Research in Action
The Science of Reading in Open Court Reading
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The Science of Reading in *Open Court Reading*

*SRA Open Court Reading* is a reading and language arts curriculum built upon decades of research, field testing, and time-tested instructional models. The authors, who are educators and researchers, have updated the program to include the latest research findings about the most effective ways to teach children to read and write. *Open Court Reading* is founded upon a commitment to research balanced with teacher input. Key instructional areas build across grade levels to ensure students become confident and effective readers by the end of grade 3.

*Open Court Reading* has had a long and successful history of teaching critical foundational skills using research-based materials that integrate findings from learning theory and cognitive science, also known as The Science of Reading, as well as literacy development and teacher expertise. Equally as important, these skills have always been an integral part of a comprehensive language arts curriculum.

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Print and Book Awareness
Setting the Stage for Knowledge Acquisition

Print awareness is the understanding of the forms, functions, and purposes of print. Developing print awareness involves learning that the letters of our alphabet are used to form words and that the order of letters impacts the meanings of the words they form.

Book awareness involves understanding there are reasons print is arranged in a certain way.

What research tells us:
The National Early Literacy Panel (NELP), which provides a synthesis of the research on early literacy development, identified the link between specific early literacy skills and later success in reading and writing (2008).

What SRA Open Court Reading does:
Throughout grade K and through the beginning of grade 1, Open Court Reading teaches a progression of print and book applications, such as:
- Learning the alphabet.
- Forming letters.
- Learning to write their names.
- Understanding that the 26 letters of the alphabet can be used to write any word we can say.
- Recognizing that the order of letters in words does matter.
- Reading from top to bottom left to right.
- Recognizing sentences and their elements: words, spaces and

Teacher's Edition, Grade K
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 Situational 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.

Sentence Recognition

OPEN the Big Book to page 12. Touch each word as you read the first sentence aloud. Point to and count the words. Say, This sentence has nine words. Read the second sentence. Ask, How many words are in this sentence? There are six words in the sentence. To confirm their answer, have students count aloud as you touch and read each word.

Next, have volunteers come to the Big Book and point to and count the spaces between the words in each sentence. Then have students count the words and spaces for the remaining sentences on the page.

Read the text on pages 12 and 13 and ask students how the photo on the pages relates to the words you read. The picture shows Cathy drawing with crayons and Grace painting.

What research recommends:

- Teach uppercase and lowercase letters. Some of the letters—such as “A” and “a”—will be more challenging, since the uppercase and lowercase forms are different.
- Develop word awareness to help children understand that every word we speak we can write using the 26 letters of the alphabet.
- Label objects throughout the room to support the connection between speech and print and to help English Learners (ELs) connect English words to familiar classroom objects.
- Develop academic language related to books, such as title, author, and illustrator, as well as written conventions of capitals, spaces, word boundaries, and punctuation marks.

- Understanding academic concepts like “author”, “illustrator”, “title”, “cover” and “page numbers”.
- The Foundational Skills section of Open Court Reading contains instruction related to learning the alphabet, letter formation, and how the alphabet works. Print and book concepts are integrated throughout all parts of the lesson when teachers engage students in comprehension and writing activities.
Phonological awareness involves working with words, word parts, syllables, rhymes, and onset and rime. Phonemic awareness—a part of phonological awareness—is the insight that words are made up of sounds and that those sounds can be manipulated independent of meaning.

What research tells us:
- The ease with which children learn to read often depends on their level of phonological/phonemic awareness (Shaywitz, 2003; Stanovich, 1986).
- Explicit instruction in phonemic awareness important, and it should follow a developmental progression from working with words and parts of words to manipulating individual sounds (Mott and Rutherford, 2012).
- Phonological and phonemic awareness are initially taught as oral/aural (speaking/listening) skills. Combining this instruction with instruction in letter sounds has a positive effect on reading and spelling for many students, including ELs and readers with disabilities (National Institute of Child Health and Human Development, 2000).
Lesson 1
Day 5
Foundational Skills

Resources:
- Lion Puppet
- Routines 4, 5, 6
- Letter Cards
- Alphabet Sound Cards
- Magnetic Dry Erase Boards or lined paper
- Supply Icons
- Skills Practice 2, p. 51
- Core Decodable 17
- High-Frequency Flash Cards: do, little
- Practice Decodable 17
- eGames
- Lesson and Unit Assessment 2, pp. T44–T45

Objectives:
Students will
• match and change medial sounds.
• review and listen for /ū/.
• blend, build, and read words with /ū/.
• learn whole-word blending routine.
• practice writing numerals 6 and 7.
• review high-frequency words.
• read and respond to a Decodable.

Warm Up
Phoneme Matching: Medial Sounds

BRING OUT the Lion Puppet and tell students he wants to play a sound-matching game. Tell them you will say three words and they should listen closely for the two words with the same sound in the middle. Use the following as an example:

Teacher: hot, mop, flop
Puppet: Which words have the same middle sound? What is that middle sound?
Everyone: hot, flop /o/

Continue with the following words:

sad, top, jam; /a/
bag, bug, run; /u/
bib, wig, pet; /i/
nest, lamp, set; /e/

Phonemic Awareness
Phoneme Manipulation: Medial Sounds

TELL students that now the Lion Puppet wants to play the game in which he changes the middle sounds in words to make new words. Explain that you will say a word, and students will repeat it. Then, the puppet will tell students to change the medial phoneme, or vowel sound, and everyone will say the new word. For example:

Teacher: The word is pen.
Everyone: pen
Puppet: Now change the /e/ to /i/. What is the new word?
Everyone: pin

Continue with the following words and sounds:

sock, sock /o/ to /a/; sack
make, make /ā/ to /ū/; mute
like, like /e/ to /i/; him
hate, hate /ā/ to /ī/; lake

Teacher Tip
Differentiated Instruction: Matching Medial Sounds

MEDIAL PHONEMES: Remember that working with medial sounds is often more difficult for students than working with initial or final sounds. Help students learn the skill by voicing great emphasis on the medial sound in each word.

