

Houghton-Mifflin Harcourt Grade 2 English Phonics Program Summary

Section 1. Phonics-Related Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS) Alignment

Grade	TEKS Student %	TEKS Teacher %	ELPS Student %	ELPS Teacher %
Grade K	100%	100%	Not Reviewed	100%
Grade 1	100%	100%	Not Reviewed	100%
Grade 2	100%	100%	Not Reviewed	100%
Grade 3	100%	100%	Not Reviewed	100%

Section 2. Instructional Approach

- The materials include systematic, year-long plans for phonics instruction.
- The materials provide direct (explicit) and systematic instruction in developing grade-level phonics skills within and across lessons.
- The materials include detailed guidance that supports teacher’s delivery of instruction.
- The materials include frequent and distributed review of phonics skills with cumulative practice opportunities with decodable text.

Section 3. Content-Specific Skills

- The materials provide systematic and direct (explicit) instruction, practice, and review to support the development of phonemic awareness skills, as outlined in the TEKS.
- The materials provide systematic and direct (explicit) instruction, practice, and review to develop students’ knowledge of grade-level sound-spelling patterns, as outlined in the TEKS.
- The materials provide systematic and direct (explicit) instruction, practice, and review related to accurately identifying, reading, and writing regular and irregular high-frequency words.
- The materials include systematic and direct (explicit) instruction, practice, and review related to using knowledge and application of syllabication to decode and encode one-syllable or multisyllabic words.
- The materials connect phonics instruction to meaning by providing systematic and direct (explicit) instruction, practice, and review related to developing morphological awareness.
- The materials provide frequent opportunities for students to practice and develop word reading fluency, by using knowledge of grade-level phonics skills to read decodable connected texts with accuracy and automaticity.

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Section 4. Progress Monitoring

- The materials include developmentally appropriate diagnostic tools (e.g., formative and summative) and guidance for teachers to measure and monitor student progress.
- The materials include integrated progress monitoring tools, with specific guidance on frequency of use.
- The materials include guidance for teachers to analyze and respond to data from diagnostic tools.

Section 5. Supports for All Learners

- The materials include guidance, scaffolds, supports, and extensions that maximize student learning potential.
- The materials include a variety of instructional methods that appeal to a variety of learning interests and needs.
- The materials include supports for emergent bilinguals to meet grade-level learning expectations.

Section 6. Additional Information: Resources

- The materials provide guidance on fostering connections between home and school.
- The materials incorporate technology into the lessons to enhance student learning.

Section 7. Additional Support

- The publisher submitted the technology, price, professional learning, additional language supports, and evidence-based information.

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Indicator 2.1

Materials include systematic, **year-long plans for phonics instruction**.

1	Materials include a cohesive, TEKS-aligned scope and sequence that outlines the essential knowledge and skills that are taught throughout the year.	M
2	Materials clearly demonstrate vertical alignment that shows the progression of skill development from year to year.	M
3	Lessons follow a developmentally appropriate, systematic progression from simple to more complex concepts (e.g., CVC words before CCCVCC words and single-syllable words before multisyllabic words).	M

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials include systematic, year-long plans for phonics instruction.

Materials include a cohesive, TEKS-aligned scope and sequence that outlines the essential knowledge and skills that are taught throughout the year. Materials clearly demonstrate vertical alignment that shows the progression of skill development from year to year. Lessons follow a developmentally appropriate, systematic progression from simple to more complex concepts (e.g., CVC words before CCCVCC words and single-syllable words before multisyllabic words).

Evidence includes but is not limited to:

Materials include a cohesive, TEKS-aligned scope and sequence that outlines the essential knowledge and skills that are taught throughout the year.

- Each grade level provides a detailed *Foundational Skills Scope and Sequence*. The scope and sequence chart is categorized by module, week, and foundational skill. Two of the skills that are listed in the chart are phonics and phonological awareness. In grade 2, the *Foundational Skills Chart* indicates that students begin phonics lessons by reviewing consonants and short vowels and reading multisyllabic words. Then, lessons move on to a long vowel review CVCe. The skills become more complex as students move into learning about prefixes, suffixes, *r*-controlled vowels, multisyllabic words with spelling changes, diphthongs, contractions, and the final stable syllable types. Phonological skills manipulate phonemes by changing, adding, deleting, or isolating.
- Phonological awareness focuses on phonemes with a review of phoneme counting, blending, segmenting, deleting, and manipulation, which is a review from grade 1. Then, it focuses on easier (counting phonemes) to more complex skills (manipulating phonemes with blending, isolating, segmenting, adding, and deleting phonemes) through the modules.
- The Teacher's Guide provides a TEKS document that identifies the TEKS and lists a column for student materials and teacher materials of where that TEKS is taught. This document lists the resource and page number in which the TEKS is taught. For example, the chart lists literacy centers such as Module 1, *Word Work TEKS 2.2B(viii) and 2.2C(i)*.

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Materials clearly demonstrate vertical alignment and that shows the progression of skill development from year to year.

- Materials clearly demonstrate vertical alignment that shows the progression of skill development from year to year. *Foundational Skills Scope and Sequence* shows that phonics begins with a review of first grade skills, including consonants and short vowels along with multisyllabic words. The lessons proceed to grade-specific phonics skills.
- In grade 2, *Foundational Skills Scope: Phonological Awareness* reviews phoneme counting, blending, segmenting, deleting, and manipulation from grade 1 prior to moving into more complex phonological awareness skills.
- In grade 1, students begin phonological skills with a review of manipulating syllables, which is a skill that students were presented in kindergarten during the final modules. At the end of grade 1, students learn prefixes, suffixes, and two-syllable words. In grade 2, students will begin with a review of grade 1 skills, such as reviewing two-syllable words.
- The materials note in the *Grade 2: Foundational Skills Scope and Sequence* that the last module, Module 9, is a review of consonants and short vowels, consonant blends and short vowels, digraphs and short vowels, and consonants and long vowels. In Module 1, Module 2, and Module 3 of the *Grade 3: Foundational Skills Scope and Sequence*, students review consonants and short vowels before moving into final double consonant blends and digraphs.
- The materials include an *Into Reading Alignment Chart* that shows all of the foundational skills taught in each unit of each grade level so that teachers can see what students should know when they start the year and what they need to know before the end of the school year to be prepared for next year. This chart includes phonological awareness and phonics skills.

Lessons follow a developmentally appropriate, systematic progression from simple to more complex concepts (e.g., CVC words before CCCVCC words and single-syllable words before multisyllabic words).

- Grade 2 lesson objectives begin with a review of skills taught in grade 1, such as decoding one-syllable words and then using those skills to begin decoding and encoding multisyllabic words. Lessons begin with simpler multisyllabic words, such as compound words and multisyllabic words with closed syllables (reviewed from grade 1) and then quickly progress to more complex multisyllabic words, including those with inflectional endings and varied syllable types (e.g., one syllable is open and one syllable is VCe).
- Lesson objectives for grade 2 systematically progress from simple to more complex concepts. For example, grade 2 phonological awareness objectives begin with blending and isolating phonemes, segmenting and counting phonemes, followed by identifying vowels when segmenting phonemes, and then adding and deleting phonemes.
- The phonics column of the *Grade 2 Foundational Skills Scope and Sequence* shows that students begin with a review of consonants and short vowels along with multisyllabic words and then move onto a long vowel review VCe. The skills become more complex as students move into learning about prefixes, suffixes, and multisyllabic words with spelling changes. Diphthongs, contractions, and the final stable syllable types are also introduced.
- The phonological awareness column of the *Grade 2 Foundational Skills Scope and Sequence* focuses all on phonemes with a review of phoneme counting, blending, segmenting, deleting,

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and manipulation from grade 1 and follows the sequence of focusing on the easier (counting phonemes) to more complex skill (manipulating phonemes) through the modules.

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Indicator 2.2

Materials provide **direct (explicit) and systematic instruction** in developing grade-level phonics skills within and across lessons.

1	Lessons include detailed guidance for each component of the gradual release of responsibility model.	M
2	Materials contain a teacher edition with ample and useful annotations and suggestions on how to present the content in the student materials.	M

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials provide direct (explicit) and systematic instruction in developing grade-level phonics skills within and across lessons.

Lessons include detailed guidance for each component of the gradual release of responsibility model. Materials contain a teacher edition with ample and useful annotations and suggestions on how to present the content in the student materials.

Evidence includes but is not limited to:

Lessons include detailed guidance for each component of the gradual release of responsibility mode.

- The grade 2 lessons are formatted in a gradual release model and include specific phrasing and statements that teachers can use during core instruction to guide students' practice and application of new phonics skills. The phonics lessons are divided into three steps: *I Do It*, *We Do It*, and *You Do It*. For example, in Module 2, Lesson 7, *Foundational Skills, Phonics: Short and Long Vowels (CVC/CVCe)*, the lesson is divided as follows:
 1. In *I Do It*, the script says, "Spotlight on letters review Sound/Spelling Cards *alligator* and *acorn*. Remind children that they have been learning about the CVC and VCe patterns for short and long vowel sounds. Write *can* and point out the CVC pattern. Use the *Continuous Blending* routine below to model blending the word using Letter Cards *c*, *a*, *n*.
 - Display Letter Cards. Say the letters and sounds.
 - Sweep your hand below the letters. As you point to each letter, slowly blend each sound. Then read the word naturally." The teacher says, "/k/ /ă/ /n/, *can*."
 - The script says, "Guide children to blend the sounds and pronounce the word." The teacher says, "Blend the word with me: /k/ /ă/ /n/, *can*."
 - The script says, "Write *cane*, and point out the VCe pattern. Remind children that the final *e* is silent, but it lets us know that the first vowel letter stands for a long vowel sound. Repeat for each vowel sound with the following Sound/Spelling Cards and words: *elephant*, *eagle* (*pet/Pete*); *igloo*, *ice cream* (*rip/ripe*); *octopus*, *ocean* (*rob/robe*); *umbrella*, *uniform* (*tub/tube*)."
 2. In the *We Do It* section, the script says, "Blending Practice. Write the two rows of words on the board." The teacher has children read the line before prompting a conversation as suggested. The teacher says, "What patterns do you notice? How are the words alike

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and different?” The script says, “If necessary, lead children to compare the words (alike: short vowel CVC pattern; different: the short vowel sounds). Point to each word, and have children read the line chorally. Provide corrective feedback as needed.” The explicit instructions and teacher script include the rest of the routine.

3. Finally, in the *You Do It* section, the program says to “have children write the pairs of words that have the same vowel letter from Blending Practice rows 1 and 2. Have partners identify the CVC and VCe patterns and say the words. Challenge them to use both words in one sentence as independent writing.”
- For example, in Module 4, Lesson 7, *Phonics*, the lesson provides specific instructions and script for a guided release of responsibility.
 1. *I Do It* includes instructions for the teacher to “write *nail*, and use the *Continuous Blending* routine to model blending the word using Letter Cards *n, ai, l*.” For the first part of this section, the teacher “display(s) Letter Cards as shown.” (Materials show Letter Cards */n/ /ai/ /l/*.) The materials instruct the teacher to “say the letters and sounds” and then “sweep (their) hand below the letters. As (they) point to each Letter Card, slowly blend each sound. Then read the word naturally: */n/ /ā/ /l/, nail*.” The teacher then “guide(s) children to blend the sounds and pronounce the word.” The teacher says, “Blend the word with me: */n/ /ā/ /l/, nail*.” The materials state to “continue with *basic*. Model blending one syllable at a time, and then combine the syllables to say the word.”
 2. During the *We Do It* section of the lesson, students read the words *mail, male, raise, rays, bagel, okay, raisin*, and *crayon*, and the materials guide the teacher to discuss, “How are the words alike? How are they different?” The teacher is to “prompt children to notice the open and closed syllable patterns.”
 3. For the *You Do It* section, the materials ask instructors to “challenge” students “to add two more words to the *ai* and *ay* lists” and “compare their lists” or “children (can) complete *Know It, Show It*.”

Materials contain a teacher edition with ample and useful annotations and suggestions on how to present the content in the student materials.

- *Correct and Redirect* sections can be found in the modules to help scaffold the learning or give a suggestion of how else to teach the concepts to ensure that students respond correctly to the learning. An example of this is “CORRECT & REDIRECT. If a child mispronounces a word in the Blending Practice rows, say the word. Guide the child to identify the CVC or VCe pattern and blend the word. Then have the child find the word with the same vowel letter in the other line and compare the patterns and vowel sounds. Have the child read both words. If a child has trouble decoding longer words, blend portions of the word at a time. For example: *b-a-s* has a CVC pattern. So does *k-e-t*. I will blend each part to read the word: */b/-/ă/-/s/, /băs/*.”
- The Teacher’s Guide contains useful annotations and suggestions for teachers on how to present the content in the materials. For example, the Teacher’s Guide includes *Teacher Tips*, which explain how to introduce new content to students, give suggestions for additional ways to support teachers, and clarify possible misconceptions students might have about parts of the lesson. For example, in Module 1, Lesson 4, a *Teacher Tip* says, “Pattern hint! Point out the short-vowel CVCC pattern for words ending in *ck*. Tell children they can also use the CVCC

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pattern as a spelling hint. Almost all short vowel words that end with the /k/ sound are spelled with the letters *ck*. Long vowel words usually do not end in *ck*.” In Module 3, Lesson 7, a *Teacher Tip* says, “Play a game! While children wait in line, play Name That Word. Give children clues until they guess your word. For example: This word ends in /s/. It names a sound. It is something a snake might do. (*hiss*).”

Indicator 2.3

Materials include **detailed guidance** that supports teacher’s **delivery of instruction**.

1	Guidance for teachers includes information about common phonics pattern misconceptions and guiding principles related to specific phonics skills.	M
2	Guidance for teachers provides detailed, specific instructional strategies with consistent routines for teaching each phonics skill.	M
3	Materials include specific guidance for providing students with immediate, corrective feedback.	M
4	Materials provide detailed guidance for connecting previously taught phonics skills to new learning.	M
5	Materials include clear guidance on how to pace each lesson, including specific time suggestions for each component of the gradual release model.	M

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials include detailed guidance that supports teacher’s delivery of instruction.

Guidance for teachers includes information about common phonics pattern misconceptions and guiding principles related to specific phonics skills. Guidance for teachers provides detailed, specific instructional strategies for teaching each phonics skill. Materials include specific guidance for providing students with immediate, corrective feedback. Materials provide detailed guidance for connecting previously taught phonics skills to new learning. Materials include clear guidance on how to pace each lesson, but there are no specific time suggestions for each component of the gradual release model.

Evidence includes but is not limited to:

Guidance for teachers includes information about common phonics pattern misconceptions and guiding principles related to specific phonics skills.

- The materials include information for teachers about common misconceptions related to specific phonics skills. For example, the Module 3 opener includes *Implementation Support* for syllabication instruction. The Teacher’s Guide directs the teacher to say, “For words with a medial digraph, as in *bushel*, remind children that the digraph’s letters stay in the same syllable.”
- *Teacher Tips* and *Correct and Redirect* help guide teachers towards possible misconceptions, such as in Module 4, Lesson 3, “If a child reads *pin* as *nip*, cover the word and blend it together

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- as you uncover one letter at a time, left to right. Then have the child blend and read the word.”
- In Module 8, Lesson 1, a teacher's suggestion says to reinforce the *oo* sound and clear up misconceptions about the sound by having students name words that rhyme with *you* like *few*, *blue*, and *do*.

