



Putting the Science of Reading to Work

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Introduction

At Curriculum Associates, we believe all students can become skilled readers, and the best way to get them there is a strong start with explicit, systematic, and evidence-based literacy instruction. *Magnetic Reading Foundations* thoughtfully merges the Science of Reading and the science of instruction. These beliefs are at the core of *Magnetic Reading Foundations*, our comprehensive foundational skills program for students in Grades K–2.

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 complex alphabetic code. In *Magnetic Reading Foundations*, students learn to read 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

In addition to learning to read, *Magnetic Reading Foundations* supports students as they begin to build a foundation for reading to learn with instruction in two of the **language comprehension** skills:

- **Literacy Knowledge (Concepts of Print):** knowledge specific to understanding how print works, such as reading from left to right and top to bottom in English
- **Background Knowledge:** information stored in the brain based on prior experiences of topics and ideas

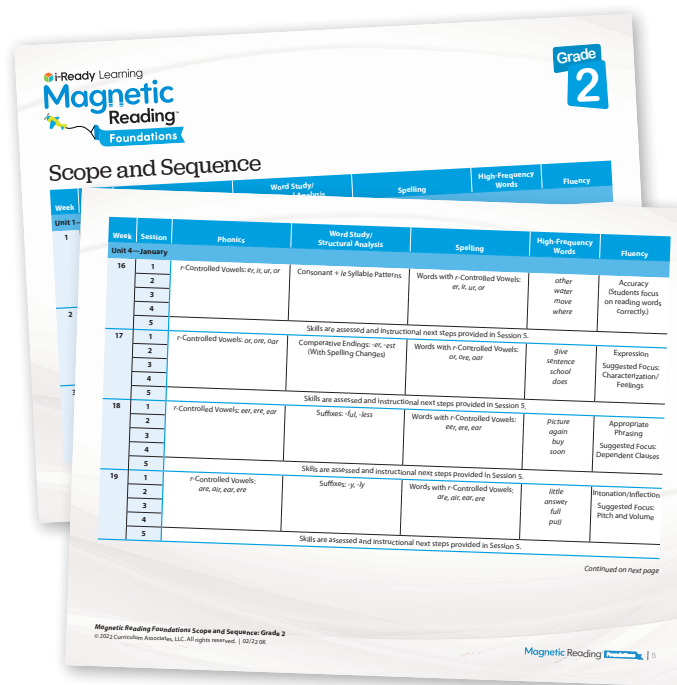
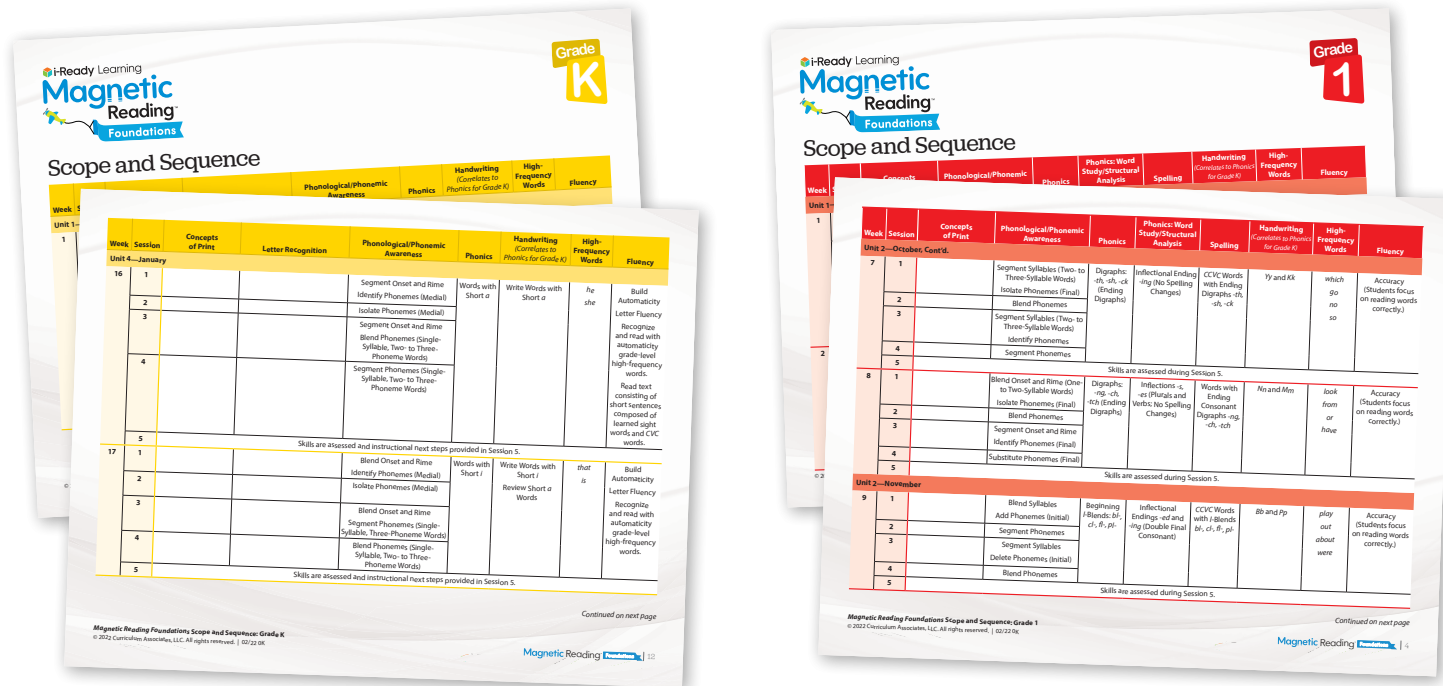
Word recognition and language comprehension skills weave together becoming increasingly strategic and automatic as students become skilled readers (Scarborough, 2001). There are instructional opportunities in each week of *Magnetic Reading Foundations* for systematic, evidence-based, explicit **fluency** instruction to support students as they move toward skilled reading:

