



Open Court Reading

Foundational Skills Kits

Grades K–3

Word Analysis Kits

Grades 4–5



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 to make research actionable.

Foundations for Lifelong Literacy

The Science of Reading reveals a clear link between early literacy skills and later success in reading and writing. It tells us that complex learning cannot take place without strong foundational skills. *Open Court Reading Foundational Skills Kits* and *Word Analysis Kits* provide students with the building blocks needed to read and comprehend texts across genres, synthesize information to develop and discuss complex thoughts and ideas, and become fluent storytellers themselves.



A Purposeful Progression

Open Court Reading Foundational Skills Kits and *Word Analysis Kits* are built around a carefully crafted instructional plan that follows a purposeful developmental progression. The format of each lesson is systematic, explicit, and easy to follow.

Foundational Skills Kits lay the critical groundwork for fluency and comprehension. In Grades K-3, instruction will emphasize:

- Letter knowledge and phonemic awareness
- Oral blending and segmentation
- Phonics to learn sound/spelling relationships
- Oral language and vocabulary
- Fluency, including decoding and encoding
- Foundational word analysis

Word Analysis Kits prepare students to figure out new vocabulary, read complex text, and make the transition from learning to read to reading to learn. In Grades 4-5, instruction will emphasize:

- Root words, base words, and affixes
- Analysis of morphemes to determine word meaning
- Oral language and vocabulary
- Reading and comprehending complex text

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	

The overlapping pattern of instruction lets you introduce new skills while simultaneously reinforcing those previously learned, ensuring your students' foundation stays strong.



Prepare the Foundation

In Kindergarten, 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

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.

Alphabetic Principle

Reviewing the Sound of Qq

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

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

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

Listening for /kw/

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	quake	package	carrot
lotion	mission	mission	mull

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.

LESSON
2
DAY 4

Alphabet Book—/kw/

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 *Qq* 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

HAVE students complete *Skills Practice* page 130 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.

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*.

EL 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.

ePresentation

Alphabet Book

Front Cover



Back Cover



Alphabet Book

Pages
36–37



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

ROUTINE
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/

Generating Words



Fluency: Reading a Decodable Book

/ow/ spelled ou

► High-Frequency Words

▶ Reading the Decodable ROUTINE 5

EL ▶ **Checking Comprehension**

- 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.*

ePresentation

Core Decodable 97



Max the Grouch

Fluency

 Blending ROUTINE 3 ROUTINE 4 ROUTINE 10 ROUTINE 11

About the Words

- ### About the Sentences

- ## EL Developing Oral Language

The cat drank milk from a _____ *saucer*

I like to _____ pictures. *draw*

I fell asleep _____. I was tired. *because*

ePresentation

Blending

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

Blending

Sentences

1 Saul saw the hawk on the lawn.

2 Did you eat the food with the awful sauce?

Blending

5

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 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.

Foundational Skills

DAY 2 LESSON 4

Resources:

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

Objectives: Students will

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

Phonics and Decoding

/oo/ spelled oo

Developing Oral Language

GEVE 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

Reviewed High-Frequency Word: soon

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 float to the moon? **An elephant can float 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

1 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

21 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*.

ePresentation

Decoding

Words

1. read	soon	pool	long
2. spoon	spoon	shut	strong
3. goose	house	mouse	choose
4. telephone	moonbeam	moonbeam	headful

Decoding

Sentences

1. Soon we will choose a paint color for the spare bedroom.
2. The kangaroo got loose of the pool.

Decodable Stories, Book 5

Under the Moon

Unit 4 • Lesson 4 • 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.

LESSON
4
DAY 3
Foundational Skills

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.

ePresentation

Word Analysis

Prefixes *non-* and *re-*

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: *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

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), *réapparaitre*, *recycler*, *rafraîchir*, *reconsidérer*).

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.

Grade
4

&

Grade
5

Apply the Foundation

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

Morphology

Students must be able to decode words in order to apply other reading strategies and comprehend what they learn. Students will:

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

Vocabulary

To develop a deeper understanding of words, students should have multiple experiences with them. Vocabulary-focused activities help students use words and internalize their meanings.

