

Open Court Reading

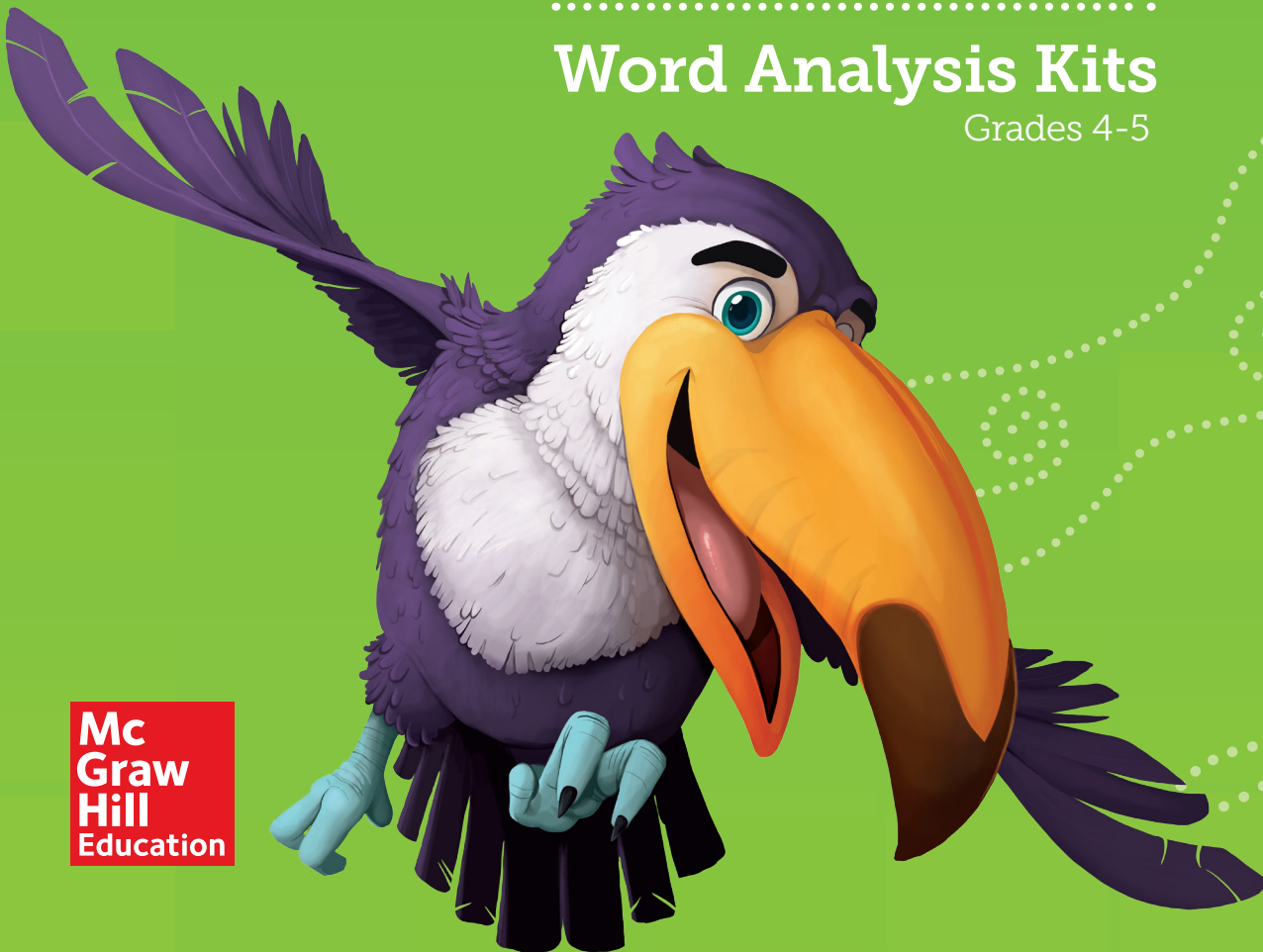
SRA

Foundational Skills Kits

Grades K-3

.....
Word Analysis Kits

Grades 4-5



Mc
Graw
Hill
Education

Building the Foundation for Lifelong Literacy Success

Imagine being able to impact all students in the classroom—from those who struggle with reading to those who excel at it. Imagine implementing the most proven philosophy for teaching children to read. *SRA Open Court Reading* provides a research-validated foundation for the critical reading instruction students need to become fluent, proficient, and motivated readers.

