



Dear *Houghton Mifflin Reading* Teacher,

Welcome to the **second issue** of the *Houghton Mifflin Reading California* Newsletter. In this issue, we will spotlight effective comprehension instruction and how to use the resources from your *Houghton Mifflin Reading* program to deliver that instruction.

Check out our Houghton Mifflin California Website

by visiting www.eduplace.com.



Click on state resources, and **then click** on California.

The *Houghton Mifflin Reading California* website features:

-  **Sign up to receive future issues of this newsletter via e-mail!**
-  **View and print** prior issues online!
-  **Leveled Spelling Lists** directly correlated with the spelling instruction from the program.
-  **Reading Scene**, an online book club for kids, where kids can post responses to favorite stories and read other student responses.
-  **Teacher Views**, where teachers post reviews and classroom activities for their favorite K–8 books.
-  **Wacky Web Tales, Activity Search, Link Library, Graphic Organizers, and much more!**

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AUTHOR'S CORNER

Effective Comprehension Instruction



Dear California Teacher;

I am one of the authors of *Houghton Mifflin Reading California*. I hope that you are having a rewarding experience using our materials. This program was designed to provide support to both you and your students so that all children reach very high levels of reading and writing performance.

I hope that you are enjoying the wide range of literature in *Houghton Mifflin Reading California*. If you are like other teachers, you are finding that some of your students can read the words, but struggle to understand what they read. I would like to share a few tips about comprehension with you.

TIP #1: Be sure to link comprehension skills and strategies. In *Houghton Mifflin Reading*, at the beginning of each selection, you will see a Teacher's Note that identifies the

connection between the tested comprehension skill and the focus strategy for that selection. Be sure to look for that and make an effort to link these in your own teaching and make the instruction explicit for students. Your instruction will be both more powerful and more efficient if you do.

TIP #2: Be explicit with students. Teach them HOW to comprehend by using modeling and guided practice. Many of us make the mistake of thinking that because children can read the words, they will understand. But almost all children need at least some instruction in, for example, how to summarize or how to make inferences.

TIP #3: Teach students how to discuss the ideas in stories and texts. Research indicates that students who collaboratively discuss their reading understand it better, are more likely to revise misconceptions, and are more highly

motivated than students who do not have this opportunity. Because the instruction is divided into segments, you may find it easier to manage if you divide up the reading that way, and using the Reading Cards provided with the program should help organize this activity as well.

I hope you have a very successful school year!

Sincerely,

Marjorie Y. Lipson, Ph.D.
Professor, University of Vermont
Author, *Houghton Mifflin Reading California*

TEACHER'S TIPS

TEACHER TIP #1 How to use the Theme Paperbacks (1–2)

In the California implementation package, grades 1–2 teachers received 1 copy of each theme paperback.

- Use as a Read Aloud followed by whole or small group discussion
- As a grade level, pool your resources to have a set for small group instruction. Remember the corresponding lesson plan is located on the purple-banded pages in your Teacher's Edition.
- Record the book on audiotape or CD to use at a listening center.
- After instruction, add it to your classroom library for self-selected reading.

TEACHER TIP #2: How to use the Teacher Annotated Edition (TAE) of the Integrated Theme Test (K–6)

In the CA implementation package, teachers only received the TAE of the Integrated Theme Test.

- Use as an instructional tool to model appropriate short answer responses to the comprehension strategy questions. Begin by reading aloud the first test selection. Stop at the first strategy question. Use the rubric to guide classroom discussion on this type of test question. Continue with this process for the remainder of the test.
- Use as an instructional tool to model writing in response to a prompt. This technique will also help prepare students for the writing assessments.
- Use Alternative Format tests (located at the back of the test booklet) as a one-on-one assessment for those students who are unable to read the longer test selections.

TEACHER TIP #3: Graphic Organizers: Where to find them (1–6)

Graphic Organizers support comprehension. They are found in:

- Student Practice Book—one per selection
- Instructional Transparencies
- Lesson Planner CD-ROM
- Classroom Management Handbook (see blackline masters in the back of handbook)
- Challenge Handbook (see blackline masters in the back of handbook)
- Extra Support Handbook (Teaching/Practice Masters)
- Handbook for English Language Learners (see Language Development)
- www.eduplace.com

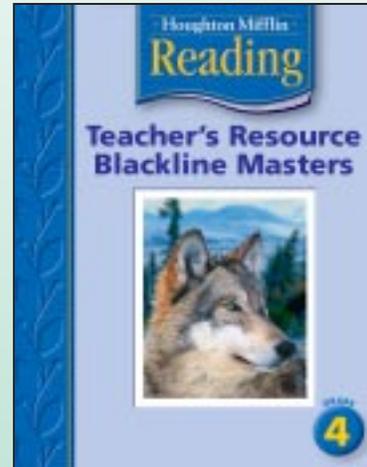
COMPONENT SPOTLIGHT

Teacher Resource Blackline Masters, K–6

The Teacher Resource Blackline Masters provides

- Theme Newsletters (English/Spanish)
- Observation Checklists
 - A quick glance at your instructional goals
- Reading Cards (2–6)
 - Reproduce on card stock and laminate. Use as a resource for on-level and advanced students who can work independently and in small groups.
- Story Summaries (2–6) (lower readability than anthology selection)
 - Teach summary writing by reproducing the summary on a transparency. Cut it into paragraphs and model sequencing. Then remove all of the paragraphs except the first one. Have students use their anthology to find the segment of text that the summary paragraph covers. Guide students to compare the paragraph to that segment of text. Have a discussion on why the paragraph is a good summary. Repeat with all paragraphs.
- Use for fluency practice in class or at home.
- Use as alternative text for students who struggle to read anthology selections.

