

From Foundations to Fluency

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st ch o y air ew u aw or



GRADES
K-2

Dear Educator,

Welcome to *Magnetic Reading Foundations* for Grades K–2, where the art of teaching connects to the Science of Reading! Within these pages, you'll see how *Magnetic Reading Foundations* complements any literacy block by providing systematic instruction for moving students from foundational skills to reading fluency. There are high-interest fiction and nonfiction texts that help solidify crucial foundational skills—and draw young readers to grade-level learning—plus plenty of data for helping teachers make important instructional decisions.

Powered by the Science of Reading and developed by the company that created *i-Ready Assessment*, *Magnetic Reading Foundations* is a core component of the literacy block and was developed for all young learners. We look forward to supporting you as you move all of your students forward!

—*Your i-Ready Literacy Team*



The Art of Teaching Meets the Science of Reading



Empower educators with curated materials driven by explicit, systematic instruction. **4**

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Ensure efficacy with the Science of Reading’s evidence-based practices. **12**

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Elevate engagement with a full palette of texts that develop active readers. **20**

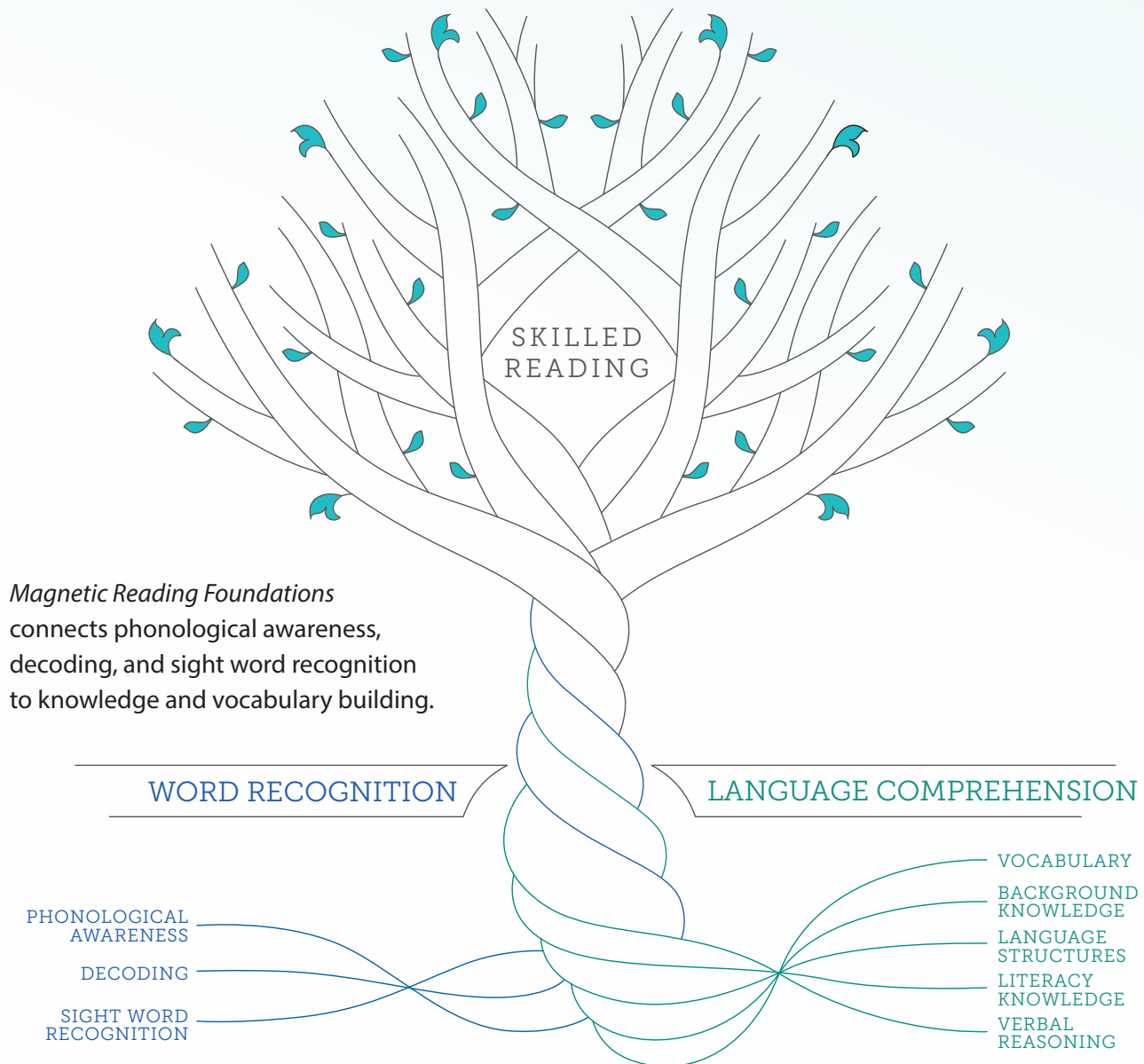
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Powered by the Science of Reading

Every aspect of *Magnetic Reading Foundations* is grounded in the Science of Reading, from the systematic scope and sequence and explicit instructional routines to the building of background knowledge. Teachers combine their amazing day-to-day artistry with *Magnetic Reading Foundations* to bring every young reader from foundations all the way to fluency—and skilled reading!

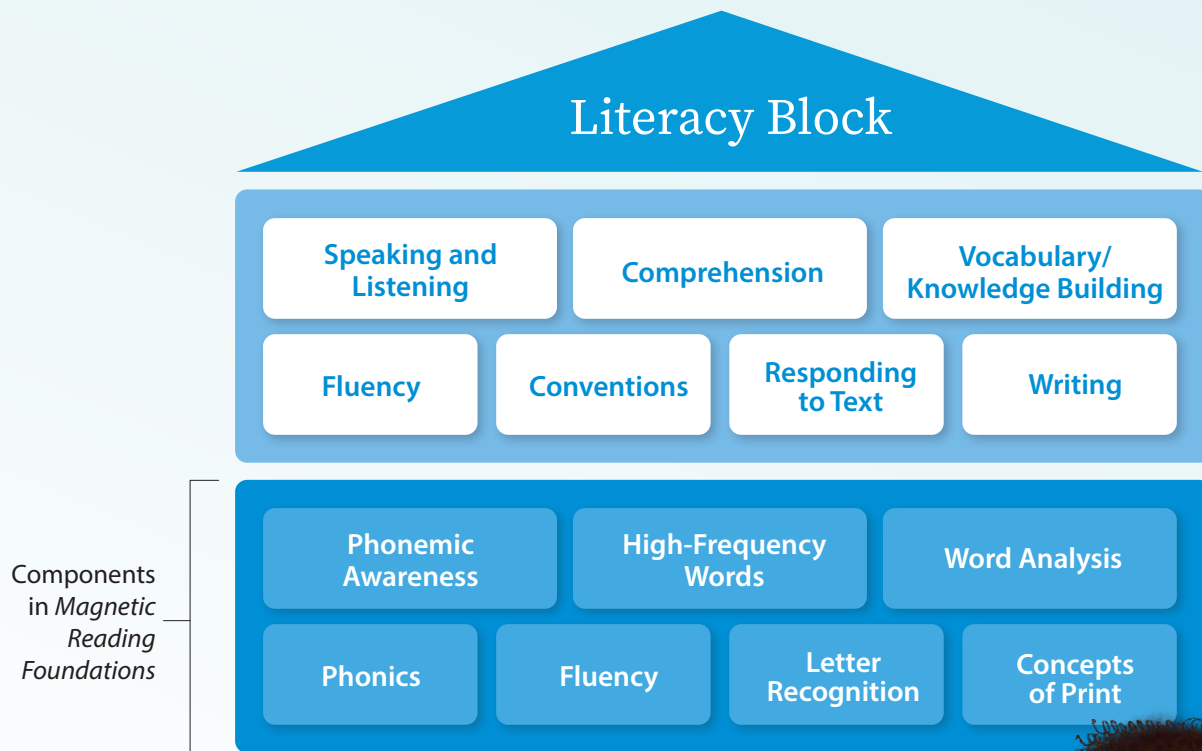


The Science of Reading has proven that learning to read and write requires:

- Systematic and explicit instruction
- Repeated exposure to practice
- Application of foundational skills

Setting a Strong Foundation

Magnetic Reading Foundations can be easily integrated into any Grades K–2 literacy block, helping students move from foundational skills to reading fluency.



