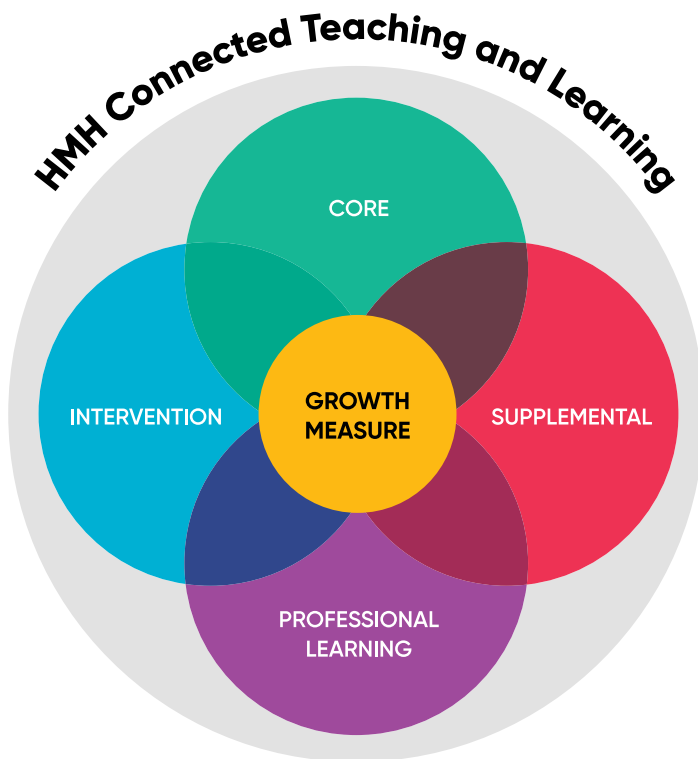




# Connected Teaching and Learning

## Streamline Your Teaching

HMH Connected Teaching and Learning provides an intuitive user experience where easy-to-administer assessments, comprehensive core instruction, personalized supplemental practice and intervention, and meaningful professional learning are connected to empower teaching and learning—all on a single learning platform.



### **Growth Measure**

Single growth measure supports differentiation and benchmarking to drive placement, grouping, and targeted instruction.

### **Core**

Best-in-class digital-first approach enables both in classroom and remote learning.

### **Supplemental**

Powerful solutions address the diverse skills of all learners.

### **Professional Learning**

On-demand and live online resources give educators point-of-use support for class, community, and caregivers.

### **Intervention**

Adaptive, digital solutions for intervention, prevention, and acceleration towards grade level proficiency.





# into Reading<sup>®</sup>

*HMH Into Reading<sup>®</sup>* is differentiated by design to honor the needs of teachers and provide students with a rich, integrated, and measured path to growth in reading, writing, and communication.

