

Open Court Reading

SRA

Leading the Way to
Literacy Success



Mc
Graw
Hill

The History of 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. This program gives you the resources, the strategies, and the support to help you make the difference in your classroom. The explicit, systematic, researched-based instruction supports all learners as they learn to read. The excellent resources support best teaching practices to build a foundation for lifelong learning.

Research-Fueled Growth

Research continues to be an integral part of Open Court Reading. This proven, research-based program has worked for thousands of classrooms because SRA Open Court Reading has never wavered from its commitment to incorporating research and teacher input.

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. SRA 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.

Initial research in early reading reveals early, explicit phonics instruction is crucial for early proficiency. This critical information moved Open Court Reading authors to make phonics a cornerstone of the program with Sound/Spelling Cards, explicit instruction, and scaffolded blending. Additionally, Open Court Reading authors developed Decodable Books to help children apply and reinforce encoding and decoding skills. Later research in vocabulary and comprehension introduced the need for advanced reading selections to support vocabulary development and critical comprehension.

Teach with the knowledge of 50+ years in the classroom

SRA Open Court Reading has over fifty years of feedback from classroom use. The information from classroom teachers who use Open Court Reading daily is woven into the program's instruction. Their experience, paired with facts from reading research, adds an unparalleled value to the program.

Implement your reading program with confidence

Comprehensive reports from the National Reading Panel and the National Institute of Child Health and Human Development (NICHD) support the strategies and instructional models found in Open Court Reading.

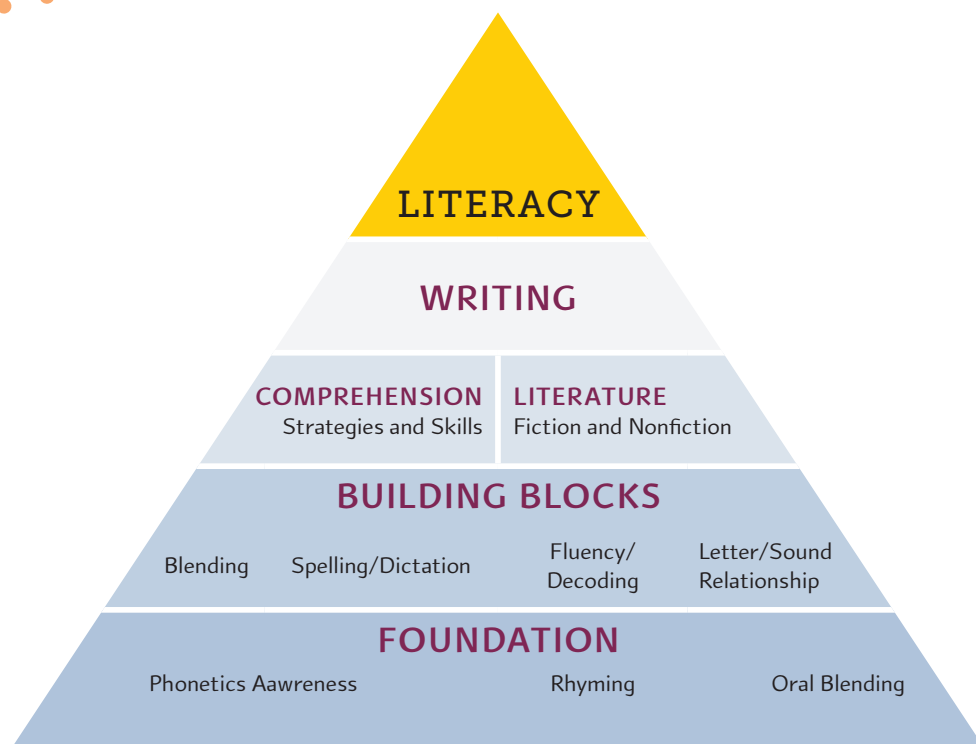
Today, *Open Court Reading* continues to evolve, responding to new technology, valuable teacher feedback, and relevant research findings.

