



Houghton Mifflin Harcourt *Literacy by Design* Grade 5

Section	Indicator Number	Publisher Comments	Evidence
Instructional Design	#21	<p>Instruction in <i>Literacy by Design</i> encourages teachers to provide feedback during whole class, small group, and one-on-one conferencing.</p> <p>As part of the gradual release model, teachers model strategies during <i>Think Aloud</i> and guide students to apply strategies during Think Along and Think Together.</p>	<p><b><u>Comprehensive Teacher’s Guide:</u></b> In Lesson 10, step 5 of each theme teachers guide Writing Group Share. Students use their Writer’s Reflection Checklists in a class discussion providing feedback on their writing.</p> <p><b><u>Small Group Reading Teacher’s Guide (Appendix):</u></b> During writing conferencing, teachers use the Writing Assessment Rubric Form to assess students and provide feedback about student strengths and weaknesses. During reading conferences, teachers use the Independent Reading Conference Form to assess students and provide feedback on their progress and goals.</p>
Instructional Design	#30	<p><i>Literacy by Design</i> provides examples of general education teachers implementing instruction.</p>	<p><b><u>Comprehensive Teacher’s Guide pg T59-83:</u></b> The Professional Handbook provides specific instructions for teachers to implement the gradual release model in both reading and writing workshops. All steps include an example teacher’s classroom.</p>
Instructional Design	#31	<p><i>Literacy by Design</i> instruction includes whole class and small group lessons for a general education classroom.</p>	<p><b><u>Comprehensive Teacher’s Guide pg T59-83:</u></b> The Professional Handbook provides specific instructions for how to implement the gradual release model in both reading and writing workshops. All steps include an example describing a general</p>



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			education classroom.
Phonics	#2	Phonics instruction in <i>Literacy by Design</i> follows a systematic scope based on developmental phonics instruction. Phonological analysis is embedded within the phonemic awareness and phonics strands of LBD. The instructional scope moves from phonemic awareness (including matching and segmenting), to alphabet knowledge (including consonants, short vowels, word families), to patterns (including vowel patterns, consonant patterns, r-controlled vowels), to structural analysis (consonant doubling, affixes, homonyms, etc.).	Grade 5 provides phonics review during Themes 1, 2, 3, and 4 and focuses on word study for the remaining themes.
Phonics	#3	LBD phonics instruction is integrated throughout whole group lessons in the phonics, word study, and writing strands. Students learn and practice word study skills at the beginning of each whole group lesson and then have the opportunity to apply these skills in their writing (via writing strand features including Spotlight on Phonics), at the appropriate orthographic stage. Throughout whole group and small group instruction, students systematically learn skills, use them in discussions, identify them in reading, judge their meaning, and apply in their writing.	In every grade, phonics and word study focus on two concepts during each two week theme; these concepts are taught in both whole class and small group instruction in steps 1 and 4 of the daily lesson plan.
Phonics	#5	<i>Literacy by Design</i> phonics instruction follows the research of Dr. Michael Opitz with the goal of stimulating language learning. Phonics review is provided	Grade 5 Themes 1, 2, 3, and 4 provide beginning of year review of phonics instruction.



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		explicitly at the beginning of grade 5 and is embedded during the remainder of the year so students can focus on reading automaticity and word-attack skills.	Themes 1 and 2 provide review short vowels, initial consonants, and consonant blends.  Themes 3 and 4 provide review of long vowels.
Phonics	#12	<i>Literacy by Design</i> provides multisyllabic word instruction in both whole class and small group instruction.	<b><u>Small Group Reading Teacher’s Guide</u></b> Grade 5, Super Winter Survivors, Level U provides explicit instruction in chunking multisyllabic words.
Phonics	#13	<i>Literacy by Design</i> provides multisyllabic word instruction in both whole class and small group instruction. Teachers provide meta-cognitive Think Aloud to analyze words.	<b><u>Multisyllabic Instruction:</u></b> <b><u>Comprehensive Teacher’s Guide:</u></b> 8, 14, 16, 24, 26, 28, 40, 46, 48, 56, 58, 60, 74, 80, 82, 246, 272, 278, 280, 288, 290, 292, 304, 310, 312, 320, 323, 324, 420, 422, 424, 436, 442, 444, 452, 454, 456, 486, 488, 490 <b><u>Small Group Reading Teacher’s Guide:</u></b> 11, 16, 21, 26, 41, 51, 66, 71, 75, 86, 91, 101, 106, 139, 146, 156, 168, 176, 186, 191, 196, 216, 231, 239, 246, 271, 274, 281, 308, 309 <b><u>Comprehension Bridge Card:</u></b> 8
Phonics	#15	<i>Literacy by Design</i> follows a Phonics scope to provide explicit instruction in syllable types.	Please see attached <b><u>Phonics Scope</u></b> . For example, vowel-consonant-e instruction is in Grade 5 Theme 3.
Phonics	#16	Structural analysis occurs with instruction in prefixes, suffixes, and compound words.	Please see attached <b><u>Phonics Sequence</u></b> for instruction in prefixes, suffixes, and compound words.
Phonics	#17	Utilizing the gradual release model, <i>Literacy by Design</i> provides word study activities in isolation and then gives students the opportunity to apply skills in connected texts.	For a specific example, please see <b><u>Comprehensive Teacher’s Guide pg 272</u></b> Theme 9. The prefix <i>un-</i> is introduced and taught. Students then have an opportunity to work with the prefix in a reading selection in the Sourcebook p.



