Program Overview

Grades K–5

McGraw Hill

SRA
Open Court Reading

Decades of Confident Readers, Powered by Research

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

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

Welcome to *Open Court Reading.*

Built on the Science of Reading, Validated by Research

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

Instruction that Turns Research into Action

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

Foundations for Lifelong Literacy

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

Teaching Knowledge to Develop Student Schema

Building knowledge and developing schema are an important part of the *Open Court Reading* instructional model. As students progress from grade to grade, they encounter recurring themes. Students learn about concepts such as kindness and friendship, as well as cross-curricular subject areas like life science and government.

Inquiry—research, investigation, and exploration—forms the heart of the *Open Court Reading* program. Through inquiry, students discover that reading and writing are tools for learning that can enhance their lives and help them become mature, educated adults. Students can also use the content of each unit as the basis for further inquiry, exploration, and research.

Powered by Research

Open Court Reading's research-validated success is:

- Demonstrated in classrooms across the country with diverse student populations.

- Validated by standardized test results.

- Field tested to reveal the effectiveness of its systematic, explicit instruction.

- Recognized as highly effective by top third-party education experts.

Open Court Reading Meets Top Tiers of ESSA Criteria

The What Works Clearinghouse™ (WWC) report examined two studies that meet Every Student Succeeds Act (ESSA) criteria: one meeting Tier 1 (Strong Evidence) criteria and the other meeting Tier 2 (Moderate Evidence) criteria.
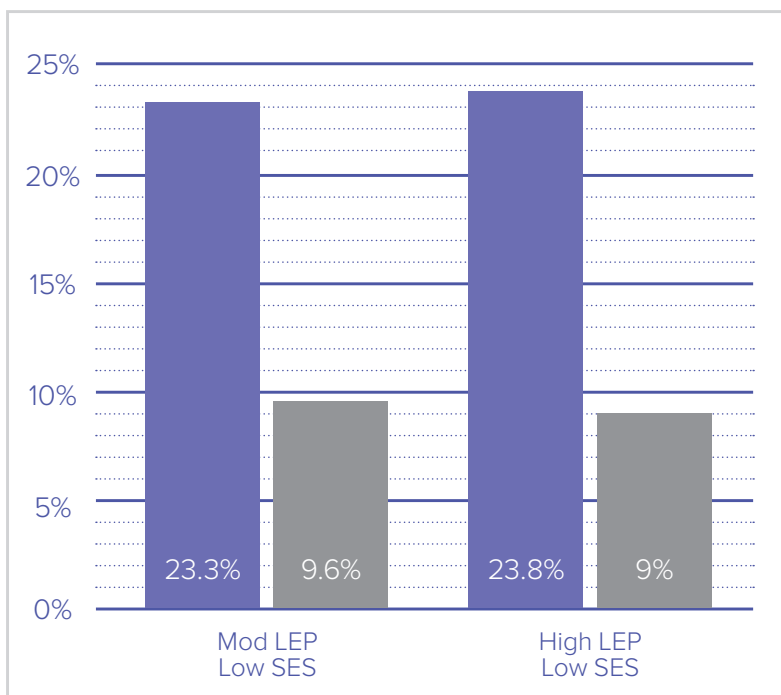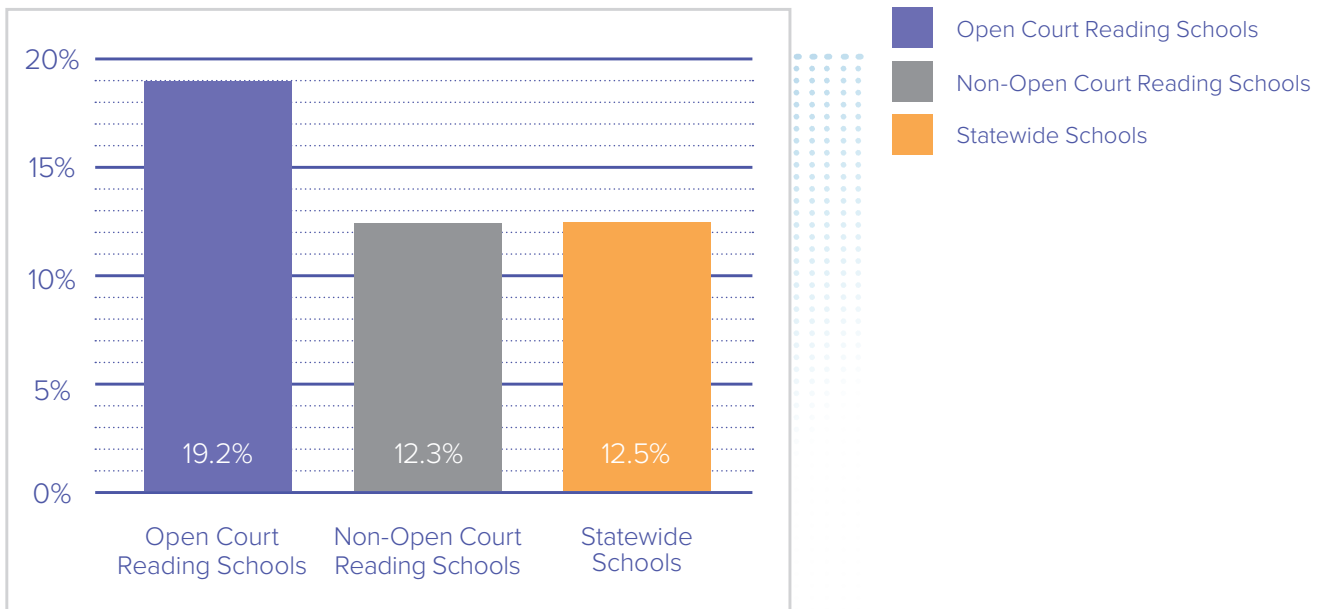
The studies in the WWC report provide research-based proof of how the *Open Court Reading* program leads the way to literacy success through systematic teaching and learning. This report can also help guide decisions about implementing evidence-based curriculum.
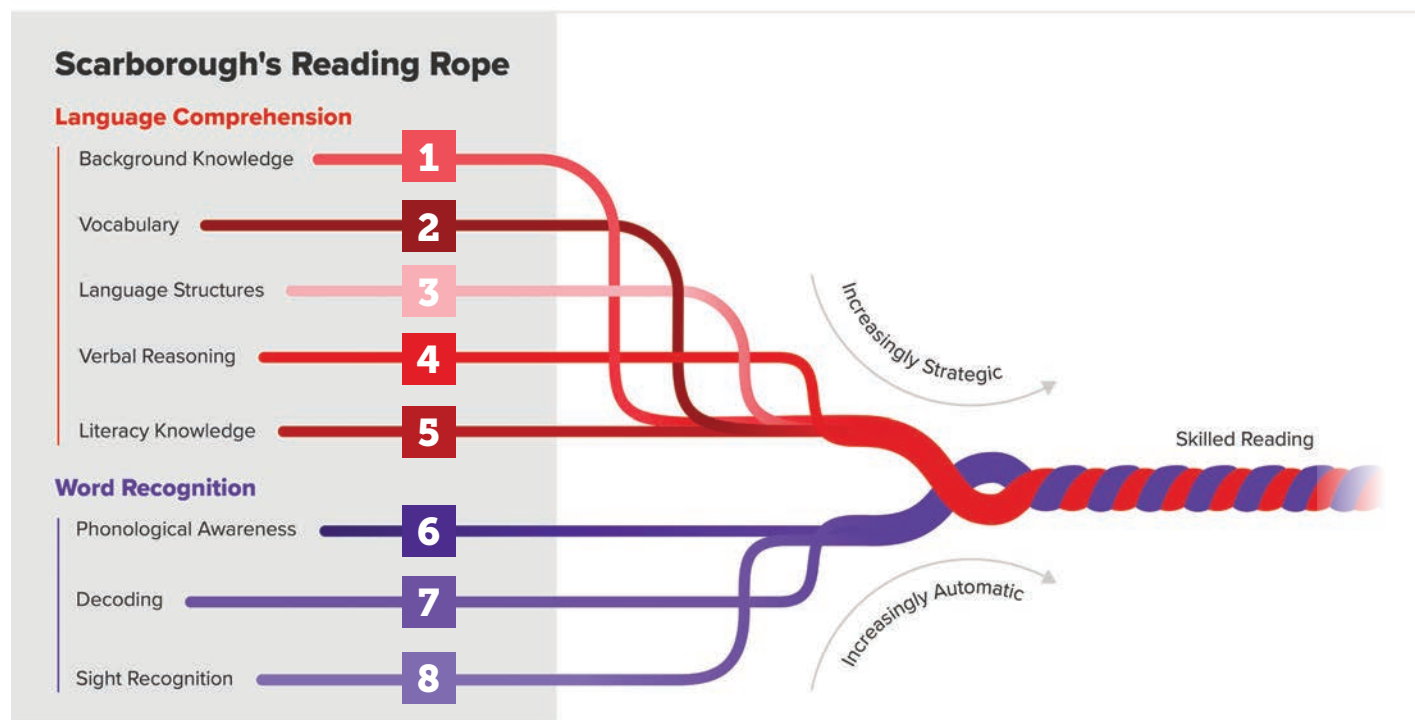
TIER 1 RATED
ESSA