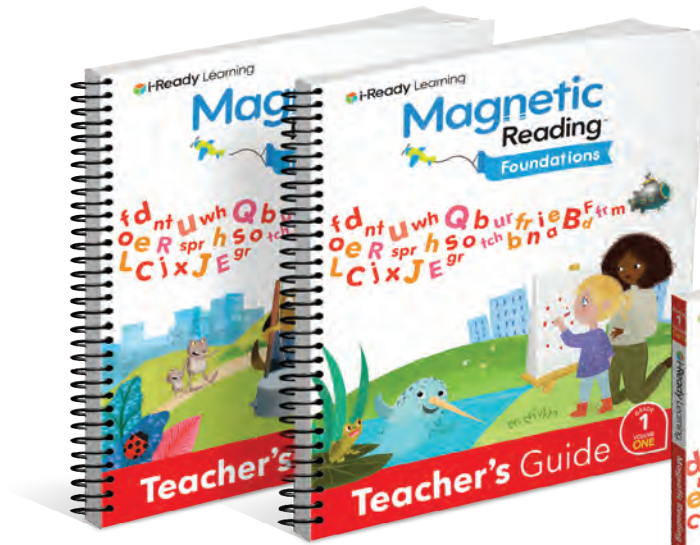
Magnetic Reading Foundations was developed for use with ALL learners.



Essential Materials for Effective Teaching and Learning

Magnetic Reading Foundations provides a complete set of resources for effectively teaching foundational skills.

Magnetic Reading Foundations program components include:



Teacher's Guide (Two Volumes)

Daily, weekly, and unit guidance with systematic instruction

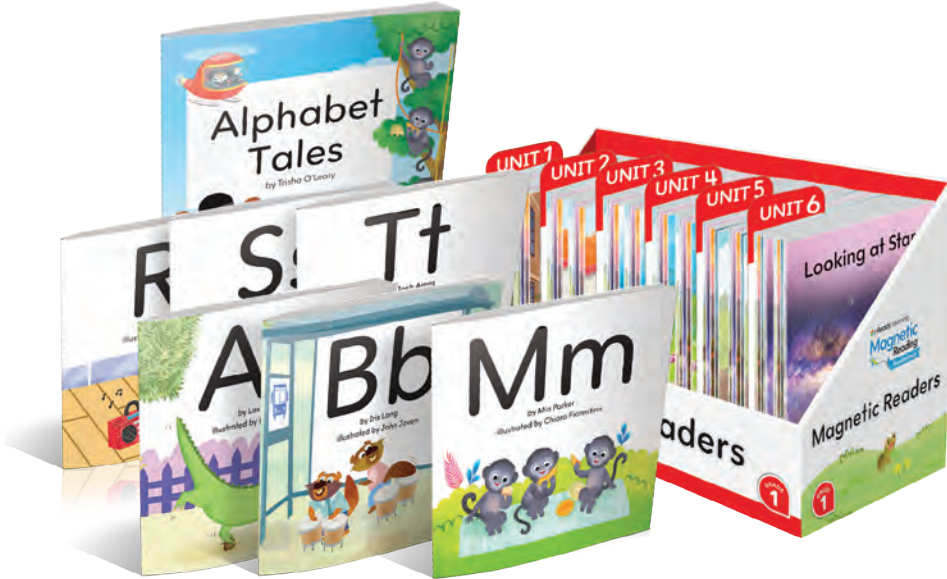
Student Worktext (Two Volumes)

Write-in booklet for repeated and purposeful practice



Essential materials provide comprehensive skills coverage.

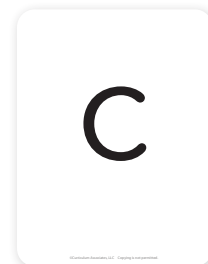
| | Letter Recognition | Concepts of Print | Phonological Awareness | Fluency | Phonics | High-Frequency Words | Word Analysis |
|---------|--------------------|-------------------|------------------------|---------|---------|----------------------|---------------|
| Grade K | ● | ● | ● | ● | ● | ● | |
| Grade 1 | ● | ● | ● | ● | ● | ● | ● |
| Grade 2 | | | | ● | ● | ● | ● |



Magnetic Reading Foundations Classroom Decodable Library Set

Included in each grade-level set:

- **Decodable Readers (Magnetic Readers)** featuring appealing texts for practicing skills in context
 - **Grade K:** Six copies each of 26 Alphabet Books for introducing letters and sounds, plus the *Alphabet Tales* Big Book filled with great stories. Also includes six copies of each of the 15 Magnetic Readers.
 - **Grades 1 and 2:** Six copies each of 30 readers for a full year of fresh and fun reading
- **Cards for Teacher Modeling:**
 - Super Word (i.e., High-Frequency Word) Cards
 - Sound Spelling Cards
 - Articulation Cards
 - Word Building Cards



Meet Students Where They Are with Digital Teaching Materials

Digital access to Teacher’s Guide and Student Worktext pages along with the Teacher Toolbox support whole class and small group instruction.

Whole Class Instructional Support

APPLY TO TEXT
Ending Blends: -sk, -st
WEEK 14

Let’s Read!

Introduce: This week, children will read about plants that grow in the sea. This text, *In a Grass Patch*, is about seagrass and how it helps animals.

Share: Unil Words animals, deep, sea, wafar

Read Connected Text

TEACHMODEL Model decoding the title. Call attention to this week’s Super Words in bold and the Unil Words animals and sea. Remind children that they have been learning about words that end with consonant blends. Write target-skill words from the text, such as ask and best. Have children practice reading the words in isolation to build automaticity. Model decoding the first sentence before reading the text in unison with children. Point to each word as you read and have children do the same.


CONFIRM Have children reread the text in unison. Circulate and provide feedback as needed. If time permits, have children reread the text using partner reading or whisper-reading.

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

Next Yell: Have children copy any decodable words they found challenging. As they write each letter in the word, have them say the corresponding sound aloud. Prompt them to blend the sounds to read the word. Then have them reread that sentence again.

Let’s Read! Words with st, sk
Super Words: **any, many, most, want**

In a Grass Patch



I am a fish in a big grass patch.
The grass patch is in the sea.
I am in this patch with **many** animals.
Ask **any** of us, this is the best spot!
My pal West is that fish with a mask.
I can rest stuck to sprigs of grass.

250 WEEK 14 • Session 2

Build Fluency: Accuracy

TEACHMODEL Remind children that good readers look carefully at letters and words and think about whether the words in a text make sense. Model reading fluently. Read the first three sentences on p. 250 aloud. Have children follow along, reading each sentence aloud after you.

SELF-CORRECTION

ACCURACY Fix-Up Strategy
Confirm and Correct Word Recognition
Explain to children that readers use different strategies, or tools, to help them as they read.
Say: When you get stuck on a word, stop and read the word again. Sound out each part and blend the sounds together. Ask yourself: Does this sound like a real word? Then, read the sentence again. Ask yourself: Does this word make sense in the sentence?
Reread the first three sentences on p. 250. Mixread patch on post and model using the Fix-Up Strategy to self-correct.