- **Fluency:** the ability to read with accuracy, automaticity, intonation/inflection, and proper phrasing

The following pages explain and illustrate how the intentional design of *Magnetic Reading Foundations* is aligned to the areas of reading research listed above that are appropriate to the age and development of our Grades K–2 readers.

Scope and Sequence

Magnetic Reading Foundations' 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.

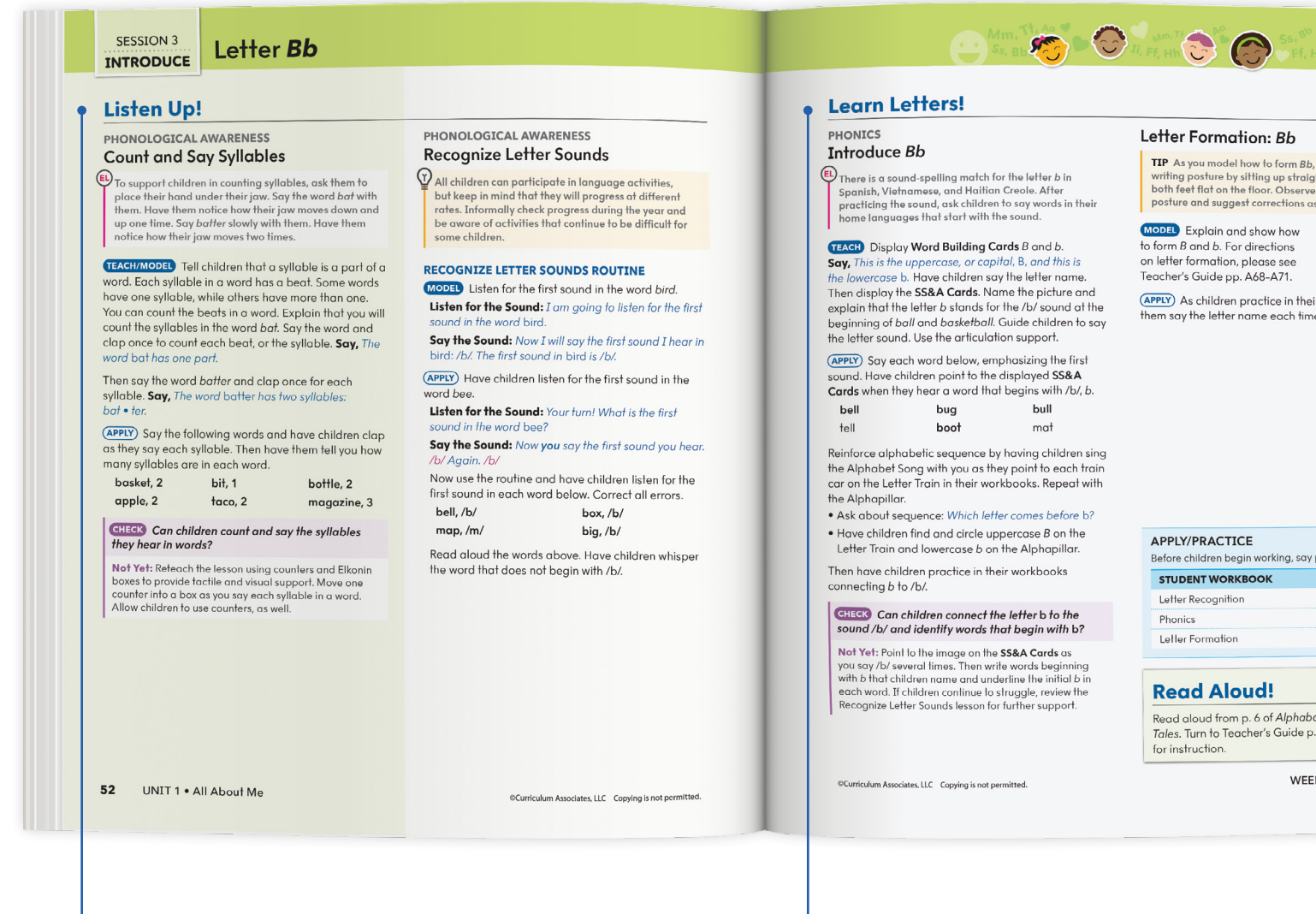


Word Recognition

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* 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*, 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).



Contact your Curriculum Associates Educational Sales Consultant to access the full *Magnetic Reading Foundations* scope and sequence.

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

Decoding

The *Magnetic Reading Foundations* phonics scope and sequence begins with letter recognition, during 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).

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.

WEEK 20

PHONOLOGICAL AWARENESS

Identify Phonemes

TEACH Listening for the phoneme (sound) before introducing the grapheme (symbol) helps children understand the connection between the sound and the letters used to represent that sound.

IDENTIFY SOUNDS ROUTINE

MODEL Identify the common sound in the words *cheap, read, and beak*.

Listen for the Same Sound: *I am going to listen for the same sound in three words. Listen as I say the words: cheap, read, and beak.*

