Leading the Way to Literacy Success

Grades K-5
Leading the Way to Literacy Success

Bright futures begin with literacy

SRA Open Court Reading provides educators with the tools to build strong readers, writers, and thinkers from early emerging to fluent, from those who struggle to those who need a challenge. A curriculum you can trust, SRA Open Court Reading delivers a legacy of success spanning over 50 years, and continues to evolve to meet the needs of today’s students and teachers.

This program gives educators:

• A blueprint for success

  SRA Open Court Reading is built upon 50 years of research. The program is regularly updated based on the latest research to better serve the needs of today’s students and teachers. Unmatched professional development and partnerships keep it relevant to the needs of today’s classrooms.

• Systematic teaching, systematic learning

  The backbone of SRA Open Court Reading is its carefully crafted instructional plan. Systematic and explicit instruction, along with all-important instructional routines, ensures confidence and growth for students and teachers alike.

• Resources for reaching every learner

  SRA Open Court Reading provides a range of differentiation options for extending literacy achievement to all students, including at-risk students and English Learners.

Access literacy any way you like.
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Program History and Efficacy

Results You Can’t Deny and Research to Back Them Up

Every aspect of Open Court Reading is powered and supported by more than 50 years of independent research. Open Court Reading is effective because it reinforces student learning through systematic, explicit instruction. Teacher-informed, research-validated teaching and learning strategies create undeniable results for every learner. The success of this literacy program 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

Research-driven growth and change

Research has always been an integral part of Open Court Reading. When initial research revealed that early, explicit phonics instruction was crucial for early reading proficiency, the authors made it a cornerstone of their program by creating Sound/Spelling Cards, developing explicit instruction, and providing scaffolding throughout. Current research still drives all parts of instruction in the program, such as the development of digital instruction and support for English Learners.

Looking towards the future

Open Court Reading continues to evolve in response to new technology, teacher feedback, and the latest relevant research. It continues to create documented success in a diverse range of schools, districts, and student populations.

Comprehensive reports from national education experts support the strategies and instructional models used in Open Court Reading.
Open Court Reading passes the test

The instructional sequence in Open Court Reading is research validated as well as research based. For example, in the McRae Report—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.

![Bar chart showing reading gains](chart.png)
Professional Development

You’ve Got a Champion in Your Corner

With Open Court Reading, you get more than just a highly effective reading curriculum. You get an experienced partner committed to your students’ success and your growth as an educator. You also receive a wide range of resources to ensure your success from program implementation onward.

The support you need, anytime you need it

In-depth online professional learning

Open Court Reading teachers enjoy the online Professional Learning Environment (PLE), giving them one-click access to:

• Quick-Start and Implementation Courses
• A Resource Library
• Interactive eLearning Modules

Resource Library

• Model classroom instruction videos
• White papers, best practice documents, and instructional support PDFs
• Tech-help videos

Implementation Course

• Grade level-specific learning tracks provide targeted training and support
• Model videos, interactive eLearning modules, and PDFs support program content knowledge
• Topics support teaching with instructional routines, program foundations, understanding of materials, and the use of data and assessment
• Successful course completion translates to professional development hours
Targeted online lesson support

*Open Court Reading* online resources include lesson plans with point-of-use “Show Me How” coaching videos produced by literacy experts.

- Embedded in the online Teacher’s Edition
- More than 700 "Show Me How" videos, including an English Learner support strand
- Engaging, just-in-time professional learning
- Grade level-specific tips, modeled instruction, and content support

Administrator support

- Includes implementation resources such as checklists, walkthrough documents, and support for the home-to-school connection
- Pedagogical background is available for deeper support of Reading Coaches or Literacy Curriculum Leads involved in program implementation

Additional options

In addition to our online resources, we offer customized in-person trainings led by dedicated program curriculum specialists. To learn about these options, contact your sales representative.
**Instructional Emphasis**

**Purposeful Teaching That Ensures Learning**

- **Systematic and explicit instruction** helps build students’ abilities through a logical progression of skills.
- **Spiral curriculum** helps teachers introduce new skills while reinforcing previously taught skills.
- **Core concepts and skills** are reinforced at every level to provide scaffolding for students in all areas.

