Dear Houghton Mifflin Reading Teacher,

Welcome to the fourth issue of the Houghton Mifflin California Newsletter.

In this issue, we will spotlight expository text, and offer tips on using resources in *Houghton Mifflin Reading* to effectively deliver instruction.

Visit the Houghton Mifflin California Website!

Visit www.eduplace.com, click on state resources, then click on California.

- **Download** the previous 3 volumes of the Houghton Mifflin Newsletter
- **Sign up** to receive future editions online
- **Find** valuable resources to use with *Houghton Mifflin Reading*
- **Refer** to Core Components Lists for *Houghton Mifflin Reading*
- **Learn** about our new *Social Studies Leveled Readers*

**THIS ISSUE!**

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Dear California Teacher,

I am one of the authors of *Houghton Mifflin Reading California*. As we developed this program, it was our goal to provide support to both you and your students to ensure that all children become highly proficient readers of both narrative and expository texts. I hope that you are enjoying what we felt was “the right balance” of narrative and expository selections in *Houghton Mifflin Reading California*.

Like other teachers, you may be finding that some of your students have an easier time reading narrative texts and may struggle with expository texts. I would like to share a few tips about reading expository selections that will help your students be more successful not only during language arts time, but for reading in other content areas as well.

**TIP #1:** Take advantage of the varied graphic organizers that come in *Houghton Mifflin Reading*. You will find graphic organizers in the student practice book, in your transparency package, as well as various graphic organizers in the universal access handbooks. Graphic organizers make content-area information more accessible to all students, including your English learners. Graphic organizers convert complex information into manageable chunks and provide a visual tool that helps students understand and arrange information. Teach your students to use graphic organizers such as webs, Venn diagrams, and charts to help them read expository texts more effectively. Graphic Organizers also help students develop higher-level thinking skills while improving their comprehension.

**TIP #2:** Vocabulary instruction is imperative for expository reading success. Rather than requiring students to memorize vocabulary terms in isolation, without context or understanding of word meanings, provide them with explicit instruction. Direct teaching of vocabulary leads to improved comprehension when the following conditions are met:

- Teachers purposefully select words and then teach them in meaningful contexts
- Teachers relate vocabulary words to students’ background knowledge so children can connect what they know to what they are learning
- Teachers provide students with multiple exposures to new vocabulary words
- Teachers provide engaging activities that require students to use their new vocabulary words orally, in reading, and in writing

**TIP #3:** Developing background knowledge is essential in helping students make connections and it promotes comprehension of all texts, especially expository. Prior to introducing a piece of literature or informational text to the class, provide some pre-teaching for those students who lack background knowledge, or who have difficulty understanding selection vocabulary and concepts. This small group instruction focuses on building background information and pre-teaching selection vocabulary. This “support in advance” enables these students to fully participate in class discussions, writing, sharing, and reading, and positively impacts their comprehension of the text.

This instruction is built into *Houghton Mifflin Reading California* in the Get Set To Read section, prior to each literature selection. You will find additional pre-teaching instructional support for each anthology selection in the *English Learner Handbook*, as well as the *Extra Support Handbook*.

I wish you and your students a very successful school year!

Dr. MaryEllen Vogt
Professor Emerita of Education, CSU Long Beach
Immediate Past President, International Reading Association
Author, *Houghton Mifflin Reading California*
Author, *Houghton Mifflin History-Social Science*

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**TEACHER’S TIPS**

**Tips for Spelling and Vocabulary Instruction.**

**TEACHER TIP #1**
Create student “Letter Strips” for spelling success! (Grades 1-6)

“Letter Strips” provide spelling support for all students, especially English learners.

- Borrow a student practice book from a 2nd grade teacher at your school.
- In the back of the Practice book locate the small student versions of the Sound Spelling Cards.
- Take the cards and line them up in alphabetical order with the letter side down and photocopy them, reducing their size about to about 75%.
- Repeat this process with the ‘sound’ side down.
- Create desk-size ‘letter strips’ with the Sound Spelling Card letters on one side and the corresponding sounds on the other.
- Tape to students desks or into a folder for students to refer to for spelling support!

**TEACHER TIP #2**
When introducing key vocabulary or concepts, use the following activities to assist students in learning word meanings or new concepts.

**SORT WORDS**—Select five to ten words from their personal dictionaries. Sort them into groups. Ask students why they put the words into these categories.

**CONCEPT MAPS**—Use concept maps to define a term. Have students use the concept map to demonstrate what a word means, and also what it doesn’t mean. Students can also give examples. Concept Maps can be found in your *Teacher Resource Blackline Masters* or in your *Universal Access Handbook*.

**SELF-SELECTED VOCABULARY**—Students self-select vocabulary terms (individually or with partners) that they are having difficulty understanding. Students can work in pairs or small groups to discuss their meaning. Once the teacher clarifies any misconceptions, they can be shared with the whole class.
Libros graduables provide bilingual classrooms the necessary resources to extend the selections and themes of Houghton Mifflin Lectura. These alpha-leveled readers provide excellent reading support for Spanish speaking students.

