Phonics Library Books (5 copies of each title)

Houghton Mifflin Company

Copyright - 2005 ISBN - 0-618-38690-4 Edition - first

Grade Level	P2 - 1st Grade
Readability Level	
Course / Content	Reading
List Price:	591.4
Wholesale Price	443.55000000000001

The features of each book or program were developed by the publisher and do not reflect the opinion of the Kentucky State Review Team Kentucky State Textbook Commission or the Kentucky Department of Education.

Content

Houghton Mifflin Reading is a fully integrated reading and language arts program for grades Kindergarten through 6. It is based on a solid foundation of scientific research, with systematic instruction in reading, writing, grammar, and spelling and a variety of resources to ensure success for all students. This new integrated reading/language arts program features explicit skill lessons for core instruction organized in a clear instructional pathway with differentiated, scaffolded instructional opportunities to meet individual needs. Instruction is supported by outstanding award-winning literature and decodable text that provides a balance of fiction and non-fiction reading opportunities. The program is linked to a comprehensive assessment system, built-in staff development, and integrated technology.

Student Experiences

Throughout Houghton Mifflin Reading students learn through large whole group, small group and independent instructional opportunities. A scaffolded range of instructional ideas provides students with explicit, systematic instruction in Reading, Word Work, and Writing and Oral Language. Throughout the program students are met at their own level by taking part in varied lessons and activities in phonemic awareness, phonics, high-frequency word development, reading strategies, comprehension skills, information/study skills, decoding longer words, spelling (correlated with phonics and structural analysis), vocabulary skills and expansion, grammar, writing process and modes, listening, speaking, and viewing. Students have access to self-evaluation rubrics to use as guides in their own revision of writing and reading. Assessments, placement, and screening tools are available both electronically and in written format.

Assessment

A comprehensive assessment system, consisting of Diagnosis and Planning, Ongoing Assessment, Test Preparation, and Periodic Progress Monitoring, establishes benchmarks and helps teachers monitor progress, customize instruction, and prepare students for state and standardized tests. Specifically, Houghton Mifflin Reading contains multiple assessment tools to assist teachers in evaluating student progress and determining instructional needs. Screening Assessments are administered to determine which children are at risk for reading difficulty and who will need additional intervention. Diagnostic Assessments help teachers plan instruction by providing in-depth information about student's skills and instructional needs. Progress Monitoring Assessments determine if students are making adequate progress or need more intervention to achieve grade level outcomes. Formal and Informal Ongoing Assessment tools within the program support teachers and students. Weekly quizzes are located in the Teacher's Resource Book. End of Theme Assessment includes a multiple choice Theme Skills Test or a combination of short responses and multiple choice in the Integrated Theme Test. Oral reading checks linked to the Leveled Readers can be administered as desired to monitor reading rates and accuracy. Students have access to self-evaluation rubrics to use as guides in their own revision of writing and reading.

Assessments, placement, and screening tools are available both electronically and in written format.

Organization

Explicit, systematic instruction in Reading, Word Work, and Writing and Oral Language comprises lessons in phonemic awareness, phonics, high-frequency words, reading strategies, comprehension skills, information/study skills, decoding longer words, spelling (correlated with phonics and structural analysis), vocabulary skills and expansion, grammar, writing process and modes, listening, speaking, and viewing. Tested skills are introduced and periodically reviewed according to a carefully constructed, researched-based scope and sequence for each grade and across the program. Teacher's Editions, conveniently bound by individual themes, provide clearly laid-out lesson plans with a consistent Teach/Practice/Apply organization. Suggested Daily Routines offer five-day plans throughout the program. The Kindergarten through Grade 2 Teacher's Editions are arranged by daily plans. Adaptions to meet individual needs and provide universal access include provisions for Extra Support, English Language Learners, Reteaching, Challenge, and Extension.

The literature is organized by themes and includes a wide variety of texts for different instructional purposes. Teacher Read Aloud selections, engaging trade book literature, appealing decodable texts that provide the opportunity to apply phonics skills and high-frequency words, informational texts that integrate the content areas, and leveled books that support comprehension and develop fluency all combine to accommodate the range of abilities in any classroom.

Student anthologies include special features designed to build support for and to expand upon each main literature selection. Get Set selections build vocabulary and background. Responding pages support comprehension. Content Area Links integrate cross-curricular material. Focus On genre study sections between themes provide in-depth explorations of specific literary genres. Other features, such as Student Writing Models and Taking Tests (test preparation), enhance the students' language arts experience.