Guidance for teachers provides detailed, specific instructional strategies for teaching each phonics skill.

- The materials include an explanation or overview of the instructional routines used consistently throughout the program. The Teacher’s Guide in each module includes a *Teaching with Instructional Routines* section, where the “focus routine” for the module is explained in detail. Each routine overview includes the routine purpose, the materials needed, and an example of the *Routine in Action*. For example, in Module 3, directions say, “use the *Syllabication: VCCV Pattern* routine to explicitly teach the whole class or small groups to decode two-syllable words with the VCCV syllable pattern.” The routine materials include Letter Cards and a pocket chart. Per the lesson script, teachers refer to the *Routine in Action* for each routine step and “model language” for instruction. For example, in step 1, teachers “display the cards in order. Leave a space between the two syllables; *I see two vowel spellings, so there are two syllables. I break the word between the two middle consonants.*” Once introduced, the routine is repeated throughout the materials.
- The Teacher’s Guide provides a *Teaching with Instructional Routines* resource. Teachers may become familiar with instructional routines that are utilized throughout the module and understand how to implement them successfully. Scripted examples of how to implement the instructional routines are included in the resource. Instructional routines for echo reading, syllable division, choral reading, sound-by-sound blending, repeated reading, and high-frequency words are included. For example, in Module 7, Lesson 1, the letters *t*, *o*, *r*, and *n* are used during the *Continuous Blending* routine. The steps of the routine are, “Display the Letter Cards, sweep your hand under the cards as you blend the sounds, guide children to blend the sound and pronounce the word.”
- Grade 2 utilizes Sound/Letter Cards when introducing and reviewing the sounds made by the letter, along with a picture that aligns to the sound. If the sound can be spelled more than one way, the card includes the various ways to spell the sound. For example, in Module 7, Lesson 1, the teacher displays a picture of an organ and says, “the vowel sound */or/*. This is a controlled vowel sound. It is neither long nor short.”

Materials include specific guidance for providing students with immediate, corrective feedback.

- The materials provide specific examples of how to provide immediate, corrective feedback through a *Correct and Redirect* section within the lessons. For example, in Module 2, Lesson 11, *Foundational Skills, Decoding: Initial Blends with l, r, s*, the *Correct and Redirect* example is, “If a child mispronounces a word during Blending Practice, make note of the error type and address it. If a child reads *split* as *spit* or *slit*, use the *Sound-by-Sound Blending* routine to call attention to each letter and sound in the triple blend. Help the child blend each sound and then blend the word. If a child tries to pronounce the *h* in *throne*, explain that the letters *th* stand for one sound, */th/*. Point out that there are three letters but only two sounds, */th/ /r/*. Have the child

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blend and repeat the word after you.”

- In Module 3, Lesson 6, the teacher finds guidance to support students who have difficulty reading words with double final consonants. The lesson script reads as follows: “If a child reads *success* with only one sound for *c* during *Transition to Longer Words*, point out the *e* that follows the second *c* and signals the soft *c* sound, /s/. Have the child blend each syllable separately and then blend them together: /sŭk/-/sĕs/, *success*.”
- Another example of a *Correct and Redirect* recommendation is in Module 5, Lesson 3, which states, “To support children who blend incorrectly, model the task by saying the sounds more and more closely together, as in the example below. If a child tries to pronounce the *t* in *match*, explain that the letters *tch* stand for one sound, /ch/. Review the sound/spelling card *cheetah*, and then have the child blend and repeat the word after you.”

Materials provide detailed guidance for connecting previously taught phonics skills to new learning.

- The materials build on what students know to transition to the new concepts. For example, in Module 2, Lesson 3, *Foundational Skills, Phonic: Review Long Vowels (VCe)*, the teacher script states, “Remind children that vowels can stand for long and short sounds. Explain that you will say all the sounds in a word and that children should blend the sounds, say the word, and then say the vowel’s name.”
- In Module 3, Lesson 6, the Teacher’s Guide states, “Have children use what they know about double final consonants and syllable patterns to read longer words.” Additionally, the Teacher’s Guide directly instructs the teacher to remind children what they have been learning. For example, it may state, “Remind the children that they have been learning how to write uppercase letters.”
- The materials provide detailed guidance for connecting previously taught phonics skills to new ones. For example, in Module 3, Lesson 13, students use knowledge of syllable patterns to decode longer words. The teacher is directed to “Tell children that today they will learn about words with prefixes, or special beginning syllables. First, they will practice identifying the syllables in words.”

Materials include clear guidance on how to pace each lesson, including specific time suggestions for each component of the gradual release model.

- Each section of the materials has an image of a clock that indicates the length of time to spend teaching each skill that day. For example, the phonemic awareness timestamp is 5 minutes, the phonics timestamp is 10 minutes, high-frequency word practice is 5 minutes, and spelling is 10 minutes. This is found in each lesson throughout the modules.
- The materials include guidance on the recommended length for each lesson. For example, the *Week at a Glance* shows the recommended daily schedule with time allotments.
 - Vocabulary: 10-15 minutes
 - Foundational Skills: 15-30 minutes
 - Reading Workshop: 60-75 minutes
 - Writing Workshop: 20-30 minutes
- The *HMH Into Reading Texas Overview* document breaks down time for the program as 15-20 minutes for whole-group mini lessons, 45-60 minutes for small-group and independent work, along with 5 minutes for a wrap-up.

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- The *Welcome Into Reading* document breaks down time for the program as whole group instruction containing 15-30 minutes as foundational skills time with an additional 50-75 minutes covering Knowledge/Language, Reading Workshop, Writing Workshop, 45-60 minutes of a cycle of independent practice, collaborative work, and teacher-led small group with an additional 5 minutes for wrap-up.

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Indicator 2.4

Materials include **frequent and distributed** review of phonics skills with **cumulative practice opportunities with decodable text**.

1	Materials include intentional cumulative review and practice activities throughout the span of the curriculum.	M
2	Practice opportunities include only phonics skills that have been explicitly taught.	M
3	Decodable texts incorporate cumulative practice of taught phonics skills.	M

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials include frequent and distributed review of phonics skills with cumulative practice opportunities with decodable text.

Materials include intentional cumulative review and practice activities throughout the span of the curriculum. Practice opportunities include only phonics skills that have been explicitly taught. Decodable texts incorporate cumulative practice of taught phonics skills.

Evidence includes but is not limited to:

Materials include intentional cumulative review and practice activities throughout the span of the curriculum.

- Phonics lessons use a gradual release of responsibility model. The lessons provide *I Do*, *We Do*, and *You Do* sections. This is a routine that is regularly followed when learning new phonics skills. Additionally, students use the “display, sweep, and guide” routine as they blend words. This is called the *Continuous Blending* routine that is suggested throughout the school year.
- Materials for grade 2 include intentional cumulative review and practice activities throughout the span of the curriculum. In the *Teacher’s Guide, Welcome to the Module*, there is a *Teaching with Instructional Routines* section, which lists several routines available, including *Blending: Continuous Blending*; *Syllabication: VCCV Pattern*; and *Syllabication: VCV Pattern*. The *Blending: Continuous Blending* routine states to “provide this intermediate strategy as a transition between sound-by-sound blending and reading words with automaticity.” For example, in Module 5, Lesson 1, *Spotlight on Sounds: We Do It* guides the teacher to “write *bowl*, and use Letter Cards *b*, *ow*, and *l* with the *Continuous Blending* routine below to model blending the word.”
- Review of previously taught phonics skills are noted in the *Grade 2 Foundational Skills Scope and Sequence*. For example, long vowels (CVCe) are reviewed in Module 2, and in Module 12, the following syllable types are reviewed: open, closed, and consonant + *le*, final *e*, vowel teams, and *r*-controlled vowels. Affixes are also reviewed in Module 12. Each week, there are four spelling review words from previously learned skills (for example: In Module 3, week 1, students have the spelling words with final blends: *bring*, *drink*, *camp*, *end*, *hunt*, *long*, *next*, *pond*, *sank*, *sing*, *stamp*, and *stand* and review words of closed syllables and CVCe *globe*, *just*, *stove*, and *swim*).

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Practice opportunities include only phonics skills that have been explicitly taught.

- In Module 1, Lesson 11, *Foundational Skills, Decoding Long a, i (VCe)*, after the teacher explicitly teaches the long *a* and *i* sound using the sound spelling card and explains that the words *game* and *kite* have the VCe pattern where the *e* is silence and the first vowel is long, the teacher models and students practice continuous blending using the Letter Cards *g, a, t, e* to slowly blend each sound to read the word *gate*. This practice is continued with the words/Letter Cards for the words *ride* and *lake*. Students then independently read words from a list with long *a* or *i* following the VCe pattern (*time, sale, ate, fine, mane, cave, hike, ripe*).
- In Module 3, Lesson 3, *Foundational Skills, Decoding, Review Long Vowels (VCe)*, after the teacher explicitly uses the Sound/Spelling Card to review each long vowel, students are guided to look at rows of decodable words on the displayed *Blend and Read* page to determine how the words in each row are the same or different. Students then read the words in that row. During independent practice, students read words following the VCe pattern from a list (such as *poke, fine, Eve, tune, tile, lake, nose, cave, rule, mine, game, and Steve*).
- The teacher introduces the skill of blending and decoding regularly spelled one-syllable words with *k* and *ck* in Module 4, Lesson 2. The teacher explicitly states that they will be reading more words with *k* and *ck*. First, students review a previously learned concept before attaining the new skill. The Teacher's Guide prompts the teacher to practice counting syllables and listening for /k/. Then, the teacher reminds the children that they have been learning about the different spellings for the sound /k/. Students practice reading words that contain *k* or *ck*. Students practice reading words such as *sack, lake, block, stick, and geckos*. The students practice reading the words chorally and then continue independent practice on the phonics skill learned. Independently, students complete *Know It, Show It* and practice reading words with *k* and *ck*.
- Students apply the focus skill for the lesson or skills from previous lessons during guided and independent practice. For example, in Module 7, Lesson 1, before studying *r*-controlled vowels *or*, and *ore*, students practice substituting vowel sounds in words they already know. The teacher is directed to "tell children that today they will be reading more words with *r*-controlled vowels. First, they will practice substituting vowel sounds in words. I will say a word and then tell you to change the vowel sound to make a new word." The teacher has "children substitute the vowel sound with /ör/, modeling as necessary."

Decodable texts incorporate cumulative practice of taught phonics skills.

- *Start Right Readers* (such as "Sad King Ben"), iREAD books (such as "Whale Watch"), and Printables (such as "Papa Tells His Side") all contain decodable text based on skill in the lesson. These resources are aligned with the *Grade 2 Foundational Scope and Sequence* in regard to containing words aligned with the phonic skills being taught. For example, Module 3, Lesson 1 uses the *Start Right Reader* "Sad King Ben" during small group time to review or reinforce blending and decoding words with final consonant blends *st, sk, nd, nt, ft, xt, mp, ng, and nk*, which was the focus of the lesson on final blends. Previously learned words/phonics skills are also included in the book. For example, CVC words *sad, mop, lot*, and high-frequency words *wish, sing, long, king, thing, think, hand, land, kept, and are*.
- Lessons use consistent routines to introduce and review phonics skills that include different modalities. For example, the lesson plans include or refer to resources such as decodable

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sentences, passages, poems, or books that are specifically connected to the phonics objective. In Module 6, the *Start Right Reader* “What a Mess” features words with suffixes -y, -ly, and the week's high-frequency words: *any*, *cried*, *didn't*, *hello*, *pretty*, and *slowly* for children to read in connected text. Children tally how often high-frequency words are used in the story and make up new sentences with the words.

- Decodable texts for grade 2 incorporate cumulative practice of taught phonics skills. Many *iRead Decodables* are available with the instructional materials. For example, the decodable book “A Hard-Working Dog” features words with *r*-controlled vowels *ar* and *or* and includes “decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.” The decodable book “Bang, Click, Clank” features words with final -*ng*, and -*nk* and includes “decoding words with short, long, or variant vowels, trigraphs, and blends.” Both of these readers would be good to use during or after Module 7, as these patterns and vowels have been taught at that time.

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Indicator 3.B.2

Materials provide systematic and direct (explicit) instruction, practice, and review to support the development of **phonemic awareness** skills, as outlined in the TEKS.

1	Materials provide a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes (the smallest unit of sound) and gradually transition to more complex manipulation practices such as adding, deleting, and substituting phonemes.	M
2	Materials include scripted direct (explicit) instruction for teaching phonemic awareness.	M
3	Materials include direct (explicit) detailed guidance for connecting phonemic awareness skills to the alphabetic principle, helping to transition students from oral language activities to basic decoding and encoding.	M
4	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).	M

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials provide systematic and direct (explicit) instruction, practice, and review to support the development of phonemic awareness skills, as outlined in the TEKS.

Materials provide a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes (the smallest unit of sound) and gradually transition to more complex manipulation practices such as adding, deleting, and substituting phonemes. Materials include scripted direct (explicit) instruction for teaching phonemic awareness. Materials include direct (explicit) detailed guidance for connecting phonemic awareness skills to the alphabetic principle, helping to transition students from oral language activities to basic decoding and encoding. Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).

Evidence includes but is not limited to:

Materials provide a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes (the smallest unit of sound) and gradually transition to more complex manipulation practices such as adding, deleting, and substituting phonemes.

- The instructional materials for grade 2 provide a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes and gradually transitioning to more complex manipulation practices such as adding, deleting, and substituting phonemes. In Module 1, students work on blending and isolating phonemes. In Module 2, students isolate, count, and segment phonemes. Then in Module 3, students work on manipulating by adding and blending phonemes, while in Module 4, students work on segmenting, blending, and counting phonemes. In Modules 5 and 6, students work on isolating

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and manipulating phonemes by changing phonemes. In Modules 7-10, students work on blending, segmenting, and counting phonemes and adding/deleting/changing phonemes through manipulation. Finally, in Module 11, students work on isolating and blending phonemes.

- Materials provide a *Foundational Skills Chart* that lists phonemic awareness activities in a systematic sequence. For example, in Module 2, Lesson 1, students segment and count phonemes in spoken one-syllable words. In Module 5, Lesson 7, students change phonemes in words to say new words. Then by Module 8, Lesson 11, students add phonemes to words to say new words, delete phonemes from words to say new words, and change phonemes in words to say new words. In Module 11, Lesson 11, students blend phonemes to say words. The phonemic awareness continuum is structured from least complex to more complex. All activities are aligned with the TEKS.

Materials include scripted direct (explicit) instruction for teaching phonemic awareness.

