

# From Foundations to Fluency

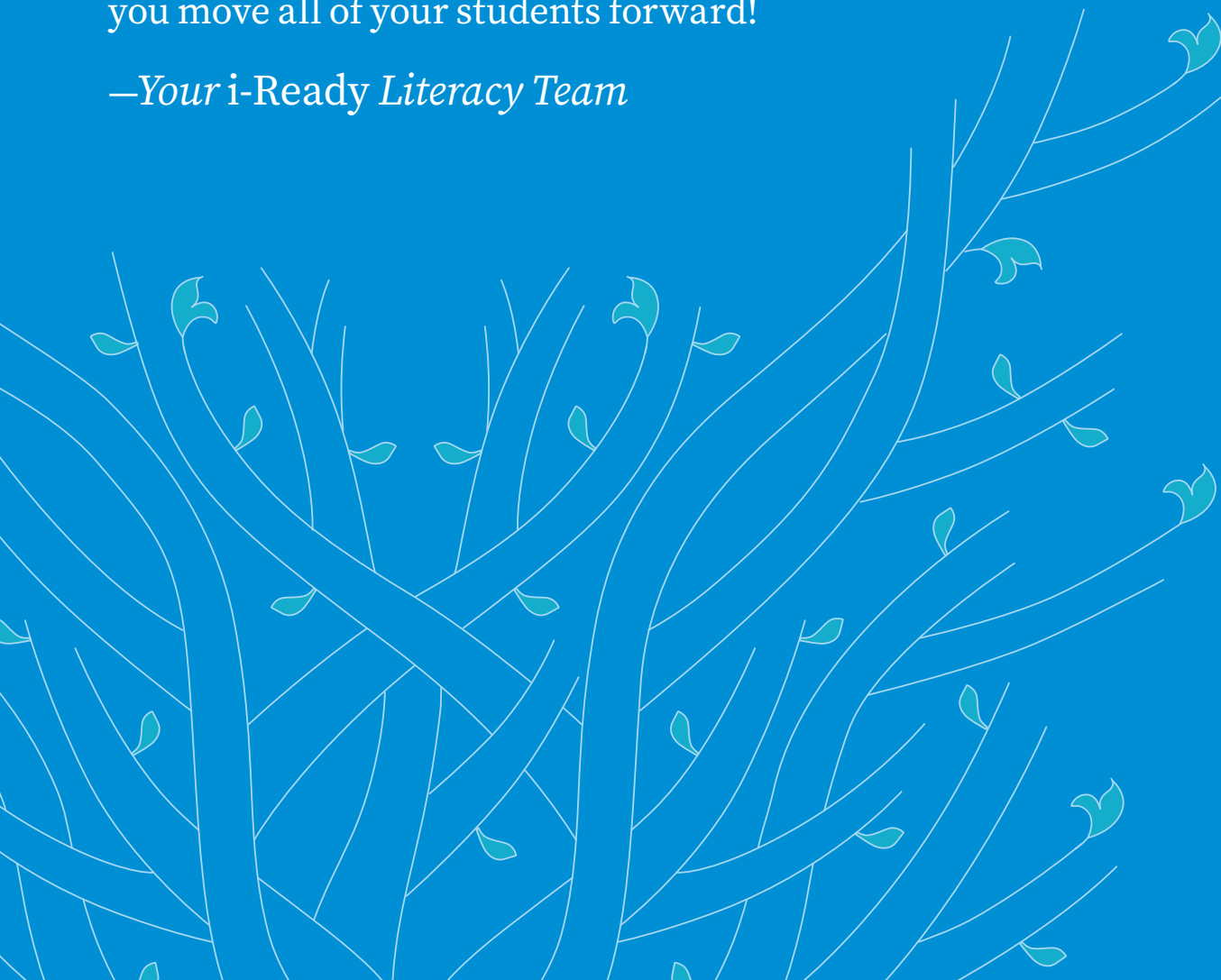


# Dear Educator,

Welcome to *Magnetic Reading* for Grades K–5, where the art of teaching connects to the Science of Reading! Within these pages, you'll see how *Magnetic Reading* complements any literacy block by providing systematic instruction for moving students from learning to read in Grades K–2 to reading to learn in Grades 3–5. There are high-interest fiction and nonfiction texts for students 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* has been developed for all learners—every student matters every day. We look forward to supporting you as you move all of your students forward!

—Your *i-Ready Literacy Team*



# Magnetic Reading™

## The Art of Teaching Meets the Science of Reading



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

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

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

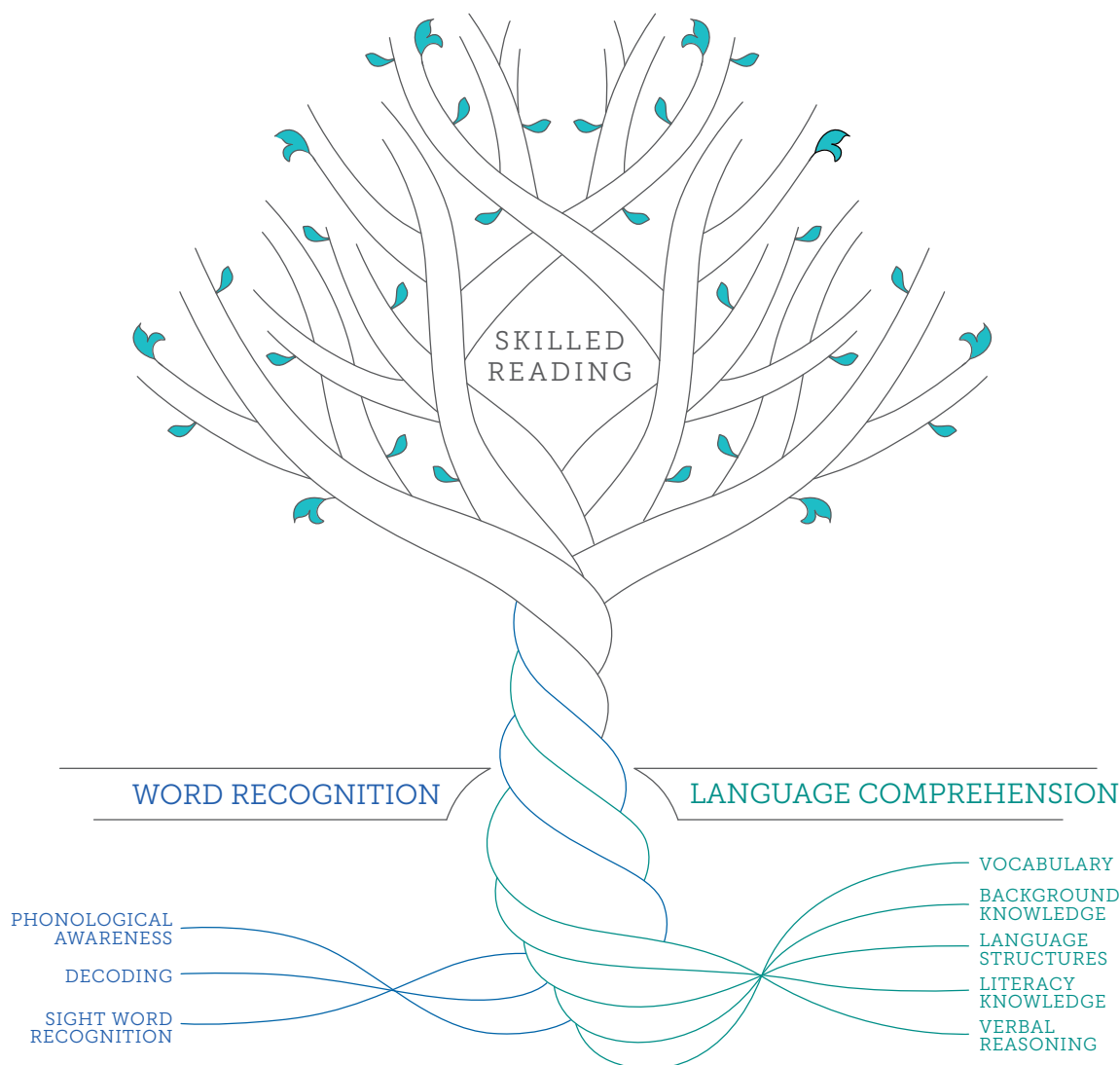
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# Connecting the Art of Teaching to the Science of Reading