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**Instructional Emphasis Chart**

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<thead>
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<th>Grade</th>
<th>Letter Recognition</th>
<th>Print / Book Awareness</th>
<th>Phonological and Phonemic Awareness</th>
<th>Phonics and Fluency</th>
<th>Vocabulary and Comprehension</th>
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<td>1</td>
<td>Letter / Book / Print Awareness</td>
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<td>Phonics and Fluency</td>
<td>Vocabulary and Comprehension</td>
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<td>Phonics / Word Analysis</td>
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Themes

Unit Themes That Students Can’t Resist

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<th>Character</th>
<th>Changes</th>
<th>Communities</th>
<th>Life Science</th>
<th>Government</th>
<th>Creativity</th>
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<tr>
<td>K Off to School</td>
<td>K Let’s Be Kind</td>
<td>K What’s the Weather?</td>
<td>K Pushes and Pulls</td>
<td>K Home, Sweet Home</td>
<td>K Our Country, Our Cultures</td>
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<td>1 Back to School</td>
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<td>1 Science Cycles</td>
<td>1 Light and Sound</td>
<td>1 Around Our Town</td>
<td>1 Around Our World</td>
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<tr>
<td>2 Teamwork</td>
<td>2 Earth in Action</td>
<td>2 My Community at Work</td>
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<tr>
<td>3 Respect</td>
<td>3 Extreme Weather</td>
<td>3 A Changing Nation</td>
<td>3 Animals and Their Habitats</td>
<td>3 Government at Work</td>
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</tr>
<tr>
<td>4 Making a Difference</td>
<td>4 Science Fair</td>
<td>4 Our Heritage, Our History</td>
<td>4 Adaptations in Action</td>
<td>4 National Treasures</td>
<td>4 Literature Meets Art</td>
</tr>
<tr>
<td>5 Perseverance</td>
<td>5 Cycles</td>
<td>5 Celebrating World Communities</td>
<td>5 Our Planet, Our Home</td>
<td>5 Making a Nation</td>
<td>5 Art and Impact</td>
</tr>
</tbody>
</table>

Open Court Reading contains a diverse collection of fiction and nonfiction reading selections, including novels, essays, poems, songs, and articles. It’s a collection designed to challenge students and, yet, engage and inspire them to become independent, self-directed readers.

Each unit is built around a theme students use as a foundation for connecting ideas and building new ways of thinking. The focus of the theme varies across units to include cross-curricular topics as well as social topics students can relate to.
Lessons are divided into three main parts:

**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** contains the writing process; penmanship; grammar, usage, and mechanics; and spelling instruction for the program.

All three parts are enhanced and supported by a range of differentiation resources for English Learners and students at all ability levels. This carefully crafted instructional plan is the backbone of *Open Court Reading*.

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### Unit 4: Plants and Animals

#### DAY 1

**Foundational Skills**
- Resources:
  - Decodable Stories, Book 5, Story 41
  - Routines A, B, and C

**Reading and Responding**
- Resources:
  - Routines 7, 8, 9, 10

**Language Arts**
- Resources:

**Workshop**
- eGames
  - EL Photo Library Cards
  - English Learner Teacher's Guide
  - Intervention Support
  - Intervention Teacher's Guide

**Monitor Progress**
- eGames
  - Lessons and Self Assessment 2, pp. 20–35
  - Skills Practice 2, pp. 37–39, 43–50, 52–54

**DAY 2**

**Foundational Skills**
- Resources:
  - Decodable Stories, Book 5, Story 41

**Reading and Responding**
- Resources:
  - Routines A, 11, 13, and 14

**Language Arts**
- Resources:

**Workshop**
- Resources:
  - eGames
  - EL Photo Library Cards
  - English Learner Teacher's Guide
  - Intervention Support
  - Intervention Teacher's Guide

**Monitor Progress**
- eGames
  - Lessons and Self Assessment 2, pp. 20–35
  - Skills Practice 2, pp. 37–39, 43–50, 52–54

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  - Access Complex Text
    - Classify and Categorize, p. T236
    - Theme Connection, p. T237
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    - Classify and Categorize, p. T246
    - Theme Connection, p. T247
    - Read the Poem, pp. T248-T249
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    - Fluency, p. T251
    - Inquiry, p. T251
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    - Grammar, Usage, and Mechanics
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  - Comprehension Strategies
    - Review, pp. T260-T261
  - Access Complex Text
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  - Fluency, p. T261
  - Writing
    - Writing to Inform, pp. T262-T263
    - Grammar, Usage, and Mechanics, p. T264
    - Punctuation
      - Capital Letters A, M, and N, p. T265
  - Differentiated Instruction
    - English Language Learners, p. T264

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### Workshop

**Daily time set aside for small-group instruction and differentiation**

- The **English Learner Teacher’s Guide**, available in print and digital formats, supports students at four levels of English language proficiency.