Libros graduables provide the “just-right” book for every student to practice and apply important transferable comprehension skills and strategies, build fluency, expand vocabulary, and develop important academic language.

Comprehension is developed through a strategy focus in each story, and is reinforced through activities included in each reader. Graphic organizers consistently use academic language, such as: beginning, middle, end, character, setting, problem, outcome, etc. to provide further comprehension support. (These can be downloaded from www.eduplace.com.)

Motivated readers read more and become fluent. Libros graduables will build motivation and independence in your students, resulting in higher reading achievement for all.

BIBLIOTECA FONÉTICA
These stories relate to the themes in Houghton Mifflin Lectura and bolster Spanish fluency with additional practice with high-frequency words and phonics skills application.

Now Available In Color!

UNIVERSAL ACCESS:
Help English Learners “Read to Learn” in the Content Areas:

Below are examples of differentiated instruction options for student supported content area reading for the selection: John Peter Zenger and Freedom of the Press, by Lennie Wallis. (Houghton Mifflin Social Studies Leveled Readers, Grade 5.)

Options for reading the text:

Beginning/Preproduction:
Read the story aloud or have students listen to the selection on CD while following along in the text.

Early Production/Speech Emergent:
Partner students with a more proficient reader and have them read the selection together. Students can answer one or two responding questions orally. They may also engage in role-playing activities to demonstrate understanding of important concepts.

Intermediate/Advanced:
Students can read the selection independently and use the Activity Cards for Book Share discussion and projects. Students may also write a Reader’s Theater to role-play the concept of “Freedom of the Press”

Oral Language Development
• Introduce key vocabulary and build background orally with the class.
• Guide a discussion with English learners on key ideas in Freedom of the Press. Some students may be familiar with “censorship” and “lack of freedom of the press” depending on the politics of the country they come from.
• Preview the selection with a picture walk engaging students in conversation regarding important vocabulary. Students from Spanish speaking backgrounds may be familiar with the following terms: jury system = jurado, press = prensa, tyrant = tirano.
• Employ the use of cognates whenever possible to increase comprehension.
I like the teacher directed vocabulary instruction in *Houghton Mifflin Reading*. What are some strategies for getting my students more actively involved?

For students to acquire vocabulary, effective instruction must include teaching new words directly. *Houghton Mifflin Reading* includes direct vocabulary instruction in the *Get Set to Read* feature, the transparencies, and the *Word Work Vocabulary* pages.

However, active engagement with new words also improves vocabulary learning. Effective and engaging activities include: using new words in sentences, matching words with definitions, sorting examples and non-examples of new concept words, peer discussions, and interactive games with new content area words such as vocabulary jeopardy. These activities can be used as centers, for early finishers or whole class.

One-way to incorporate these “engagement” activities into your classroom is to organize them into “laundry boxes”. These laundry boxes then can be placed conveniently in your room for easy student access. Either create your own, or visit your nearest Sam’s Club or Costco to purchase the large laundry detergent boxes for Tide, ALL, and Cheer. These boxes are big enough to house file folders. Decorate the boxes with such titles as “To TIDE Me Over”, “I’m ALL Finished”, and Three CHEERS I’m Done!” Then dedicate each box for a different vocabulary activity. For example: “To TIDE Me Over” can be used for vocabulary sorts with non-word examples and examples; “I’m ALL Finished” for vocabulary sentence strips where students can demonstrate new content vocabulary word mastery by creating new sentences and/or pictures that accurate reflects understanding of the word. These can later be posted on a vocabulary bulletin board. Finally, “Three CHEERS I’m Done” for fun vocabulary and motivating games such as crosswords.

Be sure to see “Teacher Tips” for additional activities for teaching vocabulary.

Introducing 176 brand new, engaging Social Studies Leveled Readers developed by Irene Fountas!

These nonfiction leveled readers provide below, on, and above-level text, plus language support editions, to meet diverse learning needs. Each collection of Social Studies Leveled Readers has a Teaching Resource Kit to assist you in using these resources in your classroom. Ready-made lesson plans developed by Irene Fountas provide “just right” nonfiction text for all of your students.

The Social Studies Leveled Readers are the perfect solution to meet students’ need for highly motivating nonfiction literature that will help develop content area vocabulary and appropriate content area reading at their level.

These books can be used in a variety of ways:

- As supplement to your social studies program. Social Studies Leveled Readers may be used with any Social Studies program you are currently using. However, they are referenced in the brand new *Houghton Mifflin History Social Science California*.
- As The main materials in your social studies program. Teach California History-Social Science content and use the teachers guides to pre-teach content vocabulary. Audio CD’s and book share cards help streamline planning and instruction.

*An extension to your daily reading instruction and as an important opportunity to add more expository text. The teacher guides provide three instructional options, including independent student reading, supported student reading, and teacher-supported reading.*

*Additions to your nonfiction classroom library. These are books that your students will want to pick up and read independently!*

The emphasis on expository text in state standardized test has made teaching reading through the content area a critical part of every student and teachers day. Now teachers have a valuable new resource in *Houghton Mifflin Social Studies Leveled Readers* to help ensure student success!