

# High-Quality Instructional Materials That Make the Grade for K-2 Students



**Perfect Scores  
on EdReports**

*Scan to learn more!*

*Magnetic Reading Foundations* for Grades K–2 has earned perfect scores and “all-green” ratings from EdReports in both gateways of the rigorous Foundational Skills category.

**Gateway 1**

Standards and Research-Based Practices

Grade K	Grade 1	Grade 2
58/58	60/60	40/40

**Gateway 2**

Implementation, Support Materials, and Assessment

Grade K	Grade 1	Grade 2
50/50	52/52	44/44

### Grade K EdReports Scores

**Student Worktexts** and **decodable readers** help build letter skills in print concepts, phonics, letter recognition, decoding, and more.

**Gateway 1**

Standards and Research-Based Practices

58/58

<b>Criterion 1.1: Print Concepts and Letter Recognition (Alphabet Knowledge)</b>	10/10
<b>Criterion 1.2: Phonological Awareness</b>	12/12
<b>Criterion 1.3: Phonics</b>	20/20
<b>Criterion 1.4: Word Recognition and Word Analysis</b>	08/08
<b>Criterion 1.5: Decoding Accuracy, Decoding Automaticity and Fluency</b>	08/08

**Gateway 2**

Implementation, Support Materials & Assessment

50/50

<b>Criterion 2.1: Guidance for Implementation, Including Scope and Sequence</b>	20/20
<b>Criterion 2.2: Decodable Text</b>	08/08
<b>Criterion 2.3: Assessment and Differentiation</b>	22/22
<b>Criterion 1.5: Decoding Accuracy, Decoding Automaticity and Fluency</b>	00/00



# Grade 1 EdReports Scores

Gateway 1	
Standards and Research-Based Practices	60/60
Criterion 1.1: Print Concepts and Letter Recognition (Alphabet Knowledge)	04/04
Criterion 1.2: Phonological Awareness	12/12
Criterion 1.3: Phonics	20/20
Criterion 1.4: Word Recognition and Word Analysis	08/08
Criterion 1.5: Decoding Accuracy, Decoding Automaticity and Fluency	16/16

Gateway 2	
Implementation, Support Materials & Assessment	52/52
Criterion 2.1: Guidance for Implementation, Including Scope and Sequence	20/20
Criterion 2.2: Decodable Text	08/08
Criterion 2.3: Assessment and Differentiation	24/24

**Is It a Plant?** — Decodable Reader

Is this a plant?  
No, it's not a plant.  
This is an animal.  
It sticks to rocks.  
It can't spring fast to catch fish.  
But it stings **any** fish that go past.  
**Most** fish do not want that!

Is this grass a plant?  
Yes, this is sea grass.  
Fish rest in this grass.  
Ducks land in it with a splash.  
Crabs hunt in it.

**Phonics**  
Use the letters in the picture to make words.  
k r s  
w ing th

1. \_\_\_\_\_ 4. \_\_\_\_\_  
2. \_\_\_\_\_ 5. \_\_\_\_\_  
3. \_\_\_\_\_

Listen and write the words.  
1. \_\_\_\_\_ 3. \_\_\_\_\_  
2. \_\_\_\_\_ 4. \_\_\_\_\_

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

M M M M  
m m m m

142 WEEK 8 • Session 3

Writing

145 WEEK 8 • Session 4

Student Worktext

Student Worktexts provide multiple opportunities for intentional and repeated practice.

Decodable readers strategically reinforce phonics skills and high-frequency words.

# Grade 2 EdReports Scores

Gateway 1	
Standards and Research-Based Practices	40/40
Criterion 1.1: Phonics	20/20
Criterion 1.2: Word Recognition and Word Analysis	08/08
Criterion 1.3: Decoding Accuracy, Decoding Automaticity and Fluency	12/12

Gateway 2	
Implementation, Support Materials & Assessment	44/44
Criterion 2.1: Guidance for Implementation, Including Scope and Sequence	16/16
Criterion 2.2: Decodable Text	08/08
Criterion 2.3: Assessment and Differentiation	20/20

**Helpful Pals** — Decodable Reader

You can kick with a pal! You can kick to a pal.  
A pal can kick to you.  
"You can do it!" you can yell. "Kick with that leg!" That is helpful.

A helpful pal can get the bin with you.  
You can pick up the bin. It is big, but you can do it!

**Phonics and Spelling**  
Use the puzzle pieces to make new words.

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

Listen and write the words and sentences.  
1. \_\_\_\_\_ 3. \_\_\_\_\_  
2. \_\_\_\_\_ 4. \_\_\_\_\_  
3. \_\_\_\_\_

**Let's Read!** Words with a, oi, oy  
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 to help Rachel and Shay make clay pots there. Rachel and Shay got aprons and the clay. First, they made bases with clay.

158 WEEK 1 • Session 2

Student Worktext





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

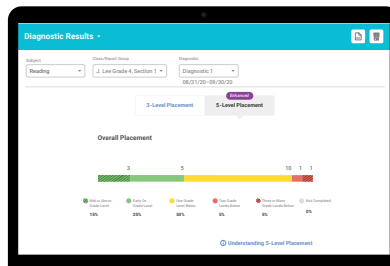
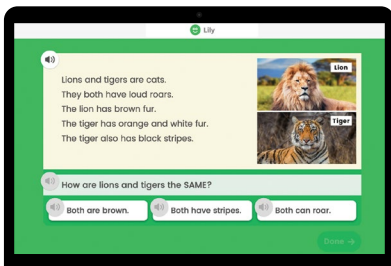
Students take the *i-Ready Diagnostic for Reading*—an online adaptive test that assesses Grades K–12 skills and growth.



**Data from the Diagnostic** provides you with a complete picture of student performance.



Use *Magnetic Reading Foundations* resources to accelerate each student's growth during whole class and small group instruction.



Use *i-Ready's* Diagnostic Results report to gain a comprehensive picture of class and student performance based on data from each student's Diagnostic assessment.

Every aspect of *Magnetic Reading Foundations* is grounded in the Science of Reading, from the systematic scope and sequence and explicit instructional routines to the content-rich topics. Teachers combine the art of teaching with *Magnetic Reading Foundations* to bring every young reader from foundations all the way to fluency—and skilled reading!



To learn more and get a sample of *Magnetic Reading Foundations*, visit [MagneticReading.com/K-2](https://MagneticReading.com/K-2).



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