



Correlation
between Open Court Reading and Scholastic Text Talk

Why is Vocabulary Important?

“Vocabulary plays an important part in learning to read.”

-National Reading Panel

Words are our tools to communicate with others, as well as explore and analyze the world around us. Therefore, it stands to reason that children with a limited vocabulary will be handicapped in their educational progress. The most obvious effect of an underdeveloped vocabulary will be seen in poor reading comprehension, as children struggle to extract meaning from reading passages. Vocabulary knowledge and reading comprehension are strongly correlated, and lack of vocabulary skill is a contributor to low scores on standardized tests of reading.

While explicit vocabulary instruction benefits all students, those students who enter school having had limited opportunities to acquire words during the pre-school years benefit most dramatically. Research shows that without systematic vocabulary instruction during the primary grades, the gap between good and poor readers grows wider. Fortunately, weak vocabulary skills do not predict failure, merely point to the need for direct vocabulary instruction such as provided with Text Talk. If given a chance to improve their vocabulary skills, with a framework of effective instruction like Text Talk, most students can develop vocabulary skills at rates that will significantly impact their comprehension.

The purpose of this document is to share the research and evaluations completed of Open Court Reading. While the basal program scores very highly on other elements of reading instruction (phonics, etc.), educators may find that vocabulary gains are lower than desired. The second half of this document shows how Text Talk can supplement Open Court Reading on a week-by-week basis, both by offering expanded instruction in vocabulary and by reinforcing key comprehension skills.

RESEARCH AND EVALUATIONS OF VOCABULARY IN READING BASALS

A. Hiebert Analysis

A 2001 Hiebert evaluation of major reading basals finds a “sparing and haphazard use” of critical text factors essential for building strong vocabulary, including:

- Lack of repetition of words
- New words introduced at an inappropriate rate
- Lack of engaging text

The lack of repetition of words is particularly troublesome. Research studies show that students will not acquire vocabulary unless exposed to the vocabulary items multiple times. A study by Dr. Isabel Beck indicates that students need 10-12 exposures to each word through indirect means for the vocabulary to be absorbed by the students.

Yet, in Hiebert’s analysis of major reading textbooks in Open Court Reading, 43% of the unique words occur only once. (Hiebert (2001, a,b).

			% of unique words				
	Unique Words/100	Average Words per Passage	Singletons	4+ repetitions	High-Frequency (100 most frequent)	Phonetically Regular (CV & VC patterns)	Multisyllabic
Open Court (2000)	21	95	43	34	10	50	12

Text Talk can be used to supplement Open Court Reading to offer expanded vocabulary instruction that includes significant repetition of robust vocabulary words.

THE FOLLOWING PAGE SHOWS HOW TEXT TALK FITS INTO OPEN COURT’S WEEKLY INSTRUCTION PLAN IN 15-20 MINUTES A DAY.

Use Text Talk during Language Arts for 15-20 minutes, 5 days a week

UNIT 3 Lessons 1-5 Overview		Theme: Things That Go				
		DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
LESSON PLANNER 1 Preparing to Read Materials • Reading-Reading Cards • Decodable Books • Phonics Skills • EL2 Workbook • Intervention Workbook	Warming Up, p. T22 Phonics • /r/ spelled j, edge, pp. T23-T24 ✓ Blending, pp. T24-T25 Dictation and Spelling, p. T27 Reading a Decodable Book • Jan and Jack, p. T28 • The Badge, p. T29	Warming Up, p. T38 Phonics • /r/ spelled f, p. T39 ✓ Blending, pp. T40-T42 Dictation and Spelling, p. T43 Reading a Decodable Book • Brad's Ram, p. T44 • Boris, Doris, and Norm, p. T45	Warming Up, p. T58 Phonics • /r/ spelled e, p. T59 ✓ Blending, pp. T60-T61 Dictation and Spelling, pp. T62-T63 Reading a Decodable Book • Jen's Pen, p. T64 • Best Men, p. T65	Warming Up, p. T76 Phonics • Blending, pp. T77-T78 Dictation and Spelling, p. T79 Reading a Decodable Book • Jeff's Job, pp. T80-T81	Warming Up, p. T94 Phonics • /ks/ spelled x, p. T95 ✓ Blending, p. T96 Dictation and Spelling, p. T97 Reading a Decodable Book • A Fax and His Box, pp. T98-T99	
	2 Reading & Responding Materials • Big Book Things That Go • Home Connection • Comprehension and Language Arts Skills • EL2 Workbook • Intervention Workbook • Reading Transparencies	Previewing the Unit • Read Aloud, pp. T30-T33 • Introduce Unit Investigation, p. T34 • Using the Concept/Question Board, p. T34 • Setting Reading Goals, p. T35 • Browning the Unit, p. T35	Build Background, p. T48 Preview and Prepare, p. T48 Selection Vocabulary, p. T49 Reading Recommendations, p. T49 Big Book Things That Go, pp. 4-7 Comprehension Strategies, p. T50 Discussing the Selection, p. T52 Comprehension Skills, p. T51 Review Selection Vocabulary, p. T52 Print and Book Awareness, p. T53 Supporting the Reading, p. T53	Build Background, p. T66 Preview and Prepare, p. T66 Selection Vocabulary, p. T67 Reading Recommendations, p. T67 Big Book Things That Go, pp. 8-11 Comprehension Strategies, p. T68 Discussing the Selection, p. T70 Comprehension Skills, p. T69 Review Selection Vocabulary, p. T70 Print and Book Awareness, p. T71 Supporting the Reading, p. T71	Build Background, p. T82 Preview and Prepare, p. T82 Selection Vocabulary, p. T83 Reading Recommendations, p. T83 Big Book Things That Go, pp. 12-19 Comprehension Strategies, pp. T84-T88 Discussing the Selection, p. T88 Comprehension Skills, pp. T85, T87 Review Selection Vocabulary, p. T88 Print and Book Awareness, p. T89 Supporting the Reading, p. T89 View Fine Arts, p. T89	Build Background, p. T100 Preview and Prepare, p. T100 Selection Vocabulary, p. T101 Reading Recommendations, p. T101 Big Book Things That Go, pp. 20-25 Comprehension Strategies, pp. T102, T104 Discussing the Selection, p. T106 Comprehension Skills, pp. T103, T105 Review Selection Vocabulary, p. T106 Supporting the Reading, p. T107 Home Connection, p. T107
	Inquiry Materials • Big Book Things That Go • Reading Transparencies		Investigating Concepts Beyond the Text, p. T54 Concept/Question Board, p. T55 Social Studies Connection, p. T55	Investigating Concepts Beyond the Text, p. T72 Concept/Question Board, p. T73 Math Connection, p. T73	Investigating Concepts Beyond the Text, p. T90 Concept/Question Board, p. T91 Social Studies Connection, p. T91	Investigating Concepts Beyond the Text, p. T108 Concept/Question Board, p. T109 Social Studies Connection, p. T109
	3 Language Arts Materials • Language Arts Big Book, pp. 36-37, 103-104, 113 • Comprehension and Language Arts Skills, pp. 23-30 • Writer's Workbooks, pp. 6-9 • Language Arts Transparencies, 2 • Read Aloud, On the Move • Big Book Things That Go, pp. 4-25 • Writing Folder	Word Analysis • Vocabulary: Classification of Vehicles, p. T37 Writing Process Strategies • Personal Writing Lists, p. T37 English Language Conventions • Grammar and Usage: Possessive Nouns, p. T37	Word Analysis • Vocabulary: Classification of Bicycle Parts, p. T57 Writing Process Strategies • Personal Writing Lists, p. T57 English Language Conventions • Grammar and Usage: Possessive Nouns, p. T57	Word Analysis • Vocabulary: Classification of Family, p. T75 Writing Process Strategies • Personal Writing Lists, p. T75 Writer's Craft: Staying on Topic, p. T75 English Language Conventions • Grammar and Usage: Possessive Nouns, p. T75	Word Analysis • Vocabulary: Classification of Fruit, p. T93 Writing Process Strategies • Personal Writing Lists, p. T93 English Language Conventions • Listening, Speaking, Viewing Listening: Order of Events, p. T93	Word Analysis • Vocabulary: Classification of Travel, p. T111 Writing Process Strategies • Personal Writing Lists, p. T111 English Language Conventions • Penmanship: Posture, p. T111

B. Oregon Reading First Panel Review

The Oregon Reading First Panel has reviewed many of the most widely-used basal reading textbooks, for their inclusion of research-based instruction as recommended by the National Reading Panel.

