



# Open Court Reading

SRA



# Decades of Confident Readers, Powered by Research

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

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

**Welcome to *Open Court Reading*.**



## Built on the Science of Reading, Validated by Research

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

## Instruction that Turns Research into Action

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

## Foundations for Lifelong Literacy

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

## Teaching Knowledge to Develop Student Schema

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

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

# Powered by Research

*Open Court Reading's* research-validated success is:

- Demonstrated in classrooms across the country with diverse student populations.
- Validated by standardized test results.
- Field tested to reveal the effectiveness of its systematic, explicit instruction.
- Recognized as highly effective by top third-party education experts.

## ***Open Court Reading Meets Top Tiers of ESSA Criteria***

The What Works Clearinghouse™ (WWC) report examined two studies that meet Every Student Succeeds Act (ESSA) criteria: one meeting Tier 1 (Strong Evidence) criteria and the other meeting Tier 2 (Moderate Evidence) criteria.

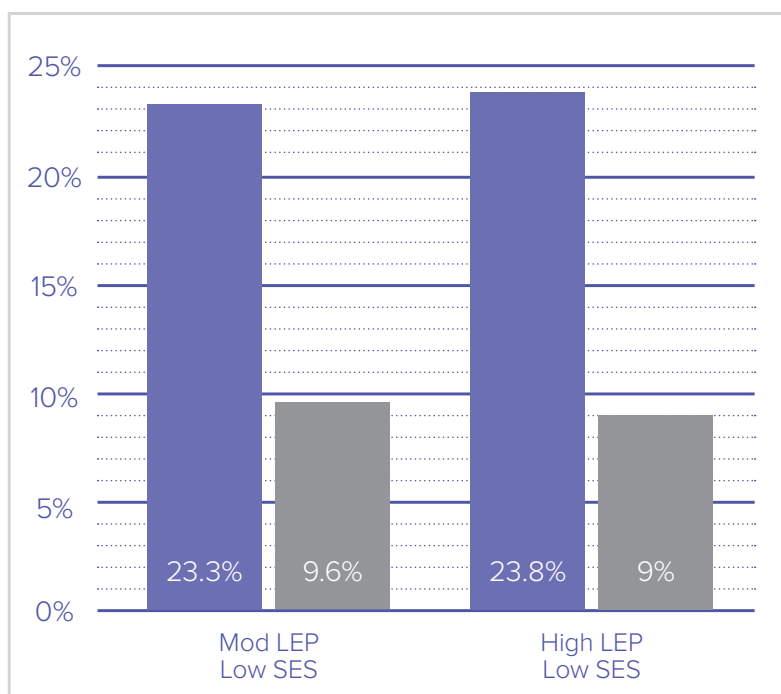
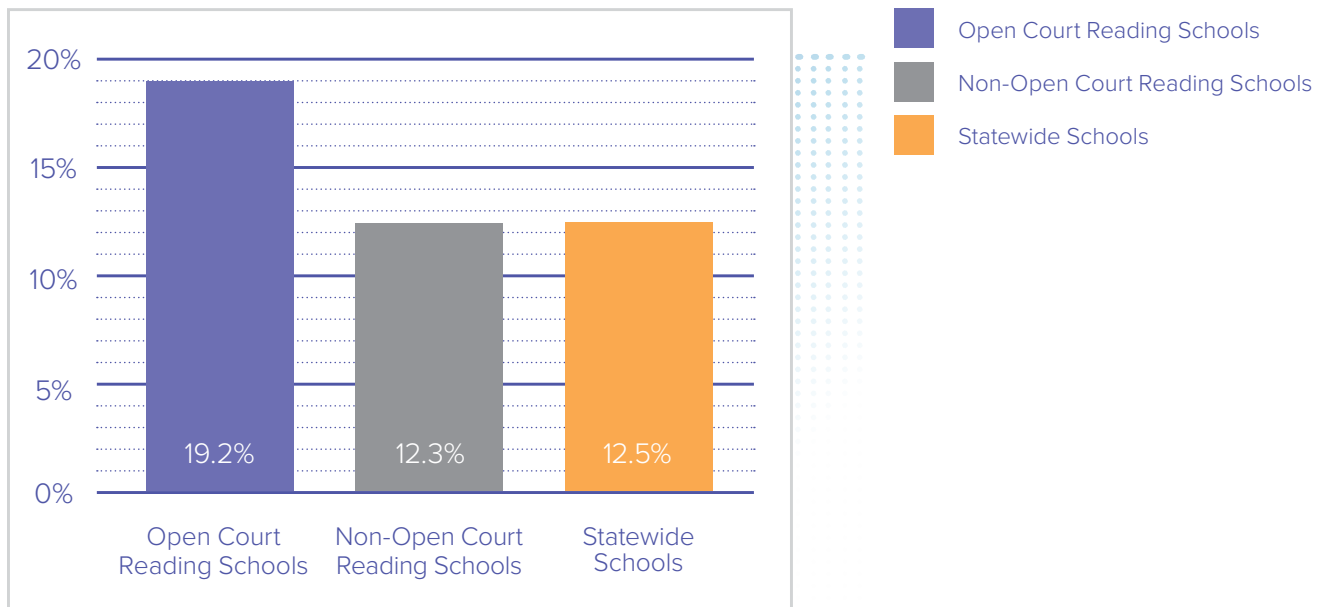
The studies in the WWC report provide research-based proof of how the *Open Court Reading* program leads the way to literacy success through systematic teaching and learning. This report can also help guide decisions about implementing evidence-based curriculum.