- End-of-Selection Tests (2-6) (open book)
 - Model writing responses to short answer comprehension questions.
 - Collect as data for reteaching or mastery.
 - Homework/Quiz

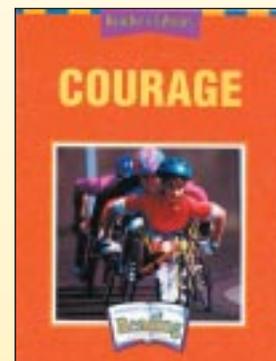
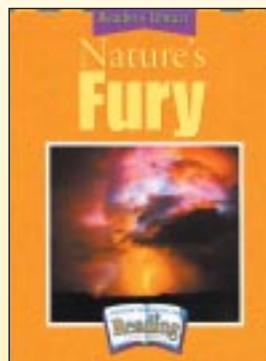
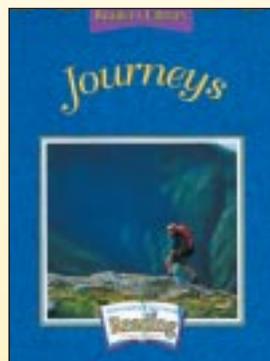
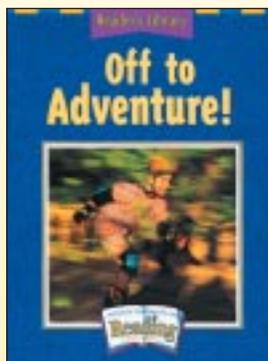


UNIVERSAL ACCESS:

Effective Tips on Using the Reader's Library, 3–6

Lesson Plans for the **Reader's Library** are located behind the **Theme Resources Tab** at the back of the Teacher's Edition. Additional activities can be found in the Classroom Management Handbook.

- If you need more than 5 copies, pool resources with other teachers from your grade level.
- After reading the anthology selection (see below), you can work with small groups of struggling readers to practice and apply comprehension skills and strategies with appropriately leveled text.
- Fluency practice
- Compare and contrast Reader's Library with corresponding anthology selection. Try using a Venn diagram at the overhead.



TEACHERS ASK...

Dear Editor:

What is the best way to read the anthology selection?

The following is one teacher's response to this question:

Ms. Brown begins the week by preparing her students to read the anthology selection using the instructional plan in the Teacher's Edition. After the Teacher Read Aloud, Get Set to Read, Comprehension Skill and Strategy instruction, Ms. Brown organizes her students into groups. Ms. Brown knows that some of her students are able to and want to read the anthology selection on their own. Others need more support.

Independent Readers: Ms. Brown assigns these students to read the anthology with a partner. She distributes the literature discussion Reading Card (from the Teacher's Resource Blackline Masters) for the story selection. After reading, they form a group to discuss the literature discussion questions. Students know they will be responsible for having a panel discussion on these questions in front of the class at the end of the reading block.

On-Level/Below Readers: While the independent readers are reading and discussing, Ms. Brown uses the Teacher's Edition to guide the rest of the class through the anthology selection using the Supporting Comprehension questions. First, students read a chunk of text silently.

(Ms. Brown reads the chunk of text aloud for those students who cannot read it themselves.) Then Ms. Brown models how to answer comprehension questions. She follows with guided practice by having some students read orally to demonstrate where they found the answer to a question.

After all students have read the segment, the independent readers conduct their panel discussion in front of the entire class. Ms. Brown limits the discussion time for each question to two minutes. She then encourages the other students to ask questions of the panel. (Struggling students are not left out! They discuss their reading of the Reader's Library on a subsequent day.) Ms. Brown refers to the Wrapping Up the Segment suggestions in her Teacher's Edition to help her students review the purpose for reading, model the strategies, and summarize the segment.

By using this teaching strategy, Ms. Brown avoids the pitfalls of round-robin reading. All of her students are engaged and their individual needs are met.

NEW FROM HOUGHTON MIFFLIN Edusoft

Imagine having *instant* access to student performance data school and district wide...

A new partnership between Houghton Mifflin Company and Edusoft is making this possible!

Houghton Mifflin Company is pleased to announce our recent acquisition of Edusoft, California's leading provider of standards-based assessment platforms.

This new partnership presents a unique new opportunity for you to link your existing high-quality *Houghton Mifflin Reading* program with dynamic new online analysis, intervention, and re-teaching tools.

Never before has it been so easy to link curriculum, assessment, and intervention into a seamless program for driving student achievement in early reading instruction.

- ✓ Print plain paper answer sheets for each of your *Houghton Mifflin Reading* assessments.
- ✓ Score them instantly using an inexpensive scanner—no more hand scoring or Scantron cards.
- ✓ View results online within seconds, by California standard and by Thematic group.
- ✓ Disaggregate results by content area and by NCLB subgroups.
- ✓ Identify students for intervention in four clicks.
- ✓ Design individualized instruction plans based on each student's unique profile.

Learn how Edusoft can provide the tools to raise reading achievement in your district! Visit www.eduplace.com or call 1-866-4-EDUSOFT.

