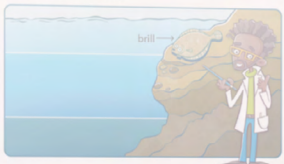


Teacher Digital Experience

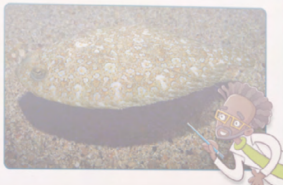
Walkthrough

Let's Read! Words with *g*, *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.



It can match **tan** mud in the sea.
A **brill** can match rocks in the water.
Big fish cannot see the **brill**.
It can mix in with sea grass.
I **would** brag if I **could** do that!

214 WEEK 12 • Session 2

Session 2: Read Connected Text

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GRADES
K-2

Access *Magnetic Reading Foundations* digitally for even more support in teaching foundational reading skills.



This guide will walk you through how to access the comprehensive materials contained in one easy-to-use platform.

i-Ready Connect™ is your one-stop resource for accessing all print and digital instructional materials and assessments for *Magnetic Reading Foundations*.



Intuitive

Efficient navigation for busy teachers



Comprehensive

Everything for delivering whole class and small group instruction



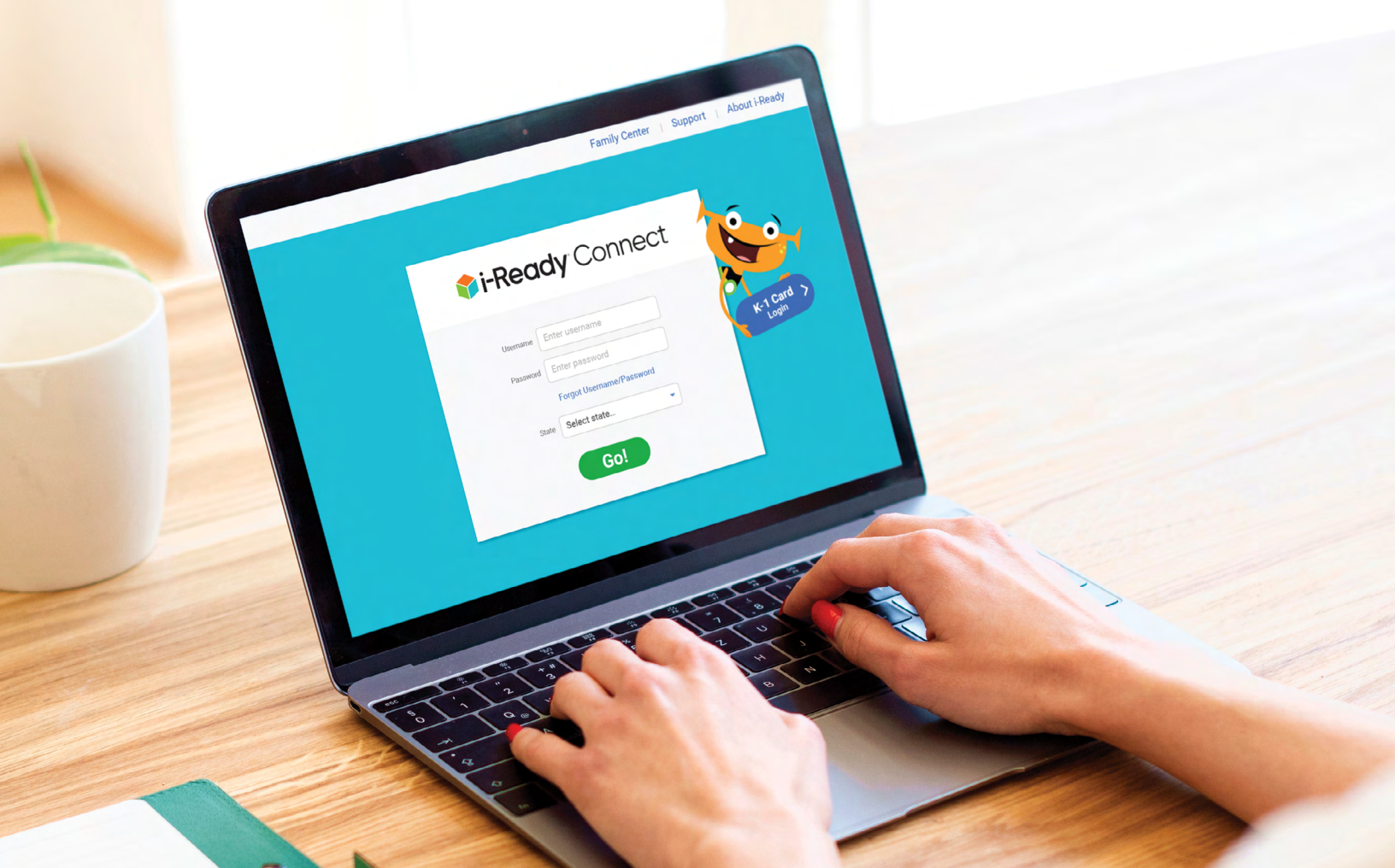
Actionable

Resources for moving students forward

Table of Contents

Get Started: Set Up a Demo Account.	4
Navigate to: Teacher Toolbox.	5
Navigate to: Classroom Resources	7
Navigate to: Program Implementation	12
Navigate to: Fluency Practice & Assessment	14
Lead Data-Informed Instruction with <i>i-Ready</i>.	16
Navigate to: Digital Assessment	17
Navigate to: Reports	18





Get Started: **Set Up a Demo Account**

Your representative
may have provided
demo access
credentials.
If not, email
contact@cainc.com
for a free trial.

To get started with your *Magnetic Reading Foundations* demo account:

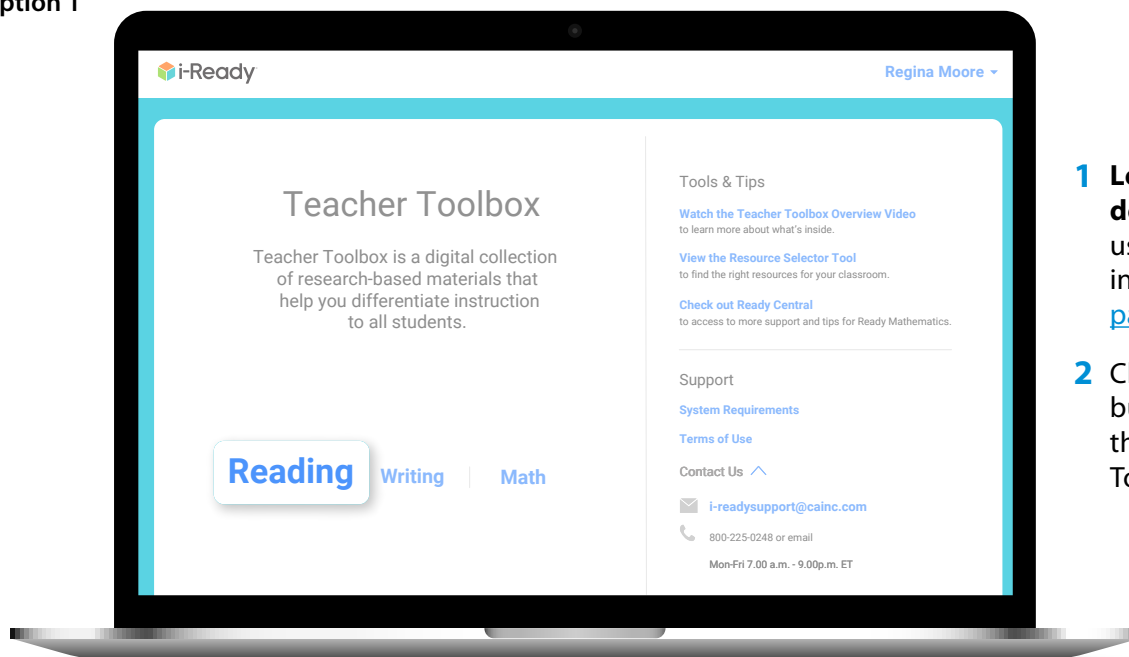
- 1 Go to [PD.i-Ready.com/Login/PD](https://pd.i-ready.com/Login/PD).
Note: Login credentials will only work at this website.
- 2 Enter your **username**.
- 3 Enter your **password**.
- 4 Select your **state**.
- 5 Select **Go!**