The excerpts on the following pages from the Oregon Reading First Panel Review show the scores received by Open Court for Vocabulary Instruction

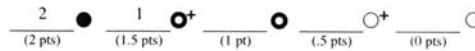
Reviewers used the Kame'enui Critical Elements Analysis to rate each textbook series. They rated each item according to a three-point scale that is represented by a full circle (i.e., 2 points), a partial circle (1 point), or an empty circle (0 points.)

A full circle indicates that the program consistently met or exceeded the criterion for that item. A partial circle indicates the program partially met the criterion for that item. An empty circle indicates that the program did not satisfy the criterion for that item.

Discretionary Items — Vocabulary Instruction	
Rating	Criterion
<input type="radio"/>	1. Reviews previously introduced words cumulatively.
<input checked="" type="radio"/>	2. Provides opportunity for daily listening, speaking, and language experience.
<input checked="" type="radio"/>	3. Incorporates exposure to a broad and diverse vocabulary through listening to a wide range of stories and informational texts.

Kindergarten Vocabulary Instruction — Discretionary

Tally the number of elements with each rating.

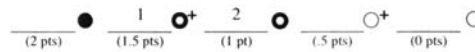


Vocabulary refers to the words we must know to communicate effectively. In general, vocabulary can be described as oral vocabulary or reading vocabulary. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print.

High Priority Items — Vocabulary Instruction	
Rating	Criterion
<input checked="" type="radio"/>	1. Provides direct instruction of specific concepts and vocabulary. (<i>w</i>)
<input type="radio"/>	2. Provides repeated and multiple exposures to critical vocabulary. (<i>w</i>) and (<i>st</i>)
<input type="radio"/>	3. Integrates words into sentences and asks students to tell the meaning of the word in the sentence and to use it in a variety of contexts. (<i>w</i>)

Kindergarten Vocabulary Instruction — High Priority

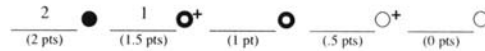
Tally the number of elements with each rating.



Discretionary Items — Vocabulary Instruction	
Rating	Criterion
<input type="radio"/>	1. Reviews previously introduced words cumulatively.
<input checked="" type="radio"/>	2. Provides opportunity for daily listening, speaking, and language experience.
<input checked="" type="radio"/>	3. Incorporates exposure to a broad and diverse vocabulary through listening to a wide range of stories and informational texts.

First Grade Vocabulary Instruction — Discretionary

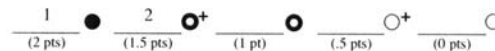
Tally the number of elements with each rating.



High Priority Items — Vocabulary Instruction	
Rating	Criterion
<input checked="" type="radio"/>	1. Provides direct instruction of specific concepts and vocabulary. (<i>w</i>)
<input checked="" type="radio"/>	2. Provides repeated and multiple exposures to critical vocabulary. (<i>w</i>) and (<i>st</i>)
<input checked="" type="radio"/>	3. Integrates words into sentences and asks students to tell the meaning of the word in the sentence and to use it in a variety of contexts. (<i>w</i>)

First Grade Vocabulary Instruction — High Priority

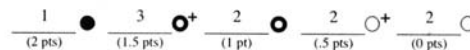
Tally the number of elements with each rating.



Discretionary Items — Vocabulary Instruction	
Rating	Criterion
<input checked="" type="radio"/>	1. Variety of methods [NRP, pg. 4-4]
<input checked="" type="radio"/>	2. Incorporates exposure to a broad and diverse vocabulary through listening to an reading stories and informational texts. [NRP, pg. 4-4]
<input checked="" type="radio"/>	3. Integrates words into sentences and asks students to tell the meaning of the word in the sentence and to use it in a variety of contexts. [NRP, pg. 4-4]
<input type="radio"/>	4. Reviews previously introduced words cumulatively. [NRP, pg. 4-4]
<input checked="" type="radio"/>	5. Teaches strategy for word meanings based on meaning of prefixes and suffixes.
<input checked="" type="radio"/>	6. Introduces the prefix or suffix in isolation, indicating its meaning and then connecting it in words.
<input checked="" type="radio"/>	7. Illustrates the prefix or suffix with multiple examples.
<input type="radio"/>	8. Restructuring of vocabulary tasks for at-risk, low achieving students.
<input checked="" type="radio"/>	9. Uses examples when the roots are familiar to students (e.g., <i>remake</i> and <i>replay</i> as opposed to <i>record</i> and <i>recode</i> .)
<input checked="" type="radio"/>	10. Separates prefixes that appear similar in initial instructional sequences (e.g., <i>pre</i> , <i>pro</i>).

Second Grade Vocabulary Instruction — Discretionary

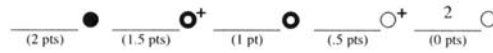
Tally the number of elements with each rating.



High Priority Items — Vocabulary Instruction	
Rating	Criterion
<input type="radio"/>	1. Provides direct instruction of specific concepts and vocabulary essential to understanding text. (<i>w</i>) [NRP, pg. 4-4]
<input type="radio"/>	2. Provides repeated and multiple exposures to critical vocabulary. (<i>w</i>) and (<i>st</i>) [NRP, pg. 4-4]

Second Grade Vocabulary Instruction — High Priority

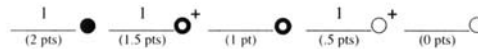
Tally the number of elements with each rating.



Discretionary Items — Vocabulary Instruction	
Rating	Criterion
<input type="radio"/>	1. Teaches dictionary usage explicitly with grade-appropriate dictionaries that allow students to access and understand the meaning of an unknown word. Uses words in context and that are encountered frequently.
<input checked="" type="radio"/>	2. Restructuring of vocabulary tasks for at-risk, low achievers.
<input checked="" type="radio"/>	3. Extends the understanding of concepts and vocabulary of the English language through (1) learning and using antonyms and synonyms; (2) using individual words in compound words to predict the meaning; (3) using prefixes and suffixes to assist in word meaning; and (4) learning simple multiple-meaning words.

Third Grade Vocabulary Instruction — Discretionary

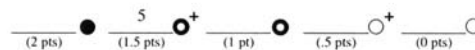
Tally the number of elements with each rating.



