



Consortium on Reading Excellence®

Your Implementation Partner
for Literacy Achievement

Program Resource Packet



Harcourt Trophies, 2003

CORE and Consortium on Reading Excellence are registered trademarks of Consortium on Reading Excellence, Inc.

Copyright © 2005 Consortium on Reading Excellence, Inc. All rights reserved. Printed in the United States of America. This publication is protected by copyright, and permission should be obtained from the publisher prior to any reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise.

Version 2.0

For information about or to gain permission to use any content in this document, write to:

Permissions, Editorial Department
Consortium on Reading Excellence, Inc.
5855 Christie Avenue, Suite A
Emeryville, CA 94608
Telephone: (888) 249-6155
Facsimile: (888) 460-4520
E-mail: info@corelearn.com
www.corelearn.com

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.

Table of Contents

Introduction	3
Observation Checklists	5
Pacing and Assessment Rules	35
Small-Group Time Planner	47
Sample 90-Minute Reading Block Schedules	54

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.
- Sample 90-minute reading block schedules to help you plan your instructional organization and time.

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

Harcourt Trophies Observation Checklist Grade 1

Teacher _____ Date _____

Observer _____

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

THEME # _____	Page reference _____
Check parts observed	
<input type="checkbox"/> Oral Language	_____
<input type="checkbox"/> Word Work	_____
<input type="checkbox"/> Reading	_____
<input type="checkbox"/> Language Arts	_____

HARCOURT READING STRATEGIES "Strategies Good Readers Use"	
<p>To recognize words</p> <ul style="list-style-type: none"> ▪ Decoding/phonics ▪ Look for word bits and parts 	<p>To gain meaning</p> <ul style="list-style-type: none"> ▪ Self-correct ▪ Read ahead ▪ Reread ▪ Reread aloud ▪ Use picture clues to confirm meaning ▪ Make and confirm predictions ▪ Sequence events/summarize ▪ Create mental images ▪ Make inferences

<p>ENVIRONMENT AND GENERAL BEHAVIORS + = In evidence - = Not in evidence <i>Use this section with all Themes.</i> N/A = Not applicable</p>	
CLASSROOM ENVIRONMENT	
The placement of desks, tables, overhead, 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 Teaching Transparencies .	
Audio player is available for students to listen to Audiotext cassettes.	
Computer is available for students to use CD-ROMs— <i>Optional</i> .	
Classroom library of Books for All Learners or student literature for reading at individual levels is present.	
TEACHER BEHAVIORS	
Teacher holds and/or refers frequently to teacher's edition 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.	

ASSESSING STUDENT NEEDS	
The Placement and Diagnostic Assessment and the pretest from Reading and Language Skills Assessment have been administered.	
Diagnostic Checks are performed throughout lesson to assess progress and instruction is customized accordingly.	
Oral Reading Fluency Assessments are given two times a year or as needed.	
End of Selection Tests are given using the student Practice Book .	
Teacher assesses student progress using multiple measures: <ul style="list-style-type: none"> ▪ Anecdotal records ▪ Checklists (for listening, speaking, viewing, reading, and writing) ▪ Portfolios ▪ Reading notebooks 	
Mastery of objectives is assessed using the Reading and Language Skills Assessment posttests as well as the End-of-Book tests (Holistic and/or Reading and Language Skills Assessment Mid-Year and End-of-Year).	

BEGINNING OF YEAR TE 1-1	
Inventory Unit lessons are completed to refresh and assess knowledge during first weeks of school.	
INTRODUCING THE THEME	
Teacher reads big book stories to set the stage for introduction of new theme, and model fluency.	
Theme is introduced, students are asked to preview stories and discuss the theme.	
Teacher builds connections by sharing a related poem.	
Theme project is introduced and is worked on throughout the theme.	

Overview of Harcourt Trophies Assessment Components

FORMAL ASSESSMENTS				
ENTRY-LEVEL ASSESSMENTS (TO PLAN INSTRUCTION):				
When	User	Type	Level	Purpose
Start of school year	Principal Teacher	Group Inventory Form A	K, 1	K—To get an overview of the strengths and weaknesses in prereading skills for the entire class. 1—To determine the test placement for a student and to assess strengths and weaknesses.
		Phonemic Awareness Inventory	K, 1, 2, 3	K, 1, 2—To assess the strengths and weaknesses of phonemic awareness skills of individual students. 3—To determine a student’s phonemic awareness skills.
		Concepts about Print Inventory	K, 1	To assess student’s familiarity with many of the concepts associated with early reading.
		Phonics Inventory	2, 3	To assess a student’s ability to apply phonic and structural analysis to nonsense words.
		Placement Tests	2–6	To determine the best placement for a student and to assess strengths and weaknesses.
First three months	Principal Teacher	Oral Reading Fluency Assessment (A passages)	2–6	To monitor how automatically a student applies decoding skills and recognizes high frequency words.
Before each theme	Teacher	Reading and Language Skills Pretest	1–6	To determine a student’s proficiency with selected skills before starting instruction.

Harcourt *Trophies* Pacing Chart—Grade 5

Assessment Note: End-of-Selection test typically located in Read and Comprehend section. Reading and Language Skills: Pretest and Posttest before and after each Theme (allow 1 day for pretest and 1 day for posttest). Can also administer Holistic Assessment after each Theme.

Book: Distant Voyages

Theme*	Selection	Weeks/Days
START OF SCHOOL YEAR ASSESSMENT: Placement Tests (see Placement and Diagnostic Assessments for complete administration details).		
1. Look Inside	<ul style="list-style-type: none"> ■ The Hot and Cold Summer ■ Sees Behind Trees ■ Yang the Third and Her Impossible Family ■ Dear Mrs. Parks ■ Elena 	1 week per selection TOTAL 25 Days
	<ul style="list-style-type: none"> ■ We'll Never Forget You, Roberto Clemente ■ Folk Tales from Asia ■ Iditarod Dream ■ Woodsong ■ Island of the Blue Dolphin 	1 week per selection TOTAL 25 Days
In approximately the first three months of the school year, Administer "A" passages of Oral Reading Fluency (allow 5 minutes/student).		
3. A Changing Planet	<ul style="list-style-type: none"> ■ Everglades ■ Summer of Fire ■ Oceans ■ Seeing Earth from Space ■ The Case of the Flying-Saucer People 	1 week per selection TOTAL 25 Days
	MID-YEAR ASSESSMENT: Administer Reading and Language Skills Assessment (allow 2–3 days). Administer "B" passages of Oral Reading Fluency (allow 5 minutes/student). As needed, use Assessment notes at "point of use" in TE.	
4. Express Yourself	<ul style="list-style-type: none"> ■ Hattie's Birthday Box ■ William Shakespeare and the Globe ■ The World of William Joyce Scrapbook ■ Satchmo's Blues ■ Evelyn Cisneros: Prima Ballerina 	1 week per selection TOTAL 25 Days
	<ul style="list-style-type: none"> ■ Off and Running ■ Little by Little ■ Dear Mr. Henshaw ■ Frindle ■ The Fun They Had 	1 week per selection TOTAL 25 Days
6. American Adventure	<ul style="list-style-type: none"> ■ Across the Wide Dark Sea ■ Name This American ■ What's the Big Idea, Ben Franklin? ■ Lewis and Clark ■ Black Frontiers 	1 week per selection TOTAL 25 Days
	END-OF-YEAR ASSESSMENT: Administer Reading and Language Skills Assessment (allow 2–3 days). Administer "C" passages of Oral Reading Fluency (allow 5 minutes/student).	

* Each Theme is a separate hardbound book.