Continue the Legacy in Your Classroom Today

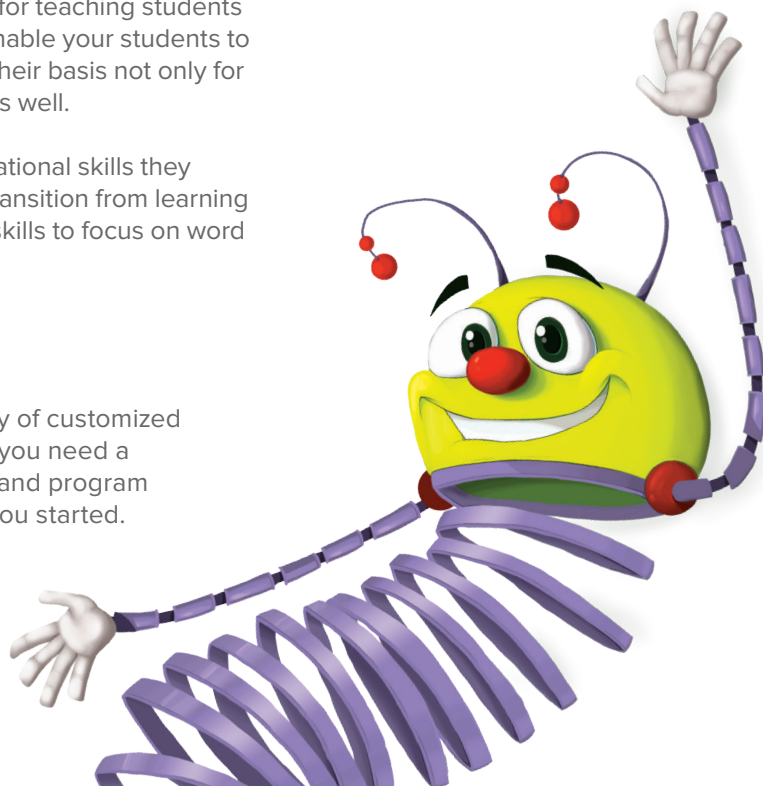
SRA Open Court Reading Foundational Skills Kits and *Word Analysis Kits* provide classroom-proven, systematic, explicit instruction to help students learn the basics of reading and writing and progress to reading and comprehending more complex texts.

For grades K–3, the *Foundational Skills Kits* include fundamental elements of instruction that reading research has shown are essential for teaching students to read. This easy-to-use program is carefully crafted to enable your students to decode and encode written language skills that become their basis not only for reading and writing fluency, but reading comprehension as well.

As students move on to grades 4–5, they bring the foundational skills they have mastered to a new level. In these grades, students transition from learning to read to reading to learn. They move from foundational skills to focus on word analysis and reading more complex texts.

The Partner by Your Side

SRA Open Court Reading supports districts with a variety of customized professional development solutions. To ensure success, you need a trusted partner to support your commitment to teaching and program implementation. Let *SRA Open Court Reading* help get you started.



SRA Open Court Reading Foundational Skills Kits and Word Analysis Kits:

- Complement any core reading and language arts program for additional skill instruction and practice
- Supplement any guided reading or leveled reader program, linking reading with essential foundational and word analysis skills
- Work for any student as a stand-alone program

Laying the Foundation

Before children can learn the sound/spelling relationships that constitute written language, they need to understand how individual sounds work together to create spoken language. This understanding of how the system works—phonemic awareness—is the first piece of foundation children need in order to advance to the next step of assigning written symbols to sounds. Learning these sound/symbol relationships enables children to decode most of the words in the English language instead of learning each word individually.

Open Court Reading Foundational Skills Kits Help Students Learn These Sound/Symbol Correspondences by:

- Teaching letter knowledge and phonemic awareness in grade K
- Introducing sound/spellings in grade 1
- Providing explicit instruction in blending all the sounds into words
- Offering a systematic review of all sound/spellings in grade 2
- Building fluency, a key to comprehension, through the use of decodable books
- Connecting spelling to phonics through dictation
- Beginning the transition from phonics instruction to word analysis at the end of grade 2 to the end of grade 3
- Developing oral language and vocabulary daily through a variety of activities
- Expanding students' knowledge of words through the study of base words, roots, and affixes in grade 3

Systematic Teaching, Systematic Learning

- The systematic, explicit instructional plan helps you build students' abilities through a logical progression of skills.
- The overlapping pattern lets you introduce new skills while simultaneously reinforcing those previously learned.
- Core concepts and skills are reinforced at every level to scaffold the foundation for your students.