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			269.
Phonics	#22	Student sourcebooks contain words used in advanced phonics.	Please see pg 269 in the <b>Sourcebook</b> .
Phonics	#23	Student sourcebooks contain words used in advanced phonics.	Prefixes, suffixes, compound words, word study skills, double consonants, contractions, and word families appear in student <b>Sourcebooks</b> .
Fluency	#11	The gradual release model provides decoding strategies with scaffolding. Teachers model the strategy and then guide students to join in using the strategy; students then work in pairs to continue using the strategy until it becomes automatic for independent use.	The <b>Use Fix-Up Strategies Comprehension Bridge</b> guides students to internalize the strategy.
Fluency	#13	Following the research of Dr. Michael Opitz, <i>Literacy by Design</i> provides daily fluency focus with repeated readings, teacher modeling, reader's theater, and coral reading with texts including multisyllabic words.	Systematic fluency instruction in <i>Literacy by Design</i> gives students multiple opportunities to practice reading multisyllabic words including choral readings, repeated readings, reading in phrases, and echo reading.
Fluency	#15	<i>Literacy by Design</i> introduces students to words and then allows them to practice fluent reading.	Students are encouraged to select familiar texts ( <b>Small Group Reading Teacher's Guide pg 27 (Appendix)</b> ). During writing share in Lesson 10 of every theme, students practice fluency reading their own writing.
Fluency	#19	<i>Literacy by Design</i> provides fluency practice but does not encourage interrupting reading for error correction.	As part of every two-week gradual release model cycle, teachers model how to use a specific fluency skill such as reading with expression and students join by reading along with the teacher. This allows students to practice the skill while simultaneously receiving teacher support and feedback.
Fluency	#26	<i>Literacy by Design</i> provides instruction for	<b>Comprehensive Teacher's Guide pg T67:</b>



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		teachers to pair partners strategically.	The Professional Handbook <b>provides partner work instruction for teachers.</b>
Vocabulary	#16	<i>Literacy by Design</i> exposes students to words in a variety of formats to provide practice with oral vocabulary.	Words are introduced during Whole Class Instruction; vocabulary and word study occurs every day in step 1 of the daily lesson. Turn and Talk opportunities allow students to apply vocabulary orally. Following Robert Marzano’s 6-Step Vocabulary routine, students also engage in Discussion in Step 4.
Vocabulary	#17	Robert Marzano’s 6-step vocabulary routine gives students multiple opportunities to apply new words.	Marzano’s steps are applied to every vocabulary word: 1) Explain, 2) Restate, 3) Show, 4) Discuss, 5) Reflect and Refine, and 6) Apply in Learning Games.
Vocabulary	#22	Greek and Latin roots in <i>Literacy by Design</i> give students instruction in word etymologies.	<b>Essential Resource Guides:</b> Greek and Latin roots are taught in Themes 10, 13, and 14.
Vocabulary	#23	Sourcebook glossaries in <i>Literacy by Design</i> provide a customized, grade-level reference for students.	A glossary in each Sourcebook provides a labeled sample entry instructing students on the parts of a dictionary. Theme centers provide additional opportunities for students to utilize dictionaries.
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.	Theme Centers are available online. Grade 5 Theme 4 Technology Center gives students opportunities to utilize technology for vocabulary activities. Online Leveled Readers (including non-fiction texts with glossaries) can be used for online vocabulary support.



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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.
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