

SRA  
Open  
Court  
Reading



Mc  
Graw  
Hill  
Education

SRA  
Open  
Court  
Reading

リーディング・ライテ  
ィングスキル



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## Open Court Readingの歴史

SRA Open Court Readingは、長年の研究、フィールドテスト、実績ある指導モデルをベースにしたリーディングおよび言語カリキュラムです。このプログラムでは、指導者用リソース、指導案、サポートがあります。体系的、リサーチに基づく指導法を特徴とし、リーディングを学ぶすべての学習者をサポートします。優れたリソースを活用することで、生涯学習の基盤を確立します。

### 継続的な研究

研究は、Open Court Readingの重要な要素です。SRA Open Court Readingは、研究結果や講師のフィードバックを取り入れることで、数多くの授業で高い実績をあげています。

教育者や研究者が著者であるこのプログラムでは、子どもに読み書きを教える最も効果的な指導方法など、最新の研究結果が反映されています。SRA Open Court Readingには、研究結果と教師のフィードバックがバランス良く採用されています。小3修了までに効果的なリーディング能力を身に付けることを目的に、主な指導範囲が学年毎にまとめられています。

リーディング初心者を対象にしたリサーチによると、英語の上達には、フォニックスの早期指導が不可欠であることがわかっています。この調査結果を受けて、フォニックスをプログラムの土台とし、音声/スペルカード、スキヤフォールドブレンドリングなどを採用しました。さらに、エンコーディング/デコーディングスキルの実践と強化を目的に、Decodable Booksを開発しています。語彙と読解力に関する研究では、語彙の発達とクリティカルシンキングにはリーディング素材の厳選が必要であることが判明しています。

### 50年を超える教育実績

SRA Open Court Readingには、50年以上にわたる教育現場からのフィードバックが反映されています。Open Court Readingを授業で使用しているからのフィードバックが、プログラムに反映されています。教師の経験と研究結果は、他にはない価値をもたらします。

### 自信を持ってリーディングプログラムを実践

Open Court Readingの指導モデルは、National Reading PanelとNICHD (National Institute of Child Health and Human Development) が発表したレポートでも高い評価を受けています。

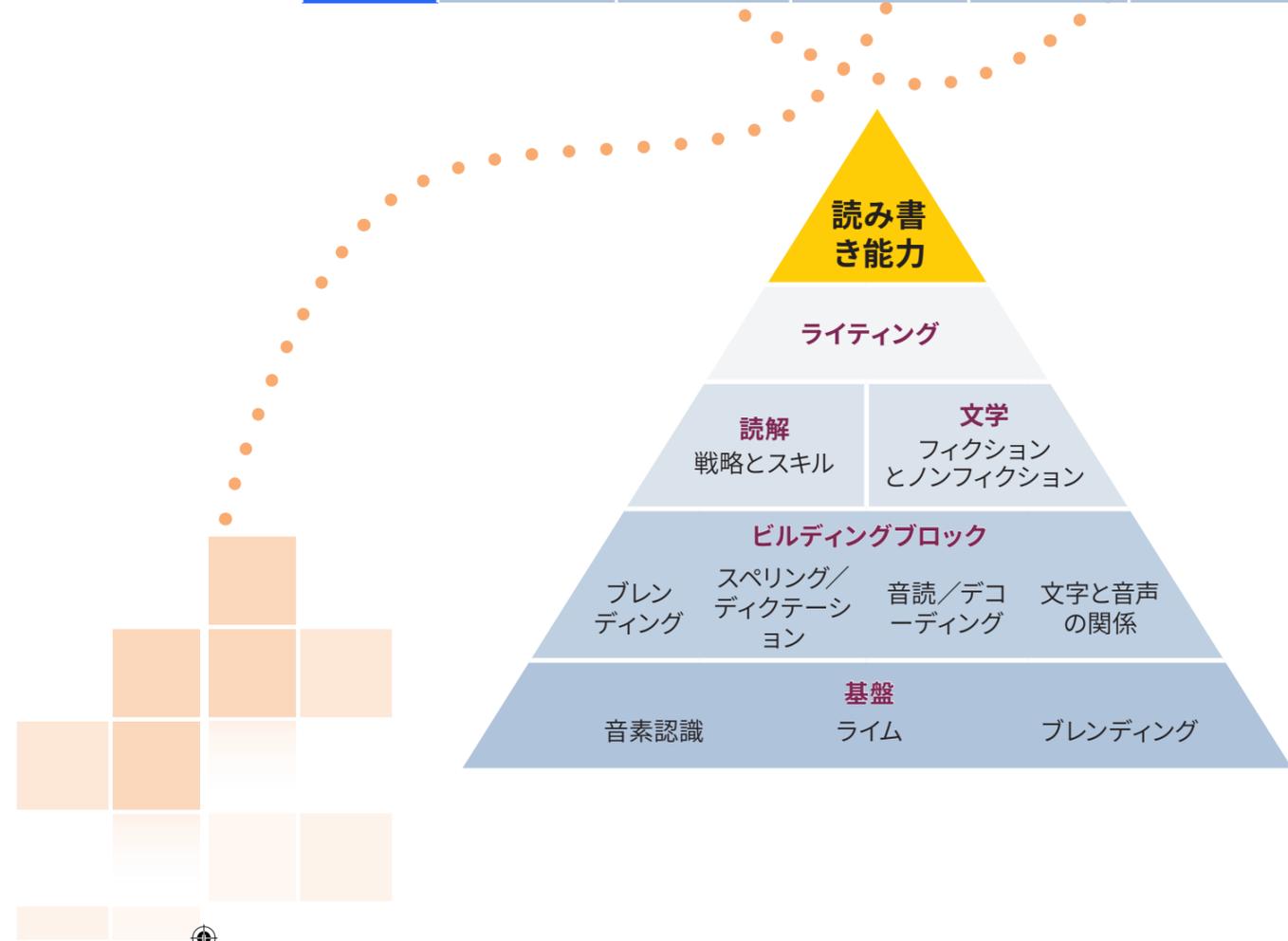
Open Court Readingは絶え間なく進化を続けており、新たなテクノロジーを採用し、教育現場からの貴重なフィードバックや研究結果を反映しています。