Activities are introduced in a logical sequence.

Oral blending:
- Combining initial sound with remainder of word
- Combining initial word part with final sound
- Combining sounds into words

Oral segmenting:
- Segmenting the initial sound of a word
- Segmenting the final sound of a word

Substituting the medial sound in a word
Identifying and manipulating individual sounds in a word
Phonemes are connected to letters as students move through activities that focus on:
- Sound and letter substitution
- Sound discrimination

What research recommends:
- Provide explicit instruction in phonological and phonemic awareness as soon as possible in the early grades (Snow, Burns & Griffin, 1998).
- Provide explicit teaching about the manipulation of phonemes with a focus on just one or two types of phoneme manipulations, such as segmenting or blending (NICHHD, 2000).
- Link phonemes to letters rather than limiting instruction to phonemes alone (NICHHD, 2000).
- Conduct brief instructional sessions in phonological and phonemic awareness, totaling about 20 hours in the school year (NICHHD, 2000).
Phonics and Decoding
Linking Sounds to Spellings to Read and Write Words

A consensus has emerged among reading researchers, practitioners, and policy makers concerning the critical role that decoding plays in the reading process (Snow, Burns, & Griffin, 1998). An increasing number of children are failing to become skilled readers because they lack critical decoding skills.

What research tells us:
Cognitive scientists have shown beyond doubt that fluent, accurate decoding is a hallmark of skilled reading. Automatic word recognition, which is dependent on phonic knowledge, allows the reader to attend to meaning; likewise, slow, laborious decoding overloads the reader’s short-term memory and impedes comprehension (Rack, Snowling, & Olson, 1992; Share & Stanovich, 1995; Adams, Treiman, & Pressley, 1997; Fletcher & Lyon, 1998; Vellutino, Scanlon, & Sipay, 1997). Moats (1998) specifically emphasizes the importance of young readers connecting sounds to letters (or spellings) and constructing words in order to read them.

What SRA Open Court Reading does:
- **Open Court Reading** introduces sounds and spellings through systematic, explicit, and sequential instruction, enabling students to build both decoding (reading) and encoding (spelling) abilities. Beginning in grade K, children learn about the alphabetic principle—that is, which sounds are represented by letters and can be blended to form words. Instruction shifts in grade 1 from mapping sounds to letters to mapping sounds to spellings. Recognizing that some children may need additional support, the program reviews and reinforces explicit phonics instruction in grades 2 through 5.

*Open Court Reading* provides explicit phonics instruction by introducing sounds and spellings in a clear sequence. Sounds
and spellings are taught, then immediately used to read words. Instructional routines in Open Court Reading include:

- Systematic and sequential introduction of sounds and letters in grade K using the Alphabet Wall Sound Cards and sounds and spellings in grades 1–5 using Sound/Spelling Cards.
- Blending of sounds and spellings to read words.
- Spelling taught using spelling and dictation routines that develop a spelling strategy for independent writing.
- Scaffolding achieved through instructional routines that ensure student success.

In grade K, children connect sounds and letters using the Alphabet Sound Wall Cards, which contain:

- Capital, or uppercase, letters and lowercase letters.
- Pictures that represent initial sounds of consonants and medial sounds of vowels.
- Action associations (particularly helpful for students whose primary language is not English).
Phonics and Decoding
Linking Sounds to Spellings to Read and Write Words

Instructional Routines

Grade 1

6. Word Building
At the year progresses and your students are ready, Word Building can be done using the Whole-Word Dictation routine.

- Have students place the Letter Cards in a row at the top of their desk.
- Have students say the word, use the word in a sentence, and then repeat the word.
- Have students say the word.
- Have students say the text sound.
- Review the blended words using the Developing Oral Language routine.
- Have students proofread the spelling.
- Have students complete page 32 by writing a sentence, and then say the word.
- Have students read the title, browse, and then discuss what they think the story is about.
- Have students respond to the story. Have them:
  - Discuss unfamiliar words.
  - Talk about the words they have been blended.
  - Complete a line, and have students reread the words in the line until all words have been blended.
  - Continue through each word in the remaining lines until all words have been blended.
  - Have students blend and read the word. If it is not the last sound, continue writing the spellings and asking students for each remaining sound.
  - If it is the last sound in the word, make the blending motion as necessary.
  - Have students proofread by comparing their spelling of the word to the word on the board.

Teacher’s Edition, Grade 1

What SRA Open Court Reading does:

- Color coding: vowels are red and consonants are black.
- Long and short vowels.
In grade 1, students shift from working with sounds and letters to sounds and spellings using Sound/Spelling Cards, which contain:
- Capital, or uppercase, letters.
- Pictures representing initial sounds of consonants and medial sounds of short vowels.
- Action associations valuable.
Decoding strategies include:
- Sound-by-sound blending
- Whole-word blending
- Multisyllable blending
- Sentence blending
Students are given multiple opportunities to develop and use these decoding strategies by reading decodable text. Practice with Pre-Decodable and Decodable Books helps students build accuracy and rate to make the transition from totally decodable text to authentic literature.

Open Court Reading phonics instruction includes strategies for decoding and encoding words by segmenting them into sounds.
and then connecting those sounds to spellings. Spelling instruction includes:
- **Word building (grades K and 1)**
- **Spelling and dictation (grades 1–3)**
- **Spelling (grades 4–5)**

Blending is the heart and soul of explicit, systematic phonics instruction. Blending routines are scaffolded to provide students with instructional support as they learn to blend.