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

- Systematic and explicit instruction (*Grades K–5*)
- Repeated exposure to practice (*Grades K–5*)
- Application of foundational skills (*Grades K–2*) within the five domains of Language Comprehension (*Grades 3–5*)



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

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




# A Systematic Approach for Building Skilled Readers

*Magnetic Reading's* systematic approach begins with the research-based scope and sequence of foundational skills beginning in Grade K and continuing to Grade 2. This establishes a solid foundation for the comprehension skill focus in Grades 3–5.

## Grades K–2 | Learning to Read

**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



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

**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 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

**Grade 2, Week 9**

a, ai, ay, ea, eigh, ey

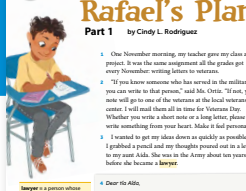


## Grades 3–5 | Reading to Learn

Grades 3–5 provide rigorous instruction on a single standard through authentic reading experiences that build background knowledge and comprehension skills.


**Grade 3**

**Rafael's Plan**  
Part 1  
by Cindy L. Rodriguez



116 WEEK 10 | Reading to Learn

**Grade 4**

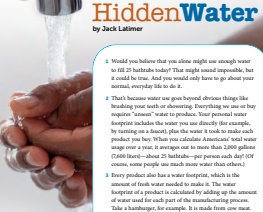


Left and right: The author, Stephen J. Pines, visits the cave. He says that it is the

118 WEEK 10 | Reading to Learn

**Grade 5**

**HiddenWater**  
by Jack Latimer



164 WEEK 11 | Reading to Learn

# Instruction That Grows with Students

## Grades K–2: Learning to Read

Every week in *Magnetic Reading Foundations* builds systematically to introduce new skills and provides time for students to practice and apply those skills. Students read within and across sessions for regular engagement with the text.

### Daily Sessions

Each *Magnetic Reading Foundations* week follows a predictable **five-session structure** so teachers and students know what to expect every day.



*Grade-appropriate lesson structures evolve as students' instructional needs change.*

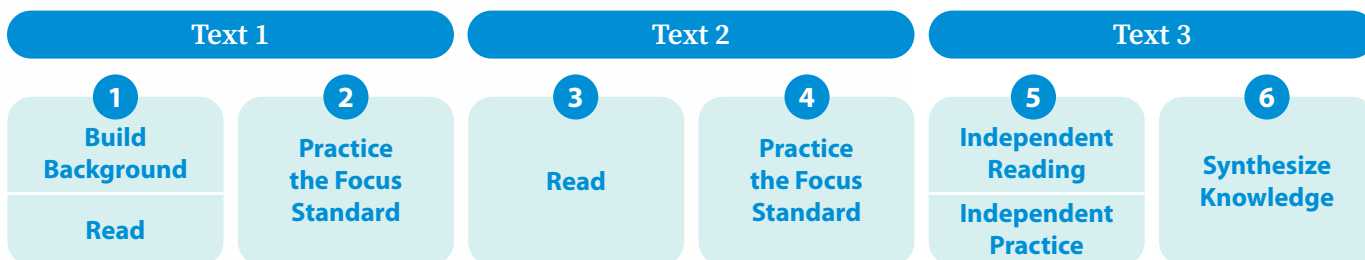


## Grades 3–5: Reading to Learn

Each unit in *Magnetic Reading* aims to build knowledge of grade-appropriate science and social studies topics through Focus Lessons and a Connect It Lesson. The multi-day lesson structure allows students to deeply explore the unit topic.

### Focus Lessons

Each Focus Lesson targets a single literary or informational standard and builds knowledge on the lesson topic.



### Connect It Lesson

The Connect It Lesson extends and synthesizes the knowledge build with a longer, culminating text and integrated review and practice of the unit's Focus Standards.





# Research-Based Routines for Building Foundational Skills in Grades K–2

*Magnetic Reading Foundations* provides structure and comprehensive skills coverage on the path to fluency. Students engage with texts and build upon learned skills. **Embedded routines** and practice throughout, grounded in the Science of Reading, develop fluent readers.

English Learners

Teachers receive an instructional tip for all children, including English Learners.

Routine Name

Teacher Modeling

Explicit modeling gives students clarity and confidence.

Student Application

Students apply the routine as they practice as a class, in a small group, or independently.

SESSION 1  
INTRODUCE

Beginning Digraphs: *sh-* and *th-*

Listen Up!

PHONOLOGICAL AWARENESS

Blend Syllables

EL

There are no sound transfers in Mandarin or Spanish for /th/, /TH/ (except for the Spanish spoken in Spain) or /sh/. Have children look at the SS&A cards and practice pronouncing the sounds.

BLEND SOUNDS ROUTINE

Remind children that each syllable in a word has a vowel sound.

MODEL

Blend the syllables in *shadow*.

Listen to the Sounds:

*I am going to blend syllables together to say a word. First, listen as I say the syllables: shad • ow.*

Blend the Syllables Together:

*Now I will put those syllables together: shad • ow, shadow. The word is shadow.*

APPLY

Have children blend the syllables in *thirsty*.

Listen to the Sounds:

*Your turn! I am thinking of a word. Listen as I say the syllables of the word: thir • sty.*

Blend the Syllables Together:

*Now you put the syllables together to say the word. thirsty*

Now use the routine and have children blend the syllables in the words below. Correct all errors.

throw • ing, throwing

thir • teen, thirteen

thun • der • ing, thundering

shoe • lace, shoelace

show • er, shower

shov • el • ing, shoveling

PHONOLOGICAL AWARENESS

Isolate Phonemes

Y

Identifying beginning sounds in spoken words builds children's capacity to understand and retain letter-sounds. If letter-sound instruction is not "sticking," reinforce initial sound phonemic awareness.<sup>7</sup>

ISOLATE SOUNDS ROUTINE

MODEL

Isolate the first sound in the word *shell*.