- In Module 1, Lesson 12, *Foundational Skills, Word Work Warm-Up, Isolating Phonemes*, the teacher reminds children that they can listen for and say the beginning and ending sounds in words. The teacher models with the word *bit*. “The beginning sound I hear in *bit* is /b/. The ending sound I hear in *bit* is /t/. Now we will do one together: *face*. The beginning sound I hear in *face* is /f/. What ending sound do you hear in *face*? (/s/) Your turn! *Mine*. What is the beginning sound you hear in *mine*? (/m/) What is the ending sound you hear in *mine*? (/n/).” The teacher then creates a deck of Picture Cards: *bag, bell, cap, duck, goat, knot, map, mitt, peas, rain, sun, and tub* and mixes the cards before placing them face down on a table. The script says, “Have each child pull one card from the deck and identify the beginning and ending sounds of the word pictured. If the child is correct, he or she keeps the card. If the child is incorrect, he or she puts the card back in the deck.”
- When adding phonemes in Module 3, Lesson 1, the materials direct the teacher to “model how to add phonemes to words to say new words.” Per the lesson script, the teacher says, “First, you will add sounds to the ends of words. Listen as I do the first one: *win*. If I add /d/ after /n/, the new word is *wind*. *Win* plus /d/ becomes *wind*; It’s your turn! Listen: *ram*. Add /p/ after /m/. What’s the new word? (*ramp*).”
- When substituting phonemes in Module 7, Lesson 8, the materials direct the teacher to “model how to change phonemes in words to say new words.” Per the lesson script, the teacher says, “I will say a word and tell you the sound to change to say the new word. Here’s an example: the word is *pair*. I will change /p/ to /k/. The new word is *care*. The word is *corn*. Change /n/ to /d/. What is the word? (*cord*).”
- Module 11, Lesson 11 begins by asking the teacher to clearly state the phonemic awareness skill, such as, “Today, children will blend sounds to say words.” The teacher begins with an *I Do* activity. The Teacher’s Guide prompts the teacher to say, “I will say all the sounds in a word, and you will blend the sounds to say the word. Listen as I do the first one. The sounds are /s/ /t/ /ē/ /m/. The word is *steam*.” Then, students engage in a *We Do* activity. The teacher divides children into six groups and gives each group one Picture Card such as *comb, fly, frog, hive, milk, and plane*. The teacher script prompts the teacher to have children blend by saying the following words: “/h/ /ī/ /v/ (*hive*), /b/ /ă/ /n/ /d/ (*band*), /m/ /i/ /l/ /k/ (*milk*).”

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Materials include direct (explicit) detailed guidance for connecting phonemic awareness skills to the alphabetic principle, helping to transition students from oral language activities to basic decoding and encoding.

- In Module 1, Lesson 7, *Foundational Skills, Phonics: Consonants; Short o, u, e*, the script says to “model how to spell and write the word *fog* sound by sound by unblending the sounds. Then have children identify the sounds and use *Printable: Letter Cards* to form these words: *us, jug, yes*. Have one child spell each word aloud, using the words displayed in *Blending Practice*, while others check their own work. Then have children build the word families *-ug* and *-og* and challenge a partner to add initial consonants to form rhyming words in each family.”
- In Module 4, Lesson 6, the teacher reminds students that vowels can stand for long or short sounds. The teacher is prompted by the script to say, “I am going to say a word. You will listen for the vowel sound and name the vowel. I will do the first one, *tape*. Now you try it, *claim*. Both have a long /a/ sound.” Later, in the *Phonics* lesson, the teacher writes words such as *may, came, and rail* and is scripted to say, “Find three words in which long *a* is spelled with different vowel patterns and read them.”
- In Module 7, Lesson 1, students practice *r*-controlled vowel sounds in the *Phonological Awareness and Phonics* sections of the lesson. The script says, “I will say the sounds of these letters /h/ /ar/ /d/. Now you blend the sounds.” The teacher is prompted by the script to continue this with the sounds in the words *cord, corn, and fork*. Later in the *Phonics* lesson, the teacher displays these words on Letter Cards and word lists for students to blend. In the blending practice, the teacher is prompted to say: “Find and read any two words in which the *r*-controlled vowel sound /ôr/ is spelled with different patterns.”

Materials incorporate a variety of activities and resources for students to develop, practice, and cumulatively reinforce skills.

- Phonological awareness skills are reviewed at the end of each week. For example, in Module 1, Lesson 15, the script says, “Use *Printable: Phonological Awareness 3* to gauge which isolating phonemes tasks need reinforcement. Students will circle pictures of the correct answer/s for the first two items (beginning/middle sounds) and put an X under the word same or different for ending sounds.”
- In Module 6, while using *Phonemic Awareness Printables*, students have opportunities to change the vowel sound, blend phonemes, add or delete phonemes, segment and identify phonemes, and isolate phonemes by finding the vowel. For example, in the section to *Segment, Count Phonemes*, for *Phonological Awareness 21*, students are instructed to “say each word and then say the sounds in the word. Write how many sounds are in each word.” Pictures of a *tooth, book, moon, and scoop* are provided.
- To review phoneme manipulation in Module 8, Lesson 15, the teacher uses the phonological awareness page to gauge which tasks need reinforcement. The materials direct the teacher to “have children manipulate phonemes by adding, deleting, and changing sounds in words as directed: *lip, add /k/ to the beginning (clip); bald, delete /d/ from the end (ball); saw, change /s/ to /p/ (paw); talk, change /k/ to /l/ (tall)*.”
- In *Foundational Skills and Word Study Studio: Session 41: Phonemic Awareness: Isolate Initial Sound*, students “isolate and pronounce the initial sound in spoken words.” The teacher says a

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word such as *sit*, and students identify the sound they hear at the beginning of *sit*. In *Foundational Skills and Word Study Studio: Session 53: Phonemic Awareness: Delete Phonemes*, students “delete phonemes in words to make new words.” For example, students say the word *band* and then take away the /b/ to say the word *and*.

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Indicator 3.C.1

Materials provide systematic and direct (explicit) instruction, practice, and review to develop students' knowledge of **grade-level sound-spelling patterns**, as outlined in the TEKS.

1	Materials provide a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS.	M
2	Materials provide scripted direct (explicit) instruction for grade-level sound-spelling patterns.	M
3	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).	M
4	Materials provide a variety of activities and resources to decode and encode words that include taught sound-spelling patterns in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).	M

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials provide systematic and direct (explicit) instruction, practice, and review to develop students' knowledge of grade-level sound-spelling patterns, as outlined in the TEKS.

Materials provide a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. Materials provide scripted direct (explicit) instruction for grade-level sound-spelling patterns. Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review). Materials provide a variety of activities and resources to decode and encode words that include taught sound-spelling patterns in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

Evidence includes but is not limited to:

Materials provide a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS.

- In *Additional Resources*, there is a *Foundational Skills Scope and Sequence*, which consists of a chart by module and week, with a column devoted to *Phonics*. As seen in Module 1, week 1, at the start of each week, there is a *Week at a Glance* section that shows what phonics skill is being taught in the *Foundational Skills* section of the lesson, with the Teacher's Guide page numbers.
- In the *Foundational Skills Chart*, there are a total of 12 modules. The beginning modules review grade 1 skills. Module 1 begins with all consonants and short vowel sounds. The soft *c* and *g* are taught in week 3 of Module 1. Module 2 begins with long vowels and initial blends. In Module 3, students review final blends, consonant digraphs, and double final consonants. In Module 4, students learn silent letters *kn*, *wr*, *gn*, and *mb*. Modules 5-6 focus on affixes and then begin with vowel teams such as *r*-controlled vowels at the end of Module 6 and vowel patterns *air*, *are*, and *ear* in Module 7.

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Materials provide scripted direct (explicit) instruction for grade-level sound-spelling patterns.

- In Module 2, Lesson 3, *Foundational Skills, Phonics: Review Long Vowels (VCe)*, the teacher reminds students that vowels can stand for long and short sounds, then explains to the students the teacher will say all the sounds in a word, and the children will blend the sounds to say the word and the vowel's name. The script says, "I will do the first one. Listen: /k/ /ō/ /n/. /k-ō-n/. The word is *cone*. The vowel sound is /ō/, long o. Now it's your turn. Blend the sounds I say to say a word. Then say the vowel sound and the vowel's name: /r/ /ŭ/ /b/ (*rub*, /ŭ/, short u); /h/ /ō/ /m/ (*home*, /ō/, long o); /y/ /ĕ/ /l/ (*yell*, /ĕ/, short e)." Then the teacher displays the Sound/Spelling Card for long a: *acorn*. The teacher is told to "Name the picture, and say the sound. *Acorn* begins with the long a sound, /ā/. Write *game*. Read the word, and say the vowel sound. Point to the VCe sound-spelling in *game* and on the Sound/Spelling Card. Remind children that in a word with the VCe pattern, the final e is silent and the other vowel stands for its long sound."
- In Module 5, Lesson 12, the lesson objectives state, "segment words into syllables and identify the last syllable." The Teacher's Guide directs the teacher to say, "I am going to say a word. You say the syllables, and then say the last syllable. I'll do the first one. Listen: *ungrateful*. The syllables are *un-grate-ful*. The last syllable is *ful*." The lesson progresses with the gradual release of responsibility model (*I Do It*, *We Do It*, and *You Do It*). In the modeling portion of the lesson, the teacher guides the children to connect the syllables and pronounce the word. "Blend the words with me: /āj/ /lē/, *ageless*." In the guided practice (*We Do It*), the teacher leads the children to compare the words (same: base words with suffixes *-ful* or *-less*; different: consonant and vowel sounds, specific base words: word meanings). In the independent practice (*You Do It*), the teacher has two options. In Option 1, children choose two *Blending Practice* words that each end in a suffix and use them in written sentences. In Option 2, children complete *Know It, Show It*, page 143.
- In Module 12, Lesson 8, *Foundational Skills, Phonics: Review of Syllable Types* in the *I Do It* section, the teacher reviews the syllable types learned to this point. The teacher writes the words: *pinecone*, *toenail*, and *smarter* and asks the students what vowel spelling they notice. In the *We Do It* section, the teacher displays the *Blend and Read* resource, and the students read the lines of words and sentences chorally and by individual volunteering. In the *You Do It* section, the teacher writes the words: *fantastic*, *tomato*, *hurrying*, *needing*, *forecaster*, *replacing*, *displaying*, *continue*, *partnership*, *obstacle*, *unlikely*, and *daydreamer* and points out all the words that have three syllables. The teacher then chooses two volunteers. The first child identifies the syllables and syllable types in a word. The second child blends the sounds in each syllable and then connects the syllables to read the word. The teacher will continue this process until each child has a turn.

Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).

- In the phonics lessons, Letter Cards are utilized by teachers and students to both encode and decode words by phonics skills taught in a *Continuous Blending* routine. In Module 5, Lesson 2, the teacher reminds students that they have been reading words with the long o sound. In the *You Do It* section of the lesson, students write sentences using words with long o patterns that

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are projected on the board (e.g., *no, know, rode, road, hotel*) or complete the *Know It, Show It* workbook page *Long o Patterns*. On this page, students complete sentences with long *o* pattern words. The first sentence is, “Joan ____ in the ____.” The word choices are: *stove, mellow, meadow, and strolled*.

- Decodable texts are utilized to develop, practice, and reinforce student knowledge of sound-spelling patterns. For example, the decodable text “Whale Watchers” includes words with digraphs *ch, sh, and th*. In addition, *Fish Shop* teaches final digraph *sh*, including words such as *dish* and *fish*.
- Students put their phonics skill learning into practice through *Know It, Show It* workbook pages where they read sentences with a missing word and then decode and choose the correct word to fill in the blank. For example, in Module 4, Lesson 2, students learn the *k/ck* sounds. The workbook page asks students to choose two words to complete sentences. The first sentence is “A ____ and a ____ are birds.” Their answer choices are *skunk, duck, gecko, and chicken*.”
- In Module 1, Lesson 6, students have words printed on a word list that the teacher can give to students to cut apart to work with words. Each Module follows this format with a word list containing spelling words and review words. In Module 1, a few words included are *job, rest, and frog*. Review words included are *glad, fix, jam, and list*.
- In Module 5, Lesson 9, the objective is to blend, decode, and build regularly spelled one-syllable and multisyllabic words with the long *i* patterns *i, i_e, ie, igh, and y*. Students use Letter Cards *b, c, d, e, e, i, ie, igh, m, n, r, s, t, and y*. The Teacher’s Guide directs the teacher to use the *Start Right Reader* “By Night” (Book 3) to reinforce the skill. Additionally, the teacher may also use *Know It, Show It* on page 137 to provide more practice opportunities for the children to practice blending in connected texts.

Materials provide a variety of activities and resources to decode and encode words that include taught sound-spelling patterns in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

- In Module 1, Lesson 7, students use Letter Cards to blend and segment *leg*. They are instructed to show their Letter Cards, sweep their hand under the cards, point to each letter, and blend. Then they separate each card and once again give the letter name. Students then read from a list of words written on the board, including *fog, yes, quiz, and zip*, and two sentences, including “A fox dug a den and hid in it.” In the *You Do It* section, students use printable Letter Cards to build different words with short vowel sounds.
- In Module 3, Lesson 1, *Foundational Skills, Link to Small-Group Instruction, Reinforce Foundation Skills*, the teachers uses “Sad King Ben” during small group time to review or reinforce blending and decoding words with final consonant blends *st, sk, nd, nt, ft, st, mp, ng, and nk*. The teacher meets with children to work through the story or assigns it as independent work.
- In Module 5, Lesson 9, in the *I Do It* section, the teacher uses the *Continuous Blending* routine to review long *i* patterns *i, i-e, ie, igh, and y* in one-syllable and multisyllabic words. The teacher uses Letters Cards to blend each syllable separately and then connect the syllables. Words include *deny, retie, midnight, and siren*. In the *We Do It* section, the teacher writes a list of words and sentences for the children to discuss how the words are alike, different, and what spelling patterns are noticed. Some of the words are *price, fried, reptile, deny, and bicep*. Children read the words chorally and through volunteering, then identify the word/syllable with

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the long *i* sound. In Option 1 of the *You Do It* section, children take turns reading a long *i* word from the *Blending Practice* rows or sentences for the partner to write the word.

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Indicator 3.C.2

Materials provide systematic and direct (explicit) instruction, practice, and review related to accurately identifying, reading, and writing **regular and irregular high-frequency words**.

1	Materials provide a systematic sequence for introducing regular and irregular high-frequency words.	M
2	Materials provide scripted direct (explicit) instruction for decoding and encoding regular and irregular high-frequency words.	M
3	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).	M
4	Materials provide a variety of activities and resources for students to recognize, read, and write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences or decodable texts).	M

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials provide systematic and direct (explicit) instruction, practice, and review related to accurately identifying, reading, and writing regular and irregular high-frequency words.

Materials provide a systematic sequence for introducing regular and irregular high-frequency words. Materials provide scripted direct (explicit) instruction for decoding and encoding regular and irregular high-frequency words. Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review). Materials provide a variety of activities and resources for students to recognize, read, and write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences or decodable texts).

Evidence includes but is not limited to:

Materials provide a systematic sequence for introducing regular and irregular high-frequency words.

- In the *Additional Resources* section, there is a *Foundational Skills Scope and Sequence*, which consists of a chart by module and week with a column devoted to high-frequency words. This column lists the high-frequency words taught each week. Some of the high-frequency words covered in the grade 2 materials include reviews of kindergarten words, such as *a*, *and*, *go*, *got*, *have*, and *will* and grade 1 words, such as *call*, *could*, *every*, *near*, *talk*, *tall*, *would*, and *year*. Eventually, more complex words are introduced, such as compound words like *everyone*, *everything*, *himself*, and *maybe*; contractions like *couldn't*, *don't*, and *that's*; and multisyllabic words such as *tomorrow*, *complete*, *America*, and *different*. High-utility words are taught early in the year, such as *for*, *many*, *one*, *she*, and *said*.
- Many of the decodable high-frequency words introduced each week follow the sound-spelling patterns taught during those same weeks. For example, in Module 3, week 2, students learn the double final consonants spelling pattern. High-frequency words that week include *full* and *spell*. In Module 4, week 3, students review the long *e* spelling patterns. Some high-frequency words are *clean*, *feel*, *leave*, and *seen*.