Instructional Emphasis Chart

K	Print and Book Awareness	Letter Recognition	Phonological and Phonemic Awareness	Decoding: Phonics	Fluency	Vocabulary and Language Development
1	Letter/Book/Print Awareness	Phonemic Awareness	Decoding: Phonics and Inflectional Endings	Fluency: Rate and Accuracy	Vocabulary and Language Development	
2	Decoding: Phonics / Word Analysis		Fluency: Rate, Accuracy and Prosody		Vocabulary and Language Development	
3	Decoding: Phonics / Word Analysis		Fluency: Rate, Accuracy and Prosody		Vocabulary and Language Development	
4	Word Analysis		Fluency: Rate, Accuracy and Prosody		Vocabulary and Language Development	
5	Word Analysis		Fluency: Rate, Accuracy and Prosody		Vocabulary and Language Development	

Grade
K

Prepare the Foundation

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

Phonemic Awareness

Phonemic awareness activities provide students with practice in discriminating the sounds that make words.

Oral Blending & Segmentation

These brief, teacher-directed exercises involve taking words apart and putting them back together.

Alphabetic Principle

Collaborative classroom activities introduce students to the relationship between letters and sounds.

LESSON
2

DAY 4

Foundational Skills

Resources:

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

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

Objectives: Students will

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

Warm Up

High-Frequency Word Review

CCSS RF.K.3.C

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

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

Phonemic Awareness

Phoneme Segmentation

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

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

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

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

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

LESSON
2

DAY 4

Alphabetic Principle

Reviewing the Sound of Qq

CCSS RF.K.1.D, RF.K.3.A

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

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

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

Listening for /kw/

CCSS RF.K.3.A

GIVE each student *Letter Card Qq*. Ask students to say /kw/ as they take their card.

TELL students you will say a word and you want them to listen for /kw/ in the word. Say if they hear /kw/, they should hold up the Qq card when you give the signal.

quit	quarrel	package	carrot
lotion	queen	mission	quill

ePresentation

Every lesson can be taught directly from the comprehensive technology resources.

Alphabet Book

The Alphabet Book helps students with the alphabetic principle and letter/sound correspondence.

Alphabet Book—/kw/

CCSS RF.K.1.D, RF.K.3.A

DISPLAY the *Alphabet Book*, and ask a volunteer to point to the title of the book. Then open the book to the title page, and have a student point to the title on that page.

TURN TO pages 36–37, *Qq*. Point to the title letters *Qq*, and have students say the name of each of the letters. *uppercase Q, lowercase q*

TELL students you will read the rhyme aloud and you would like them to listen for the words that begin with /kw/. Ask students to close their eyes as they listen.

HAVE students say any *q* words they noticed while you read the rhyme aloud. *quite, quack, quarter, quiet, quacker, quit*

REREAD the rhyme, pointing to each word as you say it. Ask students to say /kw/ /kw/ /kw/ each time you say and point to a word that begins with /kw/.

SAY the following words from the poem, and have students quack and flap their arms if the word contains /kw/.

quack	duck	quarter
cluck	quiet	quit

Guided Practice

CCSS RF.K.3.A, L.K.1.A, L.K.2.C

HAVE students complete *Skills Practice* page I30 for additional practice identifying initial /kw/.

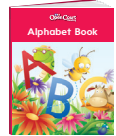
EXPLAIN that some of the things in the pictures begin with /kw/. Review each picture, one by one, and ask students if it begins with /kw/. If so, have them write a *q* on the line below the picture. After students have finished, be sure to review their work.


DAY 4 LESSON **2**

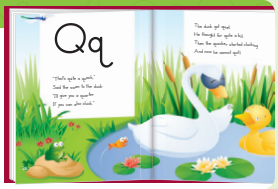
CCSS RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet. **RF.K.3.A** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds for each consonant. **L.K.2.C** Write a letter or letters for most consonant and short-vowel sounds (phonemes).

ePresentation

Alphabet Book

Front Cover


Back Cover


Pages 36–37


Teacher Tip

NAME SOME Qq WORDS Work with students to brainstorm a list of words that begin with the /kw/ sound spelled *Qq*. Write the words on the board or on a chart. Make sure you include in your list students' names that begin with *Q*.

English Learner

THE LETTER Q Point to the *Qq* in the title on page 36, and say, "This is uppercase *Q*. This is lowercase *q*." Write the following words on the board: *Quentin, quick, Quincy, quill*. Point to the first letter in *Quentin*. Have students point to the same letter and say, "Uppercase *Q*." Then ask, "What letter does *Quentin* begin with?" *uppercase Q* Repeat with the other words.

Teacher Tip

PRINT AND BOOK AWARENESS Remember you can turn any book activity into a teaching opportunity for print and book awareness. You might invite students to identify and count the words and spaces in a few of the rhyme's lines. Or say a word from the rhyme, and challenge students to find the word in print.