Integrated technology helps teachers and students access, process, and create information, and provides instruction and practice, extension opportunities, assessment, and staff development. With interactive background building and vocabulary development activities, the Get Set for Reading CD-ROM helps students access the literature in each theme. The Lesson Planner CD-ROM enables teachers to easily prepare and customize their lesson plans. Education Place«, referenced in the student books, provides free online program support and extension activities for students, teachers, and parents.

Resource Materials

Teacher Editions (K-6), Teacher's Resource Kit (Practice Book Teacher's Annotated Edition, Home/Community Connections, Teacher's Assessment Handbook, Instructional Activities for Challenge, Teacher's Resource Blackline Masters, Vocabulary/Spelling Word Ca

Gratis Items to be provided and under what conditions

Upon the purchase of the Kindergarten Kit for Kindergarten and a classroom set of the Houghton Mifflin Reading anthologies for Grades 1-6, Houghton Mifflin will provide the following materials at no charge for the first year of the adoption, upon request

Available Ancillary Materials

On My Way Library Set Kindergarten $ 75.00 Grade One $ 225.00 Grade Two $ 62.10
Classroom Intervention Kit, Kindergarten-Grade 6 $ 312.00
Theme Skills Test Blackline Masters and Teacher Annotated Edition, Kindergarten $ 150.00
Kentucky SATT Test Blackli

Research Data and Evidence of Effectiveness

Disclaimer: the research data and evidence of effectiveness was provided by the publisher and does not reflect the opinion of the State Review Team, the State Textbook Commission, or the Kentucky Department of Education.

Research Available

YES - provide information below
Since 1997, when the company participated in the NICHD Early Intervention Project Study, Houghton Mifflin has been committed to evaluating the effectiveness of its

reading programs. Houghton Mifflin offers a comprehensive body of scientific research that includes both independent, quasi-experimental national effect size studies and pre-post comparison case studies. Three large-scale, quasi-experimental studies conducted by independent researchers and one case study (summarized below) have shown Houghton Mifflin Reading to be effective in improving student achievement in a variety of districts and student populations.

Abt Associates conducted one of the quasi-experimental studies, An Independent Two-Year Study of the Effectiveness of Houghton Mifflin Reading, that examined ITBS reading scores for students in grades 1-3 from 10 Chicago public schools-5 using Houghton Mifflin Reading and 5 using other reading programs-over a two-year period. Findings show that after two years of using Houghton Mifflin Reading a cohort of third-grade students made statistically significant gains in vocabulary as measured by the ITBS while the comparison students did not.

An Analysis of the Effects of Using Houghton Mifflin Reading on Reading Test Scores in Chicago Public School, conducted by EDSTAR, was another study designed to determine the effects of Houghton Mifflin Reading on student reading achievement in Chicago public schools-this time over a four-year period (1998-2001). Using reading scores from the ITBS, researchers compared the performance of students in grades 3-6 at 64 elementary schools using Houghton Mifflin Reading to 62 comparison schools matched on demographics and prior reading achievement but using other reading programs. This study shows that in the majority of cases where there was a difference in performance between Houghton Mifflin schools and their matched comparison schools, Houghton Mifflin schools had higher achievement than their comparison schools.

The third study, An Evaluation of Houghton Mifflin Reading in California, was conducted by Sheffield Research to evaluate the impact of Houghton Mifflin Reading in California school districts. The study examined the performance of students from grades 2-5 on the state's criterion-referenced test, the California Standards Test (CST), and norm-referenced California Achievement Test (CAT/6) for 36 districts-18 using Houghton Mifflin Reading and 18 using other reading programs-from 2002 to 2003. The study found that students in the Houghton Mifflin districts made greater gains than students in the comparison districts on both the CST and the CAT/6 after using Houghton Mifflin Reading for one year.

An Evaluation of Reading Test Performance Before and After Implementation of Houghton Mifflin Reading in Two Colorado Districts is a case study that not only provides evidence of the program's effectiveness in school districts similar to those in Kentucky but also corroborates the findings of the three quasi-experimental studies previously presented. This study examines the reading achievement of fifth grade students on the Colorado Student Assessment Program (CSAP) in two rural Colorado districts using Houghton Mifflin Reading. First-year results not only show gains in student performance for the two districts following the implementation of Houghton Mifflin Reading, but also show that these districts had larger gains than the state as a whole for the same time period (2003 to 2004).

