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Program Overview

Grades K–5



Open SRA Court Reading



Decades of Confident Readers, Powered by Research

Grounded in decades of literacy research and a proven history of efficacy in the classroom, *SRA Open Court Reading* has been building strong readers, writers, and thinkers for more than 60 years.

Underpinned by findings from learning theory and cognitive science—also known as the Science of Reading—and proven to achieve reading gains in a diverse range of readers from beginning to fluent, *Open Court Reading* is research-validated as well as research-based. A carefully crafted instructional plan and a purposeful progression of skills empower teachers and help make research actionable. By recognizing foundational skills as critical building blocks, *Open Court Reading* prepares students for a lifetime of literacy and learning.

Welcome to *Open Court Reading*.



Built on the Science of Reading, Validated by Research

For more than 60 years, research has been the mainstay of *Open Court Reading*. Built upon findings from original learning theory and cognitive science, and balanced with teacher input and modern research on literacy development, *Open Court Reading* delivers undeniable results for learners at every level.

Instruction that Turns Research into Action

The Science of Reading is only a body of research unless it's made actionable. Through systematic, explicit instruction and a scope and sequence that follows a purposeful progression of skills—first build a strong foundation, then build upon that foundation—*Open Court Reading* empowers teachers to turn research into action every day.

Foundations for Lifelong Literacy

Literacy research consistently shows that complex learning cannot take place without strong foundational skills. *Open Court Reading* provides students the building blocks needed to read and comprehend texts across genres, synthesize information to develop and discuss complex thoughts and ideas, and become fluent storytellers themselves.



Powered by Research

Grounded in more than 60 years of research in the Science of Reading, *Open Court Reading* has been proven to achieve undeniable reading gains in a diverse range of readers—from those still in early literacy stages to those already fluent. Its research-validated success is:

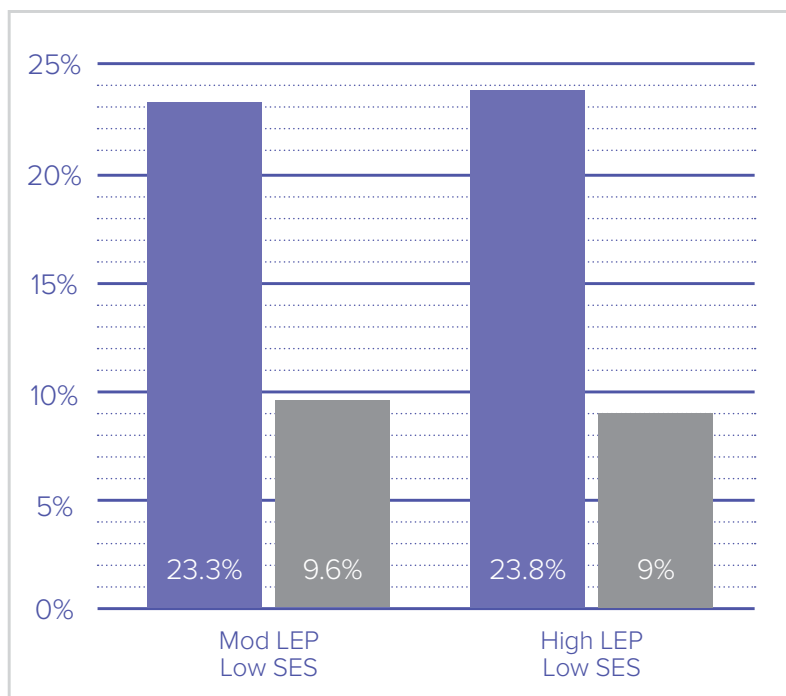
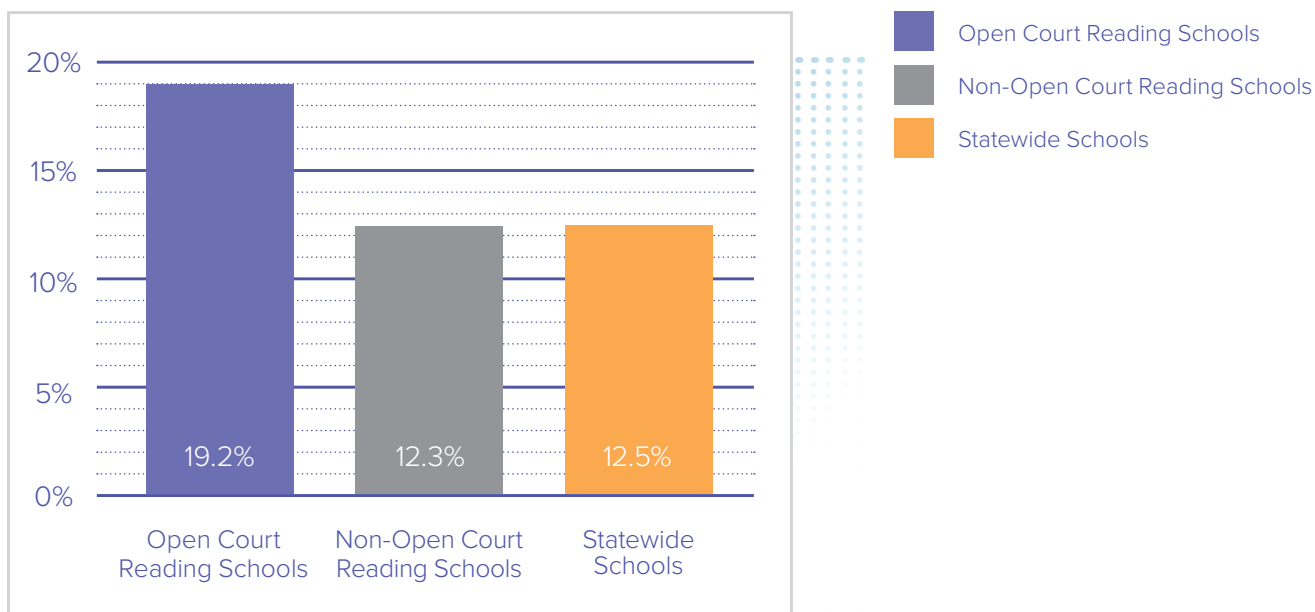
- Demonstrated in classrooms across the country with diverse student populations.
- Validated by standardized test results.
- Field tested to reveal the effectiveness of its systematic, explicit instruction.
- Recognized as highly effective by top third-party education experts.