## See the Proof

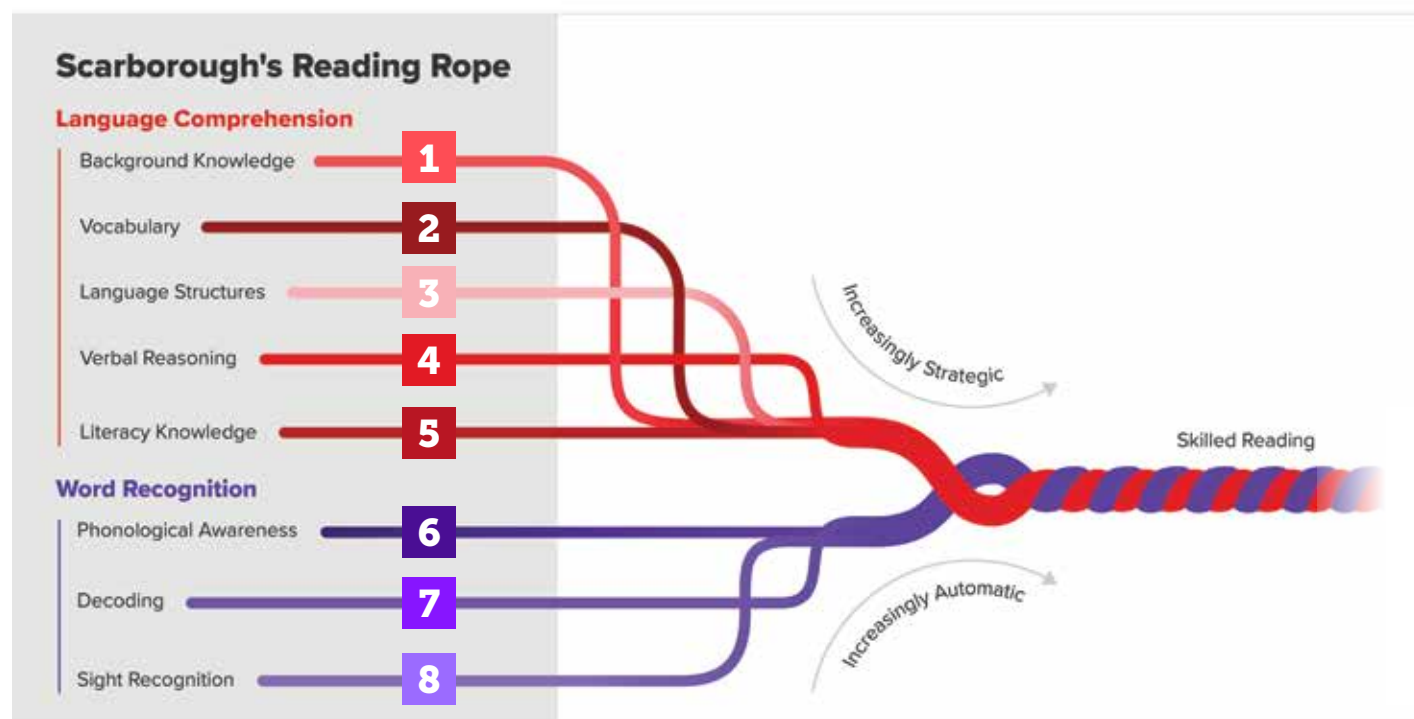
In a three-year study involving over 375,000 students in more than 700 schools, *Open Court Reading* schools achieved 50 to 75 percent higher reading gains\* than non-*Open Court Reading* schools. The program made the biggest difference in schools with concentrations of Low Socioeconomic Status (low-SES)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