Purposeful Teaching That Ensures Learning

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



Level	COMPREHENSIVE PROGRAM					
A-B	Letter Recognition	Print/Book Awareness	Phonological and Phonetic Awareness	Phonics and Fluency	Vocabulary and Comprehension	Writing and Mechanics
C-D	Letter / Book / Print Awareness	Phonetic Awareness	Phonics and Fluency	Vocabulary and Comprehension	Language Arts and Writing	
2	Phonics / Word Analysis	Fluency	Vocabulary and Comprehension	Inquiry	Language Arts, Writing, Spelling, and Grammar	
3	Phonics / Word Analysis	Fluency	Vocabulary and Comprehension	Inquiry	Language Arts, Writing, Spelling, and Grammar	



Unit Themes That Students Can't Resist

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

Each unit is built around a theme student's use as a foundation for building new ideas and ways of thinking. The focus of the theme varies across units to include cross-curricular topics as well as social topics students can relate to. Lesson theme can be viewed in the Scope & Sequence.



UNIT THEME CHART

Level	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

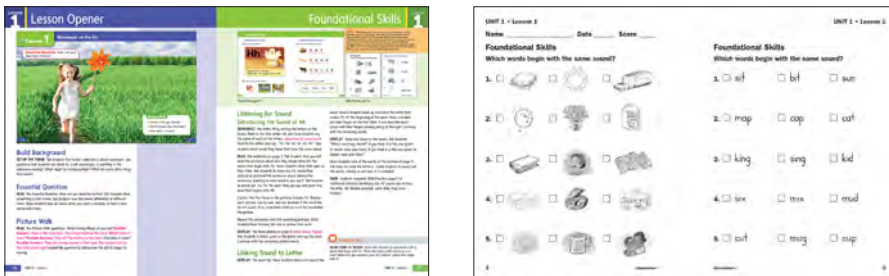
Level A-D

PRINT



- Student Book with Audio CD
- Skills Practice

ONLINE TEACHER'S RESOURCES



- Teacher's Edition (pdf)
- Lesson and Unit Assessment (pdf)
- Classroom Powerpoint
- Worksheet (pdf)
- Placement Test (pdf)
- Syllabus (pdf)
- Online Resources can be download at mhe.com.sg/open-court-reading/comprehensive-curriculum

Level 2-3

PRINT



- Student Anthology
- Core Decodables
- Language Arts Handbook
- Teacher's Edition
- Skills Practice BLM with Answer Key
- Lesson and Unit Assessment BLM
- Benchmark Assessment BLM

ONLINE TEACHER'S RESOURCES

- Intervention Teacher's Guide
- English Learning Teacher's Guide


Unit Opener

LEVEL A-D

UNIT 1 What is the Weather?

BIG Idea
How is the weather around you?

Theme Connections
How is the weather different?



Unit Opener introduces the Unit Theme and the Big Idea that students will investigate over the course of the unit.

Background Builder Video

4 5

Lesson Opener

LEVEL A-D

Lesson 1 Weather Around Us

Essential Question How is the weather?

Picture Walk

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

Lesson Opener introduces the lesson theme and the Essential Question. The images and the Picture Walk questions will help students activate their background knowledge about the theme.


4 7

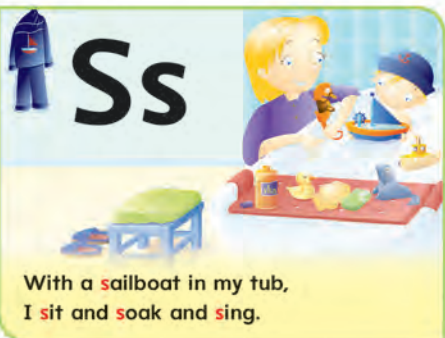
Foundational Skills

LEVEL A & B


Foundational Skills




Listening for Sound

 Listen and repeat.





With a **s**ailboat in my tub,
I **s**it and **s**oak and **s**ing.

 Listen and say the words.






Linking Sound to Letter


 Listen and read the words.




s	a	l	t
---	---	---	---



s	i	x
---	---	---



b	u	s
---	---	---

 Listen and circle the **s** sounds.

six bin bus sun

8
9


Foundational Skills focuses on phonological and phonemic awareness, phonics, decoding, blending, and building fluency.

LEVEL C & D

Foundational Skills

Listen and Read

Tam **s**at on a **m**at.
 Sam **s**at on Tam.
 Matt **s**at on Sam.
 I **s**at 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

- o Sam sat on Matt.
- o Sam and Matt sat on the mat.
- o _____

Dictation and Spelling

1. _____ 2. _____

Reread

Reread Listen and Read on page 8.