Unit 7 • Lesson 2 • Day 4
END DAY 4
I3

Grade
1

Build the Foundation

Grade 1 students learn sound-spelling correspondences and develop blending as well as initial spelling strategies.

Routines

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

Lesson Format

All lessons are weekly lessons, with clearly marked daily instruction.

Phonics

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

LESSON

2

DAY 4

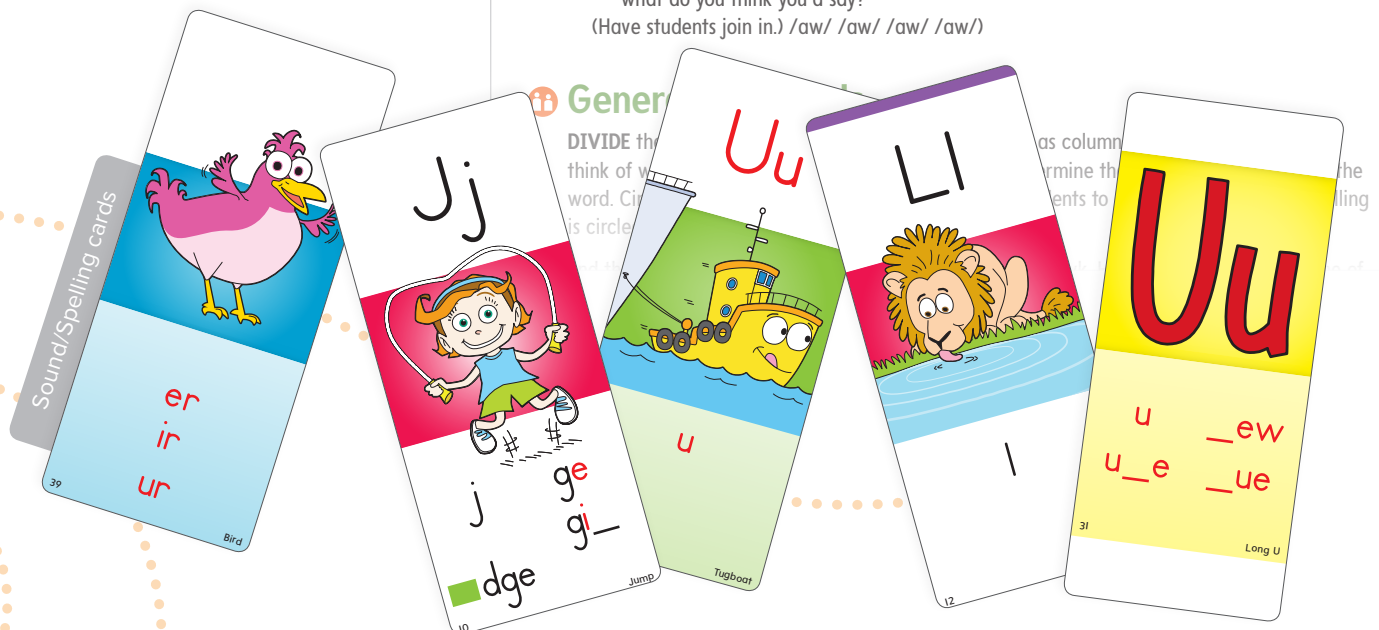
Phonics and Decoding

/aw/ spelled *aw*

Introduce the Sound/Spelling 1

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

Hazel the hawk never cooks her food;
instead she eats it raw.
And when she thinks of dinnertime
she caws: /aw/ /aw/ /aw/ /aw/.
Hazel the hawk likes rabbits and mice
and catches them with her claws.
In August, she flies high above the fields
and spies them below, in the straw.
Sometimes she even snatches a snake!
And when she's caught one, she caws
/aw/ /aw/ /aw/ /aw/.
If you were a hawk thinking of dinnertime,
what do you think you'd say?
(Have students join in.) /aw/ /aw/ /aw/ /aw/



Pre-Decodable and Decodable Books

Each story supports instruction in new phonics elements and incorporates elements and high-frequency words that have been previously taught.

Fluency: Reading a Decodable Book

Core Decodable 97: Max the Grouch

/ow/ spelled ou_

High-Frequency Words

REVIEW the high-frequency words *about* and *around* by writing them on the board and having students say the words. Have volunteers use the words in sentences. Review other high-frequency words by pointing to them in the High-Frequency Word Bank and having students read them.