## 確実な学習を目指した指導

- 体系的な指導によって、論理的なスキル構築を図ります。
- スパイラルなカリキュラムにより、新たなスキル習得と復習を同時に行います。
- コアとなる概念とスキルをあらゆるレベルで強化することにより、あらゆる分野でのスキヤフォールディングを可能にします。



レベル	読解力プログラム					
AおよびB	文字認識	運筆/本の認識	音韻/音素認識	フォニックスと音読	語彙と読解	ライティングと構造
CおよびD	文字/本/運筆の認識	音素認識	フォニックスと音読	語彙と読解	言語とライティング	
2	フォニックス/単語分析	音読	語彙と読解	探求	言語、ライティング、スペリング、文法	
3	フォニックス/単語分析	音読	語彙と読解	探求	言語技術、ライティング、スペリング、文法	



## 思わず夢中になる単元テーマ

Open Court Readingでは、小説、エッセイ、詩、歌、記事など、フィクションとノンフィクションの題材を豊富に揃えています。生徒が自主的にリーディングに取り組めるように、関心と意欲を高める内容となっています。

各単元には、新たな発想や思考の基盤となるテーマがあります。複数の教科にまたがるトピックや社会的なトピックなど、生徒と関連の高い幅広いテーマを取り上げます。レッスンのテーマは、Scope & Sequenceで確認できます。

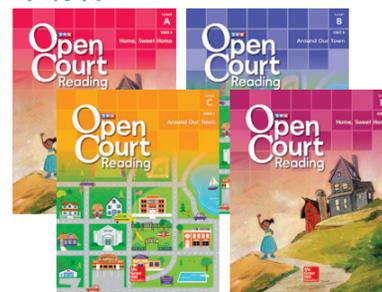


## 単元テーマ

レベル	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
A	What's the Weather?	Pushes and Pulls	Home, Sweet Home	Our Country, Our Cultures	Ready to Grow	
B	Animals Homes	Rules We Follow	Great Citizens	Color Our World	Stripes, Spots, and Dots	
C	Back to School	Be My Friend	Science Cycles	Light and Sound	Around Our Town	
D	Around Our World	Roots, Seeds, Leaves	Animals from Head to Toe	Art for All	Art in Motion	
2	Teamwork	Earth in Action	My Country at Work	Plants and Animals	Citizenship	Story Time
3	Respect	Extreme Weather	A Changing Nation	Animals and Their Habitats	Government at Work	Art on the Move

