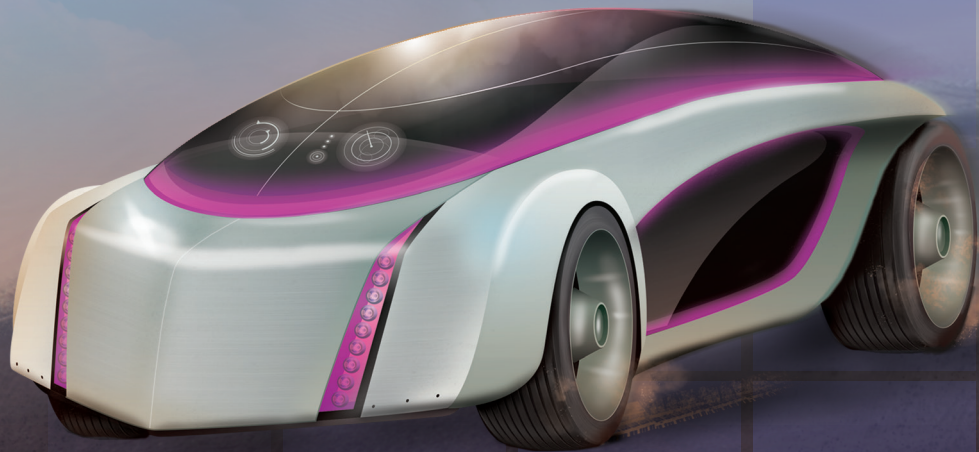


# Open Court Reading

SRA

Leading the Way to  
Literacy Success

Grades K-5



**Mc  
Graw  
Hill  
Education**

# Leading the Way to Literacy Success

## Bright futures begin with literacy

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

## This program gives educators:

- **A blueprint for success**

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

- **Systematic teaching, systematic learning**

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

- **Resources for reaching every learner**

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

## Access literacy any way you like.



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## Results You Can't Deny and Research to Back Them Up

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

- Demonstrated in classrooms across the country with diverse student populations
- Validated by standardized test results
- Field tested to reveal the effectiveness of its systematic, explicit instruction

### Research-driven growth and change

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

### Looking towards the future

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

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

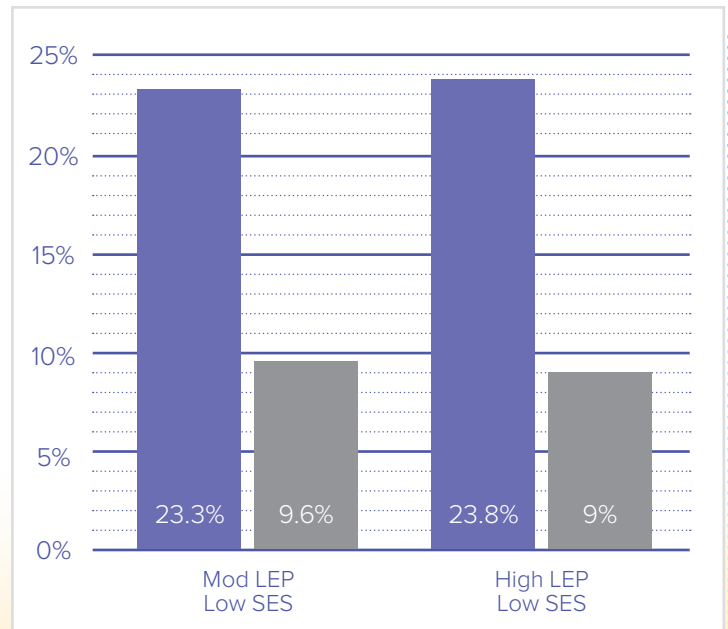
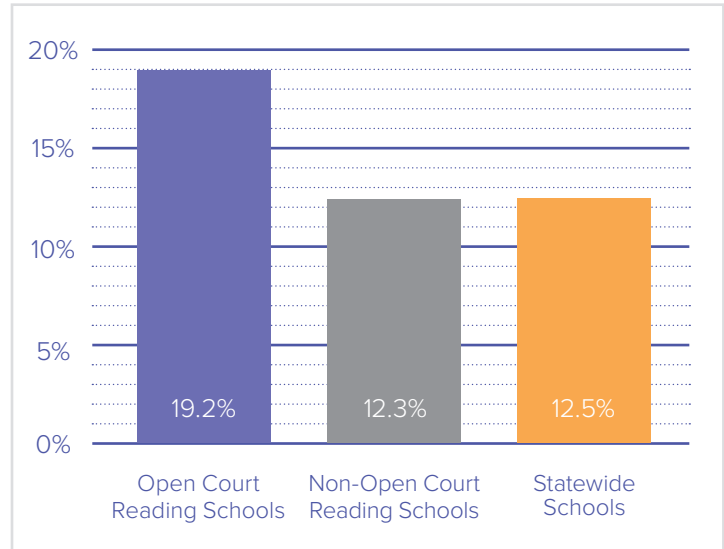


## Open Court Reading passes the test

The instructional sequence in *Open Court Reading* is research validated as well as research based. For example, in the McRae Report—a three-year study involving over 375,000 students in more than 700 schools—*Open Court Reading* schools achieved 50 to 75 percent higher reading gains\* than non-*Open Court Reading* schools. The program made the biggest difference in schools with concentrations of Low Socioeconomic Status (low-SES) students.

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

- Open Court Reading Schools
- Non-Open Court Reading Schools
- Statewide Schools



# You've Got a Champion in Your Corner

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

## The support you need, anytime you need it

### In-depth online professional learning

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

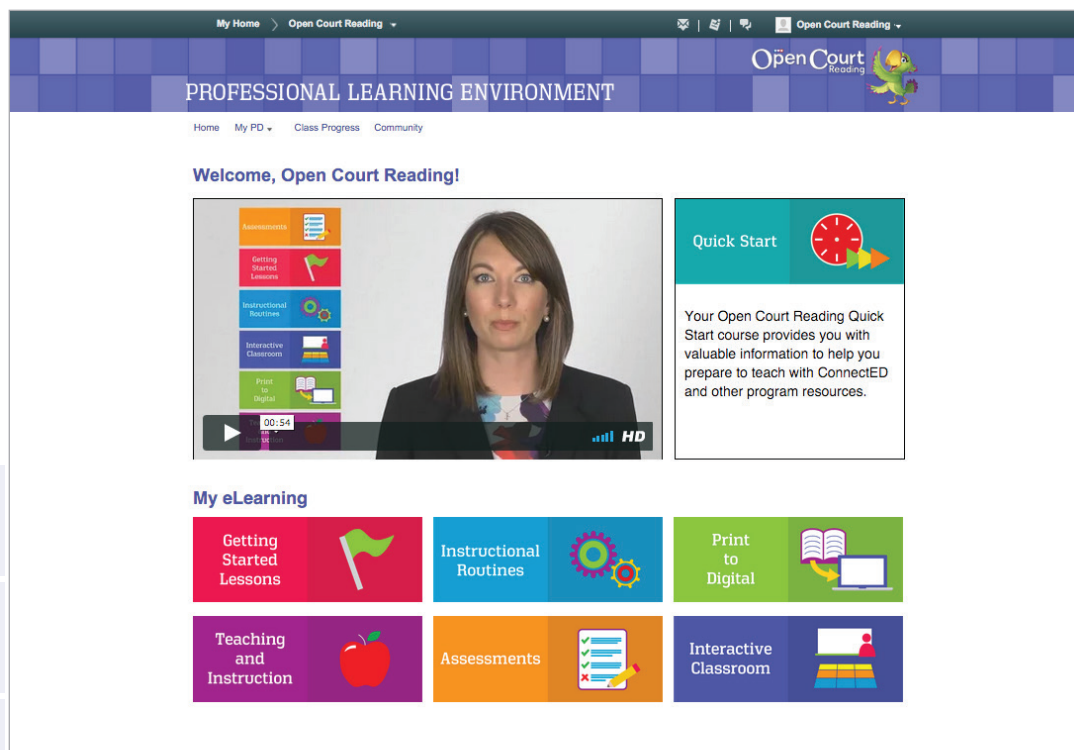
- Quick-Start and Implementation Courses
- A Resource Library
- Interactive eLearning Modules