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Materials provide scripted direct (explicit) instruction for decoding and encoding regular and irregular high-frequency words.

- In Module 2, Lesson 1, the teacher uses Word Cards *are, buy, little, said, too, up, will*, and you and the *High-Frequency Words* routine below to introduce the week's high-frequency sight words.
 - *See the Word.* Display a Word Card. Say the word, and have children repeat it twice.
 - *Say the Word.* Have children repeat it chorally. Use the word in a sentence or two. For example, "This is my little finger. An ant is a little bug." (Use gestures.)
 - *Spell the Word.* Point to the letters, and have children spell the word aloud. Point out any familiar spelling patterns. For example, "*Little* begins with *l*. Can you think of an animal name that begins with *l*? (*lion, lizard*) Do you know any other words that begin with *l*?"
 - *Write and Check the Word.* Hide the word and have children use the *Write and Reveal* routine to write the word. Then have them check it against the Word Card.
- In Module 7, Lesson 6, the teacher uses the *High-Frequency Words* routine to teach *after, better, father, letter, over, paper, river, together, under, and water*. The teacher goes through a "see the word, say the word, spell the word, and write and check the word" process for each word, which is the *High-Frequency Words* routine. During the *Spell the Word* step, the teacher points out any familiar spelling patterns. "*Paper* ends with *e-r*. Which months of the year end with *e-r*? Do you know any other words that end with *e-r*?" The students can then complete a *Know It, Show It* work page on which they use a word bank containing all of the words taught in the lesson to complete sentences.
- The Word Cards resource provides a script on each Word Card to review decoding and encoding of high-frequency words. On the Word Card for the word *ask*, the instructions say, "Review the vowel sound: The letter *a* stands for the short a sound, /ă/. Have children blend with you: /ă/ /s/ /k/, *ask*." Then it provides the sample sentence, "I ask questions when I don't understand something." On the Word Card for the word *hard*, the instructions say, "Review or introduce the vowel sound: the letters *a-r* stand for the sounds /ar/. Have children blend with you: /h/ /ar/ /d/, *hard*." Then it gives two sample sentences, which include the sentence, "It is hard to see colors in the dark."

Materials incorporate a variety of activities and resources for students to develop, practice, and cumulatively reinforce skills.

- In Module 1, Lesson 8, *Foundational Skills, Word Work Warm-Up, High-Frequency Words*, the teacher reviews the week's high-frequency words: *best, does, end, job, left, man, more, see, than, and wash* using Word Cards with one word on each card. The teacher explains the game "I Spy." The teacher writes the high-frequency words or displays the cards on the board, and the children guess each word based on the clues the teacher provides. For example, "I spy a word with four letters. I spy a word that rhymes with *west*. Which word is it? (*best*)." The teacher repeats the procedure with the remaining cards.
- The weekly *Word Work* lessons follow similar patterns each week. Typically, the teacher uses the *High-Frequency Words* routine to teach new words at the beginning of the week. Then the

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following four days, students practice those words in a variety of ways. For example, in Module 4, week 3, the first lesson (Lesson 11) includes the routine for teaching the words *clean, feel, ground, horse, leave, need, please, queen, seen, and tree*. In Lesson 12, students use these same words to write a *Class Story* one sentence at a time. In Lesson 13, students review the same words by clapping for each consonant and snapping on each vowel as they spell the words aloud with the teacher. In Lesson 14, students write sentences with a partner using these words and then act them out for the other students in the class. Finally, in Lesson 15 (day 5 of the week), the students have *Children's Choice*.

- In Module 4, students practice using high-frequency words in context during the *Fact or Opinion* center. The center directions say, "Have children write two sentences. One sentence should tell a fact, and one sentence should tell an opinion. Each sentence should include at least one of the high-frequency words. Have partners trade papers. Have children underline the high-frequency words in each sentence and identify which is a fact and which is an opinion."

Materials provide a variety of activities for students to recognize, read, and write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences or decodable texts).

- In Module 2, Lesson 1, children learned 10 high-frequency words, including *close, cold, front, and times*. They then complete a *Know It, Show It* work page on which they write these same words to complete sentences such as "It sure is (cold) ! Finally, they practice reading these same high-frequency words utilizing the *Start Right Reader*, "The Lone Cat." The high-frequency words are highlighted yellow throughout the book.
- In Module 3 Lesson 2, students identify and read high-frequency words: *are, hand, kept, king, land, long, sing, thing, think, and wish*. Children cut out high-frequency words from a printable word list. The children think of a sentence that uses one of the high-frequency words. The children illustrate the sentence. The teacher assigns partners, and the children exchange cards. The children guess the high-frequency word that their partner used and let partners share their sentences.
- In Module 5, Lesson 9, students play "Questions and Answers" with the high-frequency words of the week: *almost, become, begin, high, kind, might, night, one, open, and opened*. Children work with a partner and use one set of cutout High-Frequency Word Cards. The partners place the cards face down in a pile. Partner 1 chooses one card from the pile and asks a question that uses the word. (Example: When do we begin school?) Then Partner 2 must answer the question in a complete sentence that uses the same word. (Example: We begin at eight o'clock.) The children swap roles and continue playing until all words in the pile have been used.
- Students read high-frequency words in *Leveled Readers* during any module. Readers such as "Gardens" and "Pop's Old Car" are included. When reading "Pop's Old Car," students have an opportunity to read high-frequency words such as *his, him, when, and use*.

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Indicator 3.C.3

Materials include systematic and direct (explicit) instruction, practice, and review related to using knowledge and application of **syllabication** to decode and encode multisyllabic words.

1	Materials provide a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS.	M
2	Materials provide scripted direct (explicit) instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words.	M
3	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).	M
4	Materials provide a variety of activities and resources for students to practice decoding and encoding one-syllable or multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).	M

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials include systematic and direct instruction, practice, and review of syllabication patterns to decode and encode multisyllabic words.

Materials provide a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. Materials provide scripted direct (explicit) instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review). Materials provide a variety of activities and resources for students to practice decoding and encoding one-syllable or multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

Evidence includes but is not limited to:

Materials provide a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS.

- The grade 2 scope and sequence for the entire program includes the TEKS alignment for phonics. The *Foundational Skills Scope and Sequence* does not include references to the TEKS.
- In the grade 2 scope and sequence, the syllable types are taught from easier to more complex skills starting with CV and VCe in Modules 1 and 2, moving to *r*-controlled in Module 6 and 7, and then into multisyllabic words with the six syllable types covered in Module 9.
- Grade 2 completes a review of grade 1 syllable types prior to moving into grade 2 syllable types and syllable division. The TEKS require students to decode closed and open syllables, VCe syllables, vowel teams, and final stable syllables. Students learn VCe in Module 2, Lesson 1, closed syllables in Module 3, Lesson 1, and vowel teams in Module 7, Lesson 3. Final stable

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syllables are taught in Module 9, Lesson 3. In Module 10, students extend previous learning of open/closed syllables to decode words with final stable syllables (consonant + *le*), such as *stable* and *pimple*. In the last module, students do a cumulative review of the syllables they have learned up to now.

Materials provide scripted direct (explicit) instruction for identifying syllable types and applying knowledge of syllable division principles to decode and encode multisyllabic words.

- In Module 2, Lesson 2, *Foundational Skills, Phonics, Long o, e, u (CV, VCe)*:
 - In the *I Do It* section, the teacher says, “We have been learning about the CV and Vce patterns for long vowel sounds.” The teacher writes the word *rope* and uses the *Continuous Blending* routine to model how to blend the words using the Letter Cards *r*, *o*, *p*, and *e*.
 - In the *We Do It* section, the teacher displays the *Blending Practice* words, and the children and the teacher read the first two lines of words. The teacher is scripted to ask, “How are words alike and different?” The teacher guides them to discuss whether they all have long vowel sounds and the VCe or CV pattern. Then they read and discuss the next two lines of sentences.
 - In the *You Do It* section, children write sentences using two words from the *Blending Practice* list or complete the *Know It, Show It* page by reading sentences and choosing the correct CV or CVe word to fit in the blank.
- In Module 3, Lesson 4, *Foundational Skills, Phonics, Phonics Review*:
 - In the *I Do It* section, the script says, “use the *Continuous Blending and Syllabication: VCCV Pattern* routines to review this week’s decoding elements of final blends and closed syllables. Write *gallop*, then draw a line between the two middle consonants. Then model blending *gallop* with Letter Cards. Blend each syllable separately, and then connect the syllables. Repeat for *plastic*, *dentist*, and *invite*.”
 - In the *You Do It* section, children take turns reading words from the *Blending Practice* for their partners to spell or complete the *Know It, Show It* page, where children read the sentence and then choose the CVCC/VCCV word to fill in the blank.
- The materials clearly communicate the objectives for the lesson and syllable type or syllable division principle to be learned. For example, in Module 9, Lesson 6, the teacher is prompted by a script to tell the children that they will be “reading words that end with a consonant + *le* syllable.” First, they practice listening for this syllable in words. The teacher says, “The consonant + *le* syllable ends with the /əɪ/ sound. I will say three words. You repeat them and tell which one does not end with the /əɪ/ sound. Let’s try it: *little*, *freckle*, *radio*. Say the words with me: *little*, *freckle*, *radio*. Which does not end with /əɪ/? The word *radio*.”
- In Module 11, Lesson 6, students learn the term *r-controlled vowel syllable* and use it to describe that syllable type. The teacher tells children that they will be reading words with *r-controlled vowel syllables*. The lesson demonstrates a gradual release of responsibility:
 - First, the teacher tells children they can use what they have learned about *r-controlled vowel spellings* to look for the *r-controlled vowel syllable type* in longer words. The teacher uses a *Continuous Blending* routine to demonstrate how to blend each syllable and then connect them.
 - Then, the teacher guides the students to blend each *r-controlled vowel syllable*. The

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teacher says, “Blend each syllable with me: /f/ /är/ /m/, *farm*; /ûr/, *er*.”

- In step 3, the students blend the syllables to pronounce the word. The teacher says, “Connect the two syllables, and say the word with me: /färm/-/ûr/, *farmer*.” This routine is repeated with cards for *germless*, *restore*, *unfurl*, and *firstly*.

Materials incorporate a variety of activities and resources for students to develop, practice, and cumulatively reinforce skills.

- In Module 2, Lesson 9, *Foundational Skills, Phonics, Let’s Blend*, the teacher displays the visual that contains two lists of words and two lists of sentences. The teacher explains they are going to read each line one at a time and then talk about the words. The teacher asks which words have the CVC pattern with words in line 1, such as: *tape*, *tap*, *fin*, and *fine*. The teacher and children go on to read line 2, which contains VCCV words and then two rows of sentences that contain CVC, CVCe, and VCCV words.
- In Module 3, Lesson 1, students use knowledge of syllable patterns to decode longer words. Students use Picture Cards (*ant*, *lamp*, *ring*, *vest*) to name the picture and count the sounds. “*Vest*, /s/ /t/. I hear two consonant sounds at the end of *vest*: /s/ and /t/. When a word has one vowel, and it is followed by one or two consonants, the vowel usually has the short vowel sound.” The teacher continues in the *We Do It* section of the lesson: “Write *desk* and point out the CVCC pattern for the short vowel.” The teacher uses Letter Cards (*a*, *b*, *c*, *d*, *e*, *k*, *l*, *m*, *nk*, *p*, *r*, *s*, and *t*) to practice blending each sound using CVCC pattern words. *Reinforce and Foundational Skills* suggests “Sad King Ben” as additional practice for the students.
- In Module 9, Lesson 11, students practice and reinforce using syllable division rules to decode words with final stable syllables (consonant + *le*) during a partner activity. “The first child will name the consonant + *le* syllable and tell what pattern the first syllable follows, and the second child will read the word aloud” (e.g., *bubble*, *candle*, *twinkle*, *gobble*, *straddle*).

Materials provide activities that encourage students to practice decoding and encoding multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists) and in connected text that builds on previous instruction (e.g., within sentences or decodable texts).

- In Module 1, Lesson 9, students complete a *Know It, Show It* page. Students read the words in each row. The directions help students with this task: “Words with the CVC pattern usually have a short vowel sound. The word puppet has two CVC syllables, or parts. Blend the parts to read the word.” The students read sets of 4 words and write the word that does not belong. An example is *yak*, *piglet*, *ox*, and *cactus*.
- In Module 3, Lesson 2, students recognize the CVCC pattern in words and the term CVCC. The teacher writes two rows of words following the CVCC pattern. Students practice reading these words in isolation. During independent practice, the teacher sets a timer and has partners sort the words in *Blending Practice* by final blends.
- In Module 4, Lesson 7, students read, “Tess and Jay Set Sail” during small group time to review or reinforce blending and decoding words with a long *a* spelling pattern, such as *Jay*, *sail*, *bay*, *waves*, *made*, *swayed*, *wave*, *making*, *afraid*, *may*, and *faith*.
- In Module 9, Lesson 4, students practice the VCV syllable pattern using the word *moment*. The teacher guides students by asking them to find the consonant between the vowels and write *C* under it. Then the teacher guides students to draw a line to divide the word by drawing a slash

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before the consonant, explaining that the first syllable is an open syllable. Lastly, the teacher sounds out each syllable to read the word. Students can read “Sea Otter Pups” with the teacher or independently to practice in connected text.

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Indicator 3.C.4

Materials connect phonics instruction to meaning by providing systematic and direct (explicit) instruction, practice, and review related to developing **morphological awareness**.

1	Materials provide a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS.	M
2	Materials provide direct (explicit) instruction for supporting recognition of common morphemes.	M
3	Materials provide direct (explicit) instruction for using the meanings of morphemes (e.g., affixes and base words) to support decoding, encoding, and reading comprehension.	M
4	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).	M
5	Materials provide a variety of activities and resources for students to decode and encode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).	M

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials connect phonics instruction to meaning by providing systematic and direct instruction, practice, and review of morphological awareness.

Materials provide a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. Materials provide direct (explicit) instruction for supporting recognition of common morphemes. Materials provide direct (explicit) instruction for using the meanings of morphemes (e.g., affixes and base words) to support decoding, encoding, and reading comprehension. Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review). Materials provide a variety of activities and resources for students to decode and encode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

Evidence includes but is not limited to:

Materials provide a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS.

- The materials provide a systematic sequence for introducing grade-level morphemes in grade 2, as outlined in the TEKS. As seen in the grade 2 *Foundational Skills Scope and Sequence*, the skills students learn begin with less complex ones and move to more complex ones. Inflections -s and -es are reviewed from grade 1 in Module 2, prefixes *un-* and *re-* are reviewed in Module 3, suffixes *-ful* and *-less* are in Module 5, and suffixes *-y* and *-ly* are in Module 6. In Module 9, compound words and contractions are reviewed/taught. The lessons on morphemes not only build upon themselves, but there is a review of the previous grade along with an affix review: prefixes and suffixes in Module 10 and Module 12. Specifically, in Module 10, students practice

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words with the prefix *mis-* and complete an affix review.

Materials provide direct (explicit) instruction for supporting recognition of common morphemes.