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



# The Science of Reading at Work

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



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

## 5 Literacy Knowledge

### Research

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

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

### Action

#### Print and Book Awareness

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

#### Parts of a Book: Headings

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

## 6 Phonological Awareness

### Research

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

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

### Action

### Phonological and Phonemic Awareness

#### Listening for First, Middle, and Last Words

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

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

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

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

## 7 Decoding

### Research

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

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

### Action

### Phonics and Decoding

/f/ spelled *f* and *ff*

#### Introduce the Sound/Spelling <sup>ROUTINE 1</sup>

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

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

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

Play or read the Fan story:

/f/ /f/ /f/ /f/ /f/—What’s that funny sound?

It’s Franny the Fan going round and round.

And this is the sound that old fan makes: /f/ /f/ /f/ /f/ /f/.

## 8 Sight Recognition

### Research

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

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

### Action

### Word Analysis

Prefixes *dis-* and *un-*

#### Decoding <sup>ROUTINE 10</sup>

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

#### About the Words

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



# The Science of Reading at Work



## Research

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

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

## Action

### Fluency

#### Prosody

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

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

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

## 2 Vocabulary

## Research

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

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

## Action

### Practice Vocabulary ROUTINE II

**USE** Routine II, the 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.



## 1 4 Background Knowledge and Verbal Reasoning

### Research

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

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

### Action

#### Close Reading

##### Access Complex Text

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

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

##### ► Cause and Effect

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

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

## 3 Language Structures

### Research

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

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

### Action

#### Grammar, Usage, and Mechanics

##### Present-Tense and Past-Tense Verbs

##### Instruct

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

#### Grammar, Usage, and Mechanics

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

# Connect and Deepen Learning

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

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

Unit themes recur and evolve across grades.

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

## Life Science

Ready, Set, Grow  
Animals Homes

Roots and Seeds  
Animals From Head to Toe

Plants and Animals

Animals and Their Habitats

Adaptations in Action

Our Planet, Our Home



# UNIT 4

## Background Builder Video

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

## Inquiry

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

### Concept/Question Board

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

## Build Knowledge

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

### Culminating Task

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

## ePresentation

### Background Builder Video



## Background Builder Videos

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

## Inquiry

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

## Build Knowledge

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

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

## Big Ideas

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

## Theme Connections

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

## Launch the Theme

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

## - BIG Idea

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

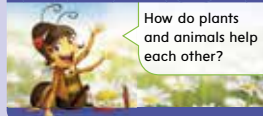
## Theme Connections

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

## ePresentation

## BIG Idea

### How do plants and animals help each other?



### Theme Connections

### Why do plant and animal relationships develop in nature?



# Instructional Methodology, Grounded in Research

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

Foundational Skills

Reading and Responding

Language Arts

## A Purposeful Progression

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

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

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

## A Systematic Daily Lesson Plan

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

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

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

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

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

Formal and informal assessments are woven throughout each lesson.

UNIT 4 Plants and Animals	
DAY 1	
<b>Foundational Skills</b> <b>Resources</b> <ul style="list-style-type: none"> <li>• Routines 1A, 7, 8, 9, and 10</li> <li>• <i>Sound/Spelling Card</i>, 40</li> <li>• <i>Decodable Stories</i>, Book 5, Story 41</li> </ul>	<b>Phonics and Decoding</b> <ul style="list-style-type: none"> <li>• /oo/ spelled oo, pp. T212-T213</li> </ul>
<b>Reading and Responding</b> <b>Resources</b> <ul style="list-style-type: none"> <li>• Routines A, 11, 13, and 14</li> <li>• <i>Student Anthology 2</i>, pp. 82-99</li> </ul>	<b>Build Background</b> , pp. T214-T215 <b>Preview the Selection</b> , p. T215 <b>Read the Selection</b> , p. T216 <b>Comprehension Strategies</b> <ul style="list-style-type: none"> <li>• Clarifying, pp. T217, T218, T220</li> <li>• Summarizing, pp. T218, T219</li> </ul> <b>Discuss the Selection</b> , pp. T221-T222 <b>Develop Vocabulary</b> , pp. T222-T223 <b>Fluency</b> , p. T223
<b>Language Arts</b> <b>Resources</b> <ul style="list-style-type: none"> <li>• <i>Language Arts Handbook</i>, pp. 34-35, 38-41, 260-261, 314</li> </ul>	<b>Writing to Inform: Research Report</b> <ul style="list-style-type: none"> <li>• Drafting, p. T224</li> </ul> <b>Spelling</b> <ul style="list-style-type: none"> <li>• /oo/ spelled oo; Prefixes non- and re-, p. T225</li> </ul>
<b>Workshop</b> <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>	<b>Differentiated Instruction</b> , pp. T212, T213, T218, T221, T225 <b>English Learner</b> , pp. T212, T217, T219
<b>Monitor Progress</b> <ul style="list-style-type: none"> <li>• eGames</li> <li>• <i>Lesson and Unit Assessment 2</i>, pp. 28-35, 199</li> <li>• <i>Skills Practice 2</i>, pp. 37-38, 43-56</li> </ul>	<b>Comprehension Rubrics</b> , p. T216 <b>Skills Practice 2</b> , pp. T213, T224