CONFIRM Have partners reread p. 250. Circulate and guide children to use the Fix-Up Strategy to self-correct and read with accuracy.

Teacher’s Guide PDFs:
Digital versions of your Teacher’s Guide pages so you have access no matter where you do your planning

Word Analysis
Super Words

Read the words. Then write the contraction for each pair of words.

1. can + not = _____
2. are + not = _____
3. has + not = _____
4. do + not = _____
5. is + not = _____

Write the missing letters to spell the Super Words.

| | | | |
|-----|------|------|------|
| any | many | most | want |
|-----|------|------|------|

1. a _____ y
2. m _____ y
3. mo _____
4. w _____ nt

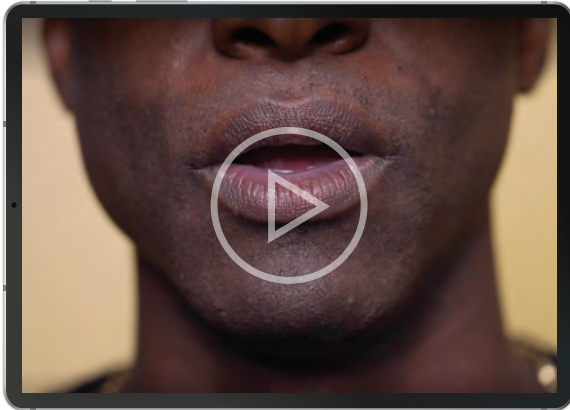
Write the missing Super Words.

5. I have a list of things I _____ to do.
6. I would like to camp _____ of all!

248 WEEK 14 • Session 2
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WEEK 14 • Session 2 249

Student Worktext
PDFs: Digital versions
of your students’
Worktext pages

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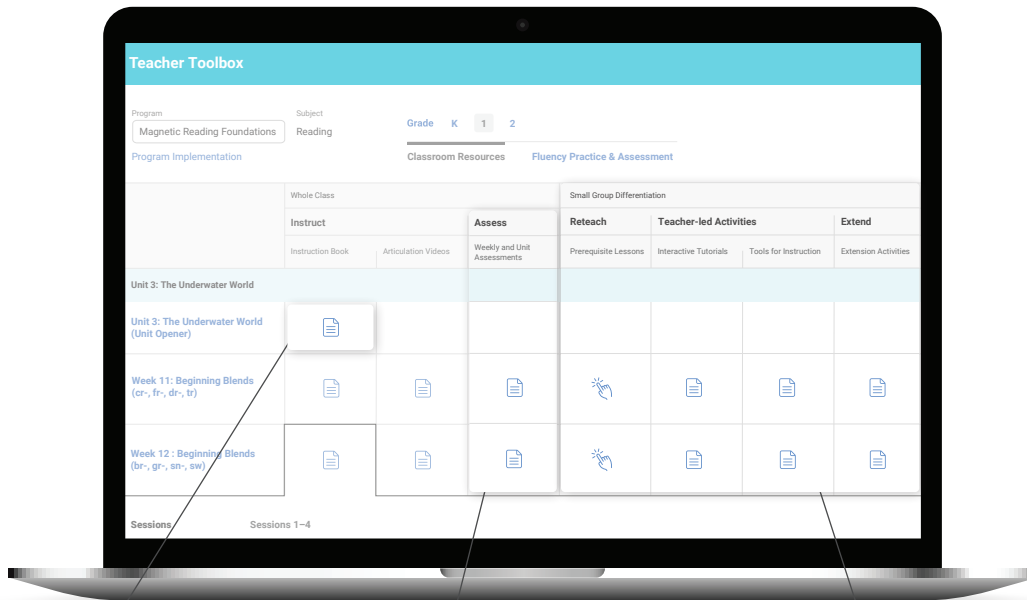
Articulation Videos: Demonstrate the correct articulation for letter sounds and words with these short videos.

Lesson Presentation Slides:

Easily guide students through the main activities and practice in each session, with support from facilitator notes.



Small Group Instructional Support



Support student engagement with grade-level foundational skill instruction:

- *Magnetic Reading Foundations* instruction
- Lesson slides
- Multimodal/multisensory instruction

Monitor progress:

- Fluency Practice & Assessment
- Weekly and Unit Assessments

Drive small group instruction that meets each student's needs:

- Interactive Tutorials
- Tools for Instruction
- Extension Activities
- Prerequisite Lessons (Grades 1 and 2)

Build Skills with Research-Based Scope and Sequence

Daily instruction provides a vertical alignment of skills that systematically progresses day by day, week by week, unit by unit, and across grade levels.


Simple to More Complex

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

Making Clay Pots

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

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



158 WEEK 9 • Session 2

Scan the QR codes to view the detailed scope and sequence for each grade.

Grade 2, Week 9

a, ai, ay, ea, eigh, ey



Let's Read! Words with ai
Super Words: away, because, each, where

A Bus Ride



I live here by a lot of grain crops. I ride a bus to get to class. A neighbor and I wait at a mailbox. That is **where** the bus picks us up. We get on for a nice, long ride. It is long **because** we get on first.

