

# Open SRA Court Reading

Foundational  
Skills Kits



# Building the Foundation for Lifelong Literacy Success.

Imagine being able to impact all students in the classroom — from those who struggle with reading to those who excel at it. Imagine implementing the most proven philosophy for teaching children to read. *SRA Open Court Reading* provides a validated foundation for the critical reading instruction students need to become fluent, proficient, and motivated readers.

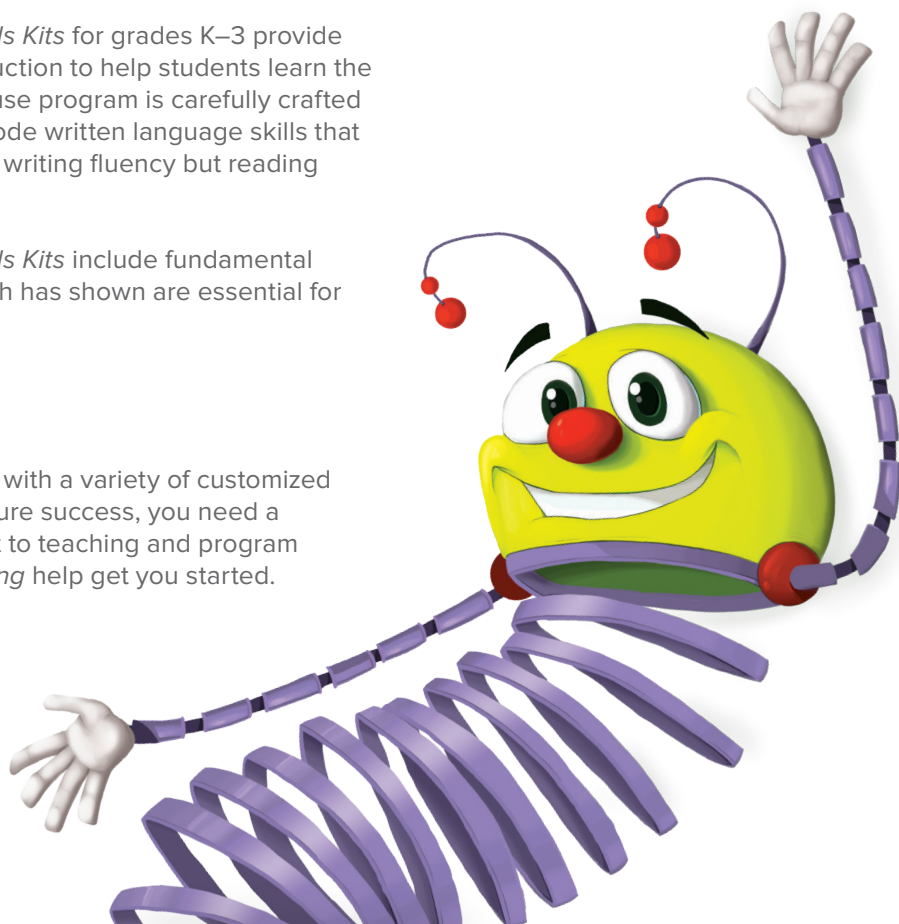
## Continue the Legacy in Your Classroom Today

*SRA Open Court Reading Foundational Skills Kits* for grades K–3 provide classroom-proven, systematic, explicit instruction to help students learn the basics of reading and writing. This easy-to-use program is carefully crafted to enable your students to decode and encode written language skills that become their basis not only for reading and writing fluency but reading comprehension as well.

*SRA Open Court Reading Foundational Skills Kits* include fundamental elements of instruction that reading research has shown are essential for teaching students to read.

## The Partner by Your Side

*SRA Open Court Reading* supports districts with a variety of customized professional development solutions. To ensure success, you need a trusted partner to support your commitment to teaching and program implementation. Let *SRA Open Court Reading* help get you started.



### *SRA Open Court Reading Foundational Skills Kits:*

- Complements any core reading and language arts program for additional foundational skill instruction and practice
- Supplements any guided reading or leveled reader program, linking reading with essential foundational skills
- Supports foundational skill instruction for any student as a stand-alone program

## Laying the Foundation

Before children can learn the sound/spelling relationships that constitute written language, they need to understand how individual sounds work together to create spoken language. This understanding of how the system works—phonemic awareness—is the first piece of foundation children need in order to advance to the next step—assigning written symbols to sounds. Learning these sound/symbol relationships enables children to decode most of the words in the English language instead of learning each word individually.

