



Consortium on Reading Excellence®

Your Implementation Partner  
for Literacy Achievement

# Program Resource Packet



Open Court Reading, 2002

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## **CORE Mission**

CORE serves as a trusted advisor at all levels of K–12 education, working collaboratively with educators to support literacy achievement growth for all students.

Our literacy implementation support services and products help our customers build their own capacity for effective instruction by laying a foundation of research-based knowledge, supporting the use of proven tools, and developing literacy leadership.

As an organization committed to integrity, excellence, and service, we believe that with informed school and district leaders, expert teaching, and well-implemented programs, all students can become proficient readers and writers.

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# Introduction

Elementary schools are working hard to implement new reading programs. The textbook publishers have done a wonderful job developing research-based materials to support effective reading instruction. However, implementing these programs can be a daunting task. This packet contains resources aligned to your program that can be used by administrators, coaches, and classroom teachers to assist with this implementation. Inside this packet you will find the following implementation tools:

- 10- or 15-minute walk-through observation forms to help administrators and coaches quickly gauge instructional needs. These forms may also be used by classroom teachers.
- Assessment and Pacing Guides to be used by administrators, coaches, and teachers to develop a school assessment plan using the program assessment resources and to lay out a pacing calendar to align instruction and testing.
- A 21-day Workshop Implementation planner to be used by all staff to assist in effective program implementation.
- Sample 90-minute reading block schedules to help you plan your instructional organization and time.

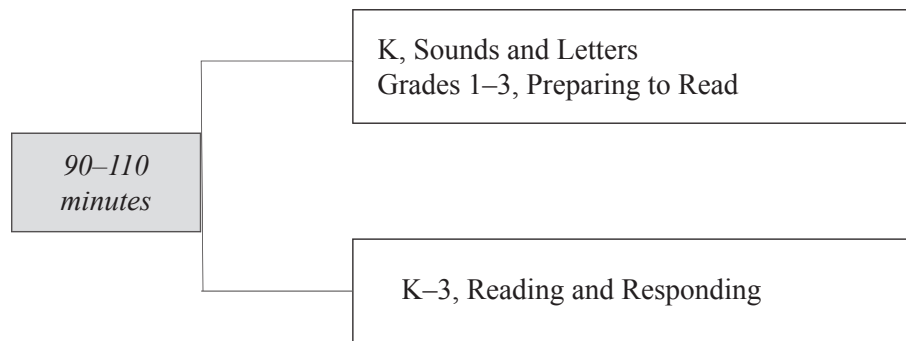
We hope you will find these resources useful as you implement your new reading program.

In addition to these resources CORE provides site implementation to assist you to effectively use your program. We provide classroom demonstration lessons, observation and feedback, and grade-by-grade work sessions to ensure teachers develop program expertise. In addition, CORE offers a Leader Institute and Coach Institute for principals and coaches to support full implementation of an effective reading program.

DAY	DATE	TIME (min.) (Flexible)	WORKSHOP TIME GOAL	What is the TEACHER doing?	What are the STUDENTS doing?
<b>Phase I of Workshop Time: Whole-Group Teacher Monitors</b>					
1		15	Introduce Workshop time rules	<ul style="list-style-type: none"> <li>■ Teacher explains each of the <b>rules</b> for <b>Workshop time</b> using a poster that will be hung up in the classroom.</li> <li>■ Teacher chooses students to model each rule while the whole class watches.</li> </ul>	<ul style="list-style-type: none"> <li>■ Students learn about rules and discuss the importance of each rule with the whole group.</li> <li>■ Individual students model for others what the rules mean.</li> </ul>
2		15	Practice Workshop time rules	(Same as Day 1 above)	(Same as above)
3		15	Practice Workshop time rules	<ul style="list-style-type: none"> <li>■ Teacher quickly reviews each of the rules for Workshop time.</li> <li>■ Teacher chooses students to model some rules while the whole class watches.</li> <li>■ Teacher gives students a task (that needs little explanation) to do independently at their seats.</li> <li>■ Teacher monitors room; though does not engage with students!</li> <li>■ Teacher ends Workshop time with a debriefing session with whole class.</li> </ul>	<ul style="list-style-type: none"> <li>■ Students listen while teacher reviews rules.</li> <li>■ Individual students model for others what the rules mean.</li> <li>■ All students work independently at their seats.</li> <li>■ Students actively participate in a debriefing session.</li> </ul>
4		15	Practice Workshop time rules	(Same as Day 3 above)	(Same as above)
5		15	Practice Workshop time rules	(Same as Day 3 above)	(Same as above)
6		15	Practice Workshop time rules	(Same as Day 3 above)	(Same as above)
7		15	Introduce Reading Area 	<ul style="list-style-type: none"> <li>■ Teacher introduces and explains each of the <b>rules</b> for the <b>Reading Area</b>.</li> <li>■ Teacher chooses students to model each rule while the whole class watches.</li> </ul>	<ul style="list-style-type: none"> <li>■ Students learn about Reading Area rules and discuss the importance of each with the whole group.</li> <li>■ Individual students model for others what the rules mean.</li> </ul>
8		15	Review rules for Reading Area	<ul style="list-style-type: none"> <li>■ Teacher reviews rules for Workshop time and the Reading Area.</li> <li>■ Teacher chooses students to model some rules while the whole class watches.</li> </ul>	(Same as above)

# Sample 90-minute Schedule for Open Court Reading

Whole day Kindergarten and grades 1–3:




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Language Arts—*30 minutes*

Workshop—Assistance for strategic and intensive students (intensive may need a double dose or eventually a replacement program)—*30 minutes*