



Indiana Department of Education
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Houghton Mifflin Harcourt *Literacy by Design* Grade 2

Section	Indicator Number	Publishers Comments	Evidence
Instructional Design	#20	<p>Built upon a model of gradual release, <i>Literacy by Design</i> inherently provides the scaffolding necessary for student success at point-of-use within the program resources. As evidenced by the two-week instructional build, students are able to achieve independence through Modeled , Shared Interactive and Independent Reading. The Strategic Listening portion of the Modeled Reading brings additional support for students through metacognitive examples clearly outlined within the text of the <i>Comprehensive Teacher’s Guide</i>.</p>	<p>Specific examples of scaffolding can be found in the <u>Comprehensive Teacher’s Guide</u> during steps 1 and 2 of the Daily Lesson Plan.</p> <p>See <i>Think Aloud</i>, pg 80 See <i>Strategic Listening</i>, pg 77 See <i>Think Along</i>, pg 96 See <i>Think Together</i>, pg 96</p> <p><u>Comprehension and Writing Bridge Cards</u>: see Comprehension Bridge, pg 81.</p> <p><u>ELL Preview Comprehensive Teacher’s Guide pg 106</u></p>
Instructional Design	#30	<p><i>Literacy by Design</i> was crafted to support the entire teaching and learning community as one cohesive unit. Assessment tools inform teachers, reading specialists, ESL teachers and others who might wish to identify exceptional learners, or students who have mastered particular skills. Highly supportive in nature, the instruction is intended for those who are engaged in literacy instruction with children. The author papers within the Professional Handbook offer additional insight concerning some of the most current</p>	<p><u>Comprehensive Teacher’s Guide pg T59-83</u>: The Professional Handbook provides specific instructions for teachers to implement the gradual release model in both reading and writing workshops. All steps include a model teacher’s classroom.</p> <p><u>Comprehensive Teacher’s Guide</u>: ELL Suggestions for Preview View and Review are ideal for ESL teachers.</p> <p><u>Leveled Readers</u> and <u>Small Group Reading Teacher’s Guide</u> can be used by</p>



		<p>research-based practices. As the whole-group instruction is supportive of all learners, while including scaffolds for struggling readers and English language learners, the small group instruction is designed to meet students at their level of instruction.</p>	<p>either the classroom teacher or reading specialist.</p> <p>Assessment data is designed to be shared by the entire teaching and learning community and supports a variety of reporting methods.</p> <p>See also <u>Comprehensive Teacher’s Guide Professional Handbook.</u></p>
<p>Instructional Design</p>	<p>#31</p>	<p><i>Literacy by Design</i> instruction includes whole class and small group lessons for a diverse learning community. Designed to support a true balanced approach to literacy, classroom setting recommendations, classroom management tools and other teaching resources are made available in the program to ensure implementation of instruction with fidelity and ease. Both the Small Group Reading Teacher’s Guide and the Comprehensive Teacher’s Guide support teachers as they identify the ideal classroom and instructional setting for their students.</p>	<p><u>Comprehensive Teacher’s Guide pg pg T59-T83:</u> The Professional Handbook provides specific instructions for how to implement the gradual release model in both reading and writing workshops. Several tools aid in the overall instructional setting of the classroom. Within the <i>Small Group Reading Teacher’s Guide Overview</i> there are suggestions for ways to create a successful environment for a reading workshop.</p> <p><u>Comprehension Organizers:</u> Inspire independence in a community of small-group instruction while teachers are able to foster a community of independence as students demonstrate how they used their skills.</p> <p><u>Independent Reading Log:</u> Presents itself as an invaluable tool to evaluate what kind of reading is being done over the course of the unit.</p> <p><u>Independent Reading Self-Assessment: A</u></p>



Indiana Department of Education
SUPPORTING STUDENT SUCCESS

			<p>self-evaluative tool which allows students to reflect on data and determine next-steps with the teacher.</p> <p>Leveled Readers: Carefully crafted texts which meet very specific characteristics per level. As students' level is identified and then matched with a text, <i>Literacy by Design</i> is appropriate for students of all performance levels.</p>
Phonics	#26	<i>Literacy by Design</i> provides instruction allowing teachers to model Think Aloud strategies to aid in multisyllabic word analysis.	<p>As part of every two-week gradual release model cycle, teachers model strategies for breaking down multisyllabic words. Additional lessons focuses on strategies can be found at www.literacybydesign.com under Teacher Resources.</p>
Phonics	#33	<i>Literacy by Design</i> provides explicit vocabulary instruction using a research-proven six-step approach that is applied to each new set of vocabulary words. By using this six-step approach, terms are taught in a meaningful way and are reinforced in multiple contexts over time. The six steps used in vocabulary instruction include Explain, Restate, Show, Discuss, Reflect and Refine, and Apply in Learning Games. <i>Literacy by Design</i> provides activities for distinguishing and interpreting words with multiple meanings. Vocabulary instruction in <i>Literacy by Design</i> focuses on both content words, which are specific to a single content area, and general academic words, which cross into a	<p><i>Literacy by Design</i> provides a variety of activities for distinguishing and interpreting words with multiple meanings including:</p> <p>Essential Resource Guide pg 30-31: Meanings of Words with Same Root,</p> <p>Essential Resource Guide pg 74-75, 82-83, and 127-128: Shades of Meaning in Verbs and Adjectives.</p> <p>Additional instruction can be found at www.literacybydesign.com under Teacher Resources.</p>



