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!

This Issue!

✓ Author’s Corner
Effective Comprehension Instruction

✓ Teacher’s Tips
- How to use the Theme Paperbacks (1–2)
- How to use the Teacher’s Annotated Edition of the Integrated Theme Test (K–6)
- Graphic Organizers: Where to Find Them

✓ Component Spotlight
Teacher Resource Blackline Masters

✓ Universal Access
Reader’s Library

✓ Teachers Ask...
What is the best way to read the anthology selection?

✓ New From Houghton Mifflin Edusoft
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*

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**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
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.

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

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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.

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