8
9

Words to Learn

LEVEL A & B

Words to Learn

High-Frequency Words

Listen and read.

we **the**

We are .
happy

The is .
moon bright

Read and trace.

 play.

Look at 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?
- When do we see **puddles**?

12
13

Words to Learn teaches the high-frequency words and key vocabulary words students need to know in order to read and understand the selection.


The Decodable in Skills Practice helps students identify words and build fluency.

Questions enable students to extend the word knowledge by asking and answering questions.




Content Words

LEVEL C & D

Content Words Social Studies 


Listen and Read

classroom




You study in the **classroom**.

music room




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

art room



You create art in the **art room**.

library



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

Pair and Share What is your favorite room in school?

Content Words teach the key vocabulary words that students need to know to read and understand the selection. The example sentences help students understand the meaning of the words.

Pair and Share questions enable students to extend the word knowledge by asking and answering questions.


Support Words

LEVEL C & D

Support Words


Listen and Repeat

new




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

smile




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

class




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

favorite




A: Who is your **favorite** animal?
B: I'm a fan of the **lion**.

raise



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

friend



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

Pair and Share What is new in your classroom?

Pair and Share What is your favorite room in school?

Support Words teach additional vocabulary words that students need to know to read and understand the selection. They are presented in dialogues to provide specific context of how the words are used in oral sentences.

Selection Reading Text

LEVEL A & 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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The **Selection Reading Text** addresses genre, background information, comprehension, and questions for inquiry. Though the engaging themes, students learn about universal truths such as kindness and friendship as well as about cross-curricular subject areas such as life science and the world around them.

LEVEL C & D

Genre: Realistic Fiction

A New Friend at School
by Tanya Anderson
illustrated by Peter Francis

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

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



14

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Reading & Responding

LEVEL A & 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 19

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.



Reading and Responding addresses comprehension, vocabulary, speaking skills, listening skills, reading skills, and reading strategies to access complex text.

LEVEL C & D

Reading and Responding

Respond

Talk about these questions in your class.

1. Which rooms does Matt show Patrick?
2. What do Matt and Patrick both like to do?
3. 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

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



Reading and Responding addresses comprehension, vocabulary, discussion, and making connections between the selection and students' real life.

Reading Skills and Strategies

LEVEL C & 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.



26

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?

27

Reading Skills and Strategies presents the skills and strategies needed to access complex text.

Skills and strategies involved are the following:

- Cause and Effect
- Classify and Categorize
- Compare and Contrast
- Main Idea and Details
- Making Inferences
- Sequence
- Summarizing
- Clarifying
- Predicting and Confirming
- Making Connections
- Asking and Answering Questions
- Visualizing




Writer's Craft

LEVEL A & 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.

Today it is sunny.
I can play outside.

Your Turn

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

Writer's Craft contains instructions in the writing process including grammar, usage and mechanics, and sentenc

24
25


LEVEL C & 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 contains the writing process of different genres and elements in story crafting. It first instructs students with models of good writing, guiding their practice, and then allowing them to apply the skills they have learned to their own writing.

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11

Selection Reading Text

LEVEL 2 & 3

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



124

Ellie's Long Walk

The True Story of Two Friends on the Appalachian Trail

by Pam Flowers
 illustrated by Bill Farnsworth

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."

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Through the **Selection Reading Text** and engaging themes, students learn about universal truths such as kindness and friendship as well as about cross-curricular subject areas such as life science and government. Genres vary among grade levels but include informational articles, songs, plays, persuasive essays, poems, and so on.

Respond Comprehension

LEVEL 2 & 3

Respond have students read each selection twice—once to practice comprehension strategies, and the second to understand not only the kinds of techniques writers use but also how to access complex text by searching for specific types of information. Before, during, and after both reads of the selection, vocabulary development and application is stressed.

