

Advisory Program Description

Name of Entity: Open Court Reading © 2016
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Type of Program: Core Program
If this program is intervention or supplemental which component(s) of reading are addressed: <input type="checkbox"/> Phonemic Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension
Grade Level: K-3
Summary of the program: <p>Open Court Reading is a comprehensive K-3 reading, writing, and language arts curriculum that provides an explicit, systematic approach to teaching. Through engaging resources, activities, and materials, students are able to develop critical reading and writing strategies and skills needed for success.</p> <p>Grades K-3 are critical years for transforming inquisitive students into highly skilled learners. Although every student does not begin school with the same degree of knowledge, with Open Court Reading you can level the playing field, putting all your students on track for academic success.</p> <p>Open Court Reading provides schools with the tools to build strong readers, writers, and thinkers. A curriculum you can trust, Open Court Reading delivers a legacy of success that spans over 50 years. 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.</p> <p>Open Court Reading is a comprehensive K-3 reading, writing, and language arts curriculum. With an explicit, systematic approach to teaching, learning is exciting and engaging for all students.</p> <p>This complete curriculum has engaging features you want in a reading program.</p> <ul style="list-style-type: none">• Instruction in the five key areas of reading• Differentiated Instruction in every lesson• English Learner support• Strong inquiry/higher-order thinking strand• Robust writing strand <p>Utilizing technology in the classroom provides value-added learning and time-saving enhancements for the teacher. Open Court Reading contains the best of digital and print resources designed to make teaching easier, more effective, and more exciting!</p> <p>For further information on Open Court Reading product, resources, research and professional development, please visit: http://www.opencourtreading.com/.</p>

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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 it is intended to deliver. *Each approved instructional program should classify itself under one type of instructional programming only.*

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.