- In Module 2, Lesson 8, *Foundational Skills: Phonics: Suffixes -er, -est*, the teacher tells the children that “Today we will be reading words with suffixes, word parts that are added to the end of words.”
 - In the *I Do It* section, the teacher displays Picture Cards of *boy* and *baby*, and has the children describe the pictures: “The boy is young, the baby is younger.” The teacher writes the word *younger* and counts the number of syllables. The teacher says, “The word without the ending is called a base word/root.” Then she uncovers the suffix and circles it. “A suffix is an ending added to a word to change its meaning. The suffix *-er* is a new syllable. I can use the suffix *-er* to compare two people or things. A baby is younger than a boy.” The teacher repeats this process with *youngest*, explaining *-est* compares three or more people or things. This is repeated with *colder*, *coldest*, *older*, and *oldest*.
 - In the *We Do It* section, the teacher projects the *Display and Engage* card, reading the rows of words. In Module 2, Lesson 8, *Foundational Skills: Phonics: Suffixes -er, -est*, the teacher tells the children that “Today we will be reading words with suffixes, word parts that are added to the end of words.”
- In Module 3, Lesson 13, *Foundational Skills: Phonics: Prefixes un-, re-*, the teacher explicitly teaches prefixes and base words.
 - In the *I Do It* section, the teacher holds up a water bottle and writes the word *cap* on the board. The teacher points to the cap and says from a script: “The word *cap* is a base word/root. A base word/root is a word that does not have any endings or other word parts added to it.” The teacher talks about taking the cap off the water bottle and how that is called *uncap*. “A prefix is a syllable added to the beginning of a base word to change its meaning. The prefix *un-* means not or opposite of. When I uncap a bottle, I do the opposite of cap and take the cap off.” The teacher goes on to explain the prefix *re-*: “The prefix *re-* means again. If I recap a bottle, I cap it again by putting the cap back on.”
 - In the *We Do It* section, the children read from rows of words and sentences while identifying and discussing which words have prefixes.
 - In the *You Do It* section, the teacher writes the words *remake*, *unmade*, *unsafe*, *refresh*, *rename*, *reshape*, *unwell*, and *unplug* and chooses volunteers to read the word aloud, identify the base word and prefix, give the meaning of the base word, and explain how the prefix changed the word’s meaning.
- In Module 5, Lesson 11, students recognize the suffixes *-ful* and *-less*, use them to decode words, and explain their meanings. In the *I Do It* section of the lesson, the teacher is directed to “Tell children that today they will be reading words with suffixes or word parts that are added to the end of words. ‘First, I am going to say a word. You will say the syllables separately, and then tell me the last syllable. I’ll do the first one. Listen: *relentless*. The syllables are *re-lent-less*. The last syllable is *-less*.’”
- In *Generative Vocabulary*, Module 8, week 1, Lesson 4, the teacher reviews with students how adding a *-s* or *-es* onto the end of a noun will make the noun plural versus how adding an *-s* or *-es* onto the end of a verb makes the action present tense. During the *We Do It* section of the lesson, the teacher writes the words *friend*, *porch*, *read*, and *finish*. The students read the words

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out loud and identify if each word is a noun or a verb. The teacher works with the students to “guide them to spell the words with the ending -s or -es and explain the meanings.” For the *You Do It* section, students partner with a peer and “write sentences using singular and plural nouns and verbs in the present tense: *watch/watches, play/plays, bus/busses, pencil/pencils*.”

- In Module 12, Lesson 11, students blend and decode multisyllabic words with the prefixes *pre-*, *dis-*, *un-*, *re-*, and *mis-*. Students also blend and decode multisyllabic words with the suffixes *-er*, *-est*, *-ful*, *-less*, *-y*, and *-ly*. The Teacher’s Guide instructs the teacher to “tell children that they will review prefixes, suffixes, and word endings this week.” The lesson begins with an *I Do* section in which the teacher helps the children review prefixes and suffixes and decode words with them. “The prefix *un-* means not” or “opposite of.” If a shoe is untied, the laces are not connected. Write and read *retie*. The prefix *re-* means “again.” Ask the meaning of *retie*.” “A suffix is a syllable added to the end of a base word to change its meaning.” In the *We Do It* section, the teacher uses Letter Cards to divide the words into syllables. Students continue with *You Do It*, in which the teacher explains that students will point to a word and will identify the base word and the affix. This lesson follows the gradual release of responsibility model.

Materials provide direct (explicit) instruction for using the meanings of morphemes (e.g., affixes and base words) to support decoding, encoding, and reading comprehension.

- In *Generative Vocabulary*, for Module 7, week 1, Lesson 4, students learn the suffixes *-ful* and *-less*. For the *I Do It* portion of the lesson, the teacher shows *Project Display and Engage: Generative Vocabulary 7.3* and discusses the word *selfless*. The teacher script says, “point out the base word *self*, and tell children it means ‘a person’s being.’” Then, the teacher “explain(s) that the suffix *-less* means ‘without,’ and when you add it to the end of a base word, the meaning is changed.” The teacher models how to determine meaning by saying that “the ending *-less* helps me understand that *selfless* has something to do with not thinking only about yourself. The clue act gives me a better understanding of what *selfless* means: ‘doing something that shows you care more about others than yourself.’” Then the teacher is directed to “discuss *-ful* and model determining the meaning of *thankful*.” During the *We Do It* portion of the lesson, children read the words *wonder*, *joy*, and *beauty* aloud. The teacher and students work together to determine the meaning of the words when adding *-less* or *-ful* to the end of each of them. For the *I Do It* portion of the lesson, students work with a partner and “compare the meanings of the words in each new pair” as they add the suffixes *-ful* and *-less* to the words *thought* and *color*.
- In Module 9, Lesson 1, *Spelling*, students work with compound words. The teacher instructions say, “Write *cannot*, and draw a line between *can* and *not*. Explain that two words, such as *can* and *not*, can be put together to make a compound word. Write the word *classroom*, and draw a line between *class* and *room*. Say: ‘We can often use the meaning of shorter words to predict the meaning of a compound word. For example, *class* and *room*. A classroom is a room where class is held.’” The teacher then repeats the procedure with *pancake*, guiding children to use the shorter words to predict the meaning. The program suggests that “if children have difficulty, display the Picture Card for *teapot*. Write the word *teapot*, and draw a line between *tea* and *pot*. Then point to the picture. Say: ‘A teapot is a pot for making tea.’”
- In Module 9, Lesson 1, students read “The Red Car” in small groups and practice decoding words made from base words and the prefix *pre-*. Teachers are directed to “Use Letter Cards to build

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the word *game*. Have children blend and read the word. Then use Letter Cards to add the prefix *pre-* to build *pregame*. Have children blend and read the new word, clapping once for each syllable.” The teacher script prompts the teacher to ask, “How does the prefix *pre-* change the meaning of a word? (It makes the word mean ‘before’). What does *pregame* mean? (‘before the game’).” Repeat the process with the words *mix* and *test*, according to the script.

- In Module 12, Lesson 2, the Teacher’s Guide states in the script, “Tell children that they will review prefixes, suffixes, and word endings this week. First, they will add and delete those syllables in spoken words.” The teacher script says, “I will do the first one. Listen: *take*. Add *re-*: *re-take*, *retake*. Now you try it: *happy*, add *un-* and *-er* (*un-hap-pi-er*, *unhappier*); *taste*, add *dis-* and *-ful* (*dis-taste-ful*, *distasteful*); *feel*, add *un-* and *-ing* (*un-feel-ing*, *unfeeling*). The teacher may use “The Three Goats” during small group time to review or reinforce decoding words with prefixes, suffixes, and inflections.

Materials incorporate a variety of activities and resources for students to develop, practice, and cumulatively reinforce skills.

- In Module 3, Lesson 8, *Foundational Skills, Phonics: inflectional endings suffix -ed, -ing* is reviewed by focusing on doubling/dropping a letter when the suffix is added. The children read lists of words and sentences from the *Display and Engage* card to identify how the words are alike and different in regard to when the final consonant is doubled/dropped and what suffix is added to the base word. Words and sentences such as: *tapped*, *tapping* and *The van puffed and bumped to a stop* can be found on the *Display and Engage* card for this lesson.
- In Module 3, Lesson 13, *Link to Small-Group Instruction, Reinforce Foundational Skills*, the children use the book *Up in the Pine* to review and reinforce blending and decoding words with prefixes *-un* and *-re* by reading the book independently or meeting with the teacher to read through the story.
- In the *Vocabulary Interactive Practice* for Module 5, students review the meaning of the suffixes *-y* and *-ly*. Students choose the correct words to complete sentences. For example, students choose *rock* to complete the sentence, “Sam picked up a small rock and threw it into the river.” They then choose *rocky* to complete the second sentence discussing a riverbed that says, *It is rocky*. Students continue the activity by choosing between *dust* and *dusty*, *year* and *yearly*, and *slow* and *slowly* to complete the sentences.
- In Module 12, Lesson 11, students blend and decode multisyllabic words with the prefixes *pre-*, *dis-*, *un-*, *re-*, and *mis-*; suffixes *-er*, *-est*, *-ful*, *-less*, *-y*, and *-ly*; and inflections *-s*, *-es*, *-ed*, and *-ing* during a cumulative review. The teacher is directed to say, “We will review prefixes, suffixes, and word endings this week. First, we will add and delete those syllables in spoken words. I will do the first one. Listen: *take*. Add *re-*: *re-take*, *retake*. Now you try it: *happy*, add *un-* and *-er* (*un-hap-pi-er*, *unhappier*); *taste*, add *dis-* and *-ful* (*dis-taste-ful*, *distasteful*); *feel*, add *un-* and *-ing* (*un-feel-ing*, *unfeeling*).” Continue, this time having children delete syllables. “Listen: *retaking*, delete *re-* (*taking*); *happier*, delete *-er* (*happy*); *distastefully*, delete *dis-* and *-ly* (*tasteful*); *unscrambling*, delete *un-* and *-ing* (*scramble*).”
- In Module 12, Lesson 12, the teacher guides children to add or delete affixes from words: “I will say a word and tell you to add or delete word parts to say a new word. I will do the first one. Listen: *hope*. I’ll add *-less*: *hope-less*, *hopeless*. Now you try it: *help*, add *un-* and *-ful* (*un-help-ful*, *unhelpful*); *test*, add *re-* and *-ed* (*re-test-ed*, *retested*); *truth*, add *-ful* and *-ly* (*truth-ful-ly*,

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truthfully)." In *Continuous Blending*, using words such as *reheat*, *displease*, *misplace*, *faster*, *fastest*, *harmful*, *harmless*, *salty*, *slowly*, *bats*, *boxes*, *munches*, *munched*, and *munching*, students "discuss how each affix changed a base word's meaning." In the same lesson, the teacher writes two rows of words on the board. "Have children read the line." Then prompt a conversation: "How are all the words alike? How are they different?" The teacher calls on children to identify and read the words with affixes. Then the group reads the sentences chorally.

Materials provide a variety of activities that encourage students to decode and encode words with morphemes in isolation (e.g., word lists) and in connected text that builds on previous instruction (e.g., within sentences or decodable texts).

- In Module 3, Lesson 9, students read the *Start Right Reader*: "Bill and Roz Get Help" during small group time to review and reinforce inflections *-ed*, *-ing*, either with the teacher or independently. Words with inflectional endings include *missed*, *tapped*, *tapping*, and *taping*. Other words include suffixes *-er* and *-est*, such as *softer*, *smaller*, *oldest*, *coldest*, and *smallest*. Inflectional endings are first introduced in Module 2, Lesson 2, and are reviewed in Module 10, Lesson 1.
- In the *Vocabulary Interactive Practice* in Module 5, students review the meaning of the suffixes *-y* and *-ly*. Students choose the correct words to complete sentences. For example, students choose *rock* to complete the sentence, "Sam picked up a small rock and threw it into the river." They then choose *rocky* to complete the second sentence discussing a riverbed that says, *It is rocky*. Students continue the activity by choosing between *dust* and *dusty*, *year* and *yearly*, and *slow* and *slowly* to complete the sentences.
- In Module 9, Lesson 3, in the *High-Frequency Words* section of the lesson, students use Word Cards with compound words (e.g., *everyone*, *everything*, *someone*) to play "Chant and Cheer." One child is a "caller" and chooses a Word Card to "call." The caller calls out each letter, and the class echoes: "Give me an S! (S!) Give me an O! (O!) Give me an M! (M!) Give me an E! (E!) What does that spell? (SOME!)." In Lesson 4, students complete a *Know It, Show It* high-frequency words worksheet in which they complete sentences using compound words from a word bank. Words include *everyone*, *outside*, *nothing*, *someone*, and *without*. In Lesson 5, *Spelling*, teachers dictate compound words for students to spell, including *cannot*, *baseball*, *someone*, *myself*, and *upon*.
- In Module 9, Lesson 6, students use Spelling Word Cards with contractions to complete a word sort. Words include *didn't*, *wasn't*, *aren't*, *that's*, *who's*, *you've*, *they'd*, *you're*, and *we'll*. Then the students complete a *Know It, Show It* worksheet on contractions. They sort contractions into the categories: contractions with *not*, contractions with *is*, contractions with *have*, and other contractions.
- In Module 12, Lesson 11, students review prefixes, suffixes, and word endings. "I will do the first one. Listen: *take*. Add *re-*: *re-take*, *retake*. Now you try it: *happy*, add *un-* and *-er* (*un-hap-pi-er*, *unhappier*); *taste*, add *dis-* and *-ful* (*dis-taste-ful*, *distasteful*); *feel*, add *un-* and *-ing* (*un-feel-ing*, *unfeeling*)." To review prefixes, the teacher says, "A prefix is a syllable added to the beginning of a word to change its meaning." The teacher writes *tie* and discusses its meaning. To discuss suffixes, the teacher says, "A suffix is a syllable added to the end of a base word to change its meaning." The teacher writes *cold* and discusses its meaning. To review inflections, the teacher

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says, “The ending -s is added to a noun to show more than one.” The teacher reviews that to decode a difficult word, it is often helpful to look for the base word. “You could draw a line after each prefix and before each suffix.”

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Indicator 3.D.1

Materials provide frequent opportunities for students to practice and develop **word reading fluency**, by using knowledge of grade-level phonics skills to decode texts with accuracy and automaticity.

1	Materials include embedded modeling and practice with word lists, decodable phrases/sentences, and decodable connected texts in the lesson.	M
2	Materials provide practice activities for word reading fluency in a variety of settings (e.g., independently, in partners, in guided small groups, etc.).	M
3	Materials provide a variety of grade-level decodable connected texts that are aligned to the phonics scope and sequence.	M

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials provide frequent opportunities for students to practice and develop word reading fluency, by using knowledge of grade-level phonics skills to decode texts with accuracy and automaticity.

Materials include embedded modeling and practice with word lists, decodable phrases/sentences, and decodable texts in the lesson. Materials provide practice activities for word reading fluency in a variety of settings (e.g., independently, in partners, in guided small groups, etc.). Materials provide a variety of grade-level decodable connected texts that are aligned to the phonics scope and sequence.

Evidence includes but is not limited to:

Materials include embedded modeling and practice with word lists, decodable phrases/sentences, and decodable texts in the lesson.

