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Open Court Reading

Research in Action
The Science of Reading in
Open Court Reading



Research in Action

The Science of Reading in *Open Court Reading*

SRA Open Court Reading is a reading and language arts curriculum built upon decades of research, field testing, and time-tested instructional models. The authors, who are educators and researchers, have updated the program to include the latest research findings about the most effective ways to teach children to read and write. *Open Court Reading* is founded upon a commitment to research balanced with teacher input. Key instructional areas build across grade levels to ensure students become confident and effective readers by the end of grade 3.

Open Court Reading has had a long and successful history of teaching critical foundational skills using research-based materials that integrate findings from learning theory and cognitive science, also known as The Science of Reading, as well as literacy development and teacher expertise. Equally as important, these skills have always been an integral part of a comprehensive language arts curriculum.

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Print and Book Awareness

Setting the Stage for Knowledge Acquisition

Print awareness is the understanding of the forms, functions, and purposes of print. Developing print awareness involves learning that the letters of our alphabet are used to form words and that the order of letters impacts the meanings of the words they form.

Book awareness involves understanding there are reasons print is arranged in a certain way.

LESSON
1
DAY 2

Foundational Skills

Alphabetic Knowledge

How the Alphabet Works

► I Can Spell Anything

 **REMINDE** students that anything that can be pronounced can be spelled with the letters of the alphabet.
Have a volunteer name a classroom object. Tell students you know how to spell that word, and write it on the board. Point to the letters, spell the word, and say the word again. Show them that the word contains the letters on the *Alphabet Sound Cards*.
Create opportunities for students to help you. For example, if the word is *glue*, say, "This word starts with a *g*. Which letter is *g*?" Have students point to the appropriate *Alphabet Sound Card*.
Have students spell the word again, letter by letter, and then say the word when you are finished. Ask students to think of some "big" words.

► Environmental Print


HAVE students identify classroom labels. Read each label and name the letters. Show them that each word contains the letters on the *Alphabet Sound Cards*.
Tell students that, just like the classroom labels, there are words all around them. Point to a classroom supply, such as a crayon or marker. For example, find the color name printed on a crayon or marker. Read the word and name the letters.
Point out two or three examples of the same letter in different fonts. Discuss with students the differences, such as color, size, and line thickness. Then guide students to see that the letter shape is the same for the same letter.
 Have students look for the Secret Passletter in environmental print. After a few students identify the letter in different words, talk about the similarities and differences of the fonts.

 **Teacher Tip**
SECRET PASSLETTER: Make sure students find the new Secret Passletter for the day. Use the Secret Passletter, when possible, as you work on Alphabetic Knowledge activities.

 **Differentiated Instruction**
AL APPROACHING LEVEL If students have difficulty finding the Secret Passletter in environmental print, during Workshop have students use an *Alphabet Letter Card* to match letters.

T244 Unit 2 • Lesson 1 • Day 2

ePresentation



Teacher's Edition, Grade K

What research tells us:

The National Early Literacy Panel (NELP), which provides a synthesis of the research on early literacy development, identified the link between specific early literacy skills and later success in reading and writing (2008).

What SRA Open Court Reading does:

Throughout grade K and through the beginning of grade 1, *Open Court Reading* teaches a progression of print and book applications, such as:

- Learning the alphabet.
- Forming letters.
- Learning to write their names.
- Understanding that the 26 letters

of the alphabet can be used to write any word we can say.

- Recognizing that the order of letters in words does matter.
- Reading from top to bottom left to right.
- Recognizing sentences and their elements: words, spaces and

LESSON 2
DAY 3
Reading and Responding

Print and Book Awareness

ePresentation

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.

Sentence Recognition

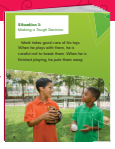
OPEN the *Big Book* to page 12. Touch each word as you read the first sentence aloud. Point to and count the words. Say, *This sentence has nine words.* Read the second sentence. Ask, *How many words are in this sentence?* *There are six words in the sentence.* To confirm their answer, have students count aloud as you touch and read each word.

Next, have volunteers come to the *Big Book* and point to and count the spaces between the words in each sentence. Then have students count the words and spaces for the remaining sentences on the page.

Read the text on pages 12 and 13 and ask students how the photo on the pages relates to the words you read. *The picture shows Cathy drawing with crayons and Grace painting.*


Be My Friend Big Book 2

page 6



Be My Friend Big Book 2

page 12



Differentiated Instruction

AL APPROACHING LEVEL If students are having difficulty identifying and counting words, then during Workshop allow them time to practice. Have them look at a sentence that they prepared for a writing activity and point to and count aloud the words and then the spaces between the words.

T406 Unit 2 • Lesson 2 • Day 3

What research recommends:

- Teach uppercase and lowercase letters. Some of the letters—such as “A” and “a”—will be more challenging, since the uppercase and lowercase forms are different.
- Develop word awareness to help children understand that every word we speak we can write using the 26 letters of the alphabet.
- Label objects throughout the room to support the connection between speech and print and to help English Learners (ELs) connect English words to familiar classroom objects.
- Develop academic language related to books, such as title, author, and illustrator, as well as written conventions of capitals, spaces, word boundaries, and ending punctuation.

Teacher's Edition, Grade 1

- punctuation marks.
- Understanding academic concepts like “author”, “illustrator”, “title”, “cover” and “page numbers”.
- The Foundational Skills section of *Open Court Reading* contains instruction related to learning the alphabet, letter formation, and how the alphabet works. Print and book concepts are integrated throughout all parts of the lesson when teachers engage students in comprehension and writing activities.

Phonological and Phonemic Awareness

The Essential First Steps in Reading Instruction

Phonological awareness involves working with words, word parts, syllables, rhymes, and onset and rime.

Phonemic awareness—a part of phonological awareness—is the insight that words are made up of sounds and that those sounds can be manipulated independent of meaning.

What research tells us:

- The ease with which children learn to read often depends on their level of phonological/phonemic awareness (Shaywitz, 2003; Stanovich, 1986).
- Explicit instruction in phonemic awareness important, and it should follow a developmental progression from working with words and parts of words to manipulating individual sounds (Mott and Rutherford, 2012).
- Phonological and phonemic awareness are initially taught as oral/aural (speaking/listening) skills. Combining this instruction with instruction in letter sounds has a positive effect on reading and spelling for many students, including ELs and readers with disabilities (National Institute of Child Health and Human Development, 2000).

LESSON
2
DAY 4

Foundational Skills

Resources:

- Routines B, I
- Lion Puppet
- Alphabet Sound Cards Oo, Pp
- Alphabet Book, pp. 32-35
- Skills Practice I, p. II
- Core Pre-Decodable 4
- High-Frequency Flash Card the
- Practice Pre-Decodable 4

Objectives: Students will

- practice telling time.
- identify sequences of words.
- recognize and produce rhymes.
- identify the names and shapes of the letters Oo and Pp.
- engage in group reading and discussion activities.
- read and respond to a Pre-Decodable.

Warm Up

Telling Time

POINT TO various numerals on a traditional clock face, or on one you have drawn. Have students name them.

Draw the long hand at 12 and the short hand at various other numbers, and ask students what times the clock shows. Model the first time for them, and assist them for other times as necessary.

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.

Rhyming: The Ship Is Loaded with _____

HAVE students sit in a circle on the floor (refer to Routine B, the *Coming to Circle Routine*, if needed), and tell them they will play a rhyming game. Hold up a ball, and say, “The ship is loaded with cheese.” Then roll the ball to a student, who must repeat the sentence, ending it with a word that rhymes with *cheese*. For example, *The ship is loaded with peas*.

Continue rolling the ball around the circle, having each student who receives the ball repeat the sentence and replace the last word with a new rhyme. When students can no longer think of rhymes, begin again with a new cargo such as logs, stars, or mats.

Teacher Tip

PLAN AHEAD Prepare for today’s Warm Up activity by bringing in or drawing a traditional clock face for students to view. You will also need a ball for students to use during a rhyming activity later today.

Teacher Tip

NONSENSE WORDS Because students are just beginning to produce their own rhymes, the goal with this activity is to get them to form rhyming sounds. To achieve this goal, accept—and encourage students to use—nonsense words.

TT26 Unit 1 • Lesson 2 • Day 4

Teacher’s Edition, Grade K

What SRA Open Court Reading does:

Phonological and phonemic awareness instruction is a key component of grade K and is reviewed in grade 1. The introduction of skills follows a developmental progression.

Phonological awareness instruction includes:

- Listening for environmental sounds.
- Identifying the number of words in sentences.
- Combining words into sentences.

- Combining word parts into words.
- Working with rhyme.
- Clapping and counting the syllables in a word.
- Manipulating and exploring sounds through game-like activities

Phonemic awareness instruction shifts from working with words and word parts to manipulating individual sounds (or phonemes). Instruction focuses on two key areas: oral blending and oral segmentation.

LESSON

1

DAY 5

Foundational Skills

Resources:

- Lion Puppet
- Routines 4, 5, 6
- Letter Cards
- Alphabet Sound Cards
- Magnetic Dry Erase Boards or lined paper
- Supply Icons

Skills Practice 2 p. 51

- Core Decodable 17
- High-Frequency Flash Cards
- do, little
- Practice Decodable 17
- eGames
- Lesson and Unit Assessment 2, pp. T44–T45

Objectives: Students will

- match and change medial sounds.
- review and listen for /i/.
- blend, build, and read words with /i/.
- learn whole-word blending routine.
- practice writing numerals 4 and 7.
- review high-frequency words.
- read and respond to a Decodable.

Warm Up

Phoneme Matching: Medial Sounds

BRING OUT the *Lion Puppet* and tell students he wants to play a sound-matching game. Tell them you will say three words and they should listen closely for the two words with the same sound in the middle. Use the following as an example:

Teacher: hot, map, flap
Puppet: Which words have the same middle sound? What is that middle sound?
Everyone: hot, flap, /o/

Continue with the following words:

sad	top	jam	sad, jam; /a/
bag	bug	run	bug, run; /u/
bib	wig	pet	bib, wig; /i/
nest	lamp	set	nest, set; /e/

Phonemic Awareness

Phoneme Manipulation: Medial Sounds

TELL students that now the *Lion Puppet* wants to play the game in which he changes the middle sounds in words to make new words. Explain that you will say a word, and students will repeat it. Then, the puppet will tell students to change the medial phoneme, or vowel sound, and everyone will say the new word. For example:

Teacher: The word is *pen*.
Everyone: *pen*
Puppet: Now change the /e/ to /i/. What is the new word?
Everyone: *pin*

Continue with the following words and sounds:

sock <i>sock</i> /o/ to /a/ <i>sack</i>	got <i>got</i> /o/ to /u/ <i>gut</i>	sat <i>sat</i> /a/ to /e/ <i>set</i>
mate <i>mate</i> /ā/ to /ū/ <i>mute</i>	lake <i>lake</i> /ā/ to /ī/ <i>like</i>	hem <i>hem</i> /e/ to /i/ <i>him</i>
nite <i>nite</i> /ī/ to /ō/ <i>note</i>	lane <i>lane</i> /ā/ to /ū/ <i>lane</i>	stack <i>stack</i> /a/ to /u/ <i>stuck</i>

Teacher Tip

MEDIAL PHONEMES Remember that working with medial sounds is often more difficult for students than working with initial or final sounds. Help students learn the skill by voicing great emphasis on the medial sound in each word.

Differentiated Instruction: Matching Medial Sounds

AL Before the activity, review the sound/spellings used in the activity.

OL During Workshop, have students work in pairs to match medial sounds in words, using *Pocket Chart Picture Cards* such as, 15-bags, 19-bot, and 26-book.

BL During Workshop, have students match medial sounds in words, using *Pocket Chart Picture Cards* such as, 15-bags, 19-bot, and 58-gate.

T62

Unit 9 • Lesson 1 • Day 5

Teacher's Edition, Grade K

Activities are introduced in a logical sequence.

Oral blending:

- Combining initial sound with remainder of word
- Combining initial word part with final sound
- Combining sounds into words

Oral segmenting:

- Segmenting the initial sound of a word
- Segmenting the final sound of a word

- Substituting the medial sound in a word
 - Identifying and manipulating individual sounds in a word
- Phonemes are connected to letters as students move through activities that focus on:
- Sound and letter substitution
 - Sound discrimination

What research recommends:

- Provide explicit instruction in phonological and phonemic awareness as soon as possible in the early grades (Snow, Burns & Griffin, 1998).
- Provide explicit teaching about the manipulation of phonemes with a focus on just one or two types of phoneme manipulations, such as segmenting or blending (NICHD, 2000).
- Link phonemes to letters rather than limiting instruction to phonemes alone (NICHD, 2000).
- Conduct brief instructional sessions in phonological and phonemic awareness, totaling about 20 hours in the school year (NICHD, 2000).