66 WEEK 19 • Session 2

Grade 1, Week 19

ai, ay



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

In a Box



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

140 WEEK 23 • Session 2

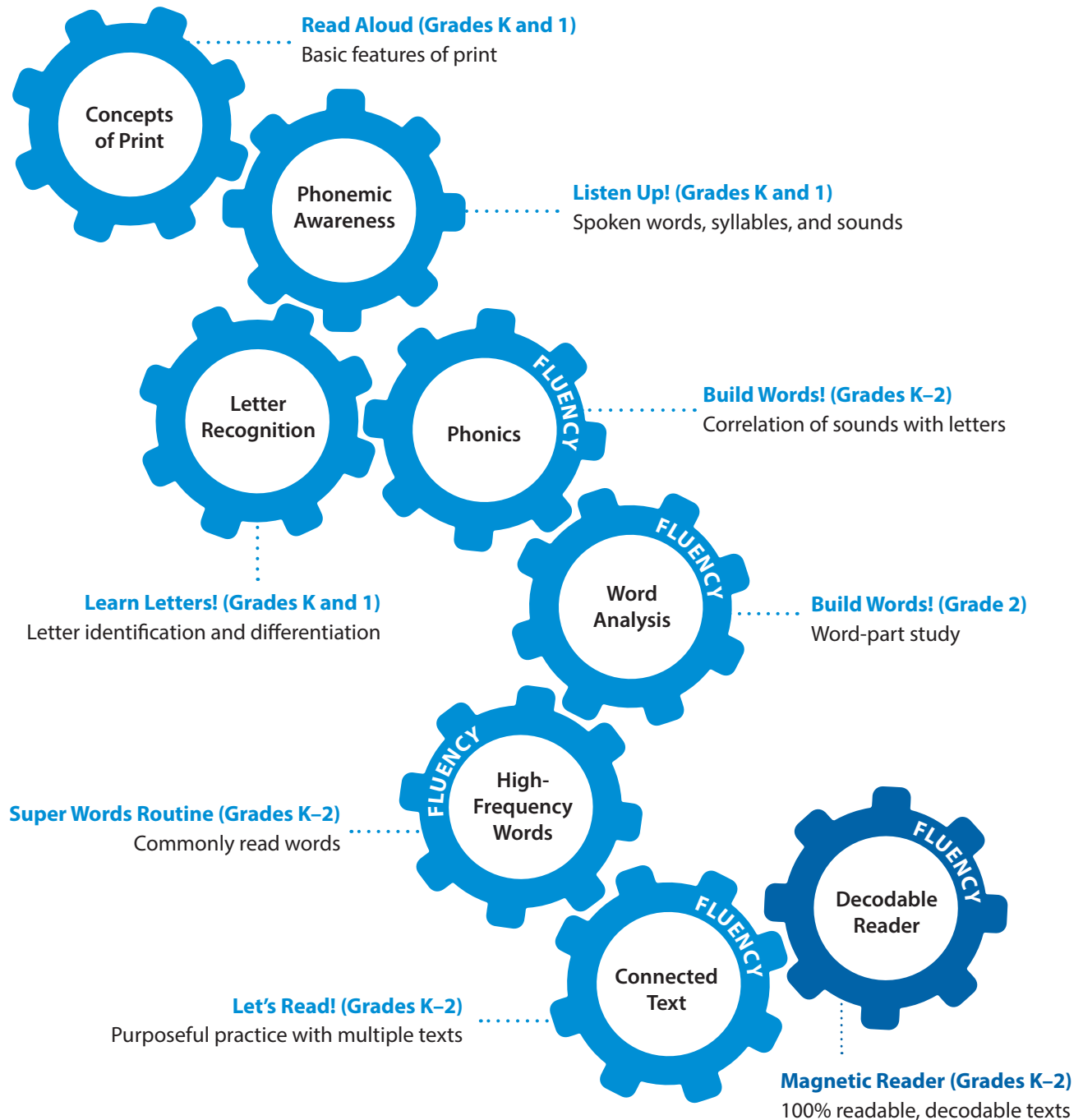
Grade K, Week 23

a_e



Connected, Purposeful Routines for Accelerating Fluency

Each **instructional routine** follows a sequential approach. Routines are included for Blend Sounds, Phonemic Awareness, Isolate Sounds, Add Phonemes, Delete Phonemes, and High-Frequency Words.



Ensure efficacy with the Science of Reading's evidence-based practices.



Teach with a Systematic Structure

Magnetic Reading Foundations follows a consistent structure within each grade level so teachers can teach effectively and students know what to expect every day.

30
WEEKS
of instruction
per grade

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

6
UNITS
per year

Each unit is focused on a grade-appropriate topic. The unit topics are aligned across grade levels, and each week has a focus within the topic.

5
WEEKS
of instruction
per unit

Weekly planners give teachers an at-a-glance view of how sessions build from one day to the next, which skills are reviewed, and how texts connect to what students are learning.

5
SESSIONS
per week

Each week follows a predictable **five-session structure that builds systematically to introduce new skills** and have students practice and apply those skills.



Daily Sessions

1

Introduce
Skills

2

Practice
and Extend

Apply to Text

3

Introduce
Skills

4

Practice
and Extend

Apply to Text

5

Assess

Create Automaticity with Embedded Fluency Practice

Daily opportunities for fluency practice are embedded within the **Build Words!**, **Super Words**, and **Let's Read! Routines**. Explicit teacher modeling gives students clarity and confidence while student application builds familiarity with routines as they master new skills.


WEEK 12

Build Words!

PHONICS
Beginning Blends: br-, gr-

EL There are no sound-spelling matches for br- or gr- in Mandarin, Vietnamese, or Arabic. Emphasize these sounds in words as you point to the letters.

TEACH Remind children that two consonants together can form a blend. Write *brag* and read it aloud. Underline *br*. **Say**, *The letters b and r together form a consonant blend. Each letter stands for its own sound, but they are said closely together.* Say the word and have children say it with you.

High-Frequency Words

TEACH Introduce the week's high-frequency words *could*, *great*, *said*, and *would*.

SUPER WORDS ROUTINE

See and Say the Word: Display the **Super Word Card**. Read the word and have children repeat it. Read the context sentences on the back of the card.

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

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

APPLY See the practice page for High-Frequency Words.

Build Words!

PHONICS
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TEACH Remind children that two consonants together can form a blend. Write *brag* and read it aloud. Underline *br*. **Say**, *The letters b and r together form a consonant blend. Each letter stands for its own sound, but they are said closely together.* Say the word and have children say it with you. Repeat with *grab* and *gr*.

BLEND WORDS ROUTINE

MODEL Write the word *brick*.

Say the Sounds: *I am going to say each sound in the word brick: the letter b stands for /b/, r stands for /r/, i stands for /i/, and ck stand for /k/.*

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

APPLY Write the word *grill*.

Say the Sounds: *Your turn! Say each sound in the word. /g/ /r/ /i/ /l/*

Blend the Sounds Together: *Now blend the sounds together. /grrriill/, grill*

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

| | | |
|-------|-------|------|
| grass | brush | grab |
| grin | bring | grip |

APPLY/PRACTICE

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

| STUDENT WORKBOOK | |
|----------------------|--------|
| Phonics | p. 208 |
| High-Frequency Words | p. 209 |

WORD-LEVEL READING FLUENCY

Guide children to read the words on Student Workbook p. 210. Remind them that some words will have the sound-spellings they are learning this week; others will have review sound-spellings. Line 4 is intended for children who are ready for a challenge.

| | | | |
|-------|--------|--------|-------|
| grass | grill | grab | grin |
| brick | bring | brag | brush |
| frog | crib | fresh | crash |
| bread | grapes | bridge | grand |

Bob could not run on the wet grass.
Would Sal like to play fetch with the dogs?

WEEK 12 • Session 1 231

Repeated routines allow students to focus on the skill they're learning.

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Let's Read!

- **Introduce:** This week, children will read about animals that live in the sea. This text, *A Brill Skill*, is about a kind of fish called a brill.
- **Share:** Unit Words *animal, deep, sea, water*

Read Connected Text

EL Explain that *mix in* means the fish looks like the sea grass. Discuss the meanings of *trick, match, and brag*.

TEACH/MODEL Model decoding the title. Call attention to this week's Super Words in bold and the Unit Words *deep, sea, and water*. Remind children that they have been learning about words with *r-blends*. Write words from the text, such as *brill* and *brag*. Have children practice reading the target-skill words in isolation to build automaticity. Model decoding the first sentence before reading the text in unison with children. Point to each word as you read and have children do the same.

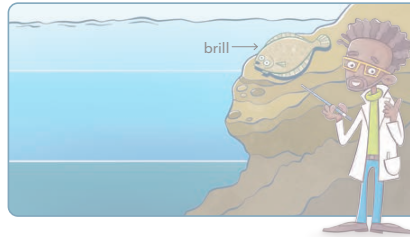
APPLY Have children reread the text in unison. Circulate and provide feedback as needed. If time permits, have children reread the text using partner-reading or whisper-reading.

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

Not Yet: Use **Word Building Cards** to build words with blends. Call on children to use the **Blend Words Routine** to blend the sounds and say the words.

Let's Read! Words with *gr, br*
Super Words: *could, great, said, would*

A Brill Skill



I **said**, "I see a flat fish."
That **great** flat fish is a brill.
A brill has skin with spots.
It is tan and has fins with frills.
A brill can trick big fish and crabs.
It can be still in deep water.

214 WEEK 12 • Session 2

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Top to Bottom

Foundational skills instruction is directly aligned to the weekly Magnetic Reader.



by Thérèse Wolf

Grade 1: Unit 3, Week 12
Magnetic Reader



This fish has fangs and a light.
Fish swim to this fish's light.
Then this fish snaps them up!



Fish at the bottom look up.
Bits of fish drop from the top.
Fish at the bottom snack on them.

7



Is this crab at the top of the sea?
Or **could** it be at the bottom?
You **said** it is at the top?
Yes, this crab lives at the top!
Great job!