High Priority Items — Vocabulary Instruction	
Rating	Criterion
<input checked="" type="radio"/>	1. Teaches strategies to use context to gain the meaning of an unfamiliar word. Context includes the words surrounding the unfamiliar word that provide information to its meaning. (<i>w</i>)
<input checked="" type="radio"/>	2. Repeated and multiple exposures to vocabulary. (<i>st</i>) [NRP, pg. 4-4]
<input checked="" type="radio"/>	3. Emphasizes direct instruction in specific concepts and vocabulary essential to understanding text. (<i>w</i>)
<input checked="" type="radio"/>	4. Provides exposure to a broad and diverse vocabulary through listening to and reading stories. (<i>ss</i>) [NRP, pg. 4-4]
<input checked="" type="radio"/>	5. Variety of methods; variety of contexts. (<i>ss</i>) [NRP, pg. 4-4]

Third Grade Vocabulary Instruction — High Priority

Tally the number of elements with each rating.



Oregon Reading First Panel found Open Court’s vocabulary instruction insufficient (receiving a score of less than 75%) for the following grades:

- Grade 2 40% of possible score
- Grade 3 72% of possible

This means that students could fall behind in vocabulary development during these crucial grades, a deficiency that might be very difficult to remedy later on.

Text Talk provides comprehensive vocabulary instruction in the following topics, in which ORFP judges Open Court to be insufficient:

- “integrates words into sentences and asks students to tell the meaning of the word in the sentence and to use it in a variety of contexts.”
- “provides direct instruction of specific concepts and vocabulary.”
- “provides repeated and multiple exposures to critical vocabulary.”

The above topics are all covered repeatedly in the following areas of the Text Talk lessons:

- Introduce vocabulary
- Develop vocabulary
- Integrate Vocabulary and Comprehension

C. Analysis of the types of words taught

Research by Dr. Isabel Beck and Dr. Margaret McKeown emphasizes that students need systematic instruction that prepares students to deal with “decontextualized language”. Beck explains: “... the kinds of words taught take on a greater role in the texts that students will encounter as they go up the grade levels.” In other words, students need to be explicitly prepared to comprehend the types of words that appear in chapter books, more complex texts, and on standardized tests.

In developing Text Talk instruction through over a decade of research, Dr. Beck and Dr. McKeown recognized that the type of instruction included in most comprehensive reading programs was inadequately preparing students for the vocabulary demands of more complex text.

Thus, Text Talk instruction focuses on robust words. Each word was chosen because it:

Represents a familiar concept - For example, while students may not know that word they already know a simpler word to describe the same concept.

Will appear in more complex text - Students are likely to encounter these words in chapter books and on standardized tests starting in 3rd and 4th grade.

Text Talk words help teachers make the most of limited instructional time by focusing on useful words that give children a healthy vocabulary in the early grades.

The pages that follow list the words that Open Court focuses on for vocabulary instruction. As is appropriate for students who enter with limited vocabulary skills, the series focuses on high-utility words that represent everyday conversational words (house, room, river) and basic words that describe a student’s immediate world (see, look, come, for). The program also does an adequate job of categorizing and grouping words (e.g. brainstorming food words, apples, pizza, spaghetti, ice cream). However, missing from the instruction is a systematic introduction of “robust words” that teach children to understand and use decontextualized language.

On the pages that follow, the final column shows how the words from Text Talk strengthen the scope and sequence of vocabulary skills for Open Court. Text Talk is a useful supplement to this textbook series. When used together, students will be much better prepared to comprehend texts in 3rd and 4th grades.

Open Court, Grade K

	High-Frequency Words	Text Talk Words
Week 1	<u>Selection Vocabulary:</u> counting, reading, listening <u>Language Arts/School Supplies:</u> pencils, scissors, crayons, paper, glue	bickering desperately definitely recognized harmony selfish
Week 2	<u>Selection Vocabulary:</u> bus, hallway, desks <u>Language Arts/"Boomer Goes to School":</u> building, lunchroom, cafeteria, gym, office, classroom, library, media center	amusing detest gumption snarled mimic contented
Week 3	<u>Selection Vocabulary:</u> brought, showed <u>Language Arts/Sensory Words</u> attention, surprise, shocked	restless wandered searching vendor support responsible
Week 4	<u>Selection Vocabulary:</u> short, tall <u>Language Arts:</u> shadow blocks	swapped grateful relief delighted benefit trustworthy
Week 5	<u>Selection Vocabulary:</u> pond worms line <u>Language Arts:</u> fishing pole fish water	disturb ordinary refreshed upset imitate satisfied
Week 6	<u>Selection Vocabulary:</u> strutted sprang <u>Language Arts:</u> small little tiny short big large tall long enormous huge giant biggest	gentle soared noticed crisp communicate eager
Week 7	<u>Selection Vocabulary:</u> delicious beautiful <u>Language Arts/Synonyms-</u> <u>Antonyms:</u> dry-wet found-lost	perhaps certainly smooth collected resourceful patience

Week 8	<u>Selection Vocabulary:</u> laugh cry <u>Language Arts:</u> cuddling love play friend	insisted drowsy nuzzled hesitating panic reluctant
Week 9	<u>Selection Vocabulary:</u> scurried scampered <u>Language Arts:</u> grumbled huff frowned	delicious fancy rather shaped boast devoured
Week 10	<u>Selection Vocabulary:</u> gentle strong <u>Language Arts/Antonyms</u> whisper-shout gentle-strong	imagine grumpy growls unexpected tame strategy
Week 11	<u>Selection Vocabulary:</u> rustle soar glide <u>Language Arts</u> air wind breeze	embarrassed warn steep thumped concerned frigid
Week 12	<u>Selection Vocabulary:</u> toss pass <u>Language Arts/Sensory Words:</u> see hear feel	remind prodded grasped message companions solution
Week 13	<u>Selection Vocabulary:</u> big little enormous tiny <u>Language Arts:</u> turnip carrot potato	crowded memories proud rippled variety routine
Week 14	<u>Selection Vocabulary:</u> beyond <u>Language Arts/Synonyms:</u> chatted talked exhausted tired	adorable enormous resist lonely annoyed gregarious
Week 15	<u>Selection Vocabulary:</u> hit the spot <u>Language Arts/Sensory Words:</u> slippery smooth	clever furiously wonder dashed disguise restore
Week 16	<u>Selection Vocabulary:</u> country patriotism <u>Language Arts:</u> proud loyal	average revolting fussy terrible nutritious appropriate
Week 17	<u>Selection Vocabulary:</u> yell shout <u>Language Arts:</u> red yellow blue	convince fearless frightening occurred daring switch

	green	
Week 18	<u>Selection Vocabulary:</u> brotherhood <u>Language Arts:</u> fruited plain harvest	expect trust clumsy tremendous congenial determined
Week 19	<u>Selection Vocabulary:</u> group team <u>Language Arts:</u> share cooperate	envious forlorn scorched politely ability overjoyed
Week 20	<u>Selection Vocabulary:</u> creatures <u>Language Arts:</u> lobster tuna fish	horrid responsibility amazing cozy courteous competent
Week 21	<u>Selection Vocabulary:</u> block <u>Language Arts:</u> paper boxes	n/a
Week 22	<u>Selection Vocabulary:</u> freshwater salt water <u>Language Arts/Antonyms:</u> winter-summer big-small	n/a
Week 23	<u>Selection Vocabulary:</u> muffin <u>Language Arts:</u> lonely playmates	n/a