Reading the Decodable

ROUTINE 5

CCSS RF.1.3.B

USE Routine 5, the Reading a Decodable Routine, as you read the story with students. Turn to page 5 and have students identify the quotation marks and the dialogue. Use the dialogue to demonstrate how a question usually ends with an elevation in pitch. Have the whole class repeat the sentences. Model using the proper expression and intonation as you read the rest of the story.

Checking Comprehension

CCSS RF.1.4.A

TALK about the story and answer any questions students have after reading the story. Have students retell the story.

As students answer the following questions, make sure they focus on the words in the story rather than getting the answers by listening or from the pictures. Have students answer by pointing to and reading aloud the answers in the text:

- What does Dad set on the ground? *Dad sets a large bone on the ground.*
- Where do Pat and Max walk? *Pat and Max walk around the park.*
- What does Max find that m...

CCSS RF.1.3.B Decode regularly spelled one-syllable words. RF.1.4.A Read grade-level text with purpose and understanding. RF.1.4.B Read grade-level text orally with accuracy, appropriate rate, and expression in successive readings.

ePresentation

Core Decodable 97

Max the Grouch



Max the Grouch

Fluency

As students learn the sounds and spellings, they review, reinforce, and apply their expanding knowledge of these sound/spelling correspondences with Decodable Takehome Books.

Blending

Blending provides students with strategies for figuring out unfamiliar words. The connection between the blended words and the word meaning is constantly reinforced.

Blending

CCSS RF.1.3.B, RF.1.3.E

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

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

About the Words

- Have students tell what they notice about the words in this line. *they all rhyme*. Have them identify the initial consonant in each word. *s, j, r, l*
- Have students identify the consonant blend in each word. *dr, cl, cr, st*
- Have students identify the spelling of /aw/ in each word. *auto-au, sauce-au, paw-aw, fault-au, because-au, drawing-aw, saucer-au, awful-aw*. Have students identify the number of syllables in each word on Line 4. *two*

About the Sentences

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

Developing Oral Language

REVIEW the words by saying sentences that have missing words. Have students identify and read the words that complete the sentences.

The cat drank milk from a _____ *saucer*
I like to _____ pictures. *draw*
I fell asleep _____. I was tired. *because*
I like my food cooked, not _____. *raw*

CCSS RF.1.3.B Decode regularly spelled one-syllable words. RF.1.3.E Decode two-syllable words following basic patterns by breaking the words into syllables. L.1.2.E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

ePresentation

Blending

Words

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

Blending

Sentences

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

Grade
2

&

Grade
3

Support and Reinforce the Foundation

In grade 2, students expand on fluency and continue to learn the mechanics of the written language. In grade 3, students review decoding and encoding skills to make them automatic, which allows the students to read and write fluently.

Oral Language

In grades 2–3, students have daily opportunities for oral language development through:

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

Fluency

Open Court Reading
Foundational Skills Kits:

- Contain text characteristics that support fluency
- Model fluent reading techniques through the use of eDecodables
- Provide regular opportunities for fluency practice

LESSON
4
DAY 2

Foundational Skills

Resources:

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

Objectives: Students will

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

CCSS RF.2.4.A Read grade-level text with purpose and understanding. **RF.2.4.B** Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. **RF.2.4.C** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Phonics and Decoding

/oo/ spelled oo

Developing Oral Language

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

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

Fluency: Reading a Decodable Story

Book 5, Story 4: Under the Moon

New High-Frequency Word: soon

Reviewed High-Frequency Words: are, your

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

Checking Comprehension

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

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

Building Fluency

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

Differentiated Instruction

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

Unit 4 • Lesson 4 • Day 2

ePresentation

Decoding

Words

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

Decoding

Sentences

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

Decodable Stories Book 5

Under the Moon

DAY 2

Comprehension

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

Word Analysis

In grades 2–3, Word Analysis supports fluency as students learn to identify and read meaningful chunks of words rather than individual spellings. Word Analysis also supports vocabulary development as students learn to identify base words, roots, and affixes as well as their meanings. Students also learn to pronounce longer, unfamiliar words as they develop their ability to break words into meaningful parts.

Foundational Skills

DAY 3 LESSON 4

Resources:
• Routine 10
• Skills Practice, pp. 81–82

Objectives: Students will
• learn the meaning of the prefix *non-*.
• learn the meaning of the prefix *re-*.
• use their knowledge of the prefixes *non-* and *re-* to predict the meanings of words.
• build oral language and vocabulary skills.

CCSS RF.2.3.D Decode words with common prefixes and suffixes. L.2.4.B Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell*, *retell*).

ePresentation

Word Analysis

Prefixes *non-* and *re-*

Decoding

ROUTINE 10

CCSS RF.2.3.D

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: *non-* means “not” or “the opposite or lack of” and *re-* means “again” or “back.” Remind students 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 the words by thinking aloud about the meaning of its parts: the base word and the prefix.