## レベルA~D

### 印刷物



Student Book (スチューデントブック、オーディオCD付き)

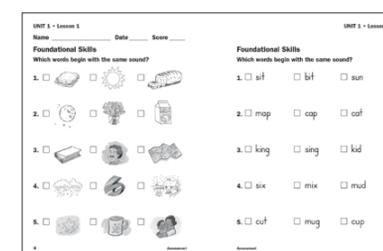


Skills Practice (練習帳)

### 講師向けオンラインリソース



Teacher's Edition (指導書PDF)



Lesson and Unit Assessment (レッスンと単元の評価)

- クラス用Powerpoint
- ワークシート (PDF)
- クラス分けテスト (PDF)
- シラバス (PDF)

オンラインリソースは、次のサイトからダウンロードできます：[mhe.com.sg/open-court-reading/comprehensive-curriculum](http://mhe.com.sg/open-court-reading/comprehensive-curriculum)

## レベル2および3

### 印刷物



Student Anthology



Core Decodables (デコーダブル)



Language Arts Handbook (ハンドブック)



Teacher's Edition (指導書)



Skills Practice (スキル練習、解答集付き)



Lesson & Unit Assessment (スンと単元の評価)



Benchmark Assessment (ベンチマーク評価)

### 教師用オンラインリソース

- 教師用指導ガイド
- 英語学習の教師用ガイド

### 単元の導入部分

レベルA~D

**UNIT 1** What is the Weather?

**Theme Connections**  
How is the weather different?

**BIG Idea**  
How is the weather around you?

単元の最初のページ  
各単元で学習するテーマと目標を示します。

Background Builder Video

### 導入

レベルA~D

**Lesson 1** Weather Around Us

**Essential Question** How is the weather?

導入  
レッスンのテーマとEQを示します。画像とピクチャーウォークにより、テーマの背景知識を伝えます。

**Picture Walk**

- Can you see the sun?
- How is the weather?
- What can you do in this weather?

### Foundational Skills (基礎スキル)

レベルAおよびB

**Foundational Skills**

**Listening for Sound**  
Listen and repeat.

Ss  
With a sailboat in my tub, I sit and soak and sing.

**Linking Sound to Letter**  
Listen and read the words.

s a l t  
6 s i x  
b u s

Listen and say the words.

Listen and circle the s sounds.

six bin bus sun

Foundational Skills (基礎スキル) では、音韻/音素認識、フォニックス、デコーディング、ブレンディング、音読にフォーカスします。

レベルC、D

**Foundational Skills**

**Listen and Read**

Tam sat on a mat.  
Sam sat on Tam.  
Matt sat on Sam.  
I sat on Matt.

**Generating Words**

son → Sam, gas  
man → mat, drum  
ant → sat, bat  
tap → Tam, Matt

**Your Turn**  
Think of the words that have s, m, a, t, and tt sounds.

**Blending Words**

s m a t tt

1	am	at	
2	mat	sat	
3	Sam	Matt	mats

**Blending Words into a Sentence**

- Sam sat on Matt.
- Sam and Matt sat on the mat.
- \_\_\_\_\_

**Dictation and Spelling**

1. \_\_\_\_\_ 2. \_\_\_\_\_

**Reread**  
Reread Listen and Read on page 8.

## Words to Learn (学習する語彙)

レベルAおよびB

Social Studies

### Words to Learn

**High-Frequency Words**

Listen and read.

**we the**

We are happy.

The moon is bright.

Read and trace.

We play.

Look at the sun.