- The **Intervention Teacher’s Guide**, also available in print and digital formats, provides extra support and practice in the skills and strategies students have learned during whole-group instruction. Teachers may use it in a single, separate intervention session or for small-group or individual instruction during Workshop.

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**Formal and informal assessments** keep teachers aware of the knowledge students are retaining. Assessment opportunities are woven throughout to keep all students’ learning on track.


Foundational Skills

Preparing the Foundation for Literacy

Foundational Skills, Grade K

In grade K, students develop phonemic awareness and learn about concepts of print as well as sounds, letters, and the alphabetic principle.

Phonemic Awareness activities

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

Oral Blending & Segmentation

Demonstrates how to take words apart and put them back together with brief, teacher-directed exercises.

Alphabetic Principle

Introduces the relationship between letters and sounds with collaborative classroom activities.

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 11 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.

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/ /kw/ /kw/ /kw/ /kw/ /kw/ /kw/ /kw/ /kw/ /kw/ /kw/ /kw/ /kw/ when they hear the sound.

Listening for /kw/

Differentiated Instruction: Letter Sound Recognition

Teacher Tip

ALPHABET REVIEW Have students play the Before and After game. Have them sit in a circle. Place in the center of the circle a set of Letter Cards facedown in random order. Tell students to take turns choosing a card and saying the name of the letter. After the letter is named, say before or after, and have the student name the letter that comes in the alphabet before or after the one he or she chose.

EL Organize the students in small groups. Tell students to take turns listening for /kw/ as you read the word pairs. Point to the letters and segment the words as you read each word pair. Then have students point to the correct word.

EL Differentiate the sound of Qq. Have students come up with words and tell you whether or not the word begins with /kw/.

Differentiated Instruction

Tips for differentiated instruction appear at point of use throughout each Teacher’s Edition. More in-depth instruction for both Approaching Level students and English Learners appears online.
LESSON 2

Phonics and Decoding
/aw/ spelled aw

Introduce the Sound/Spelling

DISPLAY Sound/Spelling Card 43—Hawk. Review /aw/ spelled aw. Use Routine 1, the Introducing Sounds and Spelling Routine, to introduce /aw/ spelled aw. Reread the Hawk story, and have students clap when they hear words that contain /aw/.

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

I'm thinking of a large bird. (hawk);
I'm thinking of something you use to cut wood. (saw);
I'm thinking of something you use to clean a plate. (sauce);
I'm thinking of a large bird. (hawk).

Hazel the hawk likes rabbits and mice
and catches them with her claws.

Phonics

Students learn to relate sounds to letters in a systematic and explicit manner using 44 Sound/Spelling Cards. Students also learn to associate each Sound/Spelling Card with a particular action. This action-sound association is introduced through a short, interactive poem at point of use in the lesson.

Blending

Blending provides students with strategies for reading unfamiliar words. Students apply their knowledge of sounds and spellings to blend and read the words.

About the Words

1. Have students fill in what they notice about the words in this line. They rhyme. How have they identified the initial consonant in each word? bow, jaw, law, claw, haw, how
2. Have students identify the consonant blend in each word. draw, claw, draw, draw
3. Have students identify the spelling of /aw/ in each word. auto, sauce, paws, paw
4. Have students identify the number of syllables in each word on Line 4. haw

About the Sentences

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

Routines

Routines are included at point of use, making lessons easy to teach.
Foundational Skills

Supporting and Reinforcing the Foundations of Literacy

Foundational Skills, Grades 2–3

In grade 2, students expand their fluency skills and continue to learn the mechanics of written language. In grade 3, they review decoding and encoding skills to make them automatic and improve fluency.

Oral Language

In grades 2–3, students get daily opportunities for oral language development by:

• Blending multisyllabic words on the word lines in phonics or word analysis
• Participating in the oral language activities
• Reading aloud the Decodable Books
• Reading aloud the fluency passages in the Skills Practice Book

Fluency

Open Court Reading foundational skills instruction:

• Contains text characteristics that support fluency
• Models fluent reading techniques through the use of online Decodable Books
• Provides regular opportunities for fluency practice

Decodable Books

• Each story supports instruction in new phonics elements and incorporates previously taught elements and high frequency words.

Resources:
• Routine 9
• Decodable Stories, Book 5, Story 41

Objectives:
Students will
• build oral language skills
• read a Decodable Story
• build fluency.

