

How ***Houghton Mifflin Reading***
meets the criteria for
effective reading instruction,
as established by the
National Reading Panel Report.



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The National Reading Panel (NRP) issued a report in response to a Congressional mandate to help teachers, parents, and policymakers identify the skills and methods most crucial to reading achievement. The key findings of the NRP study and examples of the ways in which **Houghton Mifflin Reading** addresses those findings are presented here for your reference.

National Reading Panel Findings

Phonemic Awareness

Phonemic awareness and letter knowledge have been identified as the two best predictors of how well children will learn to read.

Explicit instruction is the most effective approach for instruction.

Teacher education is a critical element for student success.

Houghton Mifflin Reading

Phonemic Awareness

"Welcome to School," in Kindergarten and "Back to School," in Grade 1, plus daily Opening Routines and the introductions to each phonics lesson provide an abundance of opportunities to engage students in phonemic awareness and letter name activities.

Explicit instruction in **Houghton Mifflin Reading** clearly identifies letter sounds and provides multiple exemplars for teacher-led practice.

Lessons provide a model of what research has confirmed to be critical attributes of effective instruction. These include:

- Clear and direct explanations with teacher modeling through Think Alouds and demonstration
- Teacher-led practice before students are asked to apply skills independently

Houghton Mifflin is committed to providing ongoing training and support to teachers through product inservice. Author research papers provide additional helpful background information. Complete staff development information is available upon request.

Phonics

Synthetic phonics instruction is the most effective approach.

Effective phonics instruction leads to improved spelling.

It is important to put knowledge of letter-sound relationships to work.

Instruction needs to be tailored to the varying skill proficiency of students.

Phonics instruction produces significant benefits for students in K–6.

Fluency

A critical element of comprehension success is the ability to read fluently.

Fluency requires speed, accuracy, and proper expression.

Phonics

A systematic, synthetic approach is used in all phonics lessons.

* Only **Houghton Mifflin Reading** has phonics and spelling instruction that match at all grade levels, from Grades 1 to 6.

The Phonics Library stories, I Love Reading stories, and Student Anthology stories provide immediate opportunities for students to apply what they've learned from phonics instruction. The On My Way Practice Readers provide additional opportunities for application.

All levels of student proficiency are accommodated in **Houghton Mifflin Reading**.

- All students follow the core path.
- Below-level students are supported through
 - Reteaching lessons in the Teacher's Edition
 - Daily lessons in the Extra Support Handbook, built around a Preteach/Reteach model
 - Lexia Phonics software that adapts to student needs.
- English Language Learners are also supported through
 - Reteaching lessons in the Teacher's Edition
 - Daily lessons in the English Language Learners Handbook, built around a Preteach/Reteach model
 - Lexia Phonics software that adapts to student needs.
- Challenge for advanced students is offered in the phonics Challenge lessons in the Teacher's Edition.

* **Houghton Mifflin Reading** has a thorough Phonics/Decoding Longer Words strand that continues through Grade 6, providing phonics review, structural analysis instruction, and application using a strategic plan for decoding unknown words.

Fluency

Frequent opportunities for fluency development are provided in the Teacher's Edition, with instructions for checking rate and accuracy. This includes the "Back To School" section, weekly lesson plan notes, and end of theme wrap-ups starting mid-year in Grade 1 and continuing through Grade 6.

Resources particularly focused to develop speed, accuracy, and proper expression include:

- The Phonics Library, Grades K–2
- On My Way Practice Readers, Grades K–2
- The Reader's Library, Grades 3–6
- End of theme fluency checks in the Teacher's Editions
- The Leveled Reading Passages Assessment Kit.

National Reading Panel Findings

Houghton Mifflin Reading

Vocabulary

Vocabulary instruction leads to gains in comprehension.

Computers can contribute to effective vocabulary instruction.

Vocabulary can be learned incidentally in reading or listening to others, and in rich contexts.

Preteaching vocabulary before reading is useful.

Repeated exposures appear to enhance vocabulary development.

Vocabulary can be taught directly and indirectly.

Comprehension

Vocabulary is an important factor in developing comprehension.

Explicit instruction in skills/strategies can improve student comprehension. The teacher should demonstrate (model) until students can carry them out independently.

Vocabulary

Vocabulary instruction is comprehensive in **Houghton Mifflin Reading**, with selection vocabulary, vocabulary skills, and expansion lessons throughout.