Linking Sounds to Spellings to Read and Write Words

A consensus has emerged among reading researchers, practitioners, and policy makers concerning the critical role that decoding plays in the reading process (Snow, Burns, & Griffin, 1998). An increasing number of children are failing to become skilled readers because they lack critical decoding skills.

My Two Best Friends

DAY 1

2

Phonics and Decoding

/f/ spelled f and ff

ePresentation

Introduce the Sound/Spelling

USE Routine I, the [Introducing Sounds and Spellings Routine](#), to introduce /f/ spelled f and ff.

I

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/.

When it’s gets too hot, you see,

Franny cools the family: /f/ /f/ /f/ /f/ /f/.

She fans father’s face

And Foxy’s fur

And Felicity’s feet.

Hear the fan whirl: /f/ /f/ /f/ /f/ /f/.

Can you make Franny the Fan go fast?

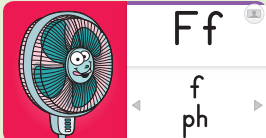
(Have students say quickly:) /f/ /f/ /f/ /f/ /f/.

Faster? /f/ /f/ /f/ /f/ /f/

Fastest? /f/ /f/ /f/ /f/ /f/

Review the name of the card, the sound /f/, and the spelling f.

Write the spelling /f/ on the board. Have students use their fingers to write times in the air, on their palms, or on the surface in front of them as they s



Instructional Routines Grade 1

I. Introducing Sounds and Spellings

- Point to the back of the Sound/Spelling Card, and ask students what they already know.
- Turn the card to show the picture.
- Point to the picture and name it.
- Point to the spelling(s) and name the spelling(s).
- Read the alliterative story.
- Reread the story and have students make the sound.
- Review the name of the card, the sound, and the spelling(s).
- Write the spelling(s) on the board. At the same time have students write the spelling(s) in the air or on white boards and say the sound as they write it.
- Have several students come to the board and write the spelling(s). Have other students write the spelling(s) several times on white boards, in the air, and so on, saying the sound as they write each spelling. Proofread students’ work.
- Have students generate words with the target sound in different positions.
- Review the card. Point to the spelling and have students give the sound. Point to the picture and have students give the name of the card.
- Remind students that they can remember the sound of the spelling on the card by thinking of the sound in the story.

O

Teacher Tip

INTRODUCING SOUNDS AND SPELLINGS Use tape or self-sticking notes to cover the ph_ spelling for /f/ on the Fan card until this spelling is introduced in a later lesson.

Teacher’s Edition, Grade 1

What research tells us:

Cognitive scientists have shown beyond doubt that fluent, accurate decoding is a hallmark of skilled reading. Automatic word recognition, which is dependent on phonetic knowledge, allows the reader to attend to meaning; likewise, slow, laborious decoding overloads the reader's short-term memory and impedes comprehension (Rack, Snowling, & Olson, 1992; Share & Stanovich, 1995; Adams, Treiman, & Pressley, 1997; Fletcher & Lyon, 1998; Vellutino, Scanlon, & Sipay, 1997). Moats (1998) specifically emphasizes the importance of young readers connecting sounds to letters (or spellings) and constructing words in order to read them.

What SRA Open Court Reading does:

- *Open Court Reading* introduces sounds and spellings through systematic, explicit, and sequential instruction, enabling students to build both decoding (reading) and encoding (spelling) abilities.
- Beginning in grade K, children learn about the alphabetic principle—that is, which sounds are represented by letters and can be blended to form words. Instruction shifts in grade

1 from mapping sounds to letters to mapping sounds to spellings. Recognizing that some children may need additional support, the program reviews and reinforces explicit phonics instruction in grades 2 through 5.

Open Court Reading provides explicit phonics instruction by introducing sounds and spellings in a clear sequence. Sounds

LESSON 3
DAY 1
Foundational Skills

Generating Words

ASK students to think of words that end with /j/. Write their suggestions on the board. Circle the spelling in each word and tell students to say the sound as each spelling is circled. If they suggest a word that ends with ge, such as *large*, write that word in a different column. Point out that /j/ can be spelled in several different ways and that they will learn about the other spellings later.

End the activity by reviewing *Sound/Spelling Card* 10–Jump. Have students give the name of the card, the sound, and the target spelling. Ask them how they can use this card to help them remember the sound and spelling. *We can look at the card and think about the sound that the jump rope makes: /j/ /j/ /j/ /j/ /j/.*

Blending 2 4

USE Routine 2, the *Sound-by-Sound Blending Routine*, and Routine 4, the *Blending Sentences Routine*, to have students blend the words and sentences.

Before blending the sentences, introduce the high-frequency word *to*. Display and read the word. Repeat it and have students read it several times. Then spell *to* with students. Write the word on an index card and add it to the High-Frequency Word Bank.

About the Words

- Have students identify the words that contain /k/. *dock, lock*. Tell them to name the spelling for that sound. *ck*. Ask them to identify the sound that changes in these pairs of words: dock, dodge; lock, lodge. *The final /k/ changes to /j/.*
- Have students identify the words that contain /g/. *rig, bag*. Tell them to name the spelling for that sound. *g*. Ask them to identify the sound that changes in these pairs of words: rig, ridge; bag, badge. *The final /g/ changes to /j/.*
- Remind students that a consonant blend is a combination of two or more consonant sounds that are each heard when the word is pronounced. Have students identify the consonant blend in each word. *brick: br; bridge: br; frost: fr; fridge: fr*
- Review /j/ spelled *j*. Have students identify the vowel change in the pairs of words: *jab, job; jog, jig*. *The a in jab changes to o in job. The a in jog changes to i in jig.*

About the Sentences

1–2 Have students identify the words with /j/ spelled *j* and the words with /j/ spelled *dg*.
j: Jack, jog, jam; dg: bridge, fridge

Differentiated Instruction

AL APPROACHING LEVEL If students have a difficult time thinking of words, give them clues to help them generate words. Possible clues include: I'm thinking of something a police officer wears (badge); I'm thinking of something that lets us drive over water (bridge); I'm thinking of a type of soft candy (fudge).

Teacher Tip

NON-TRANSFERABLE /j/ Some languages do not have /j/, and *j* might be pronounced something close to /h/. Contrast words beginning with /h/ and /j/ using *El Photo Library Cards* 81-84 and 91-93. Introduce each card and have students repeat after you. Then, alternate between cards beginning with /h/ and ones beginning with /j/, saying the name, and have students raise their hand if they hear a word beginning with /j/.

ePresentation

Blending

Words				
1	dock	dodge	lock	lodge
2	rig	ridge	bag	badge
3	brick	bridge	frost	fridge
4	jab	job	jog	jig

↓

Blending

Sentences

- Jack can jog to the bridge.
- The jam is in the fridge.

Developing Oral Language

REVIEW the words by giving clues such as the following. Have students identify and read the word that answers the clue.

A door might have one. *lock*

These are types of movements. *dodge, jab, jog, jig*

You might talk about these words when discussing boats. *dock, rig*

A police officer might wear this. *badge*

A house might be made of this. *brick*

You might see this in very cold weather. *frost*

Cars might drive over this. *bridge*

T1448 Unit 2 • Lesson 3 • Day 1

Teacher's Edition, Grade 1

and spellings are taught, then immediately used to read words. Instructional routines in *Open Court Reading* include:

- Systematic and sequential introduction of sounds and letters in grade K using the Alphabet Wall Sound Cards and sounds and spellings in grades 1–5 using Sound/Spelling Cards.
- Blending of sounds and spellings

to read words.

- Spelling taught using spelling and dictation routines that develop a spelling strategy for independent writing.
- Scaffolding achieved through instructional routines that ensure student success.

In grade K, children connect sounds and letters using the Alphabet Sound Wall Cards, which contain:

- Capital, or uppercase, letters and lowercase letters.
- Pictures that represent initial sounds of consonants and medial sounds of vowels.
- Action associations (particularly helpful for students whose primary language is not English).

Continued →

Phonics and Decoding

Linking Sounds to Spellings to Read and Write Words

Instructional Routines Grade 1

6. Word Building

As the year progresses and your students are ready, Word Building can be done using the Whole-Word Dictation routine.

- Have students place the **Letter Cards** in a row at the top of their desk.
- Say the word, use the word in a sentence, and then repeat the word.
- Have students say the word.
- Have students say the first sound.
- Have students check the **Sound/Spelling Cards** and say the spelling. (Early in the process, physically point to and touch the appropriate card and spelling.)
- Have students pull down the appropriate **Letter Card**.
- Continue until the word is spelled.
- Have students proofread their spelling.
 - Write the word on the board. *When you write the word for proofreading, you may want to write each word under the previous one. After completing the Word Building activity, talk about how words changed and built on each other.*
- Have the students check their word.
 - If it is not spelled correctly, they should correct the spelling.
- Repeat the routine with the remaining words.

LESSON
2

DAY 2

Foundational Skills

Guided Practice

HELP students complete *Skills Practice* pages 31-32 for practice with /n/. spelled n. Have them name the picture at the top of page 31. **Nurse** Ask students to say the sound this picture stands for and give its spelling. /n/. n Have students complete the lines at the top of the page by writing lowercase n and capital N several times. As they write, have them say the /n/ sound softly. At the bottom of the page, point to and name each picture. Have students write n on the line beneath each picture whose name begins with the /n/ sound.

Have students complete page 32 by writing n on the first line if the word starts with /n/ and on the second line if it ends with /n/. Be sure students proofread their work.

Dictation and Spelling 6

USE Routine 6, the *Word Building Routine*, to have students use the sounds and spellings they have learned to spell words. For Word Building in these early lessons, students use their individual **Letter Cards** to build words as you dictate them.

For this lesson, students will need their a, d, m, n, s, and t **Letter Cards**. Say each word, use it in a sentence, and then repeat the word. Have students say the word and then say the first sound. Tell students to check the **Sound/Spelling Cards** and say the spelling. Then have students pull down the appropriate **Letter Card**. Continue until the word is spelled. Write the word on the board. Have students proofread by comparing their spelling of the word to the word on the board and making corrections as needed. Have students blend and read the word with you. Repeat the routine for the rest of the words.



Teacher Tip

WORD BUILDING This activity is not a test. Provide students with as much guidance as they need to spell and write the words correctly.

TIME Unit 1 • Lesson 2 • Day 2

ePresentation

Dictation and Spelling

Words		
1	an	ant
2	fan	mats
3	man	and
4	sand	stand

Teacher's Edition, Grade 1

What SRA Open Court Reading does:

- Color coding: vowels are red and consonants are black.
 - Long and short vowels.
- In grade 1, students shift from working with sounds and letters to sounds and spellings using Sound/Spelling Cards, which contain:
- Capital, or uppercase, letters.
 - Pictures representing initial sounds of consonants and medial

- sounds of short vowels.
 - Action associations valuable.
- Decoding strategies include:
- Sound-by-sound blending
 - Whole-word blending
 - Multisyllable blending
 - Sentence blending
- Students are given multiple opportunities to develop and use

these decoding strategies by reading decodable text. Practice with Pre-Decodable and Decodable Books helps students build accuracy and rate to make the transition from totally decodable text to authentic literature.

Open Court Reading phonics instruction includes strategies for decoding and encoding words by segmenting them into sounds

The Plant Monitor DAY 4 LESSON 2

ePresentation

Developing Oral Language

SAY each of the following clues. Call on a student to identify and read the word that corresponds to each clue.

It rhymes with *sand*. *hand*

It is something to eat. *ham*

It rhymes with *dad*. *had*

It is the sound a snake makes. *hiss*

It rhymes with *kid*. *hid*

It is something you wear on your head. *hat*

Guided Practice

HELP students complete *Skills Practice I* pages 35–36 for practice with /h/ spelled *h*, and for dictation. Have them name the picture at the top of page 35. *Hound* Ask them to say the sound this picture stands for and give the spelling for this sound /h/. *h*. Have students complete the lines at the top of the page by writing lowercase *h* and capital *H* several times. As they write, have them say the /h/ sound softly. Have students write the words at the bottom of the page.

On page 36 have students write *h* under each picture whose name begins with /h/. Have students use the bottom of the page for dictation. Be sure students proofread their work.

Dictation and Spelling

Starting in this lesson, the dictation that occurs in every other lesson will consist of one or more lines of words. Initially, Line 1 will be sounds-in-sequence dictation. After whole-word dictation has been introduced in a later lesson, that routine will be used for words on the remaining lines. Beginning in Unit 2, dictation will also contain a sentence for students to write.

Have students look at *Skills Practice*, page 36. Tell them you will dictate, or say, two words, and they should write the words on the lines at the bottom of the page.

Use Routine 7, the *Sounds-in-Sequence Dictation Routine*. Say the word, use it in a sentence, and repeat it. Have students say the word. Then have them say the first sound and tell the name of the *Sound/Spelling Card* for the sound. Point to the *Sound/Spelling Card* and have students check the card for the spelling. Have students write the spelling. Repeat this routine for sound/spelling.