### Resource Library

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

### Implementation Course

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





The screenshot displays the Open Court Reading online interface. At the top, it shows the navigation menu with 'UNIT 6', 'LESSON 1', and 'DAY 2'. Below this, there are three tabs: 'Foundational Skills', 'Reading and Responding', and 'Language Arts'. The 'Foundational Skills' tab is active, showing a list of objectives: identify and replace long-vowel sounds, isolate and segment initial consonant sounds, generate words with initial and final /s/, and blend, spell, and read words that contain /s/ spelled s. Below the objectives is a 'Show Me How' section with a dropdown menu for 'Identifying the Point of View in Narrative Text'. This section includes a text box explaining that recognizing first-person and third-person pronouns will help students identify the narrator, and a video thumbnail for 'Professional Development'. There are also 'SHOW GUIDES' buttons for 'EL' and 'i'. At the bottom, there are sections for 'Warm Up' (Numbers I-10) and 'Phonological and Phonemic Awareness' (Listening for First and Last Sounds, and Listening for Missing Sounds), each with an 'ePresentation Resources' link.

## Targeted online lesson support

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

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

## Administrator support

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

## Additional options

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

# Purposeful Teaching That Ensures Learning

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



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		

Instructional Emphasis Chart





Themes

# Unit Themes That Students Can't Resist

	Character	Changes	Communities	Life Science	Government	Creativity
<b>K</b>	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
<b>1</b>	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
<b>2</b>	Teamwork	Earth in Action	My Community at Work	Plants and Animals	Citizenship	Story Time
<b>3</b>	Respect	Extreme Weather	A Changing Nation	Animals and Their Habitats	Government at Work	Art on the Move
<b>4</b>	Making a Difference	Science Fair	Our Heritage, Our History	Adaptations in Action	National Treasures	Literature Meets Art
<b>5</b>	Perseverance	Cycles	Celebrating World Communities	Our Planet, Our Home	Making a Nation	Art and Impact

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

Unit Themes Chart

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



# Lessons Structured to Advance All Learners

Lessons are divided into three main parts:

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

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

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

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

UNIT 4 Plants and Animals		
	DAY 1	DAY 2
<p><b>Foundational Skills</b></p> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <i>Decodable Stories, Book 5, Story 41</i></li> <li>• Routines 7, 8, 9, 10</li> <li>• <i>Sound/Spelling Card, 40</i></li> </ul>	<p><b>Phonics and Decoding</b></p> <ul style="list-style-type: none"> <li>• /ōō/ spelled oo, pp. T212-T213</li> </ul>	<p><b>Phonics and Decoding</b></p> <ul style="list-style-type: none"> <li>• /ōō/ spelled oo, p. T226</li> </ul> <p><b>Reading a Decodable Story</b></p> <ul style="list-style-type: none"> <li>• Book 5, Story 41, p. T226</li> </ul>
<p><b>Reading and Responding</b></p> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Routines A, II, I3, and I4</li> <li>• <i>Student Anthology 2</i>, pp. 82-99</li> </ul>	<p><b>Build Background</b>, pp. T214-T215</p> <p><b>Preview the Selection</b>, p. T215</p> <p><b>Read the Selection</b>, p. T216</p> <p><b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Clarifying, pp. T217, T218, T220</li> <li>• Summarizing, pp. T218, T219</li> </ul> <p><b>Discuss the Selection</b>, pp. T221-T222</p> <p><b>Develop Vocabulary</b>, pp. T222-T223</p> <p><b>Fluency</b>, p. T223</p>	<p><b>Close Reading</b>, p. T227</p> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Classify and Categorize, pp. T227, T228, T229</li> <li>• Compare and Contrast, pp. T227, T229</li> </ul> <p><b>Practice Vocabulary</b>, p. T230</p> <p><b>Fluency</b>, p. T230</p> <p><b>Inquiry</b>, p. T231</p>
<p><b>Language Arts</b></p> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <i>Language Arts Handbook</i>, pp. 34-35, 38-41, 260-261, 314</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Writing to Inform, p. T224</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• /ōō/ spelled oo; Prefixes non- and re-, p. T225</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Writing to Inform, p. T232</li> </ul> <p><b>Penmanship</b></p> <ul style="list-style-type: none"> <li>• Capital Letters A, M, and N, p. T233</li> </ul>
<p><b>Workshop</b></p> <ul style="list-style-type: none"> <li>• eGames</li> <li>• <i>EL Photo Library Cards</i></li> <li>• <i>English Learner Teacher's Guide</i></li> <li>• <i>Intervention Support</i></li> <li>• <i>Intervention Teacher's Guide</i></li> </ul>	<p>Differentiated Instruction, pp. T212, T213, T218, T221, T225</p> <p>English Learner, pp. T212, T217, T219</p>	<p>Differentiated Instruction, pp. T226, T229, T230, T231</p> <p>English Learner, p. T226</p> <p>Inquiry, p. T231</p>
<p><b>Monitor Progress</b></p> <ul style="list-style-type: none"> <li>• eGames</li> <li>• <i>Lesson and Unit Assessment 2</i>, pp. 28-35</li> <li>• <i>Skills Practice 2</i>, pp. 37-38, 43-50, 52-56</li> </ul>	<p>Comprehension Rubrics, p. T216</p> <p><i>Skills Practice 2</i>, pp. T213, T224</p>	<p>Inquiry Rubrics, p. T231</p> <p><i>Skills Practice 2</i>, p. T230</p>





Lesson 4 Planner

UNIT  
4

DAY 3

**Word Analysis**  
• Prefixes *non-* and *re-*, pp. T234–T235

**Access Complex Text**  
• Classify and Categorize, p. T236  
• Compare and Contrast, p. T237  
**Build Background**, p. T238  
**Read the Poem**, pp. T238–T239  
**Theme Connection**, p. T239  
**Fluency**, p. T239  
**Text Connections**, p. T239  
**Apply Vocabulary**, p. T240  
**Practice Comprehension**, p. T241  
**Fluency**, p. T241  
**Inquiry**, p. T241

**Writing**  
• Writing to Inform, pp. T242–T243  
**Grammar, Usage, and Mechanics**  
• Contractions, p. T244  
**Spelling**, p. T245

Differentiated Instruction, pp. T235, T240  
English Learner, pp. T234, T237, T244  
Inquiry, p. T241

Inquiry Rubrics, p. T241  
**Skills Practice 2** pp. T241, T243, T245

DAY 4

**Word Analysis**  
• Prefixes *non-* and *re-*, p. T246

**Close Reading**, p. T247  
**Writer’s Craft**  
• Author’s Purpose, pp. T247, T248  
• Language Use, pp. T247, T250  
• Text Features, pp. T247, T248  
**Science Connection**, p. T251  
**Look Closer**, p. T252  
**Extend Vocabulary**, p. T253  
**Fluency**, p. T253  
**Inquiry**, p. T253

**Writing**  
• Writing to Inform, pp. T254–T255  
**Grammar, Usage, and Mechanics**  
• Contractions, pp. T256–T257  
**Penmanship**  
• Capital Letters A, M, and N, p. T257

Differentiated Instruction, pp. T246, T249, T250, T256, T257  
English Learner, pp. T248, T249  
Inquiry, p. T253

Inquiry Rubrics, p. T253  
**Skills Practice 2** pp. T255, T257

DAY 5

**Phonics and Decoding**  
• /ōō/ spelled *oo*, p. T258  
**Word Analysis**  
• Prefixes *non-* and *re-*, p. T258

**Review Vocabulary**, p. T259  
**Comprehension Strategies**  
• Review, p. T260  
**Access Complex Text**  
• Review, p. T260  
**Writer’s Craft**  
• Review, p. T261  
**Fluency**, p. T261

**Writing**  
• Writing to Inform, pp. T262–T263  
**Spelling**, p. T264  
**Grammar, Usage, and Mechanics**, p. T265  
**Penmanship**, p. T266

Differentiated Instruction, p. T261  
English Learner, p. T261

**Lesson and Unit Assessment 2**, pp. T258, T261, T266

Workshop

Daily time set aside for small-group instruction and differentiation

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

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



# Preparing the Foundation for Literacy

## Foundational Skills, Grade K

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

### Phonemic Awareness activities

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

### Oral Blending & Segmentation

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

### Alphabetic Principle

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

## 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*.

### Alphabetic Principle

#### Reviewing the Sound of Qq

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

**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/

CCSS RF.K.3.A

say /kw/ as they take their card.