Evidence:

An Independent Two-Year Study of the Effectiveness of Houghton Mifflin Reading

- After using the HMR/ALL program for one year, a cohort of third grade students made statistically significant gains in vocabulary skills as measured by the ITBS. The HMR/ALL students made gains over the course of a school year that would be expected for the average student, while the comparison students did not.
- After using the HMR/ALL program for two years, the gains were even greater for a second cohort of third grade students. Again, the HMR/ALL students kept pace with the test publisher's expectations for growth, while the comparison students did not.
- The significant difference in gain scores in vocabulary favoring HMR/ALL students and the corresponding effect size suggest that there are educationally meaningful differences in growth in achievement in vocabulary between HMR/ALL students and students using the other reading programs.

An Analysis of the Effects of Using Houghton Mifflin Reading on Reading Test Scores in Chicago Public School

- In schools using the Houghton Mifflin reading programs, the percentage of students scoring at or above national norms increased during the first year the program was implemented (implementation years varied from 1998 to 2001).
- When comparing results from the year before implementation with 2002 results, gains in Houghton Mifflin schools were apparent for each year the program was implemented (1998, 1999, 2000 or 2001).
- The gains in Houghton Mifflin schools were greater than for the City of Chicago district as a whole for three of the four years examined.
- In schools that are greater than 90% Hispanic, schools using a Houghton Mifflin reading program obtained statistically significantly higher reading scores than comparable schools using other programs.

An Evaluation of Houghton Mifflin Reading in California 2002-2003

- Looking at the results overall, students in Houghton Mifflin Reading (HMR) user districts had significantly higher gains ($p < .05$) than students in comparison districts using other reading programs, a 5.8 point-gain for HMR students versus a 5-point gain for comparison district students.
- Houghton Mifflin second- and fourth-grade students who were economically disadvantaged or from high multicultural districts demonstrated significantly greater reading and language achievement than did their comparison district counterparts, a 6.5 gain for HMR students versus a 6-point gain for comparison district students.
- In 2002, before HMR was adopted, special education students from HMR districts were performing at lower levels than those from comparison districts. After one year of HMR implementation, however, this trend was reversed, with HMR students scoring higher than comparison students, a 5.8-point gain for HMR special education students versus a 2.7-point gain for comparison district special education students.

An Evaluation of Reading Test Performance Before and After Implementation of Houghton Mifflin Reading in Two Colorado Districts

- Following the implementation of Houghton Mifflin Reading, Grade 5 student CSAP reading scores in Gilpin County School District increased by 5 points, outpacing the state's gain of 3 points in the same time period: 2003 to 2004.
- After one year of using Houghton Mifflin Reading, Montrose students experienced a larger gain (4 points) than those in the state as a whole (3 points).

Overall Strength and/or Weaknesses

Disclaimer: Comments on the strengths and/or weaknesses of each book, material or program were written by members of the State Textbook/Instructional Materials Review Team and reflect their opinions. They do not reflect the opinions of the State Textbook Commission nor the Kentucky Department of Education. In addition, the State Textbook/Instructional Materials Review Team completed each evaluation form during summer of 2005. In order to maintain the integrity of the review team's comments, editing was limited to spelling and punctuation.

Recommendations:

Summary Form

I. Technology Component Summary 1.000.00

There are two websites mentioned for the students to access. www.eduplace.com has activities related to the selections, including vocabulary support with e.glossary and e. WordGame. An audio CD is available for students to listen to the selection. Acce

II. Reading Content Summary 1.8700000000000001

Students' comprehension is assessed with questions provided to the educator in the teacher's edition along with practice pages in comprehension. If students are experiencing difficulty with comprehension skills then intervention strategies are also provi

Strategies for flexible groupings are needed.

III. Writing Content Summary 1.92

The materials include a writing strand along with models, strategies, and daily writing prompts or Reading/Writing workshops that are age appropriate.

IV. Grammar and Spelling Content Summary 1.50

Spelling instruction is integrated with some of the words from the weekly selection.

V. Listening /Speaking / Observing Content Summary 1.00

Students are given the opportunity to create reports and writing pieces that may be presented.