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



# Foundational Skills

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

Grade  
**K**

## Prepare the Foundation

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

### Phonemic Awareness

#### Phoneme Segmentation

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

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

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

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

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

Grade  
**1**

## Build the Foundation

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

### Phonics and Decoding */aw/ spelled aw*

#### Introduce the Sound/Spelling

**DISPLAY** *Sound/Spelling Card* 43—Hawk. Review /aw/ spelled *au*\_. 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.

Grade  
**2**

&

Grade  
**3**

## Support and Reinforce the Foundation

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

### Phonics and Decoding */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*

Grade  
**4**

&amp;

Grade  
**5**

## Apply the Foundation

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

### Word Analysis

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

#### Decoding

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

## Features

### Alphabet Sound Wall Cards (Grade K)

Help students connect the sounds of the English language with the letter or grapheme representing the sound. These cards are a resource for students to use to remember sound-letter associations for both reading and writing.

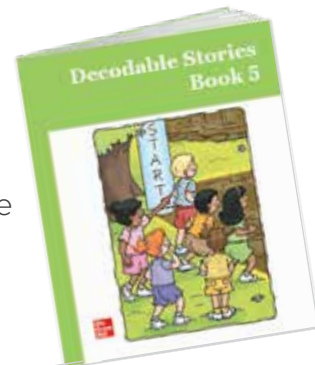


### Sound/Spelling Cards (Grades 1–5)

Make it easier for students to connect sounds to their spellings. Every card has a name, sound, spelling, and action. This action is paired with an alliterative story that helps activate a concept known as the Total Physical Response.

### Pre-Decodables and Decodables (Grades K–3)

Provide fluency practice through controlled, connected text. These are designed to help students apply, review, and reinforce their expanding knowledge of sound/spelling correspondences.



### Word Part Cubes

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



# Reading and Responding

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

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

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

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

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

## Features

### Big Book (Grades K & 1)

Big Books provide all students with crucial opportunities to confirm and expand their knowledge about print and reading, develop vocabulary, and enjoy literacy experiences.



### First Reader (Grades K & 1)

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

### Student Anthology (Grades 1–5)

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



# Language Arts

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

Grade  
**K**

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

Grade  
**1**

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

Grade  
**2**

&

Grade  
**3**

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

Grade  
**4**

&

Grade  
**5**

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



## Features

### Language Arts Handbook (Grades 2–5)

Provides a wealth of information on the writing process, various genres of writing, traits of good writing, sentence fluency, graphic organizers, strategies for writing, vocabulary, and grammar, usage and mechanics.

