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In order to appeal the ratings provided to the Department of Education by the educator review teams, please complete the table below for any indicator for which your program received a score of “0.” Indicators that received a “1” or “2” will not be reviewed by our reconsideration committee. Additionally, any appeal that is not supported by specific evidence and the source of this evidence will not be considered. If you need additional rows, please add them to the end of the table. If you cite any evidence from documentation that was not provided to IDOE or the original reviewers, please include this documentation with your submission. Please return these documents to textbook@doe.in.gov **no later than midnight on Friday, September 21.**

Publisher Name/Book Title/Grade Level: Houghton Mifflin Harcourt/*Literacy by Design* 2013/ Grade 2

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>
Phonics	#11 Do students practice decoding words that contain only those letter-sounds that have been previously taught?	<i>Literacy by Design</i> slowly releases responsibility to students through carefully crafted lessons that pre-teach letter-sound combinations before requiring students to decode them. Modeling is an essential part of student decoding and can be found in the Comprehensive Teacher’s Guide during both Step 1: Build Reading Skills and Step 2: Read and Comprehend. Additional instruction occurs in Step 4: Build Writing Skills. Decodable books, Whole Class Charts, Interactive Writing Charts, and Leveled Readers provide multiple opportunities for practice decoding after core lessons pre-teach letter-sounds.	See instruction (where skill is pre-taught) in Comprehensive Teacher’s Guide, pp. 172, 178, 180, 181 See practice in Whole Class Chart p. 49 See practice in Skills Masters, p. 52 See practice in Decodable book A Chore for the Children, Skills Masters pp. 57-58 See practice in Interactive Writing Charts, p. 22
Phonics	#17 Are there ample decodable texts (familiar and unfamiliar) for students to practice applying their skills with phonic elements?	Two decodable texts called Phonics and Decodable Stories are included in the Skills Masters for every theme (32 stories total). These stories are used multiple times in each week of instruction as unfamiliar (upon students’ first reading) and familiar (after first reading) texts to read silently, with partners, and at home with their family.	See Skills Masters Table of Contents for full listing of all Phonics and Decodable Stories
Phonics	#23 Are difficult, high	No Excuse words in <i>Literacy by Design</i> are high-frequency words taken from Rebecca Sitton’s list of	See Spelling Routines in Comprehensive Teacher’s Guide Appendix, pp. A34-A35



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	frequency words reviewed often and cumulatively?	<p>Core Words. These words are introduced at the beginning of each theme after being previously taught in in the year (or in first grade or kindergarten). They are reinforced during that Theme with the Comprehensive Teacher Guide Spelling Routines and Spelling BLM activities, and are sent home with students so parents can follow the at-home spelling routines included.</p> <p>Additionally, students have two Personal Words each week as part of their Spelling Words. Teachers have the discretion to help students select words the student may have trouble with in his or her writing and may be reviewed multiple times until mastered.</p>	See online Spelling Masters for each Theme (include BLM practice, challenge activities for enrichment, and technology options) on Think Central under Ancillary Support in Teacher Gateway
Phonics	#28 Is instruction explicit in the use of syllable types (e.g., open, closed, vowel-consonant-e, vowel combinations, r-controlled, and consonant-le)?	<p>Explicit instruction in the use of syllable types occurs in both Comprehensive Teacher’s Guide and Small Group Reading Teacher’s Guide instruction in Step 1: Build Reading Skills under Teach Phonemic Awareness/Teach Phonics.</p> <p>Additional explicit instruction occurs in Comprehensive Teacher’s Guide Step 4: Build Writing Skills.</p>	<p>See Comprehensive Teacher’s Guide including pp. 288, 290, 291, 292, 294, and 296</p> <p>See Whole Class Chart, p. 81</p> <p>See Small Group Reading Teacher’s Guide including pp. 161, 166</p>
Phonics	#29 Is a section of the program devoted to advances phonics (structural analysis) skills?	<p><i>Literacy by Design</i> includes instruction in advanced phonics skills in whole class instruction in Themes 12-16 and in several Small Group Reading Teacher’s Guide lessons for use anytime during the year once students have mastered basic phonics skills.</p> <p>Additional focused lessons addressing structural analysis can be found in the Essential Resource Guide.</p>	<p>See Comprehensive Teacher’s Guide Themes 12-16 including pp. 404, 410, 412, 414, and 416; pp. 420, 422, 424, 426, and 428</p> <p>See Small Group Reading Teacher’s Guide, pp. 291-295, 306-310</p> <p>See Essential Resource Guide, pp. 30-31, 119-120</p>
Phonics	#30 Are advanced phonics skills taught explicitly, first in isolation and then in words and connected texts?	<p>While the Skills Masters can be used to teach skills in isolation, <i>Literacy by Design</i> approaches phonics with a balanced model that includes explicit skill instruction within connected texts. The gradual release of responsibility model, applied to every lesson every</p>	<p>See progression in the Comprehensive Teacher’s Guide, pp. 404, 410, 412, 414, and 416; pp. 420, 422, 424, 426, and 428</p> <p>See Small Group Reading Teacher’s Guide,</p>