Write the word on the board, and have students proofread their work. Tell them to compare the spelling of the word to the word on the board. If the words are not spelled the same, students should circle their word and write it correctly.

Teacher Tip

DICTATION Dictation requires students to segment words into sounds and to connect the sounds to spellings. In addition, dictation provides a model for the kind of thinking involved in spelling, which students can use as they become independent writers.

Teacher Tip

PROOFREAD In dictation, be sure students use the academic term *proofread* with students to encourage them to use the word. It is a word they will use when self-checking their work.

Instructional Routines Grade I

7. Sounds-in-Sequence Dictation

- Say the word, use the word in a sentence, and then repeat the word.
- Have students say the word.
- Have students say the first sound.
- Have students check the *Sound/Spelling Cards* and say the spelling. (Early in the process, physically point to and touch the appropriate card and spelling.)
- If there are multiple spellings for the sound, have students ask, “Which spelling for this sound?” Early on you will need to encourage students to ask, “Which spelling?” Dictation is an instructional activity—not a test. As the year progresses, students should be able to use their knowledge of the cues on the *Sound/Spelling Cards* to identify the correct spelling. For example, on the *Long A* card, students should be able to articulate that the spelling for /ā/ at the end of a word, such as *say*, is *ay*.
- Have students write the spelling.
- Complete the spelling of the word with the remaining sounds and spellings.
- Proofread after each line.
- Write or display the word for the line on the board, or have a student write the words.
- Have students proofread the spelling of the word.
- If the word is incorrect, have students circle it and correct it by writing the word above or next to the original word.

Teacher’s Edition, Grade 1

and then connecting those sounds to spellings. Spelling instruction includes:

- Word building (grades K and 1)
- Spelling and dictation (grades 1–3)
- Spelling (grades 4–5)

Blending is the heart and soul of explicit, systematic phonics instruction. Blending routines

are scaffolded to provide students with instructional support as they learn to blend.

Beyond phonics, there is word structure, which takes students from sounds and spellings to morphemes. Word structure not only helps students read longer words fluently, but also helps them figure out the meanings of those words.

What research recommends:

- Introduce phonics in grade K or grade 1 for the best results (NICHD, 2000).
- Use an explicit approach that provides teachers with precise directions for teaching phonics (Foorman, et. al., 1996).
- Use instruction that includes a carefully selected set of letter-sound relationships organized into a logical sequence (NICHD, 2000).
- Provide ample opportunities for children to apply what they are learning about letters and sounds to the reading of words, sentences, and stories using practice materials with short books or stories that contain words with the specific letter-sound relationships (NICHD, 2000).
- Use phonics instruction that is not only a means of teaching children to sound out words, but also of directing their attention to the spelling of the words (Adams, 1990).
- Teach the structure of words at the syllable and morpheme levels to support word recognition, spelling, and vocabulary development (Nagy & Anderson, 1984).
- Use whole-class, small-groups, or individual instruction, depending on student needs and the number of adults working in the classroom (NICHD, 2000).

Word Analysis

Decoding Longer Words and Building Word Knowledge

While phonics focuses on decoding sounds and spellings, word analysis emphasizes decoding longer, more complex words using word parts, or morphemes. Breaking words into meaningful parts—base words, roots, and affixes—helps readers rapidly read longer and more complex words accurately. Understanding the essence of these parts, or morphemes, enables readers to figure out the meaning of words, thereby expanding their vocabularies and enhancing comprehension of text.

What research tells us:

According to Henry (1988), fluent readers look for familiar morphemes in words, which aids in the process of syllable division and the successful reading of words. While focusing on individual sounds is an efficient early reading strategy, it is not effective for longer words. Reading chunks of words increases fluency. Knowledge of morphemes also increases work knowledge. If students learn the Latin root "bene", meaning "good", they can readily find that root in words like "benefit", "benediction", "beneficial", "benefactor", "benevolent", and "benign"—and appreciate that all these words have something to do with "good." Thus, using their knowledge of affixes, students can recognize that a "benefactor" is someone who does good things or that "beneficial" is an adjective related to the trait of goodness. As Templeton notes (2010), learning one root leads to the exponential learning of more words; 60 percent of English words are generated using morphological building blocks.

LESSON
1
DAY 3

Foundational Skills

Resource:
Skills Practice 2 pp. 3-4

Objectives: Students will
• learn about and correctly identify compound words.
• learn about and correctly identify pairs of synonyms.
• learn about and correctly identify pairs of antonyms.
• build oral language skills.

Word Analysis
Compound Words, Synonyms, and Antonyms

Decoding
EL HAVE students read the words and sentences. Then discuss the structural feature or word relationship for each line.

About the Words
1 Compound words Remind students that compound words are two separate words that are combined to make a single word. Explain that sometimes you can figure out what a compound word means by looking at the two separate words. Have students identify where the syllable break occurs in a compound word. *between the two smaller words* Have students identify the two words that are joined to make each compound word in this line. *rain/coat, birth/day, pop/corn, back/pack*
2 Compound words Remind students that a compound word will not always take its meaning from the two separate words. Have students identify the two words that are joined to make each compound word in this line. *egg/plant, hot/dog, night/mare, pepper/mint*
3 Synonyms Tell students that a synonym is a word that has the same or almost the same meaning as another word. Have them identify the pairs of synonyms in Line 3. *quiet—silent; whole—full*
4 Antonyms Explain that an antonym is a word that has the opposite meaning from another word. Have students identify the pairs of antonyms in Line 4. *take—give; sharp—dull*

About the Sentences
1-2 Compound words, synonyms, and antonyms Have students identify today's Word Analysis concepts in the sentences. *compound words: breakfast, classmates; synonyms: thrilled—excited; antonyms: loves—hates* Have students define each compound word and tell whether they could predict the definition based on the two smaller words that formed the compound. *break/fast: the first meal of the day; the meaning cannot be predicted; class/mates: members of the same class; the meaning can be predicted*

EL English Learner
COGNATES For native speakers of Romance languages, point out the following cognate: *silent* (French: *silencieux/se*).

Teacher Tip
SYNONYMS AND ANTONYMS Tell students that synonyms and antonyms can be helpful in both speaking and writing. Synonyms are a useful way to avoid using the same word repeatedly and will make students' writing more interesting. By using a pair of antonyms, students can express that one thing or situation is completely different from another.

Teacher Tip
VOCABULARY Tell students that the meaning of *breakfast* can be predicted after they have a vocabulary lesson. Explain that *fast* can be a verb that means "to eat no food for a period of time." Based on this definition, *breakfast* is "breaking, or bringing to an end, the period in which you were not eating food (i.e., while you were asleep)."

ePresentation

Decoding
Words

1	raincoat	birthday	popcorn	backpack
2	eggplant	hotdog	nightmare	peppermint
3	quiet	whole	silent	full
4	take	sharp	dull	give

Decoding
Sentences

1	Chad loves to eat breakfast, but he hates to wake up in the morning.
2	Nicole was thrilled that her classmates were excited to hear her speech.

Teacher's Edition, Grade 2

What SRA Open Court Reading does:

Open Court Reading teaches word analysis as follows:

- Beginning in grades K and 1, inflectional endings are introduced using words requiring no spelling changes.
- Common prefixes are introduced in grade 1 to teach about prefixes with no spelling changes.

- Roots, prefixes, and suffixes are taught in grades 2–5.

Students are taught to examine words and identify roots and affixes in order to deconstruct the word. Then, students identify the meaning of each part, reconstruct the word, read the word, and develop its meaning. Finally, students start to

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Flower Power DAY 3 LESSON 1

Developing Oral Language

HAVE students use what they know about the two individual words to predict the meaning of the following compound words from the word lines. Then have students use the words from Line 2 in sentences to demonstrate their understanding.

- raincoat *a coat worn in the rain*
- birthday *the day of your birth*
- popcorn *corn that pops open when cooked*
- backpack *a pack worn on the back*

Have students suggest other pairs of synonyms and antonyms. Display the pairs for students to see, and then ask volunteers to use the words in sentences.

Guided Practice

ASSIGN pages 3-4 from *Skills Practice 2* for students to apply what they have learned about compound words, synonyms, and antonyms. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages independently.

Name _____ Date _____

Compound Words, Synonyms, and Antonyms

FOCUS

- A **compound word** is made when two words are put together to make a new word. For example: gold + fish = goldfish
- Synonyms** are words that are similar in meaning. *Tired* and *sleepy* are synonyms.
- Antonyms** are words that are opposite in meaning. *Bad* and *good* are antonyms.

PRACTICE Combine the words below to make a compound word. Write the new word on the line.

- table + cloth = _____
- home + work = _____
- lady + bug = _____

Draw a line to match each word to its synonym.

4. choose	a. giggle
5. ill	b. select
6. laugh	c. sick

Draw a line to match each word to its antonym.

7. before	a. work
8. over	b. after
9. play	c. under

Skills Practice 2 • Word Analysis UNIT 4 • Lesson 1 3

Teacher Tip

SYLLABICATION Remind students that compound words are broken between the two smaller words for syllabication.

rain/coat	birth/day	pop/corn	back/pack
egg/plant	hot/dog	night/mare	pep/per/mir
qui/et	si/lent		

Teacher's Edition, Grade 2

use the word in sentences.

Since students need multiple experiences with words in order to solidify meaning, follow-up activities are provided for small-group or whole-class use. These activities include:

- Reading a word and having students give its definition

- Providing a root and having students add a prefix or suffix, give the meaning, and identify the part of speech
- Having students create multiple words from one root, such as “settle”, “settler”, and “settlement”.

What research recommends:

- Begin grade 1 with compound words and inflectional endings; teaching compound words introduces children to the concept of examining words for meaningful parts (Moats 2011).
- Help young readers identify familiar parts and words; working with compound words helps them transition from sound to meaning. Teach common prefixes, such as “un–”, and inflectional endings (Raskinski et al., 2011).
- Work initially with familiar base words. Since children readily understand the meaning of the root or base, they can focus on the impact and meaning of the inflectional endings. First, use words that do not require spelling changes; then, introduce word that do require spelling changes and analyze the words in which spellings change (Templeton, 2010).
- Use explicit instruction of morphemes or word-part clues (Diamond and Gutlohn (2006) and Baumann and Kame’enui (2004). This involves teaching the meaning of the word parts, the roots, and the affixes, in order to disassemble the word, identify the word part meanings, and reassemble the word parts to determine the meaning.

Fluency

Paving the Way for Comprehension

Fluent readers are able to read aloud effortlessly with speed, accuracy, and proper expression. Readers who are not fluent tend to read haltingly, word by word, and often with errors. Oral fluency appears transferable to silent reading when readers recognize words automatically and group them together into meaningful linguistic units to support comprehension.

LESSON

1

DAY 2

Foundational Skills

Resources:

- Routine 9
- Decodable Stories, Book 5, Story 38

Objectives: Students will

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

Phonics and Decoding

/ō/ spelled **_ow**, **oa**, **o**, and **o_e**

Developing Oral Language

TELL students that *coach* and *stroke* are also multiple-meaning words. Display the given definitions, and read them aloud with students. Note that both words have definitions for nouns and verbs. Then have students use the words in different sentences to demonstrate their various meanings.

Have students use each pair of words in a sentence.

- know, program
- elbow, grown

Fluency: Reading a Decodable Story

Book 5, Story 38: The Boat Show

New High-Frequency Words: *own, show*

Reviewed High-Frequency Words: *come, every, into, saw, want, water, your*

USE Routine 9, the Reading a Decodable Story Routine, to have students read "The Boat Show." Tell students to focus on reading this story accurately.

Checking Comprehension

Have students answer the following questions to check their understanding of the story. Tell them to point to their answers in the story.

- What happens in Oak Cove every October? *Every October there is a boat show in Oak Cove.*
- Why does Hope sit on the dock and nope? *Hope sits on the dock and nope because they can't sail without wind.*
- Why do Hope and Mrs. Dole throw heavy things overboard? *Hope and Mrs. Dole throw heavy things overboard to lighten the load in the boat.*

Building Fluency

Build students' fluency by having them read "The Boat Show" with a partner. Have the partners reread the story aloud several times. Check students' reading for accuracy.

EL English Learner

SENTENCE FRAMES: Remember to verify that students understand the questions, and offer additional support as needed during Workshop. Write or tell students the following sentence frames to help them answer questions about Decodable Story 38. For example: "Every _____, there is _____ because _____ threw _____ to _____." Allow students at Levels 1 and 2 language proficiency to respond with a word or phrase or point to the text or a picture. Reframe their answers and help them repeat the complete answers after you.

ePresentation

Developing Oral Language

Multiple-Meaning Word

coach

- a large, horse-drawn carriage
- a class of air travel
- a person who trains an athlete or a team
- to train an athlete or a team

Developing Oral Language

Multiple-Meaning Word

stroke

- the mark made by a pen, pencil, or paintbrush
- to touch lightly or gently
- a specific style of swimming
- weakness or paralysis caused by blockage of blood vessels in the brain

Decodable Stories, Book 5

The Boat Show

AL PRACTICE DECODABLE For additional practice with the /ō/ spellings in this lesson, have students read Story 38: "A Load of Apples" from *Practice Decodable Stories*.

