

# Welcome to the Open Court Reading Parent Training!



Today's presenters are:

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# Why OCR? What Does the Research Say?

An independent study (Educational Research Analysis) states that “Open Court Reading has the highest decodability, comprehensiveness, intensiveness, and consistency of any reading program.” It was ranked best of any program reviewed.

Field Test Results of 150,000 2<sup>nd</sup> grade students: 10.1% reading increase versus 5.1% in control group.

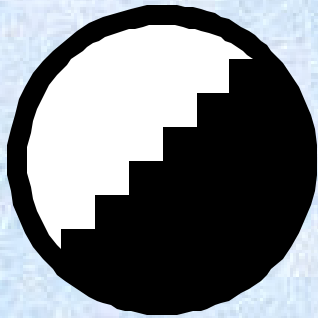


Rave reviews and endorsements from the National reading Panel (2000), the National Institute of Child Health and Development, the American Federation of Teachers, and the U.S. Department of Education.

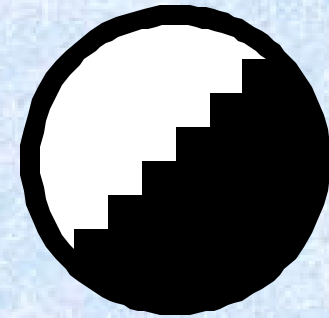
More? [www.sra4kids.com](http://www.sra4kids.com)...click on “Open Court Reading”




# Systematic, Explicit Instruction



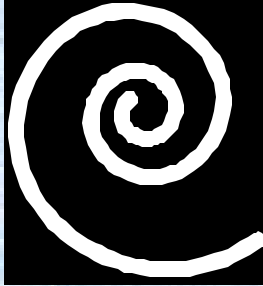
- Logical Organization
- Simple to Complex
- Detailed Presentation of Skills


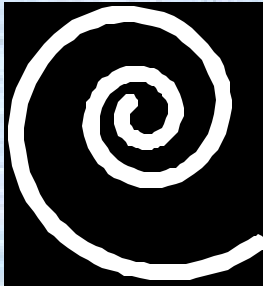


• “Students are most successful when they learn through a balance of systematic **direct instruction** in sound and word recognition, guided practice, and application of skills with extensive reading of decodable text and authentic literature.”



# **Cyclical/Spiraling Instruction**



- Skills presented throughout curriculum
  - Short lesson one day, reinforced through other activities later in week, unit, and program
  - Students exposed to all standards
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# Overview of...



- Preparing to Read  
(GREEN)
- Reading and Responding,  
Inquiry (RED)
- Language Arts (BLUE)



# Preparing to Read (Green)



- Sounds and letters
- Phonemic awareness
- Phonics and fluency
- Word knowledge



# Reading and Responding, Inquiry (Red)

- Literature-all genres
- Strong emphasis on expository text
- Making connections throughout the curriculum
- Selection vocabulary
- Comprehension skills
- Comprehension strategies
- Inquiry: application of skills learned to develop and present investigations



# Language Arts (Blue)



- Spelling
  - Vocabulary (strategies)
- Writing Process strategies and traits
- English language conventions
- Grammar, usage, and mechanics
- Listening, speaking, and viewing
  - Penmanship





# Workbooks Overview

## First Grade Example:

- **Phonics Skills**
- **Comprehension and Language Arts Skills**
- **Writer's Notebook**
- **Also: Challenge, Intervention, English Language Development, Reteach, Spelling**

## Fifth Grade Example:

- **Comprehension and Language Arts Skills**
- **Spelling and Vocabulary Skills**
- **Writer's Notebook**
- **Also: Inquiry Journal, Challenge, Intervention, English Language Development, Reteach**



# Dictation

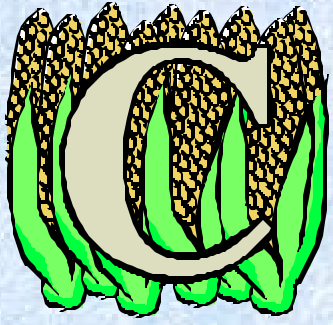
- Workbook
- Paper and pencil
- Word building game
- Proofreading
- Intermediate: intervention only



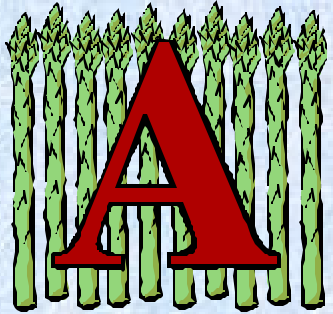
# Sound/Spelling Cards

- Picture makes sound
- Name of card helps students remember sound
- Corresponding spelling(s)
- Used in 4<sup>th</sup> and above...

