From Foundations to Fluency
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

- **Empower educators** with curated materials driven by explicit, systematic instruction.
  - Powered by the Science of Reading 4
  - Essential Materials 6
  - Skills Coverage 10

### Ensure Efficacy

- **Ensure efficacy** with the Science of Reading’s evidence-based practices.
  - Systematic Structure 13
  - Research-Based Routines 14
  - Embedded English Learner (EL) Support 16
  - Purposeful Practice 17
  - Effective Assessments 18

### Elevate Engagement

- **Elevate engagement** with a full palette of texts that develop active readers.
  - Content-Rich Reading 21
  - Connected Texts: Duet Passages 24
  - Connected Texts: Magnetic Readers 25

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Using i-Ready with Magnetic Reading Foundations 26
Professional Learning 27
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!

*Magnetic Reading Foundations* connects phonological awareness, decoding, and sight word recognition to knowledge and vocabulary building.

**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.

Components in Magnetic Reading Foundations

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:

- **Student Worktext (Two Volumes)**
  Write-in booklet for repeated and purposeful practice

- **Teacher’s Guide (Two Volumes)**
  Daily, weekly, and unit guidance with systematic instruction

Essential materials provide comprehensive skills coverage.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Letter Recognition</th>
<th>Concepts of Print</th>
<th>Phonological Awareness</th>
<th>Fluency</th>
<th>Phonics</th>
<th>High-Frequency Words</th>
<th>Word Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade K</td>
<td>✔️</td>
<td>✔️</td>
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<td>Grade 1</td>
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<td>Grade 2</td>
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<td>✔️</td>
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</tbody>
</table>
The kids feel sad.

Kids see rags, bags, and lids.

Kids see bits of wax and jam.

Can the kids fix it?

Friends can help.

Rags and cans fit in bins.

Lids and bags fit in bins.

A bit of it is in bins.

Do you think of deserts as hot and dry? A lot of deserts are hot in the daytime but get cold at night.

To be a desert, a place just has to be very dry. Desert plants and animals are right at home in these dry places.

Raven, Tony, Joe, and Daisy are scientists who study a desert. They are a team.

They asked things like, “What happens in springtime in this desert? What makes some plants grow well in this spot?”

The scientists predicted what they might find. Then they came to this spot. They will do tests to see if they are right.
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

**Let's Read!**

I am a fish in a big grass patch. The grass patch is in the sea. I am in this patch with many animals.

**Build Fluency: Accuracy**

Remind children that good readers read each word aloud. If children misread a word, stop and have them reread that sentence again. Ask yourself: Does this word make sense in the sentence? Does this sound like a real word? Then, read the word again. Sound out each part and blend the sounds together. Ask yourself: Does this sound good? When you get stuck on a word, stop and think about whether the words in a text make sense. Use context clues to help you.

**Word Analysis**

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.

<table>
<thead>
<tr>
<th></th>
<th>any</th>
<th>many</th>
<th>most</th>
<th>want</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>a</td>
<td></td>
<td></td>
<td>y</td>
</tr>
<tr>
<td>2.</td>
<td>m</td>
<td></td>
<td></td>
<td>y</td>
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<tr>
<td>3.</td>
<td>mo</td>
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<tr>
<td>4.</td>
<td>w</td>
<td></td>
<td></td>
<td>n t</td>
</tr>
</tbody>
</table>

Write the missing Super Words.

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

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

Grade 2, Week 9
a, ai, ay, ea, eigh, ey

Grade 1, Week 19
ai, ay

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** across six units in each grade level. There are five weeks of instruction per unit.
- **6 units** per year
- **5 weeks** of instruction per unit
- **5 sessions** per week

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.

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.

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.

### Build Words!

**PHONICS**

**Beginning Blends: br-, gr-**

- 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. Repeat with grab and gr.

**BLEND WORDS ROUTINE**

**TEACH**

- Write the word brick.
- Say the Sounds: I am going to say each sound in the word brick: /b/ /rr/ /i/ /k/.
- Blend the Sounds Together: Now listen as I blend these sounds together: /brɪk/. Say the word with me: brick.

**APPLY**

- Write the word grill.
- Say the Sounds: Your turn! Say each sound in the word /gr/ /ɪl/ /r/ /l/.
- Blend the Sounds Together: Now blend the sounds together: /grɪl/. Grill

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

<table>
<thead>
<tr>
<th>Words</th>
<th>Sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>grill</strong></td>
<td>/gr/ /ɪl/ /r/ /l/</td>
</tr>
<tr>
<td><strong>brick</strong></td>
<td>/b/ /rr/ /i/ /k/</td>
</tr>
</tbody>
</table>

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### 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.

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### Repeated routines allow students to focus on the skill they’re learning.
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 ... is not permitted.

Let’s Read!

Words with gr, br

Super Words: could, great, said, would
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**

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

**PHONOLOGICAL AWARENESS**

**Blend Phonemes**

There are no beginning blends /br/ and /gr/ in Mandarin, Vietnamese, or Arabic. Pretend to be a bear as you say grm with children. Say brrr 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**

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-**

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**

Explain the meaning of trick, grass, and flag.

Explain the phrase in a flash. After reading, have children identify Brad’s problem and Trish’s solution.

**Read Connected Text**

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.

Grade K

Say or sing the alphabet. Then circle the m.

Which pictures start with m? Circle them.

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.

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

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

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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

### Whole-Class Assessment
Tell children they are going to practice some of the sounds and words they learned throughout the unit.

<table>
<thead>
<tr>
<th>PART 1: Encode Target Sound-Spellings</th>
<th>PART 2: Encode Target Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Say each sound. Have children write the letters that stand for the sound.</td>
<td>Read each word. Provide a context sentence when necessary. Have children write the word.</td>
</tr>
<tr>
<td>1. /k/ (cake) 3. /w/ (would) 4. /d/ (ride)</td>
<td>1. luck 2. hose 3. ride 4. tell</td>
</tr>
</tbody>
</table>

### Individual Assessment

#### 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.

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!

#### PASSAGE 2:
We could bake a cake.
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!

### Unit Assessment

#### Target Sound-Spelling
1. /k/ (cake) 3. /w/ (would) 4. /d/ (ride) 5. /a/ /v/ (gaze)

#### Target Words
1. luck 2. hose 3. ride 4. tell

#### High-Frequency Words
1. could 2. what 3. would 4. said

**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.
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.
GRADE 1, UNIT 3
The Underwater World

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

GRADE 2, UNIT 3
What’s That Habitat?

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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.

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

**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!

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.

**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!

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.
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 It a Plant?
by Anna McGinty

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!

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.

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

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.

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**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!

@MyiReady  Curriculum Associates  @CurriculumAssoc  iReady