Dear Houghton Mifflin Reading Teacher,

Welcome to the first issue of the Houghton Mifflin Reading Newsletter written especially for California teachers!

In this issue, you’ll find tips and strategies from teachers and authors on using Houghton Mifflin Reading in your classroom. The California Houghton Mifflin Reading Newsletter is designed to streamline your planning and support you in getting results. This issue includes tips on classroom management, instructional resources, and raising student achievement in your classroom!

HOUGHTON MIFFLIN ANNOUNCES LAUNCH OF CALIFORNIA WEBSITE!

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 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!

THIS ISSUE!

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✓ TEACHER’S TIPS

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Houghton Mifflin Leveled Readers, see article by consulting author, Dr. Irene Fountas
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. We have taken great care to construct a program that provides the support you need for every child to succeed.

As you are teaching *Houghton Mifflin Reading*, I’d like to share a few tips with you that may help you as you move through the instruction. These thoughts relate to the topic of using decodable texts to develop fluency.

**Tip #1:** Remember that decodable text is designed to follow the sequence of your instruction. As children grow more sophisticated in their reading knowledge and skills, the decodable texts will also grow more sophisticated and eventually will be authentic trade literature.

**Tip #2:** To maximize the use of decodable texts, use the *Get Set to Read* feature that precedes each selection. On the Get Set to Read page, have students practice words that they will see in the selection before they read it in connected text. Also have them practice the sentences before they read the entire selection. This is also a great opportunity for you to assess whether students will be successful reading the selection. Remember, we want them to be highly successful reading the selection so they know that their new knowledge works when they read.

**Tip #3:** Once students have had an opportunity to read a selection with support, you may choose to add it to your students’ library of familiar books. This will provide an opportunity for them to reread familiar books and to practice new words. The research on reading fluency supports the use of repeated reading in this manner.

I hope you have a very successful school year.

Sincerely,

Dr. David J. Chard
Assistant Professor, Special Education
Director of Special Education Graduate Studies
University of Oregon, Eugene
Author, *Houghton Mifflin Reading California*

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**TEACHER’S TIPS**

**TEACHER TIP #1** Sorting & Storing Letter Word & Picture Cards (K–2)

- Glue or tape Alphafriend picture or photocopy to folded paper pockets or 5x5 CD sleeve.
- Select a back wall, bulletin board, or other space to arrange and display the cards.
- In alphabetic order, begin to arrange and adhere Alphafriend pockets to the selected space with velcro.
- Remove all letter cards from box and place in corresponding pockets behind the appropriate Alphafriend.
- For example, behind Andy Apple place all letter “a” cards, plus high frequency word cards and picture cards that begin with “a.”
- Assign students to sort and replace the Letter Word & Picture cards at the end of the lesson.

**TEACHER TIP #2** Managing Reading Cards (Grades 2–6)

- Run off the Reading Cards on colored tag paper and laminate them.
- Spend time with your students each week making 3 or 4 students an “expert” on a specific Reading Card ahead of time.
- When the lesson begins and you move into small, flexible groups, the students will be able to work effectively in their small groups with the Reading Cards while you work with your instructional group.

**TEACHER TIP #3** Managing Handbooks (Grades K–6)

- Consider “taking apart” the universal access handbooks and organizing them by story selection.
- Visit your local copy center and have them chop the spine, and 3-hole-punch each booklet.
- Take all of the lessons for each story selection from the *English Language Learners Handbook*, the *Extra Support Handbook*, the *Challenge Handbook*, and the *Classroom Management Handbook* and put them in a 3-ring binder.
The Challenge Handbook provides three projects for every story, and all three have expected outcomes. These projects can be used in a variety of ways:

- Make them center or station activities that the students rotate through. It is best to choose activities you feel all of your students can complete with some degree of success.

- Pick several activities and assign your students to specific centers/stations each day, avoiding having a student go to a center/station where the activity may be too difficult for a particular student or group of students.

- Make the activities part of a “Have-to” or “Want-to” plan for the week. “Have-to” activities are activities that they must complete when they are not working with the teacher during whole group or small group instruction. The students are held responsible for these activities. These activities are follow-up work from the direct instruction lesson, part of every week’s plan (for example studying for the weekly spelling test), or lessons that are part of the tested skills for the week. “Have-to” activities can also be assigned for homework to give students more opportunities to learn the material and complete the work. “Want-to” activities are activities that students can choose to do.

Depending on your management style, the grade level you teach, and your students, the number of activities you offer may vary greatly. It can be quite beneficial to have a variety of activities from which students choose, and this is why the Challenge Handbook can be such a valuable resource.