Beyond phonics, there is word structure, which takes students from sounds and spellings to morphemes. Word structure not only helps students read longer words fluently, but also helps them figure out the meanings of those words.

What research recommends:
- Introduce phonics in grade K or grade 1 for the best results (NICHHD, 2000).
- Use an explicit approach that provides teachers with precise directions for teaching phonics (Foorman, et al., 1996).
- Use instruction that includes a carefully selected set of letter-sound relationships organized into a logical sequence (NICHHD, 2000).
- Provide ample opportunities for children to apply what they are learning about letters and sounds to the reading of words, sentences, and stories using practice materials with short books or stories that contain words with the specific letter-sound relationships (NICHHD, 2000).
- Use phonics instruction that is not only a means of teaching children to sound out words, but also of directing their attention to the spelling of the words (Adams, 1990).
- Teach the structure of words at the syllable and morpheme levels to support word recognition, spelling, and vocabulary development (Nagy & Anderson, 1984).
- Use whole-class, small-groups, or individual instruction, depending on student needs and the number of adults working in the classroom (NICHHD, 2000).
Word Analysis
Decoding Longer Words and Building Word Knowledge

While phonics focuses on decoding sounds and spellings, word analysis emphasizes decoding longer, more complex words using word parts, or morphemes. Breaking words into meaningful parts—base words, roots, and affixes—helps readers rapidly read longer and more complex words accurately. Understanding the essence of these parts, or morphemes, enables readers to figure out the meaning of words, thereby expanding their vocabularies and enhancing comprehension of text.

What research tells us:
According to Henry (1988), fluent readers look for familiar morphemes in words, which aids in the process of syllable division and the successful reading of words. While focusing on individual sounds is an efficient early reading strategy, it is not effective for longer words. Reading chunks of words increases fluency. Knowledge of morphemes also increases work knowledge. If students learn the Latin root “bene”, meaning “good”, they can readily find that root in words like “benefit”, “benediction”, “beneficial”, “benefactor”, “benevolent”, and “benign”—and appreciate that all these words have something to do with “good.” Thus, using their knowledge of affixes, students can recognize that a “benefactor” is someone who does good things or that “beneficial” is an adjective related to the trait of goodness. As Templeton notes (2010), learning one root leads to the exponential learning of more words; 60 percent of English words are generated using morphological building blocks.

What SRA Open Court Reading does:
- **Open Court Reading** teaches word analysis as follows:
  - Beginning in grades K and 1, inflectional endings are introduced using words requiring no spelling changes.
  - Common prefixes are introduced in grade 1 to teach about prefixes with no spelling changes.
  - Roots, prefixes, and suffixes are taught in grades 2–5.
  - Students are taught to examine words and identify roots and affixes in order to deconstruct the word. Then, students identify the meaning of each part, reconstruct the word, read the word, and develop its meaning. Finally, students start to...
Flower Power
DAY 3
LESSON 1

Teacher Tip
Differentiated Instruction: Compound Words

SYLLABICATION
Remind students that compound words are broken between the two smaller words for syllabication.

- raincoat
- birthday
- popcorn
- backpack
- eggplant
- hotdog
- nightmare
- peppermint
- quiet
- silent

AL

Have students during Workshop write a list of compound words found in a recent reading assignment.

OL

Have students write a list of compound words from a recent reading assignment during Workshop, and then identify the two separate words that form each compound.

BL

Have students list and define compound words found in a recent reading assignment during Workshop.

Developing Oral Language

HAVE students use what they know about the two individual words to predict the meaning of the following compound words from the word lines. Then have students use the words from Line 2 in sentences to demonstrate their understanding.

- raincoat: a coat worn in the rain
- birthday: the day of your birth
- popcorn: corn that pops open when cooked
- backpack: a pack worn on the back

Have students suggest other pairs of synonyms and antonyms. Display the pairs for students to see, and then ask volunteers to use the words in sentences.

Guided Practice

ASSIGN pages 3-4 from Skills Practice 2 for students to apply what they have learned about compound words, synonyms, and antonyms. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages independently.

Focus

• A compound word is made when two words are put together to make a new word. For example: gold + fish = goldfish
• Synonyms are words that are similar in meaning. Tired and sleepy are synonyms.
• Antonyms are words that are opposite in meaning. Bad and good are antonyms.

Practice

Combine the words below to make a compound word. Write the new word on the line.

1. table + cloth =
2. home + work =
3. lady + bug =

Draw a line to match each word to its synonym.

4. choose
5. ill
6. laugh

a. giggle
b. select
c. sick

Draw a line to match each word to its antonym.

7. before
8. over
9. play

a. work
b. after
c. under

What research recommends:

- Begin grade 1 with compound words and inflectional endings; teaching compound words introduces children to the concept of examining words for meaningful parts (Moats 2011).
- Help young readers identify familiar parts and words; working with compound words helps them transition from sound to meaning. Teach common prefixes, such as “un-”, and inflectional endings (Raskinski et al., 2011).
- Work initially with familiar base words. Since children readily understand the meaning of the root or base, they can focus on the impact and meaning of the inflectional endings. First, use words that do not require spelling changes; then, introduce word that do require spelling changes and analyze the words in which spellings change (Templeton, 2010).
- Use explicit instruction of morphemes or word-part clues (Diamond and Gutlohn 2006) and Baumann and Kame’enui (2004). This involves teaching the meaning of the word parts, the roots, and the affixes, in order to disassemble the word, identify the word part meanings, and reassemble the word parts to determine the meaning.

use the word in sentences.