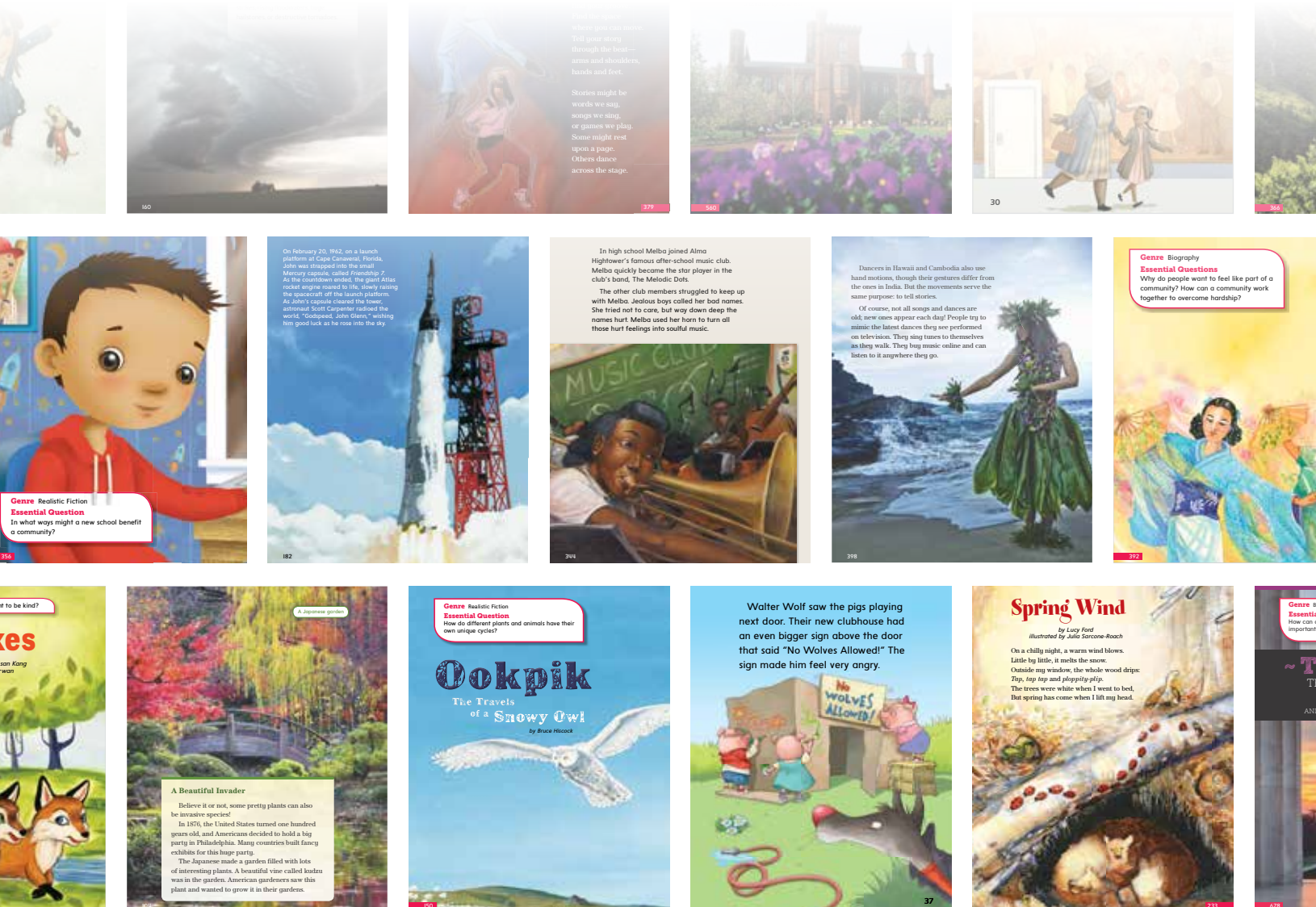
### Digital Writing Lesson Planner

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

Unit	Lesson	Grade 2	Grade 3	Grade 4	Grade 5
Unit 1: Writing Process	Lesson 1	Planning: Pre-writing and Brainstorming	Planning: Pre-writing and Brainstorming	Planning: Pre-writing and Brainstorming	Planning: Pre-writing and Brainstorming
Unit 2: Writing Process	Lesson 2	Planning: Pre-writing and Brainstorming	Planning: Pre-writing and Brainstorming	Planning: Pre-writing and Brainstorming	Planning: Pre-writing and Brainstorming
Unit 3: Writing Process	Lesson 3	Planning: Pre-writing and Brainstorming	Planning: Pre-writing and Brainstorming	Planning: Pre-writing and Brainstorming	Planning: Pre-writing and Brainstorming
Unit 4: Writing Process	Lesson 4	Planning: Pre-writing and Brainstorming	Planning: Pre-writing and Brainstorming	Planning: Pre-writing and Brainstorming	Planning: Pre-writing and Brainstorming
Unit 5: Writing Process	Lesson 5	Planning: Pre-writing and Brainstorming	Planning: Pre-writing and Brainstorming	Planning: Pre-writing and Brainstorming	Planning: Pre-writing and Brainstorming
Unit 6: Writing Process	Lesson 6	Planning: Pre-writing and Brainstorming	Planning: Pre-writing and Brainstorming	Planning: Pre-writing and Brainstorming	Planning: Pre-writing and Brainstorming
Unit 7: Writing Process	Lesson 7	Planning: Pre-writing and Brainstorming	Planning: Pre-writing and Brainstorming	Planning: Pre-writing and Brainstorming	Planning: Pre-writing and Brainstorming
Unit 8: Writing Process	Lesson 8	Planning: Pre-writing and Brainstorming	Planning: Pre-writing and Brainstorming	Planning: Pre-writing and Brainstorming	Planning: Pre-writing and Brainstorming
Unit 9: Writing Process	Lesson 9	Planning: Pre-writing and Brainstorming	Planning: Pre-writing and Brainstorming	Planning: Pre-writing and Brainstorming	Planning: Pre-writing and Brainstorming
Unit 10: Writing Process	Lesson 10	Planning: Pre-writing and Brainstorming	Planning: Pre-writing and Brainstorming	Planning: Pre-writing and Brainstorming	Planning: Pre-writing and Brainstorming