Listen for the Sound:

*I am going to listen for the first sound in the word shell.*

Say the Sound:

*Now I will say the first sound I hear in shell: /sh/. The first sound in shell is /sh/.*

APPLY

Have children isolate the first sound in the word *thumb*.

Listen for the Sound:

*Your turn! What is the first sound in the word thumb?*

Say the Sound:

*Now you say the first sound you hear. /th/. Again. /th/*

Now use the routine and have children isolate the first sound in each word below. Correct all errors.

shade, /sh/

sheep, /sh/

think, /th/

there, /TH/

shine, /sh/

thorn, /th/

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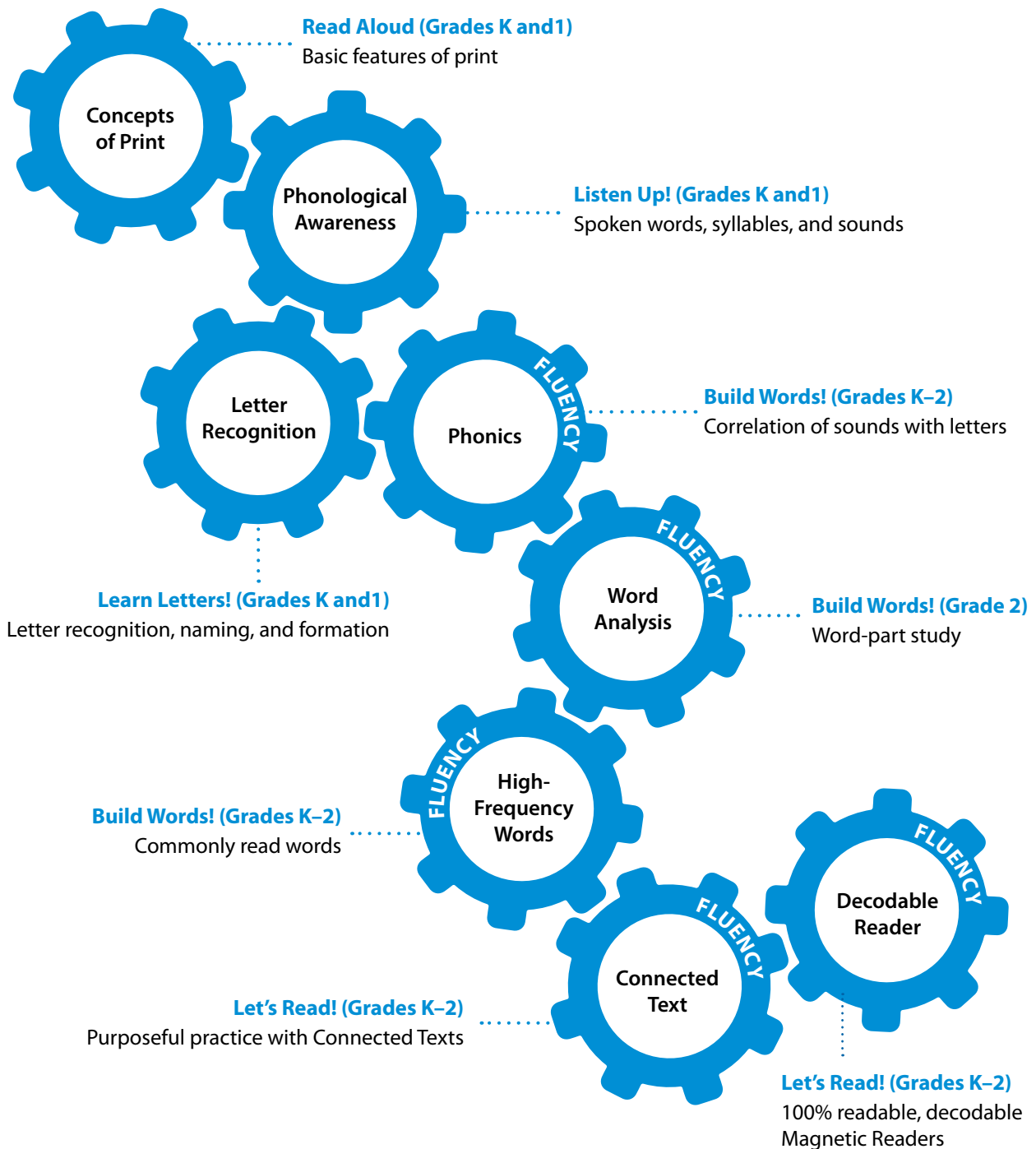


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## These steps are included in many routines:

- Teachers **model** the routine.
- Children **apply** the routine as they practice as a class, in a small group, or independently.
- Teachers formatively **assess** to check for student understanding and use strategies for differentiation.



# Research-Based Routines for Building Comprehension Skills in Grades 3–5

The focus of the routines in *Magnetic Reading* is on comprehension and using text to teach the standards. Every lesson is carefully constructed to give students multiple opportunities to practice and apply comprehension skills to grade-level reading.

## Read/Think, Talk, Write Routine

Provides structure to all standards practice and background knowledge-building sessions

SESSION 1

READ

Marie Maps the Sea

by Liz Huyck

1 Young Marie Tharp thought her dad had the best job ever. During the 1920s, he traveled around the Midwest, making maps. His maps were special—they revealed details about the soil that helped farmers know what to plant. He taught Marie to draw maps too.

2 In college, Marie took art, music, and math classes. She also took geology, the study of Earth's surface and how it has changed over time.

3 One day, Marie's geology teacher pointed to a big map of Earth. Almost three-quarters of it was plain blue ocean. What was under all that water? Was the sea floor flat, like a beach? Or were there mountains and valleys, as on land? No one knew. Marie Tharp was **intrigued**.

4 After college, in 1948, Tharp got a job in New York with a group of geologists who were studying the oceans. Women weren't allowed on research ships back then, so her job was to stay in the office and keep track of data that ships sent back. One number she often recorded was how deep the water was in different places.

5 Tharp noticed there were huge books in the office that listed how deep the ocean was along routes where ships had sailed in the past. The numbers gave her an idea. Could she use them to make a map of the whole sea floor?

6 Tharp recorded the numbers as dots on a graph. When she connected the dots, each line showed the changing depth of the water. She put the graphs together, like slices of bread, and created a 3-D view of the ocean floor.

**Intrigued** = curious about something

**Stop & Discuss**

What was Tharp curious about in her college geology class? Underline details in the text.

Tharp wanted to know more information about \_\_\_\_\_

SESSION 2

PRACTICE

## Make Inferences

An **inference** is an idea about the text that makes sense based on details in the text and what you already know.

What the Text Says	+ What I Know	= Inference
"What was under all that water? Was the sea floor flat, like a beach? Or were there mountains and valleys, as on land? No one knew. Marie Tharp was intrigued." (paragraph 3)	Asking questions is what you do when you are trying to learn something.	

## Reread/Think

Reread "Marie Maps the Sea." Complete the chart to make inferences.

What the Text Says	+ What I Know	= Inference
"Young Marie Tharp thought her dad had the best job ever."		
"He taught Marie to draw maps too." (paragraph 1)		
"Women weren't allowed on research ships back then." (paragraph 4)		

## 2 Reread/Think

**GUIDE STANDARDS PRACTICE** Have students complete the chart for each of the given quotations from the text. Provide guidance as needed.