Since students need multiple experiences with words in order to solidify meaning, follow-up activities are provided for small-group or whole-class use. These activities include:

- Reading a word and having students give its definition
- Providing a root and having students add a prefix or suffix, give the meaning, and identify the part of speech
- Having students create multiple words from one root, such as “settle”, “settler”, and “settlement”.

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Fluent readers are able to read aloud effortlessly with speed, accuracy, and proper expression. Readers who are not fluent tend to read haltingly, word by word, and often with errors. Oral fluency appears transferable to silent reading when readers recognize words automatically and group them together into meaningful linguistic units to support comprehension.

What research tells us:
According to Samuels and Farstrup (2006), fluency is strongly related to improved comprehension. While fluency has been identified as a key element in comprehension, fluency instruction remains limited and often misunderstood (Heitin, 2015). To achieve fluency, students need to decode accurately and rapidly, understand prosodic elements, and combine words into meaningful units (Kuffer and Lesaux, 2007). Students need specific instruction to increase their reading speed while maintaining their accuracy.

What SRA Open Court Reading does:
The goal of Open Court Reading is for all students to read fluently at the end of grade 1. Fluency instruction is an essential component of the program. As teachers read aloud, they model fluent reading for their students. Each unit in the program, from grades K–5, begins with a Teacher Read Aloud to model the good expression and intonation that support fluency. Students practice decoding skills using Pre-Decodable and Decodable Books, which contain high-frequency words as well as words consisting of sounds and spellings students have already learned. The books are available in different formats, including take-home versions for students to share with their families. The program makes an explicit connection between fluency and comprehension.
and comprehension through fluency instruction integrated into reading comprehension activities during Reading and Responding. Teachers explain specific fluency skills—accuracy, rate, and prosodic features—and model them using parts of selections from the student anthologies. Then, students practice these skills. Since excerpts are taken from the Student Anthologies, this instruction exposes students to a variety of literary and informational texts.

Benchmark Assessments, Lesson Assessments, and informal assessment are used to monitor each student’s fluency. Intervention passages provide additional opportunities to monitor and assess fluency.

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 charity or ears. Write or project the final three paragraphs on page 58 of “Damon and Pythias” Mark natural pause and clause boundaries with slashes. For example, “Pythias stood proudly in the center of the throne room... Before my punishment... if I let you go... I will never see you again.” Have students listen as you read the text, noting how your pauses slightly at the markers. Talk about how the words in each group are related.

Fluency Rate

INSTRUCT students to practice phrases and sentences that give them trouble so they can read the entire passage fluently. Have student pairs practice reading aloud these pages at an appropriate rate. Encourage them to read more than once. Additional readings will increase their familiarity with the material. Read aloud pages 62–63 of “Damon and Pythias,” modeling the proper rate for students.

Practice Vocabulary

USE Routine 6, the Selection Vocabulary Routien, to have have students practice their vocabulary and determine the meaning of words.

Display the selection vocabulary words from “Damon and Pythias.” Ask students to use what they know about the words to complete each sentence below.

1. Before you go to school in the morning, you must...?
   a. eat breakfast
   b. go to the movies
   c. go to school

2. If one country mixed powers over another, it...?
   a. criticize
   b.umlaut
   c. intend

3. You might feel anxious if you were...?
   a. Reading and Responding
   b. taking a test
   c. having a meal

4. A prisoner who is...?
   a. pardoned
   b. falling asleep in class
   c. included

5. Something you intend to do this weekend is...?
   a. go to the movies
   b. call a friend
   c. read a book

6. A teacher might criticize a student for...?
   a. taking a nap in class
   b. not listening
   c. being late

For additional practice and review of the selection vocabulary words, have students complete Skills Practice 23–24.

Differentiated Instruction: Vocabulary

APPROACHING LEVEL: During Workshop, have students make flash cards with the vocabulary words on one side and definitions or synonyms on the other.

ON LEVEL: During Workshop, have students use the vocabulary words in original sentences. Challenge them to include more than one word in each sentence.

ADVANCED LEVEL: During Workshop, have students include as many of the vocabulary words as possible in their original paragraph.

Teacher’s Edition, Grade 3

What research recommends:

- Regularly model fluent reading for students (NICHD, 2000).
- Provide explicit instruction as well as opportunities for practice and application of fluency skills (Armbruster et al. 2006).
- Guide students in oral repeated reading that includes support and feedback from teachers, peers, and parents (Armbruster, Lehr, & Osborn, 2003).
- Provide students with text that matches their reading levels and tailoring instruction to individual students (NICHD, 2000).
- Apply systematic, classroom-based instructional assessment to monitor student progress in both rate and accuracy (Snow, Burns, & Griffin, 1998).
To succeed at reading, a child must be able to identify printed words and to understand the story or text composed of those words. For many children, increasing reading proficiency and school success requires an increase in oral language competence in the elementary years (Biemiller, 1999). Research has shown that explicit vocabulary instruction, using techniques like repeated exposure to words, eventually leads to gains in text comprehension (Muter, et. al., 2004, Snow, Burns & Griffin, 1998).

What research tells us:
Learning vocabulary is a complex and long-term process (Lehr, Osborn and Heibert, 2004). Decades of research provide evidence of 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 other related words (Beck & McKeown, 1991; Nagy & Scott, 2000). It involves many interactions with the word in a variety of receptive and expressive contexts.

What SRA Open Court Reading does:
- New vocabulary is developed, practiced, applied, extended, and reviewed.
- Vocabulary practice throughout each lesson provides opportunities for students to discuss definitions of words, use vocabulary words in a variety of activities, and develop a deeper understanding of the meanings of new words.
- Concept Vocabulary introduces words directly related to the unit theme and supports the conceptual development of the unit theme. Students monitor their understanding of the text and are encouraged to stop and clarify.