T22 Unit 4 • Lesson 1 • Day 2

What research tells us:

According to Samuels and Farstrup (2006), fluency is strongly related to improved comprehension. While fluency has been identified as a key element in comprehension, fluency instruction remains limited and often misunderstood (Heitin, 2015). To achieve fluency, students need to decode accurately and rapidly, understand prosodic elements, and combine words into meaningful units (Kuffer and Lesaux, 2007). Students need specific instruction to increase their reading speed while maintaining their accuracy.

Teacher's Edition, Grade 2

What SRA Open Court Reading does:

The goal of *Open Court Reading* is for all students to read fluently at the end of grade 1. Fluency instruction is an essential component of the program.

As teachers read aloud, they model fluent reading for their students. Each unit in the program, from grades K–5, begins with a Teacher Read Aloud to model the good expression and intonation that support fluency.

Students practice decoding skills using Pre-Decodable and Decodable Books, which contain high-frequency words as well as words consisting of sounds and spellings students have already learned. The books are available in different formats, including take-home versions for students to share with their families.

The program makes an explicit connection between fluency

The Science of Reading

LESSON 3 DAY 3 Reading and Responding

Practice Comprehension

HAVE students turn to *Skills Practice I* pages 35–36. Read through the Focus section aloud, and complete the Practice section as a class. Then have students complete the Apply section individually.

Fluency

Rate

READ aloud pages 62–63 of “Damon and Pythias,” modeling the proper rate for students. Remind students that rate, or the speed at which a text is read, is important when reading fluently. If reading is halted and contains inappropriate pauses, then the text is difficult to understand. Tell students that to read with correct pace, sometimes phrases or sentences need to be read more than once. Additional readings will increase their familiarity with the structure and content of the text, which allows them to focus on fluency while they reread.

Have student pairs practice reading aloud these pages at an appropriate rate. Encourage them to practice phrases and sentences that give them trouble so they can read the entire passage fluently.

Differentiated Instruction: Fluency

AL APPROACHING LEVEL During Workshop, have students work with on-level partners to practice reading fluently.

OL ON LEVEL During Workshop, pair these students with approaching-level partners to practice reading fluently. Have these students read aloud first in order to model reading with appropriate rate for the students who are struggling.

BL BEYOND LEVEL During Workshop, have partners read the passage at an appropriate rate. Each partner will time the other to determine the number of words he or she reads in a minute. Then have partners compare their numbers. Are they the same?

T172 Unit 1 • Lesson 3 • Day 3

LESSON 3 DAY 2 Reading and Responding

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.

Practice Vocabulary

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 “Damon and Pythias.” Ask students to use what they know about the words to complete each sentence below.

- Before you go to school in the morning, you must ...? *eat breakfast*
- If one country seized power over another, it ...? *took control with force*
- You might feel *anxious* if you were ...? *about to take a test*
- A prisoner who is *pardoned* is ...? *allowed to go free*
- Something you *intend* to do this weekend is ...? *go to the movies*
- A teacher might *criticize* a student for ...? *falling asleep in class*

For additional practice and review of the selection vocabulary words, have students complete *Skills Practice I* pages 33–34.

Differentiated Instruction: Vocabulary

AL APPROACHING LEVEL During Workshop, help students make flash cards with the vocabulary words on side and definitions or synonyms on the other.

OL ON LEVEL During Workshop, have students use the vocabulary words in original sentences. Challenge them to include more than one word in each sentence.

BL BEYOND LEVEL During Workshop, have students include as many of the vocabulary words as possible in short original paragraphs.

T158 Unit 1 • Lesson 3 • Day 2

ePresentation

Fluency

The king's soldier's pushed their way through the crowd and grabbed Pythias. They quickly hustled Pythias away and bound his hands. Damon followed his friend all the way to the throne room.

Once there King Dionysius glared at Pythias. “No one is allowed to **defy** my rule. The punishment is death.”

Pythias stood proudly in the center of the throne room.

“I disagree with your law,” Pythias said. “However, I respect your right as king to make laws. I will not argue with your ruling. **Before** my punishment, will you allow me to go home and say goodbye to my family?” They will be heartbroken if I do not return.”

King Dionysius laughed. “You must think that I am a fool,” he roared. “If let you go I will never see you again. Surely you will never come back to face your punishment.”

Vocabulary

Word	Pronunciation	Part of Speech
1. criticize	crit'icize	verb
2. before	bɪ'for	adverb
3. intended	in'tend'ed	verb
4. anxious	ang'sh	adjective
5. seized	seiz'd	verb
6. pardon	par'den	verb

Teacher's Edition, Grade 3

and comprehension through fluency instruction integrated into reading comprehension activities during Reading and Responding. Teachers explain specific fluency skills—accuracy, rate, and prosodic features—and model them using parts of selections from the student anthologies. Then, students practice these skills. Since excerpts are taken from the Student Anthologies, this instruction exposes students

to a variety of literary and informational texts. Benchmark Assessments, Lesson Assessments, and informal assessment are used to monitor each student's fluency. Intervention passages provide additional opportunities to monitor and assess fluency.

What research recommends:

- Regularly model fluent reading for students (NICHD, 2000).
- Provide explicit instruction as well as opportunities for practice and application of fluency skills (Armbruster et al. 2006).
- Guide students in oral repeated reading that includes support and feedback from teachers, peers, and parents (Armbruster, Lehr, & Osborn, 2003).
- Provide students with text that matches their reading levels and tailoring instruction to individual students (NICHD, 2000).
- Apply systematic, classroom-based instructional assessment to monitor student progress in both rate and accuracy (Snow, Burns, & Griffin, 1998).

Building Comprehension and Communicating Effectively

To succeed at reading, a child must be able to identify printed words and to understand the story or text composed of those words. For many children, increasing reading proficiency and school success requires an increase in oral language competence in the elementary years (Biemiller, 1999). Research has shown that explicit vocabulary instruction, using techniques like repeated exposure to words, eventually leads to gains in text comprehension (Muter, et. al., 2004, Snow, Burns & Griffin, 1998).

LESSON 3 DAY 1

Reading and Responding

Develop Vocabulary

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

Display the vocabulary words and their definitions. Read over each line with the class, and then have students turn to page 58 in *Student Anthology I*. Use the activity below to help students develop their vocabulary.

Words and Definitions

Tell students they can use the Vocabulary Strategy Context Clues to figure out the meaning of the word *pardon* on page 63. 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 *pardon*. Then begin the activity.

The word *criticize* means “to find fault with something.” On page 58, the king says that no one is allowed to criticize him. How does this scene help you understand the word *criticize*? **Possible Answer:** The king is mad at Pythias for criticizing him. Earlier, Pythias said that he did not agree with the king’s new law because it is unfair. Pythias found fault with the law.

The word *before* can either mean “in front of” or “earlier than the time when.” Let’s look at the sentence where the word appears: “As the appointed time drew near, King Dionysius ordered Damon to be brought before him.” Which meaning of *before* is being used in this context? *in front of*

The word *intended* means “meant or planned to do something.” Let’s look at the sentence on page 60 in which this word appears: “But Pythias had made a promise to Damon, and he intended to keep it.” What clue can help us define *intended*? **Possible Answer:** The clue is that Pythias made a promise to Damon. When you make a promise, you mean or plan to do something for someone.

The word *anxious* is defined as “uneasy, worried, or fearful about what may happen.” On page 60, we learn that Pythias is anxious. What about his situation would make him anxious. **Possible Answer:** Pythias really wants to get back to Sicily and save his friend’s life, but he has been seriously delayed and may not make it in time. This makes him extremely worried and fearful for his friend’s life.

The word *seized* means “grabbed or took hold by force.” On page 63, Pythias says that his ship was seized by pirates. What knowledge do you have from earlier in the story that will help you understand the word *seized*? **Possible Answer:** I know from earlier in the text that pirates overpowered Pythias, took his boat, and threw him off of it. Seized must mean “took by force.”

The word *pardon* means “to free a person from punishment.” What clue on page 63 helps you understand the meaning of *pardon*? **Possible Answer:** The phrase “cancelled the death sentence” is a clue that to *pardon* is to free from punishment.

LESSON 3 DAY 2

Reading and Responding

Practice Vocabulary

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 “Damon and Pythias.” Ask students to use what they know about the words to complete each sentence below.

- Before you go to school in the morning, you must . . . ? *eat breakfast*
- If one country *seized* power over another, it . . . ? *took control with force*
- You might feel *anxious* if you were . . . ? *about to take a test*
- A prisoner who is *pardoned* is . . . ? *allowed to go free*
- Something you *intend* to do this weekend is . . . ? *go to the movies*
- A teacher might *criticize* a student for . . . ? *falling asleep in class*

For additional practice and review of the selection vocabulary words, have students complete *Skills Practice I* pages 33-34.

ePresentation

Vocabulary

Word	Pronunciation	Part of Speech
1. criticize	crɪt'ə saɪz'	verb
2. before	bɪ for'	adverb
3. intended	ɪn tɛnd'ed	verb
4. anxious	ang' shəs	adjective
5. seized	səɪd	verb
6. pardon	pɑr'dən	verb

Practice Vocabulary

- Before you go to school in the morning, you must. . . ?
- If one country seized power over another, it. . . ?
- You might feel anxious if you were. . . ?
- A prisoner who is pardoned is. . . ?
- Something you intend to do this weekend is. . . ?
- A teacher might criticize a student for. . . ?

LESSON 3 DAY 3

Damon and Pythias

LESSON 3 DAY 3

Apply Vocabulary

Volunteering for the Race

USE Routine II, the Selection Vocabulary Routine, to have students read the vocabulary story on *Student Anthology I* pp. 68-69.

Start by reviewing the words and definitions with students. Then explain that many words in the English language can be used in different ways. Sometimes a word can function as a noun, but also as a verb. Sometimes an adjective can become a noun when a suffix is added.

Tell students that as they read through this story they should recognize the selection vocabulary words they have been working with this week. Tell them to pay close attention to each vocabulary word and how it is used in this story. You may want to have students compare and contrast the original definitions and parts of speech with the new definitions and/or parts of speech.

Remind students that the concept vocabulary word is *generous*. Have them discuss the question on page 69: What are some things you should be generous with? **Possible Answer:** You should be generous with your time and knowledge, which could help other people. You should also be generous if you have more than enough of your own money.

Use the Vocabulary Word Web on Day 4 during the Extend Vocabulary Activity.

LESSON 3 DAY 3

What research tells us:

Learning vocabulary is a complex and long-term process (Lehr, Osborn and Heibert, 2004). Decades of research

What research tells us:

Learning vocabulary is a complex and long-term process (Lehr, Osborn and Heibert, 2004). Decades of research provide evidence of a strong relationship between vocabulary and reading comprehension. Knowing a word well requires understanding multiple meanings, knowing its different functions, and being able to connect the word with other related words (Beck & McKeown, 1991; Nagy & Scott, 2000). It involves many interactions with the word in a variety of receptive and expressive contexts.

What SRA Open Court Reading does:

- New vocabulary is developed, practiced, applied, extended, and reviewed.
- Vocabulary practice throughout each lesson provides opportunities for students to discuss definitions of words, use vocabulary words in a variety of activities, and develop a deeper understanding of the meanings of new words.
- Concept Vocabulary introduces words directly related to the unit theme and supports the conceptual development of the unit theme. Students monitor their understanding of the text and are encouraged to stop and clarify

Damon and Pythias
DAY 4 LESSON 3

Extend Vocabulary
II

USE Routine II, the *Selection Vocabulary Routine*, to have students expand their understanding of the selection vocabulary words.

Display the word web from *Student Anthology I* page 69. With students, list three synonyms for the word *criticize* in the appropriate boxes. Then have them list three antonyms in the appropriate boxes. Remind students that they have learned about synonyms and antonyms, and have them provide definitions of each term if necessary. **Possible Answers:** *Synonyms: complain, blast, slam* *Antonyms: praise, approve, admire*

Have students work with a partner to list synonyms and antonyms for the word *seize*. Extend students' vocabularies further by having them complete word webs for the other vocabulary words in this selection.

Concept Vocabulary
Think about the word *generous*. What are some things you should be generous with?

Some volunteers hand out medals at the finish line. Running a marathon is never easy. By the time a runner finishes, he or she has spent many hours running and is exhausted. However, when a volunteer places a medal around the runner's neck, he or she knows that the hard work has been worth it.