- Tell students to focus on one quotation at a time to complete the chart.
- Provide some guiding questions to students to help them make inferences. **Ask**, *What does that detail help you know? What do you know already that can help you figure out what the text means?*

Magnetic Reading includes routines to support standards instruction, vocabulary acquisition, and discussion.

## LESSON 10

### Talk

Share your chart with a partner. Discuss your inferences and the background knowledge you used to support them. Take turns sharing your thinking and then make changes to your chart if needed.

I used what I know about \_\_\_\_ to infer that \_\_\_\_.

I had a similar/different idea. I thought \_\_\_\_.

### Write

Reread paragraphs 1 and 2 of the text. How did Marie Tharp's father influence her career? Use your response.

#### WRITING CHECKLIST

SESSION 6



PUT IT TOGETHER

LESSON 10

### Respond to the Focus Question

How do people create maps of new places?

#### Reread/Think

Choose one text from this lesson to reread.

TEXT: \_\_\_\_\_

What did you learn from your text about how people create maps?

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#### Talk

In a small group, first share your responses from Reread/Think.

#### WHAT WE LEARNED

Next, as a group, discuss how you would respond to this question:

*How do people create maps of new places?*

Marie Tharp measured \_\_\_\_.

Stephen Bishop explored \_\_\_\_.

People use LiDAR to \_\_\_\_.

#### Write

Think about how people create maps for new places. What would you do to create a map for your neighborhood or your school?

### Respond to the Focus Question

Helps students understand and focus on the task of responding to multiple texts

### Compare and Connect Routine

Helps students solidify understanding by reflecting, comparing, and making connections between texts

# Resources for Grade-Level Success



## Magnetic Reading Foundations for Grades K–2

### Print Components:

- Teacher's Guide
- Student Worktexts

### Magnetic Reading Foundations Classroom Decodable 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

### Digital Access:

#### Teacher Toolbox Resources:

- Library of small group differentiation resources
  - Tools for Instruction
  - Interactive Tutorials and Extension Activities
- Lesson presentation slides
- Weekly Assessment Tracker
- Unit Assessment Tracker
- Context sentences for dictation
- Alphabet Books
- Magnetic Readers
- Aligned *i-Ready* lessons
- Big Book poems (*only for Grade K*)
- Foundational Skills Program Cards (Super Word, Sound Spelling, Articulation, and Word Building)
- Articulation Videos
- Prerequisite Lessons (*Grades 1 and 2*)





## Magnetic Reading for Grades 3–5

### Print Components:

- Teacher's Guide
- Student Worktexts

### Digital Access:

#### • Teacher Toolbox Resources:

- Lesson presentation slides
- Units 1–6, Lesson 0
- Fillable student PDFs
- Interactive Tutorials
- Tools for Scaffolding Comprehension
- Tools for Instruction
- Language Handbook
- Building Knowledge with Vocabulary
- Student/teacher resources
- Building Knowledge with Vocabulary—Graphic Organizers
- Prerequisite Lessons (*Grades 4 and 5*)
- Lesson Quizzes
- Access to *Ready® Reading* with additional standards and assessment practice
- Access to *Ready Writing*
- Family Letters



# 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

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

SESSION 5

READ

### The Rainforest’s Hidden Cities

by Kathryn Hulick

1 The rainforests of northern Guatemala hide a secret: **ruins** – what remain something has fallen. Pyramids, palaces, and roads built more than a thousand years ago tell the story of a large **empire** that once spread throughout Central America and Mexico. Some of the largest buildings rise above the trees. But thick forest has grown over other parts, covering up much of the past.

2 Today, about six million people trace their roots back to the Maya, the people who built these structures. Yet no one knows for sure why their empire didn’t last. Was it disease? War? Archaeologists—scientists who study ancient buildings, tools, and other objects to understand past human life—have been trying for years to figure out what happened. The remains of these cities may give clues. But searching for ruins in a rainforest is slow, difficult work. Luckily, a special technology now allows scientists to take a closer look into areas with heavy vegetation, while also avoiding poisonous snakes, swarms of bees, and hot, moist air.

Some Mayan ruins are tall enough to rise above the rainforests of Central America and Mexico.

LEARN

189

SESSION 5

WEEKLY ASSESSMENT

### Beginning Blends: *bl-, cl-, fl-, pl-*

1. Administer the **Whole-Class Assessment** to track progress on written tasks. Have children turn to Student Workbook p. 168.

2. Then, in small groups or individually, administer the **Individual Assessment** to track progress on oral and listening tasks. Have children read from Teacher’s Guide p. 184 for Part 6.

3. Use the **Assessment Tracker** to record results. Then review **Instructional Next Steps** on Teacher’s Guide p. 185 and p. A57.

#### Whole-Class Assessment

Tell children they are going to practice some of the sounds and words they learned this week.

**PART 1: Encode Target Sound-Spellings**  
Say the sound(s). Have children write the letters that stand for the sounds.  
1. /p/ /l/      3. /b/ /l/      5. /f/ /l/  
2. /ch/      4. /k/ /l/      6. /ng/

**PART 2: Encode Target Words**  
Read each word. Provide a context sentence when necessary. Have children write the word. **Note:** *Blip* is a low-frequency word. Children should not be expected to know it.  
1. plot      3. pitch      5. blip  
2. cliff      4. flock      6. thing

**PART 3: Spell High-Frequency Words**  
Read each word. Provide a context sentence when necessary. Have children write the word.  
1. about    2. play    3. out    4. were

**PART 4: Write Connected Text**  
This is intended to be optional. Teachers should use their discretion when choosing whether to administer this portion of the Whole-Class Assessment.  
Read each sentence. Have children write the sentences. Remind them to use correct spelling and punctuation.  
1. We **planned** to see **about** six pals.  
2. Bill and Beth **were** **flipping** the mugs.

SESSION 5

PUT IT TOGETHER

### Respond to the Focus Question

What can people learn from the wisdom of others?

Reread/Think  
Choose one text from the lesson to reread.

TEXT: \_\_\_\_\_

1. What words of wisdom does Nana or Grandpa say?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Why does Nana or Grandpa give that advice?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Talk  
Discuss the following questions with your group.

What do the words of wisdom from both stories have in common?  
\_\_\_\_\_  
\_\_\_\_\_

How could you apply these words of wisdom to your own life?  
Discuss a situation where these words of wisdom might apply.  
\_\_\_\_\_  
\_\_\_\_\_

Nana/Grandpa said \_\_\_\_\_

These words help me understand that \_\_\_\_\_

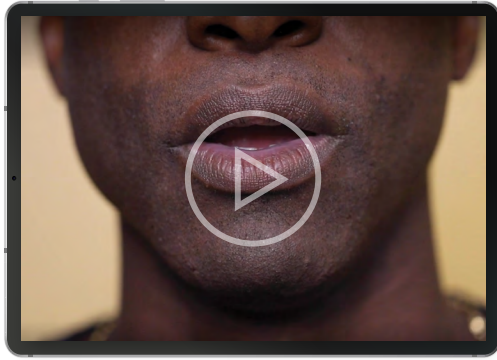
I can apply Nana’s/Grandpa’s words when I \_\_\_\_\_

LESSON 0

11 of 12

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

**Lesson 0 (Grades 3–5):** Prepare students for future lessons by familiarizing them with the structure of lessons and establishing learning protocols at the beginning of the school year.