About the Words

CCSS L.2.4.B

- 1-2** Prefix *non-* Have students use the base word and the prefix *non-* to determine the meaning of each word in Lines 1 and 2. *nonfat*—lack of fat; *nonstick*—not stick; *nonprofit*—not profit; *nonsense*—the opposite of sense; *nonfiction*—not fiction; *nonstop*—the lack of stop; *nontoxic*—not toxic; *nonresponsive*—not responsive
- 3-4** Prefix *re-* Have students use the base word and the prefix *re-* to determine the meaning of each word in Lines 3 and 4. *rebuild*—build again; *rewind*—wind back; *recheck*—check again; *reappear*—appear again; *repay*—pay back; *recycle*—cycle again; *refresh*—fresh again; *reconsider*—consider again

About the Sentences

- 1-2** Prefixes *non-* and *re-* Have students identify the words with prefixes. *nonsense*, *reproduce*, *restated*, *nonexistent*

Decoding

Words

1	nonfat	nonstick	nonprofit	nonsense
2	nonfiction	nonstop	nontoxic	nonresponsive
3	rebuild	rewind	recheck	reappear
4	repay	recycle	refresh	reconsider

Decoding

Sentences

- 1 Cory said it is nonsense to try to reproduce the famous painting.
- 2 Wendy restated her firm belief that aliens are nonexistent.

EL English Learner

COGNATES For native speakers of Romance languages, point out the following cognates: *nonfiction*, *nonstop*, *nontoxic*, *reappear*, *recycle*, *refresh* and *reconsider* (Spanish: *no ficción*, *no tóxico*, *reaparecer*, *reciclar*, *refrescar*, *reconsiderar*; French: *non-stop* (informal), *réapparaître*, *recycler*, *rafraîchir*, *réconsidérer*).

Teacher Tip

SOUND/SPELLINGS Students may need help with the *-tion* ending of the word *nonfiction* in Line 2. Explain that *-tion* is a common word ending and is pronounced / shun/. Give examples of other words with this ending, such as *lotion*, *mention*, and *action*.

Differentiated Instruction

Tips for differentiated instruction appear at point of use throughout each Teacher’s Guide. More in-depth instruction for both Approaching Level students and English Learners appears in the Teacher Resource Book.

Kit Components

Foundational Skills Kits (K–3) and Word Analysis Kits (4–5)

	K	1	2	3	4	5
Alphabet Sound Wall Cards	X					
Individual Alphabet Sound Cards (4 sets)	X					
Small-Group Alphabet Cards	X					
Alphabet Sound Stickers	X					
Pocket Chart (wall)	X					
Pocket Chart Picture Cards	X					
Pocket Chart Word Cards	X					
Individual Pocket Chart	X	X				
Lion Puppet	X	X				
Magnetic Dry Erase Board	X	X				
Magnetic Letters, Lowercase (2 sets)	X	X				
Magnetic Letters, Uppercase	X	X				
Little Books	X	X				
Letter Cubes	X	X				
Alphabet Letter Cards Upper/Lowercase	X	X	X	X		
High-Frequency Flash Cards	X	X	X	X		
Pre-Decodable & Decodable BLM	X	X	X	X		
English Learner Photo Cards	X	X	X	X	X	X
Sound/Spelling Wall Cards		X	X	X	X	X
Individual Sound/Spelling Cards (4 sets)		X	X	X	X	X
Small-Group Sound/Spelling Cards		X	X	X	X	X
Sound/Spelling Stickers		X	X	X		
Word Cubes			X	X	X	X
Leveled Reading Cards					X	X

Help Students Learn, Practice, and Apply Their Skills with Engaging Components



Easy-to-use technology to inform instruction and strengthen students' skills



Teacher Components

- **Interactive Teacher's Guide**— makes planning, preparing, and reviewing lessons easier and faster than ever before with this convenient online tool
- **Teacher Resource Book**— corresponding Approaching Level and English Learner lessons for preteaching or reteaching skills
- **ePresentation**— embedded into the core instruction at point of use
- **Big Books** (Grades K–1)— online book format with listen and read aloud options
- **Professional Development**— point-of-use videos to help teach the lesson in a projectable format
- **Assessment**—digitally delivered assessment with grouping capabilities



Additional Resources:

Teacher Resources

- Teacher's Guide
- Teacher Resource Book
- Assessment ATE/BLM
- Skills Practice ATE/BLM