Open Court, Grade 1

	Open Court/Word Work	Text Talk
Week 1	<u>Selection Vocabulary</u> purple, spin, house, grass, fiddle <u>Language Arts/Vocabulary</u> Elicit names of colors from students, elicit names of animals from students ant, cat, cow, dog, fish, mouse, wolf Vocabulary Extension fly, lion, goat, German shepherd, trout, chipmunk, fox	n/a
Week 2	<u>Selection Vocabulary</u> line, umbrella, spice, munch, rags, twinkle	n/a
Week 3	<u>Selection Vocabulary</u> coyote, escaped, late, shore, smooth, buggy	n/a
Week 4	<u>Selection Vocabulary</u> cubs, food, animals, parents, hatches, feathers <u>Language Arts/Vocabulary</u> Baby Animals pup, kitten, calf, foal, cub, chick, gosling Animal Homes nests, water, tree Animal Features fur, skin, feathers, shell, wings, stripes, webbed feet, pouch	n/a

Week 5	<p><u>Selection Vocabulary</u> crunch, gobble, nibble, buzzes, threads</p> <p><u>Language Arts/Vocabulary</u> Antonyms: like-hate, sticky-slick, big-small, easy-hard, traps-releases, open-closed, wide-narrow, throw-catch, gobble-pick at, nice-mean, nasty, naughty; long-short, small; small-big, large, tall, heavy, night-day, morning; afraid-brave, wrap-unwrap, helpful-unhelpful, healthy-unhealthy, friendly-unfriendly, happy-unhappy</p>	n/a
Week 6	<p><u>Selection Vocabulary</u> tube, hermit, odd, empty, shell, claws</p> <p><u>Language Arts/Vocabulary</u> Classification: <u>animals/animal food</u> raccoon/fish, corn, nuts; deer/grass, flowers, leaves; squirrel monkey/katydid; giraffe/leaves; gorillas/banana trees; toad/worm; eagles/fish</p> <p>Antonyms normal-usual, dangerous-unsafe</p> <p>Has antonym or not? stay, safe, empty, clean, back, right, new, find, bigger, steal</p>	n/a

Week 7	<p><u>Selection Vocabulary</u> bicycle, trolley, wagon, ferry, water</p> <p><u>Language Arts/Vocabulary</u> Bicycle parts tires, pedals, seat, handlebars, chain</p> <p>Family Words mother, stepmother, sister, stepsister, grandmother, aunt, niece, father, stepfather, brother, stepbrother, grandfather, uncle, nephew, parents, grandparents, cousins</p> <p>Fruits orange, tangerine, peach, banana, lemon, grapefruit, lime, grapes, watermelon, plum, grapes, blueberries, apple, strawberry, cherry</p> <p>Classify Methods of transport under Wings, Wheels, Doors, Tracks bicycle, motorcycle, car, bus, streetcar, van, truck, train, boat, hovercraft, ferry, helicopter, airplane, jet, rocket, space shuttle, wheelchair, wagon, trolley</p>	n/a
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Week 8	<p><u>Selection Vocabulary</u> attack, donkeys, camels, oxen, monorail, harbor, cargo</p> <p><u>Language Arts/Vocabulary</u> Parts of a Train roof, walls, windows, wheels, seats, box car, cattle car, sleeper, diner, etc.</p> <p>People on a Train and their Characteristics passengers, children, adults, boys, girls, engineer, women, men babies, suit, necktie, hat, curly, short, straight, bald, long</p> <p>Animals That Carry horses, donkeys, camels, ponies, oxen</p> <p>Boats powerboat, tugboat, sailboat, rowboat</p> <p>Classify Travel Methods Space and Sky, Harbor, Roads, Tracks</p>	n/a
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Week 9	<u>Selection Vocabulary</u> Veracruz, Papantla, Chiapas, <u>Language Arts/Vocabulary</u> action, pedal, row, grow, smell, pick, plant, eat, taste, cook, pack, carry, drive, ride. Flying Words: fly, take off, land, taxi. Classify Words as Action or Thing: tow, cars, move, furniture, clean, streets, mix, cement. Pantomime Activities football, soccer, basketball, baseball, driving a car, licking an ice-cream cone, peeling a banana, reading a book, brushing teeth, combing hair, washing hair, zipping a jacket	n/a
Week 10	<u>Selection Vocabulary</u> duckie, statue, artist, juggler, veterinarian, pitcher, police officer	n/a
Week 11	<u>Selection Vocabulary</u> firefighters, bay, walkie-talkies, fire hydrant	n/a
Week 12	<u>Selection Vocabulary</u> keening, steel, bold, errands	n/a

<p>Week 13</p>	<p><u>Selection Vocabulary</u> weather, rains, drizzle, warm, thunderstorm, dangerous, blizzard, snow, sleet, hurricanes, tornadoes, ground, ocean, floods, whirl, government, whirl, shelter, warn <u>Language Arts/Vocabulary</u> Weather air, warm, breeze, fog, clouds, rain, freeze, snow, wind, raindrops, snowflakes Brainstorm Concept Words precipitation-rain-drizzle-pouring-rainstorm- umbrella-thunderstorm-heavy rain-lightning-snow- snowstorm-blizzard-sleet-icy-slippery-hailsorm- freeze-ice-hail-hailstones-storms-hurricanes-ocean Vocabulary Skill Words chick, chicken, egg, shell, hatching, spring, summer, fall, winter, seasons, change, caterpillar, butterfly</p>	<p>coincidence loyal murmured recited sensitive bitter</p>
<p>Week 14</p>	<p><u>Selection Vocabulary</u> sprinkle, pitter-patter, hurly-burly, cloudy, sunset, clear, temperature, meteorologists, conditions, forecast, prepare, correct, cirrus, cumulus, chilly <u>Language Arts/Vocabulary</u> Introduce Context Clues examining passages from “How’s the Weather?”</p>	<p>delicate drafty raved trickster imposter genuine</p>

Week 15	<p><u>Selection Vocabulary</u> thermometer, degrees, wind sock, desert, mountains, rodents, hurricanes, violent, swirling, warning, hour, eye</p> <p><u>Language Arts/Vocabulary</u> Things in the Sky kites, wind sock, airplanes, birds, sun, clouds, moon, stars, rainbow.</p> <p>Snow Clothes hat, coat, earmuffs, mittens, gloves, scarf, jacket, boots, socks, snow pants</p> <p>Extreme Weather violent, winds, rain, ocean, eye, flood, tornado, snow, sleet, winds, freezing rain, thunder, lightning, winds, heavy rain.</p> <p>Things That Protect You From Sun sunscreen, hat, sunglasses, shirt, umbrella, shade.</p>	quivered strolled gathered burst compromise obstacle
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Week 16	<p><u>Selection Vocabulary</u> commitment, continents, equator, swamps <u>Language Arts/Vocabulary</u> Concept Vocabulary: pledge, resolution, vow, commitment. Compound Words: airplane, railroad, sailboat. Multiple Meanings: pen, watch, bark, light, bank, can, fan. Time and Order Words: before, after, first, finally, second, later, yesterday, tonight, then, tomorrow, next.</p>	autumn creature harvest snug conclude accomplished
Week 17	<p><u>Selection Vocabulary</u> ancestors hind survive, <u>Language Arts/Vocabulary</u> Position Words: on, in, behind, up, down, over, under</p>	assortment contributed civilized inappropriate orderly concoct
Week 18	<p><u>Language Arts/Vocabulary</u> Prefix un-, Contractions: cannot-can't, do not-don't, will not-won't, has not-hasn't, have not-haven't Irregular Plurals: woman-women, deer-deer, wolf-wolves, foot-feet, sheep-sheep, knife-knives Time and Order Words: first, second, then, finally</p>	perfect suspicious nasty damp gullible versatile
Week 19	<p><u>Selection Vocabulary</u> spider dew <u>Language Arts/Vocabulary</u></p>	adventure cautiously envy precious