Navigate to: Teacher Toolbox

Easy digital access to all *Magnetic Reading Foundations* materials on one easy-to-use platform

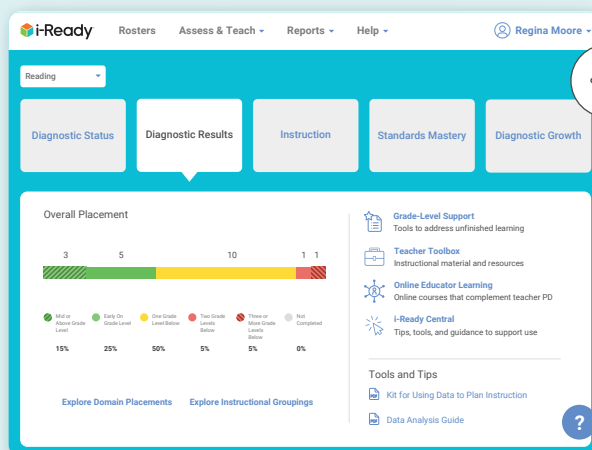
Option 1



1 Log in to your demo account using the instructions on [page 4](#).

2 Click the Reading button to enter the Teacher Toolbox.

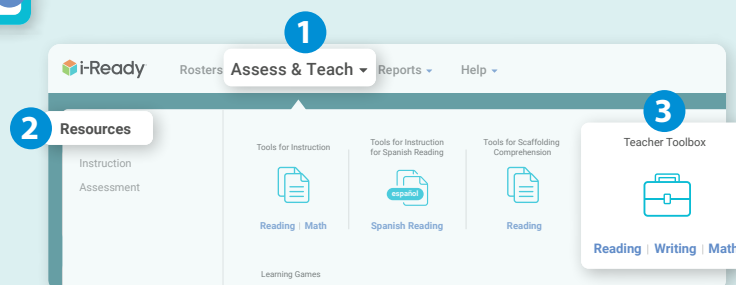
Option 2



Does your dashboard look like this?

If you're licensed for *i-Ready* assessments and reports alongside *Magnetic Reading Foundations*, you'll see the *i-Ready* teacher dashboard upon logging in. Use the dashboard to navigate between key aspects of *i-Ready*, or follow the steps below to find your Teacher Toolbox.

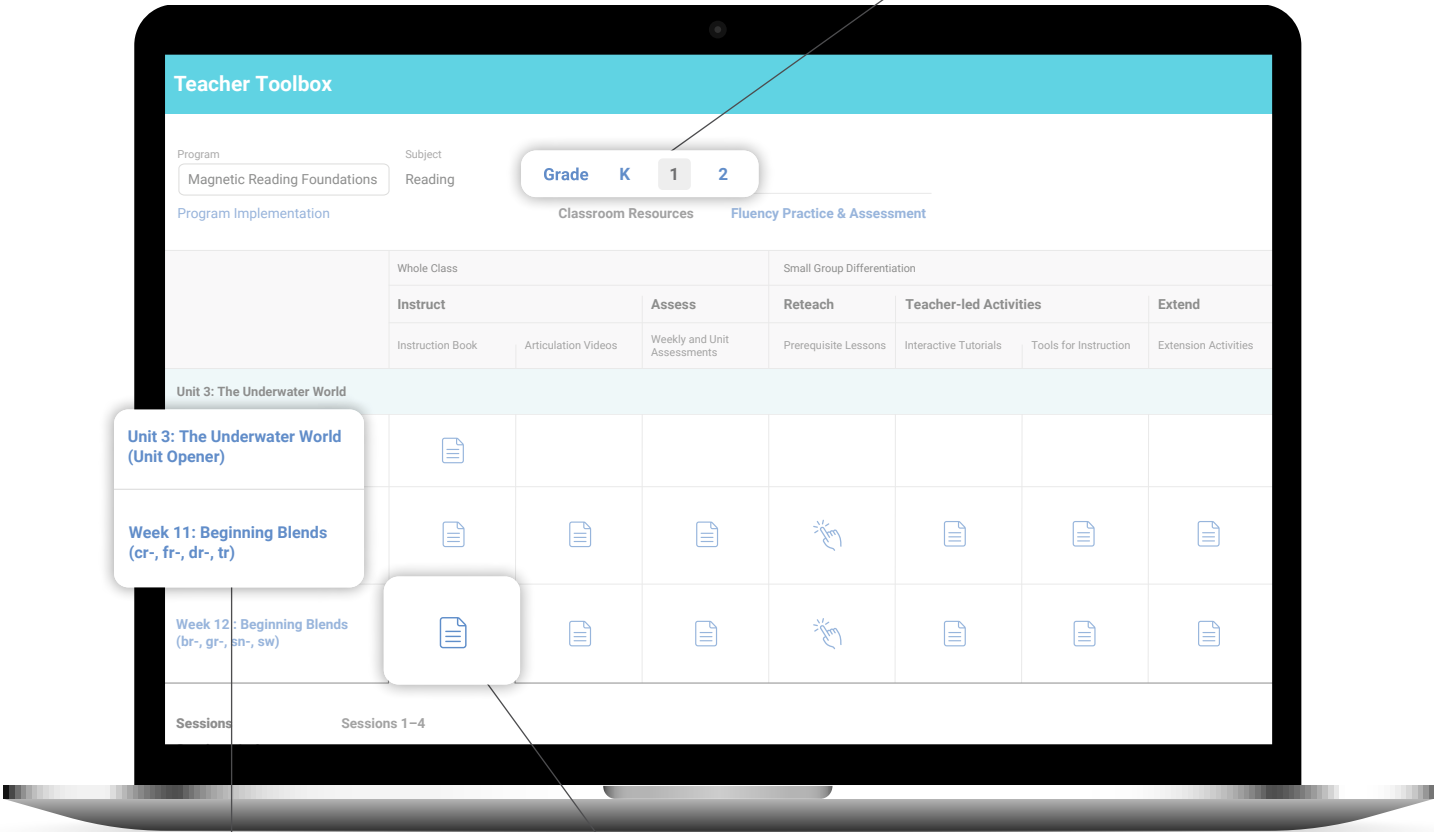
- 1 Click on Assess & Teach** at the top of the screen.
- 2 Resources** will be selected automatically.
- 3 Click on Reading** below the *Teacher Toolbox* icon.



What’s inside the Teacher Toolbox?

Everything you need for effective teaching and learning

All Grades K–2 Resources in One Place
Easily click between grade levels.