8

Strategic Scaffolds and EL Support

The strategies and scaffolds for ELs can be found where they are most helpful: right at point of use! Supports in every lesson help ELs develop phonological awareness, phonics, and reading skills.



Phonological Awareness

Type of Support

- Sound transfers
- Visuals
- Visuals and aural supports
- Kinesthetics/rhythm/aural supports

Examples

PHONOLOGICAL AWARENESS Blend Onset and Rime

EL Use your hands to visually differentiate and blend the sounds of a word: /f/ (hold up right hand), /ɛns/ (hold up left hand); fence (bring hands together).

PHONOLOGICAL AWARENESS Blend Phonemes

EL There are no beginning blends /br/ and /gr/ in Mandarin, Vietnamese, or Arabic. Pretend to be a bear as you say *grrr* with children. Say *brrrr* as you pretend to shiver. Explain the meaning behind each sound.

Phonics

Type of Support

- Sound-spelling transfers
- Visuals
- Kinesthetics/rhythm/aural supports

Examples

PHONICS Introduce Hh

EL There is no sound-spelling match for *h* in Spanish because the letter is silent. After you say a word, point to the *h* on the SS&A Cards and ask, *Which letter makes the /h/ sound?*

PHONICS Beginning Blends: br-, gr-

EL There are no sound-spelling matches for *br-* or *gr-* in Mandarin, Vietnamese, or Arabic. Emphasize these sounds in words as you point to the letters.

Reading

Type of Support

- Home language
- Kinesthetics
- Idioms/expressions
- Word analysis
- Partners

Examples

FIRST READ Read Connected Text

EL Explain the meaning of *track*, *grass*, and *flag*. Explain the phrase *in a flash*. After reading, have children identify Brad's problem and Trish's solution.

Read Connected Text

EL Explain that *mix in* means the fish looks like the sea grass. Discuss the meanings of *trick*, *match*, and *brag*.

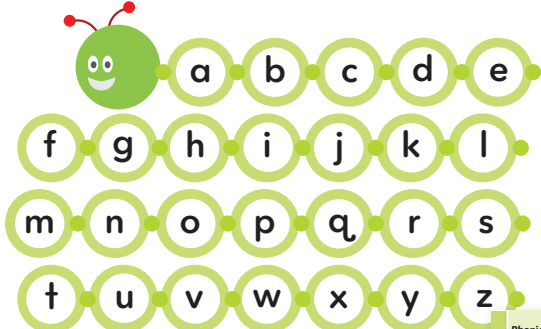
Grades K–2 students represent a broad spectrum of learners with a wide range of backgrounds, experiences, and language proficiencies. *Magnetic Reading Foundations* helps ensure all learners acquire the skills they need to succeed.

Solidify Learning with Purposeful Practice

Within each session, students have multiple opportunities for intentional and repeated practice. Student Worktexts help build letter formation, high-frequency word, and phonics skills.

Letter Recognition

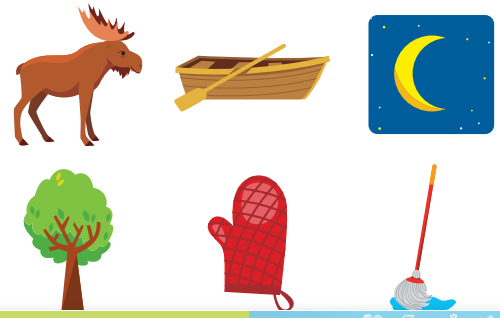
Say or sing the alphabet. Then circle the m.



WEEK 1 • Session 1

Phonics

Which pictures start with m? Circle them.



WEEK 1 • Session 2

Phonics

Read out loud.

- at am an can
- cab man bat mat
- ant mask band crab
- the tan cat
- Can Nat nab the cat?

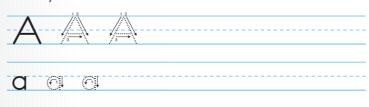
WEEK 1 • Session 2

Writing

Listen and write.

- _____
- _____
- _____
- _____

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



Write your name.

WEEK 1 • Session 2

Super Words

Read the words. Then write the words two times.

- do _____
- that _____
- the _____
- to _____
- you _____

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

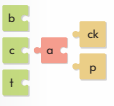
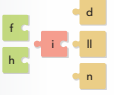
do that the to you

- Will _____ fix the rip in the bag?
- I can _____ that.
- Will you add the lid _____ the bin?
- I can do _____.
- The cat is in _____ bin!

WEEK 1 • Session 1

Phonics and Spelling

Use the puzzle pieces to make new words.

- 
- 

Listen and write the words and sentence.

- _____
- _____
- _____
- _____
- _____

WEEK 1 • Session 2

Grade 1

What students practice is 100% tied to the week's instruction.

Grade 2

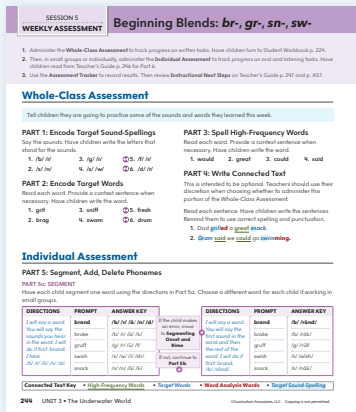
Rely on Effective Assessments to Drive Instruction

A **combination of formative** and **summative assessment** ensure the teachers have a strong sense of how the students are progressing as readers.

Formative Assessments

Ongoing assessments help teachers monitor and track student progress and respond tactically to student needs.