See the Proof

In a three-year study involving over 375,000 students in more than 700 schools, *Open Court Reading* schools achieved 50 to 75 percent higher reading gains* than non-*Open Court Reading* schools. The program made the biggest difference in schools with concentrations of Low Socioeconomic Status (low-SES) students.

*As measured by the STAR, Stanford 9, and California Standards Tests.



The Science of Reading at Work

Read what the **Research** says about eight critical areas of literacy learning, and see how *Open Court Reading* puts this research into **Action**.

Print and Book Awareness

Research

There is a clear link between specific early literacy skills—including book awareness, or understanding why print is arranged a certain way—and later success in reading and writing.

Action

Print and Book Awareness

REVIEW the selection with students. Use the following suggestions to reinforce students' understanding of headings and word boundaries.

Parts of a Book: Headings

OPEN *Friendship Big Book 2* to page 6. Point to the heading number and title and remind students that a heading tells readers what they will read about in the section of text that follows. The number tells the sequence, or order, of the section. Ask, *What did you read about in Situation 1? We read about how Mark had to decide whether to let Jason borrow his mitt. It was a tough decision because Jason does not take care of things.* Browse the pages of "Friends Find Solutions" and have students identify each section heading by number and title and tell briefly what the text that follows is about.

Print awareness concepts are integrated throughout Foundational Skills and Reading and Responding lessons as teachers engage students in comprehension and writing activities.

Phonological and Phonemic Awareness

Research

Explicit instruction in phonemic awareness is important. Initially taught through speaking and listening skills, it should follow a developmental progression from working with words and parts of words to manipulating individual sounds.

Action

Phonological and Phonemic Awareness

Listening for First, Middle, and Last Words

REPEAT the Listening for First, Middle, and Last Words activity. Tell students to listen carefully as you say three words such as, "see the clock."

Model the response by saying, "The first word is see. The second word is the. The last word is clock."

Have three students stand in a row as the first, middle, and last words. Tell the first student to move forward when you say the first word in each phrase. Give the same direction to the second and third students for the middle and last words in each phrase.

Continue by saying additional three-word sentences or phrases and by reminding students when they should move.

Phonemic awareness instruction starts with working with words and word parts, and shifts to manipulating individual sounds. Phonological awareness activities include working with rhyme, clapping and counting syllables, and manipulating and exploring sounds through game-like activities.

Scan to see even more Science of Reading at work.



Phonics and Decoding

Research

Fluent, accurate decoding and automatic word recognition are essential reading skills. When these skills are based in phonic knowledge, the reader can connect sounds and words to meaning.

Action

Phonics and Decoding

/f/ spelled f and ff

○ Introduce the Sound/Spelling ROUTINE 1

ⓘ USE Routine 1, the *Introducing Sounds and Spellings Routine*, to introduce /f/ spelled f and ff.

Point to the back of *Sound/Spelling Card 6—Fan*, and ask students what they already know about the card. *F is a consonant*. Have them identify the capital f and lowercase f on the card.

Turn the card. Point to the picture and tell students that this is the Fan card. Point to and name the f spelling for /f/.

Play or read the Fan story:

/f/ /f/ /f/ /f/ /f/—What’s that funny sound?

It’s Franny the Fan going round and round.

And this is the sound that old fan makes: */f/ /f/ /f/ /f/ /f/*.

When it’s gets too hot, you see,

Franny cools the family: */f/ /f/ /f/ /f/ /f/*.

In Grades K–1, sounds and spellings are introduced through systematic, explicit instruction, building both decoding and encoding abilities. Spiral review ensures explicit phonics instruction is reinforced in Grades 2–5.

Word Analysis

Research

Fluent readers look for familiar morphemes. Focusing on individual sounds is an efficient early reading strategy, but to increase fluency for complex words, students must learn to read chunks of words and gain knowledge of morphemes.

Action

Word Analysis

Prefixes *dis-* and *un-*

Decoding ROUTINE 10

ⓘ USE Routine 10, the *Words with Prefixes and Suffixes Routine*, to discuss the words with students. Tell students that words can be made up of several different meaningful parts. Have students identify the base words and discuss their meanings. Teach the meaning of each prefix: *dis-* means “not” or “opposite of” and *un-* means “not” or “opposite of.” Explain that a prefix is a group of letters that is added to the beginning of a base word. These letters make up the prefix, which has a specific meaning, and the prefix changes the meaning of the base word. Have students reassemble each word by thinking about the meaning of its parts: the base word and the prefix.

About the Words

○ 1-2 Prefix *dis-* Have students use the base word and the prefix *dis-* to determine the meaning of each word in Lines 1 and 2. *dislike—to not like; disagree—to not agree; dishonest—not honest; disrespect—to not respect; distrust—to not trust; disconnect—to do the opposite of connect; displeasure—to not please; discontinue—to not continue*

○ 3-4 Prefix *un-* Have students use the base word and the prefix *un-* to determine the meaning of each word in Lines 3 and 4. *unkind—not kind; unwritten—not written; unfair—not fair; unwise—not wise; unable—not able; unaware—not aware; unpack—to do the opposite of pack; unhappy—not happy*

Word Analysis emphasizes learning morphemes—inflectional endings and common prefixes in Grades K–1, and base words, root words, and affixes in Grades 2–5. Learning how to break words into meaningful parts teaches readers how to decode longer, more complex words.