Teacher's Edition, Grade 3

Reading and Responding

Develop Vocabulary

USE Routine 1, the Selection Vocabulary Routine, to help students develop their vocabulary.

Display the vocabulary words and their definitions. Read each new word in the class, and then have students turn to page 58 in Student Anthology 2. Use the activity below to help students develop their vocabulary.

Words and Definitions

Tell students they can use the Vocabulary Strategy Concept Map to figure out the meaning of the word on page 60. Content Maps are links in the text that help readers find the meaning of words. Have students browse the text for links to class that might help them understand the definition of practice. Then have the activity.

The word criticizes means “to say that something is wrong.” On page 58, the long signs that no one is allowed to criticize him. How does this make you understand the word critique? Possible Answer: The sign is meant to criticize him. Teachers. Pythias said that they did not agree with the king’s new laws because it is unfair. Pyramid built with the law.

The word before can either mean “to fear” or “to fear the situation.” Let’s look at the word when the word is used: “He was so afraid of the situation that he would not do anything.” What class can help us define afraid? Possible Answer: The class is that the situation makes someone afraid. The word afraid is defined as “afraid, worried, or fearful about what may happen.”

On page 60, we learn that Pythias is afraid of the situation. What about his situation would make him afraid? Possible Answer: Pythias was afraid to go to the race. The class is that the situation makes someone afraid. The word afraid is defined as “afraid, worried, or fearful about what may happen.”

The word intended means “to mean to do something.” Let’s look at the word when on page 58, in which the word means “He intended to go to the race.” What class can help us define intended? Possible Answer: The class is that the target is intended to do something. The word intended is defined as “to mean to do something.”

The word seized means “to take.” On page 58, the king seized the king’s property. What class can help us define seized? Possible Answer: The class is that the property is seized by the king. The word seized is defined as “to take.”

The word pardon means “to ask or to plan to do something.” Let’s look at the word when on page 58, in which the word means “He asked the king for pardon.” What class can help us define pardon? Possible Answer: The class is that the king will grant pardon. The word pardon is defined as “to ask or to plan to do something.”

The word cancel means “to take.” On page 58, the king canceled the original plans. What class can help us define canceled? Possible Answer: The class is that the plans are canceled. The word canceled is defined as “to take.”

The word venture means “to take a chance.” On page 58, the king ventured to the race. What class can help us define venture? Possible Answer: The class is that the king will take a chance. The word venture is defined as “to take a chance.”

The word make means “to make.” On page 58, the king made a promise to the king. What class can help us define make? Possible Answer: The class is that the king will make a promise. The word make is defined as “to make.”

The word order means “to order.” On page 58, the king ordered Damon to the race. What class can help us define order? Possible Answer: The class is that the king will order Damon to the race. The word order is defined as “to order.”

The word promise means “to promise.” On page 58, the king promised to the king. What class can help us define promise? Possible Answer: The class is that the king will promise to the king. The word promise is defined as “to promise.”

The word critical means “to criticize.” On page 58, the king criticized the king’s laws. What class can help us define critical? Possible Answer: The class is that the laws are criticized. The word critical is defined as “to criticize.”

The word problem means “to offer a difficult situation.” On page 58, the king offered a difficult situation to the king. What class can help us define problem? Possible Answer: The class is that the situation is a problem. The word problem is defined as “to offer a difficult situation.”

The word be generous means “to be generous with something.” On page 58, the king was generous with his time. What class can help us define be generous? Possible Answer: The class is that the king was generous with his time. The word be generous is defined as “to be generous with something.”

The word anxious means “to anxious.” On page 58, the king was anxious about the race. What class can help us define anxious? Possible Answer: The class is that the king was anxious about the race. The word anxious is defined as “to anxious.”

The word intended means “to intended.” On page 58, the king intended to go to the race. What class can help us define intended? Possible Answer: The class is that the king intended to go to the race. The word intended is defined as “to intended.”

The word before means “to before.” On page 58, the king ordered Damon to the race. What class can help us define before? Possible Answer: The class is that the king ordered Damon to the race. The word before is defined as “to before.”

The word pardon means “to pardon.” On page 58, the king pardoned the king’s property. What class can help us define pardon? Possible Answer: The class is that the property is pardoned. The word pardon is defined as “to pardon.”

The word sever means “to sever.” On page 58, the king severed the king’s property. What class can help us define sever? Possible Answer: The class is that the property is severed. The word sever is defined as “to sever.”

Vocabulary Words and Definitions

1. intended in tend’ed verb
2. before bi for’ adverb
3. intended in tend’ed verb
4. anxious ang
5. order ordering verb
6. pardon pär’dƎn verb
7. cancel canceling verb
8. venture venturing verb
9. promise promising verb
10. order ordering verb
11. be generous being generous verb
12. anxious anxious verb
13. before before adverb
14. pardon pardon verb
15. cancel canceling verb
16. venture venturing verb
17. promise promising verb
18. order ordering verb
19. be generous being generous verb
20. anxious anxious verb
21. before before adverb
22. pardon pardon verb
23. cancel canceling verb
24. venture venturing verb
25. promise promising verb
26. order ordering verb
27. be generous being generous verb
28. anxious anxious verb
29. before before adverb
30. pardon pardon verb

Apply Vocabulary

Volunteering for the Race

USE Routine 5, the Selection Vocabulary Routine, to have students practice their vocabulary and determine the meaning of words.