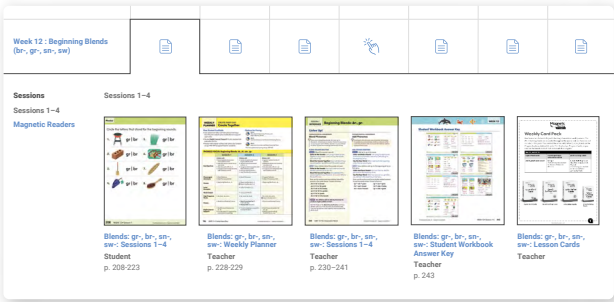


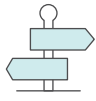
Interactive Table of Contents

Resources are organized by unit and week of instruction as well as skill.

Intuitive Design

- Select an icon to find resources that support your classroom needs.
- Scroll down within the expanded tab to explore all resources.





Navigate to: Classroom Resources

Your whole class and small group resources for efficiently teaching foundational skills

Teacher Toolbox

Program: Subject: Grade: ☐ ☒ ☐

Program Implementation: **Classroom Resources** [Fluency Practice & Assessment](#)

Explore **Classroom Resources** for content to support every learner.

Whole Class			Small Group Differentiation			
Instruct		Assess	Reteach	Teacher-led Activities		Extend
Instruction Book	Articulation Videos	Weekly and Unit Assessments	Prerequisite Lessons	Interactive Tutorials	Tools for Instruction	Extension Activities

Unit 3: The Great First Year

Find resources for **Whole Class Instruction** (see [pages 7–9](#)).

Find resources for **Small Group Differentiation** (see [pages 10–11](#)).

Whole Class Instruction

Instruct

The Instruct columns include resources for planning and supporting daily instruction and practice.

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

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

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

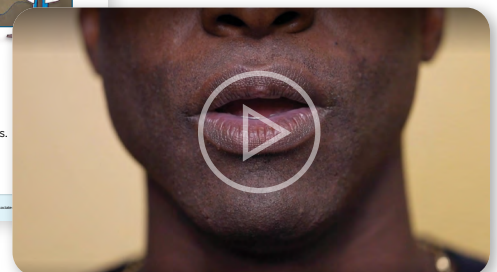
Let's Read! Words with **gr, br**
Super Words: could, great, said, would

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 fan 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

Easily assign any page of the Student Worktext to **Google Classroom**.

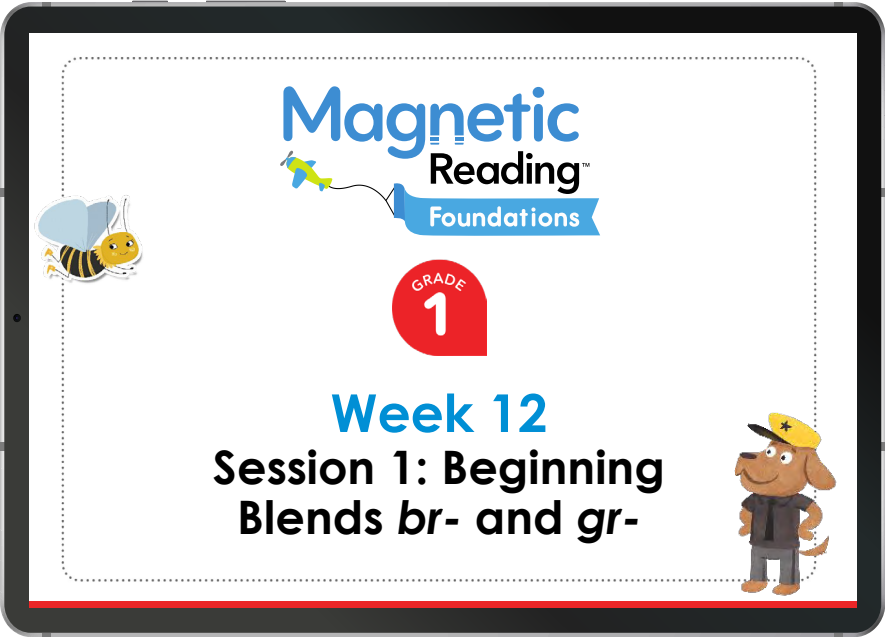


Instruct, Cont'd.

Magnetic Readers:

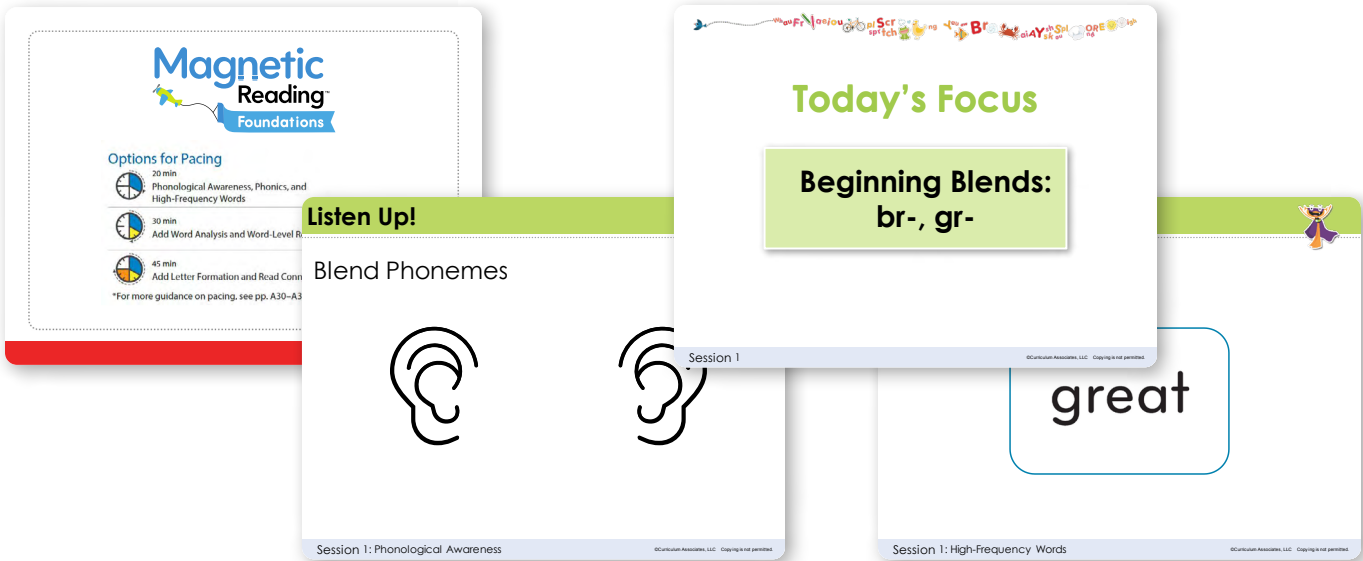
Full-color PDFs of the books included in the Classroom Kit can be projected during instruction.

Foldable, black-and-white, print-ready books can go home with students.



Lesson Presentation Slides:

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



Assess

Closely monitor progress with summative and formative program assessments.









Cumulative Review: Reteach or offer additional practice with these PDF versions of the Cumulative Review from the Student Worktext.

Review Lesson Slides: Use the slides to provide additional opportunities for practice and to informally assess learning.

Editable Weekly Assessment Tracker: Track students' progress and identify trends to target instruction effectively.

Cumulative Review

Circle the letters that stand for the beginning sounds.

1.  gr br	5.  sn sw
2.  sn sw	6.  cr gr
3.  tr dr	7.  sn sw
4.  cr gr	8.  fr dr

306 WEEK 12 • Cumulative Review ©Curriculum Associates, LLC. Copying is not permitted.

Individual Assessment

1. Would you switch spots with me?

Session 5: Assessment ©Curriculum Associates, LLC. Copying is not permitted.