The Science of Reading at Work

Fluency

Research

To achieve fluency, students must be able to decode accurately and rapidly, understand prosodic elements, and combine words into meaningful units. They need specific instruction to increase their reading speed while maintaining their accuracy.

Action

Fluency

Prosody

EXPLAIN to students that part of reading fluently is reading in a manner that sounds like natural speech. To do this, students must read related words in phrases and clauses as chunks, or units.

Write or project the final three paragraphs on page 58 of "Damon and Pythias." Mark natural phrase and clause boundaries with slashes. For example, "Pythias stood proudly/ in the center of the throne room . . . Before my punishment,/ will you allow me to go home/ and tell my family what happened? They will worry about me/when I do not return." Have students listen as you read the text, noting how you paused slightly at the markers. Talk about how the words in each group are related.

Have students read the sentences naturally, using the markers as guides. To scaffold the instruction, mark the boundaries in the beginning and have students practice reading using the already-marked passages. As students become comfortable, have them mark what they are reading with boundary markers. Gradually phase out the markers or slashes.

Reading and Responding activities make explicit connections between fluency and comprehension. Teachers explain specific fluency skills—accuracy, rate, and prosodic features—and model them using selections from the student anthologies.

Vocabulary

Research

There is a strong relationship between vocabulary and reading comprehension. Knowing a word well requires understanding multiple meanings, knowing its different functions, and being able to connect the word with related words.

Action

Practice Vocabulary ROUTINE II

USE Routine II, the [Selection Vocabulary Routine](#), to have students practice their vocabulary and determine the meaning of words.

Display the selection vocabulary words from "Busy Bees." Ask students the following questions and have them respond with the appropriate vocabulary words.

1. Which word is an antonym for full? *vacant*
2. Which word names things made at a factory? *products*
3. Which word is a synonym for raid? *invade*
4. Which word names parts of a tree? *limbs*
5. Which word is a verb that means "to make for a purpose"? *design*
6. Which word names an insect's body part? *antenna*

For additional practice and review of the selection vocabulary words, have students complete [Skills Practice 2](#) pages 47-48.

Vocabulary practice throughout each lesson provides opportunities for students to discuss definitions and better understand the meanings of new words.

Scan to see even more
Science of Reading at work.



Comprehension

Research

Strategy instruction is most effective when explicitly taught in the context of actual reading. This direct style of instruction should involve explaining the strategy as well as demonstrating how and when to use it.

Action

Close Reading

Access Complex Text

- INFORM students that during the second read of “The Mice Who Lived in a Shoe” they will analyze the text. Explain that this means using different methods to take a closer look at the text.

Before you begin the second read of “The Mice Who Lived in a Shoe,” teach the following methods for understanding complex text.

▶ Cause and Effect

Define *Cause and Effect* as “a type of relationship in which one event or situation (a cause) leads to another event or situation (an effect).” Explain that knowing the cause or causes of an outcome helps readers understand how the events in a story are related. In addition, the ability to identify causes helps readers predict possible effects.

As students read, display a Cause and Effect graphic organizer to support students in applying this skill.

Open Court Reading teaches critical comprehension strategies and integrates close reading strategies into learning so that students can apply them to new text.

Writing

Research

Reading and writing are closely connected. Curricula should include practices proven to build skilled writers—including dedicating time for writing, increasing knowledge of writing, teaching writing strategies, and teaching basic writing skills to mastery.

Action

Writing to Inform

Prewriting

Instruct—Plan Using a Venn Diagram

REMINDE students that comparing is describing how two things are alike, and contrasting is describing how they are different. Review the compare-and-contrast signal words and phrases by listing them on the board.

- Comparing words: both, also, too, as well
- Contrasting words: but, unlike, however, in contrast to, contrary to

- Model using the words by comparing and contrasting objects in the classroom.

Possible Answers: Both a pencil and a pen can be used for writing. However, a pen contains ink, and a pencil contains graphite.

In addition to learning composition skills—prewriting, drafting, revising, editing, and publishing—students learn skills like handwriting, spelling, sentence construction, grammar, usage, and mechanics. Along the way, they explore the characteristics of strong writing across different genres.

Turn Research into Action

Through systematic, explicit instruction and a scope and sequence that follows a purposeful progression of skills, *Open Court Reading* makes it easy for teachers to turn research into action every day. Instruction is divided into three main areas of focus:

Foundational Skills
Reading and Responding
Language Arts

A Purposeful Progression

The Science of Reading tells us the ease with which children learn to read depends on their level of phonemic and phonological awareness—these foundational skills are the building blocks for fluency and comprehension.

Open Court Reading purposefully spends the majority of instructional time in Grades K–1 establishing the critical foundational skills they will need to become confident readers. By the time students reach Grade 2, they are ready to build upon that strong foundation and focus on developing vocabulary, fluency, comprehension, inquiry, and language arts skills.

K	Letter Recognition	Print / Book Awareness	Phonological and Phonemic Awareness	Phonics and Fluency	Vocabulary and Comprehension	Inquiry	Writing and Grammar
1	Letter / Book / Print Awareness	Phonemic Awareness	Phonics and Fluency		Vocabulary and Comprehension	Inquiry	Language Arts, Writing, Spelling, and Grammar
2	Phonics / Word Analysis		Fluency	Vocabulary and Comprehension	Inquiry	Language Arts, Writing, Spelling, and Grammar	
3	Phonics / Word Analysis	Fluency	Vocabulary and Comprehension	Inquiry	Language Arts, Writing, Spelling, and Grammar		
4	Word Analysis	Fluency	Vocabulary and Comprehension	Inquiry	Language Arts, Writing, Spelling, and Grammar		
5	Word Analysis	Fluency	Vocabulary and Comprehension	Inquiry	Language Arts, Writing, Spelling, and Grammar		

A Systematic Daily Lesson Plan

The three main areas of instructional focus serve as the base for each systematic, explicit daily lesson plan. See what a day of teaching *Open Court Reading* looks like:






Foundational Skills focus on phonological and phonemic awareness, phonics, decoding, fluency, and word analysis.