Name the Sound: *Now I will say the sound that is the same in all three words: /ē/. The middle sound in cheap, read, and beak is /ē/. It is a long vowel sound.*

APPLY Have children identify the common sound in the words *jet, led, and shell* and tell whether it is a long or short sound.

Listen for the Same Sound: *Your turn! Put on your listening ears as I say three words. What sound is the same in jet, led, and shell?*

Name the Sound: *Now you say the sound that is the same. /ē/ Is it a long or short vowel sound? a short vowel sound*

Have children identify the medial sound in each set of words below and tell if the sound is a long or short vowel sound. Correct all errors.

team, heat, reach, /ē/, long vowel sound
tell, chess, men, /ē/, short vowel sound
peak, wheat, lean, /ē/, long vowel sound
then, web, shed, /ē/, short vowel sound

PHONICS

Long e: ea

EL There is no sound-spelling match for the ea pattern in Spanish, Haitian Creole, or Arabic. Spanish speakers may pronounce both vowel sounds because all vowels are pronounced in Spanish.

TEACH Review the **SS&A Cards** for /ē/. Remind children that vowel sounds can have different spellings. Write *leap* and read it aloud. Point out that ea is a vowel team. The vowels work together to stand for /ē/.

Build Words!

High-Frequency Words

REVIEW Use the **Super Word Cards** to review this week's words *around, found, good, now* and last week's words *away, because, each, and where*.