	<p>Concept Words: Independence-America-angry-freedom-king-fight</p> <p>Doctor's Office: doctor, nurse, check, look listen, stethoscope, shot, medicine, temperature, fever, sick</p>	<p>fond transform</p>
Week 20	<p><u>Selection Vocabulary</u> thud</p> <p><u>Language Arts/Vocabulary</u> Antonyms of 'cry'-laugh, giggle, smile, chuckle in-out, small-large, try-quit, over-under, shout-whisper</p>	<p>miserable necessities privilege stranded reliable opportunity</p>
Week 21	<p><u>Selection Vocabulary</u> ground shouted frightened</p> <p><u>Language Arts/Vocabulary</u> Types of Music jazz, rock, pop, classical, country</p> <p>Things to Read books, newspapers, comics, signs, directions, menus, magazines, posters, poems, e-mail</p> <p>Things That Frighten You scary sounds, masks, nightmares, bullies, scary-looking animals</p>	<p>extraordinary impressed inseparable triumphantly doubt misunderstanding</p>
Week 22	<p><u>Selection Vocabulary</u> dandelion gnarled</p> <p><u>Language Arts/Vocabulary</u> Things an Ant Sees grass, trees, sky, ground</p> <p>Parts of Plants stem, leaves, petals, branches, apples</p> <p>Names of Fruits apples, grapes, bananas, pears, kiwi</p> <p>Parts of Fruit peel, core, seeds</p>	<p>cellar skyscraper settled straightened diligent efficient</p>
Week 23	<p><u>Selection Vocabulary</u> giggle nuzzle lazing</p> <p><u>Language Arts/Vocabulary</u> Match Synonyms:</p>	<p>compliments sputter valuable hero abundance eavesdrop</p>

	warm-hot, scream-yell, man-male, leap-jump, told-said laugh-giggle-chuckle jump-leap-hop-spring	
Week 24	<u>Selection Vocabulary</u> buttons fourth picky <u>Language Arts/Vocabulary</u> Antonyms high-low slow-fast wet-dry	custom honored troublesome unfortunate rescue foolish
Week 25	<u>Selection Vocabulary</u> argument creature <u>Language Arts/Vocabulary</u> Homophones two-to-too four-for eight-ate won-one	destination intricate selected venture enthusiastic merchant
Week 26	<u>Selection Vocabulary</u> relay race <u>Language Arts/Vocabulary</u> Synonyms: gulped-drank yell-scream smack-hit tiny-small woman-female Antonyms: winning-losing asleep-awake laughing-crying	bunch definitely strange finally exceptional original
Week 27	<u>Selection Vocabulary</u> mailman bathtub railroad backyard something	basking dazzling gazing instead anticipation exhausted
Week 28	<u>Selection Vocabulary</u> Rhyming Words from the poem "Something Is There": there-stair-care	accidental labored permanent sturdy associate cherished
Week 29	<u>Selection Vocabulary</u> n/a	astonishment gleefully launched splattered complicated chaotic
Week 30	<u>Selection Vocabulary</u> Antonyms: before-after fast-slow sad-happy little-big good-bad on-off down-up	craving screeched scrumptious joyfully scheme devious
Week 31	<u>Selection Vocabulary</u> Synonyms: ugly-hideous small-little pretty-beautiful forest-woods	avoid curious familiar struggled assist peculiar

	afraid-scared jump-hop	
Week 32	<u>Selection Vocabulary</u> Plurals: table-tables girl-girls dish-dishes church-churches mouse-mice woman-women child-children goose-geese	clutched crooned gaspd sighed adapt plunged
Week 33	<u>Selection Vocabulary</u> reed stilts porch <u>Language Arts/Vocabulary</u> Different Houses: reed hut grass roof tin roof pueblo trailer house boat tents house on stilts house made of palm leaves <u>What You Do In a Kitchen:</u> cook eat make food Buildings: school office store museum garage shed church condo apartment	n/a
Week 34	<u>Language Arts/Vocabulary</u> castle, shell, ocean duchess, king, duke, queen, prince, princess, knight	n/a
Week 35	<u>Selection Vocabulary</u> sometimes above until protect <u>Language Arts/Vocabulary</u> Compound Words: cottontail underground sunset birdhouse rainbow classroom cornmeal earthworms outdoor	n/a
Week 36	<u>Selection Vocabulary</u> own where	n/a

	<u>Language Arts/Vocabulary</u> frog nest bog robin groundhog log Sea Creatures: sharks coral whales eels Things a Crab Does: clawed climbed stepped snuggled	
Week 37	<u>Selection Vocabulary</u> happily first second third angry <u>Language Arts/Vocabulary</u> sticks straw bricks wood leaves stems trunk branches	n/a

Open Court, Grade 2

Open Court	Word Work	Text Talk
Week 1	<u>Reading and Responding/Selection Vocabulary</u> figs quickly finally chance anytime <u>Language Arts/Vocabulary Skills</u> Explanation of context clues	n/a
Week 2	<u>Reading and Responding/Selection Vocabulary</u> boring adventure exciting searched steep nimble <u>Language Arts/Vocabulary Skills</u> Explanation of context clues cont'd	n/a
Week 3	<u>Reading and Responding/Selection Vocabulary</u> nearsighted incredible manufactured tutoring donations library <u>Language Arts/Vocabulary Skills</u> Parts of Words (suffixes and prefixes) re-, -less	n/a
Week 4	<u>Reading and Responding/Selection Vocabulary</u> librarian assistant calm patient amazement mistake <u>Language Arts/Vocabulary Skills</u> Using a Dictionary	n/a
Week 5	<u>Reading and Responding/Selection Vocabulary</u> midnight howling chattered thorny glaring eager <u>Language Arts/Vocabulary Skills</u> Using a Thesaurus	n/a
Week 6	<u>Reading and Responding/Selection Vocabulary</u> clearing barely drenched huddled flicked <u>Language Arts/Vocabulary Skills</u> Base Word Families: sun-sunny-sunshine, room-roomy, move-moving, near-nearby, etc.	n/a
Week 7	<u>Reading and Responding/Selection Vocabulary</u> leather polished handsome cobbler <u>Language Arts/Vocabulary Skills</u> Homophones: close-clothes, eye-I	n/a
Week 8	<u>Reading and Responding/Selection Vocabulary</u> serve guests stranger manner unusual	n/a