#### Teacher Tip

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

#### Differentiated Instruction: Letter Sound Recognition

- AL** Tell students to listen for the /kw/ sound as you read the word pairs. Point to the letters and segment the words as you read each word pair. Then have students point to the correct word.
- OL** Continue linking the sound to the letter with more word pairs, such as *que, use, quip, lip*.
- BL** Have students come up with words and tell you whether or not the word begins with /kw/.

### Differentiated Instruction

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



# Building the Foundation for Literacy

## Foundational Skills, Grade 1

As they progress through grade 1, students learn sound-spelling correspondences, as well as blending and initial spelling strategies. *Open Court Reading* teaches young students what they need to know to decode, or read, written words.

**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

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

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



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

**DAY 4 LESSON 2**

**Blending** ROUTINE 3 ROUTINE 4 ROUTINE 10 ROUTINE 11 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**

- 1 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*
- 2 Have students identify the consonant blend in each word. *dr, cl, cr, st*
- 3-4 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**

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

**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 untought 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

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

# Supporting and Reinforcing the Foundations of Literacy

## Foundational Skills, Grades 2–3

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

### Oral Language

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

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

### Fluency

*Open Court Reading* foundational skills instruction:

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

### Decodable Books

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

LESSON 4 DAY 2 Foundational Skills

**Resources:**

- Routine 9
- *Decodable Stories, Book 5, Story 41*

**Objectives:** Students will

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

## Phonics and Decoding

/oo/ spelled oo

### Developing Oral Language

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

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

### Fluency: Reading a Decodable Story ROUTINE 9 CCSS RF.2.4.C

**Book 5, Story 41: Under the Moon**

**New High-Frequency Word:** soon

**Reviewed High-Frequency Words:** are, your

**USE** Routine 9, the [Reading a Decodable Story Routine](#), to have students read “Under the Moon.” Tell students watch for the punctuation marks that will help guide them to read with expression.

#### ▶ Checking Comprehension CCSS RF.2.4.A

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 CCSS RF.2.4.B

**i** 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.

**i** **Differentiated Instruction**

**AL PRACTICE DECODABLE** For additional practice with the target sound/spellings in this lesson, have students read Story 41: “Scooter and the Goose” from *Practice Decodable Stories*.



## Dictation

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

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

**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.

### ePresentation

#### Decoding

Words				
1	mood	doom	pool	loop
2	spoon	spool	stool	stoop
3	goose	loose	moose	choose
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



#### Checking Comprehension

CCSS RL.3.1

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

1. Where might you find a sleeping bat? *Bats sleep in barns, in caves, in trees, or under bridges.*
2. How are bats different from birds? *They are mammals, so they have fur, are born alive, and give milk to their babies.*
3. Why do people need bats? *Bats help to get rid of many harmful insects and help plants grow.*

#### Building Fluency

CCSS RF.3.4.A, RF.3.4.B

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

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

- 2 As students partner read, check that they are reading words automatically, with a focus on rapidly decoding words. Work individually with students who need additional support with fluent reading.

**CCSS RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **RF.3.4.A** Read grade-level text with purpose and understanding. **RF.3.4.B** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

### ePresentation

#### Dictation and Spelling

Words			
1	defy	reply	cycle
2	lie	light	recline
3	slightly	style	fried

Challenge Words

4	multiply	night-light	magnify
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#### Dictation and Spelling

- Sentence
- 1 My little brother cried when I tried to frighten him.

## Comprehension

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

# Applying Foundational Skills

## Reading to Learn

### Foundational Skills, Grades 4–5

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

### Word Analysis

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

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

#### About the Sentences

CCSS RF.5.3.A

**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

CCSS L.5.4.C

**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.**

LESSON 2 DAY 1 Foundational Skills

**Resource:**  
Routines 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.

**CCSS RF.5.3.A** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**LS.4.B** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*). **LS.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).

## Word Analysis

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

**Decoding 5** CCSS RF.5.3.A, LS.4.B

**1 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.

**2** 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** CCSS RF.5.3.A, LS.4.B, L.5.4

**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 oftentimes 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 Tips**

**SYLLABICATION** Remind students that most prefixes and suffixes add one or more syllables to the base word.

lo/cate	al/lo/cate	dis/lo/cate	re/loc/ate
de/flect	re/flect	de/flect/or	de/flect/or/ble
cy/cle	cy/cle	bi/cycle	re/cycle
mi/cro/phone	meg/a/phone	hom/o/phone	sym/phony

**PREFIX *ad-*** In addition to *al-*, the prefix *ad-* often changes to such prefixes as *af-*, *ap-*, *as-*, *at-*, depending on the first letter of the following base word or root. For example, *affluent*, *aggressive*, *apprehend*, *asserted*, and *attuned* have altered forms of the prefix *ad-*.

**Decoding**

**Words**

1 locate	allocate	dislocate	relocate
2 deflect	reflect	reflector	deflectable
3 cycle	cyclone	bicycle	recycle
4 microphone	megaphone	homophone	symphony

**Sentences**

1 Stretching daily and exercising helps one become more flexible.

2 When I take my dog on a walk, the other dogs in the neighborhood begin a cacophony of barking.

T80 Unit 1 • Lesson 2 • Day 1





## Developing Oral Language

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

### Developing Oral Language

**ASK** students to identify and define prefixes and suffixes found in Line I. Then have them explain how each affix helps them understand the meaning of the word. **distracted**—*The prefix dis- means “not;” which helps me understand that distracted means “not focused.”* **attentive**—*The suffix -ive means “likely to” or “doing,” which helps me understand that attentive means “likely to attend or pay attention.”* **observant**—*The suffix -ant means “performing or being inclined to a specified action,” which helps me understand that observant means “inclined to observe.”*

Point out that the word *extracts* in Sentence I is a homograph. Have students give two pronunciations and definitions for *extract* and create separate sentences for each meaning of the word. **Possible Answers:** /ek-‘strakt/, “to pull or take out;” *Miners extract precious gems from the earth’s crust.* /‘ek-strakt/, “a concentrated form of a substance;” *The cookie recipe calls for one teaspoon of vanilla extract.*

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



## Launching Unit Theme

# Themes Tie It All Together

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

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

## Inquiry

# Learning that Begins with a "Why?"

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

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

**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

**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.

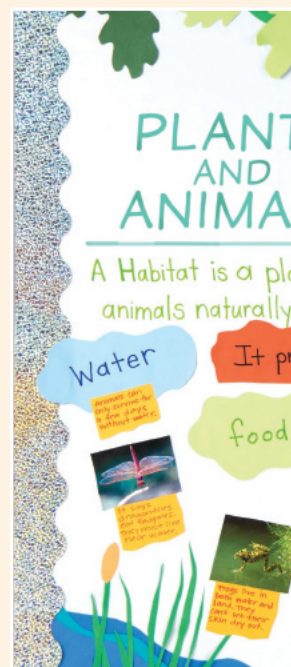
**BIG Idea**  
**READ** the Big Idea question to students. Discuss various ways plants and animals help each other. Tell students to keep the Big Idea question in mind as they read the selections throughout the unit.

**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?





Launch the Theme

UNIT  
**4**

ePresentation

**Background Builder Video**

**PLAY** the *Background Builder Video* to give students additional background information 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.