APPLY Display the **Super Word Cards** one at a time. Choose a word. Write a dash on the board to represent each letter. Have children call out letters. If the letter is in the word, write it on the appropriate dash. Continue until someone guesses the word. Repeat for each word. See the practice page for High-Frequency words.

APPLY/PRACTICE

Before children begin working, say any picture names aloud, as necessary.

STUDENT WORKBOOK	
Phonics	p. 86
Super Words	p. 87

WORD-LEVEL READING FLUENCY

Guide children to read the words on Student Workbook p. 88. 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 the ready for a cha

CHECK Can children decode words with long e spelled ea?

Not Yet: Use markers to write the word *bead* in three different colors: **bead**. Guide children to say the sound for each different color. Then rewrite the word in one color after they blend the sounds and say the word. Repeat for *leaf* and *seal*. If children continue to struggle, review the Identify Phonemes lesson to help discriminate between medial short e and long e sounds.

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.

Encoding

Students 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).

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.

Students learn **word analysis** skills that complement phonics skills to build word knowledge.

WEEK 20

SESSION 4

PRACTICE & EXTEND

Long e: ea

Listen Up!

PHONOLOGICAL AWARENESS

Substitute Phonemes

TIP Have children who struggle with substituting sounds say each sound in the new word before combining all the sounds to say the word.

CHANGE SOUNDS ROUTINE

MODEL Change /m/ in *meat* to /n/ to form *neat*.

Listen: *I am going to change the sound in a word to say a new word. I will change /m/ in meat to /n/.*

Say the New Word: *When I change /m/ in meat to /n/, the new word is neat.*

APPLY Have children change /p/ in *peep* to /k/ to form *keep*.

Listen: *Your turn! Change /p/ in peep to /k/.*

Say the New Word: *What new word do you get when you change /p/ in peep to /k/? keep*

Now use the routine and have children substitute phonemes in the words below. Correct all errors.

/sh/ in *sheet* to /f/ = **feet**
 /b/ in *beak* to /s/ /n/ = **sneak**
 /d/ in *deal* to /r/ = **real**
 /s/ in *sea* to /t/ = **tea**
 /m/ in *may* to /w/ = **way**

CHECK Are children able to substitute phonemes in words with long e and long a?

Not Yet: Give children the words above and have them say rhyming words to give them practice with initial phoneme substitution. Then have them work with other word pairs to practice initial phoneme substitution. Use these words: *sheep/cheep, neat/seat, seed/feed*.

Build Words!

PHONICS

Encode Words

BUILDING WORDS Warm up for dictation. Use **Word Building Cards** to model building *sea*. Point to each card, say the sound, and blend the word. Have children add one letter to spell *seal*. Repeat to spell *steal*.

DICTIONATION *We built some long e words with our cards. Now let's write some words!*

SPELL IT ROUTINE

MODEL Think aloud as you spell the word *leash*.

Say the Word: *The word is leash. I am going to think about the sounds I hear in leash.*

Connect Sounds to Spellings: *First, I will say the word slowly, leash. Next, I will think about the first sound I hear. The first sound in leash is /l/. I know the letter l stands for /l/. I will write l. Repeat for the remaining sounds to spell leash.*

APPLY Have children write today's dictation words and sentence on p. 89 of their Student Workbook.

Say the Word: *Your turn! The first word is lean. Remember to say the word to yourself to help you think about the sounds.*

Connect Sounds to Spellings: *Think about the first sound in lean. Which letter stands for that sound? Write the letter. Keep going for each sound in lean!*

Dictate the words and sentence below. When done, write them and have partners check each other's spelling for accuracy.

1. lean 2. scream 3. heap 4. paid
 5. He will eat the peas.

CHECK Can children accurately spell words with long e spelled ea?

Not Yet: Remind children to use the **SS&A Cards** displayed in the room as tools to help them spell the words.

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.

High-Frequency Words

The ability to recognize high-frequency words is essential for fluent reading (Blevins, 2017). *Magnetic Reading Foundations* provides systematic and explicit high-frequency words instruction using a partial decoding approach, which involves reviewing known sound spellings when learning high-frequency words. We also group together high-frequency words by pattern, when possible, 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).

WEEK 6

Build Words!