**Get a Preview at:**  
[hnhco.com/sample](https://hnhco.com/sample)

## What's Inside

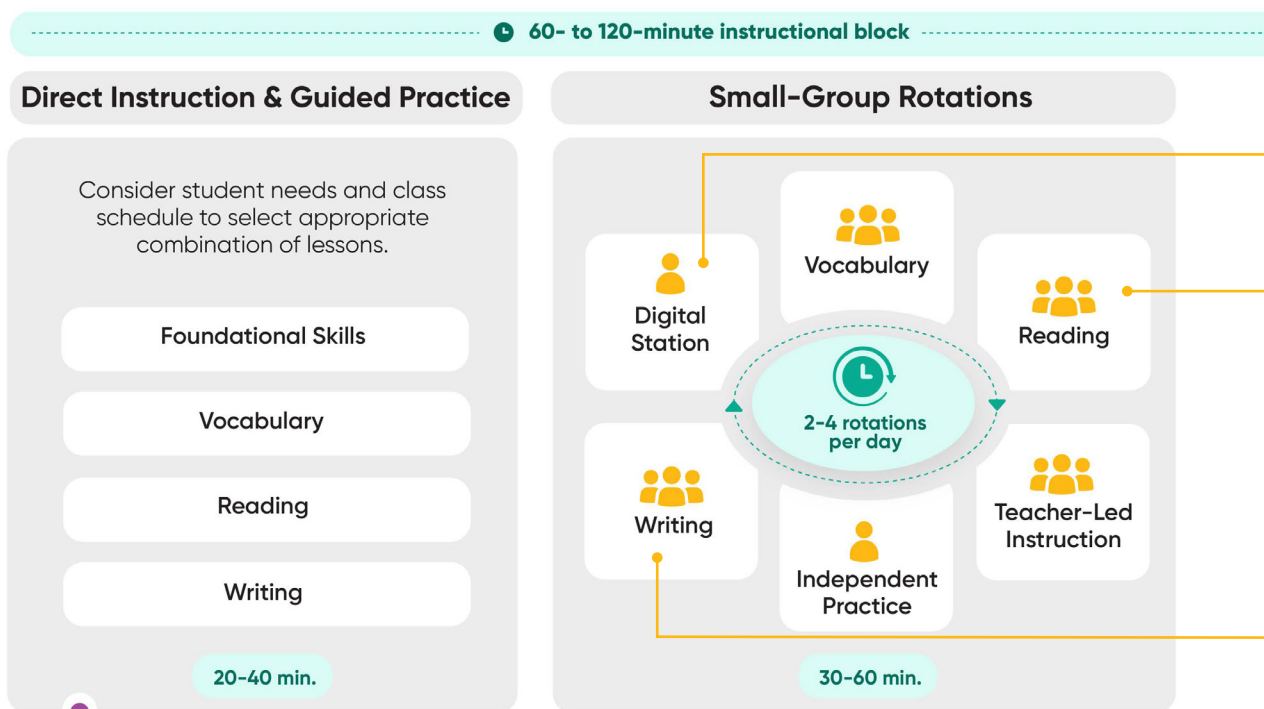
- 02 Program Overview
- 04 Foundational Skills
- 08 Reading
- 24 Writing
- 32 Dual Language
- 33 Social and Emotional Learning
- 34 Student Growth
- 38 Professional Learning
- 40 Components Summary



# Program Overview

*HMH Into Reading* and *¡Arriba la Lectura!* are comprehensive K–6 literacy programs that CONNECT instruction, assessment, adaptive practice, and professional learning in one easy-to-use place.

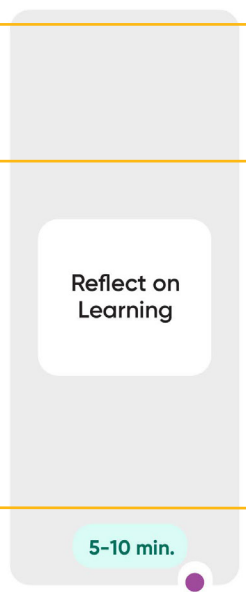
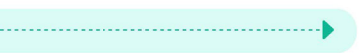
## *HMH Into Reading: A Day in the Life*



Data insights from Growth Measure and program assessments

Get support from **Teacher's Corner**<sup>®</sup> and **Family Room**<sup>™</sup> for professional learning and Home-School Connections to support daily lessons.





Your choice of **online, adaptive practice** for students:

- Oral Reading Fluency
- ELA Skills
- Tier II and III ELA Lessons

Build your classroom library with access to **hundreds of online readers and lessons** to support instruction.

Choose an **online writing space** for Grades 3-6:

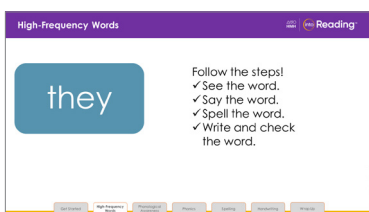
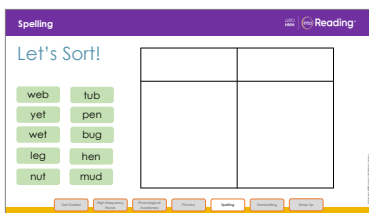
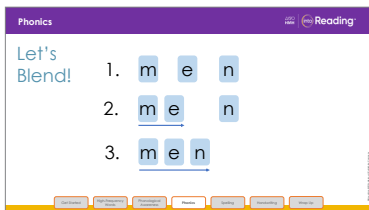
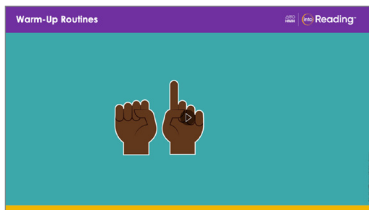
- Writing scaffolds
- Cross-curricular topics
- Practice for writing tests