Runners may get all the attention, but volunteers also deserve our respect. The next time we watch a race, let's remember all the work that happens behind the scenes. When we cheer, let's **seize** the opportunity. Let's cheer for volunteers, too!

Extend Vocabulary
Copy the word web into your Writer's Notebook. Then fill it in with three antonyms and three synonyms for *criticize*.

Antonyms	Criticize	Synonyms

Chain Organizer

Reading and Responding
DAY 5 LESSON 3
Review Vocabulary
I

Review Vocabulary

Vocabulary	Antonyms
1. before	after
2. pardon	punish
3. criticize	praise
4. seized	released
5. anxious	confident
6. intended	did accidentally

What research recommends:

- Use what Archer (2010) identifies as the five research-based components of a comprehensive vocabulary instructional program: 1) high-quality classroom language; 2) reading aloud to students; 3) wide independent reading; 4) explicit vocabulary instruction; and 5) word-learning strategies.
- For effective vocabulary instruction, incorporate:
 - Direct, explicit instruction in word meanings and word-learning strategies (NICHHD, 2000)
 - Daily interactions to engage students with new vocabulary words (Snow, Burns & Griffin, 1998)
 - Activities for enriching and expanding the vocabulary knowledge of English Learners (NICHHD, 2000)
 - Many opportunities for students to read in and out of school (NICHHD, 2000)

Teacher's Edition, Grade 3

- Students learn new vocabulary both directly and indirectly as they participate in blending, spelling and dictation, discussions, writing, and reading a variety of fiction and non-fiction texts in Big Books, Student Anthologies, and Social Studies and Science Connections.
- English Learner strategies are incorporated throughout the program at point of use. The English Learner Photo Library provides visual representations for preteaching and reteaching vocabulary and concepts.

Comprehension

Teaching Students to Derive Meaning from Text

Reading is a highly strategic process in which readers are constantly constructing meaning using a variety of strategies, including activating background knowledge, monitoring and clarifying, making predictions, drawing inferences, asking questions, and summarizing. Comprehension and strategy instruction should focus on thinking (Harvey & Goudvis, 2000), problem solving, and monitoring understanding.

Busy Bees DAY 1 LESSON 4

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

Concept Vocabulary: Pollination
EXPLAIN that this lesson’s concept vocabulary word is *pollination*. Tell them that *pollination* means “the transfer of pollen from the stamen to the pistil of the same flower or another flower.” Have students discuss how the word *pollination* relates to the theme Plants and Animals.

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

- How do honeybees help people?
- In what ways do honeybees and plants help each other?

Preview the Selection LEXILE® 760L

Browse 13
USE Routine 13, the Know, Want to Know, and Learned Routine, to have students browse the selection. Explain to students that browsing will help them to read the text with purpose and understanding. Ask students what they already know about bees. For example, they know from the last selection that bees make honey and live in hives. Record this information in the *K* column of the KWL chart. As students browse, have them think about what they want to learn as they read this selection. For example, *What is a pollen basket?* Record their responses in the *W* column. Tell 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.

Set Purposes
REMIND students that they will be reading informational text about bees. Tell them to think about how this selection relates to the theme Plants and Animals and to other selections they have read.

BIG Idea: How do plants and animals help each other?
READ the Big Idea question before the class reads the selection. Tell students to keep this question in mind as they read.

Teacher Tip
BROWSE Have students browse the entire selection to look for key words and phrases that might help them understand the text.

ePresentation

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.
 > It might include diagrams, photographs, or other illustrations.
 > It presents information in a clear, organized way.

Essential Questions
 > How do honeybees help people?
 > In what ways do honeybees and plants help each other?

Know/Want to Know/Learned

K	W	L
Bees make honey Bees live in hives.	What is a pollen basket?	

BIG Idea
 How do plants and animals help each other?

Unit 4 • Lesson 4 • Day 1 T215

Teacher’s Edition, Grade 2

What research tells us:

Strategy instruction is most effective when strategies are explicitly taught (National Reading Panel, 2000; Duffy, (2002) in the context of actual reading. This direct style of instruction should involve explaining the strategy as well as modeling or demonstrating how and when to use it (Dewitz et al. 2009).

What SRA Open Court Reading does:

Not only does *Open Court Reading* teach critical comprehension strategies it also integrates this instruction with close reading strategies. The goal of *Open Court Reading* is not just to teach strategies but also to give students the responsibility for applying those strategies to new text.

THINKING BEFORE READING


KWL (What I Know, What I Want to Find Out, and What I Learned) or CPW (Clues, Problems, and Wonderings) engage students in thinking before reading by activating background knowledge, identifying potential problems, raising questions, and setting goals. The “Ws” in “KWL”

LESSON

4

DAY 1

Reading and Responding



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, the people. One example of this is cotton plants, and people use them to make clothes. Without bees, it would have a difficult time to grow. Some bees make a special food for people to enjoy—honey! People drink it, and some use it to make things.

Many animals also like to eat honey, and some kinds of birds feed their young with honey. 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.

Comprehension Strategy

Clarifying

TEACHER MODEL: On page 86 I see the term pollen baskets. When I think of a basket, I think of a woven container with a handle. I wonder what a basket on a bee's body looks like. I can clarify this by looking back at the diagram on page 85. The pollen basket is labeled, so I can clarify what this body part looks like on a bee.

Summarizing

TEACHER MODEL: Let us stop here to summarize what we have read about how bees are helpful.

Honeybees pollinate flowers, which allows flowers to reproduce. Bees also make honey, which people use for food and for the making of other products.

Differentiated Instruction

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

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Unit 4 • Lesson 4 • Day 1

Busy Bees

DAY 1

LESSON 4

ePresentation

Discuss the Selection

Discussion Starters

HAVE students turn to the *Reading Resources* portion of their *Student Anthologies*. To help students start a collaborative conversation with their peers, read over Summarizing and Clarifying under the Comprehension Discussion Strategies to give students ways to start or add to a discussion.

Use Routine A, the Handing-Off Routine, to discuss "Busy Bees." Engage students in a discussion by asking them the questions that follow. Remind students to build on each other's conversations by connecting their comments to the comments of others and to ask questions using *who, what, where, when, why,* and *how* to demonstrate understanding of key details in the text. You should also model how to ask for clarification about a topic that is being discussed. As the year progresses, students will take more responsibility during the discussion. They should connect the conversations, clarify when necessary, summarize when appropriate, and ask additional questions. They should also produce complete sentences when providing requested details or clarification.

How do honeybees cooperate with one another? **Possible Answers:** They work together in a hive taking care of young bees, keeping the hive safe, and making honey. They communicate to tell each other where to find food.

Do you think honeybees that live in the wild or honeybees that are kept by beekeepers are more helpful? Explain your reasoning. **Possible Answer:** I think bees that live in the wild are more helpful because they probably are able to pollinate more plants, and they also provide food for wild animals that eat honeycomb.

Have students return to the KWL chart. Discuss whether students found out what they wanted to know, and record what they learned in the *L* column of the chart. If there are things students still want to know, have them write questions to post on the *Concept/Question Board*.

Concept Vocabulary

REMIN students that the concept vocabulary word for this lesson is *pollination*. Provide the definition again, and ask students to discuss how the word relates to this selection.

pollination: the transfer of pollen from the stamen to the pistil of the same flower or another flower

Possible Answer: The selection explains that pollination is an important service that bees provide because it allows for reproduction of plants that people need.

Know/Want to Know/Learned

K	W	L
Bees make honey. Bees live in hives.	What is a pollen basket?	

Differentiated Instruction: Discuss the Selection

AL Provide sentence frames to help students ask for clarification. For example, *I do not understand _____. Could someone explain _____?*

OL Provide sentence frames to help students connect their comments to those of others. For example, *I agree with what _____ said, and I think _____ said _____, but I think _____.*

BL Have students think of additional discussion questions to help classmates connect "Busy Bees" to the unit theme *Plants and Animals*.

Unit 4 • Lesson 4 • Day 1

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Teacher's Edition, Grade 2

and "CPW" become the students' reasons for reading.

THINKING DURING READING

Strategies help students to reflect on their understanding as they read—in other words, to stop and make sense of text. Comprehension instruction begins in grade K,

with teachers modeling the use of strategies. As students progress through the grades, they learn to use strategies intentionally and independently. They also dig deeper into the meaning of the text using close reading strategies in order to access complex text. The emphasis shifts to gaining a more focused

understanding of the text through its structure, literary techniques, language, and the writer's craft.

THINKING AFTER READING

Discussion using the Handing-Off routine gives students the responsibility of asking questions,

Continued →

Comprehension

Teaching Students to Derive Meaning from Text

Reading and Responding
DAY 2 LESSON 4

Resources:

- Student Anthology 2, pp. 84-87
- Routine II
- Skills Practice 2, pp. 47-48

Objectives: Students will

- Classify and Categorize information in a text.
- Compare and Contrast information in a text.
- demonstrate understanding of selection vocabulary words.
- read grade-level text orally, with expression.
- revise conjectures for Inquiry.

Close Reading

INFORM students that during the second read of “Busy Bees” they will analyze the text. Before you begin the second read of “Busy Bees” review the following methods for understanding complex text.

Access Complex Text

Classify and Categorize

REMIN students that separating people, animals, and objects into different groups is called Classifying and Categorizing. This strategy can help readers better understand a text by identifying important traits of individual groups and the distinctions between groups.

Compare and Contrast

REMIN students that readers can look for Comparisons and Contrasts to better understand a text. Readers compare things to see what they have in common and contrast things to see how they are different.

Teacher Tip

CLOSE READING Reading a text multiple times and looking for different things with each successive reading will help students to become stronger readers. Prompt students to regularly utilize this technique as the school year progresses.

Classify and Categorize
LESSON 4 DAY 2

ePresentation

LESSON 4 DAY 2
Reading and Responding

Practice Vocabulary

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.

Vocabulary

antenna	design	invade	limbs
products	vacant		

Fluency

Expression

REMIN students that the punctuation mark at the end of a sentence tells readers what kind of intonation, or pitch of voice, they should use as they read. An exclamation point signals excitement, and the sentence should be read with special emphasis.

Read aloud the last paragraph on page 87 from “Busy Bees” Demonstrate proper expression by pausing at the dash in the second sentence, then using special emphasis for the exclamation point. Then have students work with a partner to practice reading page 87 with expression.

Teacher Tip

PUNCTUATION Point out the dash in the second sentence of the last paragraph on page 87. Remind students that this punctuation mark calls for a long pause and that in this sentence, the dash is used to emphasize a point the author makes.

Differentiated Instruction: Punctuation

- AL** Have students name another type of punctuation that signals a pause.
- OL** Have students find out about other uses for a dash.
- BL** Have students write a sentence that includes a dash.

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Teacher’s Edition, Grade 2

What SRA Open Court Reading does:

sharing ideas, clarifying concepts, and making connections to selections and the unit theme.

Before reading the selection, students also use the KWL or CPW strategies to discuss their purpose for reading.

Additional support for comprehension includes:

- Discussion starters
- Concept Vocabulary to connect ideas to the unit theme
- Essential Questions to expand concepts
- Big Idea connections to the unit theme
- Fluency instruction and practice with different text types
- Writer’s Craft, which focuses on critical literary techniques
- Text Connections to help students connect ideas within and across selections
- Inquiry, which provides the opportunity to explore areas of interest inspired by questions raised by students

The Science of Reading

LESSON

4

DAY 4

Reading and Responding

ePresentation

Essential Question

How do earthworms help plants and people?

Squirmy, Wiggly Earthworms

by Mike Purkis
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 earthworms as they wiggle
Are making places where
Roots can gobble up some
Some water, and some air.

Without these busy worms
Plants would hardly grow
They'd shrivel up beneath
And make few seeds to sow.

Farmers like these partners
That work so hard for free
They make the earth a better
For all the plants to be.

Writer's Craft

Language Use

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/toil*. 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.

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LESSON

4

DAY 4

Busy Bees

ePresentation

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.

- 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.*
- 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

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.

Connect

Science

Read this Science Connection.

You will answer the questions on 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.

Bees help make some of the foods you eat.

- Other animals do things that benefit humans. Can you think of an example?
- Before reading "Busy Bees," what was your opinion of bees? What do you think now?
- Explain your answer. Draw a step-by-step model showing the process of a bee pollinating a flower.

Go Digital

With the help of your teacher, find a video showing a bee pollinating a flower. Discover what other animals besides bees help pollinate flowers. Which animals pollinate the flowers that are open only at night?