PHONICS

Beginning Digraphs: sh- and th-

There is no sound-spelling match for /sh/, /th/, or /th/ in Spanish. Write words with the digraphs and have children underline the two consonants to signal that together they stand for one sound.

Tell children that sometimes two consonants can stand for one new sound. Display the SS&A Cards for sh. Say the image name, say the sound, and have children repeat after you. Write shud and read it aloud. Underline sh and say the sound with children. Repeat, using the SS&A Cards for th and the words thud and that. Point out that th can stand for a soft sound as in thud or a hard sound as in that.

BLEND WORDS ROUTINE

Write the word ship.

Say the Sounds: I am going to say each sound in the word ship: the letters sh stand for /sh/, i stands for /i/, and p stands for /p/.

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

Write the word thud.

Say the Sounds: Your turn! Say each sound in the word. /th/ /u/ /d/.

Blend the Sounds Together: Now blend the sounds together: /thudud/, thud.

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

shin	shop	shut
that	thin	them

Can children decode words with digraphs sh- and th-?

Not Yet: If children read /sh/ as /s/ or /th/ as /t/, use the articulation support on the SS&A Cards to model blending the digraphs. If children continue to struggle, review the Isolate Phonemes lesson for further support.

High-Frequency Words

Introduce this week's high-frequency words like, make, there, and what.

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.

See the practice page for High-Frequency Words.

APPLY/PRACTICE

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

STUDENT WORKBOOK	
Phonics	p. 98
High-Frequency Words	p. 99

WORD-LEVEL READING FLUENCY

Guide children to read the words on Student Workbook p. 100. 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.

than	then	this	them
shop	shin	shut	shell
up	run	us	but
think	share	shovel	threw

What is in that shop?
Thud got a shell in there.

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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.

Super Words

Trace and write each Super Word.

like	make	there	what
------	------	-------	------

- like
- make
- there
- what

Write the missing Super Words.

- _____ is in the pan?
- I will _____ eggs for us.

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what

Do you know **what** time it is?
What will the weather be like?
I know **what** we can do today.

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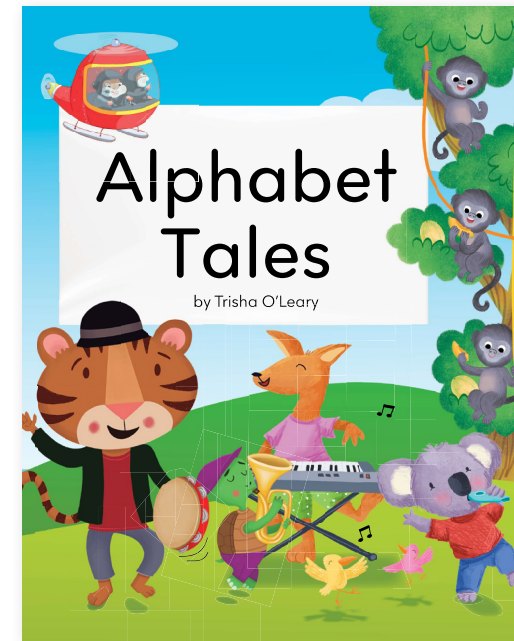
There is one **Super Word Card** for each Super Word taught in the program to help students say, spell, and write each word. The cards include the word and context sentences to support meaning and usage.

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.

Language Comprehension

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* 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.

When It Rains

Seeds need rain.
Seeds need sun.
Seeds need time.
Seeds poke out.
They like rain.