Student Resources

- Pre-Decodables and Decodables
- Skills Practice Workbook



Student Components

- **Pre-Decodables and Decodables** (Grades K–3)—allow students to read independently at their own pace, building confidence and reading proficiency
- **Alphabet Sound Cards** (Grade K) and **Sound/Spelling Cards** (Grades 1–3 and 4–5)—to introduce and reinforce sound and spelling correspondence
- **eActivities**—to reinforce, practice, or remediate current skills learned in the lesson
- **eGames**—fun, engaging games to practice the skills students have learned



With Strong Foundational Skills, Students Are on the Road to Reading

Open Court Reading Word Analysis Kits use the foundation you have built to set students on the road to a lifetime of reading success and enjoyment. Students learn to break words down into their smallest units of meaning, or morphemes, which can later be used to identify the meanings of new words and build vocabulary. With these tools, students can encounter new words with confidence and build toward automaticity. At grades 4–5 students are exposed to more complex literary and informational texts as independent readers.

***Open Court Reading Word Analysis Kits* Help Students Develop Critical Reading Skills by:**

- Teaching about the smallest units of meaning, or morphemes, and how they can be used to identify the meanings of new words and build vocabulary
- Focusing on prefixes, suffixes, roots, and base words individually and in context, along with Greek and Latin roots
- Providing a selection of reading passages at Approaching Level, On Level, and Beyond Level for practice in reading independently
- Focusing on vocabulary and fluency

Systematic Teaching, Systematic Learning

The same systematic teaching, systematic learning used in the grades K–3 *Foundational Skills Kits* continues in the grades 4–5 *Word Analysis Kits*.

- The logical progression of skills continues in order to reinforce students' reading development.
- New skills continue to be introduced while simultaneously reinforcing those previously taught.
- As shown in the Instructional Emphasis Chart, core concepts and skills continue to be reinforced at every level to provide unparalleled scaffolding for your students.

Instructional Emphasis Chart

K	Print and Book Awareness	Letter Recognition	Phonological and Phonemic Awareness	Decoding: Phonics	Fluency	Vocabulary and Language Development
1	Letter/Book/Print Awareness	Phonemic Awareness	Decoding: Phonics and Inflectional Endings		Fluency: Rate and Accuracy	Vocabulary and Language Development
2	Decoding: Phonics / Word Analysis		Fluency: Rate, Accuracy and Prosody			Vocabulary and Language Development
3	Decoding: Phonics / Word Analysis		Fluency: Rate, Accuracy and Prosody			Vocabulary and Language Development
4	Word Analysis		Fluency: Rate, Accuracy and Prosody			Vocabulary and Language Development
5	Word Analysis		Fluency: Rate, Accuracy and Prosody			Vocabulary and Language Development

Resources to Help Students Grow as Readers

Students in grades 4–5 change in many ways. They are not only growing up, they are developing as readers—from learning to read, to reading to learn. *Open Court Reading Word Analysis Kits* give you the resources to inspire them to be successful lifelong readers.

Components include:

- Sound/Spelling Wall Cards for grades 4–5
- Individual Sound/Spelling Cards for grades 4–5
- Small-Group Sound/Spelling Cards for grades 4–5
- Word Part Cubes
- English Learner Photo Library Cards
- Leveled Reading Cards with accompanying comprehension questions and vocabulary activities (available in print and digital formats)

Teacher Resources:

- Teacher's Guide
- Assessment ATE/BLM
- Skills Practice ATE/BLM



Every Component Works Together to Build Reading Skills

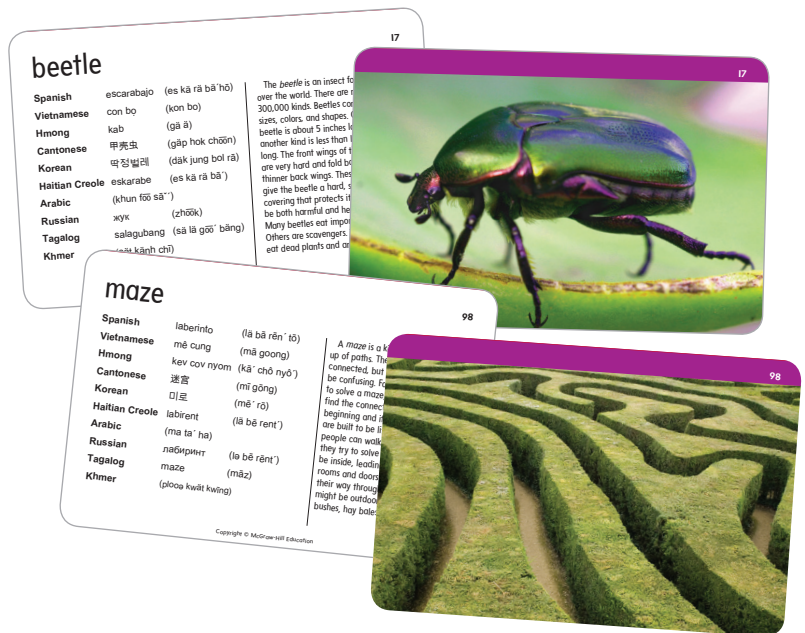
Sound/Spelling Cards

Similar to those for grades 1–3, but with more sophisticated images, Sound/Spelling Cards have been designed specifically to meet the needs of grades 4 and 5 students who may require extra support with phonics and mapping sounds to spellings.



English Learner Photo Library Cards

The engaging Photo Library Cards help students form associations between an image and the meaning of words they have encountered during blending activities. In addition to the image and an explanation of the word, there is a phonetic respelling in ten different languages!



Word Cubes

Manipulative word cubes engage students in game playing, providing an element of fun to building words with roots, prefixes, and suffixes.



Reading Practice to Train the Brain!

If reading was a team sport, lots of practice would occur to build reading muscles! Research shows practice in reading produces measurable changes in the brain of a child. *Open Court Reading Word Analysis Kits* provide additional reading passages for students at Approaching Level, On Level, and Beyond Level. Passages include prefixes, suffixes, roots, and base words in context, as well as practice in comprehension, vocabulary, and fluency.

CARD
15

Extra Credit

Read the following passage. Then read Comprehension and Vocabulary Activity 15 and answer the questions.

"Good morning," Mr. Salazar greeted the class. "We've been studying about plants and the environment, so I'm going to propose an extra credit project."

Several eyes widened in interest, but Jordan was miserable. He thought, *Oh, no, more homework.*

"You can choose whether to apply your extra points toward your science or social studies grade," Mr. Salazar continued. "With enough volunteers, we will build a raised garden for someone in the community."

"My grandmother's retirement home has land around it but no garden. Could we build it there?" asked Helena.

"It's possible," said Mr. Salazar. "Part of this project will be finding a place for the garden. We'll also need to gather tools and supplies. Jordan, I'd like you to be responsible for the initial research. Work with Erika to find out what this garden would involve."

Later, after basketball practice and a quick dinner, Jordan dashed off to the library. Erika was already there with several gardening books on a study table.

"I've marked pages for you to copy," Erika said. She handed Jordan some books. "This one provides a list of supplies for building a planter, and this one explains when we should plant everything. We'll need to be flexible about which plants we choose, because the raised bed won't be massive. Let's finish taking notes, and then we should outline our speech."

That night before bed, Jordan began thinking of all the work a garden would take. They had to clear a plot of land, build the garden with wood or bricks, fill it with

soil, fertilize it, and plant the seedlings. Then someone would have to maintain it. The project would take days, and he still had basketball, homework, and jobs around the house! Would it be manageable? As he drifted off to sleep, he hoped tomorrow would be better.

In class the next day Jordan gave his presentation. Afterward, several students asked how long the whole project would take to complete. Jordan and Erika looked toward Mr. Salazar for an idea.

"With enough workers," he said, "we could start Saturday morning and have it done by Sunday evening."

Then Mr. Salazar asked for a show of hands from those who would participate. Jordan looked around the room and saw only five hands in the air, so he slowly raised his own.

Saturday morning, Mr. Salazar and his students met at the retirement home. The area for the garden was easily accessible from the parking lot, but the "yard" was not actually a yard. The packed dirt and clay, barren and dry, was relieved only by tall weeds and patches of clover.

Mr. Salazar instructed the students to clear a patch of ground, but it was a difficult task. They dug with shovels and pitchforks. The weeds' roots grew deep, and it took most of the morning to pull them from the ground. By the time they pulled the last weed, Jordan's hands hurt and his muscles ached.

Mr. Salazar announced they had enough time left that day to build the frame, and then they would complete the garden the next afternoon. They began by tilling the ground to make sure the plants' roots would have plenty of room to grow. Then they built the frame

GH_15_A

Passages

Each skill level includes multiple copies of 30 reading passages, for a wealth of resources for independent reading practice. The Word Analysis skills in each lesson in the Teacher's Guide form the basis for every passage.

Practice

Each reading passage has an associated Comprehension and Vocabulary Card for further practice. These activities may be completed independently or with teacher assistance, depending upon the skill level of the student.

Open Court Reading

SRA



Foundational Skills Kits

Word Analysis Kits