See the Proof

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

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

Legend:
- Open Court Reading Schools
- Non-Open Court Reading Schools
- Statewide Schools

Chart 1:
- Open Court Reading Schools: 19.2%
- Non-Open Court Reading Schools: 12.3%
- Statewide Schools: 12.5%

Chart 2:
- Mod LEP Low SES — Open Court: 23.3%, Non-Open Court: 9.6%
- High LEP Low SES — Open Court: 23.8%, Non-Open Court: 9%

The Science of Reading at Work

Read what the **Research** says about eight critical areas of literacy learning as illustrated on Scarborough's Reading Rope, and see how *Open Court Reading* puts this research into **Action**.

Scarborough's Reading Rope

Language Comprehension

- Background Knowledge **1**
- Vocabulary **2**
- Language Structures **3**
- Verbal Reasoning **4**
- Literacy Knowledge **5**

Word Recognition

- Phonological Awareness **6**
- Decoding **7**
- Sight Recognition **8**

Increasingly Strategic

Increasingly Automatic

Skilled Reading

Handbook of Early Literacy Research, Volume 1, Edited by Susan B. Neuman and David K. Dickinson. 2001. Copyright Guilford Press. Reprinted and adapted with permission of The Guilford Press.

5 Literacy Knowledge

Research

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

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

Action

Print and Book Awareness

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

Parts of a Book: Headings

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

6 Phonological Awareness

Research

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

Phonological awareness instruction starts with working with words and word parts and progresses to phonemic awareness instruction with individual sounds.

Action

Phonological and Phonemic Awareness

Listening for First, Middle, and Last Words

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

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

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

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

7 Decoding

Research

Accurate decoding and automatic word recognition are essential reading skills. When these skills are based in phonic knowledge, the reader can read words instantaneously so that brain power is left to comprehend.

In Grades K–1, sounds and spellings are introduced through systematic, explicit instruction, building both decoding and encoding abilities.

Action

Phonics and Decoding
/f/ spelled *f* and *ff*

○ Introduce the Sound/Spelling [ROUTINE 1]

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

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

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

Play or read the Fan story:

/f/ /f/ /f/ /f/ /f/—What's that funny sound?
It's Franny the Fan going round and round.
And this is the sound that old fan makes: /f/ /f/ /f/ /f/ /f/.

8 Sight Recognition

Research

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

Word Analysis emphasizes learning morphemes— inflectional endings and common prefixes in Grades K–1, and base words, root words, and affixes in Grades 2–5.

Action

Word Analysis
Prefixes *dis-* and *un-*

Decoding [ROUTINE 10]

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

About the Words

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

The Science of Reading at Work

Increasingly Automatic

Fluency

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

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

Action

Fluency

Prosody

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

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

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

2 Vocabulary

Research

Vocabulary and reading comprehension go hand-in-hand. Knowing a word well requires understanding multiple meanings, grasping its different functions, and being able to connect the word with related words.

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

Action

Practice Vocabulary ROUTINE II

USE Routine II, the <u>Selection Vocabulary Routine</u>, to have students practice their vocabulary and determine the meaning of words.

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

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

For additional practice and review of the selection vocabulary words, have students complete *Skills Practice 2* pages 47–48.

1 4 Background Knowledge and Verbal Reasoning

Research

Students should be taught the process of comprehension, and teachers can do this by modeling their own thinking and demonstrating the use of strategies. Strategy instruction is most effective when explicitly taught in the context of actual reading.