- In Module 1, Lesson 8, *Foundational Skills, Fluency, Reading Rate*, the teacher uses a decodable reader to model fluent reading and to provide guided and independent practice.
 - In the *I Do It* section, the teacher is prompted by a script to say, “Good readers read aloud, their reading sounds like talking. The reader moves along at a steady pace and doesn’t rush. The reader also doesn’t say each word too slowly or take long pauses. Both reading too quickly and reading too slowly make it harder to understand what is being read.” Then the teacher asks children to follow along and pay attention to their rate as they read a story from the *Start Right Reader* titled “The Red Van.”
 - In the *We Do It* section, the teacher rereads two sentences too quickly, not fully pronouncing each word or stopping for punctuation. The teacher is prompted by a script to ask, “How did the reading sound?” leading students to conclude that it was too fast for a listener to understand. The children use the *Choral Reading* routine to read along with the teacher at the appropriate rate.
 - In the *You Do It* section, children use the *Partner Reading* routine to reread “The Red Van” smoothly and at a rate that sounds like talking.
- Many lessons, such as the one above, suggest that teachers model fluent reading with the *Choral Reading* routine as follows:

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- Read along with a text - "Listen while I read this poem. Follow along as I point to the words. Notice how my voice changes to go with different parts."
- Read aloud together - "Remember to start at the same time and read at the same speed. Try to match your voice to mine."
- Listen as you read - "I didn't hear all of you. Let's try again with everyone reading. We were reading at different times. Let's read again and try to sound like we are one voice."
- Teachers focus on the *Partner Reading* instructional routine to provide a context for students to practice targeted decoding skills and develop fluency, including accuracy, self-correction, reading rate, and prosody. The routine is consistent throughout the materials as students practice a targeted decoding element with a partner using either the *Start Right Reader* or *MyBook*.
 - Partner up - "I will assign numbers. Partner 1's are closest to the calendar. Partner 2's are closest to the clock. Partner 1's hold up 1 finger. Partner 2's hold up two fingers."
 - Take turns reading - "Partner 1 reads first. Partner 2 listens and follows along. Read one page. Then switch so that the other partner reads the next page."
 - Read the text again - "This time, Partner 2's read first."

Teachers are directed to "provide sentence frames, such as, 'One thing you did well was... and When you read again, work on...,' to assist children in providing their partners with feedback. Encourage them to point out something they did well and something to work on in order to increase engagement and keep partners on task."

Materials provide practice activities for word reading fluency in a variety of settings (e.g., independently, in partners, in guided small groups, etc.).

- In Module 5, Lesson 1, the *Phonics: Spotlight on Sounds* gives students the opportunity to work with the teacher in small groups using Letter Cards to practice blending sounds to form words with long *o*, noting the VCe pattern, CV pattern, and vowel teams *oa*, *ow*, and *oe*. During the independent practice, students work in pairs reading words from a chart. The first student "read(s) the word," and "the second child identif(ies) the long *o* sound-spelling pattern." Students then read *On the Move* independently to "review or reinforce blending and decoding words with long *o*."
- In Module 8, Lesson 1, students learn the vowel pattern /oo/ can be spelled with the letters *oo*, *ew*, or *ou*. For the decodable text, students read "Jobs" in the *Start Right Reader*. In the *Make Minutes Count* section for the decodable reader, there is a *Connect to Phonics* lesson in which students "have one partner use Letter Cards to build a word with the /oo/ sound. The other partner then uses one letter in the word to start a new word." An example is given that states, "one partner might build *moon*, and the next might use the *n* to build *new*." The teacher directs students to complete the lesson by reading and reviewing the words they build.
- In Module 9, students build automaticity with high-frequency words in the game "Fact or Opinion." In the game, the teacher is directed to say: "Write two sentences. One sentence should tell a fact, and one sentence should tell an opinion. Each sentence should include at least one of the high-frequency words; such as *outside*, *nothing*, *maybe*." Then the partners trade papers to read the sentences, underline the high-frequency words in each sentence, and identify which is a fact and which is an opinion."
- In Module 10, Lesson 8, students practice reading aloud with accuracy. "Remind children that

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when good readers read aloud, they try to read each word accurately, or correctly. If they read a word incorrectly, they pause briefly to correct themselves.” The teacher uses *Start Right Reader, Book 5* to “model mispronouncing *robots* with a short *o* sound in the first syllable, instead of a long *o* sound: *Rŏb-ŏts*.” The teacher says, “I don’t think I read that correctly. Let me try again. This time, I’ll pronounce it with the long *o* sound in the first syllable—*rō-bots*. That sounds right!” During independent practice, the students work in pairs to read “Robots.” During this time, the teacher circulates and coaches children to pause to self-correct when they read a word incorrectly.

- In Module 11, Lesson 8, students focus on reading aloud using prosody. Students use *Start Right Reader, Book 6* to practice reading fluently in context: “Have children turn to *Start Right Reader* page 22. Preview the page with children, pointing out the commas and end punctuation. Then use the *Choral Reading* routine to reread the page with them. Tell children that as they read, they should focus on matching your phrasing.” Audio text is also available in this lesson. “Audio text support gives English learners fluency models and opportunities to practice their phrasing at their own pace.”

Materials provide a variety of grade-level decodable texts that are aligned to the phonics scope and sequence.

- The materials include the *Right Start* decodables in grade 2 that emphasize a specific pattern that has specifically been taught, such as trigraphs or silent letters. In Module 3, Book 2, students practice reading words with consonant digraphs, such as *catch*, *much*, *thanks* and prefixes *-un* and *-re* (*unhand*, *unsafe*, *replace*) in “Up in the Pine.” In Module 4, Book 2, students practice reading words with silent letters, such as *knits*, *sign*, *wrapped*, *wrens*, and *writes*, in “At Home with Kris.”
- The *Start Right Readers* that the students are using for fluency practice contain decodable words from that week’s learned phonics skills that follow the scope and sequence. In the story “The Red Van,” children practice fluency along with decoding words with short vowels that were phonics skills from that week, such as *red*, *van*, and *man*.
- In the story “Sad King Ben,” children practice fluency along with decoding words with final blends and closed syllables that were phonics skills from that week, such as *sad*, *king*, and *Ben*.
- The materials have black and white printable iRead decodables for students to read and practice fluency, such as “Brent’s Birthday Party.” In this text, students read words with final *-tch*, such as *catch* and *watch*. *Winter Fun* is another iRead decodable text. Students read words such as *after* and *burn* to practice *r*-controlled vowels.

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Indicator 4.1

Materials include developmentally appropriate **diagnostic tools** (e.g., formative and summative) and guidance for teachers to measure and monitor student progress.

1	Materials include a variety of diagnostic tools that are developmentally appropriate.	M
2	Materials provide clear, consistent directions for accurate administration of diagnostic tools.	M
3	Materials include data-management tools for tracking individual and whole-class student progress.	M

Meets | Score 2/2

The materials meet the criteria for this indicator. Materials include developmentally appropriate diagnostic tools (e.g., formative and summative) and guidance for teachers to measure and monitor student progress.

Materials include a variety of diagnostic tools that are developmentally appropriate. Materials provide clear, consistent directions for accurate administration of diagnostic tools. Materials include data-management tools for tracking individual and whole-class student progress.

Evidence includes but is not limited to:

Materials include a variety of diagnostic tools that are developmentally appropriate.

- The materials include an electronic *Reading Growth Measure*. This assessment includes questions with multiple-choice answers. The difficulty of questions increases as they are answered correctly. The report shows the distribution of scores across the three performance levels (below, on, above) for reading comprehension and language. This is given at the beginning, middle, and end of the year.
- The *Benchmark Assessment Kit* is used to determine children's guided reading levels and make instructional decisions. The kit includes a paired fiction and nonfiction *Benchmark Leveled Reader* for guided reading levels A–N. This range of levels allows the teacher to assess accelerated learners who are reading beyond grade-level expectations.
- *Screening Assessments* are used early in the school year to obtain preliminary information about children's performance, screen all children for intervention, and determine flexible groups for foundational skills instruction. This assessment includes the areas of word identification and oral reading fluency.
- *Diagnostic Assessments* are administered as needed to follow up with children who score below expectation on screening assessments and obtain information to inform skills-based groups and targeted instruction. It includes a *Print Inventory* section in which students identify parts of a book and distinguish the purpose of print. It also includes the areas of print concepts, letter-sound correspondence, and phonological awareness. The areas of phonological awareness assessed are words in a sentence; syllables: blend, segment, delete; rhyming words: recognize, produce, categorize; onset and rime: blend, segment; isolate sounds: initial, final, medial; phonemes: identify, categorize, blend; phonemes: segment, delete, and substitute.

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Materials provide clear, consistent directions for accurate administration of diagnostic tools.

- The directions for the teacher for the *Reading Growth Measure* are explicit. The teacher can see step-by-step directions, such as “how to assign” and “how to click the date the students see the assessment” when viewing the “Assign the growth measure quick reference guide.” The *Teacher Corner* provides an in-depth look into the *Reading Growth Measure*. Teachers can take the assessment using sample questions, so they know exactly what a student experiences as they complete this diagnostic assessment. Teachers can create their own username and password to take the test.
- The *Benchmark Evaluation Guide* provides the teacher with specific guidance for:
 - providing an overview of the selection;
 - assessing oral reading by having the child read aloud while marking errors;
 - prompting the child to retell the selection;
 - reading aloud comprehension questions and marking responses; and
 - using results to determine the child’s guided reading level.
- The *Diagnostic Assessment* provides teacher scripted directions. For example, in the substituting phonemes section of the *Phonological Awareness Inventory*, the script says:
 - Task: The child will listen to a word and replace either the initial or final phoneme from the word to create a new word.
 - Model: Say: “I am going to say a word. I want you to take off the first sound of the word and put in a new sound. For example, if I change the first sound in *cap* to /l/ the new word is *lap*. Sometimes I’ll ask you to take off the ending sound and put in a new sound. If I change the last sound in the word *web* to /t/, the new word is *wet*.”
 - Sample: Then say: “Now you try one. Change the first sound in *met* to /p/. What will the new word be? Pause and wait for the child to respond. (*pet*) You’re correct. The new word is *pet*. Now try another one. Change the last sound in *hat* to /z/. What will the new word be? Pause and wait for the child to respond. (*has*) You’re correct. The new word is *has*. Then say: Now listen to some more words. Tell me the new words you will make.”
- In the *Introduction and Test Overview* document, there is an overview of all assessments (screening and diagnostic) and general guidelines for administering the assessments. Screening assessments consist of *Grade 2: Word Identification* and *Grade 2: Oral Reading Fluency*.
- *Administering and Scoring the Assessments* provides general guidelines, as well as specifications for administering *Diagnostic Assessments*. General guidelines that are stated in the guide include finding a quiet place to test, being familiar with the test directions and items, and administering a timed section. General directions explicitly state that the teacher should duplicate a copy of the *Recording Form* and explain to the student that the teacher will make notes during the assessment but not provide any help with test items. During the letter-sound correspondence assessment, the guide instructs the teacher to point to individual letters, and the student names the letter. The teacher asks, “What letter is this?” The guide instructs the teacher to wait five seconds and then point to the next letter if the student does not know the word. The guide provides the tip that states, “You may point to the letter, or use index cards or an index card with a ‘window’ cut in it to show one letter at a time.”
- In the *Phonological Awareness Inventory* section, the *Administering and Scoring the Assessment* guide states the following procedures:
 - Directions - The teacher will follow the Task, Model, and Sample script on each form.

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- Recording - On *Administering and Recording Form*, page 6, indicate correct responses with ✓. If a student gives an incorrect sound, record the sound the student gave. If a student tells you the name of the letter, remind him or her that you want to know the sound. Write 0 if the student does not respond.
- Discontinue - Discontinue testing if a student is unable to identify any of the first three word sounds or if the student becomes frustrated.
- Scoring - Score one point for each correct response. There is only one correct response for each item, and the student must give all three or four phonemes.
- Interpretation - Use the following chart to help you assess students' performance.

Materials include data-management tools for tracking individual and whole-class student progress.

- The *Reading Growth Measure* includes an electronic and color-coded report to view changes over time. The first time the assessment is given, the teacher can view the *Growth Reports*. They will see a *Scaled Score*, *Performance Level*, *Grade-Level Equivalency*, and current *Lexile Interval*. Once a student has taken the assessment during two test windows in the school year, teachers will see the *Student Growth Index* (SGI) on the *Growth Report*. The scores on the *Student Growth Report* can help inform instructional next steps for each student, as well as gain a more meaningful picture of each student's progress. The report can be viewed at the individual student's level or on a one-page class-level report.
- Materials include *Summary Recording Forms* for each grade level. This form can be used to gather the scores from each assessment type and from the subtests of the assessments and compare the student's progress with curriculum-based goals. For example, teachers can track fluency scores, phonological awareness scores, knowledge of high-frequency words, phonics, and comprehension scores. Depending on the student's individual scores, teachers mark down "Move Ahead" or "Needs Reteaching" to guide their instructional practice. These forms can also help identify student trends in the classroom to modify instruction. The materials also provide charts that indicate the expected student scores during beginning-of-the-year assessments and end-of-the-year assessments.

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Indicator 4.2

Materials include integrated **progress monitoring** tools, with specific guidance on frequency of use.

1	Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level skills.	M
2	Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.	M

Meets | Score 2/2

The materials meet the criteria for this indicator. Materials include integrated progress monitoring tools, with specific guidance on frequency of use.

Materials include tools that systematically and accurately measure student's acquisition of grade-level skills. Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.

Evidence includes but is not limited to:

Materials include progress monitoring tools that systematically and accurately measure student's acquisition of grade-level skills.

- *Summary Recording Forms Document*, in grades 2–6, there are grade-level biweekly *Oral Reading Fluency* passages, such as “A Thanksgiving to Remember,” “The Quick Save,” and “Jenny’s Game.” The *Summary Recording Form* keeps a record of all progress monitoring available within the grade-level program. There are 20 *Progress Monitoring Assessments* in grade 2.
- The *Test Overview Document* explains, “In grades 2–6, there are grade-level biweekly *Oral Reading Fluency* passages.” The *Administering and Scoring* section for these passages states, “these *Oral Reading* passages are sequenced from a beginning-of-grade 1 through a beginning-of-grade 6 reading level. Individually, students will read a passage aloud while (the teacher) note(s) errors. Each test should take up to two minutes.” While administering the *Oral Reading Passages*, teachers are instructed to “carefully track the oral reading and record any errors and self-corrections on the recording form. Mark any misread word. Mark any left-out word. Mark any extra words inserted. Mark any self-corrections over the error mark (suggested mark SC).”
- In addition to the *Progress Monitoring Assessments*, the Teacher’s Guide provides *Assessment and Progress Monitoring* embedded into the modules. For example, in Module 6, there is an *Ongoing Formative Assessment Tools* section that includes Leveled Readers, Selection Quizzes, Running Records, 1:1 Observation Records, Daily Lesson Checks, and Correct & Redirect opportunities in the Teacher’s Guide.
 - Leveled Readers - students read in a small group or independently based on their individual reading level
 - Selection Quizzes - a short quiz given at the end of each reading selection to test comprehension based on a reading selection for that module
 - Running Records - a record of students oral reading to identify reading behaviors

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- 1:1 Observation Records - teacher listens to students read and tracks reading level to move students to the next level
- Daily Lesson Checks - after reading a short passage, students answer STAAR-like questions

Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.