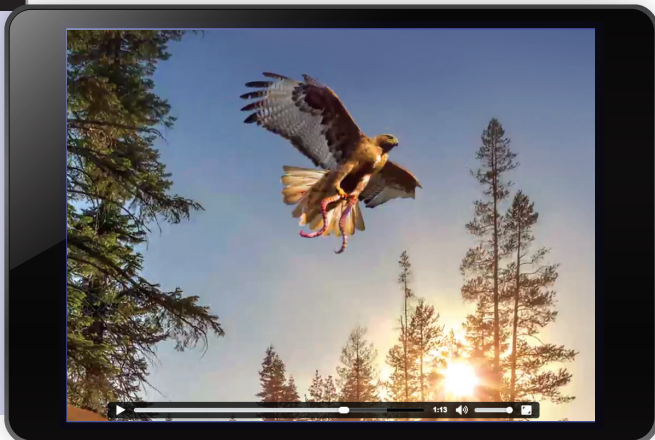
**Concept/Question Board**

**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.

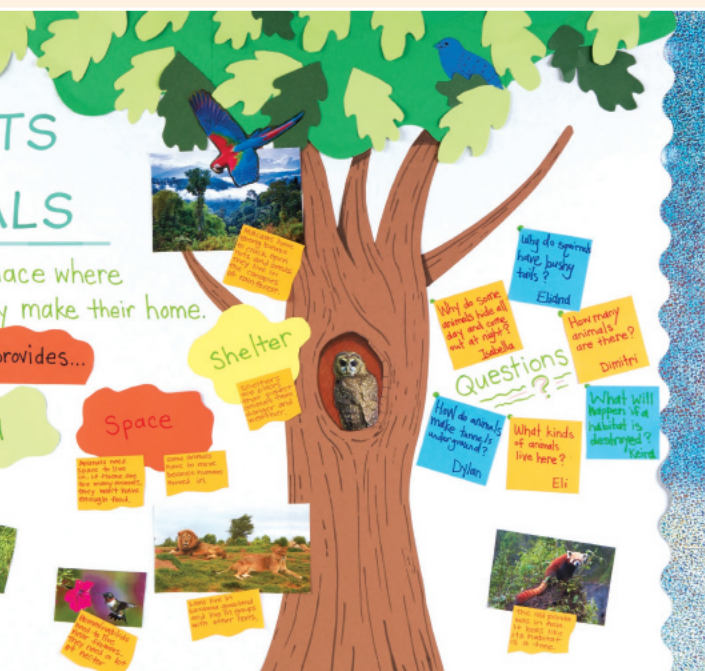
**Inquiry Planner**

**USE** the steps below to have students research the theme Plants and Animals.

	Steps	Examples
<b>LESSON 1</b>	Develop Questions	<i>Why are honeybee populations in danger?</i>
<b>LESSON 2</b>	Create Conjectures	<i>There are not enough of the right types of flowers. Something new in the environment is killing the honeybees. The climate has changed and is no longer good for honeybees.</i>
<b>LESSON 3</b>	Collect Information	<i>One way to explore my conjecture would be to find a book all about insects. A really thorough book, however, might have a lot of information. One way I can go right to a topic I want to research is by using an index. I could then look for the pages that have information specifically about honeybees.</i>
<b>LESSON 4</b>	Revise Conjectures	<i>Honeybee populations seem to be in danger because of many things, including a lack of flower diversity, use of certain pesticides, and diseases.</i>
<b>LESSON 5</b>	Develop Presentations	<i>My group will create an educational brochure to explain the reasons why honeybee populations seem to be in danger.</i>
<b>LESSON 6</b>	Deliver Presentations	<i>Student groups will present their research findings. The class should then discuss the presentation and ask any new questions they have about the information presented.</i>



- Engage students at the beginning of each unit with a brief **Background Builder Video** to convey theme-related background information and to spark students' natural curiosity and interests.
- Reading selections in a **variety of genres** highlight different aspects of the theme.



**The Concept/Question Board**

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

- Identify common interests that form the basis of collaborative research groups
- Post questions that arise through independent reading
- Learn the value of questioning as a means of building knowledge

# Build Comprehension Skills, Step by Step

*Open Court Reading* takes a systematic approach to teaching comprehension. Materials, lesson structure, and teaching techniques work together to make students adept at gaining meaning from text.

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

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

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

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

4 DAY 1 Reading and Responding

**Resources:**

- *Student Anthology 2*, pp. 82-91
- Routines A, II, 13, and 14

**Objectives:** Students will

- read grade-level text with purpose and understanding
- apply the comprehension strategies Clarifying and Summarizing
- use context to determine the meanings of words, confirming and self-correcting as necessary
- read grade-level text orally, with accuracy.

ePresentation



**BUSY BEES**  
by Brighid Lowe

**Genre:** Informational Text  
**Essential Questions:**  
How do honeybees help people? In what ways do bees and plants help each other?

## Build Background

### Background Information ROUTINE 14

**1** USE Routine 14, the *Reading the Selection Routine*, to guide students in reading “Busy Bees.” Remind students that in the last lesson they read about people and animals that search for beehives as a source of food. Explain that in this lesson, they will learn more about what goes on inside a beehive.

CCSS and u  
eP

... that “Busy Bees” is an informational text. Then prompt students to recall the informational text. *Informational text is about real people, animals, places, or events information in a clear organized way and contains facts that can be checked source. It may include diagrams, photographs, or other illustrations.*

**Key Vocabulary:** **Pollination**

If this lesson’s concept vocabulary word is *pollination*. Tell them that *pollination* transfer of pollen from the stamen to the pistil of the same flower or another flower.” discuss how the word *pollination* relates to the theme Plants and Animals.

**Essential Questions**

...s read aloud the Essential Questions on *Student Anthology 2* page 82. Tell them to read the Essential Questions as they read “Busy Bees.”

...eybees help people?

...ys do honeybees and plants help each other?

**Preview the Selection** LEXILE® 760L

ROUTINE 13 CCSS RF.2.4.A

...3, the Know, Want to Know, and Learned Routine, to have students browse the main to students that browsing will help them to read the text with purpose and ... Ask students what they already know about bees. For example, they know from ... ion that bees make honey and live in hives. Record this information in the *K* column ... hart. As students browse, have them think about what they want to learn as they ... tion. For example, *What is a pollen basket?* Record their responses in the *W* ... column. Then students that after they read the selection, they will return to the KWL chart to determine whether they learned what they wanted to know and to complete the *L* column.



Seeds of Change **DAY 1** LESSON **4**

ePresentation



After she graduated from college, Wangari traveled to Pennsylvania to continue her studies. Letters from home told Wangari about changes in Kenya. The people had elected a Kikuyu president, Jomo Kenyatta. Proud of her country and proud to be Kikuyu, Wangari decided to return home to Kenya to help her people.

America had changed Wangari. She had discovered a spirit of possibility and freedom that she wanted to share with Kenyan women. She accepted a teaching job at the University of Nairobi. Not many women were professors then, and even fewer taught science. Wangari led the way for other women and girls. She worked for equal rights so that female scientists would be treated with the same respect as male scientists.



Wangari watched sadly as her government sold more and more land to big foreign companies that cut down forests for timber and to clear land for coffee plantations. Native trees such as cedar and acacia vanished. Without trees, birds had no place to nest. Monkeys lost their swings. Tired mothers walked miles for firewood.

When Wangari visited her village she saw that the Kikuyu custom of not chopping down the mugumo trees had been lost. No longer held in place by tree roots, the soil streamed into the rivers. The water that had been used to grow maize, bananas, and sweet potatoes turned to mud and dried up. Many families went hungry.

Wangari could not bear to think of the land being destroyed. Now married and the mother of three children, she worried about what would happen to all the mothers and children who depended on the land.

"We must do something," Wangari said.

## Comprehension Strategy

### Clarifying

**TEACHER MODEL:** When Wangari Maathai went back to Kenya, it seems she found a very different country. I'm going to reread these paragraphs so that I can fully understand what was happening in Wangari Maathai's country. I might need to use an outside resource to clarify some of these terms as well. For example, finding the term plantation in the dictionary tells me that this is a large farm on which crops are grown by people who live there. Now I understand how devastating the rise in plantations was. The farmers would have needed to clear so much land. Imagine all the trees that were cut down! Rereading has also helped me to understand why chopping down trees would lead to starvation. The trees' roots held the soil in place for growing crops. Without the roots, the soil washed away and planting was impossible.