**Build Fluency**

Read the Decodable Reader, *We Go*. Skills Practice page 41

### Content Words

Listen and repeat.

look

sunny

windy

rainy

puddle

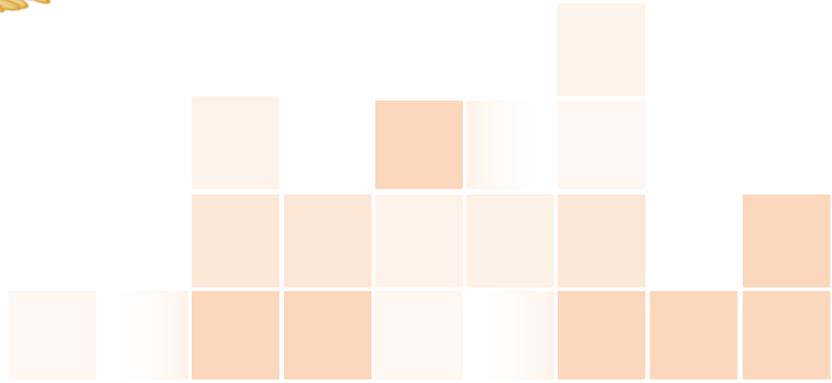
snowy

Look outside. How is the weather?

**Words to Learn (学習する語彙)** では、リーディングと理解に必要な頻出語句と重要語彙を学びます。

**Decodable in Skills Practice (スキル練習のデコーダブル)** は、語句の認識と流暢なリーディングに役立ちます。

**Questions (質問)** では、質問をしてそれに答えることにより、語句の知識を広げることができます。



## Content Words (コンテンツ語句)

レベルCおよびD

Social Studies

### Content Words

**Listen and Read**

classroom  
You can play instruments in the **classroom**.

music room  
You can play instruments in the **music room**.

art room  
You can play instruments in the **art room**.

library  
You can read books in the **library**.

**Pair and Share** What is your favorite room in school?

**Content Words (コンテンツ語句)** では、リーディングと理解に必要な重要語彙を学びます。語句の意味を理解できるように、例文が掲載されています。

**Pair and Share (ペアで共有)** では、質問をしてそれに答えることにより、語句の知識を広げることができます。

## Support Words (追加の語句)

レベルCおよびD

Social Studies

### Support Words

**Listen and Repeat**

**new**  
A: I have a **new** baseball.  
Let's play!  
B: Sure. Let's go!

**class**  
A: What is your favorite **class**?  
B: I like my math **class**.

**raise**  
A: I have a question!  
B: Can you **raise** your hand, please?

**Pair and Share** What is new in your classroom?

**smile**  
A: Are you happy?  
B: Yes! Ice cream makes me **smile**.

**favorite**  
A: What is your favorite animal?  
B: I'm a fan of **anim**.

**friend**  
A: Who is your friend?  
B: Sam is my **friend**.

**Pair and Share** What is your favorite animal?

**Support Words (追加の語句)** では、リーディングと理解に必要な追加の語彙を学びます。語彙使用方法が会話文で示されます。

## リーディングテキスト

レベルAおよびB

Genre: Informational Text

# The Weather Outside

by Yvonne Morrison

Read Closer

Which picture shows good weather? Why?

How is **the** weather?



What will I do today?  
Let's **look** outside.

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リーディングテキストでは、ジャンル、背景情報、読解、質問が掲載されています。  
生徒はテーマに沿って、普遍の真理（親切さ、友情など）や複数教科にまたがる内容（ライフサイエンス、世界など）について学びます。

レベルCおよびD

Genre: Realistic Fiction

# A New Friend at School

by Tanya Anderson  
illustrated by Peter Francis

We have a **new** student today. My teacher needs someone to show him around. I want to help, so I **raise** my hand.

I **smile** and tell him my name is Matt. He tells me his name is Patrick.



14

15

## Reading & Responding (リーディングと質問)

レベルAおよびB

Reading and Responding

### Asking and Answering Questions

Ask and answer questions as you read. It helps you think about the text.

Model page 18

Look at the picture. Ask and answer questions about the weather.



- Question How is the weather?
- Answer It is rainy.
- Question What can we do on a rainy day?
- Answer We can play in puddles.

Practice page 16

Look at the picture about the weather.



- Question How is the weather?
- Answer It is \_\_\_\_\_.
- Question What can we do on a snowy day?
- Answer We can make a \_\_\_\_\_.

Your Turn page 16

Ask and answer questions about the picture with your partner.