Check in on mastery of skills each week with [Review Lesson Slides](#).

In this editable [Weekly Assessment Tracker](#), use the Error Record to note mistakes. Work horizontally to track individual student learning needs, and look vertically to see needs across the class.

Magnetic Reading Foundations

Grade 1 Assessments

Monitor Progress with Program Assessments

Use Magnetic Reading Foundations' Weekly and Unit Assessments to track children's progress and identify trends to target instruction effectively.

WEEKLY WHOLE-CLASS ASSESSMENT						
WEEK: _____	PART 1: Target Sound-Spellings	PART 2: Target Words	PART 3: High-Frequency Words	PART 4: Target Words	PART 4: High-Frequency Words	PART 4: Word Analysis Words
DATE: _____	correct / 6	/ 6	/	/	/	/
NAME: _____	ERROR RECORD:					
NAME: _____	ERROR RECORD:					
NAME: _____	ERROR RECORD:					
NAME: _____	ERROR RECORD:					
NAME: _____	ERROR RECORD:					
NAME: _____	ERROR RECORD:					
NAME: _____	ERROR RECORD:					
NAME: _____	ERROR RECORD:					
NAME: _____	ERROR RECORD:					

Small Group Differentiation




Small Group Differentiation			
Reteach	Teacher-led Activities		Extend
Prerequisite Lessons	Interactive Tutorials	Tools for Instruction	Extension Activities

Reteach:
Prerequisite Lessons—Available for Grades 1 and 2

Lessons from previous grade levels help address students’ unfinished learning.

Letter Formation


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

46 WEEK 3 • Session 2

Read Together!





Words with Ss



Sam and Tam were tumbling. Sam got tired. What did Sam do?
Sam sat.

48 WEEK 3 • Session 2

Say each picture name. Write Ss if the picture has the same first sound as seal.

WEEK 3 • Session 2 47



Lessons are interactive and can be paused to create space for discussion.

Teacher-Led Activities: *Interactive Tutorials*

These videos engage students during small group instruction.



Teacher-Led Activities:

Tools for Instruction

Targeted lessons for reteaching skills and concepts in a different way

Tools for Instruction

Blend Phonemes

Phonemes are the smallest units of speech sounds. A phoneme may correspond to one or more alphabet letters. As students prepare to spell and decode, they need to grasp the concept that a word is made of a series of sounds. Activities that require blending phonemes, putting separate sounds together, give students practice with saying each sound in a word in sequence.

Two Ways to Teach

Listen and Blend

Play a guessing game in which you say a word phoneme by phoneme and students must guess the word as you say it. (When isolating phonemes, or saying a word phoneme by phoneme, avoid using your voice to connect consonants, with an /p/ and /t/ to maintain any vowel sound after stop consonants, as /t/ and /p/.)

- Ask students to repeat the sounds quickly to themselves, later and later, until they figure out the word.
- Direct students to write a word when they think they know the word.
- Call on students to say the word.

Say, *I'm going to say a word about something we do every day. But I'm going to say the word one sound at a time. /s/. /t/. /r/. /k/. /s/. What is the word?* (cat) That's right. *It's a cat!* (cat) Now say it.

Say, *I have a picture of an animal. Try to guess what the animal is. I'll say its name sound by sound, one at a time. /d/. /o/. /g/. /s/. /p/. /t/. /s/. What is the name of the animal?* (dog) Now I'll show the picture. You're right. It's a dog.

Mark Each Sound

- Provide small blocks, buttons, or other objects that can serve as phoneme markers.
- Say a single syllable word, phoneme by phoneme. As you say each phoneme, have students repeat and place a marker on their desk, in a left to right sequence.
- Have students point to each marker as they blend the sounds quickly to themselves and state the word when they are ready to name the word and show or tell what it means. See the example below.

Say, *Listen. /n/. /i/. /k/. Now, you say the phonemes and use markers to show each phoneme you say. Good should say /n/. /i/. /k/ and show two markers. Ask, What is the word?* (ink) Can you show or tell what it is? (ink) (egg, words.)

Ready.com Phonics Answerbook Grade 1 Blend Phonemes

Tools for Instruction

Add Phonemes

As students strengthen their awareness of the sound units within words, or phonemes, they can make new words by adding a single sound to one word and saying the new "longer" word. Phoneme addition rules may follow this sequence of difficulty: (1) add an initial consonant sound to a word that begins with a vowel; (2) add a final consonant sound to a word that ends with a vowel or /t/ and (3) add an initial or final consonant sound to a word that begins with a consonant. Phoneme addition activities are based on sound, not spelling.

Three Ways to Teach

Add Initial Consonant Sounds

Focus on adding initial consonant sounds to words that begin with vowels.

- Say one word at a time for students to repeat. Show or discuss its meaning.
- Say a consonant sound and have students repeat it.
- Tell students to add the consonant sound to the beginning of the word to make a new word. Say the new word slowly and discuss its meaning. See the following example.

Say, *Listen to this word, egg. Now you say the word, egg. Ask, What is an egg?* (uh-oh, uh-oh, what is an egg?)

Say, *Listen to this sound, /t/. Now you say the sound. (/t/) Add /t/ to the beginning of egg. Ask, What is the new word?* (tag)

Say, *Then to your leg. You just added /t/ to change egg to tag!*

Continue with other initial consonant sounds for the same word. End each round of this activity by having students take turns repeating the rhyming words they have created. See the examples below of words at consonant sounds to use.

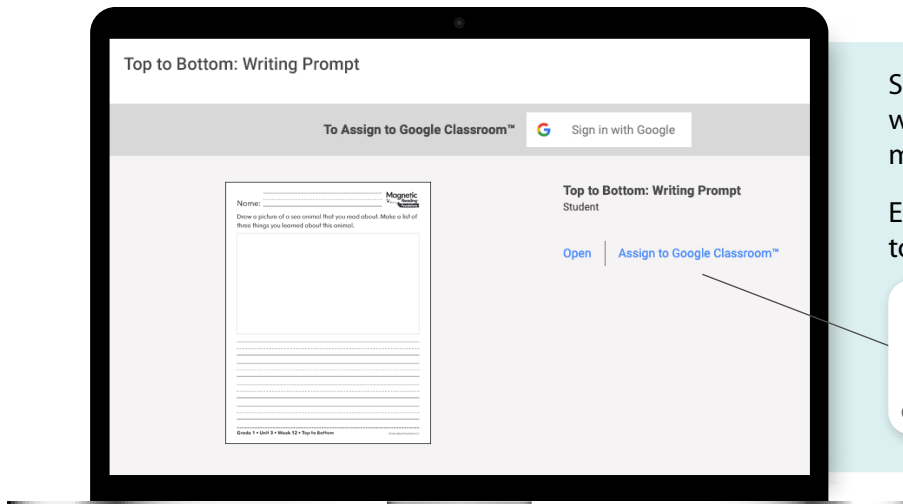
egg /t/ tag	egg /h/ hog	egg /k/ hog
egg /l/ leg	egg /n/ hen	egg /m/ hem
egg /r/ reg	egg /s/ seg	egg /z/ zeg

New Word Toss

Use a beanbag or other soft object that you and students can toss to one another. Focus on adding final consonant sounds to words that end with a vowel sound or /t/.

- Say a word for students to repeat. Discuss its meaning.
- Say a consonant sound for students to repeat. Ask them to add that sound to the end of the word and to repeat both words when they think they know what the new word is.
- Toss the beanbag to a student with a vowel sound. That student names the new word, and the group repeats it.