Busy Bees **DAY 1** LESSON **4**

SS RF.2.4.A Read grade-level text with purpose and understanding.

Presentation

Genre

**Informational Text**  
Informational text is about real people, animals, places, or events. Informational text contains facts that can often be checked in another source. Informational text might include diagrams, photographs, or other illustrations. Informational text presents information in a clear, organized way.

Essential Questions

How do honeybees help people?  
What ways do honeybees and plants help each other?

Know/Want to Know/Learned

K	W	L
How do honeybees make honey?	What is a pollen basket?	

## First Read

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

# Look Deeper, Think Again

## Close Read

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

- Cause and Effect
- Fact and Opinion
- Main Idea and Details
- Sequence
- Classify and Categorize
- Compare and Contrast



LESSON 4 DAY 2 Reading and Responding

ePresentation



Bees where some p not sti and he every c  
 Why insects three fly. The live in l help be  
 With plants! need to Since p They r  
 Head  
 Probou  
 Ganga  
 Le

Busy Bees DAY 2 LESSON 4

ePresentation



Bees help by drinking nectar from flowers. As a bee drinks, it brushes against the plant's pollen, and some of the pollen sticks to the bee. When the bee flies to the next plant, some of the old pollen rubs off onto the flower, and new pollen sticks to the bee.

Bees carry pollen in different ways. One way is by pollen sticking to little hairs all over the bees. Even their eyes have hair! These hairs make bees look fuzzy. Bees also carry pollen in special parts of their back legs called pollen baskets. Their bodies are adapted to help them do their work.

When bees help plants, they are also helping people. One example of this is that bees pollinate cotton plants, and people use cotton to **design** and make clothes. Without bees, cotton plants would have a difficult time reproducing. People also eat many foods that come from plants. Some bees make a special food from plants that people enjoy—honey! People use honey in food, drinks, and home **products**.

Many animals also like honey. Badgers, bears, and some kinds of birds seek out bee homes in order to snack on honey and honeycomb.

Honeybees use the nectar they drink to make honey. One bee can drink from 50 to 100 flowers in one trip—no wonder bees are so busy! The bees save the honey, and in the winter when there are no flowers, they have a tasty meal.



## Access Complex Text

### Classify and Categorize

- **REREAD** the last sentence of the second paragraph on page 85: "Bees help both plants and people in many ways." Explain that this sentence signals an opportunity to classify and categorize information in the selection. Prepare and display a two-column chart with the headings *Bees Help Plants* and *Bees Help People*. Tell students that as they continue reading, they can use the chart to record examples of how bees help plants and how they help people.

## Access Complex Text

### Compare and Contrast

CCSS RI.2.9

- **HAVE** students recall what they learned about pollination in "Flower Power." Ask them to compare and contrast information from that selection with what they read in "Busy Bees." **Possible Answers:** Both selections explain that pollen sticks to insects when they are feeding on flowers and that pollen must be spread in order for plants to reproduce. "Flower Power" does not mention bees specifically, but "Busy Bees" does. "Busy Bees" uses the word nectar for the food that insects get from flowers, but "Flower Power" does not.

### Classify and Categorize

CCSS RI.2.8

- Ⓜ **ASK** students what they learned on page 86 about how bees help plants. *Bees carry pollen from plant to plant, and then the plants can reproduce.* Add this information to the chart. Then ask students what they learned on page 87 about how bees help people. *Bees pollinate cotton plants, which people need for making fabric and clothes. Bees also make honey, which people use in food, drinks, and other products.*

### Access Complex Text

Compare and Contrast



### Classify and Categorize

BEES HELP PLANTS	BEES HELP PEOPLE
▶ Bees carry pollen; plants can reproduce.	▶ Bees pollinate cotton plants, used for making fabric.
	▶ Bees make honey used in food, drinks, and other products.

### Teacher Tip

**COMPARE AND CONTRAST** Display pages 19 and 20 from "Flower Power" to help students compare and contrast information about pollination in that selection and in "Busy Bees."

### Differentiated Instruction

**BL RESEARCH** Have students research to identify some products people use that have honey as an ingredient. Ask students to share their results with the class.



# Reading with a Writer's Eye

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

These include elements such as:

- Plot
- Setting
- Character
- Structure

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

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

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

## LESSON 4 DAY 4 Reading and Responding

**Essential Question**  
How do earthworms help plants and people?

### Squirmy, Wiggly Earthworms

by Mike Plutko  
Illustrated by Sharon O'Neil

Squirmy wiggly earthworms  
Push down through the soil.  
Helping roots to grow and grow.  
Because of all their toil.

These  
Are m  
Roots  
Some

Witho  
Plants  
They'd  
And m

Farme  
That w  
They n  
For all

### ePresentation

**CCSS** RL.2.4  
Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

## Writer's Craft

### Language Use

**CCSS** RI.2.4

**TELL** students that the author of "Squirmy, Wiggly Earthworms" uses descriptive words to enhance the poem's imagery. Reread the second stanza and ask students to identify some vivid verbs the poet uses: *wiggle, squiggle, gobble*. Then ask them how these words add meaning to the poem. **Possible Answer:** *The words wiggle and squiggle help me understand how an earthworm moves, and the word gobble helps me understand how roots soak up lots of nutrients from soil.*

Point out to students that the author of "Squirmy, Wiggly Earthworms" also uses rhyming words to create rhythm. Have students identify the pair of rhyming words in the first stanza: *soil/tail*. Explain that the rhyming words help to create a rhythm through regular beats. Reread the first stanza to students while emphasizing the regular beats. Ask students to describe how understanding the rhymes and regular beats in the first stanza helps them to understand the rhythm in the rest of the poem. **Possible Answer:** *The rhymes and regular beats help me recognize a pattern. When I understand the rhymes and beats in the first stanza, I can more easily read the other stanzas.*

### Teacher Tip

**DESCRIPTIVE WORDS** Have students pantomime some of the descriptive words used in the poem, such as *squirmy, wiggle, squiggle, gobble, and shrivel*.

### Differentiated Instruction

**AL** **RETEACH** For students needing additional support, use the *Intervention Teacher's Guide* during Workshop to reteach the writer's craft skills and vocabulary words taught in this lesson.

## Science Connection

### Text Feature

**REMIN** students that a paragraph is usually part of a larger text, and is made up of a group of sentences telling about a particular subject. Explain to students that paragraphs appear in most written text, including literary and informational texts.

### Reading "Bees Please"

**DISPLAY** "Bees Please" and read it as a class. Then have students work with a partner to respond to the questions and complete the activity described in item 3.

1. Other animals do things that benefit humans. Can you think of an example? **Possible Answer:** *Snakes eat insects that can kill plants in a garden.*
2. Before reading "Busy Bees," what was your opinion of bees? What do you think now? **Possible Answers:** *I was afraid of bees and I thought they only stung people. Now I think they are important.*

### Go Digital

**CCSS** RI.2.5

**REVIEW** with students some of the reliable websites they can visit to see a video of a bee pollinating a flower. Also review text features students can use to locate key facts and information more efficiently. These text features include: captions, bold text, subheadings, glossaries, indexes, electronic menus, and icons.

## Busy Bees

DAY 4 LESSON 4

**CCSS** RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

### ePresentation

### Connect

**Read this Science Connection.** You will answer the questions as a class.

**Text Feature**  
A paragraph is a group of sentences telling about a particular subject.

### Bees Please

You learned a lot about honeybees when you read "Busy Bees." You learned that a worker bee dances or rubs one **antenna** against another bee's antenna in order to talk. You learned that bees make and use honeycomb to store their eggs and honey.

Bees help plants reproduce. Because of this, bees are important to farmers. Farmers move groups of bees from place to place to help pollinate crops. Without bees, most flowers would not grow into fruits, nuts, or seeds.

The list of foods and **products** that bees help us produce is very long. Bees pollinate the nut trees that then grow almonds and cashews. They pollinate fruit and vegetable plants that grow apples, blueberries, cucumbers, carrots, tomatoes, peaches, and pears. They pollinate the sunflowers we use to make oil. They even pollinate the cotton plants that we use to make clothes.