VI. Inquiry Content Summary 1.00

VII. Technology Content Summary

There are two websites mentioned for the students to access. www.eduplace.com has activities related to the selections, including vocabulary support with e.glossary and e. WordGame. An audio CD is available for students to listen to the selection. Acce

Some technology resources must be purchased separately.

VIII. Audience: Teacher Materials Content Summary 1.75

A Kentucky Core Content Aligned Assessments book is available. Students are able to practice multiple choice, on demand, and open response questions. There are multiple diagnostic and cumulative assessment resources. A Teacher's Assessment Handbook th

The practice book must be selected as an option.

There are leveled readers available but they must be purchased separately or selected as the option.

IX. Audience : Student Materials Content Summary 1.43

Students' comprehension is assessed with questions provided to the educator in the teacher's edition along with practice pages in comprehension. If students are experiencing difficulty with comprehension skills then intervention strategies are also provi

X. Format Content Summary 1.14

The materials include a scope and sequence entitled Skills Across Grakes K-6. A the beginning of the theme a list of technology resources and other leveled books given.

Indexes nor appendices are found in the textbook.

XI. Ancillary Materials Content Summary 1.00

Technology and other resources are indicated at the beginning of each week's lesson plans.

Glossaries and word games may be found online at www.eduplace.com

Accomodations for special needs students were limited.

READING CONTENT

Genres are noted at the beginning of each text thus enabling students to become familiar with the genre vocabulary.

Students are exposed to high frequency word lists, leveled readers, and a main story during the week.

Students' comprehension is assessed with questions provided to the educator in the teacher's edition along with practice pages in comprehension. If students are experiencing difficulty with comprehension skills then intervention strategies are also provi

Students are given the opportunity to read several selections throughout the week that relate to the main story and to extend their knowledge of what they are reading,

Students are given the opportunity to respond to the selection by retelling the story, writing about the story, or answering questions about the story. These activities are included in the students' anthology. They are also given opportunities to reflec

Students are given a variety of methods to evaluate the text. Critical Thinking skills are noted in the teacher's edition for each selection.

Students are instructed daily in phonemic awareness and phonics skills. They are given opportunities to reinforce the skills taught with skills pages and decodable texts.
Students' skills are continually reinforced with the use of decodable books, phonics activities, high frequency words, and strategies for using the skills taught.
Students review high frequency words daily and revisit the words previously learned within the selection.
Students' comprehension is assessed with questions provided to the educator in the teacher's edition along with practice pages in comprehension. If students are experiencing difficulty with comprehension skills then intervention strategies are also provi
Fluency assessments and strategies are incorporated throughout the series along with assistance for individual students who need improvement.
Differentiated instruction allows for the teacher to group children accordingly.
The materials have diagnostic assessments in fluency and phonics. Students are exposed to ongoing assessments, formal assessments over the selection and at the end of the unit. Strategies are also offered to assist the teacher in addressing the skills a
Leveled and decodable books are available to the students along with the selection.
Genres are noted at the beginning of each selection within the anthology with links to other content areas and genres.
A "Meet The Author" page is included with each selection where applicable.
These materials were reviewed as K-Third grade set.

WRITING CONTENT

The materials include a writing strand along with models, strategies, and daily writing prompts or Reading/Writing workshops that are age appropriate.
Writing ideas and prompts are provided throughout the series at the conclusion of the main selection. The Reading/Writing Workshop pages give strategies for teaching the strands of the writing process.
The writing prompts aid the students in organizing their writing by asking questions or giving guidance and tips on completing the assignment.
Emergent writers begin by creating pictures and sentences to answer the prompt. The scope and sequence of instruction continues through the upper grades. Grammar skills pages are integrated within the materials.
Grammar and spelling skills are integrated within the reading program. Self analysis and correction is encouraged and reinforced with skills pages and practices.
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There are models of the writing process within the student text and materials.
Grammar and spelling skills are integrated within the reading program. Self analysis and correction is encouraged and reinforced with skills pages and practices.
Students are given the opportunity to write using a variety of written experiences. Daily writing prompts or Reading/writing workshops are also available to guide the student in their writing.
Students are given opportunities to reinforce the skills that are presented. Skills Practice and Reteaching pages are integrated throughout the series and follow a scope and sequence.
Students are given opportunities to practice the written language and oral language as they write and present reports.
There is a Differentiated Instruction strand incorporated in the materials. Strategies and resources are available to guide the student to succeed. Technology components are available although some must be purchased separately.