- The *Intervention Assessments* document states, “The *Progress-Monitoring Assessments* provide biweekly checks on students’ progress. These oral reading tests are administered individually and assess students’ growth or problems in pre-reading/reading skills throughout the school year. They measure growth in pre-reading skills, identify challenging areas for reteaching, review and extra practice, and provide checks on children’s beginning reading skills. The progress assessment forms include assessment sections that present material from least complex to most complex.” According to the *Teacher’s Guide*, the test should take three to five minutes. The *Teacher’s Guide* instructs to analyze student errors and self-corrections in each section to identify problem areas and a starting point for reteaching.
- Information under *Progress-Monitoring Assessments: Grades 2–6* guides teachers to “administer each assessment orally to individual students approximately every two weeks.” It also states that “fluency goals are based on grade-level norms to measure a student’s fluency ability,” and instructs teachers to “review the patterns in the student’s oral reading errors to help you identify instructional needs and plan specific support.” It continues by telling instructors to “reteach the phonics/decoding skills as needed, and provide appropriate word lists for more practice. If a student is making many self-corrections, try recording the student’s reading and play it back so he or she can hear his or her own reading. Provide familiar texts at a student’s independent reading level for repeated or coached readings.”

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Indicator 4.3

Materials include guidance for teachers to **analyze and respond to data** from diagnostic tools.

1	Materials support teachers' analysis of diagnostic data to inform response to individual students' strengths and needs.	M
2	Diagnostic tools provide teachers with guidance on how to plan and differentiate instruction based on student data.	M
3	Materials include a variety of resources that align to data, allowing teachers to plan different activities in response to student data.	M

Meets | Score 2/2

The materials meet the criteria for this indicator. Materials include guidance for teachers to analyze and respond to data from diagnostic tools.

Materials support teachers' analysis of diagnostic data to inform responses to individual students' strengths and needs. Diagnostic tools provide teachers with guidance on how to plan and differentiate instruction based on student data. Materials include a variety of resources that align to data, allowing teachers to plan different activities in response to student data.

Evidence includes but is not limited to:

Materials support teachers' analysis of diagnostic data to inform response to individual students' strengths and needs.

- The *Administering and Scoring* document has a section on adjusting instruction based on the outcome of the assessment: "Analyze a student's errors and self-corrections in each section to identify problem areas and a starting point for reteaching, review, and extra practice. For improving rate, provide texts at a student's independent reading level for repeated or coached readings."
- *Summary Recording Forms* correspond to the *Progress Monitoring Assessments*. The *Summary Recording Forms* document states, "A *Summary Recording Form* is provided for each grade level. Use this form to gather the scores from each assessment type and from the subtests of the assessments and to compare the student's progress with curriculum-based goals. You can also use this form to identify student trends in the classroom and to modify instruction." A *Summary Recording Form* for grade 2 provides space to document data from *Progress Summary Assessments, Forms 1-20*. In this form, teachers record the number of correct words per minute as well as the comprehension score. Then teachers check the appropriate "student action" of either "move ahead" or "needs reteaching" for the specific progress monitoring assessment.
- The materials include a data analysis section that supports the teacher's analysis of assessment data. For example, the materials provide suggestions for how to examine patterns or trends in the data that help teachers better understand student performance. In grade 2, oral reading fluency goals are based on grade-level norms to measure a student's fluency ability. The materials direct the teacher to "review the patterns in the student's oral reading errors to help you identify instructional needs and plan specific support."

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Materials tools provide teachers with guidance on how to plan and differentiate instruction based on student data.

- The materials include a *Recommendations for Data-Driven Instruction* which “provide(s) an overview and detailed recommendations for data-driven intervention,” such as to “administer the corresponding lessons in *Foundational Skills and Word Study Studio*.” For example, if a student has difficulty with the grade 2 *Progress Monitor Form 15*, the teacher is guided to use *Foundational Skills and Word Study Studio Sessions 296, 297, and 298* for practice.
- For students who do not meet the oral reading fluency goal, the materials direct the teacher to “administer the *Screening Assessments: Word Identification* tests to determine whether they would benefit from additional high-frequency word instruction, letter-sound instruction, or testing.”
- The *Recommendations for Data-Driven Instruction* document provides instructional suggestions and additional assessments if the student scores below a specified score in the *Screening Assessment*. For example, if a student scores below the goal on *Screening Assessment for Word Identification*, then:
 1. IDENTIFY STUDENT NEEDS - Administer Diagnostic Assessment: Letter-Sound Correspondence to identify missing skills and knowledge about phonic elements.
 2. TEACH TO THE NEED - Identify the high-frequency words and phonic elements the student struggled with and administer those lessons in *Foundational Skills and Word Study Studio, Sessions 56–312*.
 3. SCAFFOLD THE CORE - Provide scaffolded support, which may include small-group work and/or strategic intervention, to help students access core instruction.
 4. MONITOR PROGRESS - Monitor progress with *Progress-Monitoring Assessments* and core assessments.
- The report tab on the teacher dashboard gives the teacher access to the following reports:
 - *Assessment Report*, which highlights the standards on the test that students struggled with most and allows the teacher to review responses to each item. It also allows teachers to automatically create groups based on students’ scores so that the teacher can target the areas of greatest need.
 - *Standard Report*, which has data to show how students are responding to the instruction. It shows where there are continued areas of need and what resources the teacher can use for additional differentiation support.
 - *Growth Report*, which shows growth by standards as students are given additional instruction.

Materials include a variety of resources that align to data, allowing teachers to plan different activities in response to student data.

- Grade 2 provides *Blend-It Books* which are an excellent resource any time a child needs extra practice reading words with a specific pattern. Teachers may use these to informally assess children’s understanding of a new skill by having them read a book aloud. The Teacher’s Guide also provides a *Link to Small-Group Instruction* section that the teacher may use to help reinforce foundational skills.
- Additionally, the Teacher’s Guide provides an *Options for Differentiation* section that guides

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teachers to meet with guided reading groups or differentiate instruction based on student needs. The teacher may use *Just Right* books to provide instruction at the students' current reading level and are based on skill, topic, or genre that the student may need to review. The materials also include *Take and Teach Lessons* that provide instruction based on the need.

- *Foundational Skills and Word Study Studio* is a resource to help teachers plan activities based on student needs. It is broken into sessions that follow this pattern: teach/model, guided practice/apply. For example, *Session 320 of the Foundational Skills and Word Study Studio* is phonics work with words that have the VCCV pattern. This activity is used for students needing practice with vowel patterns. The teacher teaches/models how to divide the word *tablet* utilizing the *Syllable Division: VCCV Pattern* routine. Through guided practice, the teacher has the children decode the words *plastic*, *intend*, *until*, *napkin*, *unless*, *selfish*, *hugging*, *fabric*, *princess*, and *blanket* by underlining the vowels in the words, guiding students to read each syllable and read the whole word by blending the syllables together. Students then apply their reading by reading the passage "Minnie the Talking Bird."
- As a digital, foundational reading program, iRead provides daily practice as well as acceleration for children who are ready and early intervention for those at risk. iRead is a supplemental program to use in tandem with the *K–2 Into Reading* classroom.
- *Leveled Readers* are included for every grade level based on reading levels. Teachers use the *Benchmark Passages/Books and Running Records* (Levels aa-J) to place students in *Leveled Readers*. The teacher first selects a passage or book that best approximates a student's reading level. Then they use the running records that accompany each passage or book to score a student's reading behavior.

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Indicator 5.1

Materials include **guidance, scaffolds, supports, and extensions** that maximize student learning potential.

1	Materials provide targeted instruction and activities to scaffold learning for students who have not yet mastered grade-level foundational phonics skills.	M
2	Materials provide targeted instruction and activities to accelerate learning for students who have achieved grade-level mastery of foundational phonics skills.	M
3	Materials provide enrichment activities for all levels of learners.	M

Meets | Score 2/2

The materials meet the criteria for this indicator. Materials include guidance, scaffolds, supports, and extensions that maximize student learning potential.

Materials provide targeted instruction and activities to scaffold learning for students who have not yet mastered grade-level foundational phonics skills. Materials provide targeted instruction and activities to accelerate learning for students who have achieved grade-level mastery of foundational phonics skills and enrichment for all learners. Materials provide enrichment activities for all levels of learners.

Evidence includes but is not limited to:

Materials provide targeted instruction and activities to scaffold learning for students who have not yet mastered grade-level foundational phonics skills.

- The *Guiding Principles and Strategies* document has instructional focus suggestions and ways to support the lessons in regard to meeting the needs of the special population. The special populations mentioned are children who may be unmotivated, children with learning disabilities, and children with dyslexia. “Many districts use a multi-tiered system of support to ensure timely, targeted interventions for children who struggle. However, the first requirement for all children, regardless of their abilities or disabilities, is an evidence-based, engaging core curriculum, with differentiation in pacing and grouping strategies. While children with challenges may require different levels of intervention throughout the school day, ensure all children have opportunities to: participate in whole-class discussions and projects, demonstrate standards-based learning via multiple assessment measures, strive for learning goals, and receive instruction based on achievement data.”
- Materials provide additional lessons for targeted instruction that include differentiated instructional approaches. For example, materials contain additional support in the lesson margins to scaffold student understanding. In Module 6, Lesson 1, the materials guide the teacher to correct and redirect students who may struggle to decode multisyllabic words using base words with suffixes -y and -ly. The lesson script reads as follows: “If a child has difficulty reading a word in *Blending Practice*, first have the child look for familiar word parts. Frame the suffix, and have it identified. Then cover the suffix and have the child read the base word. Guide the child to blend each syllable separately, and then blend the syllables together.”
- Each lesson has a *Correct and Redirect* section with tips such as this one found in Module 8,

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Lesson 2: “If a child mispronounces a word in the *Blending Practice*, say the word and call attention to the mispronounced phonic element. Have the child identify the vowel team or spelling pattern, say the sound, and then blend the word.”

Materials provide targeted instruction and activities to accelerate learning for students who have achieved grade-level mastery of foundational phonics skills.

- Materials include multiple connected texts at different levels for each lesson to support students who need acceleration. In Module 1, students read “Just A Dream” and participate in a student-led book club. Students use the discussion guide to facilitate discussions after each chapter and have a variety of group projects to choose from at the conclusion of the book.
- Materials provide an *Accelerated Student Learning* guide that states that the teacher may use the HMH learning platform to locate specific resources and add them to individual student plans. Teachers have access to TEKS pathways before and after grade 2. Additionally, the Teacher’s Guide provides a *Teacher Tip* section. This section provides suggestions to teachers on how to challenge students who have mastered the skill.
- The materials state that “daily options for differentiation in *Into Reading* provide support for above-level learners who are ready for more, including teaching support labeled *Ready for More* that extends skill and strategy work during small group lessons and provides daily opportunities for those who need a challenge.”
- *Differentiated Spelling Instruction: Placement Support and Differentiated Lists* that determine the children’s stage of spelling development and access to spelling lists appropriate to their level. Students are given a *Qualitative Spelling Inventory* to determine if they need an advanced spelling list. In grade 2, students are “ready for more” if they score above 90% on this inventory and receive an advanced list with words such as *crop*, *plan*, and *thing* in Module 1, week 1, while in Module 6, week 3, they receive words such as *air*, *wear*, and *chair*.

Materials provide enrichment activities for all levels of learners.

- Materials provide enrichment activities for all levels of learners in foundational phonics skills. For example, the Teacher’s Guide has suggestions for engaging activities (e.g., word sorts, word building, read-alouds, etc.) in which students apply their phonics knowledge independently. In Module 6, students practice fluency by reading aloud “The Groundhog Report” reader’s theater 6. The teacher is directed to “assign parts to mixed-ability groups of five children. The part of *Wind* is ideal for struggling readers; the part of *Grover* can be read by a proficient reader.” Then, “have groups write in the missing parts to make the script unique.”
- In Module 11, Lesson 2, *Vowel Team Syllables Content-area Connection*, the program suggests that teachers “challenge children to look for multisyllabic words that have long vowel team syllable types as they read texts in other subjects.” The students can write the words on paper strips and divide them into syllables. The instructional materials then suggest to “use the strips to make a word wall.”
- iRead Experience (digital learning) is a supplemental program for providing enrichment activities for all learners. The first time children log on, they will be taken to the *iRead Screener*. Once children have completed the screener, they are placed at the appropriate place in the *Instructional Software Scope and Sequence*—based on their screener results. As children progress through the Instructional Software series and topics, they will be brought back to where they

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left off after their last session.

- Teachers have access to *Take and Teach* lessons that are used to deliver instruction based on the need. For example, *Mr. Tiger Goes Wild* is used as a book club book, and there is a book club discussion guide for the teacher. In addition, it is suggested that after reading, students make a movie, make a mural, or write a poem about the book. As students write a poem, they first say rhyming words to a partner. As they practice saying these words, their partner confirms that they rhyme. Then students can add to the poem they are writing. "Rhyming words make the poem fun to read and hear."
- *Know It, Show It* pages can also be used for additional practice to reinforce skills. For example, vowel pattern /o/ can be practiced after the lesson in Module 8, week 3. The students see that /ō/ can be spelled with *aw*, *al*, or *o* in words like *tall*, *saw*, *jaw*, and *soft*. Students place words in the column based on the way /ō/ sounds and is spelled.

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Indicator 5.2

Materials include a variety of **instructional methods** that appeal to a variety of learning interests and needs.

1	Materials include a variety of developmentally appropriate instructional approaches to engage students in mastery of the content.	M
2	Materials support a variety of instructional settings (e.g., whole group, small group, one-on-one).	M

Meets | Score 2/2

The materials meet the criteria for this indicator. Materials include a variety of instructional methods that appeal to a variety of learning interests and needs.

Materials include a variety of developmentally appropriate instructional approaches to engage students in mastery of the content. Materials support a variety of instructional settings (e.g., whole group, small group, one-on-one).

Evidence includes but is not limited to:

Materials include a variety of developmentally appropriate instructional approaches to engage students in mastery of the content.

- The materials for grade 2 include a variety of developmentally appropriate instructional approaches to engage students in mastery of the content. Many of the phonics and phonological awareness lessons include movement, Picture Cards, and games. For example, in Module 7, Lesson 1, *Phonological Awareness*, after a lesson on blending sounds to say words, students are split into teams. The teacher gives each team one of these Picture Cards: *cart*, *corn*, *farm*, *fork*, *hat*, and *wood*. The materials instruct the teacher to “explain that children will blend the sounds to say each word. Team members should listen for the word on their card and stand up to say the word on the team’s card.” The teacher informs the students “to listen carefully because I may try to trick them with words that do not have Picture Card matches.”
- Both teachers and students utilize Letter Cards for making words and blending sounds (for example - Letter Cards *r*, *i*, *p*, making the word *rip* and then adding the Letter Card *e* to make the word *ripe*). Teachers utilize the cards for modeling the process while students use the cards in guided and independent practice for making words and blending sounds. Students work with partners to make words. Each partner makes a word, blends the sounds, and reads the words.
- The materials provide *Articulation Videos*, which show children the mouth position for pronouncing each sound. In each video, a close-up view of a mouth is seen, and the student can see the position of the lips and tongue as the sound is made.
- The materials include iRead, which is a software that children can use during Literacy Centers or designated technology time for personalized instruction and practice with:
 - Alphabet and phonological awareness
 - Decoding and spelling
 - High-frequency words

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- Word analysis
- Reading success eBooks
- The materials provide printable resources such as letter books and slides.