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

Action

Close Reading

Access Complex Text

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

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

▶ **Cause and Effect**

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

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

3 Language Structures

Research

Grammar, usage, and mechanics are critical for comprehension and are important for both readers and writers. Explicit instruction of foundational writing skills and composition should be included and students should write daily, learn the writing process, and exchange in giving and receiving feedback.

In addition to learning composition skills—prewriting, drafting, revising, editing, and publishing—students learn skills like handwriting, spelling, sentence construction, grammar, usage, and mechanics.

Action

Grammar, Usage, and Mechanics
Present-Tense and Past-Tense Verbs

Instruct

REVIEW with students that verbs show action. Ask students to tell what is added to most verbs to show action that happened in the past. *-ed* Remind them that sometimes the spelling of a verb changes to show that something has already happened. Those verbs do not use an *-ed* ending.

Grammar, Usage, and Mechanics
....

Students learn that grammar, usage, and mechanics are critical for comprehension and are important to both readers and writers. If the writer's intended audience cannot understand what the writer is trying to

Connect and Deepen Learning

Unit themes recur and evolve across grade levels, introducing more rigorous skills and deepening subject area knowledge.

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

Unit themes recur and evolve across grades.

Six overarching topics or motifs carry across the grade levels. These include Character, Changes, Communities, Life Science, Government, and Creativity. All themes within a grade level relate to one of these six topics. This allows for different grade levels within a school to be linked together at any given point in time. Genres vary among grade levels but include informational articles, songs, plays, persuasive essays, poems, and so on.

Life Science

Ready, Set, Grow	Animals Homes
Roots and Seeds	Animals From Head to Toe
Plants and Animals	
Animals and Their Habitats	
Adaptations in Action	
Our Planet, Our Home	

Launch the Theme

UNIT 4

ePresentation

Background Builder Video

UNIT 4 | Plants and Animals

Background Builder Video

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

Inquiry

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

Concept/Question Board

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

Build Knowledge

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

Culminating Task

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

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

Background Builder Videos

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

Inquiry

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

Build Knowledge

Highlights the knowledge students will gain in each of the selections throughout the unit related to the theme. At the end of the unit, students will complete a culminating task where they apply the knowledge they've built.

UNIT 4 | Plants and Animals

BIG Idea
How do plants and animals help each other?

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

Background Builder Video
connected.mcgraw-hill.com

Big Ideas

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

Theme Connections

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

Launch the Theme

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

BIG Idea

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

Theme Connections

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

ePresentation

BIG Idea
How do plants and animals help each other?

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

Instructional Methodology, Grounded in Research

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

| Foundational Skills | Reading and Responding | Language Arts |

A Purposeful Progression

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

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

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

A Systematic Daily Lesson Plan

The three main areas of instructional focus serves as the base for each well-organized daily lesson plan. See what a day of teaching *Open Court Reading* looks like:

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

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

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

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

Formal and informal assessments are woven throughout each lesson.

UNIT 4 Plants and Animals

DAY 1

Foundational Skills
Resources
• Routines IA, 7, 8, 9, and I0
• *Sound/Spelling Card,* 40
• *Decodable Stories, Book 5,* Story 4I
30–45 Mins

Phonics and Decoding
• /o͞o/ spelled *oo,* pp. T2I2–T2I3

Reading and Responding
Resources
• Routines A, II, I3, and I4
• *Student Anthology 2,* pp. 82–99
30–45 Mins

Build Background, pp. T2I4–T2I5
Preview the Selection, p. T2I5
Read the Selection, p. T2I6
Comprehension Strategies
• Clarifying, pp. T2I7, T2I8, T220
• Summarizing, pp. T2I8, T2I9
Discuss the Selection, pp. T22I–T222
Develop Vocabulary, pp. T222–T223
Fluency, p. T223

Language Arts
Resources
• *Language Arts Handbook,* pp. 34–35, 38–4I, 260–26I, 3I4
30 Mins

Writing to Inform: Research Report
• Drafting, p. T224
Spelling
• /o͞o/ spelled *oo;* Prefixes *non-* and *re-,* p. T225

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

Differentiated Instruction, pp. T2I2, T2I3, T2I8, T22I, T225
English Learner, pp. T2I2, T2I7, T2I9

Monitor Progress
• eGames
• *Lesson and Unit Assessment 2,* pp. 28–35, I99
• *Skills Practice 2,* pp. 37–38, 43–56

Comprehension Rubrics, p. T2I6
Skills Practice 2, pp. T2I3, T224

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

Foundational Skills

Foundational Skills, also known as the green band, make up the first area of the daily lesson plan. The green band focuses on phonological and phonemic awareness, phonics, decoding, fluency, and word analysis.