<p>Respond</p> <p>You will answer the comprehension questions on these pages as a class.</p>	<p>Comprehension</p> <p>Text Connections</p> <ol style="list-style-type: none"> 1. How did Pam and Ellie train for their hike? 2. When did Pam decide she and Ellie were ready to hike the Appalachian Trail? 3. How did Pam respond after she fell and hurt her back? 4. How is Pam and Ellie's relationship an example of teamwork? 	<p>Look Closer</p> <p>Keys to Comprehension</p> <ol style="list-style-type: none"> 1. Pam and Ellie spent several months training for their journey. What does Pam's preparation tell you about her character? 2. What is the reason Pam and Ellie hike the Appalachian Trail? <p>Writer's Craft</p> <ol style="list-style-type: none"> 3. Summarize the plot of "Ellie's Long Walk" in three sentences. <p>Concept Development</p> <ol style="list-style-type: none"> 4. 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? 	<p>Write</p> <p>Describe an adventure that you had.</p>
<p>Did You Know?</p> <p>The Appalachian Trail is the longest outpath in the United States.</p>			<p>157</p>
<p>156</p>			<p>157</p>

Apply Vocabulary

LEVEL 2 & 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 the water is bubbling, I add the rice. Those few pieces supposed to be **turned**? I thought they would sink.

Next she lets me put the salad together. Has this avocado **turned** ripe? Once the salad is done, I reach for the olive oil and manage to knock the bottle over! Thankfully, our countertop **slopes** at the edge, so the oil does not spill on the floor. I do not need a **stick** floor right now.

Our family sits down to dinner, and my mom says my first attempt at cooking was a success! I will help clean the **entire** kitchen after dinner, but for now, it is time to eat. This has been a fun **journey**.

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 gets students to understand what a selection is about involves not only the reading process, but also the process of expanding students' vocabulary so that they comprehend both simple stories and more complex informational selections.

In this program, students have multiple opportunities to develop, practice, apply, extend, and review the words.



Connect

LEVEL 2 & 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 Mountain in Georgia. The trail stretches across fourteen states as it traces Appalachian mountain ranges.

It took Ellie and Pam six weeks to hike the **entire** trail. The northern section of the trail stretches between Shenandoah National Park and southern Pennsylvania is more difficult to the north, and difficult in New Hampshire. Although many hikers hike the entire trail, only four each year make it to the end.

Go Digital

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

Connect provides students the chance to connect what they have read to a short, cross-curricular selection. This allows students to have multiple opportunities with different text features and with social studies and science content.

Level A

Unit 1, Lesson 1-3

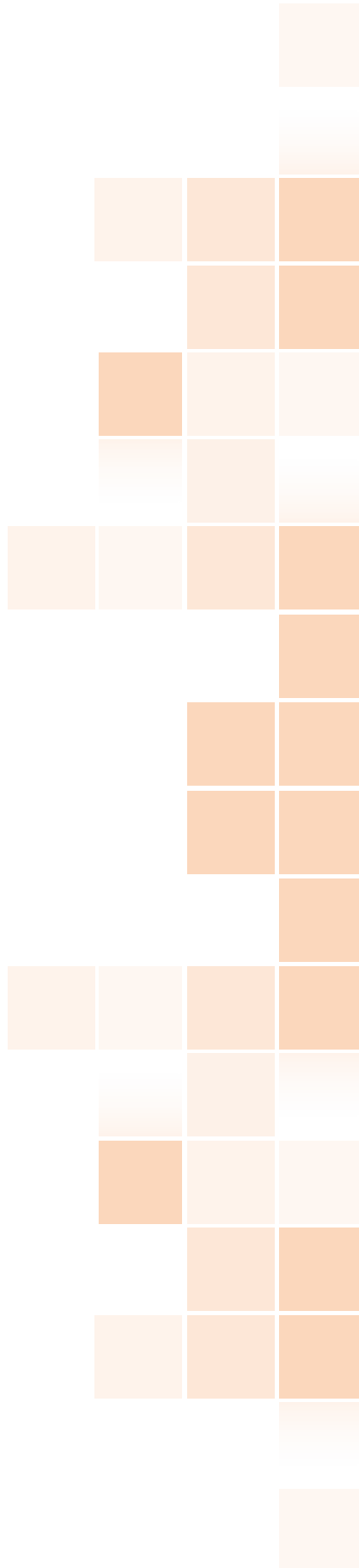


BIG Idea
How is the weather around you?



Unit 1 Scope and Sequence | What is the Weather?