### Articulation Videos (Grades K–2):

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

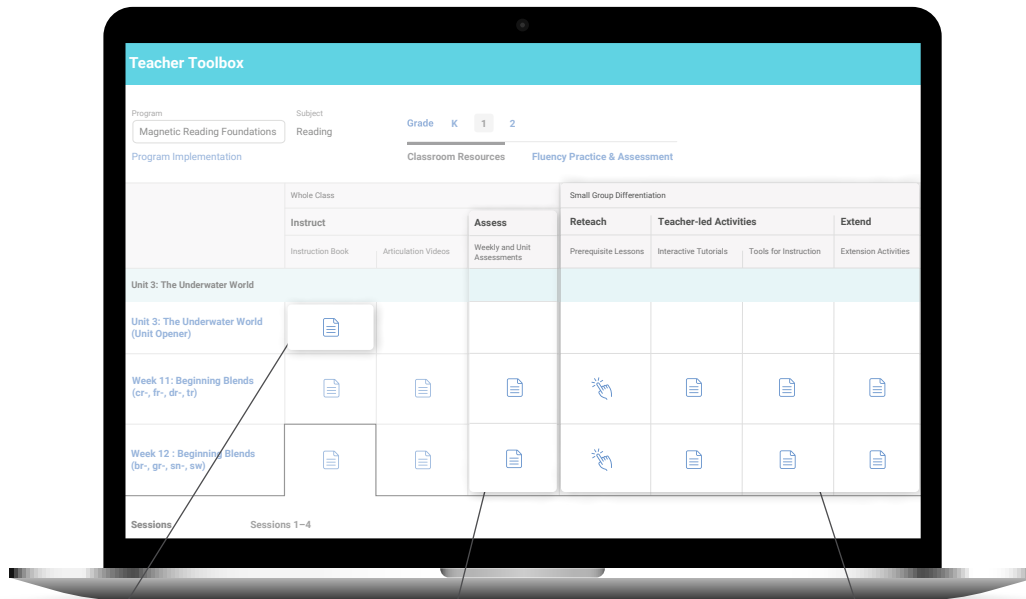
### Lesson Presentation Slides:

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



## Small Group Instructional Support

Support students who need additional time to master the content with our Tools for Instruction, Tools for Scaffolding Comprehension, and Interactive Tutorials.



### Support student engagement

with grade-level foundational skills instruction:

- *Magnetic Reading* 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, 2, 4, and 5*)



# Rely on Continuous **Assessment Opportunities** to Inform Instruction

Multiple assessment opportunities provide actionable data for guiding students to grade-level achievement.

A **combination of formative and summative assessments** ensures teachers have a strong sense of how 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

SESSION 5  
WEEKLY ASSESSMENT

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

4. Administer the Whole-Class Assessment to track progress on letter blends. Have children turn to Student Worksheet p. 204.

5. Then, in small groups or individually, administer the Individual Assessment to track progress on word and meaning blends. Have children turn to Teacher's Guide p. 246 for Part 6.

6. Use the Assessment Tracker to record results. Then move to Subsequent Next Steps on Teacher's Guide p. 247 and p. A23.

Whole-Class Assessment

Tell children they are going to practice some of the sounds and words they learned this week.

**PART 1: Encode Target Sound-Spellings**  
Say the sounds. Have children write the letters that stand for the sounds.

1. /br/ 2. /gr/ 3. /sr/ 4. /sw/

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

1. griff 2. bring 3. swift 4. swim 5. break 6. down

**Individual Assessment**

**PART 5: Segment, Add, Delete Phonemes**  
Have each child segment one word using the directions in Part 5a. Choose a different word for each child if working in small groups.

DIRECTIONS	PROMPT	ANSWER KEY
I will say a word. You will write the letters that stand for the sound.	break	/br/ /k/
I will say a word. You will write the letters that stand for the sound.	bring	/br/ /ng/
I will say a word. You will write the letters that stand for the sound.	break	/br/ /k/
I will say a word. You will write the letters that stand for the sound.	bring	/br/ /ng/

Connected Text Key • **Target Words** • **Target Sound-Spellings** • **Target Words** • **Target Sound-Spellings**

204 UNIT 3 • The Underwater World

- 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

Magnetic Reading

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 5: High-Frequency Words	PART 6: Word Analysis Words
DATE:	correct / A	/ A	/	/	/	/
NAME:	ERROR RECORD					
NAME:	ERROR RECORD					
NAME:	ERROR RECORD					
NAME:	ERROR RECORD					
NAME:	ERROR RECORD					
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NAME:	ERROR RECORD					
NAME:	ERROR RECORD					

Magnetic Reading Foundations • Grade 1

- Unit Assessments
- Unit Assessment Tracker

Grades 3–5

- **CHECK IN** Students understand that a research station is where scientists study an environment.

**HELP & GO: Background**

- Say, *McMurdo Research Station is an international center for scientific research. People come for a few weeks or months to study this unique environment. What kinds of things do you think they might study at McMurdo Research Station?*

- **CHECK IN** Students understand that Antarctica looks bare but is full of rarely seen creatures.

**HELP & GO: Language**

- Direct students to paragraph 1. Point out that the word but tells you there is a contrast or difference. Ask, *What is the contrast the author is pointing out? Antarctica may look empty, but many creatures live there.*
- Ask, *Why have few people studied the ocean near Antarctica's harsh environment, bitterly cold?*
- Ask, *What does the phrase reveal the secrets help you understand about Carlson's work? Few people have seen what she has seen. Clarify that no one is purposely keeping these secrets; they are secrets because few people explore Antarctica. EL*

- Reread/Think, Talk, Write
- Writing Checklist
- Independent Practice
- Help & Go Supports
- Answer Analysis
- Lesson Quizzes

Grades 3–5

3

ASSESSMENT


Read the story. Then answer the questions that follow.

Out to Win

by Wendy Baryl

1. As the yearly track meet approached, all I could think about was defeating Anna Banks. For the past three years, she'd beaten me in the 400-meter run, and always by just a step. But this year, I planned to win. In fact, I was obsessed with the idea of victory—it was the only thing I was able to focus on for weeks. Of course, I did a lot more than just think. I practiced my starts daily, and I ran and ran and ran.

2. On the day of the race, I was eager to compete. I chanced away any thoughts of uncertainty as I made my way to the starting line. TWEEET—the whistle blew, and we were off.