Unit 4 • Lesson 4 • Day 4

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Teacher's Edition, Grade 2

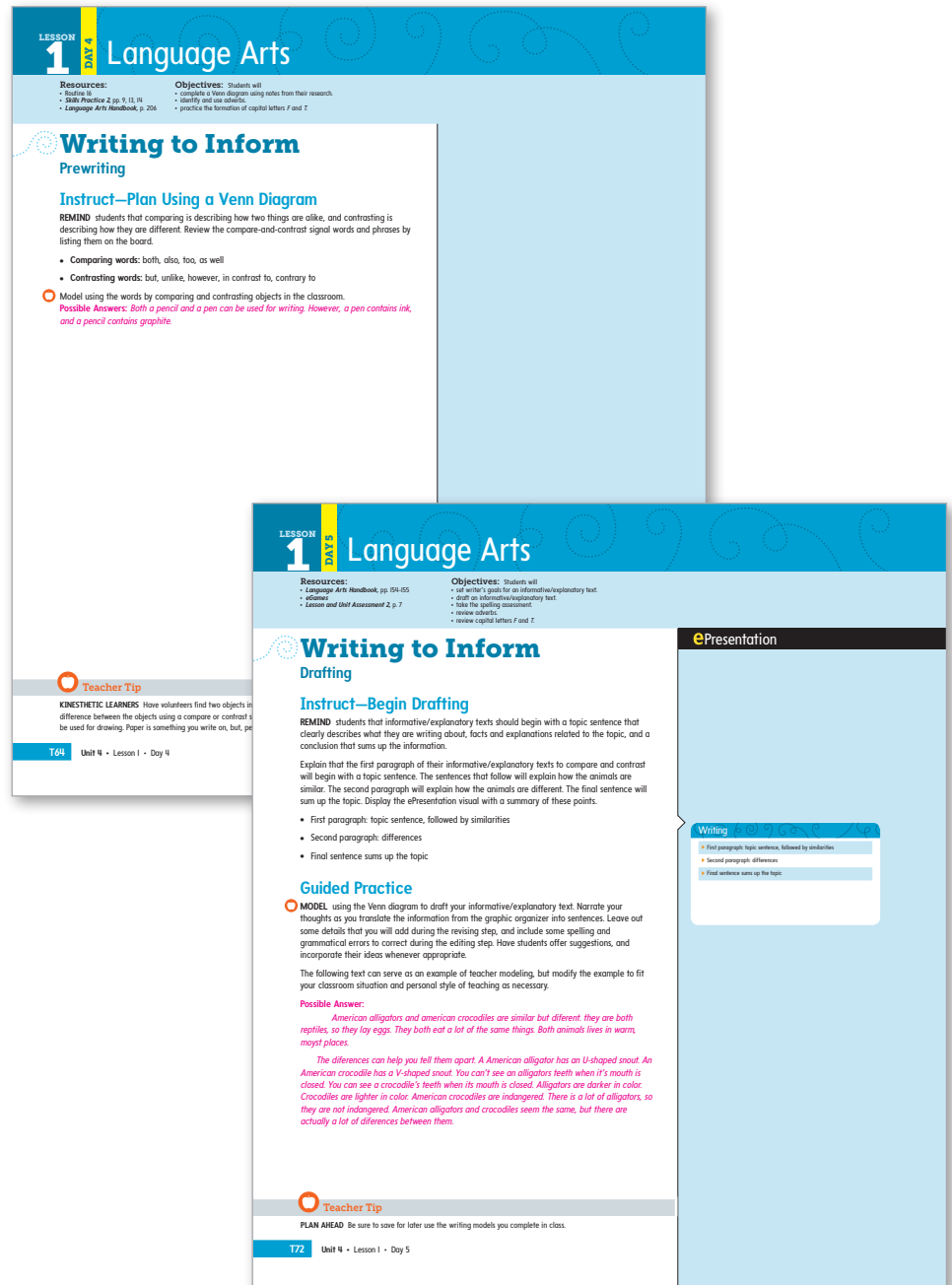
What research recommends:

- Monitor comprehension so students know what they do and do not understand while reading (Snow, Burns, & Griffin, 1998).
- Question students during reading (NICHHD, 2000).
- Hold discussions to support student engagement and reduce teacher talk (Murphy et. al, 2009).
- Teach students to generate their own questions (NICHHD, 2000).
- Understand story structure (NICHHD, 2000).

Writing

Teaching Strong Writing Skills that Reinforce Reading

Through the writing process, students come to understand the importance of words and how authors structure their work. Understanding this process allows students to appreciate different types of writing and helps them become better writers themselves. *Open Court Reading* ensures that students acquire the skills and strategies they need to become skilled writers.



Teacher's Edition, Grade 2

What SRA Open Court Reading does:

Open Court Reading teaches students the writing process, the traits or qualities of good writing, and the characteristics of different genres. In addition to learning basic composing processes and strategies—such as pre-writing,

drafting, revising, editing, and publishing—students learn skills like handwriting, spelling, sentence construction, grammar, usage, and mechanics.

Models of good writing are provided for teaching all phases

The Science of Reading

LESSON 2 DAY 2 Language Arts

Objectives: Students will

- draft their informative/explanatory text
- generalize learned spelling patterns when writing words.

Writing to Inform

Drafting

Instruct—Finish Drafting

REMIN students that the first paragraph of their informative/explanatory texts will begin with a topic sentence, and the sentences that follow will explain how the animals are similar. The second paragraph will explain how the animals are different, and the final sentence will sum up the topic.

Review the writer's goals for the current writing assignment.

- Use linking words to organize the information in your text.
- Vary your sentences.
- Have subject/verb agreement in all sentences.
- Use compare-and-contrast signal words, so readers understand the purpose of the text.
- Use descriptive words and details.

Guided Practice

TELL students to list words and phrases that are used to compare and contrast. Record their responses on the board. **Possible Answers:** Comparing words: *both, also, too, as well*. Contrasting words: *but, unlike, however, in contrast to, contrary to*. Point out to students that they should be including these words in their drafts.

Apply

HAVE students finish drafting their informative/explanatory pieces comparing two animals. Remind them to keep the information in their texts organized by using linking words, such as *first*, to begin with, *also*, *second*, *another way*, and others.

ePresentation

Writing

Writer's Goal

- Use linking words to organize the information in your text.
- Vary your sentences.
- Have subject/verb agreement in all sentences.
- Use compare and contrast signal words, so the reader understands the purpose of the text.
- Use descriptive words and details.

Flower Power DAY 1 LESSON 1

Guided Practice 16

USE Routine 16, the Graphic Organizer *Routine*, to model completing a Venn diagram comparing two animals.

The following text can serve as an example of teacher modeling, but modify the example to fit your classroom situation and personal style of teaching as necessary.

Possible Answer:
Different: American alligators have U-shaped snouts; tend to be darker in color than crocodiles; are not endangered.
Same: Both are reptiles, eat the same things, live in same kinds of places.
Different: American crocodiles have V-shaped snouts; tend to be lighter in color than alligators; are endangered.

Display the following sentence frames, and have students use them to discuss what you have written in the diagram.

- Both _____ and _____ are _____. **Both American alligators and American crocodiles are reptiles.**
- Unlike _____, _____ are _____. **Unlike American alligators, American crocodiles are endangered.**
- While _____ are _____, _____ are _____. **While crocodiles are lighter in color, alligators are darker in color.**

Apply

INSTRUCT students to refer to their notes and complete the Venn diagram on **Skills Practice 2** page 9 to compare and contrast their two animals. Remind them that they do not need to use complete sentences on the graphic organizer.

Refer students to **Language Arts Handbook** page 206 for an example of a completed Venn diagram.

ePresentation

Writing

Compare and Contrast

Writing

Skills Practice 2

Compare and Contrast

Both American alligators and American crocodiles are reptiles.

Unlike American alligators, American crocodiles are endangered.

While crocodiles are lighter in color, alligators are darker in color.

LESSON 2 DAY 2 Language Arts

Resources:

- *Language Arts Handbook*, pp. 31–35
- *Writing 17*
- *Skills Practice 2*, p. 10

Objectives: Students will

- give and receive feedback in writers' conferences.
- revise the draft of their informative/explanatory text.
- practice the formation of capital letters *P* and *R*.

Writing to Inform

Revising

Instruct—Receive Feedback/Revise

MODEL revising your informative/explanatory draft that compares and contrasts two animals. Be sure to point out where you revise to include descriptive words, additional details, compare and contrast signal words, and linking words. Narrate your thoughts as you make changes, and have students suggest improvements. Incorporate their changes whenever appropriate.

The following text can serve as an example of teacher modeling, but modify the example to fit your classroom situation and personal style of teaching as necessary.

Possible Answer:

American alligators and American crocodiles are often confused because they are so similar. First, both alligators and crocodiles are reptiles. Because they are reptiles, both build a nest and lay eggs to have babies. Alligators and crocodiles also eat the same diet of fish, birds, turtles and other animals. One more similarity is that they both live in warm, moist places.

However, there are many differences to help you tell these animals apart. A American alligator has an wide, U-shaped snout. An American crocodile snout is different because it is narrow and V-shaped. A alligators teeth can't be seen when it's mouth is closed. But a crocodile's teeth can be seen when its mouth is closed. Alligators are darker in color. Crocodiles are lighter in color. American crocodiles are endangered. Surveys of their population are poor, but scientists agree that numbers in the wild are very low. In contrast, there are about 5 million American alligators in the wild, so they are not endangered. While American alligators and crocodiles seem the same, there are actually a lot of differences between the two animals.

Teacher Tip

THE GRAPHIC ORGANIZER Remind students that a TREE graphic organizer is also a good tool for planning and organizing an informative/explanatory text. If students prefer, they may use a TREE graphic organizer to guide the content of their comparing-and-contrasting text.

T96 Unit 4 • Lesson 2 • Day 1

T108 Unit 4 • Lesson 2 • Day 2

Teacher's Edition, Grade 2

of the writing process: prewriting, drafting, revising, editing and proofreading, and publishing. Graphic organizers help students see how authors structure their stories and structure their own stories the same way.

Sentence construction is taught with sentence frames, sentence expansion, and sentence combining.

Goal setting, self-monitoring, and guided and independent practice promote a “can-do” attitude.

What research recommends:

- Explicitly teach and model writing strategies (Harris & Graham, 1994).
- Use prewriting activities (Harris, Graham, & Mason, 2003).
- Teach students to construct more varied sentences (Harris, Graham, & Mason, 2003).
- Explicitly develop critical self-regulation strategies (Graham & Harris, 1994, 1996, 2000, 2005; Harris & Graham, 1996, 1999).
- Have students write every day, provide strategy instruction, and incorporate peer collaboration (Trioia and Loinghouse, 2013).

Inquiry

Developing 21st Century Skills in Cooperative Learning

Inquiry is a dynamic process initiated by student questions and wonderings. Inquiry helps students build knowledge, encourages collaboration, and reflects real-world learning.

The 21st century requires students to be problem solvers, transform information into novel ideas, develop innovative products, and work collaboratively. Students not only need to be able to find information, but also to analyze, synthesize, and transform that information into new knowledge. And inquiry requires students to use reading, writing, and communication skills in the context of a single project.

How Animals Help Make Chocolate DAY 1 LESSON 1

Inquiry

Step 1—Develop Questions

CONNECT INQUIRY TO PLANTS AND ANIMALS Review with students the concept of inquiry. Remind them that inquiry involves wondering and asking questions, and then using those questions to explore about and learn new things.

Remind students that people have always been interested in understanding how and why animals and plants live in the ways they do. Say, *Asking how and why questions is a good way to begin the inquiry process. Scientists ask these types of questions, and then do research to find answers.*

Revisit “How Animals Help Make Chocolate” with students and have them recount the process that produces cacao beans, identifying the connections between these steps. Point out to students that there are many steps in this process. Then say, *One reason why we know so much about cacao beans is because scientists have studied them.* Explain to students that scientists often explore and observe the natural world to research a question. Then discuss ways they can do this. For example, scientists might set up a camera in a certain place and then watch the video feed to see how plants and animals behave when people are not around. Scientists might tag an animal with a GPS tracking device and then note where the animal travels. Scientists might cross the pollen of different types of plants and see what new plant types grow from the resulting seeds.

Display the set of inquiry rules your class created in Unit 1, and review that rules can help students share and discuss findings in constructive ways.

Remind students that in Unit 4 the class will still select a single question as a large group. Students will then form two or three large groups. Each group will form a different conjecture, do research, and present findings at the end of the unit.

ePresentation

Rules for Inquiry

- ▶ Let everyone share his or her ideas.
- ▶ Everyone in the group needs to take responsibility for doing something.
- ▶ Set timelines based on when work is due.
- ▶ Listen to each other and do not interrupt.
- ▶ Look at the person who is talking.

Concept/Question Board

Progress

ONS Use the Inquiry Rubrics in the Appendix to assess student progress on the inquiry process for each unit. In each unit, students will engage in collaborative work within the group or groups.

