



Consortium on Reading Excellence®

Your Implementation Partner
for Literacy Achievement

Program Resource Packet



Houghton Mifflin Reading, 2003

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CORE Mission

CORE serves as a trusted advisor at all levels of K–12 education, working collaboratively with educators to support literacy achievement growth for all students.

Our literacy implementation support services and products help our customers build their own capacity for effective instruction by laying a foundation of research-based knowledge, supporting the use of proven tools, and developing literacy leadership.

As an organization committed to integrity, excellence, and service, we believe that with informed school and district leaders, expert teaching, and well-implemented programs, all students can become proficient readers and writers.

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Introduction

Elementary schools are working hard to implement new reading programs. The textbook publishers have done a wonderful job developing research-based materials to support effective reading instruction. However, implementing these programs can be a daunting task. This packet contains resources aligned to your program that can be used by administrators, coaches, and classroom teachers to assist with this implementation. Inside this packet you will find the following implementation tools:

- 10- or 15-minute walk-through observation forms to help administrators and coaches quickly gauge instructional needs. These forms may also be used by classroom teachers.
- Specific grade-by-grade observation checklists for more detailed classroom observation.
- Assessment and Pacing Guides to be used by administrators, coaches, and teachers to develop a school assessment plan using the program assessment resources and to lay out a pacing calendar to align instruction and testing.
- A small-group instruction planner to be used by all staff to assist in effective program implementation.

We hope you will find these resources useful as you implement your reading program.

In addition to these resources, CORE provides site implementation to assist you to effectively use your program. We provide classroom demonstration lessons, observation and feedback, and grade-by-grade work sessions to ensure teachers develop program expertise. In addition, CORE offers a Leader Institute and Coach Institute for principals and coaches to support full implementation of an effective reading program.

Houghton Mifflin Reading Observation Checklist Kindergarten—Themes 1–3

Teacher _____ Date _____

Observer _____

Observer should have HMR teacher's edition opened to lesson being viewed.
Items in **bold print** are actual titles of books or lesson parts in HMR.

| | |
|---|-----------|
| Theme # _____ | |
| Check | Page |
| Parts Observed | Reference |
| <input type="checkbox"/> Learning to Read | _____ |
| <input type="checkbox"/> Word Work | _____ |
| <input type="checkbox"/> Writing and Language | _____ |

| | |
|---|--|
| ENVIRONMENT AND GENERAL BEHAVIORS <i>Use this section with all Themes.</i> | + = In Evidence - = Not in Evidence N/A = Not in lesson plan |
| CLASSROOM ENVIRONMENT | |
| The placement of desks, tables, overhead projector, and classroom materials are conducive to students attending and focusing on direct instruction. | |
| Grade level literature resources are easily accessible. | |
| Overhead projector is available for use with instructional transparencies. | |
| Audio player is available for students to listen to Audiotapes. | |
| Computer is available for students to use CD-ROMs— <i>Optional</i> . | |
| Classroom library of student literature for reading at individual levels is present. | |
| TEACHER BEHAVIORS | |
| Teacher holds and/or refers frequently to the teacher's edition (TE) while instructing. | |
| Instructional pacing is appropriate for the different parts of the lesson. | |
| Teacher moves around room and watches for struggling students. | |
| Teacher elicits active involvement from students where appropriate. | |

| | |
|--|--|
| WELCOME TO KINDERGARTEN <i>Use this section with the beginning of Theme 1 only.</i> | |
| FIRST TEN LESSONS | |
| Teacher follows TE to teach the Getting Started lessons using the following format: | |
| <ul style="list-style-type: none"> ■ Listening to a Story ■ Learning a Nursery Rhyme ■ Previewing the ABCs ■ Learning Environmental Print ■ Establishing Daily Routines | |
| FIRST TEN LESSONS | |
| ASSESSING STUDENT NEEDS | |
| Informal assessment of students' reading and writing is used to help determine student needs. | |
| Diagnostic assessment instruments are used to assess students' strengths and needs: Emerging Literacy Survey, Lexia Quick Phonics Assessment CD-ROM, Leveled Reading Passages. | |
| Teacher begins planning for customized instruction and intervention. | |

| | |
|--|--|
| LAUNCHING THE THEME <i>Selection 1, Day 1 for each Theme</i> | |
| Theme Poster activity is used to prompt discussion. | |
| Theme Poem is read and discussed. | |
| On-Going Theme Project is introduced. | |
| Classroom Routines may be introduced. | |