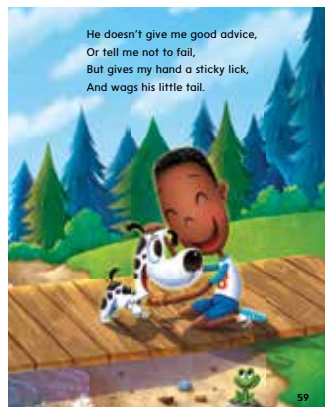
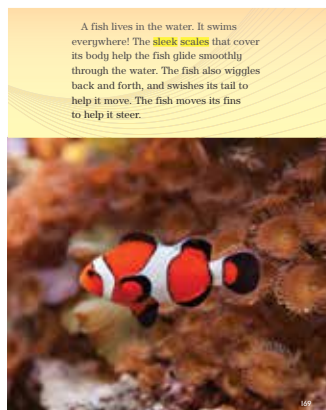
# Captivate and Inspire with Authentic Text

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





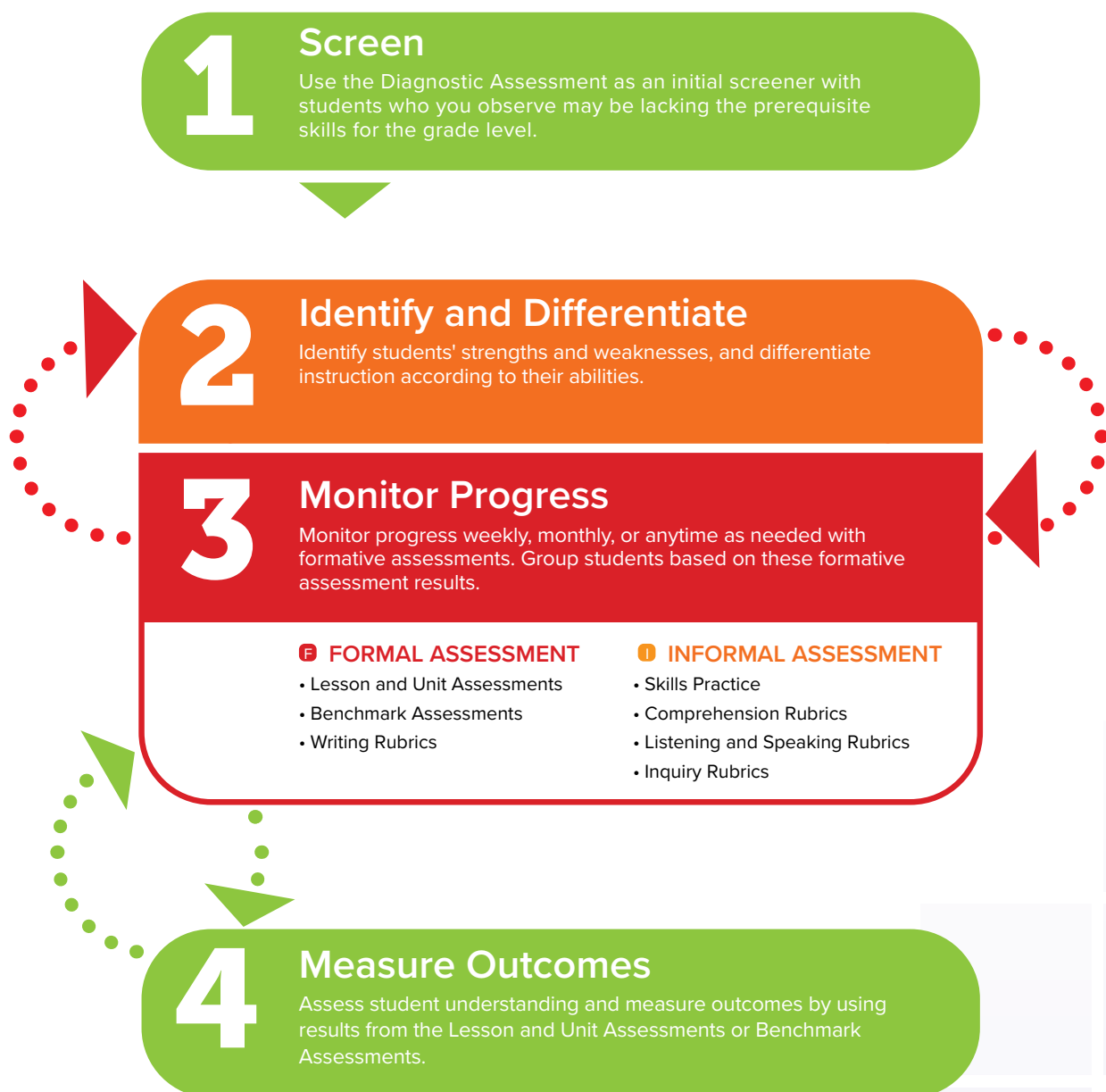
Students learn comprehension and close reading strategies while engaging with a variety of genres—such as literature, biography, informational text, drama, poetry—and exploring cross-curricular science and social studies connections. This carefully curated text collection draws learners in, inspiring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



