

Look Fors in K–5 Skills Instruction

Look for	Description
Program and Lesson Components	<p>Use of <i>Houghton-Mifflin Teacher’s Guide</i> to design 30-minute lessons to provide explicit instruction on phonemic awareness, phonics, spelling, vocabulary, and/or grammar. Students are encouraged to apply these strategies and skills during Reading and Writing Workshops.</p> <p>Kindergarten–Grade 2</p> <ul style="list-style-type: none"> • Daily phonemic awareness activities • Explicit instruction of weekly phonics principle supported by manipulatives (e.g., letter cards, picture cards, word cards, magnetic letters) and decodable books • High-frequency word study and word walls <p>Grades 3–5</p> <ul style="list-style-type: none"> • Weekly spelling lists organized by phonetic principles, patterns, and word parts • Word sorts to reveal essential similarities and differences among words • In-depth word study, including analogies and word structure • Vocabulary expansion and enrichment, including content area vocabulary integration, vocabulary games, and use of resources, such as thesauri and dictionaries • Instruction in grammar, including parts of speech, capitalization, and punctuation supported by the <i>Houghton-Mifflin English Workbook Plus Blackline Masters</i> <p>Grades 3–5 (ELA-S)</p> <ul style="list-style-type: none"> • Explicit lessons on grammar usage, including parts of speech, capitalization, and punctuation, supported by <i>Houghton-Mifflin Lenguaje</i> (Spanish) and <i>Houghton-Mifflin English</i> (English) • Activities to support the writing process and provide additional instruction in using editing checklists and proofreading • Strategies for building vocabulary, checking spelling, test-taking, and researching • Lessons to support transition from <i>Houghton-Mifflin Lenguaje</i> to <i>Houghton-Mifflin English</i> through the use of graphic organizers, student models, and benchmark papers <p>Differentiation Options</p> <ul style="list-style-type: none"> • Each program offers activities built on key concepts to supplement, modify, and/or adjust lessons to meet student needs. • Instruction and practice opportunities may be offered in whole or small groups or individually, depending on need.
Classroom Environment	<p>Arrangement</p> <ul style="list-style-type: none"> • Designed for large and small group instruction <p>Displays</p> <ul style="list-style-type: none"> • Program artifacts, including strategy charts • Word walls (e.g., high-frequency words, word meanings, content area word walls) • Student work and examples <p>Materials/Tools</p> <ul style="list-style-type: none"> • Manipulatives (e.g., letter and word cards, magnetic letters, dry erase boards, templates, graphic organizers)
Program Assessment Opportunities	<p>Both formal and ongoing informal assessments are used to inform instruction and monitor student progress. Possibilities for assessment include:</p> <ul style="list-style-type: none"> • Evidence of application of skills taught when students read and write • Weekly monitoring of student progress around key concepts (K–grade 2—Re-Teaching Lessons: Day 5) • Unit tests and review tests (grades 3–5) • Teacher/student-developed rubrics and evaluation guides