Inquiry Planner

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

LESSON	Steps	Examples
LESSON 1	Develop Questions	Why are honeybee populations in danger?
LESSON 2	Create Conjectures	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.
LESSON 3	Collect Information	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.
LESSON 4	Revise Conjectures	Honeybee populations seem to be in danger because of many things, including a lack of flower diversity, use of certain pesticides, and diseases.
LESSON 5	Develop Presentations	My group will create an educational brochure to explain the reasons why honeybee populations seem to be in danger.
LESSON 6	Deliver Presentations	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.

Teacher's Edition, Grade 2

What research tells us:

- Even very young children develop conceptual understanding by wondering, asking questions, and developing theories about their environment (Carey and Smith, 1993; Kuhn, 2000; Wellman and Gelman, 1998).
- Inquiry is at the heart of the creative process for scientists, researchers, artists, and all others who are innovative thinkers (Scardamalia and Bereiter, 2003).

What SRA Open Court Reading does:

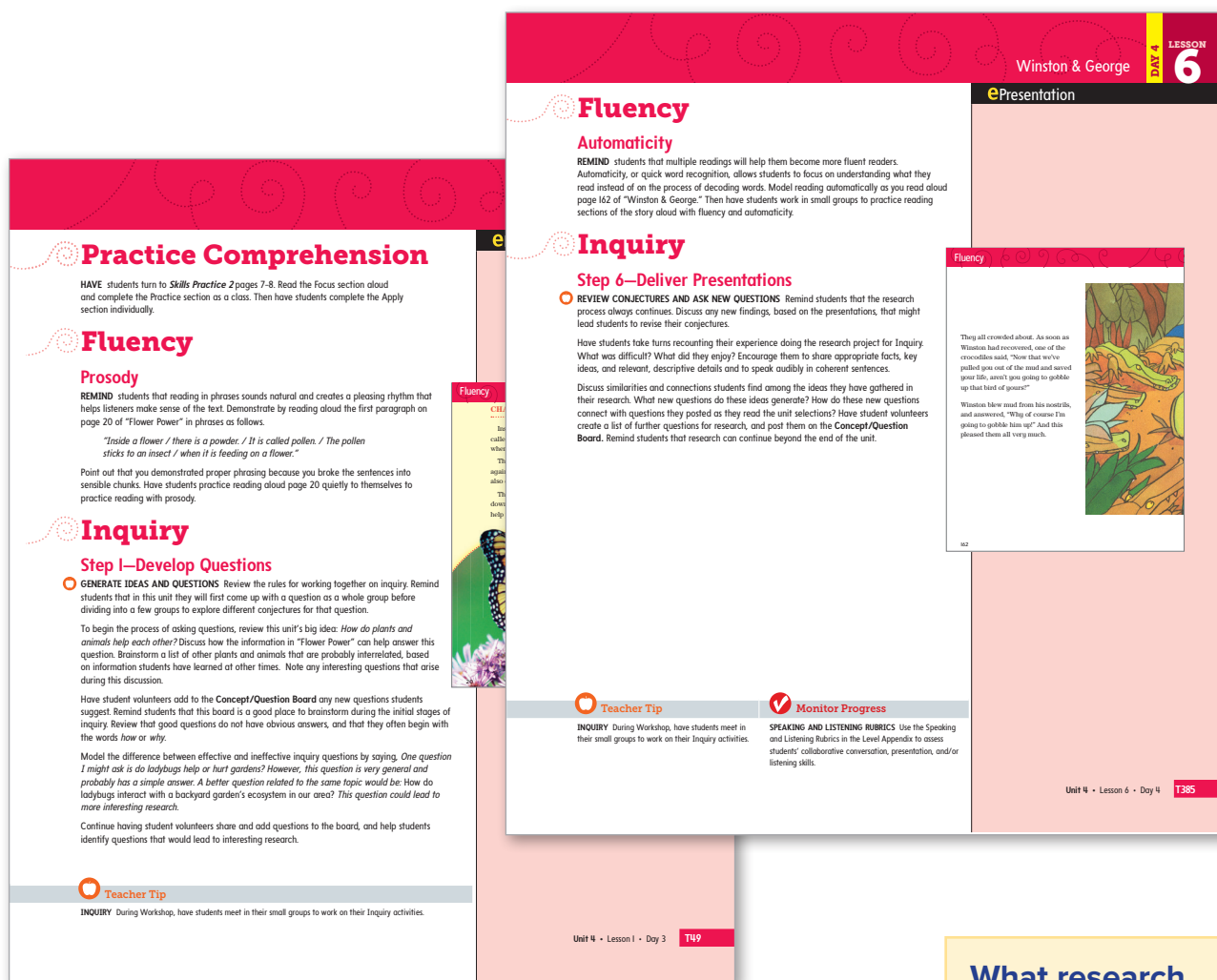
One of the primary goals of *Open Court Reading* is to form a community of learners. Students learn to take their questions and wonderings and transform them into research questions that focus on problems and issues, develop conjectures, research their ideas, and then share their learning with their classmates. Students in *Open Court Reading* become part of a community of learners.

Children are curious by nature and come to school with a wealth

of questions. Inquiry capitalizes on this curiosity. Through Inquiry, students use genuine research to seek answers to their questions and solutions to problems. Students use a framework that is based on the scientific method. The Inquiry process, which is critical for lifelong learning, encourages students to:

1. Generate questions and ideas about the unit theme.
2. Decide on a question to investigate.

The Science of Reading



Teacher's Edition, Grade 2

3. Formulate a conjecture.
 4. Identify needs and make plans.
 5. Collect information.
 6. Confirm or revise conjectures.
 7. Identify new questions.
- Share new learning with other students through written reports, PowerPoint® presentations, posters, models, panels, games, or a combination of presentation types. Throughout the unit, the class utilizes the Concept/Question Board

to share their growing knowledge about the unit theme or concept. They post newspaper clippings, magazine articles, information from the Internet, photos, and other items of interest that might be helpful for their classmates. The Concept/Question Board is a place where questions emerge, common interests identified, and collaborative investigations started as students move through the unit.

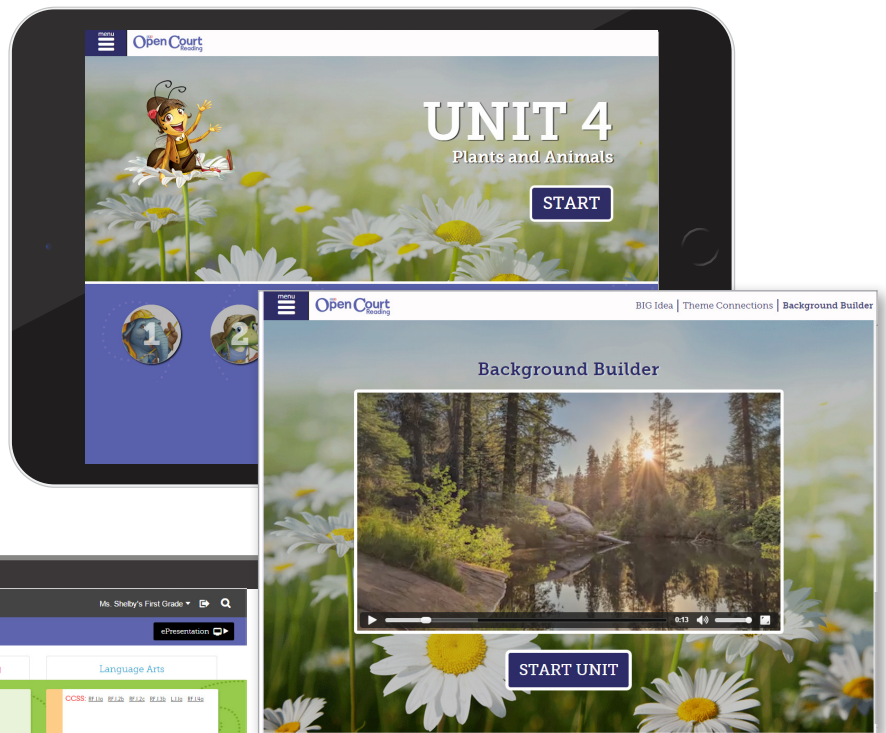
What research recommends:

- Make learning relevant to practice and real experience (Murray, Shea, and Shea, 2004; Scardamalia and Bereiter, 2003).
- Teach students how to search for relevant information to answer questions (Murray, Shea, and Shea, 2004; Scardamalia and Bereiter, 2003).
- Model and teach critical thinking (Murray, Shea, and Shea, 2004; Scardamalia and Bereiter, 2003).
- Encourage children to share newfound knowledge with each other (Scardamalia, 2000).

Technology

Flexible Tools that Support Individual Learners

Technology helps educators customize education to meet the needs of all students. The integrated technology components within *Open Court Reading* enhance instruction and provide options for organizing, preparing, and teaching lessons.



Student Edition

Interactive Teacher's Edition

What SRA Open Court Reading does:

Technology in *Open Court Reading* is engaging and easy to use for teachers as well as students. All program components are offered digitally on multiple devices and have enhanced features that facilitate effective teaching.

For the teacher:

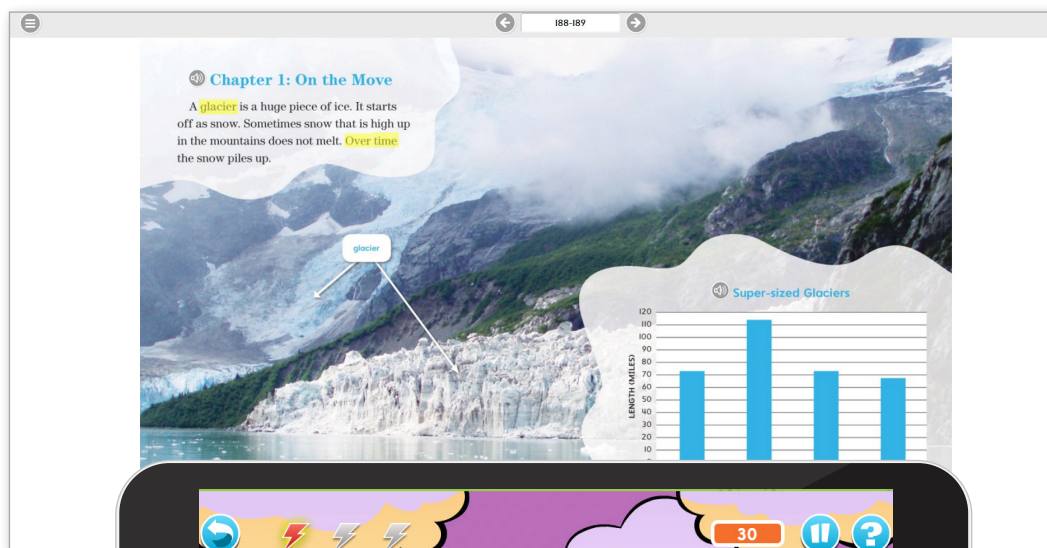
Open Court Reading provides:

- Interactive Teacher's Editions that pair instruction with relevant resources at point of use for easy access to all the day's materials.
- Intervention and English Learner instruction embedded within the Interactive Teacher's Edition to make reaching every learner easier.
- Curriculum Specialists who model effective routines and provide useful teacher tips in more than 500 "Show Me How" videos.
- An ePresentation that can be used to motivate and engage students during the lesson.
- Class Management that makes

What research tells us:

The best educational technology explicitly supports instruction. Technology can and should provide more than games and passive activities. The true power of technology lies in its flexibility and adaptability.

The Science of Reading



eBook



eGame

What research recommends:

- Choose models that demonstrate skilled performance and examples of successful outcomes (Mayer & Moreno, 2002; Pashler, et. al., 2007).
- Use authentic tasks that provide opportunities for meaningful practice (Anderson, et. al., 1985; Beck & Juel, 1992; Hiebert & Taylor, 2000; Kearsley & Shneiderman, 1998; Nagy, Herman, & Anderson, 1985; Schank, 1994).
- Employ scaffolds that support novices and gradually release learning as students acquire skills (Adams, 1990; Share & Stanovich, 1995; California Department of Education, 1996).
- Provide timely and appropriate feedback on performance (Kulik & Kulik, 1998; Panasuk & LeBaron, 1999; Mason & Bruning, 2001; Page, 2006; Gaytan & McEwen, 2007; Hattie & Timperley, 2007; Brookhart, 2008; Shute, 2008).

grouping easy and differentiation in the classroom a natural process.

- eAssessments that enable digital delivery of tests from a customizable test and offer grouping ideas for teachers.