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		<p>week, ensures that students are taught advanced phonics with appropriate support so they can master skills. Teachers first model skills using class texts and then invite students to think along as they attempt the skill together. Students next work with partners to apply the skill in shared texts as the teacher offers guidance and support. Small Group instruction offers additional support and practice for students in connected texts. Finally, students are released to apply the skill on their own.</p> <p>Additional focused lessons on advanced phonics skills can be found in the Essential Resource Guide.</p>	<p>pp. 291-295, 306-310</p> <p>See Essential Resource Guide, pp. 30-31, 119-120</p>
Phonics	<p>#33 Are there activities for distinguishing and interpreting words with multiple meanings?</p>	<p>Vocabulary instruction in <i>Literacy by Design</i> follows Robert Marzano’s six-step method. Students encounter new words, including words with multiple meanings, each week and engage in activities including restating, illustrating, discussing, and playing learning games. Vocabulary journals keep all student entries in one place so students can reflect and refine as they discover new meanings for words.</p> <p>Additional instruction for distinguishing and interpreting words with multiple meanings can be found in the Small Group Reading Teacher’s Guide.</p>	<p>See vocabulary instruction in any lesson from the Comprehensive teacher’s Guide including pp. 470, 476, 478, 480, and 482</p> <p>See Vocabulary Journal Master, p. 161 in Skills Masters</p> <p>See Small Group Reading Teacher’s Guide, pp. 41-45</p>
Phonics	<p>#34 Once advanced phonics strategies have been mastered, are they immediately applied to reading and interpreting familiar and unfamiliar connected texts?</p>	<p>Advanced phonics strategies are taught explicitly in the Comprehensive Teacher’s Guide, and students receive additional practice using the Skills Masters. After mastery, students immediately apply skills to reading the decodable Readers and Phonics Stories, Whole Class Charts, and Big Books.</p> <p>Additional advanced phonics strategies are taught and reviewed in the Small Group Reading Teacher’s Guide, and students immediately apply skills to leveled readers.</p>	<p>See Step 1: Build Reading Skills in the Comprehensive Teacher’s Guide, pp. 404, 410, 412, 414, and 416; pp. 420, 422, 424, 426, and 428</p> <p>See the Phonics Practice and Phonics Story It’s Time to Unpack!, Skills Masters pp. 122 and 127-128</p> <p>See Small Group Reading Teacher’s Guide, pp. 291-295, 306-310</p>
	#35	Advanced phonics strategies are taught explicitly in the	See words with prefix un- and suffixes –ful