Display the selection vocabulary words “Damon and Pythias.” Ask students to see what they know about the words to complete each sentence below:

1. Before you go to school in the morning, you eat ___ and ___.
2. If one country invaded another country, they  ___ join forces with them.
3. You ___ feel nervous if you were  ___ to give a test.
4. A person who is nervous is  ___ to go far.
5. Something you do to see if you are ___ is to use a ___.
6. A teacher might criticize a student for ___ ___.

For additional practice, review the selection vocabulary words. Have students complete the Write the Word Drills in the Student Anthology.
any unknown words while reading.

Students learn new vocabulary both directly and indirectly as they participate in blending, spelling and dictation, discussions, writing, and reading a variety of fiction and non-fiction texts in Big Books, Student Anthologies, and Social Studies and Science Connections.

English Learner strategies are incorporated throughout the program at point of use. The English Learner Photo Library provides visual representations for preteaching and reteaching vocabulary and concepts.

What research recommends:

- Use what Archer (2010) identifies as the five research-based components of a comprehensive vocabulary instructional program: 1) high-quality classroom language; 2) reading aloud to students; 3) wide independent reading; 4) explicit vocabulary instruction; and 5) word-learning strategies.

- For effective vocabulary instruction, incorporate:
  - Direct, explicit instruction in word meanings and word-learning strategies (NICHHD, 2000)
  - Daily interactions to engage students with new vocabulary words (Snow, Burns & Griffin, 1998)
  - Activities for enriching and expanding the vocabulary knowledge of English Learners (NICHHD, 2000)
  - Many opportunities for students to read in and out of school (NICHHD, 2000)
Comprehension
Teaching Students to Derive Meaning from Text

Reading is a highly strategic process in which readers are constantly constructing meaning using a variety of strategies, including activating background knowledge, monitoring and clarifying, making predictions, drawing inferences, asking questions, and summarizing. Comprehension and strategy instruction should focus on thinking (Harvey & Goudvis, 2000), problem solving, and monitoring understanding.

What research tells us:
Strategy instruction is most effective when strategies are explicitly taught (National Reading Panel, 2000; Duffy, 2002) in the context of actual reading. This direct style of instruction should involve explaining the strategy as well as modeling or demonstrating how and when to use it (Dewitz et al. 2009).

What SRA Open Court Reading does:
Not only does Open Court Reading teach critical comprehension strategies it also integrates this instruction with close reading strategies. The goal of Open Court Reading is not just to teach strategies but also to give students the responsibility for applying those strategies to new text.

THINKING BEFORE READING
KWL (What I Know, What I Want to Find Out, and What I Learned) or CPW (Clues, Problems, and Wonderings) engage students in thinking before reading by activating background knowledge, identifying potential problems, raising questions, and setting goals. The “Ws” in “KWL”
**THINKING DURING READING**

Strategies help students to reflect on their understanding as they read—in other words, to stop and make sense of text. Comprehension instruction begins in grade K, with teachers modeling the use of strategies. As students progress through the grades, they learn to use strategies intentionally and independently. They also dig deeper into the meaning of the text using close reading strategies in order to access complex text. The emphasis shifts to gaining a more focused understanding of the text through its structure, literary techniques, language, and the writer’s craft.

**THINKING AFTER READING**

Discussion using the Handing-Off routine gives students the responsibility of asking questions,
Close Reading

Access Complex Text

Classify and Categorize

Compare and Contrast

Practice Vocabulary

Fluency

Teacher Tip

What SRA Open Court Reading does:

- Discussion starters
- Concept Vocabulary to connect ideas to the unit theme
- Essential Questions to expand concepts
- Big Idea connections to the unit theme
- Fluency instruction and practice with different text types
- Writer’s Craft, which focuses on critical literary techniques
- Text Connections to help students connect ideas within and across selections
- Inquiry, which provides the opportunity to explore areas of interest inspired by questions raised by students
What research recommends:

- Monitor comprehension so students know what they do and do not understand while reading (Snow, Burns, & Griffin, 1998).
- Question students during reading (NICHHD, 2000).
- Hold discussions to support student engagement and reduce teacher talk (Murphy et al., 2009).
- Teach students to generate their own questions (NICHHD, 2000).
- Understand story structure (NICHHD, 2000).
Through the writing process, students come to understand the importance of words and how authors structure their work. Understanding this process allows students to appreciate different types of writing and helps them become better writers themselves. Open Court Reading ensures that students acquire the skills and strategies they need to become skilled writers.

What research tells us:
Research shows a strong connection between reading and writing. Graham (2006) discusses a variety of evidence-based practices for writing instruction that turn students from novice writers into skilled writers. These include, but are not limited to, dedicating time to writing, increasing students’ knowledge of writing, teaching writing strategies, and teaching basic writing skills to mastery. One example of a skill that should be taught to mastery is handwriting, because it frees the writer to focus on cognitive activities. Ongoing assessment should focus on key features of student writing, such as text organization; clarity of ideas; word usage; sentence variety; legibility; and spelling, grammar, and usage.

What SRA Open Court Reading does:
Open Court Reading teaches students the writing process, the traits or qualities of good writing, and the characteristics of different genres. In addition to learning basic composing processes and strategies—such as pre-writing, drafting, revising, editing, and publishing—students learn skills like handwriting, spelling, sentence construction, grammar, usage, and mechanics. Models of good writing are provided for teaching all phases.
Different stories the same way.

Different stories and structure their own
see how authors structure their

Graphic organizers help students
proofreading, and publishing.

drafting, revising, editing and

Remind them to keep the information in their texts organized by using linking words, such as
but, unlike, however, in contrast to, contrary to

Students will
do this. They should be including these words in their drafts.

Teacher Tip Differentiated Instruction: Drafting Differentiated Instruction

The following text can serve as an example of teacher modeling, but modify the example to fit

The Science of Reading

What research recommends:

Explicitly teach and model writing strategies (Harris & Graham, 1994).