420 UNIT ASSESSMENT | Unit 3: Exploring

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- Unit Assessments

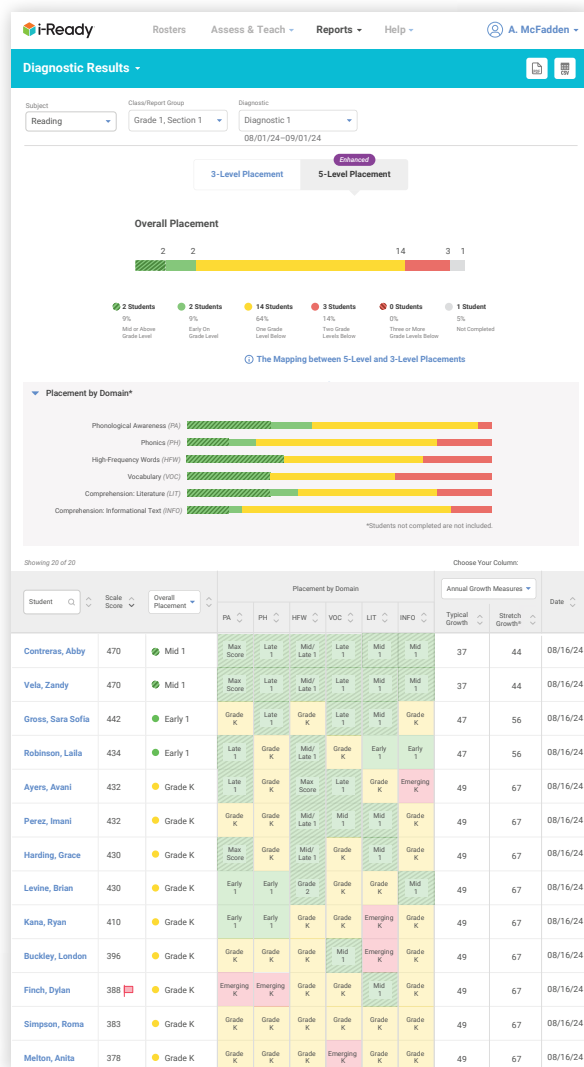


# Leverage *i-Ready* to Personalize and Strengthen Reading Instruction

## Data-Driven Instruction

*i-Ready Assessment* and Personalized Instruction strategically address students' individual learning needs and maximize educators' time with actionable reports.

The *i-Ready Diagnostic* empowers teachers to make data-driven instructional decisions.



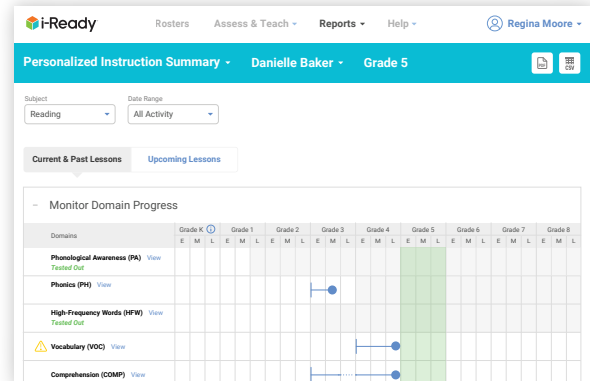
Review the Diagnostic Results (Class) report to see comprehensive data about student learning growth across all Grades K–5 skills.

Student-level data supports teachers in addressing small group and individual needs.

Ready to Go 7 Students	Additional Support 5 Students	In-Depth Support 5 Students	Needs Support Decoding 3 Students
Students are ready to summarize grade-level texts.	Students summarize text that is below grade level.	Students may need support determining key events and organizing them in order.	Students need explicit instruction on decoding in addition to their comprehension instruction.
Ready to Go	Tools for Scaffolding Comprehension: Summarize Literature Teacher - Use Scaffold B Student - Use Scaffold B	Tools for Scaffolding Comprehension: Summarize Literature Teacher - Use Scaffold A Student - Use Scaffold A	Tool 5: Decode Words with Silent Letters Consider using a phonics intervention program such as PHONICS for Reading
Choi, Isabella Powell, Elijah Rutz, Justin Sanchez, Abby Stanton, Gemma Tan, Melanie Wade, Kiara	Hess, Michael McDonald, Kai Singh, Brian Vo, Isalah Warren, Santino	Baker, Danielle Bowers, Tara Lowe, Noah Patel, Mia Ramirez, Gabriella	Cochran, Damon Malone, Carla Simmons, Tristan

Consult the Grade-Level Planning (Scaffolding) report (Grades 3–5) before teaching each *Magnetic Reading* lesson to plan reading and standards-based instructional scaffolds with students' individual needs in mind.

*i-Ready* reporting gives teachers data to monitor student progress and mastery.



Personalized Instruction uses data from the Diagnostic to generate a tailored pathway of interactive lessons for each student. *i-Ready* reporting allows teachers to regularly track student progress and use that progress to inform classroom instructional decisions.

# Grades K–5 Students Begin to Build Knowledge

As Grades K–5 students are learning to read, they’re also exploring connected topics throughout the grades and practicing reading skills. This is all intentional—Johns Hopkins Institute for Education Policy helped sequence the engaging texts across each unit in Grades 3–5 so students can begin to build knowledge and topical vocabulary for later transfer.



Unit	Grade K	Grade 1	Grade 2
1	All about Me	Friendship	Getting Along with Others
2	Express Yourself	Create Every Day	Making Art
3	Leaves, Wings, and Furry Things	The Underwater World	What’s That Habitat?
4	In My Community	Neighborhoods	It’s on the Map
5	Stories About . . .	Imagine That!	Tell Me about It
6	What’s the Weather?	In the Sky	Land and Water



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

Grade 3	Grade 4	Grade 5
Solving Problems	Facing Challenges	Overcoming Obstacles
Ocean Survival	Technology	Art in America
Making a Difference	Exploring	Earth's Water
Changes in the West	Traditions	Survival
Wild Weather	Sports	Underground Railroad
Artful Ideas	Humans and Energy	Communication

Key:

- Self and Others
- Sports, Leisure, and Arts
- Science
- Social Studies
- Literature




# Connected K–2 Texts Build Background Knowledge, Skills, and Stamina

A set of three topically related texts each week features two highly decodable Connected Texts and one decodable reader (i.e., Magnetic Reader). Every Magnetic Reader has a corresponding skills 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!



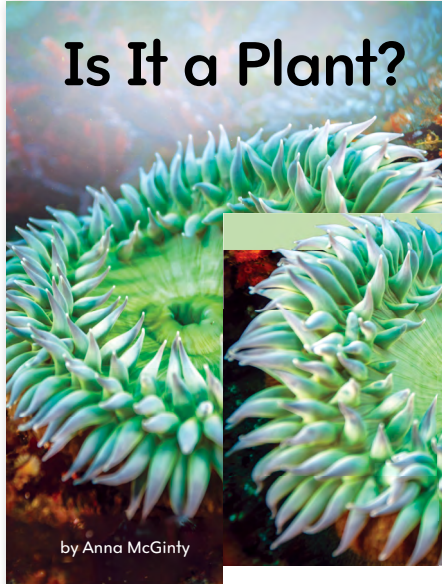
This water is not deep.  
Fred could see fish swimming.  
“I see a crab, Fred!” **said** Gran.  
“It snapped at a fish!” Fred yelled.  
“Crabs snack on fish,” Gran said.  
“Can I get a snack, Gran?” Fred said.

222 WEEK 12 • Session 4

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

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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.

# Draw Students to Grade-Level Learning with Diverse, **Engaging Texts**

The regular use of diverse texts in Grades 3–5 supports knowledge-rich learning protocols and gets rave reviews from students! These texts act as both windows into new worlds and mirrors in which students see themselves. The texts honor the cultures and experiences of all learners so everyone can participate equally in classroom activities.