Reading and Responding addresses comprehension, vocabulary, and inquiry through close reading of complex texts.

Language Arts covers the writing process, penmanship, grammar, usage, and mechanics, and spelling instruction.

All three parts are supported by differentiation resources for English Learners and students at all ability levels.

Formal and informal assessments are woven throughout each lesson.

UNIT 4 Plants and Animals	
DAY 1	
Foundational Skills Resources • Routines IA, 7, 8, 9, and 10 • <i>Sound/Spelling Card</i> , 40 • <i>Decodable Stories, Book 5</i> , Story 41 	Phonics and Decoding • /oo/ spelled oo, pp. T212-T213
Reading and Responding Resources • Routines A, II, I3, and I4 • <i>Student Anthology 2</i> , pp. 82-99 	Build Background , pp. T214-T215 Preview the Selection , p. T215 Read the Selection , p. T216 Comprehension Strategies • Clarifying, pp. T217, T218, T220 • Summarizing, pp. T218, T219 Discuss the Selection , pp. T221-T222 Develop Vocabulary , pp. T222-T223 Fluency , p. T223
Language Arts Resources • <i>Language Arts Handbook</i> , pp. 34-35, 38-41, 260-261, 314 	Writing to Inform: Research Report • Drafting, p. T224 Spelling • /oo/ spelled oo; Prefixes non- and re-, p. T225
 Workshop • eGames • <i>EL Photo Library Cards</i> • <i>English Learner Teacher's Guide</i> • <i>Intervention Support</i> • <i>Intervention Teacher's Guide</i>	Differentiated Instruction, pp. T212, T213, T218, T221, T225 English Learner, pp. T212, T217, T219
 Monitor Progress • eGames • <i>Lesson and Unit Assessment 2</i> , pp. 28-35, 199 • <i>Skills Practice 2</i> , pp. 37-38, 43-56	Comprehension Rubrics, p. T216 <i>Skills Practice 2</i> , pp. T213, T224

Scan to dig even deeper into the three areas of instructional focus.



Connect and Deepen Learning

Unit themes recur and evolve across grade levels, introducing more rigorous skills and deepening subject-area knowledge in topics such as friendship and respect, that prepare students to engage with their world.

UNIT 4 Plants and Animals

Theme Connections
Why do plant and animal relationships develop in nature?

BIG Idea
How do plants and animals help each other?

Background Builder Video
connected.mcgraw-hill.com

Launch the Theme

EXPLAIN to students that they will be learning about plants and animals during this unit. Tell students they will read a variety of selections that teach them about plant and animal relationships. They will begin to understand how plants and animals help each other. Have students turn to *Student Anthology 2*, pages 10-177 and discuss the various selections on the pages.

BIG Idea

READ the Big Idea question to students. Discuss various ways plants and animals help each other. Tell students to keep the Big Idea question in mind as they read the selections throughout the unit.

Theme Connections

READ the Theme Connections question on *Student Anthology 2*, page 11. Review each photograph with students. Then have students use the three photographs to discuss the question.

ePresentation

BIG Idea
How do plants and animals help each other?

Theme Connections
Why do plant and animal relationships develop in nature?

T2 Unit 4 Overview • Plants and Animals

Big Ideas

Questions students keep in mind as they explore the unit theme, helping them make critical connections.

Theme Connections

Thought-provoking questions and photos help students think about and discuss how the theme relates to the real world.

Launch the Theme

UNIT
4

ePresentation

Background Builder Video

PLAY the *Background Builder Video* to provide students with additional background information that will prepare them to learn about the theme. Discuss what they learned about plants and animals from the video.

Inquiry

EXPLAIN to students that they will begin a unit investigation about Plants and Animals and will continue this investigation over the course of the unit. At the end of the unit, students will present the results of their investigations.

Concept/Question Board

START a Plants and Animals *Concept/Question Board*. Begin by posting a few images or words that represent the concept of plants and animals. Explain to students that this is a place where they can post questions about the theme and anything related to the concept of plants and animals. Tell students to refer to the Board regularly throughout the unit as they read and learn more about plants and animals. Before you begin the unit, ask students if they have any initial questions about the theme and post their questions on the Board.

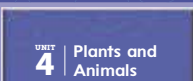
Build Knowledge

USE the information from the selections throughout the unit to help students build knowledge about plants and animals. The table below shows examples of the knowledge students may gain in Unit 4.

Culminating Task

EXPLAIN to students they will complete a culminating task at the end of the unit that applies the knowledge they have built over the course of the unit. After reading each selection, students will write what they've learned about plants and animals. They will refer to this information as they work on their culminating tasks.

Background Builder Video



Background Builder Videos

Unit opener videos with theme-related background information spark natural curiosity and engage learners.

Inquiry

Inquiry activities deepen comprehension by asking students to synthesize what they've learned throughout the unit and then apply learned skills to new texts and activities.

	Selection	Knowledge Gained
LESSON 1	"Flower Power"	Humans expel carbon dioxide, which plants use and then release oxygen.
LESSON 2	"Hungry Little Hare"	Animal camouflage helps them blend in with plants.
LESSON 3	"Where's the Honey, Honey?"	The honeyguide and the Boran people help each other find and access bee hives.
LESSON 4	"Busy Bees"	Bees help flowering plants reproduce; bees and humans then benefit from these plants.
LESSON 5	"The Green Grass Grew All Around"	Trees can provide shelter and a place for animals to build their homes.
LESSON 6	"Winston & George"	Some animals have relationships with other animals in which both animals benefit.