	overjoyed <u>Language Arts/Vocabulary Skills</u> Categories: things that make music; types of birds	
Week 9	<u>Reading and Responding/Selection Vocabulary</u> larva nectar chrysalis transform drift <u>Language Arts/Vocabulary Skills</u> Multiple Meanings: rose, fly, felt	n/a
Week 10	<u>Reading and Responding/Selection Vocabulary</u> department escalator toppled enormous fastened <u>Language Arts/Vocabulary Skills</u> Homographs: object, present, bow	n/a
Week 11	<u>Reading and Responding/Selection Vocabulary</u> lurk surface trudged plight invincible ordeal <u>Language Arts/Vocabulary Skills</u> Shades of Meaning: small-microscopic-tiny; cold-chilly-frozen; hot-warm-burning	<i>obedience</i> <i>misconceptions</i> <i>melodramatic</i> <i>neglected</i> <i>despair</i> <i>persistent</i>
Week 12	<u>Reading and Responding/Selection Vocabulary</u> beautiful cellar diamonds kingdom shimmering <u>Language Arts/Vocabulary Skills</u> Review of Vocabulary topics covered in Unit	<i>contagious</i> <i>distraction</i> <i>remedies</i> <i>vanished</i> <i>altered</i> <i>perplexed</i>
Week 13	<u>Reading and Responding/Selection Vocabulary</u> natural unaware camouflage wariest slithering invisible <u>Language Arts/Vocabulary Skills</u> Base Word Families: trail; stay; wait; wild + ing, +er, +ed	<i>erie</i> <i>bleak</i> <i>legend</i> <i>mortified</i> <i>reveal</i> <i>mischievous</i>
Week 14	<u>Reading and Responding/Selection Vocabulary</u> glistened wakeful gripped swooped ridge <u>Language Arts/Vocabulary Skills</u> Prefixes: un-, over-	<i>vibrated</i> <i>reassured</i> <i>covered</i> <i>suppressed</i> <i>dumbfounded</i> <i>dismayed</i>

Week 15	<p><u>Reading and Responding/Selection Vocabulary</u> disguise scent invisible sneaky avoid <u>Language Arts/Vocabulary Skills</u> Compound Words: shoe + box; hat + rack; back + ache; head + light; night + time; coat + rack; head + ache; shoe + shine; night + stand; hat + box</p>	<i>boarder</i> <i>community</i> <i>gulped</i> <i>grumbling</i> <i>appetizing</i> <i>diversity</i>
Week 16	<p><u>Reading and Responding/Selection Vocabulary</u> creatures fade designed enemies drab <u>Language Arts/Vocabulary Skills</u> Suffixes: +er, +est</p>	<i>relocate</i> <i>ferocious</i> <i>queasy</i> <i>lumbered</i> <i>collaboration</i> <i>steadfast</i>
Week 17	<p><u>Reading and Responding/Selection Vocabulary</u> glossy delicious slinking scrambled cautiously <u>Language Arts/Vocabulary Skills</u> +ly, +ing</p>	<i>description</i> <i>complain</i> <i>suspect</i> <i>mystery</i> <i>sleuth</i> <i>conspiracy</i>
Week 18	<p><u>Reading and Responding/Selection Vocabulary</u> costume surroundings blends mimicry pretenders <u>Language Arts/Vocabulary Skills</u> Review of topics covered in the Unit</p>	<i>masterpiece</i> <i>dreaded</i> <i>anxious</i> <i>ruin</i> <i>compassion</i> <i>nurturing</i>
Week 19	<p><u>Reading and Responding/Selection Vocabulary</u> amber fossil extinct peat mammoth <u>Language Arts/Vocabulary Skills</u> Concept Words: describes how something happens, but does not have a simple one-word definition, example "petrified."</p>	<i>sternly</i> <i>contrary</i> <i>ignored</i> <i>glide</i> <i>innovative</i> <i>rivals</i>
Week 20	<p><u>Reading and Responding/Selection Vocabulary</u> hatched neighborhood swamp rescue <u>Language Arts/Vocabulary Skills</u> Synonyms: town-village, city-metropolis</p>	<i>disbelief</i> <i>incredible</i> <i>creation</i> <i>creaky</i> <i>colossal</i> <i>isolated</i>
Week 21	<p><u>Reading and Responding/Selection Vocabulary</u> fossils hardened scientists difficult extinct <u>Language Arts/Vocabulary Skills</u> Science Words: chemicals, animals, math,</p>	<i>gracious</i> <i>humble</i> <i>fragrant</i> <i>muttered</i> <i>fret</i> <i>practical</i>

	fossils, books	
Week 22	<u>Reading and Responding/Selection Vocabulary</u> climate protection moisture erupt discovery <u>Language Arts/Vocabulary Skills</u> Antonyms: lock-unlock, before-after, over-under, happy-unhappy, nice-mean, fix-break, sad-happy, above-below, inside-outside, wind-unwind	<i>gossiped</i> <i>shunned</i> <i>peered</i> <i>constantly</i> <i>exotic</i> <i>simplicity</i>
Week 23	<u>Reading and Responding/Selection Vocabulary</u> clues prehistoric imprint mold <u>Language Arts/Vocabulary Skills</u> Analogies: Explanation (shows a way that two things or ideas are related.)	<i>charred</i> <i>haughtily</i> <i>feverishly</i> <i>awesome</i> <i>prevail</i> <i>suitable</i>
Week 24	<u>Reading and Responding/Selection Vocabulary</u> analyze clue paleontologist limestone <u>Language Arts/Vocabulary Skills</u> Review of Vocabulary covered in Unit	<i>advance</i> <i>drenching</i> <i>injure</i> <i>uncertain</i> <i>insecure</i> <i>priority</i>
Week 25	<u>Reading and Responding/Selection Vocabulary</u> guts homesick wimp swatted creepy <u>Language Arts/Vocabulary Skills</u> Synonyms plenty-lots, furious-mad, large-huge, small-tiny, good-terrific, bad-mean, joyful-happy, ill-sick, mean-nasty, friendly-nice	<i>gleamed</i> <i>mumbled</i> <i>tender</i> <i>tilted</i> <i>yearn</i> <i>cooperative</i>
Week 26	<u>Reading and Responding/Selection Vocabulary</u> puffing avalanche trembling <u>Language Arts/Vocabulary Skills</u> Antonyms: above-below, down-up, back-front, best-worst, wide-narrow, full-empty, lost-found, tie-untie, together-apart, buy-sell	<i>prowling</i> <i>trembling</i> <i>extremely</i> <i>generous</i> <i>secure</i> <i>persevere</i>

Week 27	<p><u>Reading and Responding/Selection Vocabulary</u> gurgling trickling gushing numb rumbling hero <u>Language Arts/Vocabulary Skills</u> Base Word Families: sky-skylight-skyscaper-skies, go-going-gone-goes, walk-walking-spacewalk, thank-thanked-thanking-thanks, want-wanting-wants-wanted, drink-drinks-drinking-drinker, star-starfish-stars-starlight, dimly-dimly-dimmer-dimmest, sad-sadden-sadder-sadness</p>	<i>concentrate</i> <i>passion</i> <i>emergencies</i> <i>confidence</i> <i>industrious</i> <i>achieve</i>
Week 28	<p><u>Reading and Responding/Selection Vocabulary</u> protests demanding fair riots prejudice <u>Language Arts/Vocabulary Skills</u> Prefixes: re-, pre-</p>	<i>revenge</i> <i>misery</i> <i>mesmerized</i> <i>coaxed</i> <i>regret</i> <i>frustrated</i>
Week 29	<p><u>Reading and Responding/Selection Vocabulary</u> successor swarmed ashamed worthy admire courage <u>Language Arts/Vocabulary Skills</u> Suffixes: +er, +est</p>	<i>aggressive</i> <i>distress</i> <i>accustomed</i> <i>affection</i> <i>console</i> <i>capable</i>
Week 30	<p><u>Reading and Responding/Selection Vocabulary</u> reservation drifted dreaded qualified gymnasium swirling <u>Language Arts/Vocabulary Skills</u> Review of Vocabulary covered in Unit</p>	<i>ancestors</i> <i>slithered</i> <i>wither</i> <i>lulled</i> <i>defenseless</i> <i>intentions</i>
Week 31	<p><u>Reading and Responding/Selection Vocabulary</u> wampum tundra tepees warriors <u>Language Arts/Vocabulary Skills</u> Social Studies Words (describing Native Americans) hunted, gathered, tools, music</p>	n/a
Week 32	<p><u>Reading and Responding/Selection Vocabulary</u> recycling ferried brisk bustling invitation citizens <u>Language Arts/Vocabulary Skills</u> Suffixes: +less, +ful,</p>	n/a