**Multiple texts in each Focus Lesson connect to build background knowledge on the lesson topic.**  
Topics include conflict resolution, building empathy, and awareness.

SESSION 1

READ

## Marie Maps the Sea

by Liz Huyek

**intrigued** = curious about something

Stop & Discuss

What was Tharp curious about in her college geology class? Underline details in the text.

Tharp wanted to know more information about \_\_\_\_

1 Young Marie Tharp thought her dad had the best job ever. During the 1920s, he traveled around the Midwest, making maps. His maps were special—they revealed details about the soil that helped farmers know what to plant. He taught Marie to draw maps too.

2 In college, Marie took art, music, and math classes. She also took geology, the study of Earth's surface and how it has changed over time.

3 One day, Marie's geology teacher pointed to a big map of Earth. Almost three-quarters of it was plain blue ocean. What was under all that water? Was the sea floor flat, like a beach? Or were there mountains and valleys, as on land? No one knew. Marie Tharp was **intrigued**.

4 After college, in 1948, Tharp got a job in New York with a group of geologists who were studying the oceans. Women weren't allowed on research ships back then, so her job was to stay in the office and keep track of data that ships sent back. One number she often recorded was how deep the water was in different places.

5 Tharp noticed there were huge books in the office that listed how deep the ocean was along routes where ships had sailed in the past. The numbers gave her an idea. Could she use them to make a map of the whole sea floor?

6 Tharp recorded the numbers as dots on a graph. When she connected the dots, each line showed the changing depth of the water. She put the graphs together, like slices of bread, and created a 3-D view of the ocean floor.

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LESSON 14



from *Merci Suárez Changes Gears*  
by Meg Medina



*Count Me In*  
by Lee Lewis



from *Any Day with You*  
by Mae Respicio



*Pretzels... with a Twist*  
by Salima Alikhan

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*A variety of texts offer fresh perspectives on science, social studies, technology, and the arts.*

SESSION  
**3**

READ

# Braving the Cave

by Lynda Jones



**Stephen Bishop as a young man.**

- 1 One evening in the mid-1800s, enslaved 17-year-old Stephen Bishop entered the yawning entrance to Kentucky's Mammoth Cave to begin his night's work. He lit his kerosene lantern, raised it high, squeezed through a narrow passageway, and disappeared into darkness.
- 2 Bishop first entered Mammoth Cave in 1838 as an enslaved Black teenager. Frank Gorin, Bishop's enslaver, had purchased the cave to make it a tourist attraction. Gorin made Bishop work as a cave guide.
- 3 Bishop knew little about caves, but this changed as he began to explore them. It wasn't long before he knew the eight miles of the original cave routes. Soon, he began giving tours. Unlike white tour guides, however, Bishop wasn't paid for his work. Enslaved people were forced to do hard jobs every day without pay.
- 4 With only a lantern and a rope, Bishop spent many hours in Mammoth Cave. During his tours, he often spotted trails off the main routes. Later, he would explore beyond the known trails. He climbed up slick walls and high **domes** and down into deep pits. He saw rocks that looked like icicles growing down from the cave ceilings and up from the cave floor. He also discovered cave rooms filled with sparkling crystals shaped like roses.

**domes** = rounded shapes

**Stop & Discuss**

Why did Bishop first enter and then keep returning to Mammoth Cave?

Underline details in paragraphs 2 and 3 that tell why Bishop did both things.

## Use Protocols That Meet the Needs of All Students

In order to increase engagement and validate cultural and linguistic behaviors, specific protocols are included in the lesson. To further customize activities for your students, consider optional protocols listed on pp. A46–A51.

PROTOCOL	SESSION	VALIDATES
Stand and Share	1	spontaneity, movement, connectedness
Pass It On	1	spontaneity, connectedness
3-2-1	2, 4	multiple perspectives
Merry-Go-Round Share	2, 4, 6	multiple ways to show focus, connectedness
Somebody Who	2, 4, 5	social interaction
Snowballs	3	spontaneity, collective success
Shout Out	5	spontaneity, multiple ways to show focus

SESSION  
**5**

READ

# Digging In


by Brooks Benjamin

LESSON 9

**Dear Journal,** June 28

- 1 I didn't sleep much last night because I was way too excited! This morning, I even got up before Dad. Right now, we're eating breakfast, and everyone's talking about the objects they dug up, but my mind is focused on that tooth. I can't stop thinking about the fossil I helped unearth.
- 2 I've seen dinosaur fossils a million times in movies or TV shows or at the museum. But it's totally different when you see a fossil still in the ground.
- 3 At least it is for me. It's like something in my brain clicked, and I realized that these creatures stomped around in the same places we do today.
- 4 We're going to the site now, so I'll check in later.

—Maddox



## Protocols

The regular use of protocols ensures that all students have a chance to think, talk, and participate equally in classroom activities.

# Ensure All Students Become Active Readers

*Magnetic Reading* ensures teachers and students have multiple ways to experience the material through rich, varied, multisensory routines and a wide variety of scaffolds.

**Magnetic Reading Foundations (Grades K–2)** includes specific guidance for supporting English Learners, including strategic scaffolds. During planning, teachers can consider the needs of English Learners and how to best support foundational skills learning and first encounters with texts.

## Phonological Awareness

Type of Support	Examples
<ul style="list-style-type: none"><li>• Sound transfers</li><li>• Visuals</li><li>• Kinesthetics/rhythm/aural supports</li></ul>	<div><p><b>PHONOLOGICAL AWARENESS</b> <b>Blend Onset and Rime</b></p><p><b>EL</b> 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).</p></div> <div><p><b>PHONOLOGICAL AWARENESS</b> <b>Blend Phonemes</b></p><p><b>EL</b> There are no beginning blends /br/ and /gr/ in Mandarin, Vietnamese, or Arabic. Pretend to be a bear as you say <i>grrrr</i> with children. Say <i>brrrr</i> as you pretend to shiver. Explain the meaning behind each sound.</p></div>

## Phonics

Type of Support	Examples
<ul style="list-style-type: none"><li>• Sound-spelling transfers</li><li>• Visuals</li><li>• Kinesthetics/rhythm/aural supports</li></ul>	<div><p><b>PHONICS</b> <b>Introduce Hh</b></p><p><b>EL</b> There is no sound-spelling match for <i>h</i> in Spanish because the letter is silent. After you say a word, point to the <i>h</i> on the SS&amp;A Cards and ask, <i>Which letter makes the /h/ sound?</i></p></div> <div><p><b>PHONICS</b> <b>Beginning Blends: br-, gr-</b></p><p><b>EL</b> There are no sound-spelling matches for <i>br-</i> or <i>gr-</i> in Mandarin, Vietnamese, or Arabic. Emphasize these sounds in words as you point to the letters.</p></div>

## Reading

Type of Support	Examples
<ul style="list-style-type: none"><li>• Home language</li><li>• Kinesthetics</li><li>• Idioms/expressions</li><li>• Word analysis</li><li>• Partners</li></ul>	<div><p><b>FIRST READ</b> <b>Read Connected Text</b></p><p><b>EL</b> Explain the meaning of <i>track</i>, <i>grass</i>, and <i>flag</i>. Explain the phrase <i>in a flash</i>. After reading, have children identify Brad's problem and Trish's solution.</p></div> <div><p><b>Read Connected Text</b></p><p><b>EL</b> Explain that <i>mix in</i> means the fish looks like the sea grass. Discuss the meanings of <i>trick</i>, <i>match</i>, and <i>brag</i>.</p></div>



**Magnetic Reading (Grades 3–5)** offers scaffolded instruction at point of use, with explicit attention to English Learners. Teachers can intentionally support both English Learners and native English speakers in reading and analyzing the complex language of the text.