	Character		Changes		Communities		Life Science		Government		Creativity	
K	Off to School	Let's Be Kind	What's the Weather?	Pushes and Pulls	Home, Sweet Home	Our Country, Our Cultures	Ready, Set, Grow	Animals Homes	Rules We Follow	Great Americans	Color Your World	Stripes, Spots, and Dots
1	Back to School	Be My Friend	Science Cycles	Light and Sound	Around Our Town	Around Our World	Roots and Seeds	Animals From Head to Toe	Red, White, and Blue	Stars and Stripes	Art for All	Art in Motion
2	Teamwork		Earth in Action		My Community at Work		Plants and Animals		Citizenship		Story Time	
3	Respect		Extreme Weather		A Changing Nation		Animals and Their Habitats		Government at Work		Art on the Move	
4	Making a Difference		Science Fair		Our Heritage, Our History		Adaptations in Action		National Treasures		Literature Meets Art	
5	Perseverance		Cycles		Celebrating World Communities		Our Planet, Our Home		Making a Nation		Art and Impact	

Unit themes recur and evolve across grades.

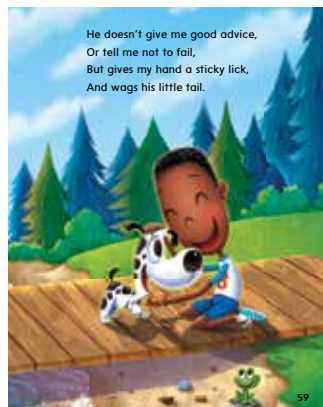
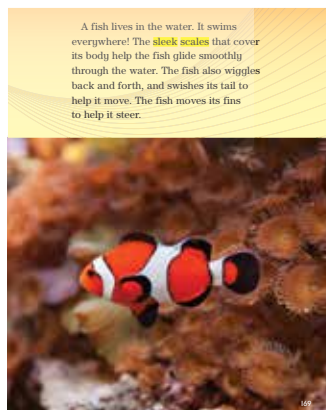
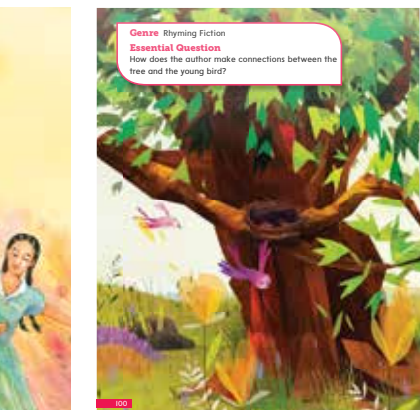
Captivate and Inspire with Authentic Text

Open Court Reading takes a systematic approach to teaching comprehension. Research-based lesson structure and explicit teaching techniques combine with authentic literature and nonfiction to captivate every reader and guide them in becoming more adept at gaining meaning from text.

The collage displays ten sample pages from the Open Court Reading curriculum, each featuring an illustration and a text box with a genre label and an essential question.

- Page 160:** Illustration of a storm. Genre: Realistic Fiction. Essential Question: How do different plants and animals have their own unique cycles?
- Page 166:** Illustration of a person dancing. Genre: Realistic Fiction. Essential Question: How do different plants and animals have their own unique cycles?
- Page 179:** Illustration of a person dancing. Genre: Realistic Fiction. Essential Question: How do different plants and animals have their own unique cycles?
- Page 180:** Illustration of the Smithsonian Institution. Genre: Realistic Fiction. Essential Question: How do different plants and animals have their own unique cycles?
- Page 186:** Illustration of a person walking. Genre: Realistic Fiction. Essential Question: How do different plants and animals have their own unique cycles?
- Page 187:** Illustration of a boy. Genre: Realistic Fiction. Essential Question: In what ways might a new school benefit a community?
- Page 188:** Illustration of a rocket launch. Genre: Realistic Fiction. Essential Question: In what ways might a new school benefit a community?
- Page 204:** Illustration of a band performing. Genre: Realistic Fiction. Essential Question: How do different plants and animals have their own unique cycles?
- Page 208:** Illustration of a person dancing. Genre: Realistic Fiction. Essential Question: How do different plants and animals have their own unique cycles?
- Page 212:** Illustration of a person dancing. Genre: Biography. Essential Question: Why do people want to feel like part of a community? How can a community work together to overcome hardship?
- Page 250:** Illustration of a snowy owl. Genre: Realistic Fiction. Essential Question: How do different plants and animals have their own unique cycles?
- Page 251:** Illustration of a pig. Genre: Realistic Fiction. Essential Question: How do different plants and animals have their own unique cycles?
- Page 222:** Illustration of a fox. Genre: Realistic Fiction. Essential Question: How do different plants and animals have their own unique cycles?
- Page 223:** Illustration of a fox. Genre: Realistic Fiction. Essential Question: How do different plants and animals have their own unique cycles?
- Page 278:** Illustration of a fox. Genre: Realistic Fiction. Essential Question: How do different plants and animals have their own unique cycles?

Students learn comprehension and close reading strategies while engaging with a variety of genres—such as literature, biography, informational text, drama, poetry—and exploring cross-curricular science and social studies connections. This carefully curated text collection draws learners in, inspiring curiosity and motivating them to work toward becoming independent, self-directed readers.



Reach Every Learner

Data-Driven Assessment

Open Court Reading focuses on helping students develop the abilities that are critical to reading with understanding. Assessments are designed to inform instruction while giving students an opportunity to practice and apply what they have learned.



Differentiated Instruction

No two students are alike, so *Open Court Reading* allots dedicated time every day for small-group and differentiated instruction—a time known as Workshop. During Workshop, students develop their ability to listen, build fluency, write, or engage in inquiry activities.