### ***SRA Open Court Reading Foundational Skills Kits Help Students Learn These Sound/Symbol Correspondences by:***

- Teaching letter knowledge and phonemic awareness in grade K.
- Introducing sound/spellings in grade 1.
- Providing explicit instruction in blending all the sounds into words.
- Offering a systematic review of all sound/spellings in grade 2.
- Building fluency, a key to comprehension, through the use of decodable books.
- Connecting spelling to phonics through dictation.
- Transitioning at the end of grade 2 from phonics instruction to word analysis through the end of grade 3.
- Developing oral language and vocabulary daily through a variety of activities.
- Expanding students' knowledge of creating new words through the study of base words, roots, and affixes in grade 3.

## Systematic Teaching, Systematic Learning

- The systematic, explicit instructional plan helps you build students' abilities through a logical progression of skills.
- The overlapping pattern lets you introduce new skills while simultaneously reinforcing those previously learned.
- Core concepts and skills are reinforced at every level to scaffold the foundation for your students.

### Instructional Emphasis Chart

<b>K</b>	Print and Book Awareness	Letter Recognition	Phonological and Phonemic Awareness	Decoding: Phonics	Fluency	Vocabulary and Language Development
<b>1</b>	Letter/Book/Print Awareness	Phonemic Awareness	Decoding: Phonics and Inflectional Endings	Fluency: Rate and Accuracy	Vocabulary and Language Development	
<b>2</b>	Decoding: Phonics / Word Analysis		Fluency: Rate, Accuracy and Prosody	Vocabulary and Language Development		
<b>3</b>	Decoding: Phonics / Word Analysis		Fluency: Rate, Accuracy and Prosody	Vocabulary and Language Development		

# Prepare the Foundation

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

## Phonemic Awareness

Phonemic awareness activities provide students with practice in discriminating the sounds that make words.

## Oral Blending & Segmentation

These are brief, teacher-directed exercises that involve taking words apart and putting them back together.

## Alphabetic Principle

Collaborative classroom activities introduce students to the relationship between letters and sounds.

LESSON  
**2**  
DAY 4

## Alphabetic Principle

### Reviewing the Sound of Qq

CCSS RF.K.1.D, RF.K.3.A

- REVIEW** the letter *Qq* with students. Encourage them to give you as much information about the letter and its sound as they can on their own.
- POINT TO** *Alphabet Sound Card Qq*, and have a volunteer say the name of the letter and say its sound: /kw/. Show students the picture. Then say the sound of *Qq*.
- PLAY** the *Qq* story. Have students say /kw/ /kw/ /kw/ /kw/ /kw/ when they hear the sound.

### Listening for /kw/

CCSS RF.K.3.A

- GIVE** each student *Letter Card Qq*. Ask students to say /kw/ as they take their card.
- TELL** students you will say a word and you want them to listen for /kw/ in the word. Say if they hear /kw/, they should hold up the *Qq* card when you give the signal.

quit	quarrel	package	carrot
lotion	queen	mission	quill
quaint	watch	quartet	quick

### Linking the Sound to the Letter

CCSS RF.K.3.A

- DISPLAY** the word pairs.
- READ** both words, and then say the word that begins with the /kw/ sound. Ask someone to come up and point to the word and circle the letter that makes /kw/ at the beginning of the word. Ask students how they know the correct word.
  - Using the sound-by-sound blending routine, have students blend the word *quick*.

### Teacher Tip

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

### Differentiated Instruction: Let

- AL** Tell students to listen for the /kw/ sound as you read each word pair. Then have students point
- OL** Continue linking the sound to the letter with r
- BL** Have students come up with words and tell yo

## ePresentation

Every lesson can be taught directly from the comprehensive technology resources.

## Alphabet Book

The Alphabet Book helps students with the alphabetic principle and letter/sound correspondence.

**DAY 4** LESSON **2**

**Alphabet Book—/kw/** CCSS RF.K.1.D, RF.K.3.A

**DISPLAY** the *Alphabet Book*, and ask a volunteer to point to the title of the book. Then open the book to the title page, and have a student point to the title on that page.

**TURN TO** pages 36–37, *Qq*. Point to the title letters *Qq*, and have students say the name of each of the letters. *uppercase Q, lowercase q*

**TELL** students you will read the rhyme aloud and you would like them to listen for the words that begin with /kw/. Ask students to close their eyes as they listen.