# Go Further with Vocabulary

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

## The Vocabulary Process

### 1. Develop

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

LESSON **4** DAY 1 Reading and Responding

**Develop Vocabulary** READING II

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

Display the vocabulary words, pronunciations, and parts of speech. Discuss each word's definition. Then have students use the activity below to verify the meaning of each word. Provide examples and clarification as needed.

**Words and Definitions**

Tell students they can use the Vocabulary Strategy Context Clues to figure out the meaning of the word *vacant* on page 88. Context Clues are hints in the text that help readers find the meaning of words. Have students browse the text for hints or clues that might help them understand the definition of *vacant*. Also have them browse page 86 for clues to the meaning of the phrase "their bodies are adapted." Then begin the activity.

*The word design means "to make for a purpose." Are there any text clues on page 87 to help you understand the meaning of design? The first paragraph on page 87 talks about how people use cotton to design and make clothes. I know the meaning of the word makes, so I can use it as a context clue to understand that designing something is similar to making something.*

Vocabulary

Word	Pronunciation	Part of Speech
1. design	di zīn'	verb
2. products	prod' əkts	noun
3. limbs	līmz	noun
4. vacant	və' kənt	adjective
5. invade	in vād	verb
6. antenna	ən ten' ə	noun

LESSON **4** DAY 2 Reading and Responding

**Practice Vocabulary** READING II

USE Routine II, the Selection Vocabulary Routine, 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.

**CCSS RI.2.10** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. **RF.2.4.B** Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

ePresentation

Vocabulary

antenna	design	invade	limbs
products	vacant		

### 2. Practice

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







**LESSON 4 DAY 3 Reading and Responding**

**ePresentation**

**Apply**

Read the story. Then discuss it with your class.

**Vocabulary Words**

- antenna
- designed
- invade
- limbs
- products
- vacant

**Vocabulary**

**Robot Invasion**

Josie and her dad were working on a special project. They were making a robot!

Josie's dad had been saving cardboard boxes for a few weeks. He took **products** out of boxes and set each box aside in a **vacant** part of the basement. Now they finally had enough to get started.

They wanted to **design** a robot that was as tall as Josie! They used a large box for the body. They used cardboard tubes to form the **limbs**. Josie laughed as her father taped the pieces together.

It was time to make the robot's face. Josie glued on bottle caps for eyes. Her dad taped on an old remote control for a mouth. For **antennae**, they used drinking straws. That was Josie's idea!

**Concept Vocabulary**

Think about the word **pollination**. Can you explain how pollination happens?

**Extend Vocabulary**

- Choose the word that means the same as vacant: unused, active, dull
- Choose the word that means the same as products: pounds, goods, prices
- Choose the word that means nearly the same as designed: aimed, defined, arranged
- Choose the word that means nearly the opposite of invade: clash, defend, follow
- Choose the word that is related to limb: inches, branches, roots
- Choose the word that is related to antenna: feeler, eye, taster

**Apply Vocabulary**

USE Routine II, the Selection Vocabulary Routine, to have students read the vocabulary selection on *Student Anthology 2* pages 96-97.

Start by reviewing the words and definitions with students. Then explain to them that many English words can be used in different ways. Sometimes a word can function as a noun, but also as a verb. Sometimes a suffix can change an adjective into a noun.

Tell students that, as they read this text, they should pay close attention to this week's selection vocabulary words and how each word is used here. You may want to have students compare and contrast the new and original definitions and parts of speech.

Remind students that the concept vocabulary word is **pollination**. Have them discuss the question on page 97: *Think about the word pollination. Can you explain how pollination happens?*

**Possible Answer:** *Pollination happens when pollen is transferred from one part of a flower to either another part of the same flower or a different flower.*

You will complete the vocabulary activity at the bottom of page 97 on Day 4 during the Extend Vocabulary activity.

### 3. Apply

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

### 4. Extend

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

**Busy Bees** **LESSON 4 DAY 4**

**Extend Vocabulary**

DISPLAY Routine II, the Selection Vocabulary Routine, to have students extend their vocabulary. Display the vocabulary activity at the bottom of page 97. Tell students to follow the directions to complete the activity. *unused, goods, arranged, defend, branches, feeler*

**Fluency**

**Automaticity**

TELL students that multiple readings of a passage or selection will help them become more fluent readers. They should be able to read a passage with greater automaticity and accuracy with each attempt. Remind students that automaticity means being able to recognize or decode words quickly while reading.

Read aloud page 88 from "Busy Bees" and have students echo read to improve their

**CCSS RF.2.4.B** Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. **W.2.7** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). **W.2.8** Recall information from experiences or gather information from provided sources to answer a question. **SL.2.1A** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**ePresentation**

Finally the robot was done. They stood back and admired what they had made. Josie's dad said, "Now it is time for a kitchen **product**!" Josie and her dad laughed. Then, they

**Concept Vocabulary**

Think about the word **pollination**. Can you explain how pollination happens?

**Reading and Responding** **LESSON 4 DAY 5**

**Resources:**

- Routine II
- Student Anthology 2*, pp. 94-93
- eGames
- Lesson and Unit Assessment 2*, pp. 30-32

**Objectives:** Students will

- review the selection vocabulary words.
- review the comprehension strategies Summarizing and Clarifying.
- review Classify and Categorize and Compare and Contrast.
- review Author's Purpose, Text Features, and Language Use.
- review accuracy and fluency aspects of fluency.

**CCSS L.2.5.A**

**Review Vocabulary**

USE Routine II, the Selection Vocabulary Routine, to have students review the vocabulary words. Read each of the sentences and have students choose the correct answer. Tell students to explain their responses and provide examples and clarification as needed.

- If you invade the principal's office, is the principal likely to be pleased or displeased? *The principal is likely to be displeased because I entered without permission.*
- If you see a butterfly's antenna, are you looking at its head or its wings? *I am looking at its head because that is where an antenna is located on an insect.*
- If you donate products to charity, do you give them money or give them goods? *I give them goods because products are things that are made.*
- If you see a vacant chair, can you sit in it or is it taken? *I can sit in it because it is empty.*
- If someone chose to design a movie for children, would it be appropriate or inappropriate for young people to watch? *It is appropriate because the movie would be made for children.*
- If you trim a tree's limbs, do you cut its trunk or cut its branches? *I cut branches because that is another word for limbs.*

**ePresentation**

**Vocabulary**

antenna design invade limbs  
products vacant

### 5. Review

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

# Turn Readers into Fluent Storytellers

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

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

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

- Opinion pieces
- Informational texts
- Narratives
- Poetry

Writing instruction occurs in three phases:

1. The teacher models each writing task.
2. The teacher helps the whole class create a collaborative piece of writing.
3. Students then write pieces independently.

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

LESSON

# 2

DAY 2

# Language Arts

<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Routine 10</li> <li>• <i>Student Anthology</i></li> <li>• <i>Language Arts Handbook</i>, pp. 74–75, 392</li> <li>• <i>Skills Practice 2</i>, p. 103</li> </ul>	<p><b>Objectives:</b> Students will</p> <ul style="list-style-type: none"> <li>• learn about writing a response to nonfiction.</li> <li>• use a main-idea web to record main ideas and details from a nonfiction selection.</li> <li>• learn about comparative and superlative adjectives and adverbs.</li> </ul>
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## Response to Nonfiction

### Prewriting

### Instruct—Identify Main Ideas and Details

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

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

Remind students a TIDE graphic organizer is a good tool to use for planning informational writing. Display a blank TIDE graphic organizer, and review how it is used to plan informational writing. Ask volunteers to describe each section. *The T is where you write the topic. ID is where you write the important details that need to be included. E is where you write an ending that summarizes the topic and details.* Tell students they will use a TIDE graphic organizer to plan their responses to nonfiction.



Students build on and refine their grammar, usage, and mechanics skills to improve their writing, as well as skills in editing and revising to improve their work.