Lesson Theme	Foundational Skills				Reading and Responding			Language Arts	
	Sounds and Letters	High-Frequency Words	Fluency	Selection	Comprehension	Vocabulary Words	Writing	Grammar, Usage, and Mechanics	
LESSON 1 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	
LESSON 2 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	
LESSON 3 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	



Level C

Unit 1, Lesson 1-3



BIG Idea
Why do we go to school?



Unit 1 Scope and Sequence | Back to School

		Foundational Skills				Reading and Responding				Language Arts	
Lesson Theme	Phonics and Decoding	High-Frequency Words	Fluency*	Selection	Comprehension	Content Words	Support Words	Writing			
LESSON 1 Greeting New Students	/s/ spelled s /m/ spelled m /a/ spelled a /t/ spelled t and #	can on am and	Core Pre-Decodable 5: <i>I Can See</i> Core Decodable 6: <i>Sam, Sam, Sam</i> Core Decodable 7: <i>Matt and Sam</i> Core Decodable 8: <i>On a Mat</i>	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			
LESSON 2 Helping Out	/d/ spelled d /n/ spelled n /l/ spelled l /h/ spelled h	did it had him said in	Core Decodable 9: <i>Dad Sat</i> Core Decodable 10: <i>Ants</i> Core Decodable 11: <i>Sit</i> Core Decodable 12: <i>A Hint</i> Core Decodable 13: <i>Mints</i>	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			
LESSON 3 Growing Up	/p/ spelled p /l/ spelled l and ll /o/ spelled o /b/ spelled b	has at	Core Decodable 14: <i>Pat's Map</i> Core Decodable 15: <i>Lin and Hal</i> Core Decodable 16: <i>A Spot</i> Core Decodable 17: <i>Bob at Bat</i> Core Decodable 18: <i>Bill</i>	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			

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

Level 2

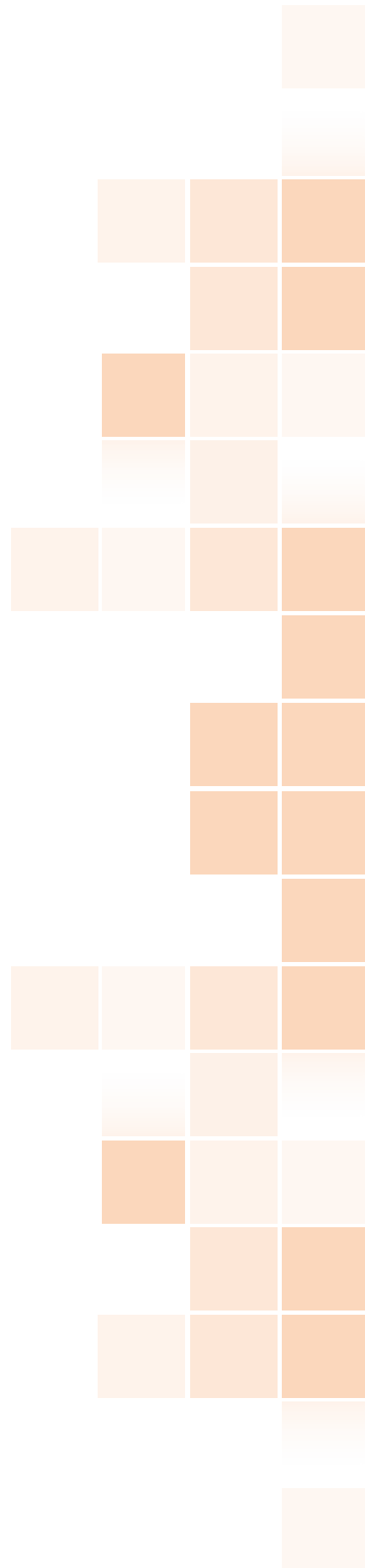
Unit 1, Lesson 1-3

BIG Idea
How can you work better with others?