GRAMMAR AND SPELLING

There are student practice books that can be an option at purchase.
Students are given the opportunity to demonstrate their competency in grammar during the writing prompts, Reading/Writing Workshops, and daily instruction.
The materials include a writing strand along with models, strategies, and daily writing prompts or Reading/Writing workshops that are age appropriate.
Students are given the opportunity to write in various modes daily and weekly.
Spelling instruction is integrated with some of the words from the weekly selection.
There are leveled and decoding books along with differentiated instruction in order to reach all learners.
The children see the word lists in manuscript style writing.

Some of the words or forms of the words are from the text selection others may follow a particular phonics skill.
There are practice opportunities for the student to see the words in isolation and in context.
Students are given the opportunity to self analyze their work and edit it.
The website www.eduplace.com has a glossary available.

LISTENING / SPEAKING / OBSERVING

Students are given the opportunity to create reports and writing pieces that may be presented.
Examples and models are provided within the text for student's use.

INQUIRY

Students are given the opportunity to write reports, articles, poems, etc. Strategies and ideas within the text assist them.
Students are given the opportunity to explore information and gather ideas on various writing assignments that are age appropriate.
These materials were reviewed as a K-Third grade set.

TECHNOLOGY CONTENT

There are two websites mentioned for the students to access. www.eduplace.com has activities related to the selections, including vocabulary support with e.glossary and e. WordGame. An audio CD is available for students to listen to the selection. Acce
The K-Third grade materials were reviewed as a set.

AUDIENCE: TEACHER MATERIALS

Students have opportunities to read other content area selections that link with the main selection. For example in First Grade there is a story about a cat and the Science link story is about Pet Cats and Big Cats.
A Kentucky Core Content Aligned Assessments book is available. Students are able to practice multiple choice, on demand, and open response questions. There are multiple diagnostic and cumulative assessment resources. A Teacher's Assessment Handbook th
There are leveled readers available but they must be purchased separately or selected as the option. Learning centers are planned for the week to address skills taught and to have the children create artifacts. Differentiated instruction for small groups
The series anthology selections and leveled books that are appropriate for the various types of reading. They are often times featured as an Accelerated Reader book so that the chldren can be assessed (if the teacher has access to it).
Social Studies, Science. Language Arts,and writing are integrated in the selections. the teacher's edition also has five centers weekly the children can participate and encompass other subject areas.
Differentiated instruction is incorporated into the teacher's edition.
There is a weekly section of critical thinking questions available in the teacher's edition. Comprehension question accompany the main selection and leveled readers. Skills pages also reinforce comprehension skills.
Snapshots of student anthology, practice, and skills pages are included in the teacher's edition. Some of these pages are color coodinated making access easier.

AUDIENCE: STUDENT MATERIALS

Students' comprehension is assessed with questions provided to the educator in the teacher's edition along with practice pages in comprehension. If students are experiencing difficulty with comprehension skills then intervention strategies are also provi
Genres are noted at the beginning of each text thus enabling students to become familiar with the genre vocabulary.
Other content area links are noted in the student selection. Students are exposed to the cross curricular links in learning centers also.
Students are given the opportunity to experience various genres and diversity in the selections. Students may be able to relate to their own cultural make-up and add to the knowledge base of their fellow students.
The materials include a writing strand along with models, strategies, and daily writing prompts or Reading/Writing workshops that are age appropriate.
Students are given the opportunity to write using a variety of written experiences. Daily writing prompts or Reading/writing workshops are also available to guide the student in their writing.

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FORMAT

The materials include a scope and sequence entitled Skills Across Grakes K-6.
High frequency words are introduced and students are given the opportunity to understand the definition and usage of each.
Illustrations are given in the appropriate areas as needed.
Illustrations and photographs show diversity throughout the series.
The format of the text is age appropriate.
The hardcover and thick paper pages appear to be durable and conducive for daily use.
A glossary is located at the back of the book. Models of writing are scattered throughout the texts at the point of need.

ANCILLARY MATERIALS

Technology and other resources are indicated at the beginning of each week's lesson plans.
Differentiated learning instruction addresses the students needs along with the learning center strad.
ELL materials are available.
Learning centers, leveled readers, and some selections in the anthology give the students' experiences to connect to real world situations.
Each grade level has Theme sections and the leveled readers are incoporated into the theme. Other content areas are also integrated into the theme through leaning centers or content links.
Glossaries and word games may be found online at www.eduplace.com