Grades K–2

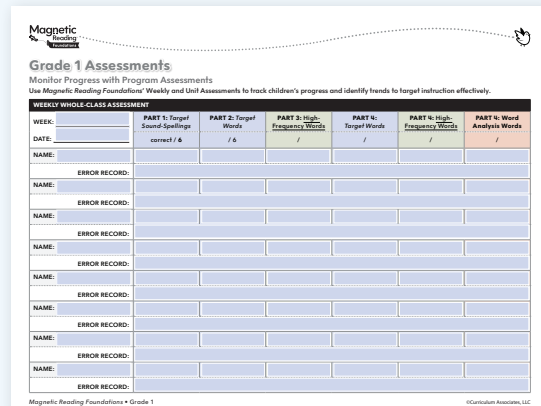


- Checks
- Weekly Assessments
- Corrective Feedback
- Fix-Up Strategies

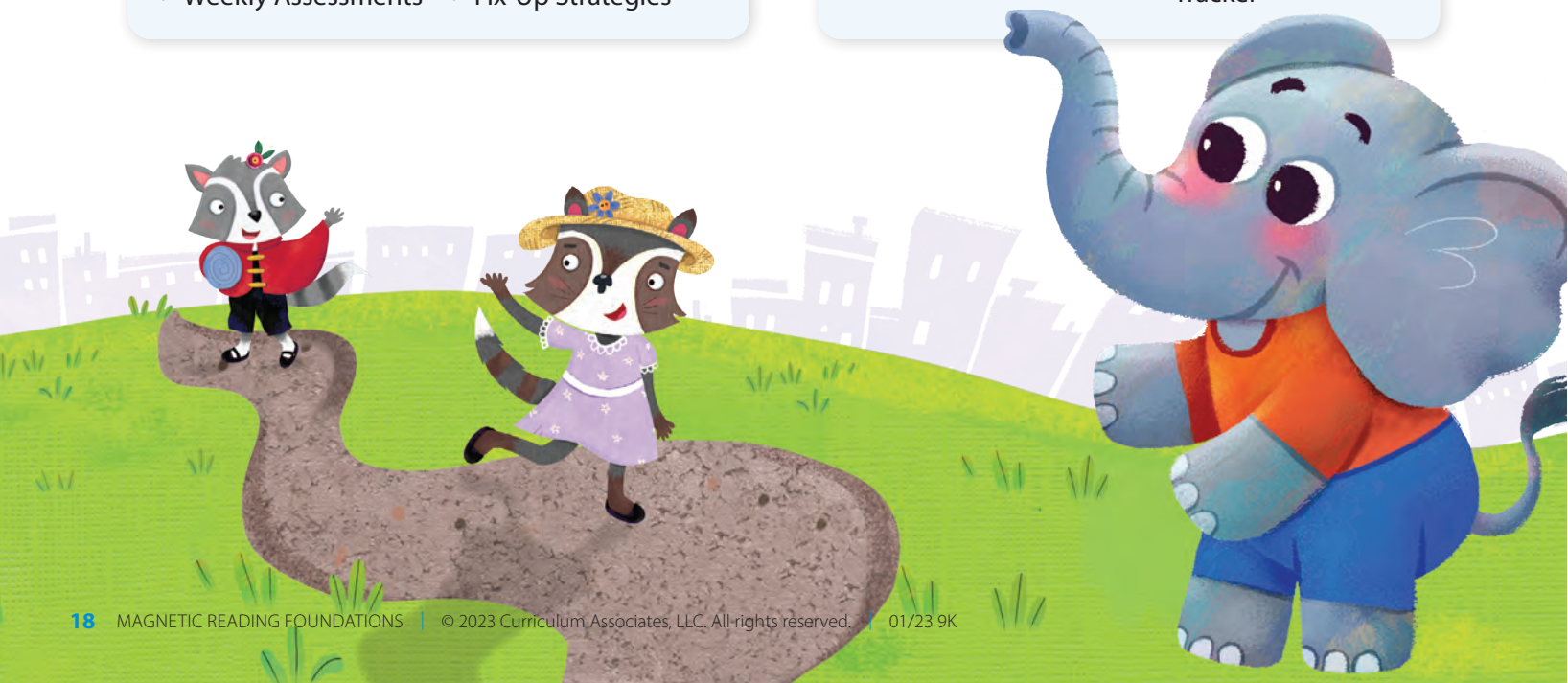
Summative Assessments

Unit Assessments allow teachers to see patterns of error for individual students throughout the unit, understand student growth in reading, and respond to student needs.

Grades K–2



- Unit Assessments
- Unit Assessment Tracker



Unit Assessments help teachers:

- See patterns of error for individual students throughout the unit
- Understand student growth in reading connected text with longer passages
- Follow Instructional Next Steps tailored to the Unit Assessment

UNIT 5
ASSESSMENT
Weeks 21-25
WEEK 25

1. Administer the **Whole-Class Assessment** to track progress on written tasks. Have children turn to Student Workbook p. 186.
 2. Then, in small groups or individually, administer the **Individual Assessment** to track progress on oral tasks. Have children read from Teacher's Guide p. 203.
 3. Use the **Assessment Tracker** to record results. Then review **Instructional Next Steps** on Teacher's Guide p. 204 and p. A57.

Whole-Class Assessment

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

PART 1: Encode Target Sound-Spellings
Say each sound. Have children write the letter(s) that stand for the sound. *Words for teacher reference only.

1. /b/ /d/ (made)* 3. /b/ /n/ (save)*
 2. /l/ /p/ (wipe)* 4. /k/

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

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

PART 2: Encode Target Words
Read each word. Provide a context sentence when necessary. Have children write the word.

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

Individual Assessment

PART 4: Read Connected Text
Have each child read one passage. Listen carefully for children to read with overall fluency. Choose a different passage for each child if working in pairs.

PASSAGE 1
We came to the lake. We like it there. We sit on rocks and gaze at ducks. We dig holes and make hills. "It is late," said Mom. We have to go.

• **PASSAGE 1:** 8 high-frequency words, 10 target words
 • **PASSAGE 2:** 10 high-frequency words, 11 target words

PASSAGE 2
What will we bake? We could bake a cake. We would bake a cake on a rack. We fake it out and have one bite. Yes, it is a fine cake!

Individual Assessment

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

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

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

202 UNIT 5 • Stories About . . .

Unit Assessment

Listen and write the letters.

1. ode _____

2. ine _____

3. c _____

4. c _____

186 W

Unit Assessment

Listen and write the words.

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

Listen and write the Super Words.

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

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WEEK 25 • Session 5 187

Continuous assessment and corrective feedback inform instruction.



Elevate engagement
with a full palette of
texts that develop
active readers.



Ensure Students See Themselves

Students read a lot in *Magnetic Reading Foundations*! They see and learn about a diverse range of characters and subjects along the way to becoming fluent readers.

Read Together! Words with Yy



Yaks can live on farms. They make good pets.

Quin wants a pet! She asks to get a yak.

Can I get it?
Get the yak, Quin!
It is for you.

276 WEEK 15 • Session 4

Let's Read! Words with Short u
Super Words: be, he, she, we

A Mud Mess

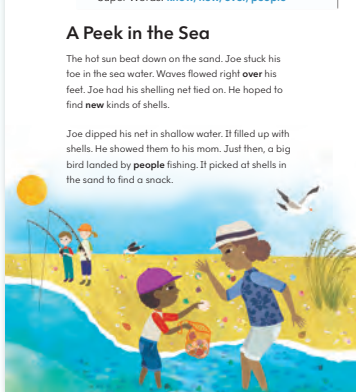


Ann the pup dug in mud.
She messed up the rug.
Tim has a big mud mess.
Can he get his friend to help?

92 WEEK 5 • Session 4

Let's Read! Words with ow, oe
Super Words: know, new, over, people

A Peek in the Sea



The hot sun beat down on the sand. Joe stuck his toe in the sea water. Waves flowed right over his feet. Joe had his shelling net tied on. He hoped to find new kinds of shells.

Joe dipped his net in shallow water. It filled up with shells. He showed them to his mom. Just then, a big bird landed by people fishing. It picked at shells in the sand to find a snack.

222 WEEK 12 • Session 4

The Big Picture



by Tina Wilson
illustrated by Courtney Dawson

A pal fell. His pal is helpful. His pal will pick him up.
A pal can pick you up. A pal can tell you that you will be well.



10

Helpful Pals



You can be helpful.
You can pick them up.
You can tell them you care.

by Susan Hodges

11

Lunch with Val




by Stefanie Finlayson
illustrated by Emily Paik

Chet has lots of pans in his truck.
What will Chet create?



6

Chet will **make** tacos for a man.
I get a big whiff of them.
I like to see Chet chop and mix.
Then Chet fills the taco shells.