Phonics and Decoding

/oo/ 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

Book 5, Story 41: 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

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

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.

English Learner

Phonics and Decoding: The English Learner Teacher’s Guide provides more reinforcement for students during Workshop who need additional help with Foundational Skills.

Differentiated

In this lesson, have students read Decodable Stories during the
Lesson T226

Skills reinforcement for students during Workshop who need additional help with Foundational Phonics and Decoding

Tell students watch for the punctuation marks that will help guide them to read with expression.

- Reread the story aloud several times. Check students' reading for expression.
- 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.

New High-Frequency Word:

Under the Moon

Objectives:

- Build fluency.
- Read a Decodable Story.

Decodable Stories, Book 5

Presentation

Decoding

Words:

1. mood doom pool leap
2. spoon skip solt oat nap
3. goose loose mouse choose
4. loophole mushroom moonbeam headfoil

Sentences:

1. Since we will choose a paint color for the spare bedroom...
2. The kangaroo got loose at the zoo!

Under the Moon

Day 1

Comprehension

As students move from decoding words to reading sentences fluently, they must be able to understand what they read. Instruction in the Decodable Takehome Books emphasizes that students are expected to understand what they are reading by pointing out where in the text they can find answers to comprehension questions.

Checking Comprehension

Check students' comprehension by asking them the questions that follow pertaining to "Bats." Students should find the place in the book that supports their answer and read it aloud.

1. Where might you find a sleeping bat? Bats sleep in barns, in caves, in trees, or under bridges.
2. How are bats different from birds? They are mammals, so they have fur, are born alive, and give milk to their babies.

Building Fluency

- Build students' fluency by having them read "Bats" with a partner. Have the partners reread the story aloud several times. Check students' fluency as they partner read to ensure they are reading the story quickly, accurately, and with expression.

- Review with students that fluent reading comes from automatic word recognition, or automaticity. Automaticity allows students to focus on understanding what they read instead of focusing on the process of decoding words. When readers read with automaticity, their rapid decoding of words seems automatic. This quick word recognition allows readers to gain more meaning from the text. Have students practice fluency and automaticity as they read and reread the text.

Dictation

In grades 2–3, dictation continues as part of the instruction, giving students the opportunity to learn not only how to spell certain words, but to become lifelong spellers. Open Court Reading uses sound-in-sequence dictation which, used in conjunction with the Sound/Spelling Cards, shows students how to spell, sound by sound.

Teachers can model breaking down a word by sounds and support each spelling choice with a Sound/Spelling Card.
Applying Foundational Skills

Reading to Learn

Foundational Skills, Grades 4–5

By grades 4 and 5, the focus shifts to Word Analysis. Students learn to identify roots, base words and affixes and learn to analyze these to determine word meanings. As students apply their word analysis skills, they are prepared to figure out new vocabulary and are ready to read more complex texts, making the transition from learning to read to reading to learn.

Word Analysis

Students must be able to decode words in order to apply other reading strategies and comprehend what they learn. For many students it is critical that they are taught decoding strategies explicitly and systematically. These strategies include:

- Recognizing prefixes and suffixes to help unlock the meanings of many new words
- Learning about base words and how prefixes and suffixes can alter the meaning
- Practicing decoding skills to help develop automaticity

About the Sentences

1-2 Latin Root loc, Greek Root phon Have students identify the words with the target concepts in the sentences. Flexible and cacophony Explain that the root like is a variant of flack that students sometimes use and the suffix -ske. The -able means “able to be.” Have students use context to help them define these words. Flexible—able to be bent; cacophony—bad sounds that sound bad. Have students determine the meaning of the prefix like -based on the meaning of the root like. Like—means “to” or “toward.”

Developing Oral Language

Students choose a word from the word bank and give clues about the word for other students to guess. Possible Answers: Ad—in thinking of a word that describes words that have the same sound. Which word am I thinking of? Answer—homophone. Ad—in thinking of a word that describes words that have the same meaning. Which word am I thinking of? Answer—antonym. Ad—in thinking of a word that describes words that have the opposite sound. Which word am I thinking of? Answer—pantomime. Ad—in thinking of a word that describes words that have the same meaning. Which word am I thinking of? Answer—antonym. Ad—in thinking of a word that describes words that have the opposite meaning. Which word am I thinking of? Answer—pantomime.

Ask students to look at the words in Line 2 and 3 and tell how the spellings of all the words are the same in each line. Possible Answer: In Line 2, all the words include the letters cyc, except in the word cyclone, where the spelling is cyc. In Line 3, all the words include the letters cyc, except in the word cyclical, where the base letter is cy.