22

23

Reading & Responding (リーディングと質疑応答) では、読解、語彙、スピーキングスキル、リスニングスキル、リーディングスキル、複雑なテキストのリーディング戦略などを学びます。

レベルCおよびD

Reading and Responding

### Respond

Talk about these questions in your class.

- Which rooms does Matt show Patrick?
- What do Matt and Patrick both like to do?
- Which room is the favorite of both Matt and Patrick?

Reread *A New Friend at School* and fill in the chart.

room	activity
art room	draw a picture

### Making Connections

- What was your first day at school like?
- When you have a new student, how can you help them?
- What rooms do you have in your school?
- What do you do in your school library?

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Reading & Responding (リーディングと質疑応答) では、読解、語彙、ディスカッション、誤りの訂正をクラスで行います。

## Reading Skills and Strategies (リーディングスキルと戦略)

レベルCおよびD

### Reading Skills and Strategies

**Sequence**

Events in a story happen **in order**. This is called **sequence**. It tells you what happens **first, next, and last**.

**Model** pages 16, 18

Underline where Matt and Patrick go after the art room and circle the sequence words.

**First**, we go to the art room.  
I show him paper and crayons.

**Next**, we walk to the music room.  
Patrick says he likes music class.



**Practice** pages 19-21

Underline where Matt and Patrick go after the lunchroom and circle the sequence word.

We walk into the lunchroom.  
The next place is my favorite.  
It's the library! The room is full of books.

**Practice** pages 22-23

Underline where Matt and Patrick go last and circle the sequence word.

Last, we return to our classroom.  
My teacher is writing "friend" on the board.  
I smile at Patrick. He smiles back at me.

**Your Turn**

After school, where do you go next?

Reading Skills and Strategies (リーディングスキルと戦略) では、複雑なテキストの読解に必要なスキルと戦略を学びます。

以下の内容を網羅します。

- 因果関係
- 分類とカテゴリズ
- 比較と対照
- 主題と詳細
- 推測
- 順序
- まとめ
- 明確化
- 予測と確認
- 関連付け
- 質問と回答
- ビジュアル化



## Writer's Craft (作文)

レベルAおよびB

### Writer's Craft

**Today's Weather**

Today's Weather by Sam



It is sunny.

Draw and write about today's weather.

Today's Weather

It is \_\_\_\_\_

**Spacing Between Words**

A space is placed between each word to show one word ends and another word starts.

**Model**

It is sunny.  
→ It is sunny.

**Practice**

Check (✓) the spaces between words.

Todayitisunny.  
Icanplayoutside.

**Your Turn**

Go to page 17 and check (✓) the spaces between the words.

Writer's Craft (作文) では、文法、使用と構造、作文といったライティングスキルを学習します。

レベルCおよびD

### Writer's Craft

**Writing about Me**

Writing about yourself helps people understand you. Write about **what you like** and **what you like to do**.

**Jenna's Favorite Class**

art class     math class  
 music class     science class

**What Jenna Likes to Do**

```

    graph TD
      A[music class] --> B[listen to music]
      A --> C[play the piano]
    
```

**Jenna's Writing**

My favorite class is music class. I like to listen to music. I like to play the piano.

**Your Turn**

Make a list of classes you go to in school.

\_\_\_\_\_     \_\_\_\_\_  
 \_\_\_\_\_     \_\_\_\_\_

Choose your favorite class from the list. What do you like to do in that class?

```

    graph TD
      A[ ] --- B[ ]
      A --- C[ ]
    
```

Use the \_\_\_\_\_

Writer's Craft (作文) には、作文に関連するさまざまなジャンルと要素が含まれています。

良いライティング方法の説明、スキルの指導、実践という順序で指導します。

## リーディングテキスト

レベル2および3

**Genres** Autobiography, Narrative Nonfiction  
**Essential Questions**  
How can animals and people work together as a team? In what ways can pets help people?

# Ellie's Long Walk

The True Story of Two Friends on the Appalachian Trail

by Pam Flowers  
Illustrated by Bill Farnsworth

テーマに沿って、普遍の真理（親切さ、友情など）や複数教科にまたがる内容（ライフサイエンス、行政など）について学びます。記事、歌、劇、エッセイ、詩など、グレードレベルによってジャンルは異なります。

Ellie raced to the side of the puppy pen to see who was coming. When she saw Pam, Ellie reached up with her tiny front paws as if to say, **"Pick me! Pick ME!"**

There were seven little puppies. All needed a home.

Ellie was black with a white blaze on her chest. When Ellie and Pam looked at each other, the puppy sat right down, lowered her head, and pulled her ears back, showing good dog manners.

Pam smiled and scooped Ellie into her arms. "I'll adopt this one. She behaves and will make a nice friend."

Ellie moved into a big, round pen next to Pam's desk so they could be together all day. The puppy wagged her tail as she sniffed every inch of her new home.

"I see you like to explore new places, Ellie," Pam said. "Me, too! You and I are going to make a fine team."



## Respond Comprehension (質疑応答と読解)

レベル2および3

Respond (質疑応答) では、生徒が内容を2回読みます。1回目は、読解戦略の実践が目的です。2回目は、さまざまなライティング手法に加え、具体的な情報を検索することによって複雑なテキストを攻略する方法の習得を目的とします。リーディングの前、途中、後に、語彙の発達と利用に重点を置いた指導を行います。

**Respond**  
You will answer the comprehension questions on these pages as a class.

**Comprehension**

**Text Connections**

- How did Pam and Ellie train for their hike?
- When did Pam decide she and Ellie were ready to hike the Appalachian Trail?
- How did Pam respond after she fell and hurt her back?
- How is Pam and Ellie's relationship an example of teamwork?

**Look Closer**  
**Keys to Comprehension**

- Pam and Ellie spent several months training for their journey. What does Pam's preparation tell you about her character?
- What is the reason Pam and Ellie hike the Appalachian Trail?

**Writer's Craft**

- Summarize the plot of "Ellie's Long Walk" in three sentences.

**Concept Development**

- On page 126, Pam says, "I see you like to explore new places, Ellie. Me, too! You and I are going to make a fine team." What does she mean?

**Write**  
Describe an adventure that you had.

**Did You Know?**  
The Appalachian Trail is the longest outpath in the United States.



## Apply Vocabulary (語彙の活用)

レベル2および3

**Apply**  
Read this story. Then discuss it with your class.

**Vocabulary Words**

- adopt
- entire
- face
- inch
- journey
- panic
- raged
- slick
- slope
- startled
- surface
- turned

**Vocabulary**

**Cooking**

I have **adopted** a new policy this year. Rather than hiding from my fears, I am going to **face** them. Since I have always been afraid of cooking, I will begin by examining every **inch** of a new recipe. It is **startling** to realize how many groceries we need.

I help my mom make a grocery list, and then we drive to the grocery store. We walk inside the store and choose ingredients. I feel **panic** over the number of choices for each.

Once home, my mom says the first thing we will cook is the rice. She turns on the burner to boil some water. It seems like a long time before it comes to a **raging** boil. Once after is bubbling, I add the rice. I lose few pieces supposed to **soak**? I thought they would sink.

**Concept Vocabulary**  
Think about the word *partnership*. The main character in "Cooking" is helped by mom. How does this character benefit from this partnership?

**Extend Vocabulary**  
Write the word that describes or means the same as the words below.

1. ice, oil	7. take on, foster
2. long trip, travels	8. alarm, fear
3. top, upper layer	9. bank, incline
4. surprise, shock	10. take on, engage
5. move slowly, a small amount	11. all, whole
6. rotate, veer	12. frenzy, uproar

Apply Vocabulary (語彙の活用) は、テキストの内容理解が目的です。リーディングプロセスだけでなく、語彙の拡大を通じて簡単なストーリーと複雑なストーリーの理解を目指します。

このプログラムでは、語彙の学習、練習、適用、拡大、復習を複数の段階で行います。

## Connect (関連付け)

レベル2および3



**Use the map of the trail to answer the questions.**

- How many states does the Appalachian Trail cross?
- How can you tell the total distance of the Appalachian Trail?
- How can you determine the geography of the Appalachian Trail? Is there something about the map that helps you with this?

**Connect** Social Studies

**The Appalachian Trail**

You just read about Ellie and her dog, Pam, hiking the Appalachian Trail. The Appalachian Trail is about 2,100 miles long. It stretches from Mount Katahdin in Maine to Springer Mountain in Georgia. The trail passes through fourteen states as it traces the Appalachian mountain range.