Grade K

Prepare the Foundation

In kindergarten, over 60 percent of the reading block is spent developing foundational skills. Primary focus is on phonemic awareness, oral blending and segmentation, and alphabetic principle.

Phonemic Awareness

Phoneme Segmentation

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

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

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

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

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

Grade 1

Build the Foundation

50 percent of the reading block is spent developing foundational skills in first grade. Primary areas of focus lay the groundwork for decoding, including Phonics and Blending.

Phonics and Decoding

/aw/ spelled *aw*

Introduce the Sound/Spelling **ROUTINE 1**

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

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

Grade 2 & Grade 3

Support and Reinforce the Foundation

In second and third grade, students build upon the strong foundation established in previous grades. They spend the majority of the reading block time developing vocabulary, comprehension, inquiry, and language arts skills.

Phonics and Decoding

/o͞o/ 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

Grade
4
&
Grade
5

Apply the Foundation

The curriculum increases its focus on word analysis in fourth and fifth grade. As students apply their word analysis skills, they're prepared to decipher new vocabulary, read more complex text, and make the transition from learning to read to reading to learn.

Word Analysis

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

Decoding ROUTINE 5

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

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

Features

Alphabet Sound Wall Cards (Grade K)
Help students connect the sounds of the English language with the letter or grapheme representing the sound. These cards are a resource for students to use to remember sound-letter associations for both reading and writing.

Sound/Spelling Cards (Grades 1–5)
Make it easier for students to connect sounds to their spellings. Every card has a name, sound, spelling, and action. This action is paired with an alliterative story that helps activate a concept known as the Total Physical Response.

Pre-Decodables and Decodables (Grades K–3)
Provide fluency practice through controlled, connected text. These are designed to help students apply, review, and reinforce their expanding knowledge of sound/spelling correspondences.

Word Part Cubes
Help students develop a deeper understanding of words. Students roll a prefix cube, a base word or root cube, and a suffix cube and see how many words they can create and spell.

Reading and Responding

Comprehension strategy instruction is the hallmark of *Open Court Reading* pedagogy. In Reading and Responding, or the red band, students learn and practice comprehension skills, expand their vocabulary, build knowledge, write in response to reading, and make cross-curricular connections with science and social studies content.

Grade K Students learn about print and book awareness, comprehension strategies, the importance of vocabulary, and how to access complex text.

Grade 1 Expanding on their knowledge of print and reading, students transition to reading on their own.

Grade 2 & Grade 3 Students read each selection twice—the first time to practice comprehension strategies, the second to understand the techniques writers use and how to access complex text by looking for specific types of information.

Grade 4 & Grade 5 As in previous grades, students read each selection twice and use comprehension strategies, practice fluency, work on accessing complex text, and learn to identify and understand various writing techniques.

Features

Big Book (Grades K & 1)
Big Books provide all students with crucial opportunities to confirm and expand their knowledge about print and reading, develop vocabulary, and enjoy literacy experiences.

First Reader (Grades K & 1)
Students transition to reading literature on their own. The First Reader is a collection of stories, poems, and informational texts that provide students with an opportunity to apply comprehension skills and strategies they've learned.

Student Anthology (Grades 1–5)
Student anthologies are filled with comprehension strategies and questions to help students make text connections, while also providing a cross-curricular connection to science or social studies.

Language Arts

Language Arts, also known as the blue band, is the last area of instruction in the daily lesson plan. In the blue band, students learn about the writing process as well as grammar, usage, and mechanics. As with all skills in *Open Court Reading*, the teacher models the steps in the writing process and then guides student practice that allows them to apply the skills they have learned to their own writing.

Grade K
Students discover how to physically form the letters of the alphabet, both capital and lowercase letters. Over the course of the year, they also learn the steps of the writing process.