Week 33	<u>Reading and Responding/Selection Vocabulary</u> plantation fretted settlement celebrate <u>Language Arts/Vocabulary Skills</u> Compound Words: out + side, play + room, her +self, any +body, any +one, coat +room, moon +light, them +selves, fire + place, fire + fly	n/a
Week 34	<u>Reading and Responding/Selection Vocabulary</u> harbor ferry monuments symbol voyage <u>Language Arts/Vocabulary Skills</u> Homophones: forth-fourth, new-knew	n/a
Week 35	<u>Reading and Responding/Selection Vocabulary</u> tossed passengers inspectors alley vendor <u>Language Arts/Vocabulary Skills</u> Homographs: presents, sow, address	n/a
Week 36	<u>Reading and Responding/Selection Vocabulary</u> journey treasure strange passport Russian <u>Language Arts/Vocabulary Skills</u> Multicultural Words: garmoshka, samovar, Russian, bureau	n/a
Week 37	<u>Reading and Responding/Selection Vocabulary</u> jalapeno ingredients dough knead recipe mixture <u>Language Arts/Vocabulary Skills</u> Homophones: dough/does, kneads/needs, pour/poor	n/a

Open Court, Grade 3

	Word Work	Text Talk Vocabulary Words
Week 1	<u>Reading and Responding/Selection Vocabulary</u> tease lonely seriously collection stiff probably <u>Language Arts/Vocabulary Skills</u> Read sentence for clues Look in a dictionary, encyclopedia, the internet, ask your parents	n/a
Week 2	<u>Reading and Responding/Selection Vocabulary</u> jangled twittered gleamed darted crawled margins <u>Language Arts/Vocabulary Skills</u> Use of context clues	n/a
Week 3	<u>Reading and Responding/Selection Vocabulary</u> magnificent marvelous beautiful peered height <u>Language Arts/Vocabulary Skills</u> Word Structure: the parts (prefixes, suffixes, and base words) that make up a word hope, hopeless, hopelessness	n/a
Week 4	<u>Reading and Responding/Selection Vocabulary</u> commands manners proud trainers graduation <u>Language Arts/Vocabulary Skills</u> Using a Dictionary	n/a
Week 5	<u>Reading and Responding/Selection Vocabulary</u> exist extraordinary apathetic intimidate experiment humiliations <u>Language Arts/Vocabulary Skills</u> Using a Thesaurus	n/a
Week 6	<u>Reading and Responding/Selection Vocabulary</u> tyrant rebel appointed traitor honorable <u>Language Arts/Vocabulary Skills</u> Making a Word Map	n/a
Week 7	<u>Reading and Responding/Selection Vocabulary</u> crops decorated vacant mound patch <u>Language Arts/Vocabulary Skills</u> Explain Antonyms	n/a
Week 8	<u>Reading and Responding/Selection Vocabulary</u> biologist skyscraper urban	n/a

	migrating laboratories observation <u>Language Arts/Vocabulary Skills</u> Categorizing Words/Word Maps	
Week 9	<u>Reading and Responding/Selection Vocabulary</u> enormous delighted cozy bursting responsibility beckoned <u>Language Arts/Vocabulary Skills</u> Explaining Synonyms	n/a
Week 10	<u>Reading and Responding/Selection Vocabulary</u> abandoned originally species cavity suburbs clamor <u>Language Arts/Vocabulary Skills</u> Explaining the concept of a word, what it stands for; finding related words, etc.	n/a
Week 11	<u>Reading and Responding/Selection Vocabulary</u> does bucks territory relocates organization population <u>Language Arts/Vocabulary Skills</u> Explaining homophones	<i>obedience</i> <i>misconceptions</i> <i>melodramatic</i> <i>neglected</i> <i>despair</i> <i>persistent</i>
Week 12	<u>Reading and Responding/Selection Vocabulary</u> shallow concrete slopes plumes shadowed wilderness <u>Language Arts/Vocabulary Skills</u> Explaining homophones/review	<i>contagious</i> <i>distraction</i> <i>remedies</i> <i>vanished</i> <i>altered</i> <i>perplexed</i>
Week 13	<u>Reading and Responding/Selection Vocabulary</u> carved burrow exercises bow imitating sculpture <u>Language Arts/Vocabulary Skills</u> Explaining word families: direct, direction, wood, wooden, woodwork, etc.	<i>eerie</i> <i>bleak</i> <i>legend</i> <i>mortified</i> <i>reveal</i> <i>mischievous</i>
Week 14	<u>Reading and Responding/Selection Vocabulary</u> poet nibbling alarm temperature commanded burglars <u>Language Arts/Vocabulary Skills</u> Explaining suffixes: good +ness; rest +less; peace+fulness	<i>vibrated</i> <i>reassured</i> <i>covered</i> <i>suppressed</i> <i>dumbfounded</i> <i>dismayed</i>
Week 15	<u>Reading and Responding/Selection Vocabulary</u> fabric rectangle pattern diagonal triangles hexagons	<i>boarder</i> <i>community</i> <i>gulped</i> <i>grumbling</i> <i>appetizing</i> <i>diversity</i>

	<u>Language Arts/Vocabulary Skills</u> Explaining prefixes: un-, re-, dis-, bi-, mis-, tri-	
Week 16	<u>Reading and Responding/Selection Vocabulary</u> encouraged style controversial monuments originality scenery <u>Language Arts/Vocabulary Skills</u> Multiple Meanings: fly=insect/move through air, painting=a picture/the act of using paints	<i>relocate</i> <i>ferocious</i> <i>queasy</i> <i>lumbered</i> <i>collaboration</i> <i>steadfast</i>
Week 17	<u>Reading and Responding/Selection Vocabulary</u> wardrobe scholars finery royal procession garments <u>Language Arts/Vocabulary Skills</u> Shades of Meaning: Example annoyed>upset>frustrated>mad>angry>furious	<i>description</i> <i>complain</i> <i>suspect</i> <i>mystery</i> <i>sleuth</i> <i>conspiracy</i>
Week 18	<u>Reading and Responding/Selection Vocabulary</u> ford traced mayor decorated blossomed bordering <u>Language Arts/Vocabulary Skills</u> Unit 3: Review of skills to date	<i>masterpiece</i> <i>dreaded</i> <i>anxious</i> <i>ruin</i> <i>compassion</i> <i>nurturing</i>
Week 19	<u>Reading and Responding/Selection Vocabulary</u> remained strung wound weaver bolt <u>Language Arts/Vocabulary Skills</u> Word Families: happy-unhappy, happily, happiness, happier	<i>sternly</i> <i>contrary</i> <i>ignored</i> <i>glide</i> <i>innovative</i> <i>rivals</i>
Week 20	<u>Reading and Responding/Selection Vocabulary</u> tokens absolutely positively rent vanish non-returnable <u>Language Arts/Vocabulary Skills</u> The suffix -ly	<i>disbelief</i> <i>incredible</i> <i>creation</i> <i>creaky</i> <i>colossal</i> <i>isolated</i>
Week 21	<u>Reading and Responding/Selection Vocabulary</u> malfunction profitable merchandise earnings donates charity <u>Language Arts/Vocabulary Skills</u> Business Words: profitable, money, earnings, sales	<i>gracious</i> <i>humble</i> <i>fragrant</i> <i>muttered</i> <i>fret</i> <i>practical</i>
Week 22	<u>Reading and Responding/Selection Vocabulary</u> cobbler mended recognizing safekeeping workbench treasure <u>Language Arts/Vocabulary Skills</u> Endings -ed and -ing	<i>gossiped</i> <i>shunned</i> <i>peered</i> <i>constantly</i> <i>exotic</i> <i>simplicity</i>
Week 23	<u>Reading and Responding/Selection Vocabulary</u> blacksmith collecting decent	<i>charred</i> <i>haughtily</i> <i>feverishly</i> <i>awesome</i>