Have students choose a word from the word list, write it on a piece of paper, and then look up the definition in the dictionary. Encourage them to compare the definitions discussed as a group with the definition found in the dictionary. Then have students use their word in a sentence. Possible Answer: re-locate—class definition: to locate again, dictionary definition: to locate again, synonym definition: The class had to relocate after a flood spreading in the radiator. Megaphone—class definition: great sound, dictionary definition: a cone-shaped instrument that increases volume of one’s voice. The performer used a megaphone so that everybody in the concert hall could hear him.
Developing Oral Language

Oral language skills help students build on their literacy development. Students learn to play with language verbally, hearing how parts of words come together to form new words. As students make meaning of word parts, they understand more fully what they read and become better able to communicate it in oral or written form. Daily practice in oral language is critical for students, particularly English Learners.

Developing Oral Language

ASK students to identify and define prefixes and suffixes found in Line 1. Then have them explain how each affix helps them understand the meaning of the word. 

**distracted**—The prefix dis- means “not;” which helps me understand that distracted means “not focused.”

**attentive**—The suffix -ive means “likely to” or “doing,” which helps me understand that attentive means “likely to attend or pay attention.”

**observant**—The suffix -ant means “performing or being inclined to a specified action,” which helps me understand that observant means “inclined to observe.”

Point out that the word *extracts* in Sentence 1 is a homograph. Have students give two pronunciations and definitions for *extract* and create separate sentences for each meaning of the word.

**Possible Answers:** 
/ek-ˈstrakt/ “to pull or take out;” Miners extract precious gems from the earth’s crust.
/ˈek-strakt/ “a concentrated form of a substance;” The cookie recipe calls for one teaspoon of vanilla extract.

Have students identify synonyms for distracted and contradict. **Possible Answers:** 
*distracted*—unfocused, preoccupied, inattentive; 
*contradict*—deny, oppose, dispute
Launching Unit Theme

Themes Tie It All Together

In *Open Court Reading*, instruction is organized into units, each of which revolves around a central theme. Unit Themes recur and evolve across grade levels, introducing more rigorous skills and deepening students’ subject-area knowledge.

- **The Unit Theme** provides context for each unit lesson.
- **Big Ideas** are questions that students keep in mind as they explore the unit themes, helping them make critical connections.
- **Theme Connections** questions and photos in the Big Books and the Student Anthology Unit Overviews help students think about and discuss how the theme relates to the real world.

Learning that Begins with a “Why?”

*Open Court Reading* has a strong inquiry strand that helps students become involved in and excited about research and investigation. Inquiry is designed to help students:

- Deepen their comprehension by applying the skills they are learning to texts and activities of their choice
- Synthesize and organize their thoughts
- Determine how best to research and present their findings to the class
- Become more independent and responsible about their time and effort
- Work effectively in collaborative groups
 constantly, reflecting the developing and changing interests of the class.

The Concept/Question Board

The Concept/Question Board is an integral part of the inquiry process and the Open Court Reading learning environment. It’s a place where students can share their growing understanding of the Unit Theme with their classmates by posting newspaper and magazine articles, photographs, information from the Web, and other materials. Students use the Concept/Question Board to:

- Identify common interests that form the basis of collaborative research groups
- Post questions that arise through independent reading
- Learn the value of questioning as a means of building knowledge
Open Court Reading takes a systematic approach to teaching comprehension. Materials, lesson structure, and teaching techniques work together to make students adept at gaining meaning from text.

Each unit begins with a Teacher Read Aloud. These Read Alouds introduce the unit theme, build background knowledge and comprehension, and provide students with models of reading fluency.

Throughout each unit, selections in a variety of genres are designed to be read twice—on a First Read and then a Second Close Read.

- The First Read teaches comprehension strategies, focusing on what the text says.
- The Second Read focuses on close reading skills such as Accessing Complex Text Skills and Writer’s Craft.

At the end of every unit, there’s a longer reading selection that enables students to apply everything they’ve learned in the unit. The selection’s length and complexity also helps students develop the stamina for advanced skill building and meeting various literacy requirements.
**Seeds of Change**  
**LESSON 4**

**Comprehension Strategy**

**Clarifying**

**TEACHER MODEL:** When Wangari Maathai went back to Kenya, it seems she found a very different country. I'm going to reread these paragraphs so that I can fully understand what was happening in Wangari Maathai's country. I might need to use an outside resource to clarify some of these terms as well. For example, finding the term plantation in the dictionary tells me that this is a large farm on which crops are grown by people who live there. Now I understand how devastating the rise in plantations was. The farmers would have needed to clear so much land.