# Reach Every Learner

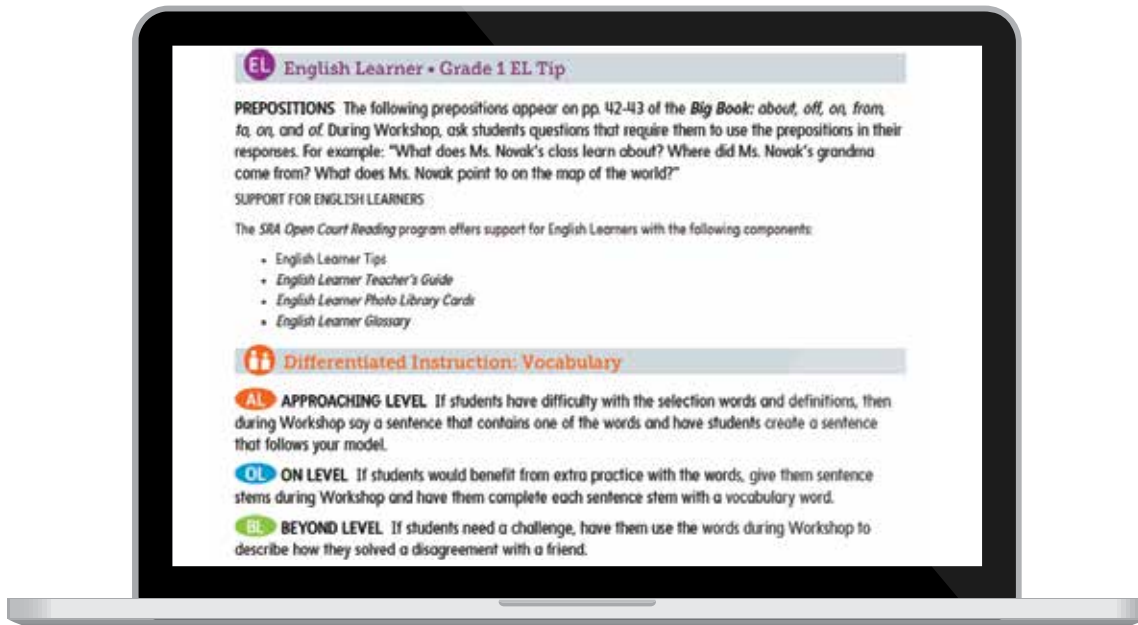
## Data-Driven Assessment

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



## Differentiated Instruction

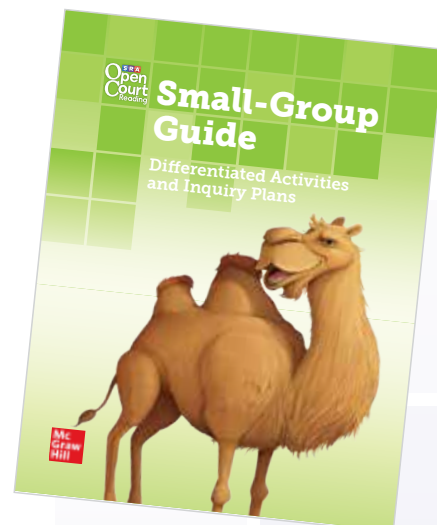
No two students are alike, so *Open Court Reading* dedicates time every day for small-group and differentiated instruction—a time known as Workshop. During Workshop, students develop their ability to listen, build fluency, write, or engage in inquiry activities.



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

## NEW Small Group Guide with Inquiry Planner

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



# Teacher and Student Digital Course

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

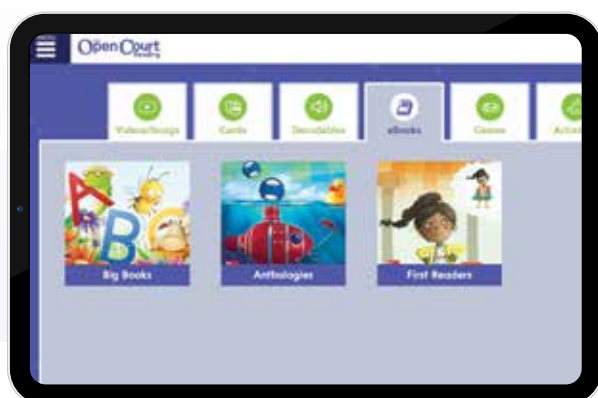
## For Teachers

- **Interactive Teacher's Edition** covers all daily instruction, broken out by Foundational Skills (green band), Reading and Responding (red band), and Language Arts (blue band), and helps teachers plan, teach, or annotate lessons and assign homework to students.
- **ePresentation** features materials from the lesson that are organized for the teacher and can be used to motivate and engage students.
- **Professional Development** content that includes "Show Me How" videos at point-of-use and model lesson elements as well as more involved modules.