**HAVE** students say any *q* words they noticed while you read the rhyme aloud. *quite, quack, quarter, quiet, quacker, quit*

**REREAD** the rhyme, pointing to each word as you say it. Ask students to say /kw/ /kw/ /kw/ each time you say and point to a word that begins with /kw/.

**SAY** the following words from the poem, and have students quack and flap their arms if the word contains /kw/.

quack	duck	quarter
cluck	quiet	quit


**Guided Practice** CCSS RF.K.3.A, L.K.1.A, L.K.2.C

**HAVE** students complete *Skills Practice* page 130 for additional practice identifying initial /kw/.


**EXPLAIN** that some of the things in the pictures begin with /kw/. Review each picture, one by one, and ask students if it begins with /kw/. If so, have them write a *q* on the line below the picture. After students have finished, be sure to review their work.

**ePresentation**

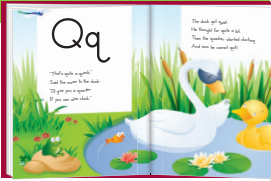
Front Cover



Back Cover



Pages 36–37



**Teacher Tip**

**NAME SOME Qq WORDS** Work with students to brainstorm a list of words that begin with the /kw/ sound spelled *Qq*. Write the words on the board or on a chart. Make sure you include in your list students' names that begin with *Q*.

**English Learner**

**THE LETTER Q** Point to the *Qq* in the title on page 36, and say, "This is uppercase *Q*. This is lowercase *q*." Write the following words on the board: *Quentin, quick, Quincy, quill*. Point to the first letter in *Quentin*. Have students point to the same letter and say, "Uppercase *Q*." Then ask, "What letter does *Quentin* begin with?" *uppercase Q* Repeat with the other words.

**Teacher Tip**

**PRINT AND BOOK AWARENESS** Remember you can turn any book activity into a teaching opportunity for print and book awareness. You might invite students to identify and count the words and spaces in a few of the rhyme's lines. Or say a word from the rhyme, and challenge students to find the word in print.

**Unit 7 • Lesson 2 • Day 4** END DAY 4 13

Grade  
**1**

## Build the Foundation

Grade 1 students learn sound-spelling correspondences and develop blending as well as initial spelling strategies.

### Routines

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

### Lesson Format

All lessons are weekly lessons, with clearly marked daily instruction.

### Phonics

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



## Phonics and Decoding

### /aw/ spelled aw

### Introduce the Sound/Spelling 1

**DISPLAY** *Sound/Spelling Card* 43—Hawk. Review /aw/ spelled *au*\_. Use Routine 1, the Introducing Sounds and Spellings Routine, to introduce /aw/ spelled *aw*. Reread the Hawk story, and have students clap when they hear words in the story that contain /aw/.

Hazel the hawk never cooks her food;  
instead she eats it raw.

And when she thinks of dinnertime  
she caws: /aw/ /aw/ /aw/ /aw/.

Hazel the hawk likes rabbits and mice  
and catches them with her claws.

In August, she flies high above the fields  
and spies them below, in the straw.

Sometimes she even snatches a snake!  
And when she's caught one, she caws  
/aw/ /aw/ /aw/ /aw/.

If you were a hawk thinking of dinnertime,  
what do you think you'd say?

(Have students join in.) /aw/ /aw/ /aw/ /aw/)





## Pre-Decodable and Decodable Books

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

DAY 2  
LESSON 2

### Fluency: Reading a Decodable Book

Core Decodable 97: Max the Grouch

/ow/ spelled *ou\_*

#### High-Frequency Words

**REVIEW** the high-frequency words *about* and *around* by writing them on the board and having students say the words. Have volunteers use the words in sentences. Review other high-frequency words by pointing to them in the High-Frequency Word Bank and having students read them.

#### Reading the Decodable

ROUTINE 5

CCSS RF.1.3.B

**USE** Routine 5, the [Reading a Decodable Routine](#), as you read the story with students. Turn to page 5 and have students identify the quotation marks and the dialogue. Use the dialogue to demonstrate how a question usually ends with an elevation in pitch. Have the whole class repeat the sentences. Model using the proper expression and intonation as you read the rest of the story.