		<p>variety of educational content areas. Beyond one definition, <i>Literacy by Design</i> brings students to the next level of vocabulary acquisition through Marzano’s approach.</p>	
Fluency	#19	<p><i>Literacy by Design</i> supports the many steps necessary to create fluent readers through direct, explicit instruction. Both through whole and small-group instruction the teacher is able to access instruction which is supportive of effective modeling. <i>The Comprehensive Teacher’s Guide</i> showcases skill development by calling upon teacher’s to model for and practice with students in an interactive fashion. The <i>Small Group Reading Teacher’s Guide</i> places readers in appropriate text that allows them to take skills modeled in the shared setting and apply them in level-appropriate selections, thus reinforcing prior-taught skills. The miscue analysis, found within the Appendix of the <i>Small Group Reading Teacher’s Guide</i> clearly instructs teachers on how to administer a running record, and explicitly addresses self-corrections. The “<i>Use Fix-Up Strategies</i>” lessons direct students to use a variety of resources from decoding, using picture clues, etc. to enhance the fluency experience. While the small group instruction supports students rereading the text through the Rereading Procedures. In all facets of the lesson students are directly taught strategies that will enable them to be</p>	<p><u>Comprehension Bridge Card:</u> Use Fix-Up Strategies: Decoding</p> <p><u>Comprehension Bridge Card:</u> Decoding</p>



Indiana Department of Education
SUPPORTING STUDENT SUCCESS

		successful readers who self-correct and reread for comprehension and fluency practice.	
Fluency	#24	Within the core instruction of <i>Literacy by Design</i> lives a goal to achieve reading proficiency and independence in every student. Several tools have been created to promote this to a maximum without leaving children devoid of the necessary supports of developing readers. The <i>Comprehensive Teacher’s Guide</i> supports the rereading of text for many purposes, while the <i>Small Group Reading Teacher’s Guide</i> brings a host of resources, including instructional tips to the forefront.	<p><u>Oral Reading Record Form:</u> While initially designed as a teacher tool, students are able to collect data about their reading and record their findings.</p> <p>See also <u>Independent Reading Self-Assessment</u> and <u>Independent Reading Log.</u></p>
Fluency	#26	As the instruction in independent and small groups echoes that of the whole-group, <i>Literacy by Design</i> has students focus on specific elements of fluency such as change voice to reflect characters, convey emotion and meaning, stress words with special type treatment, etc. These are some of the elements, coupled with the basic criteria outlined for student in the Fluency Assessment Rubric	<p><u>Professional Handbook pg T67:</u> Provides partner work instruction for teachers.</p> <p>See also <u>Fluency Assessment Rubric.</u></p>
Vocabulary	#22	<i>Literacy by Design</i> provides a variety of word study activities in grade 2.	<p><u>Multiple meanings:</u> <u>Essential Resource Guides:</u> Theme 8 and Theme 9, Theme 14 (synonyms and shades of meaning).</p> <p><u>Figurative meanings:</u> <u>Leveled Reader:</u> The Giant Jumperee (simile). <u>Leveled Reader:</u> Long, Long Ago (morphemic).</p>



Indiana Department of Education
SUPPORTING STUDENT SUCCESS

			<p>Leveled Reader: Training a Guide Dog (suffixes).</p> <p>Comprehensive Teacher's Guide: Theme 13 (prefixes and suffixes).</p>
Vocabulary	#23	Sourcebook glossaries in <i>Literacy by Design</i> provide a customized, grade-level reference for students.	<p>Sourcebook: A glossary in each provides a labeled sample entry instructing students on the parts of a dictionary.</p> <p>Theme Centers provide additional opportunities for students to utilize dictionaries.</p>
Vocabulary	#25	With all materials available online, <i>Literacy by Design</i> allows teachers to choose when technology is an appropriate choice to use in instruction.	Online Leveled Readers (including non-fiction texts with glossaries) support vocabulary instruction.
Comprehension	#27	<i>Literacy Design</i> includes lessons focusing on story grammar and comparing stories.	<p><i>Literacy by Design</i> includes lessons focusing on story grammar and comparing stories including:</p> <p>Essential Resource Guide pg 1-3, 93-95, and 112-114: Compare and Contrast Story Versions.</p>
Professional Development	#5	More customized professional development options are available in our PD brochure at a charge.	See PD brochure for customized professional development options above and beyond product implementation. These are at a charge to the district.