- **Resource Library** featuring all the student and teacher resources that teachers will need to guide each lesson, including Sound/Spelling Cards, Decodables, Vocabulary Cards, Background Builder Videos, and much more!
- **eAssessments** deliver tests digitally for students and offer grouping ideas for teachers.



## For Students

- **Big Books and Student Anthologies** give students the opportunity to read or listen to a fluent reading of the selection. These components also offer additional vocabulary support.
- **Pre-Decodables and Decodables** encourage students to practice reading at their own pace and allow them to listen to a fluent model of reading.
- **eGames and eActivities** provide students a fun way to practice skills learned in class, including spelling, writing, and high-frequency words.
- **Sound/Spelling Cards** develop students' understanding of how sounds and spellings are linked together and are used to form words.



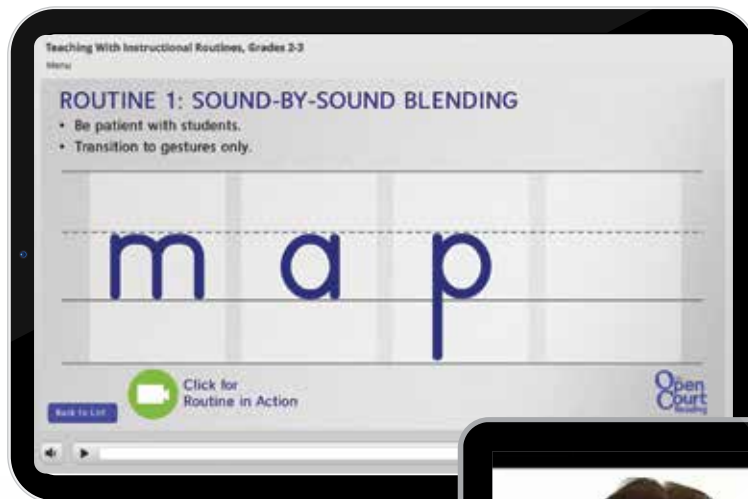


# Empowering You to Make Research Actionable

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

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

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



Grade level-specific implementation courses



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



# Decades of Confident Readers Powered by Research



[OpenCourtReading.com/Explore](https://OpenCourtReading.com/Explore)