Unit 1 Scope and Sequence | Teamwork

Foundational Skills		Reading and Responding			Language Arts			
Phonics and Decoding	Fluency	Selection	Comprehension	Vocabulary Words	Fluency	Inquiry/Research	Writing	Grammar, Usage, and Mechanics
LESSON 1 • /ch/ spelled <i>ch</i> • /th/ spelled <i>th</i> • /sh/ spelled <i>sh</i> • /w/ spelled <i>wl_</i> • /ar/ spelled <i>ar</i>	High-Frequency Words far upon much start which	Decodable Stories: Book 2 • Story 10: Chips • Story 11: The Red Star	Read Aloud: <i>April 5, 1887 Except from Aime Sullivan's Journal</i> Genre: Autobiography, Journal Essential Question • In what ways does Aime communicate with Helen? The Mice Who Lived in a Shoe Genre: Fantasy LEXILE® 600L Essential Question • How can families work together as a team? Science Connection: Materials for a Shelter	pantomime pump-house sensation transfixed huddled safety gathered shelter observed merchant finisher fetched platform admired	Accuracy Expression Rate	Step 1-Develop Questions • Connect Inquiry to Teamwork • Generate Ideas and Questions • Develop a Research Question	Writing an Opinion Piece • Prewriting • Drafting	Common and Proper Nouns
LESSON 2 • Closed Syllables • /j/ spelled <i>dge</i> • /k/ spelled <i>ck</i> • /ch/ spelled <i>ch</i>	never under	Decodable Stories: Book 2 • Story 12: A Bridge	Ants and Aphids Work Together Genre: Informational text LEXILE® 520L Essential Questions • How are ants and aphids partners in nature? • Why do ants and aphids need each other? Teamwork Genre: Poetry Essential Question • Why can it be better to work as a team? Science Connection: Habitats	symbiosis scurry liquid partners shelter relationship honeydew predators colony team	Automaticity Rate Prosody	Step 2-Create Conjectures • Turn a Question into a Conjecture • Make a Conjecture • Plan to Collect Information	Writing an Opinion Piece • Revising • Editing • Publishing Writing an Opinion Piece • Prewriting	Action Verbs



Level 3

Unit 1, Lesson 1-3



BIG idea
What does respect mean to you?



Unit 1 Scope and Sequence | Respect

Foundational Skills		Reading and Responding					Language Arts			
Phonics and Decoding	High-Frequency Words	Fluency	Word Analysis	Selection	Comprehension	Vocabulary Words	Fluency	Inquiry/Research	Writing	Grammar, Usage, and Mechanics
LESSON 1 • /b/ spelled o and o_e • /r/ spelled r and r_e • /d/ spelled o and o_e	change find most thought talk	Decodable Stories, Book 2 • Story 6: Val's New Bike	Compound Words	Read Aloud: César Chávez Genre: Biography Essential Questions • What is something you are willing to fight for? • How does standing up for yourself tie to respect? The Origami Master Genre: Fantasy LEXILE® 430L Essential Questions • How important is friendship? • Why should you respect and support your friends? Science Connection: Designing a Solution	Comprehension Strategy • Predicting Access Complex Text • Cause and Effect • Making Inferences Writer's Craft • Genre Knowledge • Story Elements: Character	endeavor hull pounds scooped origami master wabler forth evening aligned examined opinion magnificent lair dusk amazement	Accuracy Rate Expression	Step 1—Develop Questions • Connect Inquiry to Respect Questions • Generate Ideas and Questions • Develop a Research Question	Opinion Writing • Rewriting • Drafting	Nouns
LESSON 2 • /b/ spelled e and e_e • /d/ spelled u and u_e	close time while	Decodable Stories, Book 2 • Story 7: Vic's Big Chore	Antonyms and Synonyms	Little Havana Genre: Realistic Fiction LEXILE® 470L Essential Questions • What can learning about your heritage teach you about yourself? • How can you have fun by trying new things? Language of the Birds/My Grandma's Stories Genre: Poetry Essential Question • How can we show respect for the past? Social Studies Connection: Different Cultures	Comprehension Strategies • Asking and Answering Questions • Predicting Access Complex Text • Fact and Opinion • Making Inferences Writer's Craft • Story Elements: Setting • Language Use: Dialogue	ancestors muffled experience peered parade fully tasted mingled elaborate elegant exhausted	Rate Inference Expression Automaticity	Step 2—Create Conjectures • Turn a Question into a Conjecture • Make a Conjecture • Plan to Collect Information	Opinion Writing • Revising • Editing • Publishing Opinion Writing • Prewriting	Verbs and Verb Phrases

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