EL English Learner • Grade 1 EL Tip

PREPOSITIONS The following prepositions appear on pp. 42–43 of the *Big Book*: *about, off, on, from, to, on,* and *of*. During Workshop, ask students questions that require them to use the prepositions in their responses. For example: “What does Ms. Novak’s class learn about? Where did Ms. Novak’s grandma come from? What does Ms. Novak point to on the map of the world?”

SUPPORT FOR ENGLISH LEARNERS

The *SRA Open Court Reading* program offers support for English Learners with the following components:

- English Learner Tips
- English Learner Teacher’s Guide
- English Learner Photo Library Cards
- English Learner Glossary

ii Differentiated Instruction: Vocabulary

AL APPROACHING LEVEL If students have difficulty with the selection words and definitions, then during Workshop say a sentence that contains one of the words and have students create a sentence that follows your model.

OL ON LEVEL If students would benefit from extra practice with the words, give them sentence stems during Workshop and have them complete each sentence stem with a vocabulary word.

BL BEYOND LEVEL If students need a challenge, have them use the words during Workshop to describe how they solved a disagreement with a friend.

Tips for differentiated instruction appear at point-of-use throughout each Teacher’s Edition and in the Online Teacher Experience. More in-depth instruction for both Approaching Level students and English Learners appears in the Intervention and English Learner Teacher Guides, along with supportive blackline master resources.

Build the Foundation for a Lifetime of Literacy

The Science of Reading reveals a clear link between early literacy skills and later success in reading and writing. It tells us that complex learning cannot take place without strong foundational skills.

This is why for more than 60 years, *Open Court Reading* has placed those skills front and center. Our core curriculum provides students with the building blocks needed to read and comprehend texts across genres, synthesize information to develop and discuss complex thoughts and ideas, and become fluent storytellers themselves.





Prepare the Foundation

In Kindergarten, over 60 percent of the reading block is spent developing foundational skills. Primary areas of focus are:

Phonemic Awareness

provides students with practice in discriminating the sounds that make words.

Oral Blending & Segmentation

teaches how to take words apart and put them back together.

Alphabetic Principle

introduces students to the relationship between letters and sounds.

LESSON 2 DAY 4 Foundational Skills

Resources:

- *Pickled Peppers*
- *High-Frequency Flash Cards*
- *Core Decodable II*
- *Magnetic Dry Erase Boards* or lined paper

- *Alphabet Sound Card Qq*
- *Letter Card Qq*
- *Alphabet Book*, pp. 36–37
- *Skills Practice*, p. 130

Objectives: Students will

- review high-frequency words.
- segment words.
- review /kw/ and the letter Qq.

Warm Up

High-Frequency Word Review

DISPLAY *Pickled Peppers*. Use the *High-Frequency Flash Cards* to review those words you think are most appropriate for your class. Refer to the inside back cover of *Core Decodable II* for a complete list of previously introduced high-frequency words.

HOLD UP the cards one at a time, and call on students to read the words and to use them in complete sentences. Have volunteers browse through *Pickled Peppers* to see how many of the words they can find.

Phonemic Awareness

Phoneme Segmentation

HAVE students use the Elkonin boxes on their *Magnetic Dry Erase Boards*, or draw three boxes for students to copy on lined paper. Provide each student with three marks.

TELL students you will say a word and they should put a mark in a box on the grid for each sound they hear in the word. Demonstrate this process to students, using the word *set*.

SAY the word *set*, stretching the sounds: /s-s-s/ /e-e-e/ /t/. Have students mark in the correct box for each sound, from left to right.

CALL ON volunteers to tell how many sounds the word has. *three* Then guide the class in blending and saying aloud the word *set*.

CONTINUE with the following words: *it, bun, rap, be, land, in, and pen*. Always have students tell how many

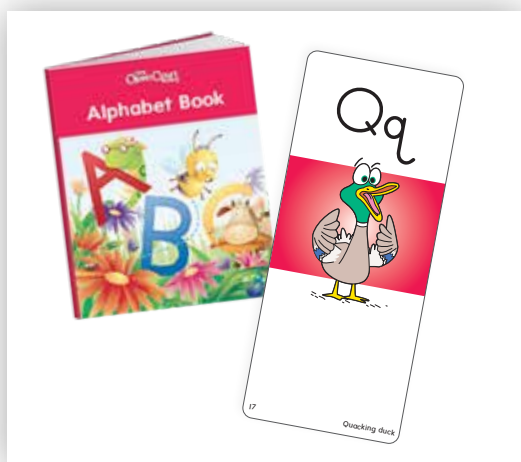
Alphabetic Principle

Reviewing the Sound of Qq

REVIEW the letter Qq with students. Ask them to give you as much information about the letter and its sound as they can on their own.

POINT TO *Alphabet Sound Card Qq*, and have a volunteer say the name of the letter and say its sound: /kw/. Show students the picture. Then say the sound of Qq, /kw/.

PLAY the Qq story. Have students say /kw/ /kw/ /kw/ /kw/ /kw/ when they hear the sound.



The **Alphabet Book** and **Alphabet Sound Cards** help Grade K students with the alphabetic principle and letter/sound correspondence.

Grade
1

Build the Foundation

In Grade 1, 50 percent of the reading block is spent developing foundational skills. Primary areas of focus lay the groundwork for decoding:

Phonics

introduces sound-spelling correspondences.

LESSON **2** DAY 4

Phonics and Decoding

/aw/ spelled aw

Introduce the Sound/Spelling ROUTINE 1

DISPLAY *Sound/Spelling Card* 43—Hawk. Review /aw/ spelled *aw*_. Use Routine I, the *Introducing Sounds and Spellings Routine*, to introduce /aw/ spelled *aw*. Reread the Hawk story, and have students clap when they hear words in the story that contain /aw/.