Materials support a variety of instructional settings (e.g., whole group, small group, one-on-one).

- The materials for grade 2 provide lessons that can be used for either whole group, small-group, and/or one-on-one instructional settings. The lessons found within *Foundational Skills* of the Teacher's Guide may be used for whole-group, small-group, or one-on-one. The *Word Work Literacy Center* includes activities for small-group or one-on-one lessons. The *Phonics* lessons include *I Do It*, *We Do It*, and *You Do It* activities which can be used for a variety of instructional settings. For example, in the *I Do It* sections of the lesson, teachers use Sound/Spelling Cards to display the letter(s) with a picture of the sound for that lesson. Students use Letter Cards to make words based on the sound/letter in the lesson and work on continuous blending. Then in the *We Do It* sections of the lesson, children read words and sentences based on the sound/letter explicitly taught in the lesson.
- In Module 2, Lesson 7, *Reinforce Foundational Skills*, the teacher has children reread "Game Time" during small-group time to review or reinforce blending and decoding words with short and long vowels in the CVC and VCe spelling patterns. The program suggests that the teacher should meet with children to work through the story or assign it as independent work.
- The materials also provide options for independent and collaborative work, such as literacy centers and myBook. Additionally, the materials provide a labeled section titled *Link to Small-Group Instruction*. These help reinforce the focus of the decoding and encoding lesson by reviewing and extending the skill learned.

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Indicator 5.3

Materials include supports for **English learners** to meet grade-level learning expectations.

1	Materials include linguistic accommodations (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency as defined by the English Language Proficiency Standards (ELPS).	M
2	Materials encourage strategic use of students' first language as a means to linguistic, affective, cognitive, and academic development in English.	M

Meets | Score 2/2

The materials meet the criteria for this indicator. Materials include supports for English learners to meet grade-level learning expectations.

Materials include linguistic accommodations (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency as defined by the English Language Proficiency Standards (ELPS). Materials encourage strategic use of students' first language as a means to linguistic, affective, cognitive, and academic development in English.

Evidence includes but is not limited to:

Materials include linguistic accommodations (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency as defined by the English Language Proficiency Standards (ELPS).

- The second grade materials include linguistic accommodations (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency as defined by the ELPS. In Module 3, Lesson 12, *Consonant Digraphs*, a section titled *English Learner Support: Build Vocabulary* provides beginning, intermediate, and advanced/advanced high support. For beginning emergent bilinguals, the information tells the teacher to “ensure that children understand the meaning of these words from the lesson by using pantomime: *chat, thank, whisk, shake*.” Guidance for intermediate emergent bilinguals asks teachers to “have children choose Blending Practice words to complete simple sentence frames. ‘Put the dirty paper in the _____. (trash).’” Guidance for advanced/advanced high emergent bilinguals asks teachers to “challenge children to create their own sentence frames for the Blending Practice words for classmates to complete.”
- English Language Learner Support can be found in various modules, such as *English Learner Support: Build Vocabulary* in Module 6, Lesson 3. “BEGINNING - Point out these Spanish cognates among the Blending Practice words: *note/nota, lime/lima, picnic/picnic*. INTERMEDIATE - Clarify the meaning of the false cognate *pan*. In English, *pan* is a container used for cooking. In Spanish, *pan* is a loaf of bread. ADVANCED/ADVANCED HIGH - Challenge children to identify the *Blend and Read* words with multiple meanings.”
- In Module 9, Lesson 8, guidance suggests that teachers *Facilitate Language Connections* for all levels of English language proficiency while studying contractions. The lesson script reads as follows: “Some English learners may not be familiar with the concept of shortening words to

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form contractions. Explain that contractions are often used in informal speech, such as in conversations with friends, while the individual words are often used in formal situations, such as presentations. Emphasize that the meaning remains the same for either form.”

Materials encourage strategic use of students’ first language as a means to linguistic, affective, cognitive, and academic development in English.

- In Module 4, Lesson 8, *Vowel Diphthongs ow, ou*, the *English Learner Support: Utilize Language Transfer* states: “In Spanish, vowel sounds tend to be spelled consistently. Point out that in English, the vowel diphthongs *ow* and *ou* can both stand for the same sound, /ou/. Write *found*, *loud*, *power*, and *tower*. Say each word, emphasize the /ou/ sound, and have students repeat. Ask volunteers to underline the letters in each word that stand for the /ou/ sound.”
- The materials have a document titled *Language Differences* that helps teachers understand possible challenges and supports the transfer of knowledge to English. The languages covered are Spanish, Vietnamese, Cantonese, Filipino, Hmong, and Korean. There is a page with columns devoted to the writing system, differences, and transfer of each of the languages when thinking of the student learning English. There are pages for initial consonants, medial consonants, final consonants, and vowels comparing that letter/sound versus the native language. For example, there is little difficulty for a Spanish speaker to pronounce the /f/ sound in *fan*. In Vietnamese, /f/ makes the /b/ sound like *ban*. In Cantonese or Mandarin, there is little difficulty, and in Filipino, Hmong, and Korean, the /f/ sound in *fan* makes the /p/ sound in *pan*. Understanding these differences in sounds will help teachers in transferring linguistic skills. Teachers use this resource to become familiar with how each language aligns with or differs from English in the following areas:
 - Alphabet (Writing System)
 - Phonological Features (Consonant and Vowel Sounds)
 - Grammatical Features (Parts of Speech, Verb Tenses, Sentence Structure, and Syntax)
- Additionally, on the Dashboard under *Teacher Corner*, there are teacher videos on how to differentiate to support English language learners. The videos give step-by-step directions from a classroom teacher on best practices when working with English language learners, such as using the first language to build on the second language using cognates.
- The *Guiding Principles and Strategies* handbook can be used across all grade levels. For example, the handbook includes information and guidance on *Addressing Language Differences* to support teachers. One part of the handbook says, “Understanding similarities and differences between a child’s first language and English can help you tailor your instruction to meet children’s individual needs.” The *Helpful Similarities* note that “learning cognates is one way to draw on a shared element to help strengthen children’s vocabulary. Cognates are words that are written and pronounced similarly between languages, like *attention* in English and *atención* in Spanish. Shared letter-sound correspondences (e.g., the letter *d* makes the sound /d/ in both Spanish and English) are another example of a shared element that can help children as they learn to read and write.”

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Indicator 6.1

Materials provide guidance on fostering **connections between home and school**.

1	Materials inform families about the program and provide suggestions for how they can help support student progress and achievement.	Yes
2	Materials provide specific strategies and activities for families to use at home to support students' learning and development	Yes
3	Materials contain resources to help teachers communicate with families in an ongoing manner regarding student's progress.	Yes

Not Scored

Materials provide guidance on fostering connections between home and school.

Materials inform families about the program and provide suggestions for how they can help support student progress and achievement. Materials provide specific strategies and activities for families to use at home to support students' learning and development. Materials contain resources to help teachers communicate with families in an ongoing manner regarding student's progress.

Evidence includes but is not limited to:

Materials inform families about the program and provide suggestions for how they can help support student progress and achievement.

- The materials include *Family Letters*, which help parents and caregivers support the module's learning objectives. For example, Module 2 includes *Look Around and Explore* parent letters, which state the big idea for the next three weeks: "Examine the world around us and make new discoveries." These letters are available in multiple languages, such as Spanish, Vietnamese, Haitian Creole, Chinese, Portuguese, Filipino/Tagalog, and others. Additionally, the materials provide a *Family and Community* resource. This material is also available in multiple languages. This resource helps teachers discover how to engage children's families as learning partners using communication strategies and key resources and find ideas for connecting learning to the broader community. This resource is bundled for grades 1 and 2.
- Materials for grade 2 inform families about the program and provide suggestions for how they can help support student progress and achievement. In the *Kicking off the Module* section of the Teacher's Guide, there is a section titled *Connect with Families*, which contains a link for printable letters to be sent home to families. For example, in Module 4, within *Connect with Families*, there is *Family Letter 4*. The materials state that the letter:
 - "Offer(s) support to help families discuss the module topic and the module's *Big Idea Words*."
 - Encourage(s) children to read at home with their families and provide ideas to help families talk about books together.
 - Suggest(s) word play activities to support literacy development."
- The online dashboard resources for teachers include information about specific strategies and activities for families to use at home to support students' learning and development. At the

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beginning of each unit, parents receive a letter with suggestions to help students review and practice phonics skills. For example, in the *Word Play* section of the *Family Letter*, parents and students are encouraged to “play with words to develop skills that are important for reading.” In the Module 10 letter, families are given the following guidance: “Write multisyllabic words on slips of paper. Draw a slip of paper and hop forward the number of syllables in each word. Designate a finish line and play until someone wins.”

Materials provide specific strategies and activities for families to use at home to support students’ learning and development.

- The materials include *Family Letters*, which help parents and caregivers support the module’s learning objectives and specific strategies. These parent letters are available in multiple languages, such as Spanish, Vietnamese, Haitian Creole, Chinese, Portuguese, Filipino/Tagalog, and others. Additionally, the materials provide a *Family and Community* resource. This material is also available in multiple languages. This resource helps teachers discover how to engage children’s families as learning partners using communication strategies and key resources and find ideas for connecting learning to the broader community. This resource is bundled for grades 1 and 2.
- Materials provide specific strategies and activities for families to use at home to support students’ learning and development. In *Printable: Family Letter 7*, under *Word Play*, it calls for families to “play with words to help develop skills that are important for reading,” such as:
 - “Week 1: Word Search - Find words in your daily reading that have *or* or *ore* in them. Say them aloud together.
 - Week 2: Round Robin - Take turns naming words that have *er*, *ir*, *ur*, *air*, *are*, or *ear* in them. Keep going until you run out of words.
 - Week 3: Beat the Clock - Together, make a list of all the words with *oo* that you can think of in one minute. And... Go.”
- In the *Word Play* section of the *Family Letter*, parents and students are encouraged to “play with words to develop skills that are important for reading.” In the Module 10 letter, families are given the following guidance: “Write multisyllabic words on slips of paper. Draw a slip of paper and hop forward the number of syllables in each word. Designate a finish line and play until someone wins.”
- The *Family Room* is a website that families have access to, and it provides a collection of quick, easy-to-follow tips and explanations that help families and caregivers reinforce their child’s learning at home. This personalized site shows if their child has any assignments due, and it also allows them to review and access resources to extend the learning at home.

Materials contain resources to help teachers communicate with families in an ongoing manner regarding student’s progress.

- The materials include a resource titled *Family and Community*, which helps teachers discover how to engage children’s families as learning partners using communication strategies and key resources and find ideas for connecting learning to the broader community. In this resource, the teacher is encouraged to keep families informed on progress and communicate how children’s needs may be met. The materials also include a *Family Reading Survey* to learn more about children’s reading routines at home. Additionally, teachers may provide parents with a copy of

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the *Students Growth Report* and *Standards Report* to discuss the child's proficiency in areas such as listening comprehension, decoding, and recognizing high-frequency words.

- Materials for grade 2 contain resources to help teachers communicate with families in an ongoing manner regarding student progress. The *Family and Community* brochure contains ideas for sharing student progress, such as:
 - "Print a copy of the *Student Growth Report* to point out and discuss the child's growth in reading ability."
 - "Print a copy of the *Standards Report* to discuss the child's proficiency in areas such as listening comprehension, alphabet knowledge, decoding, and recognizing high-frequency word."
- Materials include information about how to communicate with families in an ongoing manner regarding student progress (specific to student formal and informal assessment results). For example, the assessment materials include a letter or letter template for sharing progress monitoring data and explaining how the data can be understood in the *Reaching Out to Families and Caregivers* section of the *Teacher's Corner* in the online materials.
- *Growth Measure Parent/Caregiver Letter* is a template teachers personalize for each student. The *Parent/Caregiver Letter* is an easy way to share details of a student's *Growth Measure* results. Update this editable template to add the student's name, the class, and the scores from their individual *Growth Reports*. Teachers help parents/caregivers to see their child as more than just test scores by including a note about their observations of the student's strengths and challenges. The teacher can also note the specific activities that the student is doing in class to support their progress and add suggestions for ways that families and caregivers can encourage their child at home.

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Indicator 6.2

Materials incorporate **technology** into the lessons to **enhance student learning**.

1	Digital materials are accessible and compatible with multiple operating systems and devices.	Yes
2	Digital materials support and enhance virtual and in-person instruction.	Yes
3	Digital materials enhance student learning and are not distracting or chaotic.	Yes

Not Scored

Materials incorporate technology into the lessons to enhance student learning.

Materials are accessible and compatible with multiple operating systems and devices. Digital materials support and enhance virtual and in-person instruction. Digital materials enhance student learning and are not distracting or chaotic.

Evidence includes but is not limited to:

Digital materials are accessible and compatible with multiple operating systems and devices.

- Teachers may use the Ed online learning system to access digital tools and instructional support and to manage student work. Materials such as IRead, Waggle, and Amira are accessible online through any device with Internet access. Many of the materials, such as the *Show and Teach* slides, are downloadable and may be accessed without the internet.
- The HMH website and materials were accessible on a MacBook, Chromebook, and iPad.

Digital materials support and enhance virtual and in-person instruction.

- Digital materials for grade 2 support and enhance virtual and in-person instruction. In the Teacher's Guide, the Literacy Centers include a *Digital Station*. For example, in Module 3, the workbook suggests to "have children listen to the Read Aloud Book *Mango, Abuela, and Me* or a *Leveled Reader* of their choice. Tell them to add the book to their Printable Listening Log, as well as the active listening skills they used, a summary, and a question they have about the book." In *Phonics Practice*, it states to "have children continue their personalized, adaptive learning for foundational skills in iRead."
- Online teacher modules are available for teachers to use for virtual and in-person instruction. Teachers have access to decodable readers, *Daily Show and Teach Slides*, that compliment the day's lesson along with digital Picture, Letter, and Word Cards. Through the online teacher modules, there are links to teacher/student digital resources that are mentioned in the lesson. Through the *My Classes* tab on the main dashboard, teachers can assign tasks for students to complete using their digital device.
- Materials provide *Show and Teach Slides*, which are ready-to-use PowerPoint lessons for in-class or distance learning for the foundational skills. The PowerPoint file contains an instructional delivery tool for teachers who have purchased the *HMH Into Reading* program. These foundational skills lessons facilitate both in-class and remote delivery of the research-based

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approach in the Teacher's Guide, following the program's foundational skills scope and sequence. Each slide provides a teacher script to follow in the presenter note section.

Digital materials enhance student learning and are not distracting or chaotic.

- Graphics support student learning and engagement but do not visually distract. Images engage student interest and support learning by drawing attention to important information or content. Additionally, the images and graphics are age appropriate.
- In the online teacher guide modules, the headings quickly identify the skill being taught, and the subheadings help to show the gradual release model. The footers have additional notes on how to support learners, and the margins provide the learning objective and links to any digital materials needed for the lesson. The sections of each lesson are color-coded consistently through the Teacher's Guide (foundational skills have purple headers/margins, options for differentiation have a yellow background page).
- In *Phonics Interactive Practice*, *Riddle In the Middle: Consonant Blends*, the images and graphics are age appropriate and engage student interest and support learning by drawing attention to important information with large bold letters and clear recordings. The content is not visually distracting because pictures are large and clear, and titles stand out in a contrasting color.