by Curtis Adamson



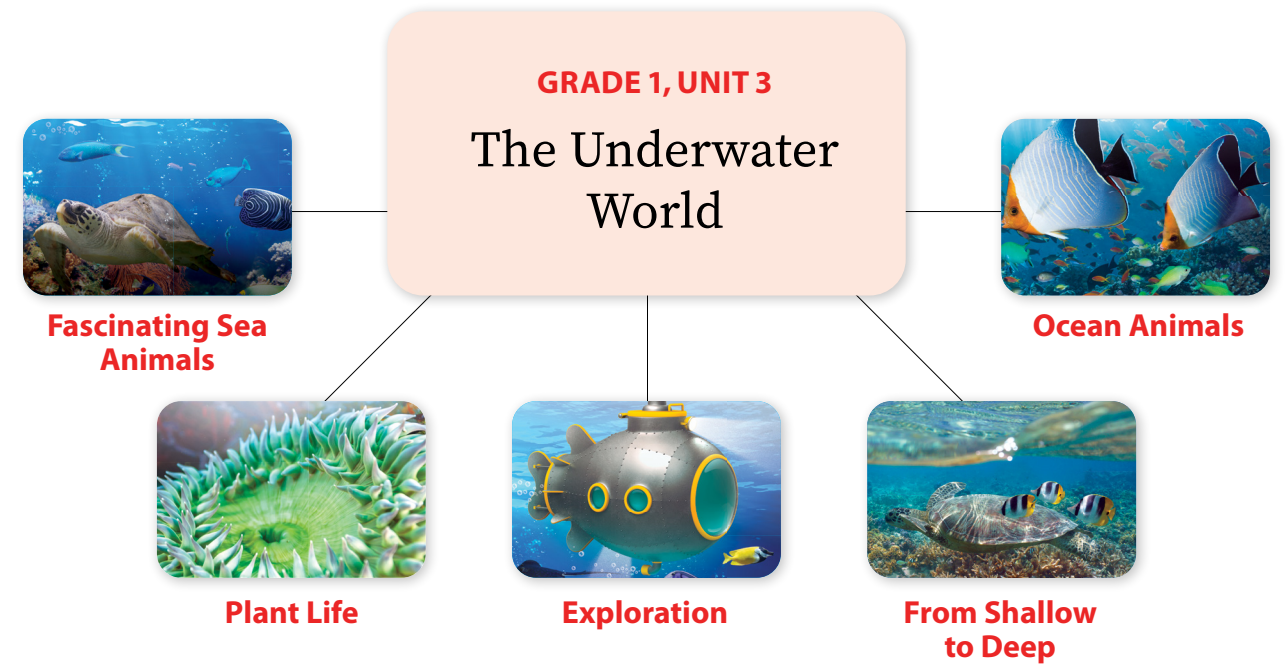
Alphabet Books are simple, mostly visual little books that help Grade K readers build concepts of print and alphabet knowledge in a whole class or small group format.