LESSON
2
DAY 1

Foundational Skills

Resource:
Routine 5

Objectives: Students will

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

Word Analysis

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

Decoding

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

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

About the Words

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

Differentiated Instruction: Word Lines

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

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

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

Teacher Tip

SYLLABICATION Remind students that most prefixes and suffixes add one or more syllables

	al-	dis-	re-
locate	al/locate	dis/locate	re/locate
deflect	de/flect	re/flect	de/flect
cycle	bi/cycle	re/cycle	de/flect
microphone	ham/o/phone	sym/phony	re/cycle

PREFIX *ad-* In addition to *as*, *on*, *at*, *up*, *down*, *in*, *out*, *off*, *away*, *across*, *against*, *along*, *around*, *before*, *between*, *by*, *for*, *from*, *in*, *into*, *on*, *off*, *over*, *up*, *down*, *in*, *out*, *off*, *away*, *across*, *against*, *along*, *around*, *before*, *between*, *by*, *for*, *from*, *in*, *into*, *on*, *off*, *over*, *up*, *down*, *in*, *out*, *off*, *away*, *across*, *against*, *along*, *around*, *before*, *between*, *by*, *for*, *from*, *in*, *into*, *on*, *off*, *over*, *up*, *down*, *in*, *out*, *off*, *away*, *across*, *against*, *along*, *around*, *before*, *between*, *by*, *for*, *from*, *in*, *into*, *on*, *off*, *over*, *up*, *down*, *in*, *out*, *off*, *away*, *across*, *against*, *along*, *around*, *before*, *between*, *by*, *for*, *from*, *in*, *into*, *on*, *off*, *over*, *up*, *down*, *in*, *out*, *off*, *away*, *across*, *against*, *along*, *around*, *before*, *between*, *by*, *for*, *from*, *in*, *into*, *on*, *off*, *over*, *up*, *down*, *in*, *out*, *off*, *away*, *across*, *against*, *along*, *around*, *before*, *between*, *by*, *for*, *from*, *in*, *into*, *on*, *off*, *over*, *up*, *down*, *in*, *out*, *off*, *away*, *across*, *against*, *along*, *around*, *before*, *between*, *by*, *for*, *from*, *in*, *into*, *on*, *off*, *over*, *up*, *down*, *in*, *out*, *off*, *away*, *across*, *against*, *along*, *around*, *before*, *between*, *by*, *for*, *from*, *in*, *into*, *on*, *off*, *over*, *up*, *down*, *in*, *out*, *off*, *away*, *across*, *against*, *along*, *around*, *before*, *between*, *by*, *for*, *from*, *in*, *into*, *on*, *off*, *over*, *up*, *down*, *in*, *out*, *off*, *away*, *across*, *against*, *along*, *around*, *before*, *between*, *by*, *for*, *from*, *in*, *into*, *on*, *off*, *over*, *up*, *down*, *in*, *out*, *off*, *away*, *across*, *against*, *along*, *around*, *before*, *between*, *by*, *for*, *from*, *in*, *into*, *on*, *off*, *over*, *up*, *down*, *in*, *out*, *off*, *away*, *across*, *against*, *along*, *around*, *before*, *between*, *by*, *for*, *from*, *in*, *into*, *on*, *off*, *over*, *up*, *down*, *in*, *out*, *off*, *away*, *across*, *against*, *along*, *around*, *before*, *between*, *by*, *for*, *from*, *in*, *into*, *on*, *off*, *over*, *up*, *down*, *in*, *out*, *off*, *away*, *across*, *against*, *along*, *around*, *before*, *between*, *by*, *for*, *from*, *in*, *into*, *on*, *off*, *over*, *up*, *down*, *in*, *out*, *off*, *away*, *across*, *against*, *along*, *around*, *before*, *between*, *by*, *for*, *from*, *in*, *into*, *on*, *off*, *over*, *up*, *down*, *in*, *out*, *off*, *away*, *across*, *against*, *along*, *around*, *before*, *between*, *by*, *for*, *from*, *in*, *into*, *on*, *off*, *over*, *up*, *down*, *in*, *out*, *off*, *away*, *across*, *against*, *along*, *around*, *before*, *between*, *by*, *for*, *from*, *in*, *into*, *on*, *off*, *over*, *up*, *down*, *in*, *out*, *off*, *away*, *across*, *against*, *along*, *around*, *before*, *between*, *by*, *for*, *from*, *in*, *into*, *on*, *off*, *over*, *up*, *down*, *in*, *out*, *off*, *away*, *across*, *against*, *along*, *around*, *before*, *between*, *by*, *for*, *from*, *in*, *into*, *on*, *off*, *over*, *up*, *down*, *in*, *out*, *off*, *away*, *across*, *against*, *along*, *around*, *before*, *between*, *by*, *for*, *from*, *in*, *into*, *on*, *off*, *over*, *up*, *down*, *in*, *out*, *off*, *away*, *across*, *against*, *along*, *around*, *before*, *between*, *by*, *for*, *from*, *in*, *into*, *on*, *off*, *over*, *up*, *down*, *in*, *out*, *off*, *away*, *across*, *against*, *along*, *around*, *before*, *between*, *by*, *for*, *from*, *in*, *into*, *on*, *off*, *over*, *up*, *down*, *in*, *out*, *off*, *away*, *across*, *against*, *along*, *around*, *before*, *between*, *by*, *for*, *from*, *in*, *into*, *on*, *off*, *over*, *up*, *down*, *in*, *out*, *off*, *away*, *across*, *against*, *along*, *around*, *before*, *between*, *by*, *for*, *from*, *in*, *into*, *on*, *off*, *over*, *up*, *down*, *in*, *out*, *off*, *away*, *across*, *against*, *along*, *around*, *before*, *between*, *by*, *for*, *from*, *in*, *into*, *on*, *off*, *over*, *up*, *down*, *in*, *out*, *off*, *away*, *across*, *against*, *along*, *around*, *before*, *between*, *by*, *for*, *from*, *in*, *into*, *on*, *off*, *over*, *up*, *down*, *in*, *out*, *off*, *away*, *across*, *against*, *along*, *around*, *before*, *between*, *by*, *for*, *from*, *in*, *into*, *on*, *off*, *over*, *up*, *down*, *in*, *out*, *off*, *away*, *across*, *against*, *along*, *around*, *before*, *between*, *by*, *for*, *from*, *in*, *into*, *on*, *off*, *over*, *up*, *down*, *in*, *out*, *off*, *away*, *across*, *against*, *along*, *around*, *before*, *between*, *by*, *for*, *from*, *in*, *into*, *on*, *off*, *over*, *up*, *down*, *in*, *out*, *off*, *away*, *across*, *against*, *along*, *around*, *before*, *between*, *by*, *for*, *from*, *in*, *into*, *on*, *off*, *over*, *up*, 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About the Sentences