It took Ellie and Pam six months to hike the **entire** trail. The southern part of the trail is more difficult to hike than the northern part. In New Hampshire, the trail is difficult to hike because of the steep mountains. Although many hikers hike the entire trail, only about 40,000 hikers hike it each year.

**Go Digital**  
Search for photographs of people hiking the Appalachian Trail in different seasons of the year.

Connect (関連付け) では、リーディングした内容を、教科横断的な短いテキストに関連付けます。

これによって生徒は、テキストのさまざまな特徴や社会的/科学的コンテンツに触れることができます。



# レベルA

単元1、レッスン1~3

Unit 1 Scope and Sequence   What is the Weather?				Open Court Reading				
Foundational Skills				Reading and Responding			Language Arts	
Lesson Theme	Sounds and Letters	High-Frequency Words	Fluency	Selection	Comprehension	Vocabulary Words	Writing	Grammar, Usage, and Mechanics
<b>LESSON 1</b> Weather Around Us	Sounds of Ss and Mm Linking Sound to Letter	we, the	Core Decodable: We Go	The Weather Outside Genre: Informational Text Essential Question: How is the weather?	Skills and Strategies Asking and Answering Questions	look sunny windy rainy puddle snowy	Today's Weather Sentence Structure: It is sunny.	Spacing Between Words
<b>LESSON 2</b> The Journey of Water	Sounds of Dd and Pp Linking Sound to Letter	a, of	Core Decodable: We Carry	Wet Weather Genre: Explanatory Text Essential Question: What makes clouds, rain, and snow?	Skills and Strategies Predicting	water white dark fall grow ice	Today's Sky Sentence Structure: I see white clouds.	Period
<b>LESSON 3</b> Tools for Weather	Sound of Aa Linking Sound to Letter Review: Dd, Mm, Pp, Ss, and Aa	I, am	Core Decodable: Sam and Pam	Weather Measures Genre: Explanatory Text Essential Question: Why do we study the weather?	Skills and Strategies Classify and Categorize	measure warm cold cup stick bad	Weather Measure Sentence Structure: I measure the rain with a cup.	Capital Letters

**BIG Idea**  
How is the weather around you?



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Unit 1 Scope and Sequence   Back to School				Open Court Reading				
Foundational Skills				Reading and Responding			Language Arts	
Lesson Theme	Phonics and Decoding	High-Frequency Words	Fluency	Selection	Comprehension	Content Words	Support Words	Writing
<b>LESSON 1</b> Greeting New Students	/s/ spelled s /m/ spelled m /a/ spelled a /t/ spelled t and tt	can on am and	Core Pre-Decodable 5: I Can See Core Decodable 6: Sam, Sam, Sam Core Decodable 7: Matt and Sam Core Decodable 8: On a Mat	A New Friend at School Genre: Realistic Fiction Essential Question: What is your favorite class at school?	Skills and Strategies Sequence	classroom art room music room library	new class raise smile favorite friend	Writing about Me
<b>LESSON 2</b> Helping Out	/d/ spelled d /n/ spelled n /i/ spelled i /h/ spelled h	did if had him said in	Core Decodable 9: Dad Sam Core Decodable 10: Anis Core Decodable 11: Sir Core Decodable 12: A Hint Core Decodable 13: Mirris	The Plant Monitor Genre: Realistic Fiction Essential Question: How do you help in your classroom?	Skills and Strategies Predicting	homework important job monitor	forget careful plant pick easy sorry	Keeping a Journal
<b>LESSON 3</b> Growing Up	/p/ spelled p /l/ spelled l and ll /o/ spelled o /b/ spelled b	has at	Core Decodable 14: Pari's Map Core Decodable 15: Lin and Hal Core Decodable 16: A Spar Core Decodable 17: Bob at Bat Core Decodable 18: Bill	What Do I Want to Be? Genre: Photo Essay Essential Question: What job do you want someday?	Skills and Strategies Compare and Contrast	enjoy future learn subject	animal want clue work help people	Making a Photo Essay

**BIG Idea**  
Why do we go to school?



\* Pre-Decodable and Core Decodable books are available separately. Please contact the sales rep for more information.

