

## From Foundations to Fluency

*Magnetic Reading Foundations* for Grades K–2, grounded in the Science of Reading, has earned perfect scores and “all-green” ratings from EdReports in all gateways of the rigorous Foundational Skills category. These perfect scores—the first given by EdReports to a foundational skills program—verify the program’s alignment to standards and research-based practices that help teachers deliver the explicit, systematic foundational skills instruction necessary to build fluent readers and accelerate student achievement.

### Systematic and Explicit

The carefully sequenced skills and activities provide teachers with a systematic curriculum connecting the Science of Reading to the art of teaching.

### Begin to Build Knowledge

Science and social studies topics are integrated across grade levels to begin to build background knowledge.

### Grade-Level Reading

Grade-level materials are 100 percent readable. All high-frequency words in the scope and sequence correspond to the decodable readers!



*This comprehensive program focuses on the seven foundational skills domains:*

- Concepts of Print
- Phonemic Awareness
- Letter Recognition
- Phonics
- Word Analysis
- High-Frequency Words
- Fluency



**All Green  
on EdReports**

Scan to learn more!

## Effective Routines

Explicit instruction within each session is structured using routines that include scripting, modeling, practice, and corrective feedback.

## Access for All Learners

Instruction incorporates the Universal Design for Learning guidelines and includes best practices for English Learners, giving all students foundational skills access to become fluent readers.

## Timely Assessment

Formative assessment opportunities support responsive instruction throughout each lesson. Weekly Assessments and Unit Assessments help teachers efficiently track student learning and progress.

## Teacher Toolbox

A digital collection of instructional resources—teachers can select specific types of resources, such as resources for whole class instruction, small group instruction, and assessment.

For a full overview, components of *Magnetic Reading Foundations*, and/or to request a sample, visit [MagneticReading.com/K-2](https://MagneticReading.com/K-2).

**APPLY TO TEXT** Long a: a, ai, ay

**Let's Read!** This week, children will read about reading art. This text, *Making Clay Pots*, is about two students who visit an art studio after school.

**Share:** Unit Words art, artist, light paint

---

**SESSION 2 PRACTICE & EXTEND** Long a: a, ai, ay

**Build Words!**

**Word Building**

**Word Building Routine**

**Blend the Sounds:** Listen as I blend the sounds in this word: *strange*. Okay.

**Add, Change, Delete, Repeat:** Now, I will think about how to change the word to make a new one. I can change the letter d to the letter t. Listen as I blend the sounds to say the new word: *strange*. Okay.

**Blend the Sounds:** Your turn! Make the word *strange*. Blend the sounds to say the word: *strange*. Okay.

**Add, Change, Delete, Repeat:** Change a to o. Now, blend the sounds to say the new word: *strange*. What's our new word? Okay.

**Can children build and decode words with long a, ai, and ay?**

**Exit Task:** Build an item and label words containing long a, ai, and ay in word banks, and have children repeat, emphasizing the parts they know. Then have them build and blend each word on their own, pointing to the letters as they blend.

**Phonics**

Read the words. Then sort them by the long a spelling.

gray	braid	clay	rain
stray	strange	train	trail
spray	quail	change	May

a ai ay

1. \_\_\_\_\_ 1. \_\_\_\_\_ 1. \_\_\_\_\_

2. \_\_\_\_\_ 2. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 3. \_\_\_\_\_ 3. \_\_\_\_\_

4. \_\_\_\_\_ 4. \_\_\_\_\_ 4. \_\_\_\_\_

5. \_\_\_\_\_ 5. \_\_\_\_\_ 5. \_\_\_\_\_

152 WEEK 9 • Session 1

**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

