



Houghton Mifflin Harcourt *Literacy by Design* Kindergarten

Section	Indicator Number	Publisher Comments	Evidence
<i>Example: Professional Development</i>	<i>Example: #4</i>	<i>Example: Info not originally provided to reviewers</i>	<i>Example: Customized options provided as noted in PD brochure attached.</i>
Phonological/Phonemic Awareness	#28	While <i>Literacy by Design</i> does not include a separate component which houses a pronunciation guide, both the Comprehensive Teacher’s Guide and the Small Group Reading Teacher’s Guide are representative of the research of Michael Opitz in the field of phonics and fluency. Further reinforcing appropriate phoneme instruction are the contributions of Drs. Yvonne and David Freeman. Together, the authors have provided invaluable insight concerning embedded instructional routines that soon become second-nature to the teacher and inspires mastery of phonological principles.	<p>Small Group Reading Teacher’s Guide pg 41: “Listen to the middle sound in dad. Dad has the /a/ sound in the middle. Stretch the vowel sound in the middle, /d/-/a/-/a/-/d/. “</p> <p>Small Group Reading Teacher’s Guide pg 76: “Let’s blend the sounds: /p/-/e/-/e/-/g/.”</p> <p>Comprehensive Teacher’s Guide pg 106: “The letter c can also make the /s/ sound. Have children say /s/ with you, stretching out the sound.” Also reference Connect Sounds and Symbols.</p> <p>Comprehensive Teacher’s Guide pg 206: “Write the letter g on the board and review with children that g stands for /g/ at the beginning of gas and the end of tag. Then say the letter g can also stand for /j/. It stands for /j/ at the beginning of giant. “ It is through appropriate modeling and a gradual release model that students are made aware of the many sounds which comprise the English language. When appropriate, distinctions are also made for English language learners in skills which are non-transferable.</p>
Fluency	#15	<i>Literacy by Design</i> supports the many steps necessary to create fluent readers through	Comprehension Bridge Card: Use Fix-Up Strategies, Decoding



		<p>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 “Use Fix-Up Strategies” 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 successful readers who self-correct and reread for comprehension and fluency practice.</p>	<p><u>Small Group Reading Teacher’s Guide pg A37:</u> Repeated reading suggestions have students select texts and self-evaluate. Students record data and then revisit text to determine progress made. Students compare their findings.</p> <p><u>Small Group Reading Teacher’s Guide pgs A41-43:</u> Oral Reading Record Form and a complete overview test administering and analysis of results.</p> <p><u>Small Group Reading Teacher’s Guide pg 93:</u> “<i>Explain that good readers should constantly check to see if they understand what they read. Tell children that reading a sentence or a page again can help them see what they missed before...</i>”</p> <p><u>Comprehensive Teacher’s Guide pg 513 (Differentiated Instruction):</u> “<i>Have another volunteer identify information he/she did not understand during the first reading of the text...Have children reread anything they do not understand in their reading.</i>”</p> <p><u>Comprehensive Teacher’s Guide pg 520 (Teach Phonemic Awareness/Phonics):</u> Steps of this particular minilesson call upon students to blend and decode sounds; decode words together; decode in a sentence.</p>
Vocabulary	#20	The authorship of <i>Literacy by Design</i> crafted a comprehensive scope and sequence to best suit the needs of students in a developmentally	The <u>Big Book Sink or Float</u> provides concrete examples of antonyms for students through thematic-based content.



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		appropriate and engaging way. Certain skills, when more complex in nature, are introduced in a variety of informal mini-lessons and through implicit instruction. <i>Literacy by Design</i> addresses word study elements both in a direct and indirect fashion, gradually releasing ownership of the skill to the student.	<p><u>Comprehensive Teacher’s Guide pg. 390:</u> Develop Oral Language Light or Shade</p> <p><u>Essential Resource Guide:</u> Themes 4 and 10 in ERG provide instruction in shades of meaning to introduce students to synonyms.</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.