#### Checking Comprehension

CCSS RF.1.4.A

**TALK** about the story and answer any questions students have after reading the story. Have students retell the story.

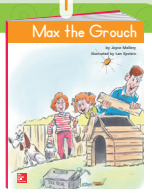
As students answer the following questions, make sure they focus on the words in the story rather than getting the answers by listening or from the pictures. Have students answer by pointing to and reading aloud the answers in the text:

- What does Dad set on the ground? *Dad sets a large bone on the ground.*
- Where do Pat and Max walk? *Pat and Max walk around the park.*
- What does Max find that m...

**CCSS** RF.1.3.B Decode regularly spelled one-syllable words. RF.1.4.A Read grade-level text with purpose and understanding. RF.1.4.B Read grade-level text orally with accuracy, appropriate rate, and expression in successive readings.

#### ePresentation

Core Decodable 97



Max the Grouch

DAY 4  
LESSON 2

## Fluency

As students learn the sounds and spellings, they review, reinforce, and apply their expanding knowledge of these sound/spelling correspondences with Decodable Takehome Books.

## Blending

Blending provides students with strategies for figuring out unfamiliar words. The connection between the blended words and the word meaning is constantly reinforced.

### Blending

ROUTINE 3 ROUTINE 4 ROUTINE 10 ROUTINE 11

CCSS RF.1.3.B, RF.1.3.E

**USE** Routine 3, the [Whole-Word Blending Routine](#), and Routine 4, the [Blending Sentences Routine](#), to blend the words and sentences. Use Routine 10, the [Closed Syllables Routine](#), and Routine 11, the [Open Syllables Routine](#), to blend the multisyllabic words.

Before blending the sentences, review the high-frequency words with students.

#### About the Words

- 1 Have students tell what they notice about the words in this line. *they all rhyme* Have them identify the initial consonant in each word. *s, j, r, l*
- 2 Have students identify the consonant blend in each word. *dr, cl, cr, st*
- 3-4 Have students identify the spelling of /aw/ in each word. *auto-au, sauce-au, paw-aw, fault-au, because-au, drawing-aw, saucer-au, awful-aw* Have students identify the number of syllables in each word on Line 4. *two*

#### About the Sentences

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

### Developing Oral Language

**REVIEW** the words by saying sentences that have missing words. Have students identify and read the words that complete the sentences.

- The cat drank milk from a \_\_\_\_\_ saucer
- I like to \_\_\_\_\_ pictures. draw
- I fell asleep \_\_\_\_\_ I was tired. because
- I like my food cooked, not \_\_\_\_\_ raw

**CCSS** RF.1.3.B Decode regularly spelled one-syllable words. RF.1.3.E Decode two-syllable words following basic patterns by breaking the words into syllables. L.1.2.E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

#### ePresentation

##### Blending

Words

1	saw	jaw	raw	law
2	draw	claw	crawl	straw
3	auto	sauce	paw	fault
4	because	drawing	saucer	awful

##### Blending

Sentences

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

Grade  
**2**

&

Grade  
**3**

# Support and Reinforce the Foundation

In grade 2, students expand on fluency and continue to learn the mechanics of the written language. In grade 3, students review decoding and encoding skills to make them automatic, which allows the students to read and write fluently.

## Oral Language

In grades 2–3, students have daily opportunities for oral language development through:

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

## Fluency

SRA Open Court Reading Foundational Skills Kits:

- Contain text characteristics that support fluency.
- Model fluent reading techniques through the use of eDecodables.
- Provide regular opportunities for fluency practice.

LESSON **4** DAY 2 Foundational Skills

**Resources:**

- Routine 9
- Decodable Stories, Book 5, Story 4i

**Objectives:** Students will

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

**CCSS** RF.2.4.A Read grade-level text with purpose and understanding. RF.2.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### Phonics and Decoding

**/oo/ spelled oo**

#### Developing Oral Language

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

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

#### Fluency: Reading a Decodable Story

**Book 5, Story 4i: Under the Moon**

**New High-Frequency Word:** soon

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

**USE** Routine 9, the *Reading a Decodable Story Routine*, to have students read "Under the Moon." Tell students watch for the punctuation marks that will help guide them to read with expression.

#### Checking Comprehension

Have students respond to the following instructions and questions to check their understanding of the story. Tell students to point to their answers in the story.