Ready.com Phonics Answerbook Grade 1 Add Phonemes Page 1 of 3



Student PDFs work with many learning management systems!

Easily assign resources to Google Classroom.



Extend:

Extension Activities

Strengthen and advance student understanding of lesson concepts.

Name: _____

Draw a picture of a sea animal that you read about. Make a list of three things you learned about this animal.

Grade 1 • Unit 3 • Week 12 • Top to Bottom

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Magnetic Reading Foundations

Comprehension Extension Activities

UNIT 3: THE UNDERWATER WORLD

Week 12: *Top to Bottom*

Children may not be familiar with the term main topic. Explain that the main topic of a text is what the text is mostly about.

- What is the main topic of this text? *animals in different parts of the sea* On what page does the author tell you the main topic? *p. 2*
- On p. 3, the author says that a mussel can grip a wet rock. What does the word *grip* mean? *to hold on* What helps you understand the meaning of the word *grip*? *Answers will vary but may include information such as: The picture shows mussels on the top of a rock. To stay there, they would need to hold on.*
- How are fish in deep water like fish that live at the bottom of the sea? *Answers will vary but may include: they make light, they have fangs, they catch fish.*

Top to Bottom

Grade 1 • Unit 3 • Week 12 • Top to Bottom

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Student Writing Activity

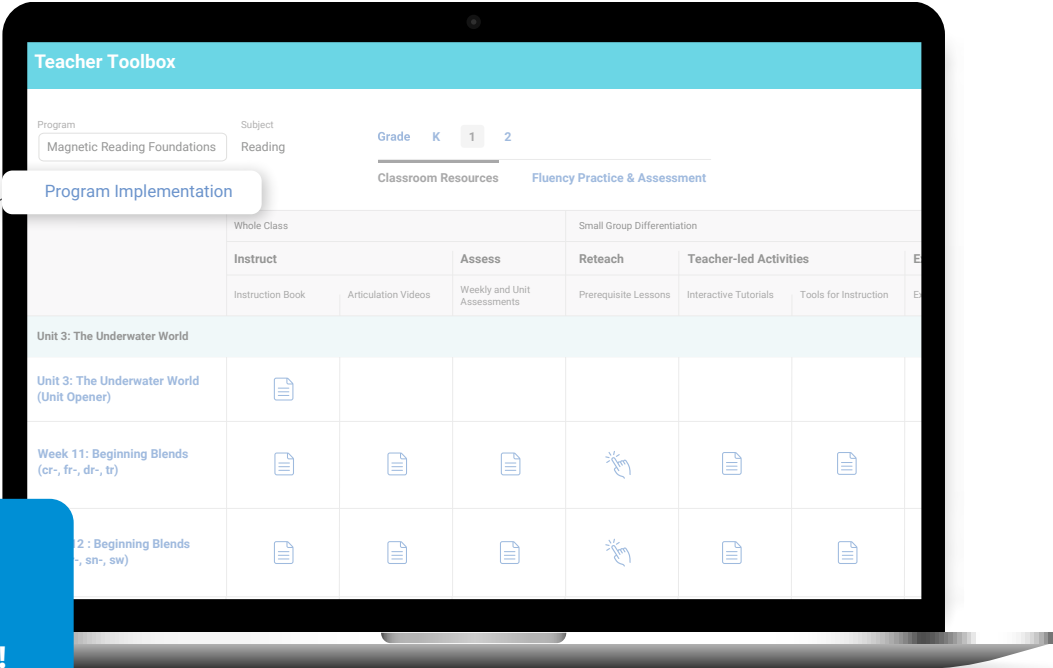
Teacher-Led Comprehension Activity

Navigate to: Program Implementation

Comprehensive materials to support program delivery, efficacy, and engagement

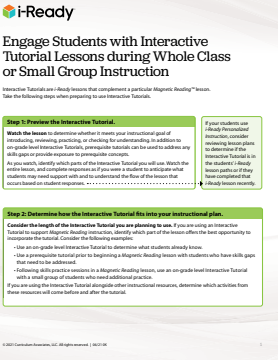
Click on the **Program Implementation** tab to see resources to support with program delivery.

Check out the **Additional Programs** section of [i-ReadyCentral.com](https://www.i-ready.com) for even more implementation support!



Differentiate with Teacher Toolbox Resources:

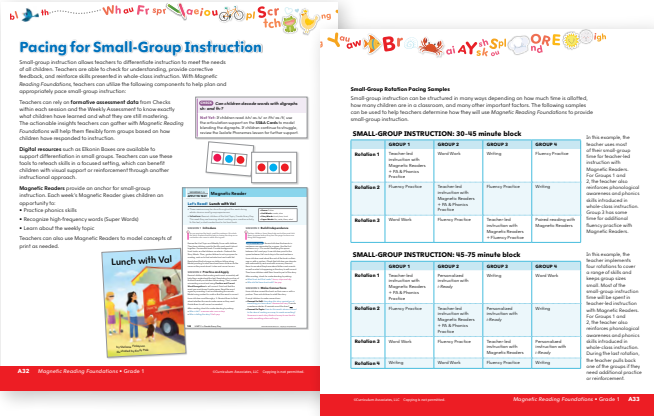
- Guidance for Interactive Tutorials
- Resource Selector Tool



Guidance for Interactive Tutorials provides steps for integrating these videos into your instructional plan.

Plan Instruction:

- Ongoing opportunities to monitor student progress
- Pacing options
- Scope and sequence
- Instructional routines



Pacing options offer support for tailoring instruction for whole class or small group needs.

Plan Instruction, Cont'd.

- Instructional resources:
 - Fix-Up Strategy List
 - Elkonin boxes
 - Phonological awareness
 - Additional (print-based) practice templates
 - Letter formation guides
 - Blank handwriting pages
 - Alphabet Train—Lowercase
 - Alphabet Train—Uppercase
 - Alphabet Train—Blank
 - Sorting template (e.g., word families)
 - *Alphabet Tales* Big Book
 - Program Cards
- Assessment resources
 - Context Sentences for Dictation
 - Unit and Weekly Assessment Trackers
- Family Letters (English and Spanish)
 - Family Take-Home Letters
 - Additional materials for parents/caregivers
 - Letter formation assessment

Name: _____

Magnetic Reading Foundations

Handwriting

©Curriculum Associates, LLC

Support **handwriting practice** with blackline masters.

Program Cards connect sounds to letters and letters to words, providing systematic practice.

Articulation Consonant Digraph wh

To make the *wh* sound:

- Push your lips out to make a tight circle.
- Hold the back of your tongue forward the back of your mouth.
- Now use your voice to push the air out through your lips.

Exemplars

Initial Position			
whole	what	wheat	wheel
when	wharf	which	whisper
while	why		

Sound Transfer from Home Language

Transfer: Italian, Greek

Non-Transfer: Spanish, Chinese, Vietnamese, Arabic

Digraph *wh*



Learner Variability and English Learners:

- Learner Variability and Equity
- Language Transfers Chart

Letter Recognition

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

Letter Recognition

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

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WEEK 3 • Session 1 43

Letter Train and Alphapillar

Support learner variability with hands-on and visual resources.