Imagine all the trees that were cut down. Rereading has also helped me understand why changing tree laws would lead to starvation. The trees' roots held the soil in place for growing crops. Without the roots, the soil washed away and planting was impossible.

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**First Read**

On the first read, teachers "think out loud" to demonstrate the process of making sense of text. Using a gradual release of responsibility model, teachers step back as the year progresses and prompt students to use comprehension strategies more autonomously. By the end of the year, students use a range of comprehension strategies with little prompting from the teacher.
Reading and Responding

Look Deeper, Think Again

Close Read

During the second read, students focus on close reading skills, such as accessing complex text in order to understand text organization, author intent, and perspective. They do this by developing and mastering concepts such as:

- Cause and Effect
- Fact and Opinion
- Main Idea and Details
- Sequence
- Classify and Categorize
- Compare and Contrast
Reading with a Writer’s Eye

As students build comprehension skills and dig deeper into unit selections, they explore the techniques and features the authors use to make their writing interesting. These include elements such as:

- Plot
- Setting
- Character
- Structure

Writer’s Craft calls attention to these elements, and students then learn to incorporate these techniques in their own writing.

After the second read of a selection, students use Science or Social Studies Connections to:

- Expand their subject-area knowledge
- Extend their vocabularies
- Engage in opportunities for online research
- Practice using text features such as captions and diagrams
Reading and Responding

Go Further with Vocabulary

With Open Court Reading, students develop, practice, and deepen their vocabulary knowledge through a five-step process. Words are introduced in the context of one reading selection and are then presented again in other contexts to give students a multi-dimensional understanding of their meanings.

The Vocabulary Process

1. Develop
   - Display the vocabulary words, pronunciations, and parts of speech.
   - Discuss the definition of each vocabulary word.
   - Have students verify the meaning of the word by looking at its parts or considering the context of the selection.

2. Practice
   - As a class, review the selection vocabulary words by completing the vocabulary activity orally.
   - Have students fill out the vocabulary Skills Practice pages individually.
3. Apply

- Have students read the vocabulary story in their Student Anthologies in grades 1–3 or in Skills Practice in grades 4–5.
- Review the selection vocabulary words and discuss the new forms of the words and any meanings that may have changed.
- Discuss the concept vocabulary word and its connection to the theme.

4. Extend

- Have students turn to the second page of the Apply Vocabulary spread in their Student Anthologies or Skills Practice.
- Tell students to follow the directions for the Extend Vocabulary activity.
- After each student has completed the activity, continue the activity as a class using the content provided in the Teacher's Edition.

5. Review

- Complete the vocabulary activity to help students review the words.
- Provide examples and clarification as needed.
Language Arts

Turn Readers into Fluent Storytellers

In grade K of Open Court Reading, students start building the skills that make effective writing possible: penmanship; story crafting; and grammar, usage, and mechanics.

Language arts instruction in grades 1–3 challenges students to practice these skills and develop others by writing in various genres. Students also gain experience in all aspects of the writing process. In grades 4 and 5, students write in response to texts, while honing their skills in writing to a variety of different genres, as well as editing and revising.

Open Court Reading exposes students to a variety of genres, including:

- Opinion pieces
- Informational texts
- Narratives
- Poetry

Writing instruction occurs in three phases:
1. The teacher models each writing task.
2. The teacher helps the whole class create a collaborative piece of writing.
3. Students then write pieces independently.

A Weekly Writing Checklist for each assignment gives students an easy way to make sure they have incorporated all the writing strategies and grammar skills taught that week.

RESPONSE TO NONFICTION

PREWRITING

Instruct—Identify Main Ideas and Details

TELL  students their next writing assignment will be to write a response to a nonfiction selection from Units 1–4 of the Student Anthology. Explain that a response to nonfiction is a type of informational writing that tells the reader about the main ideas and details from another text. Students will need to read a nonfiction text of their choosing, take notes about the text’s main ideas and supporting details, and then organize the information into a written response.

Explain a response to nonfiction is a summary of information that was presented in another text. Tell students summaries can be helpful learning tools, because the writer must clearly understand the main ideas and details in order to write about them for others. The summary is then available as a quick reference for information that might be needed later.

