

Advisory Program Description

Name of Entity: Open Court Reading Foundational Skills Kits
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Type of Program: Supplemental Program
If this program is intervention or supplemental which component(s) of reading are addressed: <input checked="" type="checkbox"/> Phonemic Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension
Grade Level: K-3
Summary of the program: For 50 years children have learned to read using the Open Court Philosophy. Today's <i>SRA Open Court Reading Foundational Skills Kits</i> is the latest in a long line of programs tested in schools like yours, proven with students at all ability levels, and trusted by educators looking for results. <i>SRA Open Court Reading Foundational Skills Kits for grades K-3 provides classroom-proven, systematic, and explicit instruction to help students learn the basics of reading and writing.</i> These easy-to-use kits are carefully crafted to enable your students to decode and encode written language - skills that become their basis for not only reading and writing fluency but reading comprehension as well. Students learn to associate sounds to spellings through a careful series of lessons in the Teacher Guides. The lessons incorporate the use of 44 sound/spelling cards - a method that is unique to <i>SRA Open Court Reading</i> . The Foundational Skills Kits for Grades K-3: <ul style="list-style-type: none">• Complement any core reading and language arts program for additional foundational skill instruction and practice.• Supplement any guided reading or leveled reader program, linking reading with essential foundational skills.• Work as a stand-alone program for any student needing foundational skill instruction. For more information on the program, please visit: www.mheducation.com/content/prek-12/en_us/explore/open-court.html

NOTE: We use the following descriptions to define various types of instructional support in early literacy. Please review the descriptions and identify your program according to the type of instructional support is it intended to deliver. *Each approved instructional program should classify itself under one type of instructional programming only.*

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Core Instruction is instruction provided to all students in the class, and it is usually guided by a comprehensive core reading program. Part of the core instruction is usually provided to the class as a whole, and part is provided during the small group, differentiated instruction period. Although instruction is differentiated by student need during the small group period, materials and lesson procedures from the core program can frequently be used to provide reteaching, or additional teaching to students according to their needs.

Supplemental Instruction is instruction that goes beyond that provided by the comprehensive core program because the core program does not provide enough instruction or practice in a key area to meet the needs of the students in a particular classroom or school. For example, teachers in a school may observe that their comprehensive core program does not provide enough instruction in vocabulary, or in phonics, to adequately meet the needs of the majority of their students. They could then select a supplemental program in these areas to strengthen the initial instruction and practice provided to all students.

Intervention Instruction is provided only to students who are lagging behind their classmates in the development of critical reading skills. This instruction will usually be guided by a specific intervention program that focuses on one or more of the key areas of reading development. This type of instruction is needed by only a relatively small minority of students in a class. In some cases, students in 2nd and 3rd grade may have lagged so far behind grade level development of reading skills that very little content from the grade level comprehensive core program is suitable for them. In these cases, students may need to receive instruction guided by a comprehensive intervention program that is specifically designed to meet their specific needs while at the same time accelerating their growth toward grade level reading ability.