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<th>COMPONENT SPOTLIGHT</th>
<th>The Challenge Handbook</th>
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PICTURE WALKS:
Picture Walks introduce a selection to students. The illustrations can be used to develop concepts and vocabulary before, during, and after the selection.

LANGUAGE EXPERIENCE APPROACH:
Students dictate a story or text to a teacher who serves as a scribe. It is effective with English Language Learners of any age because it creates reading material for them that is meaningful and relevant to their own experience. Examples of LEA include dictation, pictures, predictable patterns, pattern sentences, graphic organizers, retelling frames, oral cloze activities, sentence strips, and word hunts.

DRAWING AND WRITING:
Drawing is an important developmental stage in the acquisition of writing proficiency. For students acquiring English, drawing is a method of demonstrating comprehension. It can be used in place of writing or to supplement early efforts at writing in English. Drawing is also useful for students at all levels as a prewriting activity to help them formulate and organize ideas.

Examples of each of the above tips can be found in the English Language Learners Handbook.
TEACHERS ASK...

Would grade-level standards be successfully mastered if a teacher used only the Teacher’s Edition, practice books, student anthology, and assessment supports?

For many students, the grade-level standards could be successfully mastered if a teacher used only the Teacher’s Edition, practice books, student anthology, and assessment supports. However, for students who have special needs or who are English language learners, this may not be the case. For those students, Houghton Mifflin Reading includes an Extra Support Handbook and a Handbook for English Language Learners to meet California’s requirements for increased instructional time to ensure that all students master the standards.

How does Houghton Mifflin incorporate the 6 + 1 Traits?

Houghton Mifflin believes, through research and practice, that the traits are most effective when they become totally integrated into the writing process, the real heart of a dynamic writing program. The traits are a tool to use with a program that should be firmly aligned with the writing process. The Teacher’s Assessment Handbook provides:

- A 6-Traits Analytical Rubric
- Instructions on how to Score Analytically
- Suggestions for Using Analytic Scoring Results To Plan

The Writing Resources Center provides Graphic Organizers, trait rubrics, and lessons for teaching the 6 + 1 Traits.

Where can I find more spelling support?

Take-home word lists can be found in the back of the practice book. You can find more words at the Houghton Mifflin California Website. These word lists offer additional easy, on-level, and challenge words that follow the same pattern and principles as the words in the core instructional list.

Where do I go to get help with assessment?

The Planning for Assessment page in the Teacher’s Edition provides information on all entry level, monitoring of progress, and summative assessments. Additionally, The Teacher’s Assessment Handbook (K–6) provides specific information and suggestions for using Houghton Mifflin Reading assessments to guide and differentiate instruction. This handbook also includes:

- Writing rubrics
- Observation checklists
- Preparation for state testing

What are the core components?

All components of the program were designed to ensure that all students meet and exceed the CA standards. The core components for students include the Big Books (K), the Anthologies (1–6), the Phonics library books (K–2), the Reader’s Library Books (3–6), and the practice book. The core components for the teacher for instructional planning and support include the Teacher’s Edition and the 5 Handbooks: English Language Learners, Extra Support, Challenge, Classroom Management, and Assessment.

NEW FROM HOUGHTON MIFFLIN

Leveled Readers with consulting author, Dr. Irene Fountas

Using Leveled Text to Support Differentiated Instruction in a Comprehensive Program

By Dr. Irene Fountas

In a comprehensive approach to classroom literacy, teachers use different books for different purposes. A common text might be used with a whole class of children, but differentiated instruction will call for leveled books (instructional level texts) that are different from the common text as to the characteristics that support and challenge readers. The very definition of leveled books calls for content, language, vocabulary, and decodability challenge at the particular point in time in the reader’s development.

Readers can best learn to process a text when it is not too difficult, so a text that offers a few challenges is ideal for instruction. The purpose of the instructional level text is to offer children the opportunity to develop their strategic actions with a text that offers a few challenges, but is not too difficult. With the instructional level text, the reader processes content, language, and vocabulary that is suitable to the particular text level and allows the readers to learn on the text.

The goal of instructional level reading is not the reading of a particular text, particular content, or particular words. Rather readers need to learn to process a variety of words, language, and content that allows them to expand their processing powers. The teaching is not directed at a particular set of words, but at developing the strategies for reading any words at the difficulty level of the text. With the goal of children learning how to read, not learning how to read a particular text, readers will be able to process any text similar in its challenges.

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