For the student:

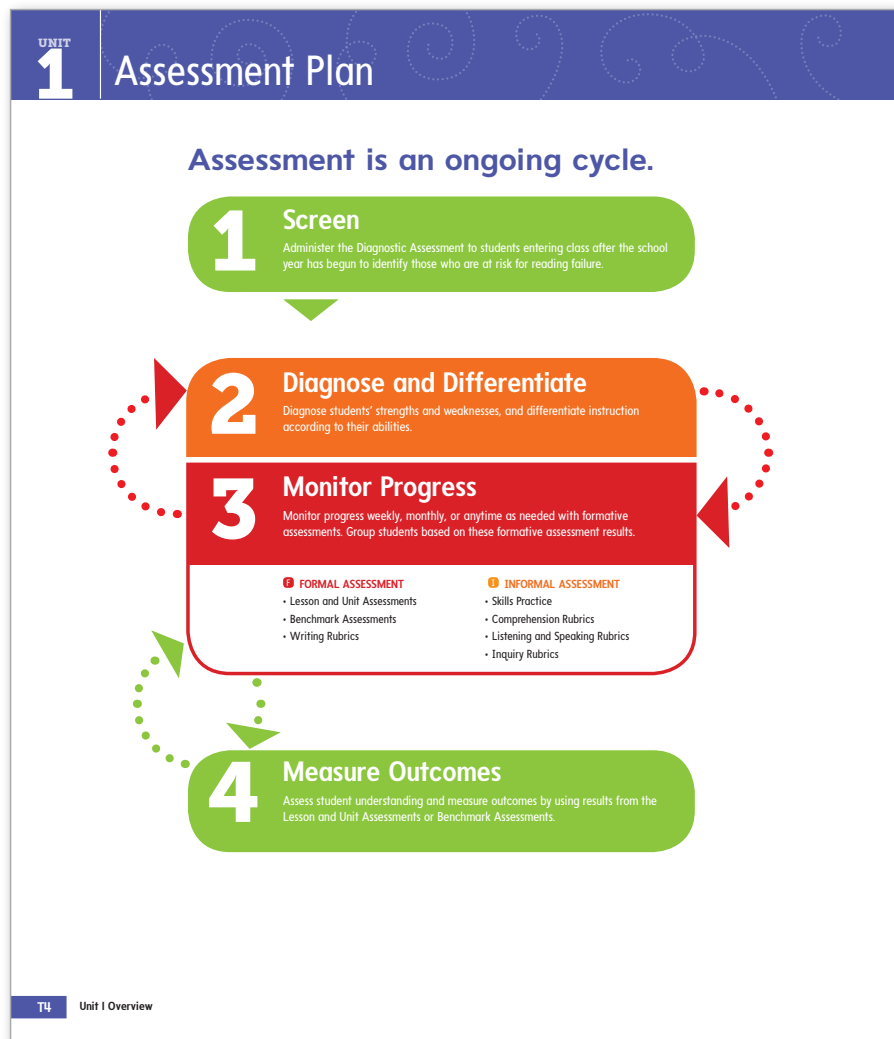
Open Court Reading provides:

- Interactive eBook versions of Student Anthologies and Decodables that give students the choice of reading or listening to the selection and provide
- additional vocabulary support in the form of visual vocabulary videos.
- Background Builder videos in every unit opener to set the tone for the unit and introduce the theme.
- Interactive Skills Practice and eActivities that provide practice in phonics; writing; and grammar, usage, and mechanics.
- eGames for a fun way to practice skills learned in class.

Assessment

Monitoring Progress, Guiding Differentiation

Research indicates that analyzing and using data from well-designed assessments can help teachers differentiate instruction.



What research tells us:

Effective reading programs include assessments that serve multiple purposes, such as:

- Identifying skills that require review before students attain mastery
- Monitoring student progress
- Guiding differentiated instruction

These assessments help teachers meet student needs and move every child toward the goal of attaining Adequate Yearly Progress (AYP).

Grade 2, Unit 4

What SRA Open Court Reading does:

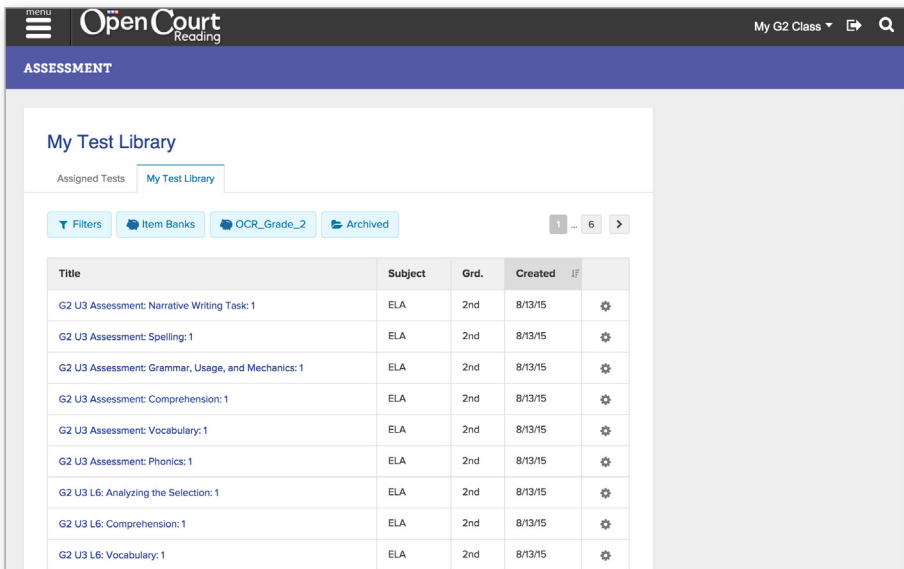
Open Court Reading provides teachers with a range of materials for working with individuals and small groups of students who need more instructional support.

- Diagnostic Assessment identifies students' strengths and weaknesses to inform differentiated instruction and small groups.
- Lesson Assessments cover the most important skills taught in a

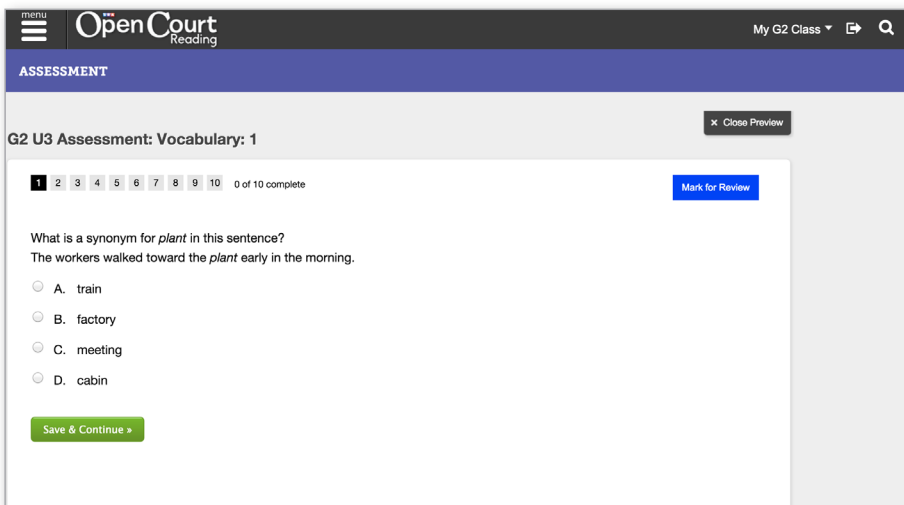
particular lesson. These assessments help determine how well students are grasping concepts and provide information teachers can use to determine whether additional instruction may be necessary.

- Benchmark Assessments are given three times a year to monitor a student's overall progress.

The Science of Reading



Title	Subject	Grd.	Created	IF
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	ELA	2nd	8/13/15	
G2 U3 Assessment: Phonics: 1	ELA	2nd	8/13/15	
G2 U3 L6: Analyzing the Selection: 1	ELA	2nd	8/13/15	
G2 U3 L6: Comprehension: 1	ELA	2nd	8/13/15	
G2 U3 L6: Vocabulary: 1	ELA	2nd	8/13/15	



G2 U3 Assessment: Vocabulary: 1

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

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 >

Grade 2, Unit 4

- Daily Workshop allows students to work in small groups at a level of instruction and activity that meets their individual needs and gives the teacher time to meet with them to preteach, reteach, confer, or assess.
- Rubrics for inquiry, speaking and listening, comprehension, and writing help teachers set expectations, assess knowledge, and provide constructive feedback.
- *Open Court Reading* teachers have a wide range of resources for helping English Learners with vocabulary acquisition and other crucial skills.
- Different levels of support in the online Resource Library are available to provide additional intervention instruction.

What research recommends:

- Determine student baseline performance (NICHHD, 2000; Stecker, Fuchs, & Fuchs, 2005).
- Use formative assessment on a routine basis to determine exactly what each student has learned (NICHHD, 2000; Stecker, Fuchs, & Fuchs, 2005).
- Design literacy instruction to meet the individual needs of each student (Snow, Burns, & Griffin, 1998).
- Know when to move to intervention programs for children who do not benefit appropriately from typical instruction (Compton, Fuchs, Fuchs, & Bryant, 2006; Fuchs & Fuchs, 2007).

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SRA Open Court Reading was developed by leaders in educational research who are, first and foremost, master teachers. They understand teachers' needs and support them with:

- Informal assessments to reveal how well each student is reading daily.
- Formal assessments to set benchmarks and teach test-taking skills.
- Differentiated instruction to allow immediate intervention that solves emerging problems.
- All the elements of a well-designed program, including explicit instructional strategies, coordinated instructional sequences, ample practice opportunities, and aligned student materials.
- Systematic, sustained professional development for all levels, including new teachers, veteran educators, administrators, and classroom aides.
- Intensive training, including workshops, coaching, mentoring, and online professional development.

SRA Open Court Reading Authorship Team

Carl Bereiter, Ph.D.

A professor emeritus and special advisor on learning technology at the Ontario Institute for Studies in Education, University of Toronto, Dr. Bereiter also invented Computer Supported Intentional Learning Environments, the first networked system for collaborative learning, with Dr. Marlene Scardamalia.

Andrew Biemiller, Ph.D.

A coordinator of elementary teacher education programs at the University of Toronto for thirty-six years, Dr. Biemiller's research on vocabulary development and instruction has had a significant effect on the shape of vocabulary instruction for elementary education in the twenty-first century.

Joe Campione, Ph.D.

A leading researcher on cognitive development, individual differences, assessment, and the design of innovative learning environments, Dr. Campione is a professor emeritus in the School of Education at University of California, Berkeley.

Iva Carruthers, Ph.D.

Equipped with both hands-on and academic experience, Dr. Carruthers serves as a consultant and lecturer in educational technology and matters of multicultural inclusion.

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Dr. Fuchs, the Nicholas Hobbs Professor of Special Education and Human Development at Vanderbilt University, has conducted programmatic research on response-to-intervention as a method for preventing and identifying children with learning disabilities and on reading instructional methods for improving outcomes for students with learning disabilities.

Lynn Fuchs, Ph.D.

A co-director of the Kennedy Center Reading Clinic at Vanderbilt University, Dr. Fuchs also conducted research on assessment methods for enhancing instructional planning and instructional methods for improving reading and math outcomes for students with learning disabilities.

Steve Graham, Ph.D.

A professor of literacy at Vanderbilt University, Dr. Graham's research focuses on identifying the factors that contribute to writing development and writing difficulties.

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Focusing on how children learn to read and write and the logistics of teaching reading and writing in the early grades, Dr. Hirshberg works as a language arts resource coordinator and consultant in Alexandria, Virginia.

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A professor in the Division of Applied Psychology at the University of Calgary, Dr. McKeough teaches graduate courses in cognitive development and educational assessment, as well

Peter Pannell, MA

Principal of Longfellow Elementary School in Pasadena, California, Mr. Pannell has worked to develop the literacy of countless students. To help accomplish this goal, he wrote and implemented a writing project that allowed his students to make great strides in their writing performance.

Marsha Roit, Ed.D.

The retired Director of Professional Development for SRA/McGraw-Hill, Dr. Roit spends considerable time in classrooms developing reading curricula and working with teachers and administrators in effective instructional practices.

Marlene Scardamalia, Ph.D.

Dr. Scardamalia is the President's Chair in Education and Knowledge Technologies at the University of Toronto and is also the Director of the Institute for Knowledge Innovation and Technology. She received the 2006 World Award of Education from the World Cultural Council for outstanding work in education.

Marcy Stein, Ph.D.

Professor and founding faculty member of the education program at the University of Washington, Tacoma, Dr. Stein teaches At-Risk and Special Education graduate and teacher certification programs.

Gerald H. Treadway Jr., Ph.D.

Former chair of the Literacy Education Program and professor of education at San Diego State University, Dr. Treadway teaches classes on reading methods, English Language Learner methods, balanced reading programs, assessment, and reading comprehension. He is also a consultant for the California Reading and Literature Project.

In Memoriam

Michael Pressley, Ph.D. 1951–2006

Dr. Pressley was a tireless supporter of education. He championed the rights of all children to a quality education, made seminal contributions in research and practice, and nurtured the development of a host of beginning teachers, young scholars, and editors. While his work and spirit lives on in those he influenced and inspired, there is no substitute for the real thing. We will all miss his wisdom and friendship every day.

Open Court^{SRA} Reading

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