Use prewriting activities (Harris, Graham, & Mason, 2003).

Teach students to construct more varied sentences (Harris, Graham, & Mason, 2003).


Have students write every
day, provide strategy
instruction, and incorporate peer collaboration (Tria and Loignon, 2013).

Teacher's Edition, Grade 2

of the writing process: prewriting, drafting, revising, editing and proofreading, and publishing.

Graphic organizers help students see how authors structure their stories and structure their own stories the same way.

Sentence construction is taught with sentence frames, sentence expansion, and sentence combining.

Goal setting, self-monitoring, and guided and independent practice promote a "can-do" attitude.
Inquiry is a dynamic process initiated by student questions and wonderings. Inquiry helps students build knowledge, encourages collaboration, and reflects real-world learning.

The 21st century requires students to be problem solvers, transform information into novel ideas, develop innovative products, and work collaboratively. Students not only need to be able to find information, but also to analyze, synthesize, and transform that information into new knowledge. And inquiry requires students to use reading, writing, and communication skills in the context of a single project.

What research tells us:

- Even very young children develop conceptual understanding by wondering, asking questions, and developing theories about their environment (Carey and Smith, 1993; Kuhn, 2000; Wellman and Gelman, 1998).
- Inquiry is at the heart of the creative process for scientists, researchers, artists, and all others who are innovative thinkers (Scardamalia and Bereiter, 2003).

What SRA Open Court Reading does:

One of the primary goals of Open Court Reading is to form a community of learners. Students learn to take their questions and wonderings and transform them into research questions that focus on problems and issues, develop conjectures, research their ideas, and then share their learning with their classmates. Students in Open Court Reading become part of a community of learners.

Children are curious by nature and come to school with a wealth of questions. Inquiry capitalizes on this curiosity. Through inquiry, students use genuine research to seek answers to their questions and solutions to problems. Students use a framework that is based on the scientific method. The Inquiry process, which is critical for lifelong learning, encourages students to:

1. Generate questions and ideas about the unit theme.
2. Decide on a question to investigate.
3. Formulate a conjecture.
4. Identify needs and make plans.
5. Collect information.
6. Confirm or revise conjectures.
7. Identify new questions.

Share new learning with other students through written reports, PowerPoint® presentations, posters, models, panels, games, or a combination of presentation types. Throughout the unit, the class utilizes the Concept/Question Board to share their growing knowledge about the unit theme or concept. They post newspaper clippings, magazine articles, information from the Internet, photos, and other items of interest that might be helpful for their classmates. The Concept/Question Board is a place where questions emerge, common interests identified, and collaborative investigations started as students move through the unit.

**What research recommends:**

- Make learning relevant to practice and real experience (Murray, Shea, and Shea, 2004; Scardamalia and Bereiter, 2003).
- Teach students how to search for relevant information to answer questions (Murray, Shea, and Shea, 2004; Scardamalia and Bereiter, 2003).
- Encourage children to share newfound knowledge with each other (Scardamalia, 2000).
Technology helps educators customize education to meet the needs of all students. The integrated technology components within Open Court Reading enhance instruction and provide options for organizing, preparing, and teaching lessons.

What research tells us:
The best educational technology explicitly supports instruction. Technology can and should provide more than games and passive activities. The true power of technology lies in its flexibility and adaptability.

Technology in Open Court Reading is engaging and easy to use for teachers as well as students. All program components are offered digitally on multiple devices and have enhanced features that facilitate effective teaching.

For the teacher:
Open Court Reading provides:
- Interactive Teacher’s Editions that pair instruction with relevant resources at point of use for easy access to all the day’s materials.
- Intervention and English Learner instruction embedded within the Interactive Teacher’s Edition to make reaching every learner easier.
- Curriculum Specialists who model effective routines and provide useful teacher tips in more than 500 “Show Me How” videos.
- An ePresentation that can be used to motivate and engage students during the lesson.
- Class Management that makes
What research recommends:

- Choose models that demonstrate skilled performance and examples of successful outcomes (Mayer & Moreno, 2002; Pashler, et. al., 2007).
- Employ scaffolds that support novices and gradually release learning as students acquire skills (Adams, 1990; Share & Stanovich, 1995; California Department of Education, 1996).
- Provide timely and appropriate feedback on performance (Kulik & Kulik, 1998; Panasuk & LeBaron, 1999; Mason & Bruning, 2001; Page, 2006; Gaytan & McEwen, 2007; Hattie & Timperley, 2007; Brookhart, 2008; Shute, 2008).

For the student:

Open Court Reading provides:

- Interactive eBook versions of Student Anthologies and Decodables that give students the choice of reading or listening to the selection and provide additional vocabulary support in the form of visual vocabulary videos.
- Background Builder videos in every unit opener to set the tone for the unit and introduce the theme.
- Interactive Skills Practice and eActivities that provide practice in phonics; writing; and grammar, usage, and mechanics.
- eGames for a fun way to practice skills learned in class.

grouping easy and differentiation in the classroom a natural process.

- eAssessments that enable digital delivery of tests from a customizable test and offer grouping ideas for teachers.
Research indicates that analyzing and using data from well-designed assessments can help teachers differentiate instruction.

**What research tells us:**
Effective reading programs include assessments that serve multiple purposes, such as:
- Identifying skills that require review before students attain mastery
- Monitoring student progress
- Guiding differentiated instruction

These assessments help teachers meet student needs and move every child toward the goal of attaining Adequate Yearly Progress (AYP).

