



Indiana Department of Education
SUPPORTING STUDENT SUCCESS

Houghton Mifflin Harcourt *Literacy by Design* Grade 3

Section	Indicator Number	Publishers Comments	Evidence
Phonics	#19	<i>Literacy by Design</i> provides multisyllabic word instruction in both whole class and small group instruction.	<u>Small Group Reading Teacher’s Guide pg 148 (Fix-Up Strategies)</u> : Decoding Word Parts: “ <i>Explain to students that to better understand and read unfamiliar words they can break longer words into smaller parts, decode the parts, and then blend the parts to say the word.</i> ”
Phonics	#20	<i>Literacy by Design</i> provides multisyllabic word instruction in both whole class and small group instruction. The teachers implement a Think Aloud strategy to analyze words reinforcing best practices and fostering an environment for true scaffolded instruction.	<u>Comprehensive Teacher’s Guide</u> pgs 470–471, 476–477, 478–479, 480–481, 482–483, 486–487, 488–489, 494–495, 518, 520, 522–523, 524–525, 526 <u>Small Group Reading Teacher’s Guide</u> pgs 148, 186, 298
Phonics	#23	Advanced phonics (including prefixes, suffixes, idioms, and contractions) is taught in grade 3 in Whole Class and Small Group instruction.	Please see attached <u>Phonics Scope</u> and <u>Small Group Instruction</u> (<i>Literacy by Design</i> Guided Reading Skills). Teachers may use Small Group Instruction anytime in the year that is appropriate for their students.
Phonics	#24	Advanced phonics skills are taught using the gradual release model so students encounter the skills during whole class instruction in isolation and eventually apply the skill independently in words and connected texts.	<u>Comprehensive Teacher’s Guide pg 122 (Word Study Practice)</u> : The diphthong <i>ow</i> is introduced to students. <u>Comprehensive Teacher’s Guide pg 124:</u> The following day, students are introduced to words containing the diphthong, and they define the words.



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			Sourcebook pgs 119-120: Students encounter <i>ow</i> words in a text selection.
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.	Oral Reading Record Form: While initially designed as a teacher tool, the form may also be used by students to collect data about their reading and record their findings. See also Independent Reading Self-Assessment and Independent Reading Log .
Fluency	#25	<i>Literacy by Design</i> provides teachers with instructions for how to pair students.	Small Group Reading Teacher’s Guide pg T72: The Professional Handbook gives teachers multiple options and instruction for strategic grouping. Small Group Reading Teacher’s Guide: See Turn and Talk Suggestions.
Fluency	#28	End-of-the-year fluency goals can be calculated using the <i>Small Group Reading Teacher’s Guide</i> Appendix.	Small Group Reading Teacher’s Guide pg A28: The Assessment Rubric tells how to calculate fluency goals for students and provides benchmark data per the Rigby leveling system.
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.
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.