# Foundational Skills Instruction Based on the Science of Reading

*HMH Into Reading* includes explicit, systematic instruction for foundational skills. Following a gradual release of responsibility model, the program engages and motivates students to master the foundations through learning opportunities and multi-sensory activities they will enjoy, including digital independent practice.



*Daily Show and Teach Slides, Grade 1, Module 3, Lesson 1*

**Multi-sensory Phonemic Awareness lessons** include phoneme identity, blending, segmenting, deletion, and manipulation as well as attention to onset-rime, alliteration, and rhyme. The teacher explains and models the skill before students give it a try. Lessons have an emphasis on wordplay and exploration.

**Sequence of Phonics instruction** progresses from easier to harder and from most useful to less useful. Students apply their phonics knowledge immediately to engaging decodable texts called Start Right Readers.

**Spelling instruction** is connected to Phonics and is taught using the popular hands-on word sorting model from *Words Their Way*.

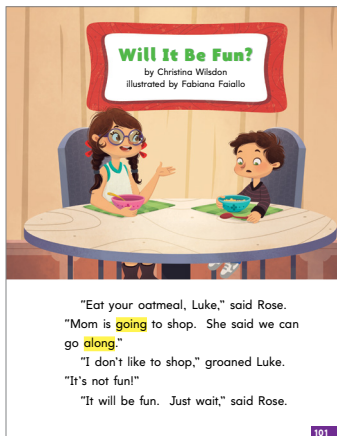
**Practice materials for Handwriting** are available for three penmanship styles (manuscript printing, continuous stroke, and cursive for Grade 2 and up), and are connected to the Spelling instruction.

**High-Frequency Words** include both non-decodable and decodable words. Game-like practice routines and activity pages in the Start Right Readers engage students in practice to boost fluency.

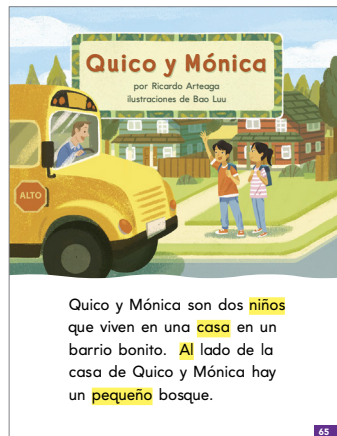
**Daily PowerPoint® lessons for direct instruction**



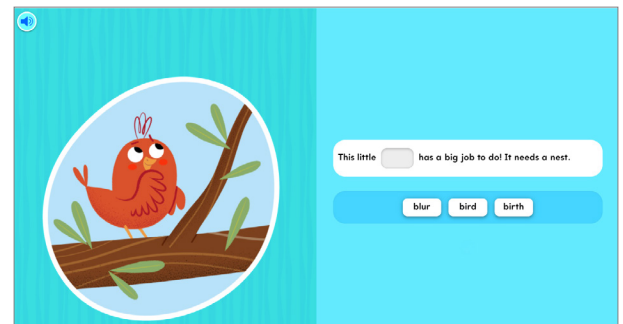
Students practice and apply skills in the context of reading through a decodable text, bringing it all together—decoding and comprehension.