Hazel the hawk never cooks her food;
instead she eats it raw.
And when she thinks of dinnertime
she caws: /aw/ /aw/ /aw/ /aw/.
Hazel the hawk likes rabbits and mice
and catches them with her claws.

Blending

provides strategies for figuring out unfamiliar words.

LESSON **2** DAY 4

Foundational Skills

Blending

ROUTINE 3 ROUTINE 4 ROUTINE 10 ROUTINE 11

USE Routine 3, the *Whole-Word Blending Routine*, and Routine 4, the *Blending Sentences Routine*, to blend the words and sentences. Use Routine 10, the *Closed Syllables Routine*, and Routine 11, the *Open Syllables Routine*, to blend the multisyllabic words.

Before blending the sentences, review the high-frequency words with students.

About the Words

- 1 Have students tell what they notice about the words in this line. *They all rhyme.* Have them identify the initial consonant in each word. *saw: s; jaw: j; raw: r; law: l*
- 2 Have students identify the consonant blend in each word. *draw: dr; claw: cl; crawl: cr; straw: str*
- 3-4 Have students identify the spelling of /aw/ in each word. *auto: au; sauce: au; paw: aw; fault: au; because: au; drawing: aw; saucer: au; awful: aw* Have students identify the syllables in each word on Line 4. *two*

Blending Sentences

Use the concept of words and sentences, have students identify the number of words in each sentence. *Sentence 1: seven words; Sentence 2: nine words*

Blending Oral Language

ePresentation

Blending

Words

1	saw	jaw	raw	law
2	draw	claw	crawl	straw
3	auto	sauce	paw	fault
4	because	drawing	saucer	awful

Blending

Sentences

- 1 Saul saw the hawk on the lawn.
- 2 Did you eat the food with the awful sauce?



Used in Grades 1–5, **Sound/Spelling Cards** help students relate sounds to letters.

Grade
2
&
Grade
3

Support and Reinforce the Foundation

In Grades 2 and 3, students build upon the strong foundation established in previous grades. They spend the majority of their reading block time developing vocabulary, comprehension, inquiry, and language arts skills. During these years, students focus on supporting and reinforcing key skills:

Oral Language Development

is provided through blending multisyllabic words and read aloud activities.

Fluency Skills

are expanded as students review and strengthen decoding and encoding skills to make them automatic.

Comprehension

guides students from decoding words to fluent reading, and teaches them how to use textual evidence to demonstrate understanding.

LESSON **4** DAY 2 Foundational Skills

Resources:

- Routine 9
- *Decodable Stories, Book 5, Story 4I*

Objectives: Students will

- build oral language skills.
- read a *Decodable Story*.
- build fluency.

Phonics and Decoding

/ōō/ spelled oo

Developing Oral Language

GIVE clues for words in the word lines and ask students to identify the correct word. Use the following examples:

- *I am used with cereal and soup.* **spoon**
- *It is nice to be in one of these on a hot day.* **pool**
- *I am nature's flashlight on a dark night.* **moonbeam**
- *When I'm in a group, I'm part of a flock or a gaggle.* **goose**

Fluency: Reading a Decodable Story ROUTINE 9

Book 5, Story 4I: Under the Moon

New High-Frequency Word: soon

Reviewed High-Frequency Words: are, your

USE Routine 9, the *Reading a Decodable Story Routine*, to have students read "Under the Moon." Tell students watch for the punctuation marks that will help guide them to read with expression.

Checking Comprehension

EL Have students respond to the following instructions and questions to check their understanding of the story. Tell students to point to their answers in the story.

1. Name two animals from the story and identify the sound each makes. **Possible Answer** A goose makes a honking sound, and a lion makes a roaring sound.
2. What animal can toot to the moon? **An elephant can toot to the moon.**
3. What animals might be on the roof? **A bunch of chipmunks or a flock of birds might be on the roof.**

Building Fluency

ti Build students' fluency by having them read "Under the Moon" with a partner. Have the partners reread the story aloud several times. Check students' reading for expression.

ePresentation

Decoding

Words

1 mood	doom	pool	loop
2 spoon	spool	stool	stoop
3 goose	loose	moose	choose
4 loophole	mushroom	moonbeam	foadstool

Decoding

Sentences

- 1 **Soon** we will choose a paint color for the spare bedroom.
- 2 The kangaroos got loose at the zoo!

Decodable Stories, Book 5

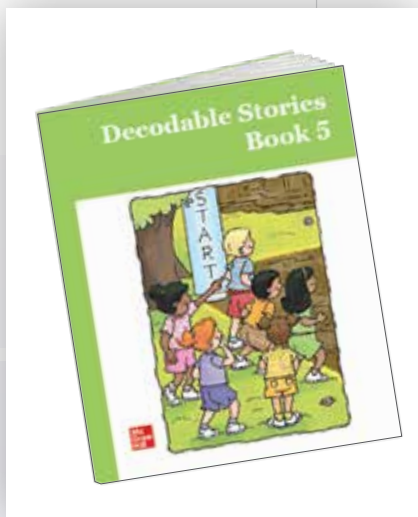
Under the Moon

English Learner

AND DECODING The *English Learner Teacher's Guide* provides more content for students during Workshop who need additional help with Foundational Skills.

Differentiated Instruction

AL PRACTICE DECODABLE For additional practice with the target sound/spellings in this lesson, have students read Story 4I: "Scooter and the Goose" from *Practice Decodable Stories* during Workshop.



Used in Grades K–3, **Pre-Decodable** and **Decodable Books** provide fluency practice through controlled, connected text.

Grade
4

&

Grade
5

Apply the Foundation

In Grades 4 and 5, the curriculum shifts its focus to word analysis. As students apply their word analysis skills, they're prepared to decipher new vocabulary, read more complex text, and make the transition from learning to read to reading to learn.

Morphology

- Identify root words, base words, and affixes
- Analyze these morphemes to determine word meaning
- Learn about how prefixes and suffixes can alter meanings of base words

Vocabulary

Vocabulary-focused activities help students use words and internalize their meanings.