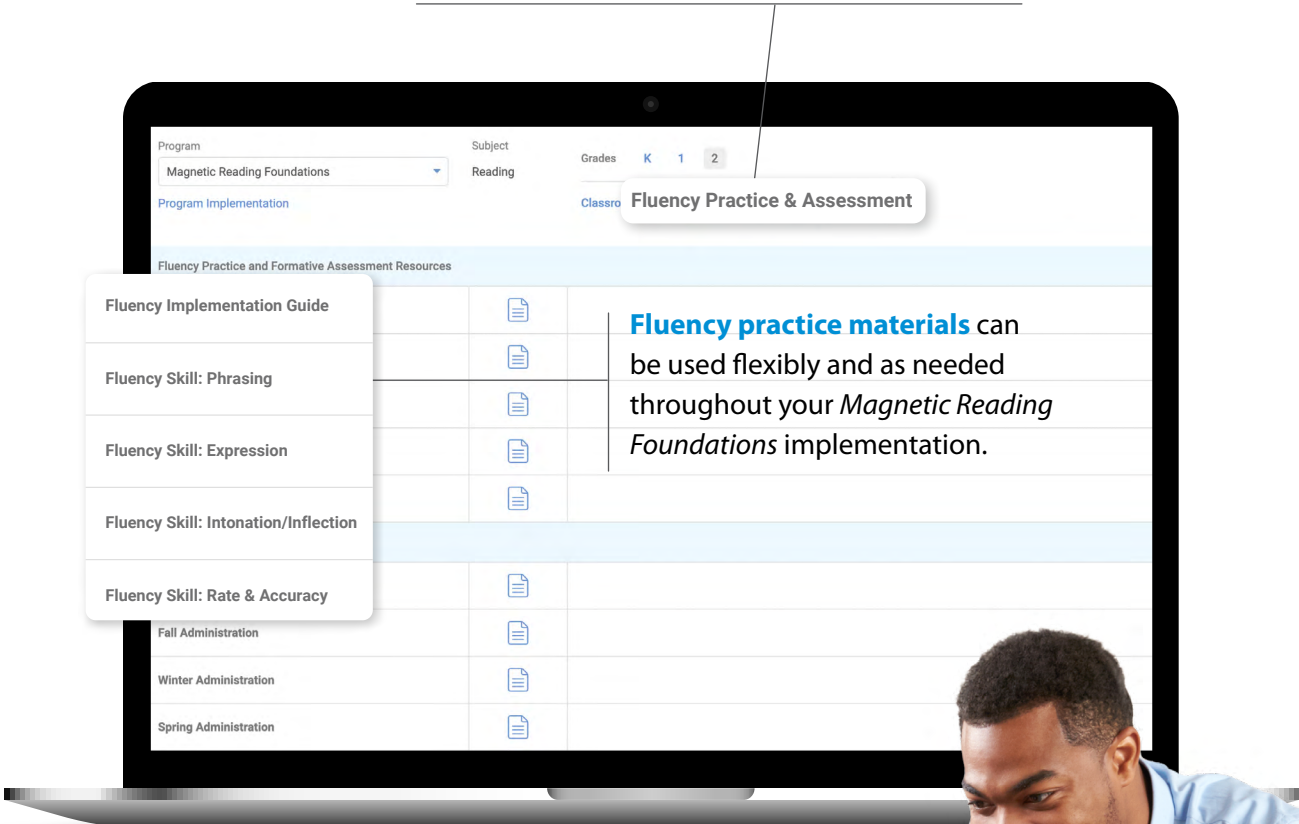
Navigate to:

Fluency Practice & Assessment

Available for
Grades 1 and 2

Targeted, flexible resources for reinforcing and checking for reading fluency

Click on the **Fluency Practice & Assessment** tab for targeted student- and teacher-facing resources.



Provide Opportunities to Build and Demonstrate Fluency

Each *Magnetic Reading Foundations* lesson has embedded fluency practice and assessment. Teachers who wish to provide students in Grades 1 and 2 with additional opportunities to practice fluency skills more formally can use the Practice and Formative Assessments that align to the weekly fluency skill.

Name: _____

Magnetic Reading Foundations

Introduction: You will read a two-page story about why it is best to keep things neat.

Story Words
finally
school

Clean Up!

It is time for school.// Tim puts on his shoes.//
But he cannot find his hat!//

Tim looks at the floor.// He sees his socks.// He finds a book about plants/and finds many toys.//

Finally,/ Tim finds his hat.// He runs out of the door!//

Tim comes home from school.// His room is a mess.// He has things all over the floor.//

What can Tim do?// Tim can make cleaning up fun!// He puts on music.// He picks things up,/ one at a time.//

Fluency: Phrasing

©Curriculum Associates, L

Fluency Skill: *Phrasing*

Student version (left) and teacher version (below)

Magnetic Reading Foundations

Fluency Instruction and Formative Practice: Phrasing

Introduction

One of the characteristics of fluent reading is the ability to correctly phrase text into meaningful segments. To do this, children must be able to do three things:

1. Read the text with automaticity.
2. Comprehend what they are reading.
3. Use punctuation to help them group the words into phrases.

This instruction, practice, and assessment is recommended for general instruction alongside *Magnetic Reading Foundations* Grade 1 Units 4–6 and *Magnetic Reading Foundations* Grade 2. It may also be used as an extension activity prior to Unit 4 in Grade 1.

Fluency Instruction and Formative Practice teacher version provides flexible guidance for selecting and sequencing activities.

Implementation

Consider using this resource in small groups with children. Each day includes an activity that takes approximately 15 minutes. You may use all activities in order or may choose individual activities depending on the level of support children need.

- Less support: Use Day 4 as skill-specific formative assessment.
- Less support: Use Day 3 for additional fluency practice.
- More support: Use Days 1–3 for targeted instruction and practice.
- Most support: Use Days 1–4 for instruction, practice, and formative assessment.

Objectives

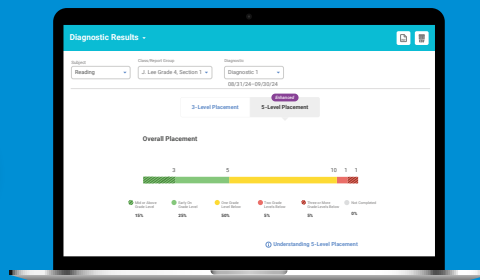
DAY 1: TEACH	DAY 2: SCAFFOLDED PRACTICE	DAY 3: PRACTICE	DAY 4: FORMATIVE ASSESSMENT
Objective: Children will understand phrasing using marked text.	Objective: Children will understand phrasing using marked text.	Objective: Children will understand phrasing using marked text.	Objective: Children will understand phrasing using marked text.
Materials: <ul style="list-style-type: none"> • Teacher passage • Copies of marked student passage 	Materials: <ul style="list-style-type: none"> • Teacher passage • Copies of marked student passage 	Materials: <ul style="list-style-type: none"> • Teacher passage • Copies of marked student passage 	Materials: <ul style="list-style-type: none"> • Teacher passage • Copies of marked student passage

Magnetic Reading Foundations

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

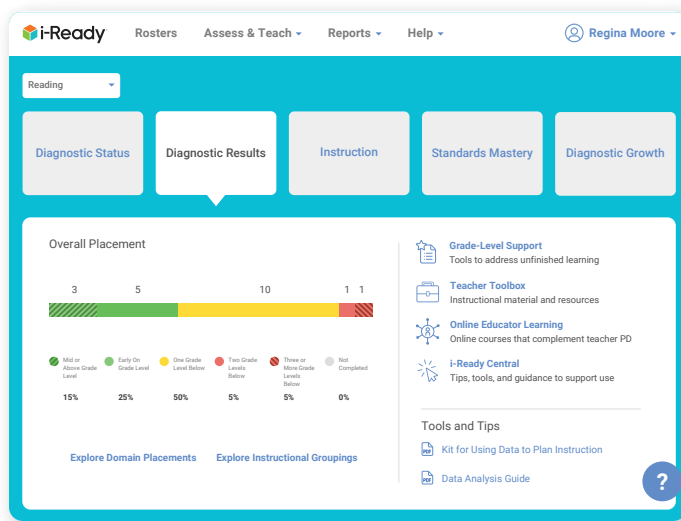


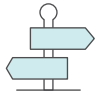
Data from the *i-Ready Diagnostic* informs *Magnetic Reading Foundations* instruction.