Remind students a TIDE graphic organizer is a good tool to use for planning informational writing. Display a blank TIDE graphic organizer, and review how it is used to plan informational writing. Ask volunteers to describe each section. The T is where you write the topic. ID is where you write the important details that need to be included. E is where you write an ending that summarizes the topic and details. Tell students they will use a TIDE graphic organizer to plan their responses to nonfiction.
Students build on and refine their grammar, usage, and mechanics skills to improve their writing, as well as skills in editing and revising to improve their work.

Spelling instruction is especially effective because it is directly connected to the skills taught either in Phonics and or in Word Analysis.
Measure Their Learning, Adjust Your Teaching to Fit

The *Open Court Reading* assessment cycle starts with Diagnostic Assessments to screen students at the beginning of the year. It continues lesson by lesson, with built-in tools for progress monitoring and differentiation. Lesson Assessments follow every lesson, and every unit concludes with a Unit Assessment. Benchmark Assessments are available for monitoring student progress periodically throughout the year. This data helps teachers identify which skills need to be re-taught for each individual student.

**Assessment is an ongoing cycle.**

1. **Screen**
   Administer the Diagnostic Assessment to students entering class after the school year has begun to identify those who are at risk for reading failure.

2. **Diagnose and Differentiate**
   Diagnose students’ strengths and weaknesses, and differentiate instruction according to their abilities.

3. **Monitor Progress**
   Monitor progress weekly, monthly, or anytime as needed with formative assessments. Group students based on these formative assessment results.

   - **FORMAL ASSESSMENT**
     - Lesson and Unit Assessments
     - Benchmark Assessments
     - Writing Rubrics

   - **INFORMAL ASSESSMENT**
     - Skills Practice
     - Comprehension Rubrics
     - Listening and Speaking Rubrics
     - Inquiry Rubrics

4. **Measure Outcomes**
   Assess student understanding and measure outcomes by using results from the Lesson and Unit Assessments or Benchmark Assessments.
Open Court Reading Online Assessments

- Teachers can preview and assign assessments to students directly from the Open Court Reading Online Assessment page.
- Select a pre-built assessment from the Test Library or create your own test items.
- Assign assessments directly to one student or the whole class.
- Students can see their assigned assessments on their Assessment Menu screen and work through the questions at their own pace.
- Scores of completed assessments appear in the teacher’s Assigned Tests view.
Differentiated Instruction

**Literacy Instruction for Every Student**

*Open Court Reading* provides the time and resources to meet the individual needs of every student in your classroom. Time is allotted every day for small-group and differentiated instruction—a time known as Workshop.

During Workshop, individuals or a small group of students work with the teacher, while other students might be practicing and reviewing skills using either print or digital materials. During this time, students develop their ability to listen, build fluency, read a wide range of other materials, write, or engage in inquiry activities.
Support for English Learners

With *Open Court Reading*, teachers have a wide range of resources for helping English Learners quickly achieve vocabulary and skills for social, community, and classroom interaction.

English Learner instruction tips can be found in the Teacher’s Edition, as well as different levels of support in the online Resource Library.

**English Language Development Kit**

The *English Language Development Kit* provides resources for grades K–5, including engaging tools to help students attain English proficiency while learning new academic skills and content.

Students have opportunities for English language production and peer interaction. These resources are perfect for individual, small-group, or whole-group instruction. Each kit includes:

- Newcomer’s English Language Development Blackline Masters
- Newcomer’s English Language Development Teacher’s Edition
- Teacher’s Resource Book
- Oral Language Development Cards
- Photo Flash Cards
- Sound/Spelling Cards
- Board Games (game mats, game cards, game pieces)
- Individual Handheld Mirrors

**Support for intervention**

Intervention support in *Open Court Reading* includes the following in both print and online:

- Differentiated Instruction tips in the Teacher’s Edition
- Intervention Teacher’s Guide
- Intervention Support Blackline Masters provides additional practice for students needing remediation
Teacher Materials

**Teach with Passion**

**Teacher's Edition**

The Teacher’s Editions provide a full year of research-validated, explicit instruction, and differentiated support. Teacher’s Editions are available in both print and digital formats.

The online Teacher’s Edition includes features such as built in Professional Development, with point-of-use “Show Me How” videos. These short videos offer additional tips and strategies for implementing *Open Court Reading* in the classroom.

**Benchmark Assessment**

Determine whether students are meeting the grade-level objectives in foundational skills, comprehension, and grammar. These assessments are designed to be administered three times during the school year.