7



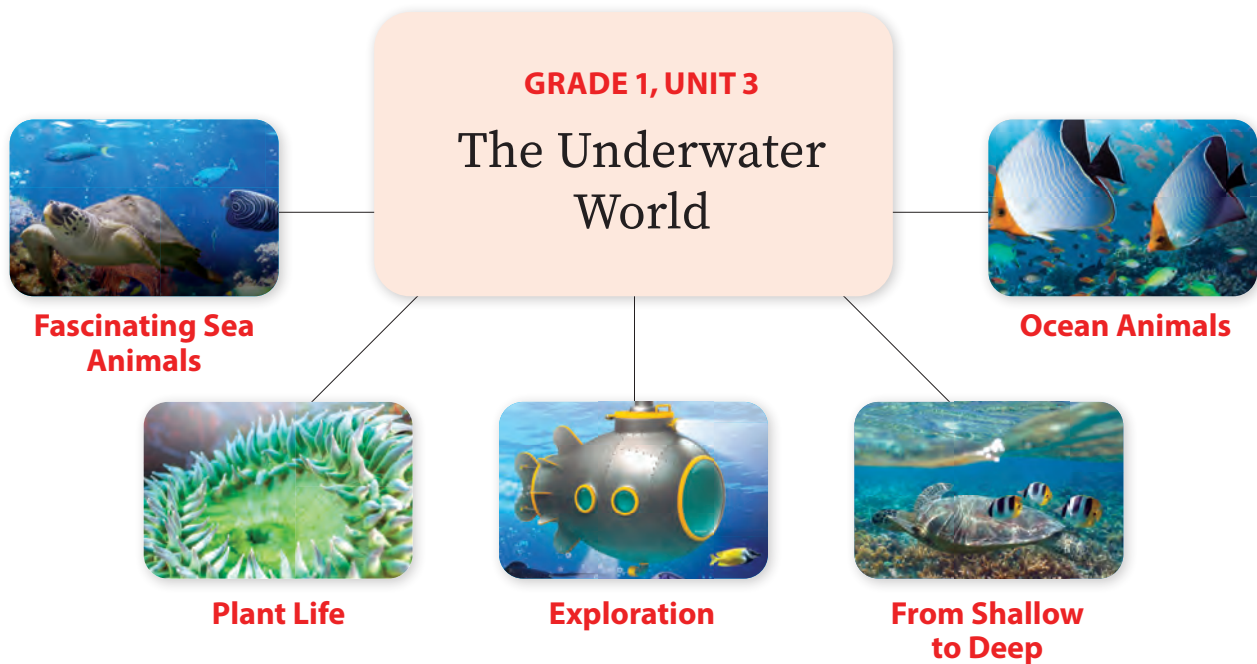
Motivate Students with Content-Rich Reading Experiences

Reading proficiency is connected to students' prior knowledge, and a content-rich curriculum can improve student learning. *Magnetic Reading Foundations* unit topics link all of the connected lessons, texts, and content, helping young students build essential background knowledge.

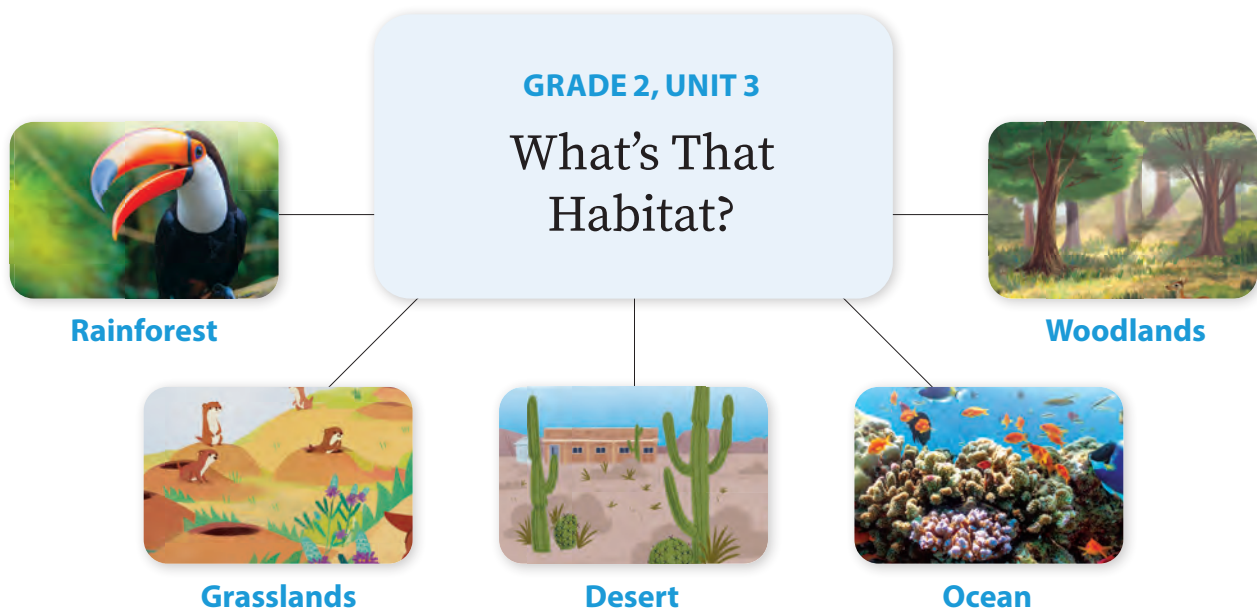


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Each unit is organized around a topic, and each week students explore that topic through a wonderfully rich variety of activities and texts.



Connected Texts Build Background Knowledge, Skills, and Stamina

A set of three topically related texts each week feature two highly decodable Connected Texts and one decodable reader (i.e., Magnetic Reader). Every Magnetic Reader has a corresponding skill focus that is directly tied to the week’s instruction.


Read Together! Words with Gg



Yesterday Al and Lin planted seeds. They dug holes.
Their dog Pal wanted to help, too.
Did Pal dig?
The dog did!

204 WEEK 11 • Session 4

Grade K students and teachers are supported with **Duet Passages** for reading together.




Today the seeds need water.
What do Al and Lin need to get?
a can
Al knows where the watering can is!
Get the can, Al.

WEEK 11 • Session 4 205

Let’s Read!
The Student Worktext provides opportunities for students to experience the joy and success of reading.


Let’s Read! Words with sn, sw
Super Words: **could, great, said, would**

A Big Trip



Will Gran and Fred go on a trip?
Would Gran bring Fred to the sea?
Yes, Gran and Fred **could** go swimming.
Gran will bring snacks.
Gran and Fred will sit in the sun.
It will be a **great** trip!

222 WEEK 12 • Session 4



This water is not deep.
Fred could see fish swimming.
“I see a crab, Fred!” **said** Gran.
“It snapped at a fish!” Fred yelled.
“Crabs snack on fish,” Gran said.
“Can I get a snack, Gran?” Fred said.

WEEK 12 • Session 4 223

Magnetic Readers are 100% readable.



Magnetic Readers are 100% readable, little books with connected topics that give students the opportunity to read about authentic topics as they practice new phonics and high-frequency word skills.






Is this a plant?
No, it's not a plant.
This is an animal.
It sticks to rocks.
It can't spring fast to catch fish.
But it stings **any** fish that go past.
Most fish do not **want** that!

4

Is this grass a plant?
Yes, this is sea grass.
Fish rest in this grass.
Ducks land in it with a splash.
Crabs hunt in it.

5

Decodable texts strategically reinforce the phonics skills and high-frequency words students learned that week.

-  Phonics Skill for the Week
-  High-Frequency Word for the Week
-  Previous Phonics Skill
-  Previous High-Frequency Word
-  Unit Word

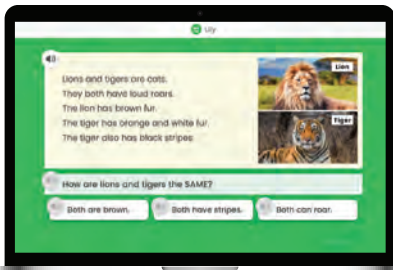


Scan the QR code for a complete list of decodable readers and their corresponding skill focus.

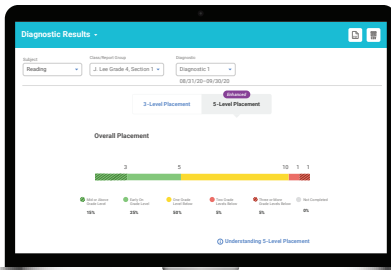


Pair *Magnetic Reading Foundations* with *i-Ready* to lead data-informed instruction.