Ready to Explore *i-Ready* Assessments and Reports?

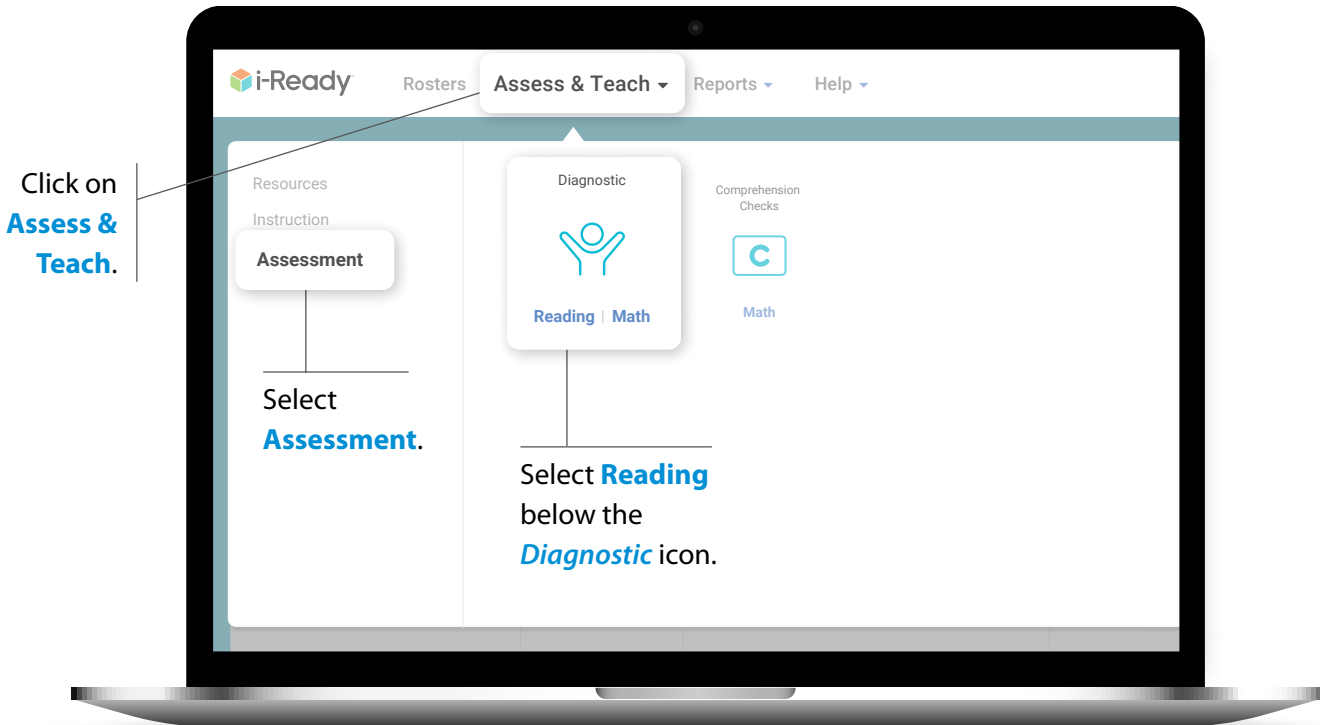
If you're licensed for *i-Ready* assessments and reports alongside *Magnetic Reading Foundations*, return to your *i-Ready* dashboard to gain insights for leading instruction (see [page 5](#)).





Navigate to: Digital Assessment

Gain insights to inform instructional decisions using the *i-Ready Diagnostic*.



Diagnostic

The Diagnostic is an adaptive online assessment that provides comprehensive insight into student learning and growth across all Grades K–12 skills. This assessment drives the Diagnostic Results report, which provides data for instructional decisions based on students' needs. To learn more about these reports, see [pages 18–19](#).

i-Ready Lily

What does the word unable mean?

Cara is unable to go swimming today.

able to do again

able to do before

not able to

nearly able to

Done →

My Progress →



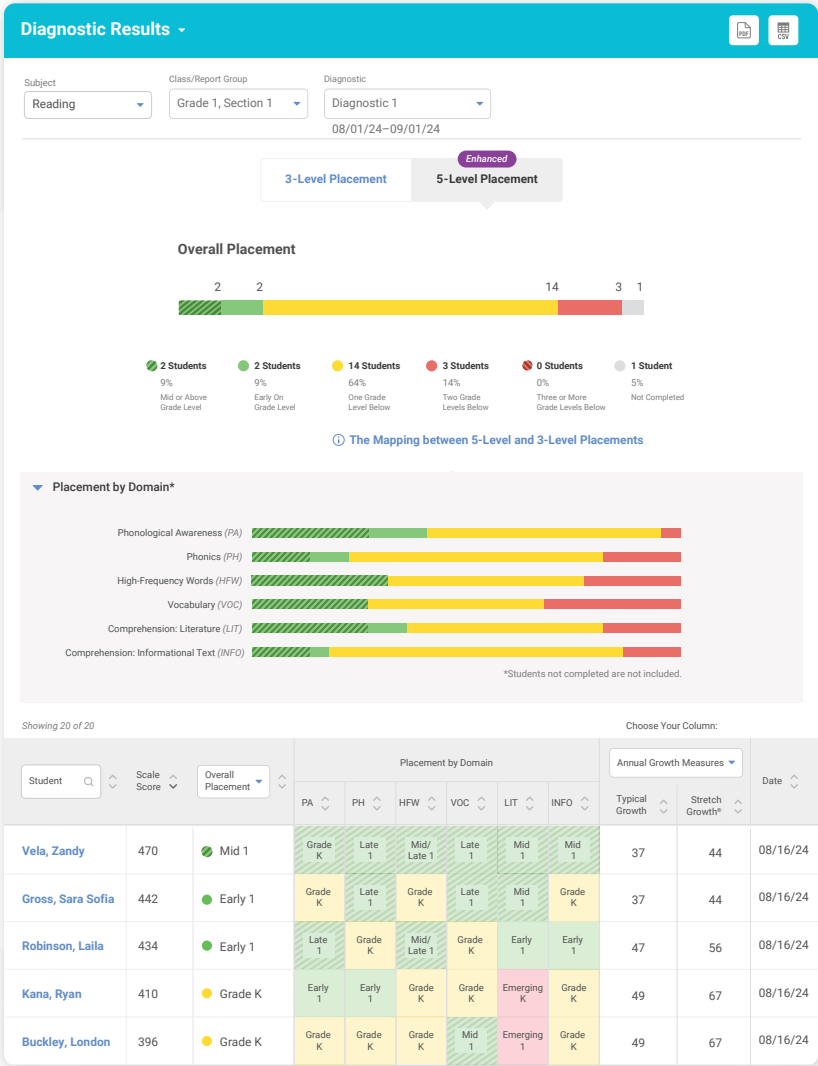
Navigate to: **Reports**

Understand what skills your students have mastered and what gaps need to be addressed during instruction.

Click on **Reports**.