1-2 Latin Root *loc*, Greek Root *phon* Have students identify the words with the target concepts in the sentences. **flexible and cacophony** Explain that the root *flex* is a variant of *flect* that students will sometimes see and the suffix *-ible*, like *-able*, means “able to be.” Have students use context to help them define these words. **flexible—able to be bent; cacophony—loud sounds that sound bad** Have students determine the meaning of the prefix *caco-* based on the meaning of the word *cacophony*. **bad**

Developing Oral Language

HAVE students choose a word from the word lines and give clues about the word for other students to guess. **Possible Answers:** **Clue—***I am thinking of a word that is a noun. It is something you can ride that has two wheels. Which word am I thinking of?* **Answer—bicycle;** **Clue—***I am thinking of a word that describes words that have the same sound. Which word am I thinking of?* **Answer—homophone**

Ask students to look at the words in Lines 3 and 4 and tell how the spellings of the words are the same in each line. **Possible Answer:** *In Line 3, all the words include the letters cycle, except in the word cyclone, where the spelling one follows cycl. In Line 4, all the words include the letters phone, except in the word symphony, the last letter is a y, not an e.*

Have students choose a word from the word lines, write it on a piece of paper, and then look up the definition in the dictionary. Encourage them to compare the definition discussed as a group with the definition found in the dictionary. Then have students use their word in a sentence.