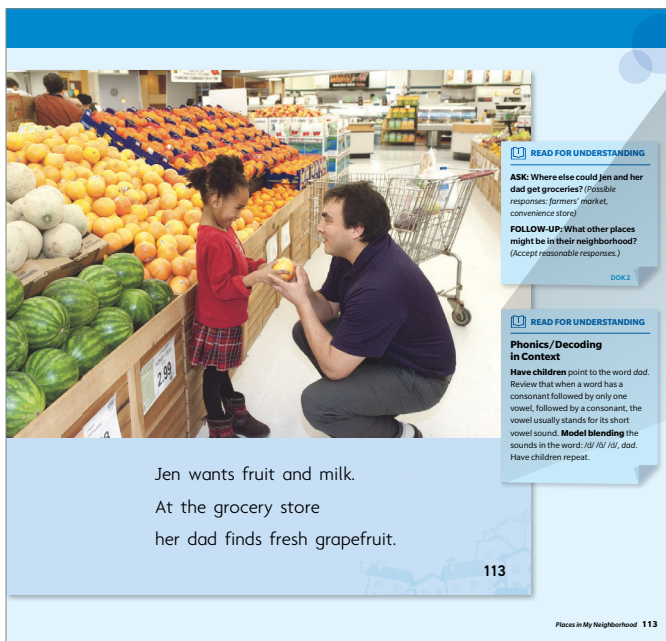
Into Reading Start Right Reader



¡Arriba la Lectura! Start Right Reader



Online **Phonics Interactive Practice** for weekly independent skills review



Teaching Pal

**READ FOR UNDERSTANDING**

**Phonics/Decoding in Context**

**Have children** point to the word *dad*. Review that when a word has a consonant followed by only one vowel, followed by a consonant, the vowel usually stands for its short vowel sound. **Model blending** the sounds in the word: /d/ /ă/ /d/, *dad*. Have children repeat.

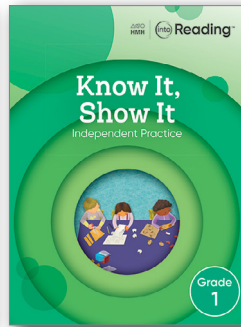
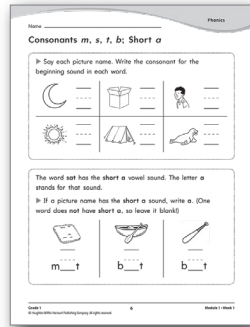
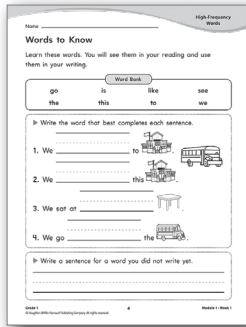
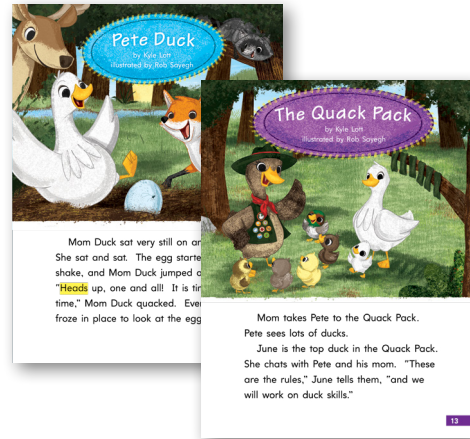
**Teachable Moments in Shared Reading:** Foundational Skills are reinforced in context during Shared Reading. Instructional supports call out points in the text where teachers can reinforce the week's foundational skills or review a prior skill—making that powerful connection and application for students.



# Make Daily Practice Meaningful

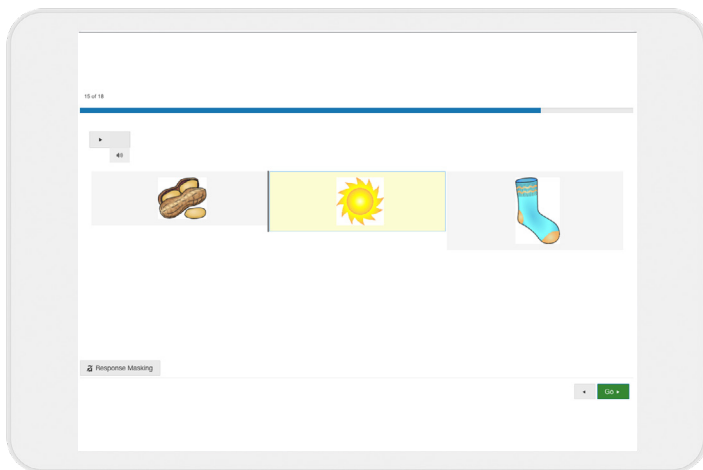
## Start Right Reader Decodable Texts

- Apply phonics and fluency skills to decodable texts
- Match whole-class skill instruction
- Include phonic elements and high-frequency words with a connected storyline



## Know It, Show It

Additional practice pages help students apply and reinforce foundational skills.



