forms of participation and engagement with the texts and with peers around the texts (Hollie, 2017).

Use Protocols That Meet the Needs of All Students

In order to increase engagement and validate cultural and linguistic behaviors, specific protocols are included in the lesson. To further customize activities for your students, consider optional protocols listed on pp. A46–A51.

<table>
<thead>
<tr>
<th>PROTOCOL</th>
<th>SESSION</th>
<th>VALIDATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stand and Share</td>
<td>1</td>
<td>spontaneity, movement, connectedness</td>
</tr>
<tr>
<td>Silent Appointment</td>
<td>1</td>
<td>social interaction, nonverbal expression</td>
</tr>
<tr>
<td>Somebody Who</td>
<td>1, 2, 4, 5</td>
<td>social interaction</td>
</tr>
<tr>
<td>Give One, Get One</td>
<td>2, 4</td>
<td>movement, shared responsibility</td>
</tr>
<tr>
<td>Individual Think Time</td>
<td>3</td>
<td>independence</td>
</tr>
<tr>
<td>Pass It On</td>
<td>3, 4</td>
<td>spontaneity, connectedness</td>
</tr>
<tr>
<td>Shout Out</td>
<td>5</td>
<td>spontaneity, multiple ways to show focus</td>
</tr>
<tr>
<td>Merry-Go-Round Share</td>
<td>6</td>
<td>multiple ways to show focus, connectedness</td>
</tr>
</tbody>
</table>

Discuss the Whole Text

- Revisit the Focus Question. Have students Raise a Hand to answer the following questions:
  - Ask, *What difficult situation does Oren face, and how does he get through it?*
  - Ask, *How does Oren’s family or culture help him in this story?*

- Ask students to describe artwork they have seen or created in their cultures of origin. Discuss how this art has told people’s stories. EL

Discuss the Whole Text

- Revisit the Focus Question. Have students Raise a Hand to respond to the following.
  - Ask, *What difficult situation did Stef face? What helped her get through her problem?*
  - Discuss the challenges that Stef and Oren face. Note that Oren is proud of his cultural heritage, while Oren is initially embarrassed by hers.

RESPONSE PROTOCOLS

<table>
<thead>
<tr>
<th>Name</th>
<th>Time</th>
<th>Description</th>
<th>Cultural Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raise a Hand</td>
<td>1–2 mins.</td>
<td>Students raise a hand or fist to volunteer information.</td>
<td>• VA: verbal expressiveness</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• BB: turn-taking</td>
</tr>
<tr>
<td>Shout Out</td>
<td>&lt; 1 min.</td>
<td>Students softly shout out responses at the same time. This protocol can be used for one-word or very short answers. Posed questions can require either one correct answer or a variety of short answers.</td>
<td>• VA: conversational overlap, spontaneity, verbal expressiveness, multiple ways to show focus</td>
</tr>
<tr>
<td>Stand and Share</td>
<td>1–2 mins.</td>
<td>When a student wants to share a response, they stand and share it. After sharing, they sit down.</td>
<td>• VA: spontaneity, movement, subjectivity, connectedness</td>
</tr>
</tbody>
</table>
Comprehension Strategies

Research shows that comprehension strategies, such as asking questions while reading or visualizing the text, have a positive impact on reading ability (Samuelstuen & Bråten, 2005). Magnetic Reading 3–5 includes direct and explicit instruction in comprehension strategies and opportunities to apply those strategies to reading grade-level texts. Additional scaffolds are provided to support students as needed in developing independence with comprehension strategies.

Detailed teacher modeling is provided to support students in applying comprehension strategies to skills and standards.
Conclusion

*Magnetic Reading* K–5 provides teachers with resources based in the Science of Reading to move students from foundational skills to reading fluency, from learning to read to reading to learn, while building knowledge and vocabulary along the way. *Magnetic Reading* K–5 connects every student to new worlds of grade-level reading with engaging fiction and nonfiction text. Research-based scaffolding supports ensure all students gain access to grade-level content that is appropriate for their age and interests.
References


To see how other educators are maximizing their *Magnetic Reading* experience, follow us on social media!

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