Students take the *i-Ready Diagnostic for Reading*—an online adaptive test that assesses Grades K–12 skills and growth.



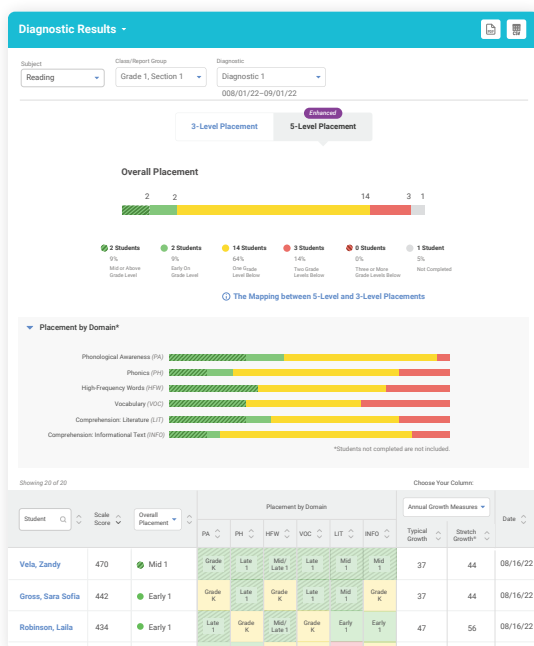
Data from the *Diagnostic* provides you with a complete picture of student performance.



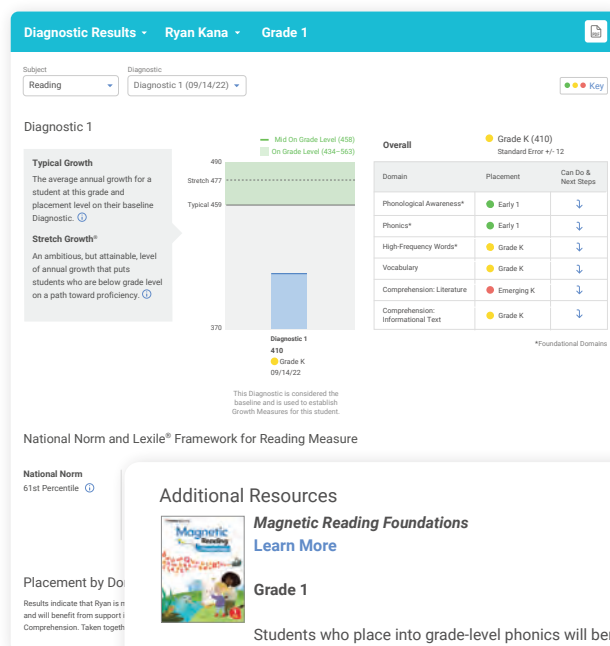
Use *Magnetic Reading Foundations* resources to accelerate each student's growth during whole class and small group instruction.



Use the Diagnostic Results report to gain a comprehensive picture of class and student performance based on data from each student's Diagnostic assessment.



Class Report



Student Report

Additional Resources



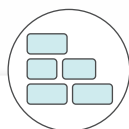
Magnetic Reading Foundations
Learn More

Grade 1

Students who place into grade-level phonics will benefit from on-level foundational skills instruction.

Professional Learning Prepares Teachers for Success

Our professional development focuses on preparing teachers to utilize program resources, including strategic routines, content-rich decodable texts, and targeted assessments to teach foundational skills efficiently and effectively.



Building Foundational Skills Course

Educators examine the program structure and explore the features and resources they will use to provide explicit, systematic foundational skills instruction. They experience a session firsthand to understand what *Magnetic Reading Foundations* instruction looks and sounds like and to learn about the assessments included in the program. Educators also start planning for their first week of implementing *Magnetic Reading Foundations* in their classroom.



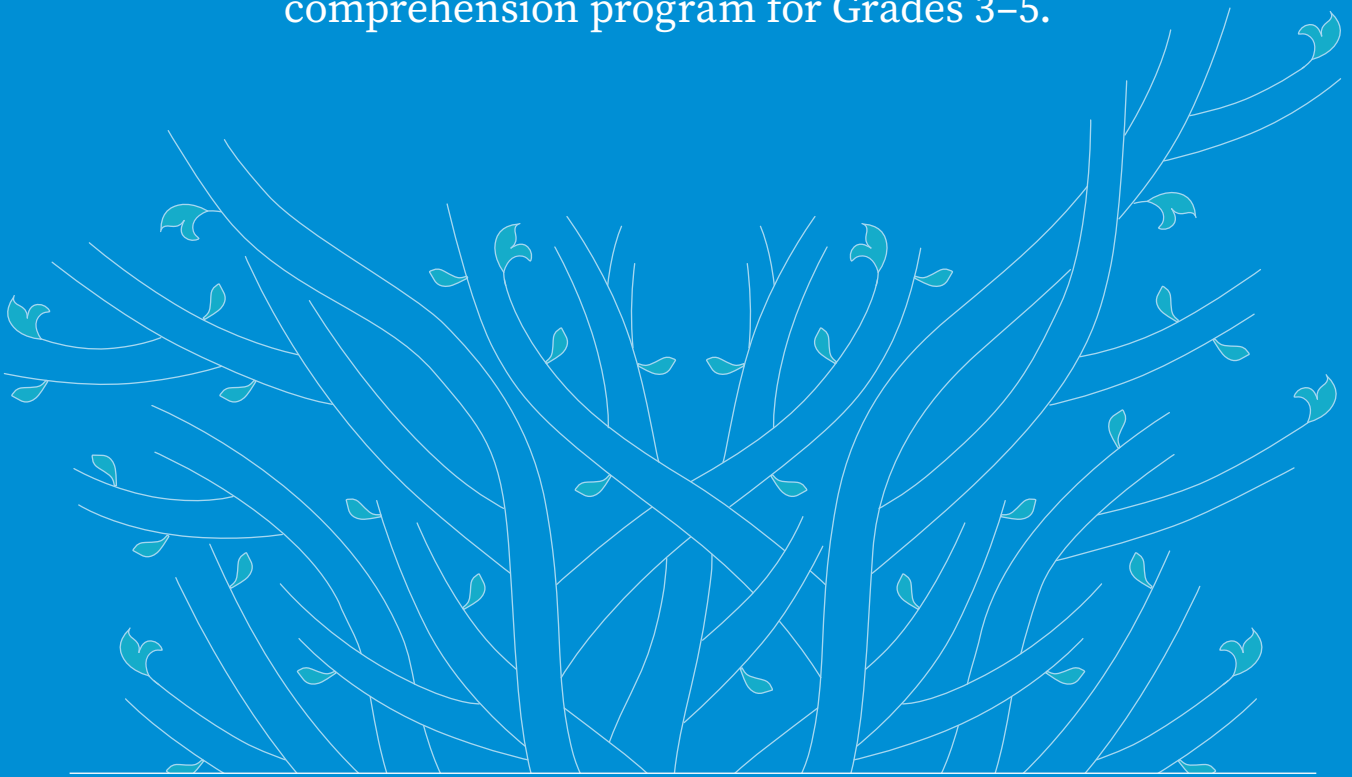
Monitoring and Assessing Student Performance Tailored Support

Educators explore the Weekly and Unit Assessments included in *Magnetic Reading Foundations*. They learn how to administer and score the Whole-Class and Individual Assessments as well as how these assessments can be used to track progress, identify trends, and determine appropriate instructional next steps.



From Foundations to Fluency

Visit MagneticReading.com to learn more about *Magnetic Reading Foundations* K-2 and how to complete your *Magnetic Reading* instruction with our reading comprehension program for Grades 3-5.



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

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