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Phonics	Are words used in advanced phonics activities also found in student texts?	Comprehensive Teacher’s Guide, and students receive additional practice using the Skills Masters. After mastery, students encounter words used in advanced phonics activities in the decodable Readers and Phonics Stories, Whole Class Charts, Big Books, and leveled readers.	<p>and -less</p> <p>See Whole Class Chart, pp. 112</p> <p>See Big Book, Seeds of Fortune, pp. 5, 10, 19 and 24</p> <p>See the Phonics Practice and Phonics Story It’s Time to Unpack!, Skills Masters pp. 122 and 127-128</p> <p>See leveled reader, Training Guide Dogs</p>
Fluency	#5 Does fluency instruction include cumulative review ?	<i>Literacy by Design</i> explicitly focuses on one specific fluency skill in each theme for whole class instruction. Multiple other fluency skills (teacher modeling, choral reading, repeated reading, etc.) are integrated in each lesson, so students review and revisit each skill as the year progresses. Small group instruction also focuses on one skill, but teachers choose focus skills based on student level and need. Through systematic modeling and practice, students master fluency skills that cumulate throughout the year.	<p>See progression of fluency skill “Use punctuation to inform meaning” in:</p> <p>Comprehensive Teacher’s Guide, pp. 28, 192, 390, 522</p> <p>Small Group Reading Teacher’s Guide, pp. 34, 74, 79, 94, 154, 199, 274, 314</p>
Fluency	#10 Is fluency instruction integrated into each day’s lesson?	Fluency instruction is integrated into each day’s lesson in both whole group and small group. In whole group, integrated fluency instruction occurs each day during either Step 1: Build Reading Skills or Step 2: Read and Comprehend. Instruction includes teacher modeling, repeated readings, re-reading of familiar texts, choral reading, reader’s theater, and echo reading. Every Small Group Reading lesson plan includes either a specific, focused fluency skill or repeated reading practice for students.	<p>See Comprehensive Teacher’s Guide, pp. 338 (teacher modeling), 344 (rereading), 346 (teacher modeling), 348 (choral reading), 358 (echo reading)</p> <p>See any lesson in Small Group Reading Teacher’s Guide including pp. 44 (change voice to reflect characters), 69 (read in phrases), and 204 (convey emotion and meaning)</p>
Fluency	#13 Is there an emphasis on reading multisyllabic	In second grade, one or more student vocabulary words per week are multisyllabic, and students interact with these words daily to help build fluency. In Step 1: Build	See Comprehensive Teacher’s Guide pp. 56, 60, 62, 64



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	words fluently?	Reading Skills, instruction focusing on developing oral language allows students to hear teacher modeling of multisyllabic words (especially from their vocabulary lists) and then use the words in class and partner discussions to help build fluency for when they encounter the words in their reading selections. Additional teacher modeling, partner reading, and repeated readings of texts with these words also help develop fluency in reading multisyllabic words.	
Fluency	#23 Do students have opportunities to time themselves and graph results after rereading the same text?	Several tools are provided for students to self-monitor fluency. The Small Group Reading Appendix includes instructions for fluency routines including how to set up repeated readings for students to time themselves before and after rereading the same text (p. A29). Teacher tools for determining reading rate including error information (p. A31) and tracking fluency (P. A32) are also included.	See Small Group Reading Teacher’s Guide Appendix, pp. A29-A32
Fluency	#25 Are students taught a specific error correction to use when reading with a partner?	<i>Literacy by Design</i> includes daily partner work and teaches several error correction techniques. Partner work in <i>Literacy by Design</i> is intended to elevate the productivity of instructional time (see Linda Hoyt’s article in the Comprehensive Teacher’s Guide Professional Handbook, pp. T100-T101), so students daily apply one of the target strategies—including Use Fix-Up Strategies—with their partners. Partner work is intended to be non-threatening and a time to share, so the focus is on thinking and reading together. Partner routines are also included in the Small Group Reading Teacher’s Guide Appendix.	See Comprehensive Teacher’s Guide pp. T66-T67, T72-T73, and T100-T101 See Comprehension Bridges 6 and 14, Use Fix-Up Strategies See Small Group Reading Teacher Guide, pp. A29
Vocabulary	#11 Does the program include a variety of texts that allow students ample opportunities to engage in wide reading at their independent levels?	In addition to the variety of core reading selections found in Big Books and Whole Class Charts, <i>Literacy by Design</i> includes eight leveled readers per level in second grade. Eight levels of text are offered to meet the needs of a wide range of students. In addition, suggestions for additional titles (including	See Small Group Reading Teacher’s Guide Appendix pp. A10-A19 for a full list of leveled readers offered at second grade See Comprehensive Teacher’s Guide for additional suggested texts for themes, for