Spelling instruction is especially effective because it is directly connected to the skills taught either in Phonics and or in Word Analysis.

## LESSON

## 4

## DAY 4

## Language Arts

## Grammar, Usage, and Mechanics

### Adjectives

#### Instruct

**DISPLAY** the ePresentation visual of the following sentences. Remind students that adjectives describe nouns. Identify the adjective in each sentence.

- I wrote a long essay about the environment. *long*
- Jordan bought a new pencil. *new*
- The cold water was splashing on my feet. *cold*

Tell students they will use adjectives in nearly every type of writing. Explain that adjectives make writing more interesting because they allow a reader to see, smell, hear, taste, and touch what is being described.

#### Guided Practice

CCSS L.2.1.E, L.2.6

**DISPLAY** the ePresentation visual for the following sentences. Have students circle the adjectives in the sentences.

- Max's brown dog runs faster than the two other puppies. *brown, two, other*
- The small mouse scampered across the dirty floor. *small, dirty*

Have volunteers suggest other adjectives and use them to describe objects in the classroom.

#### Apply

CCSS L.2.1.E

**WRITE** the words *heavy, light, sunny, and dark* on the board. Tell students that adjectives are helpful when comparing and contrasting objects. Have them use the words on the board to write sentences that compare and contrast.

As a class read the Focus section, and do the first two Practice questions on *Skills Practice I* pages 131-132. Have students complete the remainder of the workbook pages with a partner.

**CCSS** L.2.1.E Use adjectives and adverbs, and choose between them depending on what is to be modified.  
L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

#### ePresentation

##### Grammar, Usage, and Mechanics

- ▶ I wrote a long essay about the environment.
- ▶ Jordan bought a new pencil.
- ▶ The cold water was splashing on my feet.

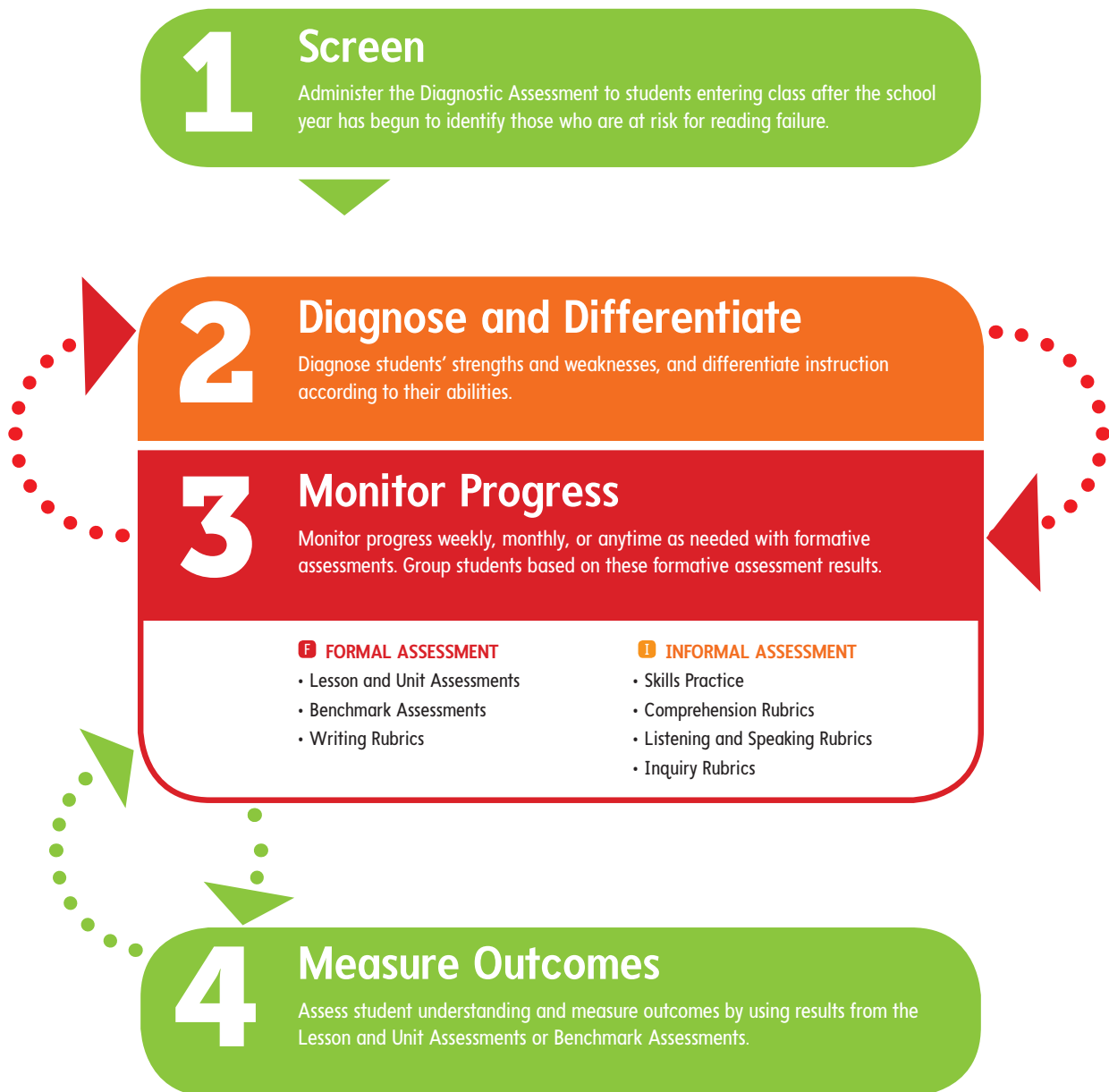
##### Grammar, Usage, and Mechanics

- ▶ Max's brown dog runs faster than the two other puppies.
- ▶ The small mouse scampered across the dirty floor.

# Measure Their Learning, Adjust Your Teaching to Fit

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

## Assessment is an ongoing cycle.





Open Court Reading

My G2 Class

ASSESSMENT

### My Test Library

Assigned Tests My Test Library

Filters Item Banks OCR\_Grade\_2 Archived

Title	Subject	Grd.	Created	
G2 U3 Assessment: Narrative Writing Task: 1	ELA	2nd	8/13/15	
G2 U3 Assessment: Spelling: 1	ELA	2nd	8/13/15	
G2 U3 Assessment: Grammar, Usage, and Mechanics: 1	ELA	2nd	8/13/15	
G2 U3 Assessment: Comprehension: 1	ELA	2nd	8/13/15	
G2 U3 Assessment: Vocabulary: 1				
G2 U3 Assessment: Phonics: 1				
G2 U3 L6: Analyzing the Selection: 1				
G2 U3 L6: Comprehension: 1				
G2 U3 L6: Vocabulary: 1				

Open Court Reading

My G2 Class

ASSESSMENT

### G2 U3 Assessment: Vocabulary: 1

Close Preview

1 2 3 4 5 6 7 8 9 10 0 of 10 complete

Mark for Review

What is a synonym for *plant* in this sentence?  
The workers walked toward the *plant* early in the morning.