Grade 1
Students learn to use a graphic organizer for planning and drafting their writing. They also focus on penmanship by practicing forming letters and numerals.

Grade 2 & Grade 3
In addition to the writing process, students become familiar with audience, purpose, genre (including opinion, informational, and narrative writing), main idea, and details. Spelling is another critical part of the blue band in second and third grade.

Grade 4 & Grade 5
Throughout the year, students build on what they learned about genre in previous grades and spend more time on persuasive or opinion writing, informational writing, and narrative writing.

Features

Language Arts Handbook (Grades 2–5)
Provides a wealth of information on the writing process, various genres of writing, traits of good writing, sentence fluency, graphic organizers, strategies for writing, vocabulary, and grammar, usage and mechanics.

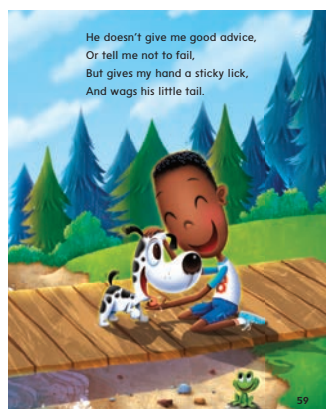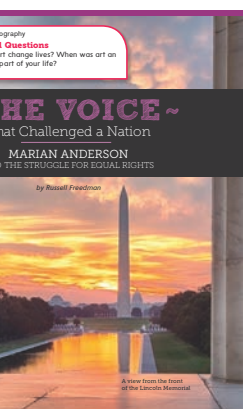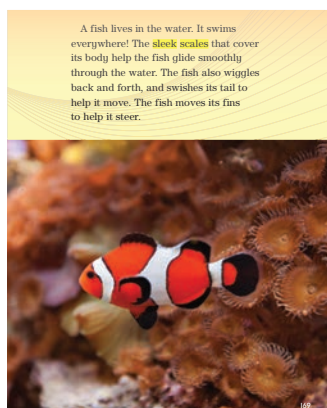**Digital Writing Lesson Planner**
The digital writing lesson planner provides step-by-step guidance for teachers to to help them plan and teach the writing process across a series of lessons.

Captivate and Inspire with Authentic Text

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

On February 20, 1962, on a launch platform at Cape Canaveral, Florida, John was strapped into the small Mercury capsule, called *Friendship 7*. As the countdown ended, the giant Atlas rocket engine roared to life, slowly raising the spacecraft off the launch platform. As John's capsule cleared the tower, astronaut Scott Carpenter radioed the world, "Godspeed, John Glenn," wishing him good luck as he rose into the sky.

In high school Melba joined Alma Hightower's famous after-school music club. Melba quickly became the star player in the club's band, The Melodic Dots.

The other club members struggled to keep up with Melba. Jealous boys called her bad names. She tried not to care, but way down deep the names hurt. Melba used her horn to turn all those hurt feelings into soulful music.

Dancers in Hawaii and Cambodia also use hand motions, though their gestures differ from the ones in India. But the movements serve the same purpose: to tell stories.

Of course, not all songs and dances are old; new ones appear each day! People try to mimic the latest dances they see performed on television. They sing tunes to themselves as they walk. They buy music online and can listen to it anywhere they go.

Genre Biography
Essential Questions
Why do people want to feel like part of a community? How can a community work together to overcome hardship?

Genre Realistic Fiction
Essential Question
In what ways might a new school benefit a community?

A Beautiful Invader

Believe it or not, some pretty plants can also be invasive species!

In 1876, the United States turned one hundred years old, and Americans decided to hold a big party in Philadelphia. Many countries built fancy exhibits for this huge party.

The Japanese made a garden filled with lots of interesting plants. A beautiful vine called kudzu was in the garden. American gardeners saw this plant and wanted to grow it in their gardens.

A Japanese garden

Genre Realistic Fiction
Essential Question
How do different plants and animals have their own unique cycles?

Ookpik
The Travels of a Snowy Owl
by Bruce Hiscock

Walter Wolf saw the pigs playing next door. Their new clubhouse had an even bigger sign above the door that said "No Wolves Allowed!" The sign made him feel very angry.

NO WOLVES ALLOWED!