**What SRA Open Court Reading does:**

Open Court Reading provides teachers with a range of materials for working with individuals and small groups who need more instructional support.
- Diagnostic Assessment identifies students’ strengths and weaknesses to inform differentiated instruction and small groups.
- Lesson Assessments cover the most important skills taught in a particular lesson. These assessments help determine how well students are grasping concepts and provide information teachers can use to determine whether additional instruction may be necessary.
- Benchmark Assessments are given three times a year to monitor a student’s overall progress.
What research recommends:

- Determine student baseline performance (NICHHD, 2000; Stecker, Fuchs, & Fuchs, 2005).
- Use formative assessment on a routine basis to determine exactly what each student has learned (NICHHD, 2000; Stecker, Fuchs, & Fuchs, 2005).
- Design literacy instruction to meet the individual needs of each student (Snow, Burns, & Griffin, 1998).
- Know when to move to intervention programs for children who do not benefit appropriately from typical instruction (Compton, Fuchs, Fuchs, & Bryant, 2006; Fuchs & Fuchs, 2007).
- Daily Workshop allows students to work in small groups at a level of instruction and activity that meets their individual needs and gives the teacher time to meet with them to preteach, reteach, confer, or assess.
- Rubrics for inquiry, speaking and listening, comprehension, and writing help teachers set expectations, assess knowledge, and provide constructive feedback.
- Open Court Reading teachers have a wide range of resources for helping English Learners with vocabulary acquisition and other crucial skills.
- Different levels of support in the online Resource Library are available to provide additional intervention instruction.
References


Guidelines for Examining Phonics and Word Recognition Programs (2002). Austin, TX: Texas Texas Education Agency


**SRA Open Court Reading** was developed by leaders in educational research who are, first and foremost, master teachers. They understand teachers’ needs and support them with:

- Informal assessments to reveal how well each student is reading daily.
- Formal assessments to set benchmarks and teach test-taking skills.
- Differentiated instruction to allow immediate intervention that solves emerging problems.
- All the elements of a well-designed program, including explicit instructional strategies, coordinated instructional sequences, ample practice opportunities, and aligned student materials.
- Systematic, sustained professional development for all levels, including new teachers, veteran educators, administrators, and classroom aides.
- Intensive training, including workshops, coaching, mentoring, and online professional development.
Carl Bereiter, Ph.D.
A professor emeritus and special advisor on learning technology at the Ontario Institute for Studies in Education, University of Toronto, Dr. Bereiter also invented Computer Supported Intentional Learning Environments, the first networked system for collaborative learning, with Dr. Marlene Scardamalia.

Andrew Biemiller, Ph.D.
A coordinator of elementary teacher education programs at the University of Toronto for thirty-six years, Dr. Biemiller’s research on vocabulary development and instruction has had a significant effect on the shape of vocabulary instruction for elementary education in the twenty-first century.

Joe Campione, Ph.D.
A leading researcher on cognitive development, individual differences, assessment, and the design of innovative learning environments, Dr. Campione is a professor emeritus in the School of Education at University of California, Berkeley.

Iva Carruthers, Ph.D.
Equipped with both hands-on and academic experience, Dr. Carruthers serves as a consultant and lecturer in educational technology and matters of multicultural inclusion.

Doug Fuchs Ph.D.
Dr. Fuchs, the Nicholas Hobbs Professor of Special Education and Human Development at Vanderbilt University, has conducted programmatic research on response-to-intervention as a method for preventing and identifying children with learning disabilities and on reading instructional methods for improving outcomes for students with learning disabilities.

Lynn Fuchs, Ph.D.
A co-director of the Kennedy Center Reading Clinic at Vanderbilt University, Dr. Fuchs also conducted research on assessment methods for enhancing instructional planning and instructional methods for improving reading and math outcomes for students with learning disabilities.

Steve Graham, Ph.D.
A professor of literacy at Vanderbilt University, Dr. Graham’s research focuses on identifying the factors that contribute to writing development and writing difficulties.

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Focusing on how children learn to read and write and the logistics of teaching reading and writing in the early grades, Dr. Hirshberg works as a language arts resource coordinator and consultant in Alexandria, Virginia.

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Dr. McKeough teaches classes on literacy and educational assessment, as well

Peter Pannell, MA
Principal of Longfellow Elementary School in Pasadena, California, Mr. Pannell has worked to develop the literacy of countless students. To help accomplish this goal, he wrote and implemented a writing project that allowed his students to make great strides in their writing performance.

Marsha Roit, Ed.D.
The retired Director of Professional Development for SRA/McGraw-Hill, Dr. Roit spends considerable time in classrooms developing reading curricula and working with teachers and administrators in effective instructional practices.

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Dr. Scardamalia is the President’s Chair in Education and Knowledge Technologies at the University of Toronto and is also the Director of the Institute for Knowledge Innovation and Technology. She received the 2006 World Award of Education from the World Cultural Council for outstanding work in education.

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Professor and founding faculty member of the education program at the University of Washington, Tacoma, Dr. Stein teaches At-Risk and Special Education graduate and teacher certification programs.

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Former chair of the Literacy Education Program and professor of education at San Diego State University, Dr. Treadway teaches classes on reading methods, English Language Learner methods, balanced reading programs, assessment, and reading comprehension. He is also a consultant for the California Reading and Literature Project.

In Memoriam

Michael Pressley, Ph.D. 1951–2006
Dr. Pressley was a tireless supporter of education. He championed the rights of all children to a quality education, made seminal contributions in research and practice, and nurtured the development of a host of beginning teachers, young scholars, and editors. While his work and spirit lives on in those he influenced and inspired, there is no substitute for the real thing. We will all miss his wisdom and friendship every day.

For more information on the SRA Open Court Reading authorship team, visit OpenCourtReading.com