A. train

B. factory

C. meeting

D. cabin

Save & Continue >

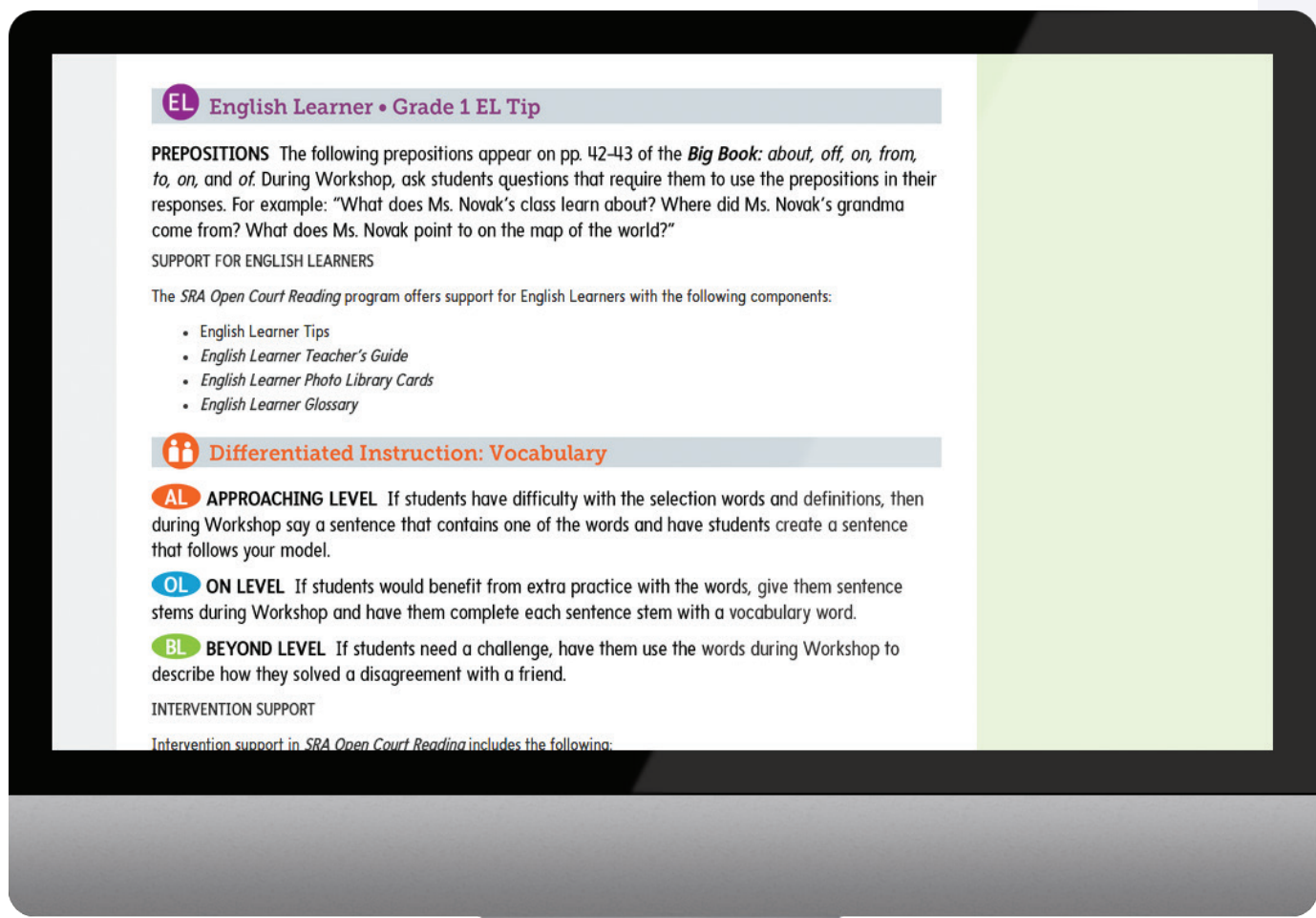
### Open Court Reading Online Assessments

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

# Literacy Instruction for Every Student

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

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



*Open Court Reading* instructional materials are available in both print and digital formats.



## EL Support for English Learners

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

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

### **English Language Development Kit**

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

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

- Newcomer's English Language Development Blackline Masters
- Newcomer's English Language Development Teacher's Edition
- Teacher's Resource Book
- Oral Language Development Cards

- Photo Flash Cards
- Sound/Spelling Cards
- Board Games (game mats, game cards, game pieces)
- Individual Handheld Mirrors



## Support for intervention

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

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



# Teach with Passion

## Teacher's Edition

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



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

## Benchmark Assessment

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

## Digital Only Teacher Resources

- Home Connections
- Challenge Novel Activities







# Strong Foundations for Strong Readers

## Foundational Skills Kit

Behind every strong reader are strong foundational skills. These skills give readers the ability to read and comprehend texts across a variety of genres. Essential skills for beginning readers include phonemic awareness, phonics skills, decoding, fluency, and word analysis. The core components of *Open Court Reading Foundational*

*Skills Kits*, for grades K–3, are research-based and designed to ensure successful mastery of these critical skills. For over 50 years, Open Court’s research-based and research-tested foundational skills have been the key to countless successful readers!



## Word Analysis Kit

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



# Components with a Purpose

## Pre-Decodables and Decodables

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



## Big Books/Little Books

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



## First Reader

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



## Student Anthologies

The anthologies expose students to a variety of narrative and informative texts and teach concepts such as key ideas and details, the craft of writing, and the integration of background knowledge and ideas. Audio adds fluency and vocabulary support to the digital versions.





### Lesson and Unit Assessment Blackline Masters

Use these curriculum-based resources to measure students' learning in key instructional areas and to plan differentiated instruction.

### Skills Practice Workbooks

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

### Language Arts Handbook

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

### Digital Only Resources

- eGames
- eActivities

Blended Learning

# Blended Learning at Its Best

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

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



Student Online Subscription



eGames



# Engage All Students in Active Learning with Both Print and Digital Components

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

**Practice** Identify Author's Purpose and Classifying

Read each description. Drag the author's purpose that matches the description to the line. Then place your "X" for Tic-Tac-Toe.

a fun poem that tells about types of animals: \_\_\_\_\_

entertain  
persuade  
inform  
inform and entertain  
inform and persuade


Reading and Responding eActivity

Although honeybees do not fly fast, they are skillful fliers. Not only can they fly forward and backward, they can also fly sideways or stay still. Honeybees can fly from flower to flower or hang in one place in the air.

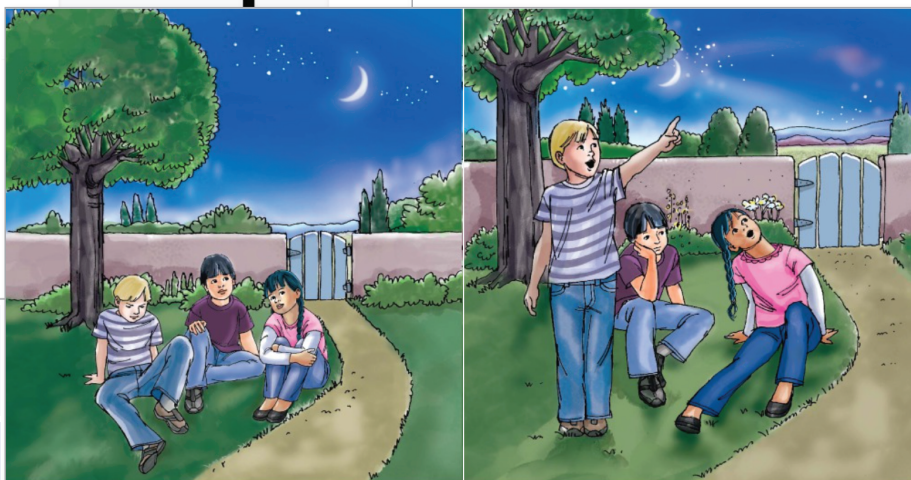
Honeybees can "talk" to each other too! One bee rubs an antenna against another bee's antenna to "talk." Another way honeybees communicate is by dancing. A bee will dance to tell another about food. A "round" dance means food is near the hive. If food is farther away, then the bee will do a "waggle" dance.

It is interesting to watch bees at work. As they fly from flower to flower gathering food, they help plants. Honeybees then go home to their hives to make honey. Every day, as they go about their work, bees are busy helping both plants and people.

Student Anthology



Digital Sound/Spelling Card



Mark, Chad, and Trish sit in a park. Mark calls out, "This is not much fun in the dark."

"Let's wish upon a star!" Chad grins. "Which star?" asks Trish. "Start with that red star!" yells Chad.



# Open Court Reading

SRA



## A blueprint for success

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



## Systematic teaching, systematic learning

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



## Reaching every learner

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



## Program components

Access literacy any way you like—*Open Court Reading* provides the resources, activities, and materials teachers need to reach and engage every learner at every level.



**Every day we apply learning science  
to engage students, empower  
educators, and improve outcomes.**

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

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

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

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

For more information visit  
[mheducation.com/prek-12](http://mheducation.com/prek-12)



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Reading