	<p>volunteered determined <u>Language Arts/Vocabulary Skills</u> Compound Words: sage, sagebrush, buck, buckboard</p>	<p><i>prevail</i> <i>suitable</i></p>
Week 24	<p><u>Reading and Responding/Selection Vocabulary</u> circulation tender formula official pyramid emblem <u>Language Arts/Vocabulary Skills</u> Money Words: debt, money, owe</p>	<p><i>advance</i> <i>drenching</i> <i>injure</i> <i>uncertain</i> <i>insecure</i> <i>priority</i></p>
Week 25	<p><u>Reading and Responding/Selection Vocabulary</u> equipment sharecroppers exchange examine delayed failing <u>Language Arts/Vocabulary Skills</u> Unit 4 Review</p>	<p><i>gleamed</i> <i>mumbled</i> <i>tender</i> <i>tilted</i> <i>yearn</i> <i>cooperative</i></p>
Week 26	<p><u>Reading and Responding/Selection Vocabulary</u> defenseless descendants tatter flamboyant furious <u>Language Arts/Vocabulary Skills</u> Levels of Specificity dolls-paper dolls, rag dolls, wooden dolls, etc. gum-for chewing, used as glue</p>	<p><i>prowling</i> <i>trembling</i> <i>extremely</i> <i>generous</i> <i>secure</i> <i>persevere</i></p>
Week 27	<p><u>Reading and Responding/Selection Vocabulary</u> records ancestors recited inherited folklore <u>Language Arts/Vocabulary Skills</u> Explaining Homographs</p>	<p><i>concentrate</i> <i>passion</i> <i>emergencies</i> <i>confidence</i> <i>industrious</i> <i>achieve</i></p>
Week 28	<p><u>Reading and Responding/Selection Vocabulary</u> repeats brave errand overcome natural <u>Language Arts/Vocabulary Skills</u> The Suffixes -ly and -ness</p>	<p><i>revenge</i> <i>misery</i> <i>mesmerized</i> <i>coaxed</i> <i>regret</i> <i>frustrated</i></p>
Week 29	<p><u>Reading and Responding/Selection Vocabulary</u> symbol totem reservation legends generation <u>Language Arts/Vocabulary Skills</u> Cultural Words: tribe, ancestors, customs</p>	<p><i>aggressive</i> <i>distress</i> <i>accustomed</i> <i>affection</i> <i>console</i> <i>capable</i></p>
Week 30	<p><u>Reading and Responding/Selection Vocabulary</u> hauling artificial handkerchief flavor bouquet <u>Language Arts/Vocabulary Skills</u> Words with Foreign Origins babushka, bouquet</p>	<p><i>ancestors</i> <i>slithered</i> <i>wither</i> <i>lulled</i> <i>defenseless</i> <i>intentions</i></p>

Week 31	<u>Reading and Responding/Selection Vocabulary</u> decade inspired befriended replenish recollections <u>Language Arts/Vocabulary Skills</u> Prefixes: re; un	n/a
Week 32	<u>Reading and Responding/Selection Vocabulary</u> memories trillion terrapins buglers rescue <u>Language Arts/Vocabulary Skills</u> Unit 5 Review	n/a
Week 33	<u>Reading and Responding/Selection Vocabulary</u> sensible morsel quantity condescending splendid scurried <u>Language Arts/Vocabulary Skills</u> Explaining Antonyms: rich-poor, city-country	n/a
Week 34	<u>Reading and Responding/Selection Vocabulary</u> fertile hues converge merge vital reigns <u>Language Arts/Vocabulary Skills</u> Synonyms: laugh-giggle, smile-grin, toil-work	n/a
Week 35	<u>Reading and Responding/Selection Vocabulary</u> saddle girth pasture auction gullies cultivate <u>Language Arts/Vocabulary Skills</u> Homophones: hear-here, sell-cell	n/a
Week 36	<u>Reading and Responding/Selection Vocabulary</u> graze bales silo parlor automatic frisky <u>Language Arts/Vocabulary Skills</u> Levels of Specificity: soccer ball, football, volleyball, basketball	n/a
Week 37	<u>Reading and Responding/Selection Vocabulary</u> reins nested frolic constantly haltingly <u>Language Arts/Vocabulary Skills</u> Base Word Families: friend, friendly, befriend, unfriendly, harness, unharnessed	n/a
Week 38	<u>Reading and Responding/Selection Vocabulary</u> rotation surplus preserved hired	n/a

	partial reluctantly <u>Language Arts/Vocabulary Skills</u> Word Concept: discover the concept of a word by thinking of related words or finding context clues mortgage-owed-house-borrowed	
Week 39	<u>Reading and Responding/Selection Vocabulary</u> prairie dugouts grains drifts conquered <u>Language Arts/Vocabulary Skills</u> Unit 6 Review	n/a

TEXT TALK AND COMPREHENSION

Research over 30 years has shown that instruction in comprehension can help students understand what they read, remember what they read, and communicate with others about what they read.

--“Put Reading First”, National Reading Panel

How Text Talk Focuses on Comprehension Strategies:

- Teachers briefly preview the read-aloud story and focus children on key story ideas.
- Each lesson focuses on a comprehension strategy, such as summarizing and problem/solution.
- As teachers page through the book, they help students elaborate, connect, and reflect on important story ideas to enhance their understanding of the text.
- Teachers scaffold comprehension of the read-aloud books by using the open-ended questions and teacher modeling found on the adhesive Text Talk Notes
- Children connect the literary element of the story’s genre, such as fantasy, folktale, and fairytale, to the important story ideas and comprehension strategy.

TEXT TALK REINFORCES COMPREHENSION STRATEGIES COVERED BY OPEN COURT, PROVIDING VITAL NECESSARY PRACTICE TO ENSURE STUDENT SUCCESS NOW, AND IN THE FUTURE.

Open Court comprehension Strategies and Skills	Reinforced by Text Talk
Asking Questions/Answering Questions	X
Making Connections	X
Monitoring and Clarifying	X
Monitoring and Adjusting Reading Speed	
Predicting/Confirming Predictions	X
Summarizing	X
Visualizing	X
Author’s Point of View	X
Author’s Purpose	X
Cause and Effect	X
Classify and Categorize	
Compare and Contrast	
Drawing Conclusions	X
Fact and Opinion	
Main Idea and Details	X
Making Inferences	X
Reality/Fantasy	X
Sequence	X