**Digital Only Teacher Resources**

- Home Connections
- Challenge Novel Activities
Strong Foundations for Strong Readers

Foundational Skills Kit
Behind every strong reader are strong foundational skills. These skills give readers the ability to read and comprehend texts across a variety of genres. Essential skills for beginning readers include phonemic awareness, phonics skills, decoding, fluency, and word analysis. The core components of Open Court Reading Foundational Skills Kits, for grades K–3, are research-based and designed to ensure successful mastery of these critical skills. For over 50 years, Open Court’s research-based and research-tested foundational skills have been the key to countless successful readers!

Word Analysis Kit
In grades 4 and 5, students transition from learning to read to reading to learn. These grade levels experience a shift from foundational skills to a greater focus on word analysis and reading more complex texts. Students learn to break words down into their smallest units of meaning, or morphemes, which can later be used to unlock the meanings of new words and build vocabulary. With these skills, students are better equipped to tackle more complex literary and informational texts as independent readers.
Student Materials

Components with a Purpose

Pre-Decodables and Decodables
Use pre-decodable stories to teach grade K students about book and print concepts as they practice reading essential high-frequency words. At every grade level, core decodable stories provide fluency practice through controlled, connected text.

Big Books/Little Books
This collection is designed to engage beginning readers. Large-format print books include unit Big Books, alphabet and rhyme Big Books, and subject-area Big Books. Many of these are also available in a format made for little hands.

First Reader
Nonconsumable readers promote independent reading and whole-group instruction. Print versions have soft covers that are perfect for small hands.

Student Anthologies
The anthologies expose students to a variety of narrative and informative texts and teach concepts such as key ideas and details, the craft of writing, and the integration of background knowledge and ideas. Audio adds fluency and vocabulary support to the digital versions.
Lesson and Unit Assessment Blackline Masters
Use these curriculum-based resources to measure students’ learning in key instructional areas and to plan differentiated instruction.

Skills Practice Workbooks
With two volumes per grade level, these workbooks provide opportunities for students to practice phonics; vocabulary; spelling; grammar, usage, and mechanics; and writing.

Language Arts Handbook
For grades 2–5, these handbooks provide developing readers and writers with models for writing, grammar, and mechanics. Used as part of a writing lesson, this reference helps students develop and check critical language arts skills.

Digital Only Resources
- eGames
- eActivities
Blended Learning

**Blended Learning at Its Best**

Blended learning, the art of using both print and digital media in the classroom, is proving to be transformative in the learning process. The benefits of blended learning range from improved efficiency in the classroom to personalized learning where students can learn at their own pace. Furthermore, blended learning provides timely and meaningful student data so both you and your students can respond quickly to gaps in learning.

All instruction in the print components of *Open Court Reading* is available digitally. Digital-only resources include eGames and eActivities, along with interactive LearnSmart activities.
Engage All Students in Active Learning with Both Print and Digital Components

Digital resources include eBooks, games, videos, and more to promote learning and engage students.

Practice: Identify Author’s Purpose and Classifying

Reading and Responding eActivity

Student Anthology

Digital Sound/Spelling Card

Core Decodable Book
A blueprint for success
*Open Court Reading* is built upon and refined and proven effective by 50 years of research. Unmatched professional development and the partnership between teachers and McGraw-Hill Education keep it relevant.

Systematic teaching, systematic learning
The backbone of *Open Court Reading*—its carefully crafted instructional plan—ensures confidence and growth for students and teachers alike.

Reaching every learner
*Open Court Reading* provides a range of differentiation options for extending literacy achievements to all students, including at-risk and English Learners.

Program components
Access literacy any way you like—*Open Court Reading* provides the resources, activities, and materials teachers need to reach and engage every learner at every level.
Every day we apply learning science to engage students, empower educators, and improve outcomes.

At McGraw-Hill Education, we believe that by harnessing technology and applying what we know about learning science, we can enhance learning and create powerful personalized learning experiences. We can play an integral role, alongside educators, schools, universities and a wide range of educational institutions, in helping students learn better and achieve more.

We believe our contribution to creating a brighter future lies with our deep understanding of how learning happens and how the mind develops. Based on this, we develop methods to make the learning process more effective, and we apply all of this to creating digital and print solutions that empower educators and propel learners on a path toward success.

Open Court Reading was built on research and how children learn best. As part of the McGraw-Hill Education family of products, the science of learning continues to drive the evolution of Open Court to meet the needs of today’s students and teachers.

McGraw-Hill Education is your partner in teaching today’s students and we have a team ready to help you be successful.
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