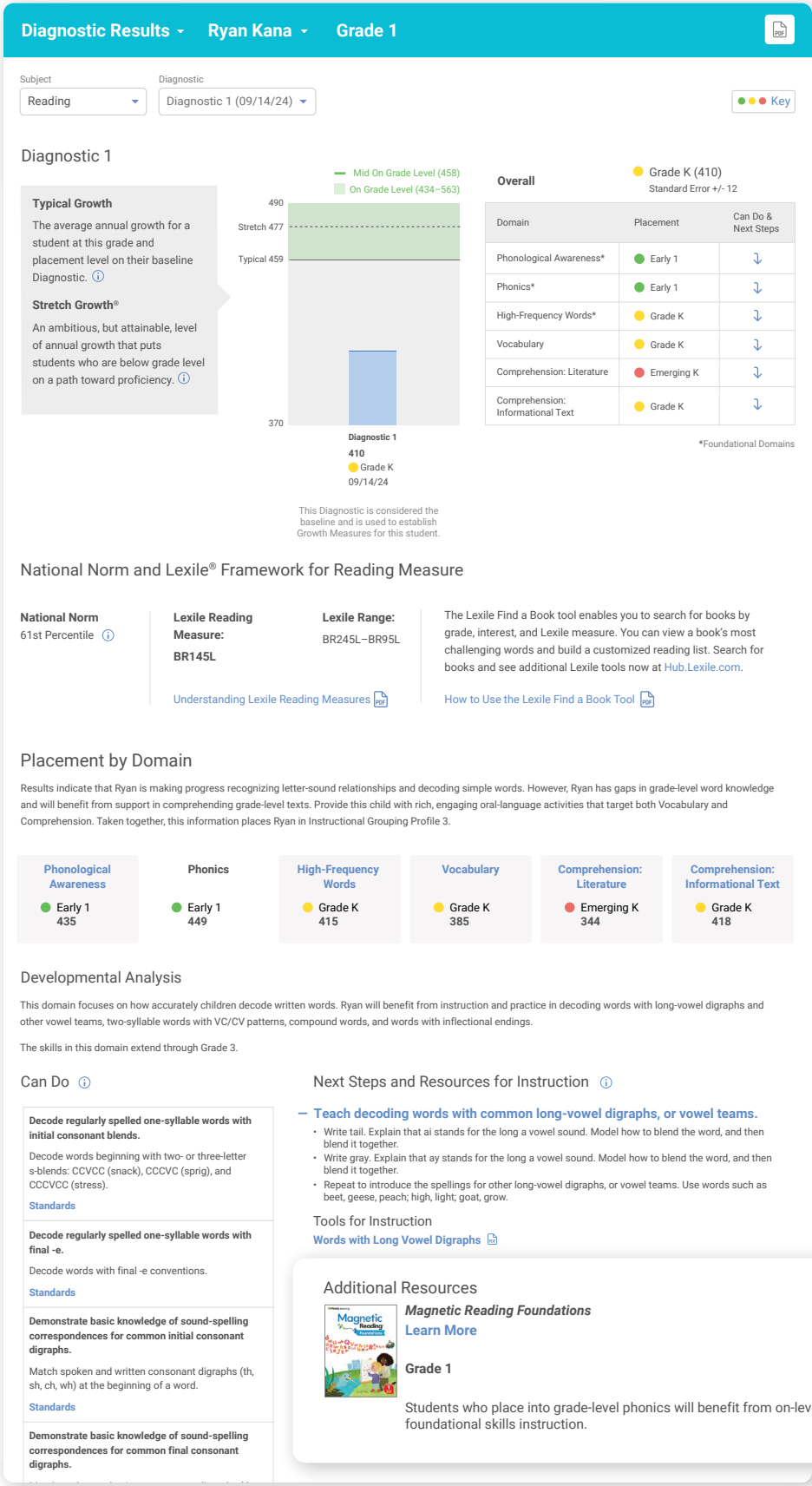
Locate **Diagnostic**.

Select **Diagnostic Results—Reading**.



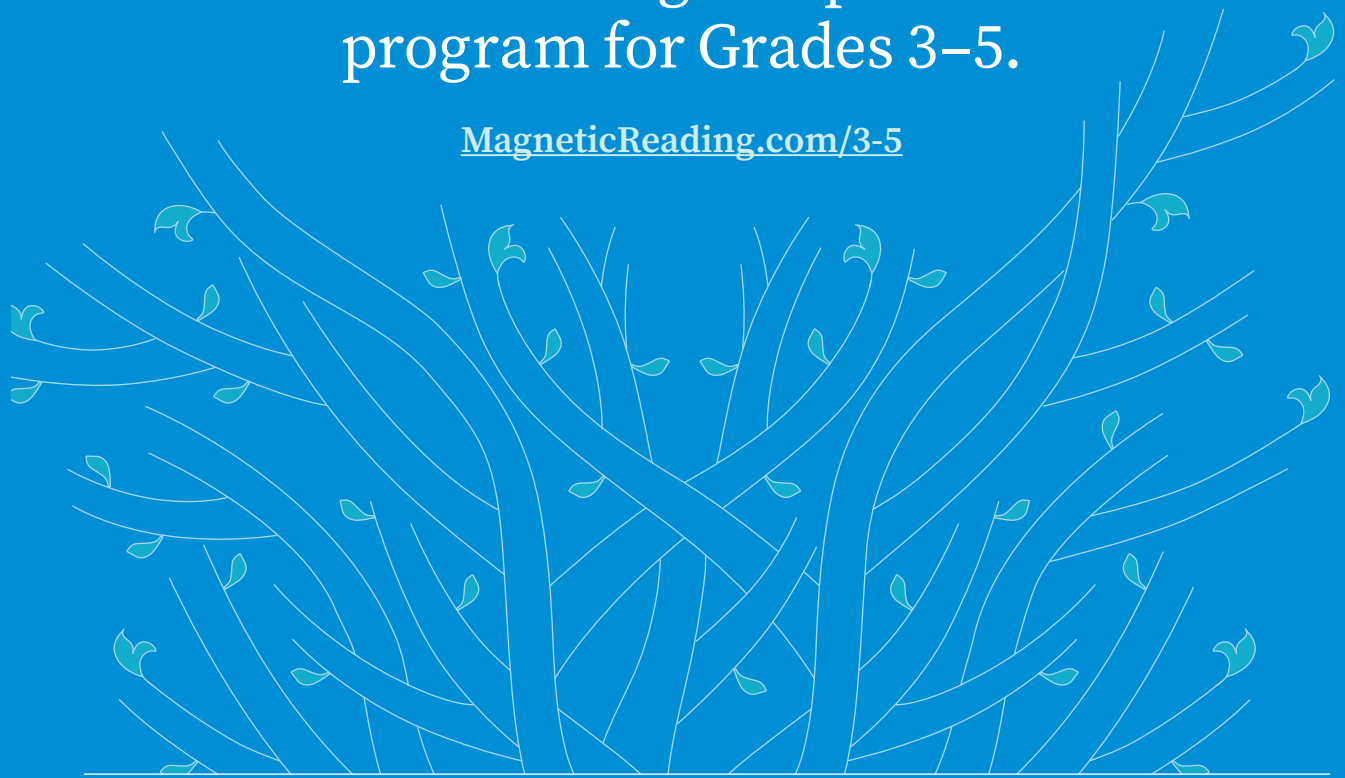
Diagnostic Results (Class)

Use the Diagnostic Results (Class) report to gain a comprehensive picture of class instructional needs, including criterion-referenced grade-level placements, national norms, and growth measures, based on data from each student's Diagnostic.



Complete your *Magnetic Reading* suite
with our reading comprehension
program for Grades 3–5.

MagneticReading.com/3-5



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



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