1. Name two animals from the story and identify the sound each makes. *Possible Answer A: a goose makes a honking sound, and a lion makes a roaring sound.*
2. What animal can toot to the moon? *An elephant can toot to the moon.*
3. What animals might be on the roof? *A bunch of chipmunks or a flock of birds might be on the roof.*

#### Building Fluency

**Build** students' fluency by having them read "Under the Moon" with a partner. Have the partners reread the story aloud several times. Check students' reading for expression.

**Differentiated Instruction?**

**AL PRACTICE DECODABLE** For additional practice with the target sound/spellings in this lesson, have students read Story 4i: "Scooter and the Goose" from *Practice Decodable Stories*.

4 Unit 4 • Lesson 4 • Day 2

DAY 2

## Presentation

### Decoding

1	mood	doom	pool	loop
2	spoon	spool	stool	stoop
3	goose	loose	moose	choose
4	loophole	mushroom	moonbeam	foadfool

### Decoding

- Sentences**
1. Soon we will choose a paint color for the spare bedroom.
  2. The kangaroos got loose at the zoo!

### Decodable Stories Book 5

Under the Moon



## Comprehension

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



## Word Analysis

In grades 2–3, Word Analysis supports fluency as students learn to identify and read meaningful chunks of words rather than individual spellings. Word Analysis also supports vocabulary development as students learn to identify base words, roots, and affixes as well as their meanings. Students also learn to pronounce longer, unfamiliar words as they develop their ability to break words into meaningful parts.

# Foundational Skills

DAY 3  
LESSON  
**4**

### Resources:

- Routine 10
- *Skills Practice*, pp. 81–82

### Objectives:

- Students will learn the meaning of the prefix *non-*.
- learn the meaning of the prefix *re-*.
- use their knowledge of the prefixes *non-* and *re-* to predict the meanings of words.
- build oral language and vocabulary skills.

**CCSS** RF.2.3.D Decode words with common prefixes and suffixes. L.2.4.B Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell, retell*).

## Word Analysis

### Prefixes *non-* and *re-*

#### Decoding ROUTINE 10

CCSS RF.2.3.D

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

#### About the Words

CCSS L.2.4.B

- 1-2** Prefix *non-* Have students use the base word and the prefix *non-* to determine the meaning of each word in Lines 1 and 2. *nonfat*—lack of fat; *nonstick*—not stick; *nonprofit*—not profit; *nonsense*—the opposite of sense; *nonfiction*—not fiction; *nonstop*—the lack of stop; *nontoxic*—not toxic; *nonresponsive*—not responsive
- 3-4** Prefix *re-* Have students use the base word and the prefix *re-* to determine the meaning of each word in Lines 3 and 4. *rebuild*—build again; *rewind*—wind back; *recheck*—check again; *reappear*—appear again; *repay*—pay back; *recycle*—cycle again; *refresh*—fresh again; *reconsider*—consider again

#### About the Sentences

- 1-2** Prefixes *non-* and *re-* Have students identify the words with prefixes. *nonsense, reproduce, restated, nonexistent*

## ePresentation

### Decoding

Words				
1	nonfat	nonstick	nonprofit	nonsense
2	nonfiction	nonstop	nontoxic	nonresponsive
3	rebuild	rewind	recheck	reappear
4	repay	recycle	refresh	reconsider

### Decoding

- Sentences
- 1 Cory said it is nonsense to try to reproduce the famous painting.
  - 2 Wendy restated her firm belief that aliens are nonexistent.

### EL English Learner

**COGNATES** For native speakers of Romance languages, point out the following cognates: *nonfiction, nonstop, nontoxic, reappear, recycle, refresh* and *reconsider* (Spanish: *no ficción, no tóxico, reaparecer, reciclar, refrescar, reconsiderar*; French: *non-stop* (informal), *réapparaitre, recycler, rafraichir, reconsidérer*).

### Teacher Tip

**SOUND/SPELLINGS** Students may need help with the *-tion* ending of the word *nonfiction* in Line 2. Explain that *-tion* is a common word ending and is pronounced /shun/. Give examples of other words with this ending, such as *lotion, mention, and action*.

## Differentiated Instruction

Tips for differentiated instruction appear at point of use throughout each Teacher’s Guide. More in-depth instruction for both Approaching Level students and English Learners appears in the Teacher Resource Book.