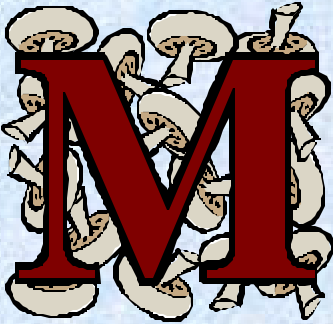




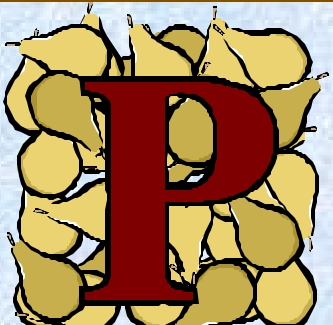
# Spelling



- Why not use the good old spelling lists?



- Spelling rules (85-90% rules)



- Practice in workbooks
- What can we do at home?



# Reading Comprehension Strategies

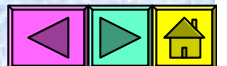
- Summarizing
- Monitoring and Clarifying (making sure you “get it”)
- Asking Questions (adults then self)
- Predicting
- Making Connections (to life, to books, across curriculum)
- Visualizing
- Monitoring and Adjusting Reading Speed (we do this all the time, need to make it external)



# Reading Comprehension Skills

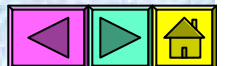


- Author's Point of View
- Sequence
- Fact and Opinion
- Main Idea and Details
- Compare and Contrast
- Cause and Effect
- Classify and Categorize
- Author's Purpose
- Drawing Conclusions
- Making Inferences



# Handing Off

- Focus questions
  - Usually theme related
  - Teacher begins, does not directly control
  - Use of Discussion Starters (refer to poster)
    - Reflect on the process with students
- Add to Concept/Question Board (will be explained later in the presentation)



# Inquiry Project

- Deepens understanding of theme
- Puts new learning into action
- Students pose their own questions/research ideas
- Students research (books, surveys, interviews, Internet)
- Students present findings to the class (posters, plays, skits, books, reports, songs, videos)





# Workshop

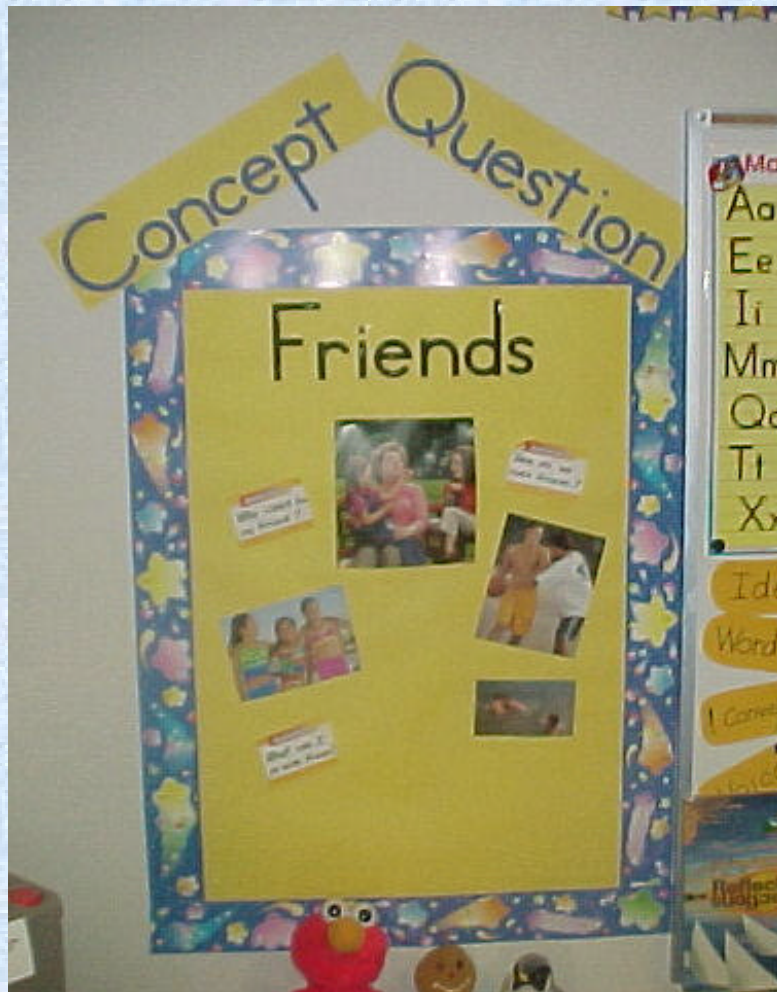
- Independent/group work time
- Structured, meaningful activities
- Choice
- Differentiated instruction
- Small group work
- Must Do's and May Do's



# Concept/Question Board

Kindergarten

Fifth Grade



# Assessment Options

- Program Assessment
- Lesson Assessment
- Unit Assessment
  - Diagnostic
  - Standards Based
- Aligned with Instruction
  - Informal and Formal
    - Writing: Rubrics
- Multiple Measures-Reading Lions



# How to Help



- Home connection
- Decodables



- Support Investigation
- Provide resources for inquiry project
  - Read for fun
  - Use strategies/skills
- Take note of spelling patterns/rules



# Questions and Answers:

