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At a glance

Demonstrates a Research

Program: ABCD Science School
Subject: Literacy Curriculum
Grade Level: Kindergarten-Grade Seven
Grade Level: Remedial

Introduction

Literacy Today

Reading is seen as one of the most important steps in a child's educational development. Today, students learn to read across a variety of genres and formats, from environmental texts, to the classics, to graphic novels. With new technologies and the ever-changing landscape of the workplace, students must interact with traditional and digital platforms in all aspects of their daily lives.

For far too long, the percentage of students performing at or above proficient on the National Assessment of Educational Progress (NAEP) reading assessment has remained stagnant. Currently, only 34% of students performing proficient in Grade 4 (their mark crossing the minimal threshold in the opinion) in the opportunity gap for student groups. For example, male and female students, students with disabilities, students in Grade 4 (Figure 1). Similarly, only 2% of Grade 4 students eligible for free or reduced-price lunch scored proficient or higher, compared to 13% of students who were not eligible (Figure 2). Students who are not proficient in reading are at a significant disadvantage beginning early in elementary school and continuing throughout the rest of their schooling. Many of the struggling these long-standing gaps.

FIGURE 1

FIGURE 2

There are many costs to the lack of reading proficiency. Research has shown that the inability to read proficiently in third grade is linked to difficulties in reading for the rest of a student's academic career, as well as decreased likelihood of attending college (Princeton Department of Education, 2014). Recent studies of college-enrollment statistics have found that students who are not proficient in reading are less prepared for college-level and in reading, which, in turn, College-bound students and families across the country spend an estimated $1.5 billion on remedial reading courses (Jeffries, 2014). Illiteracy also costs the economy in the United States each year in lostwage losses, health care costs, and lowering tax revenue (Jeffries, 2014).

In addition, the results from the 2014 administration of the National Assessment of Educational Reading Study (PIRLS) assessment, which provides a comparison of reading achievement among 4th-grade students in 50 countries, found that 15 countries scored the world, showed statistically significantly results (Mariam Griffin et al., 2015). The most recent NAEP and PIRLS data indicate that the United States is not keeping pace with the rest of the world in reading proficiency, especially in reading and statistically diverse students and students with disabilities. Research derived performance by U.S. students on the NAEP and PIRLS determine the need for a strong Foundational Reading skills need to be developed in the earliest grades through effective reading programs. Research has shown that students who are not proficient in reading by Grade 4 The results also emphasize the urgency for effective literacy interventions to differentiate instruction based on students' needs, ultimately developing all students to be confident and capable readers. Also, deficits in literacy (Moats, 2000).

Now, more than ever, it is imperative that schools implement high-quality literacy programs designed to support the academic and social growth of all learners. For over 90 years, Houghton Mifflin Harcourt (HMH) has been deeply committed to supporting the literacy development of all students. Our Research Reading curriculum that reflects Scarborough's Reading Rope, the HMH Reading Research Foundation Paper explores how HMH's research-based approach to literacy instruction, intervention, and assessment, and how our Reading Curriculum is the Foundation Literacy Skills to be successful readers and writers. In this report, the research-based is presented, followed by how HMH's Grade Reading offers to the research-based.

The Science of Learning to Read

The Simple View of Reading

The Simple View of Reading, government literacy of reading development, Scarborough's Reading Rope, and the Science of Reading. The Simple View of Reading is a decade-long research-based framework that has been the foundation for reading comprehension (Gough & Tunmer, 1986; Hoover & Gough, 1990).

FIGURE 3

Knowledge of language includes more than vocabulary and simple sentence comprehension. It includes students' knowledge of language structure, print conventions, and various aspects of Scarborough's Reading Rope, including comprehension strategies and text structure. Knowledge of language is developed by social or print-to-meaning that has not been sufficiently understood. They successfully learning foundational literacy skills, discover how print maps onto spoken language, and how to read words. Students who are proficient readers in most respond to the simple/complex sentences and phrases with prosodic and fluency as well as thinking skills, such as inferring and changing, to read reading.

Essential Elements of Literacy

The interest in the challenge of teaching children to read is long-standing. In the last 20 years, the research community has made significant strides to explore the scientific research underlying reading and the reading. Implications for reading instruction. In 2000, the experts on the panel produced the report Teaching Children to Read: An Evidence-based Assessment of the advice of early literacy and reading instruction. Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension (National Institute of Child Health and Human Development, 2000). Research independent studies and research-based reviews that provide the phonemic awareness and phonics lessons a direct and explicit approach to teaching students to read. Phonemic awareness and phonics instruction in phonemic awareness and phonics can positively affect other key elements of literacy, such as fluency, vocabulary development, and comprehension (Ehri et al., 2001). Ehri et al. (2001) also found that the effects of the research-based, explicitly taught phonemic awareness and phonics in Grade 2 is the most effective reading instruction.

In the decades since the National Reading Panel's report was published, reading researchers have continued to emphasize the importance of using research-based, explicit, and systematic instruction in the five essential elements of reading acquisition and to identify effective practices for reading instruction. Phonics reading research includes empirical evidence from diverse disciplines and from a variety of research methodologies. Research in cognitive psychology, linguistics in order to better understand how humans learn to read. In 1998, we have added several essential elements to the Foundational Literacy of Literacy, including, writing, knowledge development, language development, and social and emotional learning.

FIGURE 4

The research evidence has demonstrated that learning to read is not the learning to speak: unlike speaking, which many through our all children are wired to do, reading is a skill that must be explicitly taught and practiced. Instruction in support non-environment, reading is unnatural unsuffered by learn (Sanderwing, 2015). Evolutionary psychology shows that written language is a recent invention, and the human brain has not had time to develop specialized areas for reading, as it has for spoken language. Reading and writing are cultural skills and must be taught. Reading and writing are the most complex cognitive tasks that humans undertake (Castles et al., 2018). Cognitive psychology has made great strides in understanding how reading is acquired, explicitly taught, systematic, and cumulative instruction is the essence of written language (Sanderwing, 2015).

Program Overview

HMH ABCD READING – A COMPREHENSIVE ENGLISH LANGUAGE ARTS PROGRAM

Foundational Literacy Skills Grounded in science-based reading methods that ensure students learn to read, write, and spell. Explicit, systematic, cumulative, comprehensive, explicit, and systematic instruction in foundational literacy skills, aligned with a research-based scope and sequence that provides students with a foundation in letter-sound correspondence, phonemic awareness and writing. HMH Kindy Kindergarten Student A teachers as they actually teach students to read, write, and spell.

Cindy Shore and Karen Dale Shoaf of Learning Ally provide teachers as they assign and model these skills in a whole group setting. "Tricky Words" Shore and Shoaf (2020) suggest teaching students to "Stop, Look, Think" when they encounter students in kindergarten, especially to practice those skills.

Because evidence shows that one skills develops over time and not in a linear fashion, Shore and Shoaf (2020) suggest teaching students to "Stop and Look" when they encounter tricky words in each self-selected text they read. The pair. The benefits students who may not master a skill initially but have greater success with repetitions/exposure. Finally, research shows that teachers with chosen phonological skills across the week (not just one lesson), which provides students with multiple opportunities to use skill and see that skill in different contexts with similar.

If intensive instruction and practice is needed for phonological awareness, RFK Learning Ally Reading Ally Kindergarten Skills and Word Study Skills, which provides teachers with a bank of targeted lessons for phonemic awareness, as well as, multiple opportunities for phonemic awareness.

SYNTAX & WORD AND TEXTS

Phonics

According to National Research Council reading passports, "Phonics refers to instruction that teaches students how to use the alphabetic principle to read words in a systematic way" (NRC, 1998, p. 36). Rice Hoover (2) research provides overwhelming evidence of the value of phonics in early reading instruction. Rice Hoover (2) states, "Of the 11 studies that met our criteria, 9 had positive and statistical significant results." Rice Hoover (2) found that "…phonics, taught in a planned, sequential introduction or use of phonic elements along with other reading instruction, produces significant results." Rice Hoover (2) also found that "…the group of phonic-supported instruction "…" Rice Hoover (2) also found that "…the effective in promoting early literacy than non-systematic approaches (NRP, p. 2-89). These findings provide evidence that "systematic phonics instruction makes a larger contribution to children's growth in reading than unsystematic phonics or no phonics instruction." (NRP, p. 2-89) (Rice Hoover (2)).

Foundational skills are critical to early literacy development, but as a means, not an end. The purpose of phonics instruction is to provide tools, to assist with wide, accuracy, and meaning. Extensive research findings strongly support the value of systematic phonics instruction in the early grades as a critical part of reading fluency and comprehension. As the National Reading Panel (NRP) states, "systematic phonics instruction should be integrated with other reading instruction" (NRP, p. 2-89). Rice Hoover (2) provides evidence that "…the larger purpose behind teaching phonics" sound relationships. Consequently, their emerging skills must be continuously applied to meaningful reading and writing activities (NRP, 2000, p. 2-89).

As students learn phonics faster sound correspondences, they develop "orthographic mapping" (Ehri, 2014) and "orthographic vectors" (Seidenberg, 2011) that show direct letter-sound correspondences to decode words as they read and to encode words as they write (see Foorman et al., 2016, for a review of research). Students who have learned the "…alphabetic principle, phonemic awareness, phonics, beginning readers can become fluent in decoding, the process of segmenting letter-sound patterns within words and blending them together to form words. Fluent decoding frees students to focus their attention on other aspects of reading comprehension, including, and particular Strategies. (ER)

Syllabication

Syllabication, the ability to identify and divide syllables in written words equips students with strategies for identifying unfamiliar multisyllabic words. Research shows that reading success is linked to the ability of young learners "to detect and manipulate the sound structure of their language" (Ehri, 2014). Young learners who begin with a phonemic language than phonemic and can be easier for beginners to hear and recognize NRP, 2000). Therefore, syllabic instruction, "…the ability to hear, identify, and manipulate syllables, is a basic ability underlying an sensitivity to sound patterns and the number and kind to compare sounds to recognize individual phonemic (Adams, 1990, pp. 302-303; Adams 1990; Adams et al., 1998; Liberman, 1973). …skills involve ability to hear syllables, which depends on their ability to break the word into syllables. (p. 2-90)

Developing an awareness of syllable patterns is important for students to apply decoding success. Phonics instructional approaches in which word families are taught, students learn to read and spell words with common patterns, are effective in helping beginning readers recognize syllable patterns (Adams, 1990; Ehri, 2002). Instruction that systematically organizes and explicits minimal syllable patterns focus children attention and development of their orthographical phonological abilities (Adams, 1990).

The evidence for focused and explicit syllable instruction is clear. Instruction that "teaching about syllables …, enhances reading proficiency" because it reinforces knowledge of common letter sequences, spelling-sound relationships, and (p.sound) sequences by. (ER)

Finally, it is worth noting that for understanding of syllable patterns and syllable instruction, Shore and Shoaf (2020) provide multiple ideas for teaching syllable skills. The National Reading Panel concludes "that systematic phonics instruction produces gains in …reading, not only in the primary grades. Kindergarten and the gradual rise in the later grades (2nd through 6th) suggest that phonics teaching offers long-term benefits." (NRP, 2000, p. 2-92)

Teaching orthographic skills includes teaching students to recognize different kinds of syllables, such as the consonant-le, or vc+le (Cole type or cole). As beginning readers come to recognize written syllable patterns, they are able to decode words, "…by sub-syllabic units, or delight-rime units, which are reliable units.

Developing an awareness of spelling patterns to component of orthographic is important to early reading success. Phonics instructional approaches in which word families are carefully grouped to highlight letter sound correspondences and spelling patterns are effective in helping beginning readers recognize syllable patterns (Adams, 1990; Ehri, 2002). Instruction that systematically organizes and explicits minimal contrasts helps focus children's attention and learners development of their orthographical phonological abilities (Adams, 1990).

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Within RFK Ally Reading, teachers are provided an option to utilize Phonics Generalizations Cards and Word Study Skills Lessons to reinforce what was taught in students' developmental lessons. It is important to remember what they know about and structure and what they need to learn next. A bank of lessons is provided for teachers to use as needed. Lessons, and Differentiated Spelling Lists provided teachers for their classes students, group them, and provide differentiated support.

Morphology & Syntax

Morphology refers to the underlying meaning structure of words (Bowers & Cooke, 2020). In the context of morphemic awareness, morphological awareness refers to the ability to understand the function and meaning of word parts (Bowers & Cooke, 2020). Morphemic units, or morphemes, can be combined to form words. Because English words are represented both as units of sound (phonemes) and as units of meaning (morphemes), it is logical to teach both sound and meaning units. Research shows that teaching phonological morphology helps children understand and recognize of the the language of level of reading (morphemes). Morphological awareness has been shown to contribute to complex word decoding, and students who understand or learn to the word bases to easily know known word Morphological Awareness (Ehri, 2014).

As students learn morphology, they learn to use morphemes as the smallest units of meaning to help them figure out how to read and spell unfamiliar words. Because the English orthography is a morphophonemic system, students benefit from learning the meanings of these segments and how they are spelled. Knowing that the meaning of a word part does not change when spelling and meaning are usually consistent, but they may be pronounced differently depending on the word in which they are used (e.g., photo vs. photograph, photo vs. photosynthesis).

Research(NRP) underscores the multiple benefits of morphological instruction, noting that it has been shown to "have a positive impact on students' word identification, spelling, vocabulary and reading comprehension" (p. 2-96). Furthermore, all ESL students and other struggling readers have indicated that morphological instruction is a promising practice (NRP, 2000, p. 2-96). Morphology has been considered an advantageous tool, but knowledge research and support spoke documented that it was further proof that morphology is a tool that students can use to "…unlock the meaning of words." (p. 2-96) Importance of early exposure to morphology is underscored by research showing that morphological awareness accounts for "around one-fifth of the variance in decoding" (Nagy, 2006, p. 23).

High-Frequency Words

The term "sight words" is the context of early reading development, refers to the "high-frequency, irregularly spelled words students are taught to read on sight" (Cunningham, 2000, p. 259). Rice Hoover (2) provides overwhelming evidence that the goal of all reading instruction, phonics or reading high-frequency words with automaticity (Bakes, 1990). The importance of mastering high-frequency words is that they make up a large part of the text students frequently read, even if English learners (Cunningham, 2000). Research shows that early readers are likely to have encountered (Bakes, 1990). Indeed, some of the most common words in English, such as the, of, and, and to, make up 10 percent of all text encountered. The 25 most common words in English represent about a third of all printed material. Knowing the glue that holds text together (Fry & Kress, 2006). Because of their frequency, students must master high-frequency words before they can fluently read connected text. Research shows that students who have mastered high-frequency words read more fluently than students who have not mastered high-frequency words (Bakes, 1990). Research shows that high-frequency words are represented both as units of sound (phonemes) and as units of meaning (morphemes). It is logical to teach both sound and meaning units. Research shows that teaching phonological morphology helps children understand and recognize of the the language of level of reading (morphemes). Morphological awareness has been shown to contribute to complex word decoding, and students who understand or learn to the word bases to easily know known word Morphological Awareness (Ehri, 2014).

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HOW ARE WE READING ALOND THE RESEARCH

Phonics

RFK Ally Reading Teacher's Guide Phonics lessons follow a scope and sequence based on evidence from research. The general sequence in RFK Ally Reading Teacher's Guide Phonics lessons follows a sequence of: Teach letter-sound correspondences, Blend letters, Read words, Read sentences, Read phrases and sounds that are used in the most frequent phonograms. Lessons on Grade 1 Phonics Lessons, Grade 2 Phonics Lessons, Grade 3 Phonics Lessons, Grade 4 Lessons, Lessons and provide for teachers to use as needed. Teachers can also use Phonics Generalizations Cards and Word Study Skills Focus on Foundational skills and support teachers as they assess and model these skills in a whole group setting. Teachers Guide Phonics and Word Study Skills Focus on Foundational skills and support teachers as they assess and model these skills in a whole group setting. Teachers Guide Phonics and Word Study Skills Focus on Foundational skills and support teachers as they assess and model these skills in a whole group setting. Teachers Guide Phonics and Word Study Skills Focus on Foundational skills and support teachers as they assess and model these skills in a whole group setting.

Students apply these phonics knowledge independently in the context of engaging decodable texts, called Short Right Readers. These texts are carefully crafted to offer practice and reading success, controlling every phonics elements and high frequency words, which supports fidelity and effective practice. Teachers can use Short Right Readers to practice and reinforce phonics skills and practice. The Kindergarten Manifestoes Cards and Videos offer separate instructional tools for beginning learners. They are used to introduce letters and sounds, and provide practice with letter-sound cards. Teachers can also use Kindergarten Manifestoes Cards and Videos to provide an incorporate movement, a powerful way to enhance students' learning of the letters and sounds. Teachers can also use Kindergarten Manifestoes Cards and Videos to provide extra practice for students who need it, such as students who struggle, learn, or exploring sound meanings and usage. Greater phonics practice and activities pages in the Short Right Readers engage students in practice phonics fluently. The weekly Literacy Centers and How-It, Show-It pages also provide practice with the weekly words.

Fluency

An important, widely underlying fluency learning and contributing to deeper fluency learning (Fluency Central et al., 2019). Fluency refers to the ability to read letters, words, words, sentences, and passages, both orally and silently, with accuracy, speed, and prosody (Fluency Central et al., 2019). Fluency is intricately linked to reading comprehension because strong readers demonstrate deep reading fluency as they recognize words and their meanings, and they can use that knowledge to make sense of what they read (NRP, 2000).

Fluency rests on foundational skills that are built and reinforced through effective phonics instruction. Adams (1990) states, "Research indicates that most critical factor between fluent reading and reading is the ability to recognize words quickly and effortlessly." Fluency Central et al. (2019) states, "…the ultimate goal of all reading instruction is independent, deep and accurate fluency." (ER)

A learner's ability to retrieve relevant knowledge and information can vary from being "effortful" to "relatively effortless" to "automatic" (Fuchs et al., 1993). Automaticity is the ability to perform a task with little or no conscious effort, dependent on the ability to perform sub-processes automatically with speed and accuracy while consciously carrying out other higher level cognitive tasks (Fluency Central et al., 2019; Fuchs et al., 1993). Fluency Central et al. (2019) states, "…beginning readers who have automatic word recognition skills free attention to focus on the meaning of the text." (p. 2-98) Fluency Central et al. (2019) states, "…automaticity in word recognition is a prerequisite for fluent reading." (p. 2-98) Fluency Central et al. (2019) states, "…automaticity in word recognition is a prerequisite for fluent reading." (p. 2-98)

Accordingly, beginning readers often struggle with the cognitive challenge of decoding per syllable and with fluency, while simultaneously comprehending comprehend what they are reading. This is why automaticity is critical in fluency. Fluency Central et al. (2019) states, "…automaticity in word recognition is a prerequisite for fluent reading." (p. 2-98) Fluency Central et al. (2019) states, "…automaticity in word recognition is a prerequisite for fluent reading." (p. 2-98)

Teachers could flash words or phrases which they want our students, especially those who are struggling readers or struggling with sound or sound sequences. Teachers also model prosody, a component of fluency that is most prominent in reading poetry with inflection, mood, and tone. Teachers also model the ways which tone of voice and inflection convey meaning in oral language. For example, the phrase "I can't believe you did that" can be read in a way that conveys a happy or sad, sarcastic, or angry tone. Teachers can also model the ways in which changes in inflection changes the meaning implied by the words on the page.

As teachers help students to become fluent readers, they need to ensure that students are not just "…reading words fast and furious, but that they are able to quickly to accessible. Teachers model the distinction in their oral reading by pausing to question the meaning of words, the implications of word choice, or other aspects of the text. Fluency Central et al.

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Teachers can help their students develop fluency, a key reading skill, by providing opportunities for students to read connected text. Research shows that students who have mastered high-frequency words read more fluently than students who have not mastered high-frequency words (Bakes, 1990). Research shows that students who have mastered high-frequency words read more fluently than students who have not mastered high-frequency words (Bakes, 1990). Research shows that students who have mastered high-frequency words read more fluently than students who have not mastered high-frequency words (Bakes, 1990). Research shows that students who have mastered high-frequency words read more fluently than students who have not mastered high-frequency words (Bakes, 1990).

In Kindergarten, the Teacher's Guide includes daily support for Phonics, Other Skills, systematic instruction with a new trigger phonic element, students to apply their new phonics skills in the context of engaging decodable texts, Short Right Readers. Teachers can use Short Right Readers to practice and reinforce phonics skills and practice. The Kindergarten Manifestoes Cards and Videos provide extra practice for students who need it, such as students who struggle, learn, or exploring sound meanings and usage. Greater phonics practice and activities pages in the Short Right Readers engage students in practice phonics fluently. The weekly Literacy Centers and How-It, Show-It pages also provide practice with the weekly words.

In Grades 1-5, the Teacher's Guide includes daily support for Phonics, Other Skills, Fluency, Vocabulary, Comprehension, Spelling, and Writing. Students apply their new phonics skills in the context of engaging decodable texts, Short Right Readers. Teachers can use Short Right Readers to practice and reinforce phonics skills and practice. The Kindergarten Manifestoes Cards and Videos provide extra practice for students who need it, such as students who struggle, learn, or exploring sound meanings and usage. Greater phonics practice and activities pages in the Short Right Readers engage students in practice phonics fluently. The weekly Literacy Centers and How-It, Show-It pages also provide practice with the weekly words.

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Language Comprehension

Oral Language Development

Listening to fluent phonemes in words should provide a bridge from children's speech to literacy. Indeed, oral language is the foundation for learning to read and write. Children need to be able to express their ideas clearly and understand what others are communicating. Oral language development Part of the instruction should include guidance and encouraging children what and how to listen, knowing when and how to speak, knowing whether to use formal or informal language, and knowing when and how to use it.

Communication skills should be taught intentionally with many opportunities to practice and receive feedback. By teaching children the listening and listening behaviors and by modeling them regularly, you can guide them to become more effective listeners and speakers. Teachers should encourage students to engage in conversations, and students should be taught activities that encourage students to express themselves orally and to talk to other people in various situations. Teachers should encourage students to engage students in conversation, use student-initiated topics and extend their oral language skills.

The Value of Interaction in Speaking and Listening

Almost every teacher of young students tries to teach the difference between "real" and "fantasy" scenes. In many ways, this is a good strategy for thinking about teaching speaking and listening throughout the elementary years. Students need to be able to distinguish between "real" conversation and "formal" and "informal".

It is essential to stress the goal of instruction in speaking to expand students' range of speech patterns so that the conversions of effective speaking in different contexts become almost second nature to them. They need to be able to speak in a variety of situations and contexts. Students need to be exposed to various dialects and skills that can't interrupt. When individual students speak more effectively, their fellow students are much more likely to be engaged and interested in what the speaker has to say (Fisher, 2008).

Arnold (2010) encourages teachers to talk to their students about different "registers," although teachers may not be aware of the terms or how to teach them. The teacher first they will be teaching their students to speak and listen in different situations. Students need to be taught that there are "rules" that are unique and conventional to each of speaking. The teacher teaches that students do know about this. They most likely speak to their grandparents in a different way than they speak to their friends. Students need to be taught that they probably listen to these grandparents more carefully than to their friends. The phrases "Groan and whinge" language or academic register is commonly more technical and precise and more formal, serious and clear, and grammatical and connected to various social situations.

Students need to be taught that they need to be able to interact productively in pairs or small groups. Effective teacher academic operations are a required program in it conducting science experiments. Lively debate if students do not communicate the given and listen to people and listening in the public use of body language in group situations where they not involved in science group and they are not in the group. Students need to be taught that they need to be able to interact productively in pairs or small groups.

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Grammar and Linguistic Components of Language

One of the important aspects of early literacy instruction can be thought of as instruction on how language works, that is, instruction that gives students the tools to analyze and produce language. Knowledge of language includes more than vocabulary and simple sentence construction; it also includes students' knowledge of language structures, print concepts, and verbal reasoning skills (Scarborough, 2001). If we accept that successful reading depends on students' ability to decode and access their knowledge about language, then it makes sense to provide them with insight into the various linguistic components that give language order as well as richness, depth, and complexity.

Orthography refers to the patterns and conventions of a language, including capitalization, spelling, hyphenation, and punctuation. Orthographic knowledge is developed as students learn these conventions, such as letters that cannot be used at the end of words or cannot be doubled or the fact that most syllables in English have at least one vowel (Cunningham, 2006).

Syntax refers to how words are usually ordered in sentences or clauses to communicate meaning (e.g., nouns or pronouns followed by verbs, with modifiers as needed). Parts of speech, the usual conventions of language, and the structures of different sentence types are included in the study of syntax. Adams (1990) recommends that instruction should build awareness of syntax because readers must understand how syntactical units within sentences are organized, in order to comprehend text of increasing complexity. Students who are learning to read and write in a second language benefit from additional support and explanations in mastering English syntax (Cummins, 2016).

Semantics refers to the meanings of single words, phrases, and sentences. Semantics relates to vocabulary instruction but extends to the directly stated or implied meaning of phrases, sentences, and paragraphs. The term also refers to the understanding of text organization (e.g., a poem vs. a story vs. an informational piece all on the same topic). Deepening students' understanding of semantics enhances their ability to draw on their knowledge of language as they work to comprehend what they read.

HOW *HMH INTO READING* ALIGNS TO THE RESEARCH

Oral Language

An important aspect of oral language development is speaking and listening skills for effective communication and collaboration In the Teacher's Guide. Oral language lessons explicitly teach collaborative discussion skills and other related skills, such as listening actively, initiating conversations, and giving and following directions. Routines highlighted throughout the Teacher's Guide make these cooperative learning structures a regular part of classroom practice:

- Collaborative Discussion Routine
- Turn And Talk Routine
- Think-Pair-Share Routine

Speaking And Listening

The *HMH Into Reading* Teacher's Guide Speaking and Listening pages have a focus on classroom discussion, especially around module topics and the Get Curious Videos. The Reading strand has a "wrap up and share" component at the end of each lesson where students have an opportunity to reflect and orally express their thinking with other students. The *my*Book includes "turn and talk" prompts, whereby students can apply their listening skills as they learn how to take turns speaking and listening. In addition, teachers facilitate students' exploration and discussion of an "essential question" during each module. Students engage in lively discussion about literature, drawing upon their own experiences, making connections to their lives as well as to the various texts they are reading in order to form opinions and insights related to the essential question.

Numerous occasions for partner work are found especially in the lower elementary grades. The materials in these grades offer dialogic reading prompts via BookStix. In Grades 3 and higher, students have a communication strand, and sentence frames support discussion.

Grammar

In *HMH Into Reading*, grammar and conventions are taught explicitly, with opportunities for immediate practice in children's own writing. Across the grade levels, the teacher's guide integrates grammar instruction within the revising and edits steps of the writing process. Lessons focus on a wide range of topics, such as these:

- Parts of Speech
- Sentence Types and Variety
- Sentence Structure and Combining
- Spelling and Mechanics
- Punctuation and Capitalization

In Grades 1–6, if the integrated lessons do not meet children's needs, select from the Grammar Minilessons in the back of your Writing Teacher's Guide to provide a quick lesson that will help them.

Background Knowledge

The Simple View of Reading emphasizes that comprehension depends on readers' ability to decode and their knowledge of language—their vocabulary and their understanding of the different aspects of language like orthography and syntax. Of course, understanding anything more than the simplest texts (e.g., a STOP sign) requires mastery of numerous comprehension strategies as well. However, research has shown that there is an even stronger influence on readers' comprehension: their background or "domain" knowledge (Adams, 2010/2011; Neuman, 2019; Wexler, 2019). Simply put, the more readers know about a topic, the easier it will be for them to comprehend a text written about this topic. Reading with comprehension in turn expands readers' background knowledge further and adds to their vocabularies (Cunningham & Stanovich, 1991).

Wide and deep knowledge of a range of meaningful topics is central to reading success and enables students to become effective members of their communities. When literacy instruction is structured to build knowledge systematically over time, students will be more likely to comprehend what they are reading, and continually build on what they already know to become better readers and communicators. As students learn new concepts, they can use knowledge networks (sets or interconnected ideas) to build schema, connecting new ideas to existing ones, and to map ideas onto a web of knowledge to make sense of them and hold them in their memory.

What teachers read to students and what students read themselves during the literacy block should also expand students' knowledge. Adams (2010/2011) suggests that in assembling a classroom library, teachers should ensure that "in every subject and in every class . . . each text bootstraps the language and knowledge that will be needed for the next [book]" (p. 10). As students read a variety of genres and read voluminously, their vocabularies expand, and their cognitive skills deepen.

The best classroom and school libraries give students access to a wide variety of print and digital texts that include a full range of genres: narratives, including poetry and plays, as well as informational texts that both inform and entertain their readers. Teachers' choice of books to read aloud is the start of acclimating students to the characteristics and structure of different genres and to the kinds of listening and reading skills needed to fully comprehend and appreciate them. Making many genres available for listening and reading not only helps shape students' choices but also prepares them for the wide reading they must do to be successful in elementary school and beyond.

Not only do students need to be exposed to the key foundational elements of reading through effective explicit instructional strategies, the amount of text students are exposed to has profound positive effects on cognition (Cunningham & Stanovich, 2003). Students do not need to wait to attain levels of proficiency to read extensively; no matter the reading ability, students who read widely and voluminously show gains in vocabulary and cognitive skills.

However, research shows the vast gap in skilled readers and reluctant readers in the number of books read outside of school (Cunningham & Stanovich, 1998; Anderson, Wilson, & Fielding, 1988). These widening numbers in terms of exposure to print contribute to the trajectory of the "Matthew Effect" on students' reading ability throughout their school years. As Cunningham and Zibulsky (2014) note, "one of the richest and most robust ways to gain knowledge is by reading. Indeed . . . research has unequivocally shown that children who read more have greater vocabularies and stores of knowledge, which makes reading easier and more pleasurable, which in turn, makes children more prolific readers" (p. 322). Therefore, it is critical to provide students of all abilities access to books from multiple genres and interest areas, furthering their knowledge development. Being surrounded with a plentiful supply of good reading materials at students' reading levels that match their interests as well as exercising reading stamina to increase the number of books read can help transform students' literacy experiences to one that brings joy and genuine satisfaction.

HOW *HMH INTO READING* ALIGNS TO THE RESEARCH

In Kindergarten through Grade 6, each module is focused on a central topic, which students explore through carefully curated texts, media, and projects. Topics are developed and expanded within and across grades. Teachers can use the Introduce the Topics lessons in the Teacher's Guide to launch each module. Teachers continually return to a Knowledge Maps throughout the module as students encounter new texts and media about the topic. At the end of the module, guide students to make connections, synthesize what they learned, and reflect on the topic. In Grades 1–6, students conclude the module through a culminating task, further reinforcing knowledge development.

Cross-Curricular Knowledge With Multi-Genre Text Sets

Culturally and ethnically diverse text sets of the highest quality have been curated around essential standards-based topics to foster cross-disciplinary content knowledge. Students can build topic-knowledge expertise and reading comprehension skills through high-interest and award-winning texts. In addition, the essential question provides a frame for the text sets students will read. These relevant essential questions are designed to help the students explore the text and make connections to themselves.

Engaging Text

High quality, engaging text sets reflect culturally and ethnically diverse content and form the foundation for the delivery of key vocabulary, essential skills, and topic knowledge. Carefully selected award-winning texts and texts by notable authors build general content knowledge, genre knowledge, and complexity across the school year. In addition, text sets are anchored by essential questions designed to engage students in discussion and relevant writing assignments.

Vocabulary Development

From the very beginning, high-quality literacy instruction must also include instruction and practice on vocabulary (Beck, McKeown, & Kucan, 2013; Cunningham & Stanovich, 1997; Foorman et al., 2016). Not every word in the English language can be taught to children directly. A small group of words makes up most of the words we encounter in texts; these words also represent important understandings across content areas. If we can teach children to "generate" the meanings of words on their own, they will have a significant advantage in accessing new meanings in texts. This generative vocabulary instruction focuses on morphology—that is, learning how prefixes, suffixes, roots, and base words combine to make most of the words in English. With each new word part that children learn, they suddenly have access to many more words containing the same word part.

As students move through elementary school, they must enrich their oral speaking, listening, reading, and writing vocabularies. Students' vocabularies expand from repeated encounters with new words, both in the literacy block and in content-area instruction (Connor & Morrison, 2012); vocabularies also grow from listening, reading, and talking to others. As Biemiller (2012) points out, "From Grade 3 on, the main limiting factor [to academic achievement] for the majority of children is vocabulary, not reading mechanics (decoding print into words)" (p. 34). Teachers play two roles in this: providing direct instruction (NRP, 2000) and ensuring that the classroom environment is full of language, rich with words, and inclusive of opportunities to learn and use new vocabulary.

Oral language is indeed an essential element for reading and writing success, but students also need to learn what is often called academic language (Baker et al., 2014; Foorman et al., 2015; Foorman et al., 2016; Nagy & Townsend, 2012; Shanahan et al., 2010). Common ways to define academic language are to say that it's "the language of school" or "talking like a book." Closely related to academic language is academic vocabulary, which is the general academic and discipline-specific vocabulary that is used by sophisticated readers and writers.

Academic Vocabulary

Cumulatively, some vocabulary instruction prepares students for what has been called "surface literacy learning," but students also need instruction to move beyond this level (Fisher et al., 2016; Hattie, 2012). Here's where academic vocabulary can play a part. As teachers provide instruction in reading and in content areas, they model academic language skills and directly teach the academic vocabulary that is common across all subject areas and related to each content area (Foorman et al., 2016). These skills help all students, regardless of background and language status, acquire the "language of instruction" and the grammatical and textual structures and words that are common in books and in school discourse. Inferential language skills allow students to discuss topics beyond their immediate context, for example, events or processes in an informational book. Narrative language skills are those needed to talk about the events, themes, and ideas found in narratives. Teachers can embed vocabulary and language instruction into all their practices, from the daily message time to read alouds to content area instruction (Apthorp, Randel, Cherasaro, Clark, McKeown, & Beck, 2012; Baker et al., 2013; Fisher et al., 2016; Justice et al., 2005).

Academic Language

Effective direct instruction in vocabulary should include explicitly teaching some vocabulary (for example, as a pre-reading activity) and teaching specific vocabulary-learning strategies, including use of print and digital dictionaries and online thesauri (Graves, 2000). Strategies include learning words for comparing and contrasting, classifying, and creating metaphors and analogies —and so much more. To complement direct instruction, teachers also need to fill their classrooms with activities that develop "word consciousness" and the sorts of language play that encourages students to challenge themselves and others to learn new words and to think deeply about language (Blachowicz & Fisher, 2014; Graves, 2000; McKeown et al., 2012).

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Vocabulary Lessons

Daily vocabulary lessons touch on all aspects of vocabulary acquisition, in and out of the context of reading. Students also learn Power Words (Grades K–2) and Critical Vocabulary (Grades 3–6) which are drawn from the literature, through a consistent, routine approach for acquiring new words. In addition to receiving direct instruction about specific words, students also learn to uncover the meanings of words on their own. Through generative vocabulary lessons, one or more of the week's vocabulary words serves as a springboard to learning other words with a morphological or semantic relationship. A focus Vocabulary Strategy in each module gives students a growing list of tools to unlock meaning when they encounter unknown words in their reading.

In Kindergarten, the Teacher's Guide, Determine Word Meaning and Explore Word Relationships lessons occur weekly, to help children determine the meanings of words they have not explicitly been taught. focusing on strategies that support children in making connections between words and expanding word knowledge. In the Teacher's Guide (Grades 1—6), Generative Vocabulary lessons occur weekly, after students learn a text's Power Words or Critical Vocabulary Words. This supports them in utilizing known words to learn new concepts and to access an expanding vocabulary network. A Vocabulary Strategy lesson appears in the first week of each module in the Teacher's Guide and is applied to a text. Students are consistently guided to apply the Vocabulary Strategy during the first read of a text (in the Teaching Pal). Vocabulary Interactive Practice provides online, independent activities that allow students to practice the vocabulary words, skills, and strategies they encounter in Into Reading. In each activity, students explore, practice, and receive feedback. At Grades 1–2, Vocabulary Interactive Practice reinforces Power Words, Generative Vocabulary, and Vocabulary Strategies. At Grades 3–5, Vocabulary Interactive Practice reinforces Critical Vocabulary and Generative Vocabulary.

Academic Vocabulary And Academic Language

Learning flows through language. As students engage in academic discussion, construct meaning from texts, and put their own ideas into writing, they embrace the power of using language to communicate effectively. In Kindergarten Oral Language lessons in the Teacher's Guide use a routine approach to introduce each week's Power Words and provide meaningful practice in oral and written contexts. In Grades 1–6, Vocabulary lessons in the Teacher's Guide use a routine approach to introduce each week's Power Words and provide meaningful practice in oral and written contexts. Across all grade levels, review lessons appear each week after reading, and cumulative, spiral vocabulary review lessons return to words from previous weeks to cement learning over time.

Reading Comprehension

According to the **Simple View of Reading**, a prominent and widely accepted theory of reading development, reading comprehension is the product of word recognition and language comprehension (Gough & Tunmer, 1986). To read with comprehension, readers must simultaneously decode the words on a page while simultaneously drawing on their knowledge of language to access the meaning of the text (Baker et al., 2017; Gough & Tunmer, 1986; Hoover & Gough, 1990). Decoding involves connecting the spellings in words to their sounds and putting them together in order to read.

Reading with comprehension occurs when children can convert the meaning represented by words in print to a meaning that they can readily understand. Thus, children successfully learning foundational literacy skills discover how print maps onto their existing spoken language; gradually, they master these foundational skills to move beyond this simple transaction and bring higher levels of language as well as thinking skills, such as inferring and critiquing, to their reading. Comprehension is the ultimate goal of learning to read, and even beginning readers benefit from instruction that introduces them to a variety of strategies to help them understand different kinds of texts and their text structures (Duke, 2000; Shanahan et al., 2010).

Part of beginning comprehension instruction is teacher "externalizing" or modeling the comprehension strategies mature readers use automatically. The daily read-aloud period is an ideal means for this instruction—so long as teachers remember that merely reading aloud isn't enough. Students need to be actively involved in asking and answering questions, making predictions, or explaining characters' motivations or other actions in what they are hearing (Duke & Pearson, 2002; Reutzel et al., 2008; Shanahan et al., 2010). Researchers have found positive relationships between students' reading growth and the extent to which they have engaged in "analytic talk" during the back-and-forth with teachers during read alouds (McGee & Schickendanz, 2007). This makes sense because the listening comprehension of young learners far surpasses their emerging reading comprehension skills.

Students move beyond "surface" to "deep" literacy learning when teachers encourage them to plan, investigate, and elaborate as they read for comprehension (Fisher et al., 2016). One prerequisite for this move to deeper comprehension should start early, with even young students reading connected text at the right level of challenge every day (Foorman et al., 2016; Shanahan et al., 2010). Teachers encourage this move as they model increasingly sophisticated comprehension and metacognitive strategies and provide students with tools like concept or word maps or self-questioning. By engaging students in deep reading (Fisher & Frey, 2012) and in lively discussions and questioning, teachers can meet their goal of helping students learn to assimilate new knowledge from what they've read and even expand and modify what they already know. This process may result in some "Aha!" moments as students experience themselves grow as readers and thinkers because of what they have read (Fisher et al., 2016).

Beers and Probst (2013) developed the close reading strategy, Notice & Note, that fosters deep learning and cultivates students' critical reading habits that make students more engaged, analytical, and independent readers. This strategy introduces readers to six signposts that alert readers to significant moments in a work of literature and encourage students to examine the text more closely. These signposts guide students in their thinking to inquire about the text, find evidence to support their interpretations, and reflect on the text's significance in one's own life to ultimately become independent readers and writers.

Students should have access to both informational and literary books for independent reading. Although it is important that these books be authentic and be truly engaging, students who are just learning to read benefit most from books that reinforce their emerging decoding abilities, that is, books that they can decode independently (Compton et al., 2005). As they comprehend what they read, students are looking for right answers to questions, for specific information, facts, and dates; but they also should be looking for evidence to support their ideas, argue their points of view, and learn new perspectives and opinions. Building on this deeper reading can lead to "transfer" literacy learning, as students apply what they know to new and novel situations and often reorganize their conceptual knowledge (Fisher et al., 2016).

HOW *HMH INTO READING* ALIGNS TO THE RESEARCH

In Kindergarten Daily Reading and Vocabulary lessons in the Teacher's Guide explicitly teach a particular skill or strategy before reading, which children immediately apply to help them comprehend a Read Aloud Book or Big Book. The skills repeat often throughout the school year, as children apply them to different genres and texts with different topics. In Grades 1–6 Daily Reading lessons in the Teacher's Guide explicitly teach a particular skill or strategy before reading, which students immediately apply to help them comprehend a read aloud or grade-level text. The skills repeat often throughout the school year, as students apply them to increasingly complex texts.

Spiraling Approach to Instruction

The ultimate goal of reading is to comprehend and build knowledge. Therefore, *HMH Into Reading*'s approach is to focus on skills and strategies that best support the specific text that students are reading. By continually spiraling through skills that are in service of texts, rather than texts being in service of a weekly skill, students gradually learn to draw from many skills and strategies to comprehend what they read. Throughout the year, texts increase in complexity, so students are applying the same grade-level appropriate skill to increasingly more complex text.

Notice & Note

Using the powerful work of Kylene Beers and Robert E. Probst (2013), Notice & Note introduces signposts and anchor questions that help readers understand and respond to critical aspects of both fiction and nonfiction texts. These signposts are used to encourage students to read closer and with more rigor. Students are asked to stop, notice, and reflect on significant moments in the text.

Building Knowledge Networks

As students read, view, and interact with the texts and media in each module, they build deep topic knowledge about traditional and modern storytellers, the stories they have told, and the lessons that can be learned from those stories.

Foster Critical Thinking & Deep Analysis of Text

The Teaching Pal offers point-of-use instructional teaching notes for critical thinking and deep analysis of the *my*Book student texts. The *my*Book is a student component that provides write-in text interactions such as note-taking, annotating, and responding. Teaching Pal notes encourage students to stop and notice critical elements as they read, helping them gain a deeper understanding of texts.

Writing

As with reading, explicit writing instruction that both draws on and builds students' understanding of language will be most effective. Students benefit from instruction on handwriting, spelling, sentence structure, grammar, and other skills, but teachers also need to model writing for their students and point out the features of good writing during instructional interactions (Graham et al., 2012).

Grammar is most effectively taught in the context of writing instruction. The revising and editing stages of the writing process present the best opportunities for students to master the grammar skills needed to write strong, clear sentences.

Handwriting

Handwriting skills from the early years are considered to be a critical factor of academic success, and difficulty with handwriting can interfere with academic achievement (Feder & Majnemer, 2007). Handwriting studies of typically developing elementary children have found that the quality of handwriting develops rapidly during Grade 1 and reaches a plateau by Grade 2. By Grade 3, students' handwriting skills become more automatic, organized, and a means through which to develop ideas (Blote & Hamstra-Bletz, 1991).

The youngest learners may have very poor handwriting, use invented spelling, and ignore grammar rules. However, across the grades, students in classrooms where writing is a daily practice will learn these essentials through a combination of systematic and direct instruction, practice in applying them, and corrective feedback (Graham et al., 2012).

As students' handwriting skills increase and their foundational literacy skills are established, students' writing can become more expressive; and students' written work provides teachers insight into their mastery of spelling and language structures.

Spelling & Early Literacy

Some students in the early stages of literacy development will begin to experiment with so-called invented spelling to begin to express themselves in writing. These early efforts may include primarily consonants, but gradually, students' spelling moves toward more traditional formats. These early efforts at writing provide teachers a clear picture of how students are putting the letters and sounds together; savvy teachers can use students' work diagnostically to determine if more direct instruction is needed (Cunningham & Allington, 2011; Ehri, 2014).

Understanding how words are spelled allows for more efficient and proficient writing and reading. To read and write words appropriately and fluently and to appreciate fully how words work in context, instruction must balance authentic reading and writing with purposeful word study. In word study and spelling instruction, students examine the sounds of letters, word structure, and meaning. Students are taught the processes and strategies to understand the words they read and write. This knowledge, in turn, is applied to new words students encounter in reading (Templeton, 1998).

Reading-Writing Connection

The relationship between reading and writing is powerful, from the early stages of literacy learning (Ehri, 2014; Ehri & Roberts, 2006; Gehsmann & Templeton, 2011/2012) and throughout the elementary grades, when students should be writing in all their content areas (Donovan & Smolkin, 2011). As students read, their vocabularies expand so that their writing can become more expressive; and students' written work provides teachers insight into their mastery of spelling and language structures. Writing in response to reading supports the development of comprehension skills (Graham & Hebert, 2010) because the writing experience encourages students to think more deeply about what they have read. Writing in response to reading should become a standard practice in all genres and content areas, not just in language arts, so long as students are given adequate time to engage in the writing process. Such writing can easily be seen as writing in support of learning, especially if students are given some choice in how they will express themselves. Indeed, the first recommendation from the What Works Clearinghouse (WWC) practice guide on effective writing instruction is to "provide daily time for students to write" (Graham et al., 2012).

Purpose & Process of Writing

Writing in response to reading must be accompanied by different kinds of writing, as students learn to write for multiple purposes (Graham et al., 2012) and write about familiar topics and ones they care about. Writing well about what is "familiar" does not happen automatically; several meta-analyses have documented the evidence that direct instruction of the writing process as used for a variety of different purposes and in a variety of genres is a highly effective approach to helping students become strong writers (Graham et al., 2012; Graham & Sandmel, 2011). Through this instruction, students learn to plan and then draft their writing, share their ideas with others, and evaluate what they write. These steps lead students to revise, edit, and finally produce a final product to publish within or beyond their classroom community. Sharing one's writing in draft and final form is an important part of the writing process, in part because sharing helps develop collaboration and community through giving and receiving feedback and ideas (Graham et al., 2012).

Students need to write each day and to write for various purposes, for different audiences, and in many different genres (Berninger et al., 2006; Graham et al., 2012). Most writing skills learned for one type of writing readily transfer to writing for other types. This is especially true if teachers emphasize the transfer process as they introduce new writing modes to students, as they make assignments, and as they provide students with feedback on their efforts (Carroll & Wilson, 2007; Hattie, 2012).

Collaboration

Collaboration on writing has been found to be motivating and is especially effective when teachers have helped students develop a clear set of guidelines for evaluating their own and others' writing and when they have also established expectations for substantive and polite give-and-take among students (Graham et al., 2012). Students need to have opportunities to collaborate, to share, to participate in writing discussions with teachers; they need to learn to give and take feedback on ideas, techniques, drafts, and final products and to act on the feedback to improve their work (Graham et al., 2012). Several classroom situations encourage collaboration and community development, including teachers writing with their students, teachers conducting writing conferences for individualized instruction, paired writing, and a formal program to publish students' writing (Graham et al., 2012; Tracy,

Reid & Ostrosky, 2009; Tracey & Morrow, 2012).

Teacher Talk:

Teachers can also ask often called "teacher talk" to make instruction of vocabulary more effective. Teachers can use teacher talk to provide high quality long lectures of genres that can be studied and discussed for daily word choice, author's craft, and classroom discussion (Dr. 2011). Some valuable teacher talk is the teacher's student writing, where they ask the teacher questions about the process of how to write, how to use the writing process, and how to use the writing process. Teacher talk can also be used to construct feedback on student aspects of written products.

Additionally, scaly teachers have to let students to place a few seconds to think by wait time (Dr. 2011) and ask questions to promote student thinking and to promote student participation. Teachers can also use teacher talk to anticipate in a way, in the later sequence of events but not in the description of an occurrence in the present moment. Studying teachers also deciding what "gauge" writing tasks they establishes a common "vision" based on the students' ability to write and the teacher's ability to teach writing to students (Graham et al., 2012). Teachers have said that the sequence relationship between reading and writing (Lancy & Wilson, 2007).

Nature and Nurture Debate:

Teachers need to track students' writing development with the same rules they would use for reading development (Graham et al., 2012). Teachers need to know the stages of writing (Tracey & Morrow, 2012). Teachers need to include students engaged in various stages of the writing process, and deeds school rules help students know that drafts and finished products, for example, a checklist can serve students to check technical issues like verbs tenses, capitalization, punctuation, and spelling. Teachers need to know the stages in terms of logic, sequence of ideas, or inclusion of details to support a perspective (Hoskins & Hagedorn, 2010). Rubrics provide detailed descriptions of the characteristics of each level of performance (Tracey & Morrow, 2012). Also, help students automatize their own pen (other) writing, as well as help their responses with grade their version each (Brookhart & Nitko, 2008).

HOW ARE ARTICLEREADING ALIGNED TO THE RESEARCH

A comprehensive and integrated approach to literacy ensure that students find their voice and communicate through effective expression. To effectively communicate across various genres, students must be able to write fluently and with a purpose. Students must also understand conventions of print, grammar, and syntax.

Handwriting

Handwriting practice is provided throughout the program. In the beginning with the first few weeks of school, Kindergarten students are instructed on and practice letter formation. Students are also taught how to write their first Kindergarten sight words, which include the names of their teacher, classmates, and friends. Handwriting instruction and practice is sequentially incorporated throughout the grade leveling. (i.e. Phonics lessons, Spelling lessons, Writing lessons, and the Writing Center). Opportunities for practice are provided in the Teacher's Guide and in the Student Handwriting Practice Pockets.

Practice materials for handwriting are available for three permissible styles: traditional printing, continuous stroke, and Zaner-Bloser, in the Teacher's Guide.

Writing Process

ARticleReading provides ample opportunity for students to hone their writing craft by developing a deep understanding of the stages in the writing process. Students are introduced to the stages of the writing process in the first lesson of the writing process. Lessons are sequenced in a "gradual release" step-by-step approach to writing. Writing instruction includes mini-lessons that teach the writing process (prewriting, drafting, revising, editing, and publishing).

The writing instructional model shows sport authentic tasks based on the text genre students are reading. Students will have the opportunity to use the entire writing process over the course of the Reader's Workshop. Kindergarten, three weeks in Grade 1-6:

- Sport writing models features a mentor text connected to the module theme.
- Teacher shares genre writing prompt that further supports building topic knowledge and expose students to vocabulary in writing through an explicit frequent vocabulary
- Students participate in the writing process through one writing model and portion of writing, given 1 week module, which is more than 1 week in Kindergarten and Grade 1.
- Kindergarten students work through the complete writing process on one piece of writing over the course of the 3 week module.

Focus Based Writing Instruction

- Students apply writing process skills learned in the Writing Workshop lessons to each Module Performance Task.
- Each Module Performance Task includes a rubric and instruction for teachers to guide students in crafting strong source based responses.
- Rubrics are based on the Common Core Standards for Writing for the text, analysis of the prompt, and the ideas of the writing process.
- Rubrics are used to assess Module Performance Task writing responses.
- Writing strategies are incorporated as lessons in the Teacher's Guide.
- At point of use in the Performance Task instructional pages, teachers can find reminders to teach writing strategies that students need to use in the process with the writing process and text features related to the writing mode.

myBook

The myBook is a student resource, digitized in the ARticleReading modules. The online myBook provides rotating opportunities for students to work module in the program, allowing students to take notes, annotate, highlight, and complete the Performance Task. The myBook allows students to take notes, annotate, and respond to the text. In addition, myBook scaffolds wrap up activities at the end of the module provide the opportunity for students to write a response to the Performance Task and provide students with a separate feed-back rating through rubrics. Writing opportunities are further enhanced in the ARticleReading digital offering, via the interactive myBook for annotating text and writing about reading.

Writer's Notebook

The Writer's Notebook directly supports the act of writing by allowing students to set and evaluate personal goals, interact with writing models, use a variety of prewriting strategies, and practice writing in various genres. The interactive Writer's Notebook supports students in writing across the modules by guiding them through the writing process with interactive planning organizers, checklists, and more.

Inquiry & Research

Students will learn how to conduct inquiry-based research and learn how to use the Writing Center's tools that include lessons in support inquiry and research, which are designed to engage students in projects that provide opportunities to extend topic knowledge while building research, writing, speaking, and collaboration skills across the grade levels.

Students will have the opportunity to use the Writing Center's tools and strategies that will lead to research questions, formulate a research plan, research, collaborate, and complete or inquiry-based project about the topic of the module. Inquiry-based instructions in the Teacher's Guide provide structure and pacing for the project.

Each module includes a culminating project. Lessons inquiry-based project over three weeks module. Students conduct research, collaborate, and complete a project about the topic of the module. Printables support each project to guide students independent collaborations and. In addition, research skills: Internet length explicitly through hand-holding, which are facilitated occasionally in the Teacher's Guide. Students will need to use the Internet to find, and how to select a topic, formulate research questions, make a research plan, choose and use sources, and evaluation and organize information. Similarly, in Grade 1-6, students will need to use the Internet to find, and how to select information, take notes, evaluate, and organize information, and cite sources.

Writing Assessment

ARticleReading features integrated into daily instruction, various types of assessment available lessons to target individual needs, helping writers grow into their own voice.

Writing Conferences: As students work on their writing, teachers offer targeted feedback to help students improve their writing. Teacher-student conferences take place weekly. These regular, informal conferences provide students with actionable feedback to help them on their path to becoming great writers.

Writing Rubrics: Rich rubrics are provided in point of use, offer student-friendly language and explicit scaffolding writing. Site rubric for every module is provided, as well as an inquiry-based Research Project Rubric.

Weekly and Module Assessments: Weekly assessments include editing tasks, writing prompts, and Performance Tasks. Module Performance Tasks are writing tasks and writing prompts that assess each Module's key genreand and writing skills.

Optional Conversion Resource - Wriddle

Wriddle, an optional ARM-connected resource for student's Grades 1-6, provides writing practice and feedback with customizable assignments that support ARM into Reading. Wriddle equips students with point-of-use tools to practice writing skills, receive feedback, and revise. Students have a choice of use to write engaging writing assignments, complete tutorials, prompts, rubrics, and connect stories. Wriddle guides students through the writing process with interactive planning organizers, checklists, and more. Wriddle allows students to revise their writing to improve their writing skills. Wriddle's feedback and Revision tool artificial intelligence feedback are weekly available in point of use to help students improve their revisions.

Wriddle features more than 600 customizable assignments that support ARM into Reading. Wriddle's assignments are aligned to the Common Core Standards in writing and direct assessment—and Marking Period. Wriddle's instructional approach, developed according to rigorous foundational research, improves student writing skills. Wriddle's Teacher Dashboard allows teachers to track writing progress and feedback (Big 5 ARM into Reading, 2018 Wriddle Guides for assessment success and provide flexible growth reporting for students, classes, schools, and districts. ARM into Reading and Wriddle combine a pathway for all students, Grade 1 for 2 students and English learners.

Instructional Strategies

Research-based strategies support ARM into Reading are grounded in the **Science of Reading** and follow a **Structured Literacy** approach. Specifically, ARM into Reading focuses on explicit, systematic, incremental, and sumatrical approach to reading and writing instruction that is based on research and evidence-based.

The goal of reading and writing instruction is literally grades 1-6 is for students to read different kinds of texts fluently and easily and to express themselves clearly in writing. Teachers' instruction should begin from a clear and sequence that reflects how students acquire like, with, Lesson plans should reflect the "Simple View of Reading" and have instructional, and lesson plans this documentation to the best practices.

ARM into Reading incorporates the most recent reading research for underscores accessible foundational skills instruction. The foundational skills lessons follow a scope and sequence based on evidence from research, and are designed to engage students in projects that provide opportunities to extend topic knowledge while building research, writing, speaking, and collaboration skills across the grade levels.

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Structured Literacy

SYSTEMATIC, CUMULATIVE, EXPLICIT, INCREMENTAL, & CUMULATIVE INSTRUCTION

Structured Literacy Plus the organization of research follows the logical order of the language. The sequence must begin with the easiest and most basic concepts and elements and progress methodically to more difficult concepts and elements. Explicit means that instruction includes the deliberate teaching of all concepts with continuous student teacher interaction. It is not assumed that students will pick up concepts through exposure. Instruction is delivered in mastery that small amounts of information are presented and only. Cumulative means each step must be based on concepts previously learned.

Systematic

Extensive research findings strongly support the effectiveness of phonics instruction for students learning to read English. Phonics instruction is a systematic approach. As the National Reading Panel (2000) states, "systematic phonics instruction should be integrated with other reading instruction" (p. 2-97). At other words, students must understand that letters and letter groups (where learning letter sound relationships). Furthermore, their emerging skills must be applied to decode meaningful reading and writing (Ehri & Nunes 2002, p. 2-96).

First, the research literature suggests that the design of effective phonological phonics instruction should be carefully and deliberate, with each element keyword is a scientifically based understanding of how reading skills develop. Second, the design of effective phonics instruction should take the appropriate levels of support and challenge to young learners. As Adams (1990) observes, "Effect sizes of the reading system must go together. They must agree in scope and sequence" (p. 416).

Teachers Knowing the Science of Reading goes to sign instruction is a proper sequence of phonics instruction. Moats (2000, p. 2-96) "Teachers need to understand the elements of phonics in the clear and concise what research has documented as the best practices. Teachers incorporate language and literacy skills into their instruction, and they use the proper terminology, skills, and needs, and students with meaningful opportunities for practicing new skills.

Cultivated

Comparison is reading instruction tests not an ultimate or significant, but it is important. Comparing means that reading children to see and contrast. Comparing is a tool that helps students to see and to meaningful contrasts so that they can develop understanding of special usage and meaning. Teachers, an children see and say words. It is essential that they be guided to think about the words, to see the differences between the words, and to see the relationships among. "Teachers can guide students to think hard about the words. It gives through its own efforts to communicate and find coherence within itself" (p. 76).

Explicit

Research has shown that using a comprehensive literacy approach that includes explicit literacy instruction and supplemental instruction has significant, positive effects for beginning readers and at-risk, even those considered on or far more, progress (Farrel et al., 2012). Additionally, research has also demonstrated the value of differentiated instruction in improving literacy outcomes for all students (Tomlinson & Cheruvu et al., 2019).

Incremental

Literacies suggests there is value in teaching material has used small, strictly designated units of information (Bigelow & Dawkins, 1992). Dawkins, Rosenthal and Dawson, 1992 and Bergey and Swanson, 2012 demonstrate the effectiveness of incremental instruction. Incremental instruction means that ARM into Reading provides students with small units of information at a time. A child's mind needs time to digest the new information, fostering memory and meaning, before it can move on to a set of new information.

Cumulative

Cognitive science research has shown that learning is cumulative. Cognitive science research has shown that learning is cumulative. Students must have ample wide, and clear, level skills must be mastered before "higher level" skills can be mastered (Gagne & Briggs, 1974).

Reading research has demonstrated the effectiveness of teaching lower level reading skills in a cumulative manner. The National Reading Panel reviewed 38 research studies and concluded that "the most effective phonics instruction—that is, instruction that was based on a clearly defined plan and sequence and that was directly taught to students—was more effective at improving reading than was less systematic or nonsystematic instruction" (National Reading Panel, 2000, p. 2-96). Based on their review of the research, the experts on the National Reading Panel reported that an estimated 80% of early readers were systematically taught, and cumulative phonics instruction, and 20% were not taught (p. 2-96).

HOW ARE ARTICLEREADING ALIGNED TO THE RESEARCH

ARM into Reading guides beginning readers to master the essential literacy skills (Department of Education, Learning Disabilities, 2000) and provides a set of instruction that is explicit, systematic, coherent, explicit, incremental, cumulative, and multisensory. Research has shown that explicit instruction based has so that students can integrate these skills (systematic) and cumulative (to achieve fluent comprehension.

The research-based approach to foundational skills in ARM into Reading provides explicit, direct teaching, skills that are linguistically and logically sequenced (Moats, 2000). Teachers Knowing the Science of Reading is the unsequencing of the instruction is a scope and sequence that is informed by the science of reading and best practices supported by years of literacy research. The instruction is based on the research-based principles of Moats (Wiz 2012). The 5-D Reading which group lessons with small group support for students who need it. Teachers Knowing the Science of Reading provides a proper instructions that is organized by their specific learning needs.

Below are several examples of how ARM into Reading's instruction aligns to the Pacific of reading and in sequence of explicit, systematic, direct, cumulative, and multisensory instruction.

Phonological and Phonemic Awareness. Through explicit, systematic, instruction and practice, students learn to recognize and manipulate the sound of spoken language. The explicit instruction includes teacher explanation and modeling before children guide in practice. Phonemic awareness is a strong predictor of how well students will learn to read.

Phonics and Word Study. The Teacher's Guide includes daily support for phonics. Intentional Phonics Instruction is systematic instruction in letter sound (letter-sound) relationships, which is the content of engaging decodable stories (Phonics Rhyme Rhythm). In small groups. These texts are carefully crafted to provide students with opportunities to practice combining sound and letter correspondences.

Fluency. By reading children inside the code of the English language, teachers give them the tools they need to read connected text fluently. Weekly fluency practice is a carefully sequenced text that provides students with opportunities to practice with accuracy, rate, and expression.

Comprehension. Daily Reading lessons in the Teacher's Guide explicitly teach a particular skill or strategy before reading, which children immediately apply to the text they read independently. Teachers Knowing the Science of Reading offer throughout the school year, so that students have time to investigate complex texts. By continually spiraling through skills from a variety of texts, students have the time they need to practice, refine, and deepen their ability to draw from many skills and strategies to comprehend what they read.

Differentiated Instruction

MEETING THE NEEDS OF ALL STUDENTS IN DIVERSE CLASSROOMS

In most districts, the student population is diverse. Many students may be just learning English, some may have learning disabilities, and some may have been diagnosed as dyslexic. Furthermore, students are clearly struggling to make sense of the English language. Teachers need to be well-prepared to think about about the expectations for their grade level. Teachers need the responsibility of teaching all these students, that is, to meet the students where they are and to help them to make the most of their educational experiences. Teaching in diverse classrooms is not easy, and teachers often need support to meet the goals they set for themselves and their students. Not surprisingly, teachers need to be well-prepared to do this work. In fact, the Ontario of the Teaching Experience (Teacher Education, 2009, p. 1).

One of the key assets in the definition of Tier I instruction is differentiated scaffolding for Tier II and a class. Clearly, students present a variety of skill levels, accomplishments, and needs. Although it is important that teachers provide a rich, challenging, and engaging curriculum for all students, it is important that teachers also provide the support that will help their students' needs. Data help teachers customize their instruction, and simple resources are needed to support this effort.

There are many ways teachers can differentiate their reading instruction to meet the needs of all students. Differentiated instruction is a method of a process begins with making the classroom accessible for all with print and digital reading materials appropriate to a full range of abilities, not just books "in grade level" or a similar concept. Teachers can then provide small or medium group lessons using discussions, culturally relevant perspectives, and other strategies to meet students' needs.

Supporting Multilingual Learners

There are several models for teaching students for whom English is not their first language, some of which means that instruction in the home language before transferring them to a class where have students speak English. When a teacher has students who speak different languages, it is difficult to provide instruction that they have access to differentiate their instruction. Most of which are strong, evidence-based strategies for teaching and language and instruction. Teachers can differentiate instruction for students who are English learners and frequently acknowledge how their multilingual learners bring their knowledge (Gonzalez, Moll, & Amanti, 2005; Kramer et al., 2011; Gaede & Carter, 2011). Teachers can use Kindergarten students' home language and culture as a resource that the prior it followed and that students are making progress. These students are learning English, and teachers can use their home language to help them in the classroom.

For their time in the regular classroom, the EP may support more small group work, which should be easy to accomplish during the literacy block. A structured literacy block offers many opportunities for students to experience success. Teachers can provide students with opportunities to practice skills in small fully-planned, functional, lessons. Teachers can take turns so that students are experiencing difficulty, for example, difficulty decoding, and spelling and translating, and difficulty with reading and comprehension (2011). Students with reading difficulties need extra practice, extra time, and extra instruction (Vaughn & Bos, 2009; Vaughn et al., 2010). Teachers can theory-driven sentence students' areas of challenging in school, even if they spend some of their time with an independent.

Accelerated Learners

Students whose reading skills are above grade level have not necessarily been "taught to read." Instruction for students who are accelerated readers is important such as more challenging reading materials, opportunities to read to students in lower grades, and other activities that will keep them engaged. But teachers need to remember that students who are accelerated readers are not necessarily "ready" for more. Not yet, not ready, and not ready. Teachers need to know that they don't find the "right" reading material, and they don't know what to do with the student who is ready for more. Teachers need to know that students need opportunities to know how to deep understanding and to transfer (Fisher, Frey, & Hattie, 2016). In a nutshell, teachers need to know that students who are ready for more are ready to consider perspectives, to think critically, and to be creative.

HOW ARE ARTICLEREADING ALIGNED TO THE RESEARCH

Differentiated Support for All Learners

ARM into Reading's differentiated by design, meeting the needs of all learners. Strict insights, teaching, and instructional practices are based on research and evidence-based practices. Teachers can differentiate instruction for students who are struggling, learning, and speaking English, and students who are gifted and talented in themselves that ensure lifelong learning and engage.

Teachers can differentiate instruction, ARM into Reading delivers meaningful

scaffolds in whole-class instruction, teacher-led small group lessons, and a variety of independent practice activities to meet a wide range of learners. The Teachers Guide includes scaffolded supports for every lesson, both in whole-group and small-group instruction, with easy access to options to differentiate are available through the digital Teachers Guide on *HMH Ed.* With multiple teacher-led, small-group instructional options, *HMH Into Reading* supports tailoring instruction to various student needs, including foundational skills, reading skills, comprehension skills, or intervention.

Small-group instruction and differentiation are at the heart of the *HMH Into Reading* instructional approach. During HMH Into Reading small-group instruction, the built-in daily Options for Differentiation allow teachers to naturally differentiate with focused instruction on skills introduced during whole- group instruction, saving time in planning additional lessons and gathering different resources.

Foundational skills lessons provide explicit, systematic lessons allow teachers to provide research-based instruction in all areas of foundational skills. Students practice and apply these skills in context by reading decodable texts in the Start Right Reader. Make Minutes Count activities provide additional practice with phonics, spelling, and high-frequency words that can occur at the beginning or end of a small-group lesson, depending on students' needs.

According to student needs, from significantly below level to above level, teachers can use the online Foundational Skills and Word Study Studio, an intervention resource which provides additional explicit, sequential, and systematic instruction and practice in the critical areas of print concepts, letter knowledge, phonological awareness, phonemic awareness, phonics, word recognition, and fluency.

Read and Respond Journals include decodables and passages that allow students to build their confidence as readers. Students practice skills in the context of reading with passages written below grade level. This additional practice provides supports comprehension and opportunities to reinforce, and refine, students' skills.

English Language development lessons facilitate students' effective expression at each level of English language proficiency through teacher-led small groups. Students practice and apply language functions across the four language domains and through collaborative problem solving. Each day of instruction focuses on a domain—listening, speaking, reading, writing—and collaborative problem solving. Delivered through a Tabletop Minilesson, instruction can be delivered daily or used flexibly and less frequently depending on the needs of the students.

HMH Into Reading offers a Library approach for Tier I support, allowing teachers to match students to the just-right text, supporting each and every learner. Skill and strategy lessons support students at their independent reading level to reinforce targeted reading skills and strategies. These lessons meet the needs of all learners, including striving readers and those who may need a challenge.

EFFECTIVE CLASSROOM LEARNING ENVIRONMENTS

Careful planning for the literacy block is essential because it is up to teachers to provide the environment, tools, motivation, and opportunities to help children do this cognitive "mapping." There is a finite amount of time for the daily literacy block, and although that may seem boundless, teachers recognize the challenges of allocating the time carefully so that the instruction they offer and the activities they provide meet the needs of all their students. Teachers can expect students in their classrooms to differ along many dimensions (see Afflerbach, 2016), but they ought to expect that virtually all students will respond to research-based instruction and learn to read (McFarland et al., 2019).

The most productive literacy blocks give students opportunities to work with their teacher in both large and small groups, to work with small groups of peers, and to work independently. Research findings on early literacy development strongly recommend an extended period for instruction—at least 90 minutes. There should be limited interruptions, and all students should have opportunities to engage in different kinds of reading and writing activities (NICHD, 2000; Shaywitz et al., 1999). It is crucial that students receive focused, explicit instruction on foundational skills (Shaywitz et al., 1999). The actual number of minutes in a school's literacy block and the needs of students will determine how teachers divide up the time devoted to reading and writing, yet it is essential that the following activities be included:

1. **Explicit instruction and practice on foundational reading skills** such as recognizing and manipulating word parts presented orally (phonemic awareness), understanding letter-sound relationships (phonics), blending letter-sound patterns to produce words (decoding), or understanding common spelling patterns (encoding)
2. **Targeted, whole-class reading or writing instruction in a teacher-led lesson** as a precursor to the longer period of independent or small-group work; during the minilesson, the teacher (1) ties new content or skills to what has been learned previously; (2) states the teaching point that will be presented (e.g., use of dialogue in narrative writing); (3) models or explains the teaching point, usually with some textual support; (4) asks students to practice the teaching point with partners; and (5) restates the focus of the minilesson; the teacher then sends students to their independent and small-group work.
3. **Small-group instruction**, during which teachers meet with small groups and other students work independently, work with partners, work in centers, or otherwise practice their developing skills
   a. Print or digital practice activities are available.
   b. Center work reinforces what students have been learning.
   c. Teachers check in with and debrief to ensure that students are maximizing their time.
4. **A variety of interactive and independent reading and writing activities**, for example:
   a. Read alouds, during which teachers model reading and engage students actively in asking and answering questions
   b. Instruction to build vocabulary and background knowledge
   c. Writing independently or with a partner
   d. Engaging in shared reading with a partner
   e. Reading independently in trade books (~15–20 minutes) with teachers monitoring the reading

The literacy block can flow most smoothly when teachers help students understand their responsibilities in moving from whole-class instruction to small groups to independent work. The advantages of such a dynamic instructional structure include building community through whole-class work, offering instruction in focused small-group interactions, prioritizing students' time practicing skills alone and with peers, and alternating times when students sit and listen with times when they are more active.

HOW *HMH INTO READING* ALIGNS TO THE RESEARCH

Matching Students to Instruction, Pacing, and Grouping

HMH Into Reading is designed to provide daily individual, needs-based instruction, with lessons aligned to the challenges and opportunities of the curriculum. Teachers form student groups, which are flexible and dynamic, reflecting the changing needs of the groups based on individual needs and interests. Instruction is flexibly paced to optimize individual growth, with an emphasis on using assessment and observation to inform each student's path (move back, stay on course, accelerate). In addition, instruction is designed to support students across the curriculum. For example, the program connects the day's foundational skill focus and applies it to a decodable text, and teachers can use comprehension skills from whole-group instruction in small groups with leveled texts.

Teacher-Led Daily Options for Small-Group Differentiation

Small-group instruction allows teachers to tailor instruction to individual students' needs, giving them support with the skills or practice required to move forward and become skilled readers. Instruction in this context also helps teachers identify gaps in students' learning, break down concepts, and provide immediate feedback. By having a place to closely evaluate what each student can do, teachers can react and support their students immediately.

HMH Into Reading teacher-led small-group instruction advances students' abilities with texts that engage and challenge readers at their independent level. It meets the needs of all learners, including multilingual learners, students who struggle, or students who need a challenge. The focus of *HMH Into Reading* small-group instruction is to target students and their unique needs in small groups to maximize student growth and improve learning outcomes for all students. Resources for differentiation include Start Right Readers, Tabletop Minilessons: Reading, Rigby® Readers, Take and Teach Lessons (accompanying each leveled reader), and Foundational Skills and Word Study Studio.

While teachers provide small group instruction, the other students in the classroom can work in Literacy Centers and engage in daily independent work options, such as independent reading, writing, or digital practice activities, including *Waggle*, *Writable*, or *Amira Learning* (optional *HMH Into Reading* connected programs).

Lesson Planning to Meet Student's Needs

An intuitive *HMH Into Reading* digital lesson-planning tool supports teachers in adapting and customizing specific lessons and daily routines and in finding activities and resources for differentiation to meet the particular needs of an individual, small group, or class. Further, a digital Teacher's Guide makes it easy for teachers to find targeted support and differentiation, as well as modify instruction/questions and add their own resources. Robust note-taking capability supports teachers in personalizing their Teacher's Guide and recording reflections about what worked and what to modify for next year.

The *HMH Into Reading* differentiated- by-design lesson plan provides an authentic approach for reinforcing whole-group instruction. Daily small-group options provide students with targeted extra help for reading skills and strategies. The teacher-led focused instruction provides a natural environment for Tier 1 support by enabling teachers to differentiate instruction for a wide range of students.

Differentiate With Tabletop Minilessons

Tabletop Minilessons provide thought provoking visuals and allow you to target grade-level skills and strategies with students in small groups, addressing their learning needs. The teacher-facing side guides you through a brief lesson, including guidance on how to scaffold and extend learning, while the student-facing side sparks curiosity and increases engagement.

Context Of Learning

Many students learn to read without significant effort; experiences at home and preschool contribute to their learning to love books, and they enter Kindergarten ready for the challenge of becoming fully literate themselves. They know they can do this! For other students, mastering reading skills and strategies poses many challenges. Researchers have shown that the absence of books and rich language in children's preschool lives can be detrimental because they lack the vocabulary and the "word knowledge" they need to thrive in Kindergarten (Hart & Risley, 1995; Wolf, 2007). As instruction becomes more and more advanced and assigned texts more difficult, they may decide that the cognitive energy needed to learn to read well and the embarrassment of mistakes are not worth their effort.

Teachers also need to attend to students' social and emotional needs, including feelings students have about themselves as learners (Farrington et al., 2012). They also need to attend to the climate in the classrooms that teachers and students share (Kraft et al., 2016; Quay, 2017; Quay & Romero, 2015; Steele & Cohn-Vargas, 2013).

Increasingly, educators are becoming aware of the neuroscience factors that influence students' learning trajectories and are emphasizing the importance of classroom environments that acknowledge these differences and allow students to help shape their own learning. Approaches that allow for students' individual biology, experiences, background knowledge, and relationships to converge in dynamic ways optimize the likelihood that all students will learn. For this convergence to be effective, students must be supported as they actively engage with new concepts, build new knowledge, and augment their existing knowledge. This process will take different amounts of time for each student, but the social nature of elementary classrooms—the collaborative interaction of students—supports all learners (Melnick et al.,, 2017). Through these experiences, students will understand the relevance of what they are learning, specifically how reading can be a valuable part of their lives.

There is clear evidence that internal factors—like sense of belonging in school or resilience—will be strongest when students perceive themselves to be respected and valued (Bornstein & Leventhal, 2015). Strong teacher-student and student-student relationships support this kind of learning (Cantor et al., 2018). Teachers need to promote supportive, responsive relationships with and among students by modeling and insisting upon appropriate social behaviors. Effective teachers do more than teach knowledge and skills: they are mentors and guides, ensuring that students receive feedback that encourages them to persevere in their learning (Melnick et al., 2017).

Blended learning, through technology has the potential to bring accessibility, affordability, and customization that might have previously been complicated, expensive, and standardized to educational places. In this way, it can transform learning experiences for students (Staker et al., 2011; Staker & Horne, 2012).

For a child to be successful in school, there are numerous critical roles that families and communities play: supporters of learning, encouragers of perseverance and determination, models of educational practices, and advocates of appropriate school environments for their child (Grade Level Reading Campaign, 2017). In a blended learning environment, the support of family and caregivers to reinforce students' learning at home becomes even more paramount.

Context of Learning Subsections

- Social & Emotional Learning
- Creating a Culturally Responsive Environment
- Learning with Technology
- Family Engagement

Social & Emotional Learning

Learning goes beyond students' ability to acquire facts and expand their knowledge. It is an intellectual, social, and emotional process that focuses on the whole child. Social and emotional learning (SEL) is the process through which students understand and manage their emotions, set positive goals, feel and show empathy, establish and maintain positive relationships, and make responsible decisions. Research has supported the notion that SEL instruction is crucial not only to enhance students' well-being but also to increase students' academic achievement (Durlak et al., 2011).

The Collaborative for Academic, Social, Emotional Learning (CASEL) provides an SEL framework that takes an ecological approach to students' social and emotional development (CASEL, 2020). The framework recognizes that multiple environments, including the classroom, the school, and the student's home, interact to support or inhibit social and emotional development. The framework also incorporates a focus on SEL curriculum and instruction, school-wide practices and policies, and family and community partnerships. The CASEL framework consists of the five social and emotional competencies listed below:

1. **Self-awareness:** The individual's ability to recognize and label their emotions, to recognize their strengths, and to build skills related to confidence and self-efficacy.
2. **Self-management:** The ability to regulate one's actions, thoughts, and emotions in any situation or environment. This competency includes skills such as impulse control, stress management, self-motivation, perseverance, goal setting, and organizational skills.
3. **Social awareness:** This competency is related to understanding that other people have different perspectives and are worthy of respect. It includes having empathy for others and appreciating diversity. These skills center around listening and working to understand other people.
4. **Relationship skills:** These skills involve the ability to create and maintain healthy relationships with people regardless of their abilities or backgrounds. This competency focuses on social engagement, communicating clearly, working cooperatively, negotiating conflict, as well as seeking and offering help.
5. **Responsible decision-making:** This includes making personal and social choices that are related to ethics, safety, and social norms, as well as considering the consequences of those choices. Skills related to this competency involve analyzing situations, recognizing and solving problems, and evaluating ethical responsibility.

School leaders, educators, and families can support a systemic and connected approach to learning by nurturing the whole child and infusing social and emotional learning into every part of students' daily lives—across their classrooms, during all times of the school day, and when they are in their homes and communities.

Learning The Vocabulary of Self-Regulation

Social emotional learning can help all students develop problem solving, goal setting, and attention skills, but perhaps students experiencing challenges will benefit the most. Creating a welcoming classroom is a core principle of sound instruction. Clearly stated expectations for behavior, constant verbal reminders of these expectations, and posted "classroom rules" all have value in encouraging students to exercise self-regulation and their levels of executive function. What many teachers may not realize is that from the earliest grades, as teachers help students develop these skills, they also have opportunities for systematic vocabulary and strategy instruction (Kieffer & Stahl, 2016). Initial explanations of expectations and subsequent reminders about and corrections for desired behaviors should include clearly understood and actionable behavioral terms that can become part of students' own vernacular to use as they moderate their behavior.

HOW *HMH INTO READING* ALIGNS TO THE RESEARCH

HMH Into Reading focuses on the five core competencies of social and emotional learning developed by the Collaborative for Academic, Social, and Emotional Learning: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. *HMH Into Reading* integrates SEL into the daily curriculum and the classroom culture. As students consistently practice these skills throughout the year, students further develop their SEL competencies and apply them in various situations. *HMH Into Reading* focuses on the core SEL competencies through the following program features:

- **SEL Anchor Charts and Lessons:** Engaging Anchor Charts explicitly introduce a core competency and is incorporated in related activities. Anchor Charts can be displayed and made visible to the students throughout the day and year so that teachers can refer to an SEL strategy when needed. Show and Teach Lessons: Social and Emotional Learning are interactive PowerPoint lessons to accompany the *HMH Into Reading* SEL Anchor Charts. Each lesson facilitates instruction, practice, and application related to a CASEL competency.
- **Connect to Literature:** In the Teaching Pal, there are connections and prompts to discuss the module focus competency through a text.
- **Inquiry and Research Project:** As students work together on a module Inquiry and Research Project, teachers can highlight the connections to the Relationship Skills competency.
- **Engagement Routines:** Routines such as Think-Pair-Share and Turn and Talk embedded throughout the program promote the Relationship Skills competency.

Support Social & Emotional Learning With Texts

Books are powerful tools for teaching social and emotional competencies because they serve as examples and nonexamples of important behaviors, actions, and emotions. Discussion prompts in the Teaching Pal and Teacher's Guide for the following SEL competencies and texts can help teachers weave SEL instruction into the daily routine naturally and seamlessly. In addition, essential questions embedded throughout *HMH Into Reading* are designed to engage students by providing relevant topics and thought-provoking themes that help students explore the text sets and make connections to themselves.

Creating A Culturally Responsive Environment

Culturally responsive teaching refers to practices and approaches that support culturally and linguistically diverse students who are often marginalized in schools build their confidence and competency to achieve academic success (Darling-Hammond & Cook-Harvey, 2018). The practice of creating a culturally responsive environment begins with noticing one's own biases and building relational trust with students by honoring their stories and listening to their emotions (National Equity Project, 2020). Educators should strive to create a classroom environment that fosters appreciation and respect for all people and cultures.

Embrace Differences

In our diverse society, schools should be a place where all children feel welcomed, appreciated, and encouraged. In turn, promoting understanding across cultures and portraying the contributions of different groups to the world today should be a priority.

The following are some of the recommended practices for promoting a culturally responsive, anti-bias environment for the classroom.

- Teach the ways in which we are the same.
- Point out, judiciously and respectfully, how each student is unique. Emphasize that differences are to be celebrated, not glossed over.
- Stay mindful of the fact that certain ways of behaving may have different meanings in different cultures.
- Discuss examples of what it means for children to be responsible, respectful, and tolerant citizens of their community.
- Be mindful of gender considerations, reinforcing gender-neutral versions of common words such as businessperson or firefighter.
- Expose children to books and other learning resources that reflect their ethnicity, culture, family structure, or socioeconomic status.
- Educate children about the history, traditions, and contributions of various groups so that children gain an understanding of topics such as: African and African American history; Hispanic contributions to the United States; History of the Holocaust, explained through themes such as belonging, stereotyping, compassion, and courage; and Women's contributions to the United States.

Honor Home Languages

In today's multilingual society, it's increasingly common for children to speak a language other than English at home. Creating links between children's home languages and the English-learning environment at school is key to fostering a sense of belonging. For children who speak only English, the exposure to other languages can enhance their listening skills and their ability to think about others' perspectives or points of view.

- Promote inclusive activities, such as asking children to share a few words or phrases in their home languages for the entire class to learn.
- Show respect and appreciation of children's home languages by learning a few words yourself.

Establish A Sense of Belonging

Young students' first classroom experiences are often ones of building relationships—with their teacher and peers—and classroom interactions continue to shape students' attitudes toward themselves and their ability to learn (National Scientific Council on the Developing Child, 2004). Wolf (2007) cites work by Biemiller (1970), who studied students' process of learning to read. Biemiller found that students who ultimately become the most successful readers "never get arrested in any of the early steps, but move quickly through them" (Wolf, 2007, p.119).

As schoolwork becomes more challenging, teachers' support, modeling, encouragement, and feedback build and reinforce students' growth mindset. These teacher behaviors also establish a classroom tone that sets clear expectations that all students are learners, mistakes are a part of the learning process, and students' efforts and hard work are valued above all other behaviors. Teachers show they respect and care equally about the students who struggle to learn and the best readers in the class, and teachers model and require only positive, accepting, interactive tone for all classroom communications. As Mindset Network Scholars' summary of recent experimental research stresses, students need to know that their teachers' expectation and goals are for them to succeed (Mindset Scholars Network, 2015).

In such classrooms, all students sense that they belong, that their ability and competence can grow, and that they can be successful. In essence, teachers can create a "learning mindset culture," one that not only provides instruction on skills and content knowledge but also builds strategies for perseverance, resilience, and effort. Steele and Cohn-Vargas (2013) remind teachers that as they seek to promote a sense of belonging for all students, they need to be aware of group dynamics and the formation of cliques, especially those that may be forming between students who are beginning to perceive themselves as struggling learners or "at risk" for failure.

Even if students never hear these actual labels, they may begin to identify themselves as somehow different from peers for whom academics come easily (Learned, 2016), and research has shown that this identification can change the dynamics in a classroom. Some students who mastered the so-called reading "fundamentals" of letter-sound correspondence may begin to falter as their reading tasks become increasingly difficult and they need to read more deeply and critically (McNamara et al.,, 2016). For many of these students, initial challenges in school expand as low reading skills lead to difficulty in other content areas (Master et al., 2017).

HOW *HMH INTO READING* ALIGNS TO THE RESEARCH

Culturally Relevant Curriculum and Instruction

HMH Into Reading was designed to ensure all students see themselves in the literature they are reading. *HMH Into Reading* contains carefully curated, high-quality texts throughout the program that reflect the rich diversity in school communities and promotes natural ways to cultivate a culturally responsive classroom. *HMH Into Reading* features:

- Diverse authors and literature selections that represent people from various ethnic backgrounds and environments.
- Ethnically diverse literature that rejects stereotypes and reflects the limitless possibilities for all children's future success.
- A classroom community that values all students' voices.
- Opportunities to share cultural perspectives and language connections (e.g., Text X-Ray feature).
- Child-centered Inquiry and Research Projects related to real-world experiences.
- Connections to home and family through Family Letters in multiple languages.
- Relevant, respectful, and meaningful content that reflects our diverse world.

Learning With Technology

In recent years the ubiquitous nature of technology has transformed the way students learn, educators teach, and administrators manage resources and interpret data. For some, introducing blended learning may seem "disruptive" of the traditional intensely interpersonal environment of elementary schools (Horn & Staker, 2014). However, in practice this is far from the case, especially when teachers fully understand the possibilities blended learning creates for their teaching practice (Anderson & Skrzypchak, 2011).

Increasingly, schools are being asked to embrace technology and, in some instances, have a complete reliance on digital platforms and high-speed internet access for student learning. Schools can integrate technology in an in-person setting, a hybrid setting that balances both in-person and remote learning, and a solely remote learning environment.

In a blended teaching and learning model, educators combine online delivery of educational content with the best features of classroom interaction and live instruction to personalize learning, allow thoughtful reflection, and differentiate instruction from student to student across a diverse group of learners (Watson, 2008). A blended teaching and learning model can be implemented within an in-person school setting, hybrid setting, and can be leveraged for remote learning.

The online learning environment consists of the effective use of both synchronous and asynchronous activities, which requires alignment with the goal of the learning activity (Boettcher, 2011). Synchronous learning occurs when students and teachers are participating in a discussion or activity at the same time, either in person or remotely. Asynchronous learning occurs when students work alone, or with the help of a family member, on learning resources curated by a teacher or a program – and can happen on the learner's own schedule.

Integrating online instruction with face-to-face instruction has the potential to bring accessibility, affordability, and customization that might have previously been complicated, expensive, and standardized to K¬6 education, thus revolutionizing the educational landscape (Staker et al., 2011; Staker & Horne, 2012). Well-designed online learning solutions offer many positive benefits for all students, including for those with disabilities and multilingual learners. Several aspects of technology that can be game changers for students are listed below (Hasselbring, 2012).

Providing a fundamental redesign of instructional models, blended learning seeks to accelerate learning by allowing students to access high-quality resources and instructional materials beyond the physical boundaries and time constraints of the traditional classroom. The goal is to develop schools that are more productive for both students and teachers by personalizing instruction and then extending the learning environment beyond the school. In this way, blended learning can ensure that the most appropriate resources and interventions are available for students at the time and place they need them (Bailey et al., 2015).

Digital Tools to Support Reading & Writing

Digital tools can be used beyond simply reinforcing discrete skill instruction. Digital instruction can enhance comprehension practice by allowing students to highlight text, make marginal notes, and gain the pronunciation and meaning of unfamiliar words, thereby providing in-the-moment support when students need it and reinforcing the usefulness of such strategies.

The integration of technology into our daily lives, and into today's classrooms, has also influenced the way writing is taught and practiced. Features like spelling and grammar checks, thesauri, ways to emphasize text, and graphic organizers for structuring different pieces of writing can support all students, both confident writers and those who struggle to master these essentials (Graham et al., 2012; Kervin & Mantei, 2016). Being able to take advantage of these reading and writing tools gives students a sense of ownership over the process, increases engagement, and supports reading and writing strategy use.

HOW *HMH INTO READING* ALIGNS TO THE RESEARCH

HMH ED

HMH's learning platform, *HMH Ed* offers a myriad of digital student and teacher support and instructional resources. Educators can access core content

assessments, supplemental programs, and intervention materials.

HMH ED

HMH Ed is a learning app that connects students and teachers in Grd. Four to Grd. Twelve with personalized learning experiences. Grd. Four to Grd. Twelve students can download HMH Ed's Reading Coach app to access and work on a class or at-home regardless of their connectivity limitations.

FIRSTT READ ON AN IPAD

Available in English and Spanish, Firstt Read, available on Mac and iPhone, offers Reading Coach activities that are tailored and remote learning environments and makes at-home learning more manageable for families and students. Students can practice reading and receive immediate feedback on their Tricky Words, Tricky Sounds, and Longer Words that are in their HMH Ed Reading Assignments, online learning sessions, and resources to support from home.

Digital Student Resources

Hurlburt, Grun Right Choices, and Right Choice, titles are available as eBooks on HMH Ed. Digital tools provide student ownership of their reading and learning.

- Read along highlighting supports students in understanding and practicing fluency when reading aloud.
- Interactive Reading Journals provide students organized, well-designed resources/prompts to promote close reading, vocabulary acquisition, and text practice in writing.
- Interactive Reading Journals provide instructional support to improve student learning.

Multimedia

Student-facing content which includes Hard Essential Questions for Meaning in high interest Gen Colour, Hdr 2-1, Alphabetical Letter, plus phonics, letters-to-fifty, recording letter-sound sounds, phonemic awareness, and syllables blending with unforgettable alphabet characters.

Family Engagement

Research shows that students are eager for their families to be knowledgeable about their reading and learning. Students want their families to be involved, and if they see their parents playing the role as Teacher, 2015. In addition, research shows that early elementary students learn more successful in school when their families are involved in their reading and learning. Family engagement is a constant that has been found to be important in a great deal as well as specifically for reading achievement Kingdom & Gruber, 2012; Sawyer, Bodrova, & Leong, 2011; Sénéchal & Young, 2008; Tracey & Morrow, 2006). Family engagement has students who are at risk of academic failure Epstein & Sheldon, 2007; Kanter, 2010.

Literacy Rich Home Environment

Having books in the home helps establish a reading culture that continues from generation to generation within families and is independent of education and class. The catalog are chosen and desire for books that are pleasing the eyes and interesting to read. Research shows that the home is a place for lifelong academic achievement Bryan, Katz, Marsh, & Tarkett, 2010). Unfortunately, many students growing up in high poverty neighborhoods live in a home environment that does not have a literacy-rich environment Student Year Reading & Mosca, 2006). While not a sufficient condition, a home can help course learn socially and support children and families, by providing a literacy-rich home environment. Research shows that a literacy-rich home environment has a lot of resources and not just textbooks.

When children not only have access to books but can check them with leading families who have books and reading, they are much more likely to thrive in readers Bridges, 2014; Heath, 1982). As noted by Adams 1990), having access to a variety of reading materials is important for children's reading growth. The most important variety families can do with their children is read the knowledge and skills equipped for skillful reading. Further, "continuing shared reading, even after your children have learned to read, ensures that she is consistently exposed to rich and otherwise exclusive words and help support an interest in reading. Such a practice increases children's vocabulary and allows children to master the art of reading" (Cunningham & Stanovich, 2001, p. 139).

Reading At Home

Children spend up to 75% of their waking hours at home. Even with all the hours in the school day, additional reading time is needed at home to build fluent readers Allington, 2012; Kuhn & Rasinski, 2011). Students who read at home tend to capitalize on the educational value of the time throughout the school year and summer.

Impromptu reading can have a statistically significant impact on students' vocabulary development, general knowledge, spelling, word fluency, and comprehension Cunningham & Stanovich, 2001). Students who are reading a possible study if students have access to education texts with sufficient opportunities to read outside of school hours.

Reading at home also is important over the summer as students spend a large chunk of time at home during these months. When children do not have the opportunity to read, they can lose their reading skills and comprehension. They some other, course in which children start school reading skills behind where they were at the end of the previous year. Reading at home can prevent the summer reading slump. Students can support students in the summer months by providing them with books.

HOW HMH ED READING ALIGNS TO THE RESEARCH

Home Family Connection

Family letters are available in Ed. Four Friend's Learning. Teachers can customize the Family Letters and then send them home to include parents and caregivers in their students' reading and learning.

Comparable materials can be sent home since they have independent connection school. Further, students can show their work digitally at home, including their Hurlburt notes and responses as well as the Right Rights. Letters are appropriate to their specific reading level. Students can be shared on Hurlburt Reading Journals, Grun Right Choices, and Right Choice. Students and their parents and caregivers the factor they are discussing and writing about texts.

Students in the lower grades (K–2) have decodable readers called Short Right Readers that have phonetic versions that can be sent home.

HOW HMH ED ALIGNS ED

Available through their LMS HMH Ed Reading login, parents and caregivers can access their student's Reading Coach activities and view the progress data. Data can be viewed, sorted, and filtered by: Assignments, Skills, and Standards.

- Getting Started – Tips for parents on how to navigate the HMH Ed learning platform and questions to ask their children
- Program Support – Learn about their child's instructional programs and how to support their child
- Worksheets – Learn and practice tips to manage your child's assignments
- Tutorials – Learn how to use the HMH Ed Reading Coach app. "Do I Know Your HMH Ed Reading Resources" and "The Power of Talk in HMH Ed Reading Coach"
- Student Curriculum – Access to the HMH Ed HMH Ed Reading assignments and online learning sessions

Show Student Progress

Educators can use the HMH Reading Growth Measure reports during parent-teacher conferences to show children's progress and discuss strategies for working together.

- Focus on the child's particular strengths and progress since the last conference
- Show the child's reading, writing, and other learning goals
- Discuss the child's progress in the context of his or her classmates that group goals
- Share assessment scores and individual reports

Assessment For Data Driven Instruction

Assessment is a critical component of ongoing balanced assessment and integrated instructional reading and literacies digital technologies to empower teachers with data-driven decision making and tools for effective instructional planning. Teachers know that students differ in many ways—interests, personalities, and levels of accomplishment. They also know that they can be most effective with their students when they have a variety of instructional approaches at their disposal. Effective, comprehensive assessment system of one-to-one instruction helps teachers achieve this goal. such a system consists of three main types of assessment: Diagnostic, Formative, and Summative (Bloom, Hastings, & Madaus, 1971; Bloom et al., 1981).

Further, in addition to planning instruction and independent practice activities, teachers must help students understand that they themselves have the capacity to become successful readers and writers (Ball et al. 2018; Ball, n. In. Teachers can use the language of Metacognition to assist students in being meaning to print.

Assessment For Data Driven Instruction Subsections

- Assessment
- Data-Driven Instruction

Assessment

Experienced teachers are always assessing their students' progress, when students are reading, when students are writing, when students are talking, when they seen and their strategies and pick of what they see constitutes a collection of assessment. However, this is only one form of assessment, and teachers who rely only on this form of assessment may miss important information. Research shows that teachers do were doing Ed Dallacca et al., 2010; Ball, Sawyer, & Sporcic, 2003). The right kinds of attention teachers about the instruction that will most benefit their students (identify students who may need additional or alternative help) and give thoughtful teachers feedback on how they are doing Ed Dallacca et al., 2010).

There is ample consensus about the trajectories of a learning reader of students enter school and the beginning and middle of Kindergarten (in Grds 2 Diamond et al., 2008; Ball) and Research (ongoing, using instruments that are efficient, reliable, and valid can provide early warnings of students who might need help. Ball, Sawyer, & Sporcic, 2003; Diamond et al., 2008; Ball et al. 2018) Although schools should be the highest quality assessing tools available, a learning tools can be inaccurate, ensure impossible the results of assessment. Teachers need to be knowledgeable about the strengths and limitations of the different assessing tools available to teachers Diamond et al., 2008). Administration of the assessing tool again, at least at mid year, helps schools and teachers know if students are on track, or need to provide additional service to support their success.

Data that teachers can use will most likely come from two main kinds of assessment.

Formative assessments measure the process of learning and what students have learned so far. These are given frequently—or often enough—throughout the school year.

Summative assessments are used at the end of a learning continuum, such as the end of a lesson, unit, or school year. They are given infrequently and measure what students have learned. Results of summative assessments are given individually the scope and sequence and at the end of the school year.

Teachers seeking to provide data-informed instruction rely specifically on two types of formative assessment: 1) Formative assessments assessments of students' progress so far against a predetermined set of standards (e.g., a large scale assessment, such as a district-wide benchmark assessment, or a classroom-wide long-term goal); 2) Formative assessments assessments about students' learning accomplishments (e.g., can answer literal questions about a passage they have read, can write a topic sentence, can use a graphic organizer to effectively sharpen a complex thesis) Hurlburt.

Although there is a lake of in terms of data, it can be argued that formative diagnostic assessments provide teachers the most accessible information about their students' learning by offering insight into students' understandings and misunderstandings Ball et al. 2018; Ball, n. In. Teachers can use diagnostic assessment small instruction and the current learning progress.

Data are essential for planning instructional groups for the literacy block. Who should be included in the group and what should the group do tought their skills? selects a) for students ready for new concepts and skills or should teachers provide more practice with skills they have learned? Ball et al. 2018).

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HOW HMH ED READING ALIGNS TO THE RESEARCH

HMH assessment solutions provide real-time scoring tools to help teachers observe, analyze, and understand where their students are at different points throughout the school year. HMH reporting tools on Ed connect benchmark assessments, formative assessments, and instructional data to provide a comprehensive picture of student proficiency. Assessment data and reporting on Ed provide actionable insights to target instruction and boost students' growth.

Assessment's Progress Reporting

HMH's Ed Reading features numerous assessments including weekly assessments, module assessments, Lexile Reader quizzes, performance tasks, running records, and teacher observation tools, as well as the HMH Reading Growth Measure. Teachers can use these assessments to monitor their times in your Beginning, middle, and end of year. Ongoing formative assessment guides daily instruction while performance-focused assessments demonstrate student progress toward mastery of module skills and standards.

Student Progress Assessments

- **HMH Reading Growth Measure:** The HMH Reading Growth Measure is a computer-adaptive assessment that adjusts item difficulty in real time to measure. The HMH Reading Growth Measure, accessible on HMH Ed, is a fall and spring benchmark that connects data insights with HMH Reading Resources.
- **Selection Quizzes:** Assess comprehension of the Hurlburt text selections students read.
- **Weekly & Module Assessments:** Weekly assessment can be used to measure students' understanding of the key Reading, Writing, and Language standards taught in each module. Module assessments measure students' performance in the critical skills covered in each module. Includes foundational skills, generative vocabulary, vocabulary in context, comprehension, and text-based writing tasks.
- **Performance Based Assessments:** Students synthesize what they have learned from the module's text set and demonstrate their topic knowledge through a culminating task. Performance Assessments also optional when Performance Tasks are provided at the end of each module in the Teacher's Guide.
- **Lesson Assessments:** Throughout the course of the module, students work through the stages of the writing process in Writing Workshop. Students' writing can be evaluated according to the rubric provided for the Performance Assessment at the end of the module.
- **Screening, Diagnostic, & Progress Monitoring Assessments:** As needed, teachers can use these assessments to gather information about students' assessment to identify students at risk, and to obtain detailed information about students' strengths and weaknesses. Assessments include:
  - **Print Concepts Inventory; Letter Identification assessment:** for students who need to develop foundational skills in reading.
  - **Phonological Awareness Inventory:** A series of mini tasks designed to assess students' level of phonological and phonemic awareness.
  - **Phonics Inventory:** Assesses students' knowledge of letter-sound correspondences and their ability to read and spell words.
  - **Phonemic Segmentation and assessment:** It covers in student's ability to hear, isolate, and manipulate phonemes.
  - **Nonsense Word Fluency** assessment: It covers in student's ability to read nonsense words using letter sound assessments.
  - **Oral Reading Fluency Assessment:** Use at the beginning of the school year to identify students who need additional support with fluency and accuracy.
  - **Oral Reading Fluency Assessment:** Use at the beginning of the school year to identify students who need additional support with fluency and accuracy. Teachers can use this assessment to determine students' progress in fluency and accuracy. Oral Reading Fluency assessment can be administered to a whole class or individual students. Teachers can use the Oral Reading Fluency, accuracy, and rate, as well as comprehension data about the student's decoding strategies by using specific grade level passages. Teachers can use the Oral Reading Fluency assessment to help teachers can determine whether students are fluent readers, or need additional support in fluency, accuracy, and rate, or need to be assessed for a reading disorder.
- **Teacher Observation Tracking Assessments:** These in-the-moment oral reading assessments can be administered to students in approximately every two weeks to measure growth in reading skills, fluency, and rate. Teacher observation tracking assessments provide a quick way to monitor students beginning reading skills including number of students who are receiving intervention, and to help determine when students are ready to exit intervention.
- **Other Ongoing Formative Assessment Tools:** Comprehension Quizzes, Text Talk Tracking Sheets, Text Dependent Questions, Text Talk Tracking Sheets, Choice & Reflection Opportunities in the Teacher's Guide.

Data Driven Instruction

Assessment can also be essential components of effective instruction. **Diagnostic testing** and continuously assessing students' progress and **Formative assessments** are the two kinds of assessment that teachers can use also in group and instructing. Assessments are essential because and adapting their instruction to meet the needs of the students. Teachers who use data to inform their instruction are more effective than those who do not. Research shows that teachers who are using Ed Dallacca et al., 2010). Teachers who data inform teachers about the instruction that will most benefit their students (identify students who may need additional or alternative help) and give thoughtful teachers feedback on how they are doing in reading student needs.

By measuring the key essential skills, assessment data can help teachers improve student achievement by providing a detailed description of each student's strengths and weaknesses. Teachers can use this data to make two groups: Thoughtful use of formative, interim, and summative data ensures that students receive instruction that meets these criteria (Ferrer et al., 2014).

- Instruction is appropriate for students' levels of development and needs, including cognitive, social, and emotional.
- Instruction provides students the time they need to master the skills and strategies that are taught.
- Instruction is differentiated to accommodate individual progress, and ensures the critical question of "who learns?"

Control and colleagues 2009 found evidence that, when implemented reliably, Response to Intervention (RTI) can be a powerful tool for identifying students who academically significant developments in comprehension and vocabulary. Students with disabilities, it is particularly important to use student performance assessment data to monitor progress to determine ongoing instructional needs International needs Research Joint Committee on Learning Disabilities, 2006).

Not only do assessment and data-driven instruction help students, but it also helps teachers. Teachers who use data to inform their instruction are consistently taking low-stakes performance assessments, coupled with high expectations, and meaningful feedback. All teachers become assessment-capable learners Frey, Hiebert, & Fisher, 2019).

HOW HMH ED READING ALIGNS TO THE RESEARCH

HMH's Reading is built on the premise of student outcomes. It includes assessments that are aligned to the standards, provides data to the teacher, requires small group needs, Actionable reports allow grouping, reading, and instructional recommendations appropriate for each learner.

HMH Ed's Reading Growth Measure Reports

The HMH Reading Growth Measure is adaptive and research based benchmark assessment for Reading Grades 1–8. The assessment provides data insights to make data-driven instructional decisions for HMH Ed's Reading Resources. The HMH Reading Growth Measure:

- Adjusts dynamically and adaptively using adaptive algorithm to ask the learner just what he or she is ready to learn, and provides a detailed learner, or any moment throughout the school year, based on activities combined with Research Institute and other assessments.

Teacher Dashboard

- **The Teacher Dashboard Includes Individual:** HMH Ed's Grand Score, Student Growth, Student Lexile Level Capability Performance Levels, Lexile, and Duration Lexile Reading, allowing teachers and administrators to examine student data and make instructional decisions.
- **The Growth Report Administration Chart/Lexile Level** provides a quick view of HMH Reading Growth Measure results for each grade level, broken down by Lexile Reading Level, and provides a breakdown of the student performance statistics. This chart allows teachers to see the possible support to schools with grade levels, clearly identify changes from prior years, and identify students who need to be tested in a different Lexile.
- **The Standards Report for Teachers** displays the standards performance for the class across the three performance levels. Individual student performance is also displayed for each standard. The Standards Report provides assessment and on the HMH Reading Growth Measure.
- **The Assessment Report for teachers** provides the overall class performance for each assessment, including the Lexile Reading, as well as individual student performance. The report can be filtered by date and assessment type.

Grouping

Grouping accommodations based on data allow teachers to quickly group students according to their instructional needs. Teachers can use the Lexile Reading Lexile Reading, HMH Ed allows teachers to manage flexible groups for small group instruction, skills reinforcement, and language development.

Resource Recommendations

HMH's Reading program assessments provide ongoing insights into a student's current proficiency level in Foundational Skills, Reading Language, and Writing Standards. HMH Ed's Reading Resources provide a wide variety of in-time instructional supports and provide the right resource for the right learner needs and achieve based on data. Results from program assessments provide teachers with data-driven resource recommendations to target student individual learning needs.

Blended Professional Learning & Services

To support the delivery of effective instruction HMH's Ed's Reading Resources provide a blended professional learning and services. Blended Professional Learning developed of high-impact learning experiences for their students. Comprehensive professional learning solutions the data and strategies, driven, engaged to instructional goals, and student-students and they best support educators, reflective practice, HMH allows teachers to achieve rigorous in their students' learning. Blended professional learning and services include teacher support, and ongoing professional learning research to evaluate teaching.

Blended Professional Learning & Services Subsections

- Continuum of Connected Professional Learning
- Assessment & Data-Driven Instruction Professional Learning
- Personalized & Blended Professional Learning

Continuum of Connected Professional Learning

Effective professional learning, centered in spaces, urban, or rural, Middle place to "series of connected, coordinated components or a continuum" (Bryan, 2015). Effective professional learning includes ongoing, collaborative, participatory, observation of deep, practice-based, individual coaching, and further practice and refinement through collaboration. Each of these components, when implemented, "provides a set of tools that, when integrated, will maximize deeper, personalized learning and of the other components."