Possible Answers: **relocate—class definition:** *to locate again, dictionary definition:* *to locate again, SAME definition; The class had to relocate after a leak sprung in the radiator.* **megaphone—class definition:** *great sound, dictionary definition:* *a cone-shaped instrument that increases volume of one’s voice; The performer used a megaphone so that everybody in the concert hall could hear him.*

Fluency

Students will continue to practice decoding skills to develop fluency and automaticity.

Oral Language

Oral language skills help students build on their literacy development. Students will:

- Learn to play with language verbally, hearing how parts of words come together to form new words.
- Make meaning of word parts, understanding more fully what they read and become better able to communicate it in oral or written form.



Grade
4

&

Grade
5

Keep the Foundation Strong

Independent reading passages and engaging activities allow students in Grades 4 and 5 to practice reading complex text, and to see and use affixes, roots, and base words in context. Continued practice keeps their foundation strong and strengthens comprehension, vocabulary, and fluency skills.

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

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Passages

Independent reading passages are provided at Approaching Level, On Level, and Beyond Level. 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.

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.



Photo Library Cards

English Learner 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.



Kits Include:

	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

Additional Teacher Resources:

	K	1	2	3	4	5
Teacher Guide	X	X	X	X	X	X
Teacher Resource Book	X	X	X	X	X	X
Assessment ATE/BLM	X	X	X	X	X	X
Skills Practice ATE/BLM	X	X	X	X	X	X
Online Teacher Experience	X	X	X	X	X	X

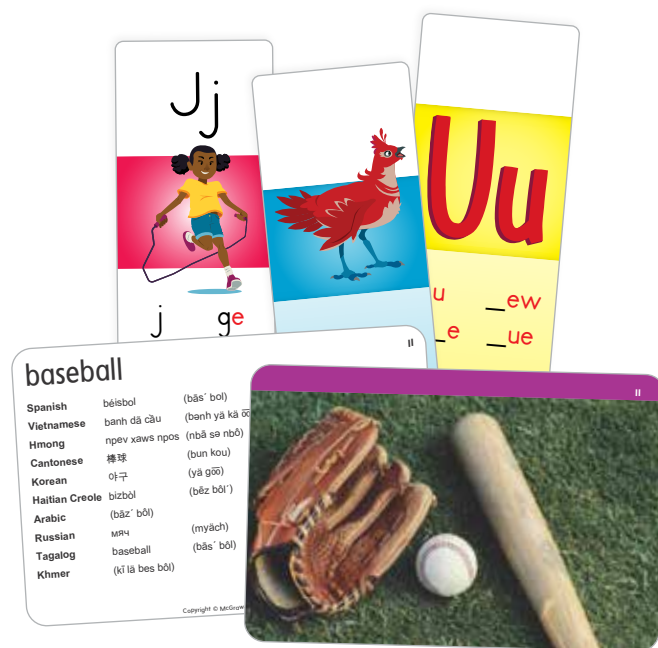
Additional Student Resources:

	K	1	2	3	4	5
Pre-Decodables & Decodables	X	X	X	X	X	X
Consumable Skills Practice Workbook	X	X	X	X	X	X
Online Student Experience	X	X	X	X	X	X

Foundational Skills Kit



Word Analysis Kit



Grades K-3



Multimedia & Digital Tools



Every print resource is also available digitally for teachers and students, as part of your *Foundational Skills Kit* and *Word Analysis Kit* experience.

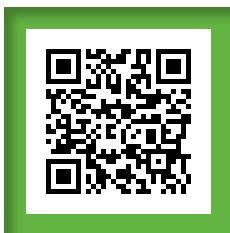
You also get access to multimedia, games, and digital tools that save you time, boost student engagement, provide on-demand professional development, and more.

Grades 4-5





Decades of Confident Readers Powered by Research



OpenCourtReading.com/Explore