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		Exemplar texts connected to the theme) are included in both the Theme Overview pages and Group Time pages.	example see pp. 35 and 36
Professional Development	1. Is adequate time offered for teachers to learn new concepts and practice what they have learned?	Yes, sufficient time will be offered for teachers to learn new concepts. Training Sessions follow adult learning guidelines providing time for concept development and practice	See the Comprehensive Professional Development Plan.
Professional Development	2. Is there a plan for coaches, mentors, peers, or outside experts to provide feedback to teachers and follow-up assistance as they put new concepts into practice?	Yes, the Professional Development document explains the plan for coaches and training options providing on site teacher experts to provide peer coaching and modeling. Ongoing support is provided through our Classroom Connect elearning (hmhelearning.com) online environment. On hmheducation.com/journeys teachers and administrators can access video clips of model lessons to facilitate application of the content. For additional Curriculum-aligned courses please see our The Leadership & Learning Center (Professional Development and Consultanting Service) Catalog; pages 72 – 73.	See the Comprehensive Professional Development Plan. For 24/7 anytime, anywhere professional development visit: Classroom Connect: hmhelearning.com and hmheducation.com/journeys For additional Curriculum-aligned courses please see our The Leadership & Learning Center (Professional Development and Consultanting Service) Catalog; pages 70.
Professional Development	3. Are teachers taught how to administer and interpret assessments that accompany the program?	Yes, the assessment components are explained including how to administer and interpret assessments during the training. Our on-demand elearning site (hmhelearning.com) also provides additional professional development concerning the administering and interpreting of assessments. For additional Curriculum-aligned courses please see our The Leadership & Learning Center (Professional Development and Consultanting Service) Catalog; pages 72 – 73.	See the Comprehensive Professional Development Plan. For 24/7 anytime, anywhere professional development visit: Classroom Connect: hmhelearning.com For additional Curriculum-aligned courses please see our The Leadership & Learning Center (Professional Development and Consultanting Service) Catalog; pages 70.
Professional Development	4. Is program PD customized to meet participants' varying needs (e.g., first-year teachers, high ability, English	Yes, the professional development document explains training for administrators, teachers, coaches, parents and explains that training can be customized as needed by the school corporation to fit their teacher and student population.	See the Comprehensive Professional Development Plan.



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	learners, special education, coaches, and principals)?		
Professional Development	5. Does the PD provide support (e.g., principal checklists, follow-up, in-class modeling, and a CD for viewing model lessons) to facilitate application of content?	<p>Principal checklists are provided during the administrator training.</p> <p>In addition to the onsite training the onsite resources are available 24/7:</p> <p>Classroom Connect website: hmhelearning.com</p> <p>Classroom Connect gives you the support you need to teach Houghton Mifflin Harcourt's programs successfully anytime, anywhere.</p> <p>Teachers and administrators can access video clips of model lessons to facilitate application of the content at hmheducation.com/journeys.</p> <p>For additional Curriculum-aligned courses please see our The Leadership & Learning Center (Professional Development and Consulting Service) Catalog; pages 72 – 73.</p>	<p>See the Comprehensive Professional Development Plan.</p> <p>For 24/7 anytime, anywhere professional development visit:</p> <p>Classroom Connect: hmhelearning.com and hmheducation.com/journeys</p> <p>For additional Curriculum-aligned courses please see our The Leadership & Learning Center (Professional Development and Consulting Service) Catalog; pages 70.</p>