## Foundational Skills Kits Components

	K	1	2	3
Alphabet Sound Wall Cards	X			
Individual Alphabet Sound Cards (4 sets)	X			
Small Group Alphabet Cards	X			
Alphabet Sound Stickers	X			
Pocket Chart (wall)	X			
Pocket Chart Picture Cards	X			
Pocket Chart Word Cards	X			
Individual Pocket Chart	X	X		
Lion Puppet	X	X		
Magnetic Dry Erase Board	X	X		
Magnetic Letters, Lowercase (2 sets)	X	X		
Magnetic Letters, Uppercase	X	X		
Little Books	X	X		
Letter Cubes	X	X		
Alphabet Letter Cards Upper/Lowercase	X	X	X	X
High-Frequency Flash Cards	X	X	X	X
Pre-Decodable & Decodable BLM	X	X	X	X
English Learner Photo Cards	X	X	X	X
Sound/Spelling Wall Cards		X	X	X
Individual Sound/Spelling Cards (4 sets)		X	X	X
Small Group Sound/Spelling Cards		X	X	X
Sound/Spelling Stickers		X	X	X
Word Cubes			X	X

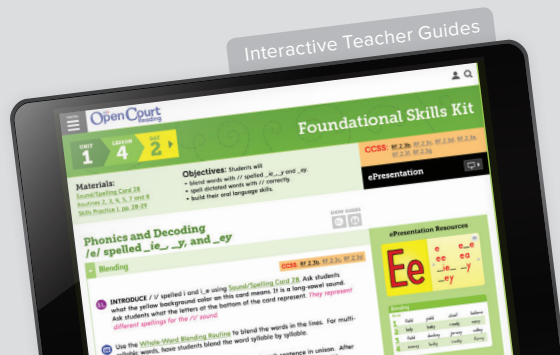
**Help Students Learn, Practice, and Apply their Skills with Engaging Components.**



**Easy-to-use technology to inform instruction and strengthen students' skills**

## Teacher Components

- **Interactive Teacher's Guide**— makes planning, preparing, and reviewing lessons easier and faster than ever before with this convenient online tool
- **Teacher Resource Book**— corresponding Approaching Level and English Learner lessons for preteaching or reteaching skills.
- **ePresentation**— turns features of the Teacher's Guides into a powerful instructional presentation format.
- **Big Books**— online book format with listen and read aloud options.
- **Professional Development**— point of use videos to help teach the lesson.





## Additional Resources:

### Teacher Resources

- Teacher's Guide
- Teacher Resource Book
- Assessment ATE/BLM
- Skills Practice ATE/BLM

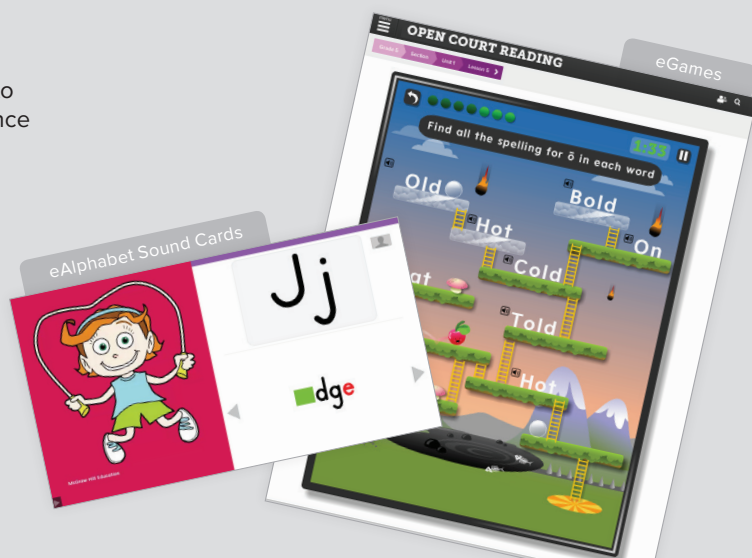
### Student Resources

- Pre-Decodables and Decodables
- Skills Practice Workbook



## Student Components

- **ePre-Decodables and eDecodables**— allows students to read independently at their own pace, building confidence and reading proficiency.
- **eAlphabet Sound Cards (Grade K) and eSound/Spelling Cards (Grades 1-3)**— to introduce and reinforce sound and spelling correspondence.
- **eActivities**— activities to reinforce, practice, or remediate current skills learned in the lesson.
- **eGames**— fun, engaging games to practice the skills students have learned.





# Open<sup>SRA</sup> Court Reading

## Foundational Skills Kits

