



## **OPEN COURT LANGUAGE ARTS PROGRAM**

Fremont Unified School District has adopted the Open Court Reading/Language Arts program. It is a complete Language Arts Program that includes Phonemic Awareness and Phonics Skills, Writing, two Student Anthologies of age appropriate literature, Independent Reading, Decodable Stories, Spelling, and a daily workshop to practice skills and do enrichment activities.

We are required by the district to spend 3 1/2 hours per day instructing the students in the curricular area of reading/language arts. Open Court Reading promotes “continuous formative assessment”, the process by which teachers monitor a student’s progress frequently and consistently. This process diminishes the likelihood that a student will fall behind without the teacher’s being aware of it and having an opportunity to provide further instruction.

The children will be assessed many times throughout the year. They will be given:

- **Lesson Assessments** at the end of each story. The students will be assessed on comprehension, selection vocabulary, and spelling. The selection vocabulary and spelling will be reviewed in class and in the homework.
- **End of the Unit Assessments** include short answer, multiple choice and teacher-directed performance measures that assess comprehension, spelling, vocabulary, language arts skills, oral fluency, listening and writing.

### **Open Court Reading Strategies**

To help your child build better comprehension skills we will be using 7 reading strategies. To help your child at home, please familiarize yourself with the strategies below and use them nightly.

1. **Making Connections**- Good readers make connections between what they are reading and what they already know from past experiences or previous readings.
2. **Visualize**- Good readers visualize what is happening in the text. They form mental images as they read. They picture the setting, the characters, and the action in the story.

3. **Predict**- Good readers predict what will happen next. When reading fiction, they make predictions about what they are reading and then confirm or revise those predictions.
4. **Monitoring and Clarifying**- Good readers constantly monitor themselves as they read in order to make sure they understand what they are reading. They note, the characteristics or the text, such as whether it is difficult to read or whether some selections are more challenging or more important than others. They also become aware that they do not understand and they take appropriate actions, such as reading in order to understand the text better.
5. **Monitoring and Adjusting Reading Speed**- Good readers understand that not all text is equal. They will continuously monitor what they are reading and adjust their speed accordingly.
6. **Summarizing**- Good readers sum up to check their understanding as they read. Sometimes they reread to fill in gaps in their understanding. Good readers use this strategy to keep track of what they are reading and to focus their minds on important information.
7. **Ask Questions**- Good readers ask questions that may prepare them for what they will learn.

## **2<sup>nd</sup> Grade Open Court 2000 Themes**

(Units are not necessarily followed in this order.):

- Unit 1 — Sharing Stories
- Unit 2 — Kindness
- Unit 3 — Look Again
- Unit 4 — Fossils
- Unit 5 — Courage
- Unit 6 — Our Country and Its People

## **High Frequency Words**

Children can learn to “sound out” most words because spellings match the sounds of our spoken words. However, some of the most common words, called **sight words/high frequency words**, are words your child must memorize. They do not usually follow the sounding out rules. Please help your child memorize the following the list of sight words:

a cold grow may said too

about come had me saw try

after could has much say two

again cut have must see under  
all did he my seven up  
always do help myself shall upon  
am does her never she us  
an done here new show use  
and don't him no sing very  
any down his not sit walk  
are draw hold now six want  
around drink hot of sleep warm  
as eat how off small was  
ask eight hurt old so wash  
at every I on some we  
ate fall if once soon well  
away far in one start went  
be fast into only stop were  
because find is open take what  
been first it or tell when  
before five its our ten where  
best fly jump out thank which  
better for just over that white  
big found keep own the who  
black four kind pick their why  
blue from know play them will  
both full laugh please then wish  
bring funny let pretty there with

brown gave light pull these work

but get like put they would

buy give little ran think write

by go live read this yellow

call goes long red those yes

came going look ride three you

can good made right to your

carry got make round today

clean green many run together

You can use the following activities to help your child to master the sight words he/she has not yet memorized.

1. **MY PILE—YOUR PILE**

Show your child one card at a time. If it is read correctly, put it in his/her pile, if not, it is put on your pile. Your child should be given about 5 seconds to give the correct response. If a card is missed, tell him/her the correct word. Have your child repeat it and use it in an oral sentence. Go through the missed words pile until those are read correctly. Then do the complete set of cards with the "misses" mixed in.

2. **CONCENTRATION**

Have your child make two sets of flash cards. Mix them up. Place them face down on a table. The first player turns up a card and says the word. Then the player turns up another card, trying to find the matching card. If successful, the player gets to keep the pair. As play continues, students will find it easier to find matching pairs. At the end of the game, the player with the most pairs wins. (NOTE: Be sure to have your child pronounce each word as it is turned over. This is where the practice and learning takes place.)