Spring Wind
by Lucy Ford
illustrated by Julia Sarcone-Roach

On a chilly night, a warm wind blows.
Little by little, it melts the snow.
Outside my window, the whole wood drips:
Tap, tap tap and *ploppity-plip*.
The trees were white when I went to bed,
But spring has come when I lift my head.

Genre
Essential
How can a
important

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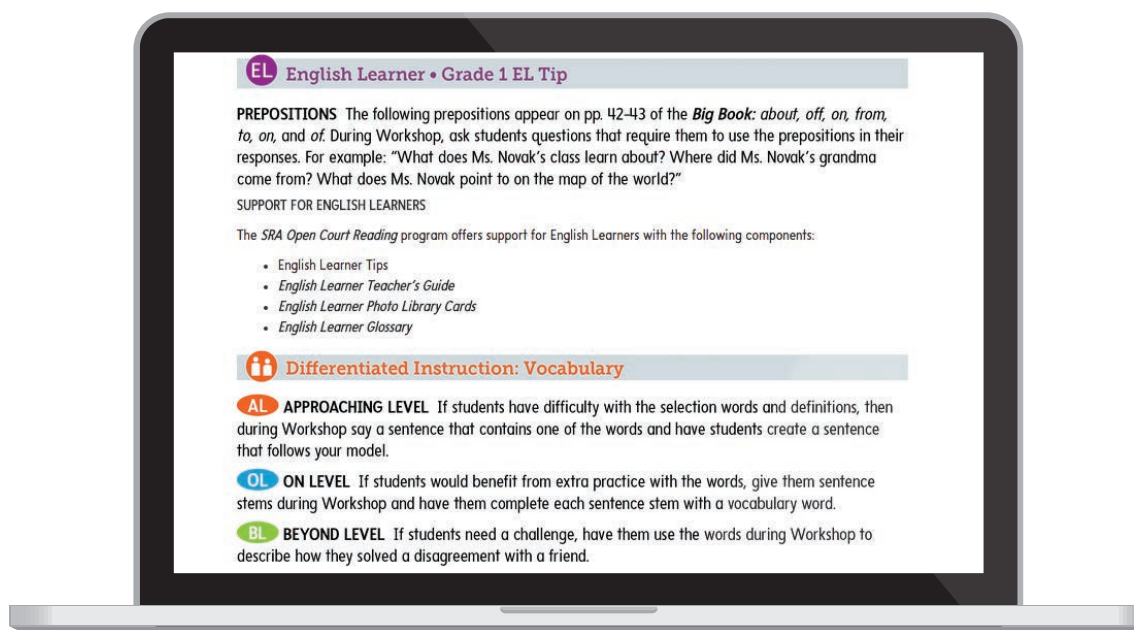
Reach Every Learner

Data-Driven Assessment

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

1

Screen
Use the Diagnostic Assessment as an initial screener with students who you observe may be lacking the prerequisite skills for the grade level.

2

Identify and Differentiate
Identify 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.

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

I **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.
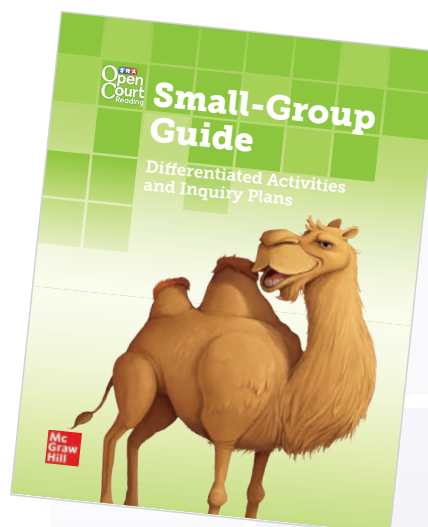
Differentiated Instruction

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

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

NEW Small Group Guide with Inquiry Planner

This new print guide provides teachers with detailed instruction for grouping students and differentiating instruction during their Workshop time. The guide also includes an inquiry project planner to give teachers additional examples, suggestions, and tools for planning and teaching Inquiry.