- * The “Get Set for Reading” CD-ROM features an audio reading of a story summary in English or Spanish, with highlighted vocabulary defined in the on-screen glossary.
- * **Houghton Mifflin Reading** provides numerous opportunities for incidental and oral vocabulary development:
 - Weekly teacher Read Alouds are provided in the core materials for Grades K-6. Oral vocabulary is developed for each selection.
 - Three levels of trade book literature—Easy, On Level, and Challenge— are provided with each theme, allowing ALL students to have rich language experiences.
 - Content area vocabulary is provided in each Content Area reading link following the core anthology selection.

“Get Set to Read,” a feature in the Student Anthology at all grade levels, introduces key vocabulary with strong graphic support and context sentences. Additional support is provided in the Teacher’s Edition, Instructional Transparencies/Charts/Blackline Masters, the Student Practice Book, and the “Get Set for Reading” CD-ROM.

In Grades K–2, Phonics Library stories, On My Way Practice Books stories, and short stories on the Instructional Transparencies/Charts/Blackline Masters provide repeated exposures to new vocabulary. Vocabulary is constantly recycled in subsequent selections.

In Grades 3–6, Reader’s Library books provide continued reinforcement of high-frequency vocabulary and words that apply the instruction from lessons on phonics and decoding longer words. Additional exposure is provided through the Instructional Transparencies/Blackline Masters and Practice Book pages.

- * In addition to the direct instruction of the selection vocabulary, vocabulary skill lessons that include expansion of the story concept words are included in each weekly lesson plan, along with appropriate practice and challenge activities. The weekly spelling instruction also contains vocabulary words.

Comprehension

See above for a description of the thorough vocabulary instruction in **Houghton Mifflin Reading**.

- * K–6 instruction is very explicit in **Houghton Mifflin Reading**, beginning with an auditory experience to introduce the skill, followed by direct instruction in both skills and strategies that utilize teacher modeling through Think Alouds. Throughout the reading of the selection, there are teacher notes for further modeling if necessary. Students are guided through a gradual, scaffolded release from strong teacher modeling, to group modeling (teacher-student), and finally to a demonstration of independence in student modeling.

- * Unique strength of **Houghton Mifflin Reading**

Comprehension *continued*

Seven categories of comprehension instruction with a solid scientific basis have been proven effective. They are:

- Monitoring (where readers learn how to be aware of their understanding of the material)
- Cooperative learning (where students learn reading strategies together)
- Use of graphic organizers
- Question answering (where readers answer questions posed by the teacher)
- Question generation (where readers ask themselves questions)
- Story structure
- Summarization.

Teaching comprehension in the context of specific academic areas, such as social studies or science, can be effective.

Teacher Education

Results generally indicated that inservice professional development produced significantly higher student achievement.

Computer Technology

Promising uses include:

- Use of hypertext (highlighted text that links to underlying definitions)
- Use of computers as word processors may be very useful, given that reading instruction is most effective when combined with writing instruction.

Comprehension

* **Houghton Mifflin Reading** thoroughly addresses all seven categories:

- The strategies of monitoring, questioning, and summarizing narrative and expository texts are all included, with an instructional model that provides for teacher modeling, teacher-student interaction, and student modeling.
- Graphic organizers are used for every lesson plan.
- There are frequent opportunities for students to answer teacher-posed questions and ask themselves questions.
- Story structure is used throughout as one element of summarizing narrative selections.
- Summarizing is taught using strategies that are specific to the expository or narrative text structure.

* Each major anthology selection is followed by a Content-Area Link to science, social studies, math, or the arts, with both vocabulary and comprehension instruction, Grades 1–6.

Teacher Education

Houghton Mifflin has long been committed to providing its adopting districts with high quality inservice for the life of the adoption. A comprehensive Staff Development Proposal and information on Houghton Mifflin's professional development courses are available upon request. Please call 800-733-2828 for more information.

Computer Technology

Houghton Mifflin publishes a wide range of educational software, including "Get Set for Reading" which features voiced story summaries in English and Spanish, "click-on" vocabulary words with definitions, and a number of word processing programs for all grade levels.

A wide range of writing, proofreading, and grammar software is available from Houghton Mifflin to support the writing instruction strand in **Houghton Mifflin Reading**. Students learn strong composition skills and have opportunities to read and discuss from the perspective of both readers and writers. Instruction focuses on how to improve a piece of student writing—an important strategy for raising test scores.

Across the nation, educators are choosing
Houghton Mifflin Reading...

Why?

Houghton Mifflin *delivers*

- **Evidence of effectiveness**
based on **scientific research**
- **Systematic instruction** in the
five dimensions of reading
- **Assessment** that points the way
to success
- **Resources** to meet the needs of each
and every child
- **Classroom management** tools that
support efficient planning and teaching.