3. **PACK OF TROUBLE**

To provide special help to a child who doesn't know certain words, use the flashcards being studied. Cut blank cards on which the child can print words. Flash word cards to the child

fairly quickly. Whenever the child misses a word, he/she is given that word and makes a copy of it to keep. The original is returned to you. The child keeps the pack of trouble with him/her, until the words are learned, then can give them back to you.

You can go to the Open Court website [www.sra4kids.com](http://www.sra4kids.com) to find the following:

- Open Court Reading Classroom Library and Bibliography trade books providing leveled readers for reading practice and adding background knowledge to the Thematic Learning Units:

<http://www.sraonline.com/index.php/home/curriculumsolutions/reading/ocr2002/ocr02classlibbiblio/580>

- Anthology stories read in class and other recommended trade books:

<http://www.sraonline.com/index.php/home/curriculumsolutions/reading/ocr2002/ocr02libraryselect/198?SID=2042>

- Weekly vocabulary in word search activities:

<http://www.sraonline.com/index.php/home/curriculumsolutions/reading/ocr2002/ocr02puzzles/202?SID=2077>

- A list of variety of websites that focus on topics related to the reading units:

<http://www.sraonline.com/index.php/home/curriculumsolutions/reading/ocr2002/ocr02weblinks/203?SID=2035>

## **2nd Grade Writing Standards**

As second graders, the students learn to write clear and coherent sentences and paragraphs that develop a central idea. Their writing should consider audience and purpose. They should successfully use the **stages of the writing process guide** (i.e. pre-writing, drafting, revising, and editing successive versions) which can be found at: [www.jleitch.edu/Classrooms/Grade\\_2/WritingParagraphs.pdf](http://www.jleitch.edu/Classrooms/Grade_2/WritingParagraphs.pdf). They should understand the purposes of various reference materials like the dictionary, thesaurus, and atlas. By the end of second grade, students are expected to know how to write a brief narrative and a friendly letter.

## **Narrative**

The students will learn to write compositions that describe and explain familiar objects, events, and experiences. Their writing should demonstrate a command of Standard English. Students in second grade are taught to write brief narratives based on their experiences. These narratives should move through a logical sequence of events, describe the setting, characters, objects, and events in detail. A great deal of time is spent teaching the students about graphic organizers. The students learn to use webs, story maps, and outlines to make their writing better. They learn to use effective beginnings and endings when writing a narrative.

## **Friendly Letter**

The students learn to write a friendly letter complete with the date, greeting, body, closing, and signature. This guide can be found at [www.jleitch.edu/Classrooms/Grade\\_2/WritingFriendlyLetters.pdf](http://www.jleitch.edu/Classrooms/Grade_2/WritingFriendlyLetters.pdf).

## **Traits of Good Writing**

Good writing takes thought and practice. Writers aren't born good writers. Please remember that your child should be writing the weekly homework paragraph. If you are doing too much for them, they will not learn the necessary skills. All the children are at a different place in their writing abilities and that is O.K. Below are some helpful tips to help you guide your child during the writing process.

A writing guide can be found at:

[www.jleitch.edu/Classrooms/Grade\\_2/WritingGuide.pdf](http://www.jleitch.edu/Classrooms/Grade_2/WritingGuide.pdf).

## **Ideas**

All good writing is clear and easy to read. Good writing also says something interesting. Good writing has many details, and it has correct facts.

## **Organization**

Good writing begins with a good opening. Information should be in order. Think about what reader need and want to know. Good writing presents the main idea in an interesting way.

## **Voice**

The writer's voice is his or her way of saying things. It helps the readers get to know the writer. A writer's personality comes through in writing with voice.

## **Word Choice**

A writer paints a picture with words. Good word choices make the writing interesting to read and easy to picture. Use words that help the reader see, feel, and hear your ideas, such as *sizzling* and *bumpy*. Use interesting verbs, such as *chuckled* and *crawled*.

## **Sentence Fluency**

Sentences in a paragraph should always stay on the topic. This helps the reader understand the paragraph.

## **Conventions**

Writing that has mistakes will confuse readers. Check for correct spelling, grammar, punctuation, and capitalization.

## **Presentation**

Your child should be proud of their work! Always make a clean and neat copy before anyone reads it. Add pictures or a drawing to make it look better. If you have a computer, try adding graphics or clip art. The way your child presents their work is very important.

A writing guide is available to help you guide your child at home when writing. It is based on the same four point rubric that your child will be assessed with in the spring. Please remember that a 3 is passing and that a 4 is above expectations.