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

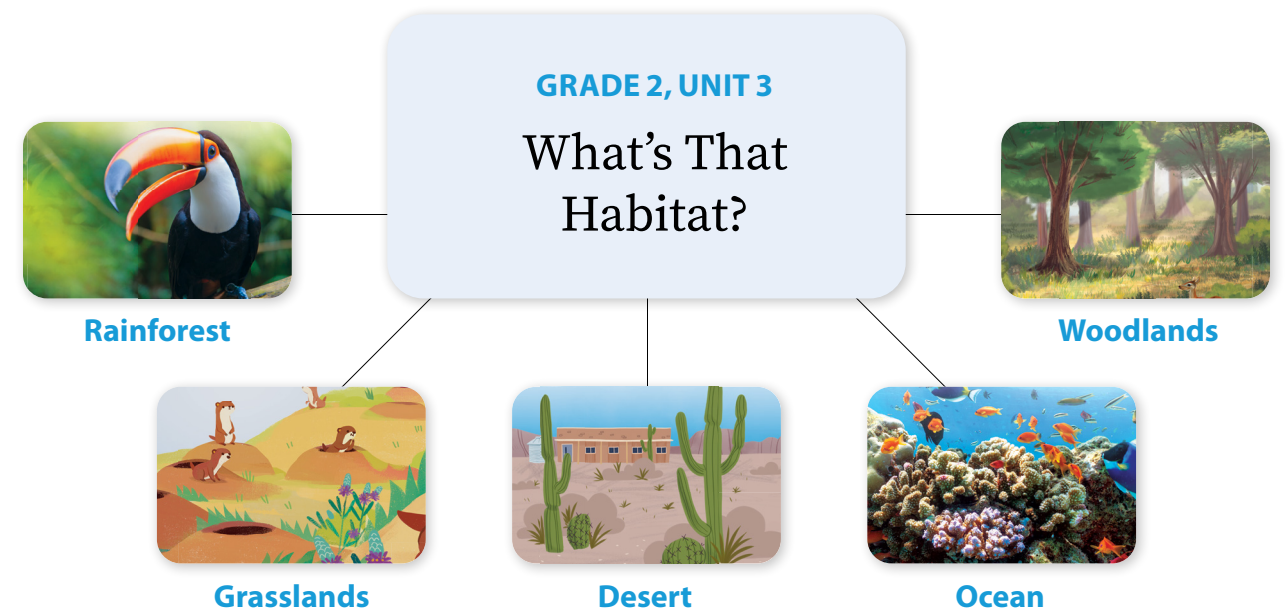
Begin to Build Background Knowledge

Content-Rich Reading Experiences

Reading proficiency is connected to students' prior knowledge, and a content-rich curriculum can improve student learning. *Magnetic Reading Foundations* helps students begin to build background knowledge through cohesive text sets that are rich, compelling, and accessible. As students begin to build background knowledge, they add to their stored background knowledge they can use anytime they encounter new texts. In each *Magnetic Reading Foundations* unit, students read conceptually connected literary and informational texts that begin to build knowledge in key content areas within and across grade levels.

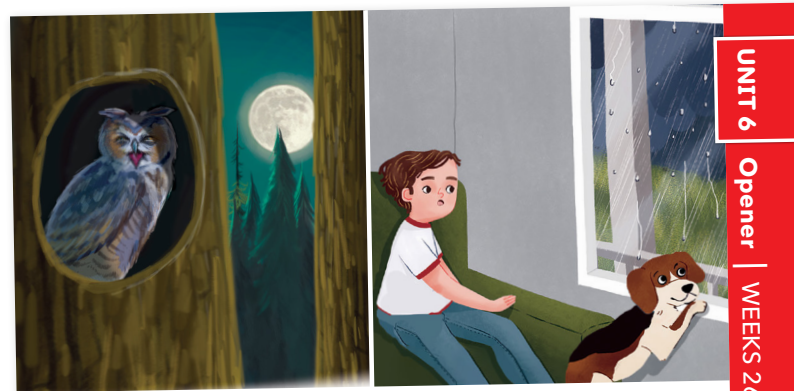


Each unit is organized around a topic, and each week students explore that topic through a wonderfully rich variety of activities and texts.



Unit Words and Story Words

Magnetic Reading Foundations includes conceptually linked Unit Words that appear throughout the texts in each unit. Students have multiple exposures to the Unit Words across the lessons' texts.



Teach

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

Unit Words

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

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Students are introduced to **Unit Words** that relate to the unit topic. These words repeat across texts, which helps students learn to read them. It also helps students make connections from text to text.

SESSIONS 1-4
APPLY TO TEXT

Magnetic Reader

Let's Read! Sky Patterns

- 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 daytime and nighttime sky. In this text, repeating patterns in the sky are observed as day changes to night and then back again.

- **Genre:** Informational
- **Unit Words:** appear, Earth, moon
- **Story Words:** clouds, color, noon
- **Super Words:** again, does, soon, year

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 rereading 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*

222 UNIT 6 • In the Sky

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 words and high-frequency words.

Students have the opportunity to use **Unit Words** and **Story Words** during the **Make Connections** part of the lesson, during which they talk about the texts after reading.

Fluency

In *Magnetic Reading Foundations*, 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* provides ample opportunities for students to practice word reading fluency and apply the skills they've learned in connected texts.

Phonics

Read out loud.

1. than then this them
2. shop shin shut shell
3. up run us but
4. think share shovel threw
5. What is in that shop?
6. That got a shell in there.

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.

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

Connected Texts

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

Read Together! Words with Bb

Sam and Tam play baseball. Tam will hit the ball.

What does Tam have?

bat

Who will throw the ball?

Sam

56 WEEK 3 • Session 4

Duet Passages

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

Name: _____

Introduction: You will read a story about a girl named Lee who plays on a beach.

Beach Day

Lee goes to the beach. She takes off her shoes. The warm sand feels good. Lee puts her toe into the water. It is cold!

Mom holds Lee's hand. They step into the water. Lee wants to go slow. A wave goes splash! It feels cold. Lee jumps. Another wave comes. Splash! Mom laughs. It is fun!

Mom and Lee swim and play. They splash and jump. The water feels good. Mom and Lee are tired. They get out. They get warm.

Mom and Lee eat lunch. Lee lies down. Her eyes close. The sand is soft. She takes a nap. Then it is time to go. Lee wants to stay. The beach is fun!

Fluency

Story Words
Lee
shoes
another
laughs

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.

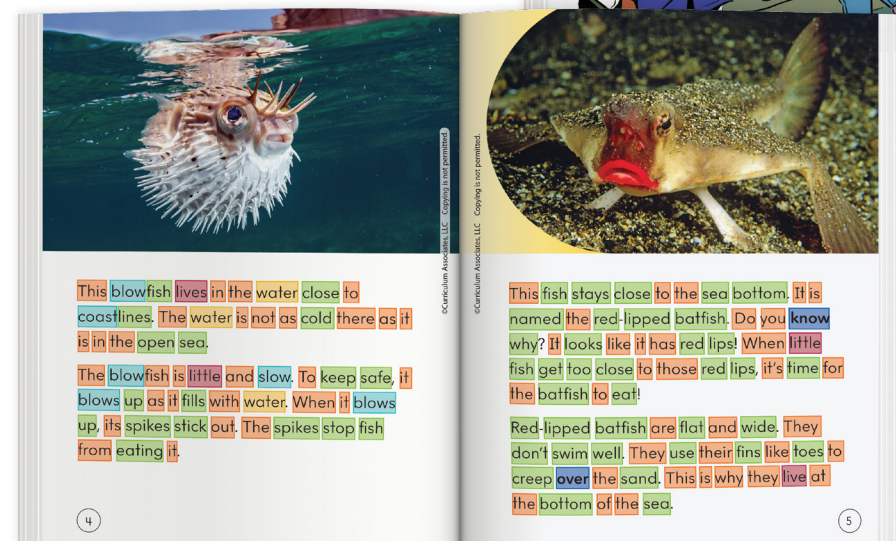
Magnetic Readers

Magnetic Readers are decodable literary and informational little books fully aligned to the *Magnetic Reading Foundations* scope and sequence. This means they are 100 percent readable to ensure every student has the potential to read every word in every text. Additionally, Magnetic Readers offer a bridge toward reading comprehension with colorful, engaging texts on high-interest weekly topics and unit themes.

Grade K: long o (o, o-e)



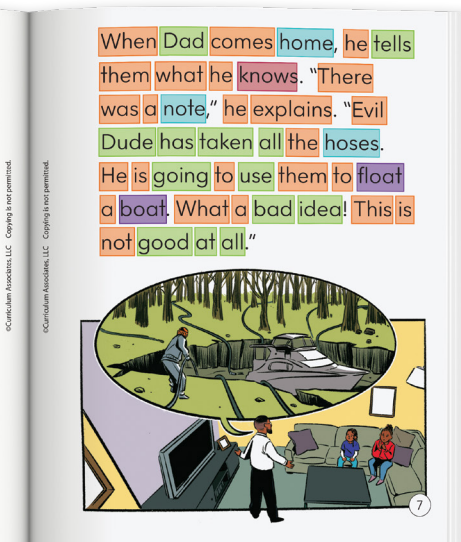
Grade 2: long o (o, oa, oe, ow)



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

Phonics Skill: Session 1–2
Phonics Skill: Session 3–4
High-Frequency Word
Previous Phonics Skill
Previous High-Frequency Word
Unit Word
Story Word

Grade 1: long o (o, oa)




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*, 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.

- **Genre:** Informational
- **Unit Words:** animal, sea, water
- **Story Words:** full, lives, living
- **Super Words:** any, many, most, want

SESSION 1 Introduce

Before reading, students preview texts, learn story words, and set a purpose for reading.

EL 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 3 Build Independence

EL 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 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. Students learn to self-correct when a word doesn't make sense by sounding it out and blending the sounds.

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.

Conclusion

Magnetic Reading Foundations provides teachers with resources grounded in the Science of Reading, from the systematic scope and sequence and explicit instructional routines to helping students begin to build background knowledge. With *Magnetic Reading Foundations*, teachers combine their art of teaching with the Science of Reading to move every student from foundations all the way to fluency—and skilled reading.

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