LESSON **2** DAY 1 **Foundational Skills**

Resource: Routine 5

Objectives: Students will

- review words with the Latin Roots *loc* and *flect*.
- review words with the Greek Roots *cycl* and *phon*.
- build oral language skills.

Word Analysis

Latin Roots *loc*, *flect*; Greek Roots *cycl*, *phon*

Decoding 5

USE the ePresentation visual to display one word at a time for students to read. After students have read all four lines of words, display the sentences one at a time for students to practice reading words with the target concepts in context.

Remind students that many words in the English language are formed using Greek or Latin Roots. Roots are word parts that cannot stand on their own, but with the addition of affixes, endings, or additional roots, can form words. Knowing the meaning of these roots can help students decode and define unfamiliar words. Use Routine 5, the **Words with Prefixes and Suffixes Routine**, to discuss the words with students. Ask students to identify the common word part in Line 1. *loc*. Point out that *loc* is a Latin Root that means "place." Next, have students identify the common word part in Line 2. *flect*. Review that *flect* is a Latin Root that means "bend." Ask students to identify the common word part in Line 3. *cycl*. Point out that *cycl* is also a root, but originates from Greek. Ask students to tell what the root *cycl* means. *circle*, *ring*. Lastly, have students identify the common word part in Line 4. *phon*. Remind them that *phon* is also a Greek root. Have a volunteer say what *phon* means. *sound*. Tell students that although it is important to know what each Greek and Latin Root means, it is not important to know which roots are Greek and which roots are Latin.

About the Words

1 Latin Root *loc* Explain that the suffix *-ate* means "act on" or "cause to become." Using this information and the meaning of the root *loc*, have students define the word *locate*. *to act on a place*. Ask student what a more realistic definition for *locate* would be. **Possible Answer:** *to find*. Explain that using the base word in the definition will sometimes lead to an awkward definition. It is oftentimes helpful to redefine the base word as well. Then point out that the prefix *al-* is a form of the prefix *ad-*, which means "to" or "toward." Explain that when added to a root or base word that begins with *l*, the prefix *ad-* changes to *al-*. Then have students determine the meaning of *allocate*. *to place toward*. Ask student what a more realistic definition for *allocate* would be. **Possible Answer:** *to set aside for something specific*. Tell students that the prefixes *dis-* and *re-* mean "the opposite of" or "not" and "again," respectively, and have them define the last two words in the line. *dislocate—to not put into place, or to put out of place; relocate—to locate again*

Differentiated Instruction: Word Lines

AL APPROACHING LEVEL If students are having trouble reading a word, work with them during Workshop by having them write the words, drawing slashes to separate the root from the affix(es), and then discussing each part of the word.

OL ON LEVEL During Workshop, have students generate a list of things that can be *located*, *allocated*, *deflected*, and *reflected*.

BL BEYOND LEVEL During Workshop, have students choose ten words and write sentences to demonstrate their understanding of the definitions.

Teacher Tips

SYLLABICATION Remind students that most prefixes and suffixes add one or more syllables to the base word.

<i>lo/cate</i>	<i>al/lo/cate</i>	<i>dis/lo/cate</i>	<i>re/lo/cate</i>
<i>de/flect</i>	<i>re/flect</i>	<i>re/flect/tor</i>	<i>de/flect/a/ble</i>
<i>cy/cle</i>	<i>cy/clone</i>	<i>bi/cy/cle</i>	<i>re/cy/cle</i>
<i>mi/cro/phone</i>	<i>meg/a/phone</i>	<i>hom/o/phone</i>	<i>sym/phony</i>

PREFIX *ad-* In addition to *al-*, the prefix *ad-* often changes to such prefixes as *af-*, *ag-*, *ap-*, *as-*, an *at-*, depending on the first letter of the following base word or root. For example, *affluent*, *aggressive*, *apprehend*, *assorted*, and *attuned* have altered forms of the prefix *ad-*.

ePresentation

Decoding

Words

1 locate	allocate	dislocate	relocate
2 deflect	reflect	reflector	deflectable
3 cycle	cyclone	bicycle	recycle
4 microphone	megaphone	homophone	symphony

Decoding

Sentences

- 1 Stretching daily and exercising helps one become more flexible.
- 2 When I take my dog on a walk, the other dogs in the neighborhood begin a cacophony of barking.

Lesson 2 • Day 1



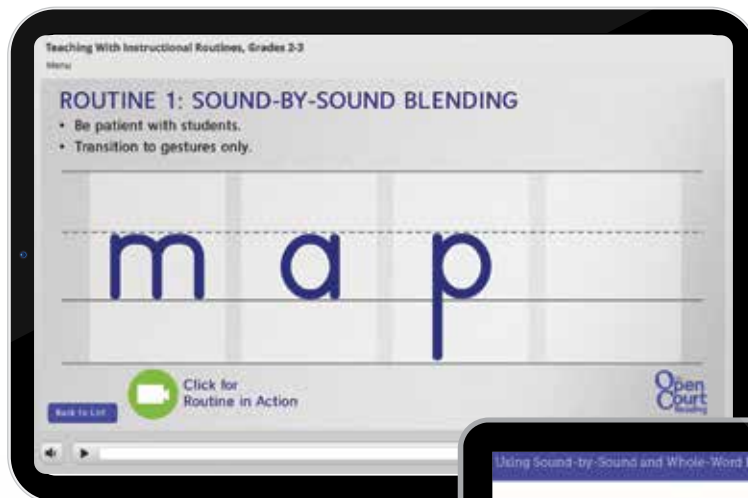
For Grade 4–5 students, a more mature version of **Sound/Spelling Cards** provide extra support with phonics and mapping sounds to spellings.

Empowering You to Make Research Actionable

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