SESSION 3 READ

**HELP & GO: Language**

- Direct students to paragraph 16. Have students use gestures to show Aisha trimming the rock and Maddox sweeping away the dust. **EL**
- Guide students to unpack the meaning of the phrase *settled into a rhythm*. (turn-taking, back-and-forth, unspoken, pleasant)

16 Aisha began trimming pieces of rock away with a tiny knife, and I was in charge of sweeping away the dust. We settled into a rhythm where she'd trim and I'd sweep, she'd trim and I'd sweep, and before I knew it, we had nearly the whole thing uncovered.

17 Dad and Aisha took some more measurements and wrote some stuff down. And that's when he looked at me and told me we may have just found a tooth fossil!

18 From an actual dinosaur!

19 AND I ACTUALLY GOT TO HELP UNCOVER IT!

—Maddox

**Stop & Discuss**

How can you tell that Maddox's feelings about helping at the site are changing?  
Support your response with details from the text.

I can tell Maddox \_\_\_ because \_\_\_

In storms, water plunges  
in thunder's brash roar,  
races through branches from lightning's white flash.

25 Then water rests,  
drowsy in reservoirs,  
its glistening silence shimmers like stars.

In the murmur of marsh wind,  
water slumbers on moss,

30 whispers soft songs far under frog feet.

Water burbles in springs,  
gurgles and turns  
down streams and rivers seeking the sea.

Skidding and slipping,

35 swooping round bends,  
spinning on tree roots, **careening** down cliffs.

Looping and leaping,  
rushing to dive  
into glimmering sea waves, **spangle** and splash.

40 Around our round world,  
water rolls, water rises  
under gold sun, under white moon.

**HELP & GO: Vocabulary**

- Provide synonyms for **brash** (bold), **burble** (bubble), and **swooping** (diving).
- Model pronunciations of challenging words, such as *reservoir* and *murmur*. Have students repeat them. Then discuss their meanings. Point out the Spanish cognates of these words as needed (*reservorio*, *murmullo*). **EL**
- Say the word *burble* and help students understand that this word sounds like what it means.

stanzas that have a calm, quiet feeling. Circle two stanzas that have a fast, energetic feeling.

This stanza feels calm because \_\_\_\_

This stanza feels energetic because \_\_\_\_

*Instruction reflects the principles of cultural and linguistic responsiveness.*

# We're Here for You!

No matter how big or small your school is, you have an *i-Ready* Partner dedicated to you. If you have a question or a problem, we can give you the answer—so you can get back to your students.



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Tailored professional learning pathways optimize the use of our products supported by industry-leading online tools and resources.

“Our teachers immediately loved [*Magnetic Reading*] . . . They loved how easy it was for them to use . . . Not only was the content [on] grade level, but the content itself was so good and ties in [with] social studies so well for a richer reading experience . . . *Magnetic* has stories that are experiences not all students have been exposed to, which sparks meaningful reading and conversation . . . In third grade, [students] were 38 percent proficient on state reading and writing, and then as fourth graders, they grew to 100 percent proficient in reading and writing. I am just so proud of this. The only thing we changed last year was our curriculum.”

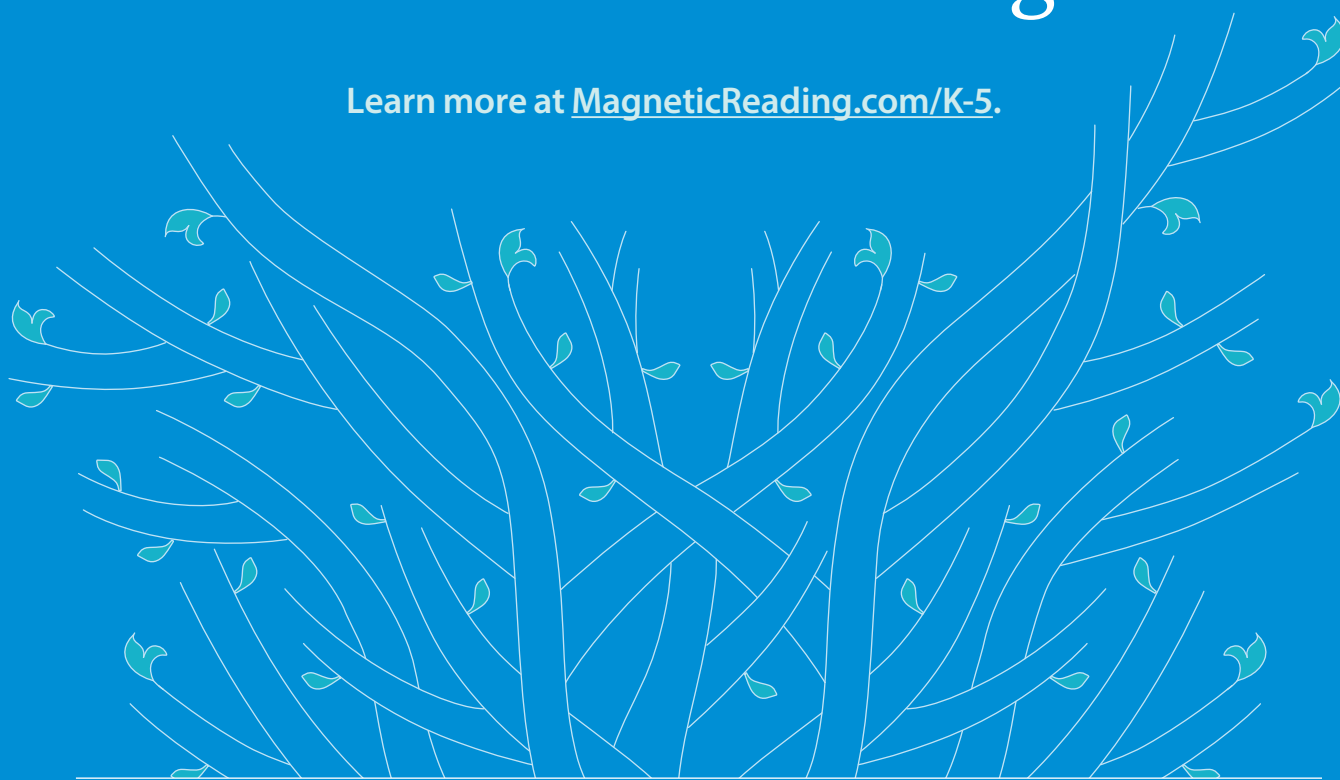
—Alaina Lundgren, Principal

*Enarson Elementary School,  
Villisca, IA*



# Connecting the Art of Teaching to the Science of Reading

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