Long-term connected professional learning includes collaborative learning communities, coaching, action research, observations, online collaboration, and facilitated online communities. Left with a focus on how to ensure social and emotional learning, and ongoing professional learning, teachers need to participate in coaching workshops to follow up learning and support and collaborate with coaches can help teachers sustain new knowledge, practice new skills, and make innovative effective approaches. A connection connected professional learning, and collaborations is essential for professional learning to make a difference in student learning (Bryan, 2015).

Research increasingly finds that teachers' professional learning is essential to school reform and a vital link between standards movements and student achievement Bryan, 2015; Grant et al., 2011; Gulamhussein, 2013; Hirsh, 2009; Learning Forward, 2011; Mizell, 2010; According to Mizell (2010) Learning Forward (2011), Gulamhussein (2013), Hirsh (2009), Grant et al. (2011), Darling-Hammond, Wei, Andree, Richardson, and Orphanos (2009), and Yoon, Duncan, Lee, Scarloss, and Shapley (2007), Yoon et al. (2007), According to Wei et al. (2010):

> Teacher learning that is intensive, ongoing, and connected to practice is more likely to improve teaching than one-shot workshops and conferences or other forms of professional development that are not connected to teaching. Such learning is more likely to take place when it focuses on the content teachers teach and the ways in which students learn that content, when it involves teachers in leadership roles, when it is collaborative and when it is sustained over time. (Wei et al., 2010, p. 2)

Enabling educational systems to advance on a wide scale the kind of teaching that is a substantial impact on students' learning. Research shows that intensive and effective professional learning than has traditionally been available. If we want teachers to teach in ways that are very different from the ways they were taught in the 21st century, we need instructors who can receive higher quality training and skills deep contextual knowledge Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009; Darling-Hammond et al., 2009).

Current reform efforts across disciplines assess significant shifts in teaching practice, including the use of technology to support learning, increased student engagement, critical thinking, and problem solving. Teachers need to support these standards and instructional practices, effective professional learning. Teachers need to be supported in their efforts to implement these practices, coaching on instructional approaches, is critical Darling-Hammond, 2009). While technology frontiers the teacher's role, this does not mean that accessible technology can be a powerful tool for teachers. Technology can be used to facilitate other teachers powerfully combine these tools with proven instructional approaches Blackstock, 2011).

Teachers' ability to engage in complex ground engage their through curved approaches and active learning strategies in these areas of the new practice. Teachers need to be supported in their efforts to implement these practices, coaching on effective professional learning support teachers in their efforts to implement the content, strategies, and processes Bill & Melinda Gates Foundation, 2014; Yoon et al., 2007; Darling-Hammond et al., 2009). Teachers in the teacher's role, this does not mean that accessible technology can be a powerful tool for teachers.

Research has documented that associational efforts are not self-implementing it predictable in terms of how they may by may not lead to the intended classroom level. the only two necessary for instructional change is local professional learning Yoon, Duncan, Lee, Scarloss, & Shapley, 2007).

Effective professional learning is embedded and ongoing as part of a wider system of learning, and it focuses on the content students learn and how they learn it Darling-Hammond et al., 2009). Teachers need to be supported in their efforts to engage in ongoing to allow time for teachers to learn a new strategy, and engage with the implementation Gulamhussein, 2013, p. 8).

HOW HMH ED READING ALIGNS TO THE RESEARCH

HMH provides a continuum of connected professional learning through synchronous and asynchronous support. The program's embedded and on-demand professional learning, including implementation guidance, coaching agency, promotes collaboration, and builds collective efficacy to support the teachers' role as designers of quality instruction.

The program's comprehensive professional learning solutions are research based, mapped to a learner's goals, centered on how the students, and teachers learn best, and provide a blended professional learning experience. Collective efficacy within a community has the power to transform.

The Getting Started with HMH Ed's Reading live online session is an important piece of teacher learning journey. We know teachers don't have to be online before they start teaching, so the Getting Started live online session is recorded and available on-demand. Teachers can watch the recorded session at their convenience. The online experience includes an overview of the program resources and opportunities for teachers to explore, collaborate, and ask questions. Teachers can also find information about the program, ask questions, and connect with other teachers in the Teacher Community within HMH Ed's Reading. This is why we also provide Follow Up support tailored to teachers' needs. Teachers can choose from a variety of live online sessions that include teachers engaged in a collaborative learning environment. Topics, formats, and dates can cross from a variety of follow up topics. Some examples are:

- Phonics Learning with Online Resources
- Reading Comprehension Strategies
- Blend Literacy Accessibility for all your differentiation

For some things, just in time help can be more effective than scheduled professional learning. Teachers can find the right resources for the right time

teacher, providing a nurture path to grow teachers' social, emotional, and professional learning on their time. It is where teachers can get on-demand support exactly when they need it. They can watch classroom videos to see master teachers in action, read articles and get tips from fellow *HMH Into Reading* teachers, and sign up for a variety of live events to nurture their heart and mind and strengthen their teaching and learning.

Job-Embedded Coaching to Strengthen Teaching and Learning

Research has demonstrated that sustained, job-embedded coaching is the most effective form of professional learning, whether it is delivered in person or in a virtual setting. Coaching delivered in person has been most effective when coaches are highly experienced and focus their work with teachers on a clearly specified instructional model or program. Other opportunities for teachers to develop their content knowledge of the targeted instructional model (e.g., in courses, workshops, or coach-led learning groups) are also an important component of successful coaching programs. Online coaching shows promise for being at least as effective as in-person coaching for improving outcomes, though the research base comparing delivery systems is thin. The balance of evidence to date, however, suggests that the medium through which coaching is delivered is less important than the quality and substance of the learning opportunities provided to teachers (Matsumara et al., 2019).

A recent meta-analysis of coaching programs found effect sizes of 0.49 SD on instructional practices and 0.18 SD on student achievement (Kraft et al., 2018). Encouragingly, teachers who received virtual coaching performed similarly to teachers who received in-person coaching for improving both instructional practices and student achievement. The authors identified several aspects of coaching in a virtual setting as potential strengths: increasing the number of teachers with whom a high-quality coach can work, reducing educators' concern about being evaluated by their coach, and lowering costs while increasing scalability (Kraft et al., 2018).

The International Society for Technology in Education (ISTE) embraces a professional development model that includes effective coaching, collaborative communities, and a technology-rich environment. Effective coaching is contextual, relevant, and ongoing. Collaborative communities can be school-based or online professional learning communities that allow teachers to learn from each other through observation, imitation, and modeling. ISTE recommends that school districts chose a coaching model that best fits the needs of their teachers, whether it is cognitive coaching, instructional coaching, or peer coaching (Beglau et al., 2011).

Effective professional learning programs provide continued follow-up and support from coaches (Sweeney, 2011). Knight (2011) stresses that once training initiatives are kick-started to raise awareness of targeted teaching practices, follow-up and coaching are essential: "[l]asting change does not occur without focus, support, and systemwide accountability. . . Support is necessary for transferring talk into action" (p. 10).

Instructional coaching entailing the modeling of specific sought-after practices has been shown to help teachers embrace and implement best practices and educational policy (Coburn & Woulfin, 2012; Gulamhussein, 2013; Heineke & Polnick, 2013; Knight, 2011; Taylor & Chanter, 2016; Wei et al., 2009).

Effective modeling of targeted instructional practices is purposeful and deliberate, incorporates academic language, and is based on research (Taylor & Chanter, 2016). Gulamhussein (2013) reports that:

> While many forms of active learning help teachers decipher concepts, theories, and research-based practices in teaching, modeling—when an expert demonstrates the new practice—has been shown to be particularly successful in helping teachers understand and apply a concept and remain open to adopting it. (p. 17)

"Like athletes, teachers will put newly learned skills to use—if they are coached" (Joyce & Showers, 1982, p. 5). According to a large-scale survey commissioned by the Bill & Melinda Gates Foundation (2014), teachers seek more opportunities to be coached in learning effective new instructional strategies and practices, believing these professional learning efforts are more valuable.

HOW *HMH INTO READING* ALIGNS TO THE RESEARCH

HMH blended coaching not only focuses on *HMH Into Reading* but provides personalized support focused on instructional practices, content, and data to ensure continuous improvement over time. HMH coaches build strong relationships with teachers by engaging them in the coaching process; they analyze student data, set student learning targets, learn and apply new skills and then review and reflect. By incorporating action steps, gathering data, and analyzing evidence and reflecting, coaching can facilitate measurable results (Taylor & Chanter, 2016).

To make it easy for teachers to stay connected to their HMH coach, share resources, upload and reflect on classroom videos, and make continuing progress on learning goals, they will have access to the HMH Coaching Studio platform.

Through the HMH Coaching Studio, teachers have access to:

- Goal Tracker—Allows teachers to create and track goals
- Collaboration Hub—Discussion forums, resource sharing, and video-based reflection to drive collaboration with coach and peer
- Video-Powered Coaching—Allows teachers to upload their own videos for reflection and input
- Model Lesson Library—Access to HMH classroom and expert videos of best practices

HMH Into Reading Blended Coaching Services provide support for implementing effective teaching practices. This support includes model lessons to illustrate instructional techniques, differentiation strategies to meet the needs of all students, and analysis of student work samples to assess learning and determine instructional next steps. Blended Coaching Services focuses on developing and deepening content knowledge to build collective efficacy within teachers. HMH Professional Services also assists with facilitation of professional learning communities, cadres, and collaborative learning.

Personalized & Actionable Professional Learning

Personalized professional development allows teachers to pursue learning to support their instructional needs in their own place and at their own pace. Teachers can take courses via online professional learning portals, opportunities offered by the school, or off-campus settings. In this process, teachers learn new competencies, demonstrate what they have learned in their classrooms, and submit evidence of mastery. As teachers build their knowledge and skills, they earn badges to demonstrate their expertise (Clayton et al., 2014).

Many school districts and providers of teachers' professional development are moving toward a more personalized model of professional development, taking a cue from the movement toward personalized learning for students. This approach often focuses on short modules, which teachers can choose and then complete on their own time. The modules can incorporate aspects of gamification, micro-credentialing, and online professional development communities. By allowing teachers to choose their own professional development courses and activities, the professional development will be better matched to their needs. Teachers will be able to set goals, find resources to help them meet those goals, track their progress, and get feedback from supervisors and colleagues (Gamrat et al., 2014; Meeuwse & Mason, 2018).

Effective training efforts should be developed according to evidence-based strategies for adult learning and communication, including engaging teachers in varied approaches that allow for their active participation (Bill & Melinda Gates Foundation, 2014; Garet et al., 2001; Gulamhussein, 2013; Guskey, 2002; Taylor & Chanter, 2016). As intellectuals, they are empowered to reflect on theory, research, and their practice to innovate and implement new teaching strategies and approaches. This process of reflection can lead to teachers' turning to their colleagues for advice and clarification—a process sometimes called "collective sensemaking," which research has shown that in the form of professional learning communities can be a powerful motivator for school improvement (Coburn, 2005).

As Bryk and colleagues (2015) noted in a study of improvement efforts that included professional learning, positive changes happen in the presence of teachers' "good will and engagement," which is often rooted in teachers having choice and autonomy in their own learning. These qualities are essential whether teachers meet for large-group professional learning, attend professional learning communities within their schools, or work on their own to search out experts to guide them through self-study with print or online resources.

Teachers who seek to improve their practice and their students' achievement can also turn to resources to help them continue successfully on their path toward professional mastery and control the place, pace, and path of their professional learning. Individually and collaboratively, they engage in a process sometimes called "self-coaching" (Wood et al., 2014). There are five steps to self-coaching that align with high-quality teaching:

1. Collecting data to help answer questions about instructional improvement. Formative and benchmark data are important, but so is information about students' interests, styles of learning, and work habits.
2. Reflecting on the data as a whole and on the data that results from looking back on each day's instruction and each week's instruction.
3. Acting on the reflections, trying things out, and sharing the results of teachers' actions in a collaborative and mutually supportive group.
4. Evaluating one's practice, especially through video self-reflection, asking questions about effectiveness of instruction and students' receptivity to the instruction.
5. Extending one's actions, for example, taking a successful approach to teaching students to understand complex narrative texts to instruction on reading, social studies, science, or other informational texts.

HOW *HMH INTO READING* ALIGNS TO THE RESEARCH

HMH Into Reading builds a culture of professional growth through a continuum of connected professional learning that is actionable, flexible, personalized, and collaborative to foster high-impact instruction and collective efficacy.

- **Teacher's Corner on *HMH Ed*.** Provides an ever-growing library of professional learning resources from authentic classroom videos to tips from other teachers and our team of experienced coaches.
- **A Community of Live Support.** Whether teachers have a question or want implementation advice, our Live Events offer teachers opportunities to connect with HMH coaches and each other. Teachers can register for these online sessions that feature everything from groundbreaking new author research to group discussions facilitated by other teachers.
- **Curated, Trusted Content.** There's no shortage of free resources online, but with Teacher's Corner, professional learning and instructional recommendations align to research-based practices. Teachers have access to prominent thought leaders, experienced coaches, former teachers, and practicing teachers.
- **On-Demand, But Not One-Size-Fits-All.** Teachers have the choice of bite-size professional learning resources that were designed to be easily applicable to tomorrow's instruction. Teachers are empowered with the information they need to choose what's right for them and offer a variety of media types, duration time, and authors.
- **Relevant & Ready for Tomorrow's Instruction.** Teacher's Corner includes authentic classroom videos and articles from teachers who are currently teaching with HMH programs. The number one teacher-requested resource, these videos will build teacher confidence and share how the programs can be tailored to each classroom's unique needs.
- **Implementation Success.** Professional Learning sessions and resources are tailored to meet districts' needs.
- **Getting Started.** Getting Started with *HMH Into Reading* live online session provides an overview of the program from both a teacher and student perspective to build understanding and confidence to ensure a strong implementation.
- **Program Guide.** Provides helpful information and strategies for planning instruction and implementing the program.
- **Follow-Up.** Districts choose from classroom-focused topics for a deeper dive into digital tools and resources, collaborative instruction, close reading and writing strategies, and analysis of data and reports.
- **Coaching.** Personalized in-person and online support to deepen mastery and ensure continuous improvement. Student centered and grounded in data, coaching focuses on specific *HMH Into Reading* Instructional practices and components.

SUMMARY

HMH Into Reading – Into A World Of Learning

Reading has been described as the gateway to all learning. Children need to read and write with confidence and competency to learn about themselves and the world. Literacy impacts learning in all content areas, preparing children to do well in school and in life. *The Science of Reading*, a scientific, evidence base of effective instructional approaches, provides guidance to educators in implementing strategies and literacy programs that help students become skilled readers. With the partnership of families to further support student learning, we can ensure students will not only find out about the world but will also make the world better.

HMH Into Reading addresses the whole child academically, physically, and socially so that all students have the opportunity to truly read and write with understanding. *HMH Into Reading* clearly puts students at the center of an ecosystem designed to support their literacy and language growth. In addition to the unique and critical role of teachers, *HMH Into Reading* supports the important contributions of families and school leaders. Indeed, it will take all of us to ensure that all students learn to read effectively and fluently and, just as important, that all students love to read enthusiastically and joyfully.

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