Teacher and Student Digital Course

The *Open Court Reading* digital course is engaging and easy to use for students and teachers. All print components in the program are available digitally and can be used on multiple devices, including laptops and tablets.
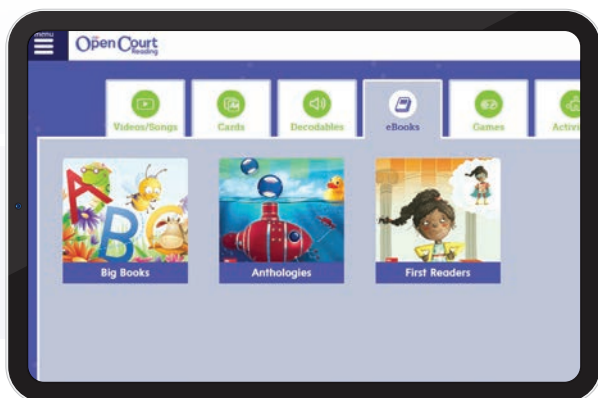
For Teachers

■ **Interactive Teacher's Edition** covers all daily instruction, broken out by Foundational Skills (green band), Reading and Responding (red band), and Language Arts (blue band), and helps teachers plan, teach, or annotate lessons and assign homework to students.

■ **ePresentation** features materials from the lesson that are organized for the teacher and can be used to motivate and engage students.

■ **Professional Development** content that includes "Show Me How" videos at point-of-use and model lesson elements as well as more involved modules.

■ **Resource Library** featuring all the student and teacher resources that teachers will need to guide each lesson, including Sound/Spelling Cards, Decodables, Vocabulary Cards, Background Builder Videos, and much more!

■ **eAssessments** deliver tests digitally for students and offer grouping ideas for teachers.

For Students

■ **Big Books and Student Anthologies** give students the opportunity to read or listen to a fluent reading of the selection. These components also offer additional vocabulary support.

■ **Pre-Decodables and Decodables** encourage students to practice reading at their own pace and allow them to listen to a fluent model of reading.

■ **eGames and eActivities** provide students a fun way to practice skills learned in class, including spelling, writing, and high-frequency words.

■ **Sound/Spelling Cards** develop students' understanding of how sounds and spellings are linked together and are used to form words.
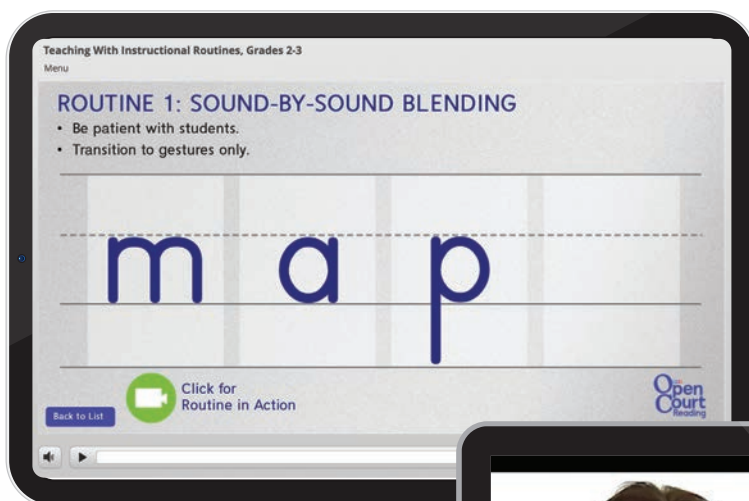
Empowering You to Make Research Actionable

Whether you're a veteran teacher or brand new to the classroom, our mission is to help ensure every *Open Court Reading* educator feels empowered to turn the Science of Reading into action every day.

As part of your *Open Court Reading* experience, you'll receive 24/7 access to Professional Development resources so you get the support you need, when you need it. You'll find Quick Start and Implementation courses to help you make the most of the digital workspace, program resources, and *Open Court Reading's* systematic, explicit instructional model.

Grade level-specific resources include support for teaching with instructional routines, use of data and assessment, and more than 700 point-of-use "Show Me How" coaching videos.
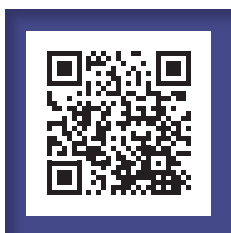
Grade level-specific
implementation courses

Point-of-use "Show Me How" coaching videos

Open Court Reading

Decades of Confident Readers Powered by Research

OpenCourtReading.com/Explore

McGraw Hill