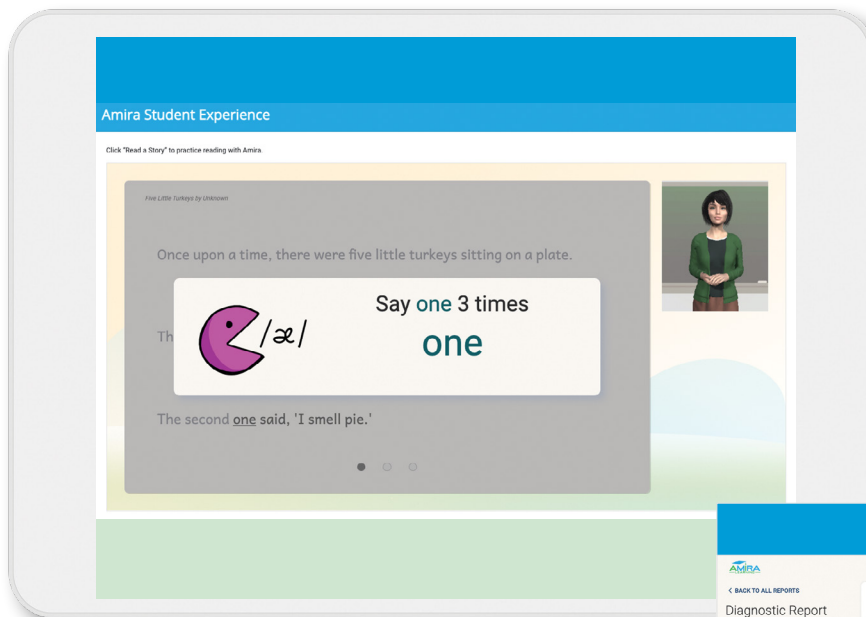
## K-1 Online Foundational Skills Screener with Reporting

*HMH Into Reading* includes beginning-, middle-, and end-of-year K-1 online screener to quickly and easily identify students' instructional needs.



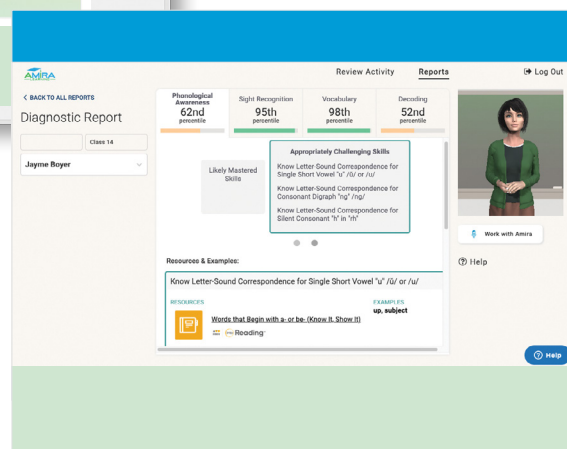


# Amira Learning® K–5: English or Spanish Tutoring and Assessment from Anywhere!



## Also Available with *HMH Into Reading*— Online, Adaptive Practice CONNECTED to *HMH Into Reading's* Skills Instruction

- Online Oral Reading Fluency Assessment and Dyslexia Screener
- Recommends *HMH Into Reading* resources based on scores
- Online, adaptive 1:1 Oral Reading Fluency practice and tutoring
- Higher learning gains for multilingual learners
- Aligned to research-based instructional practices



Amira recommends *HMH Into Reading* resources.





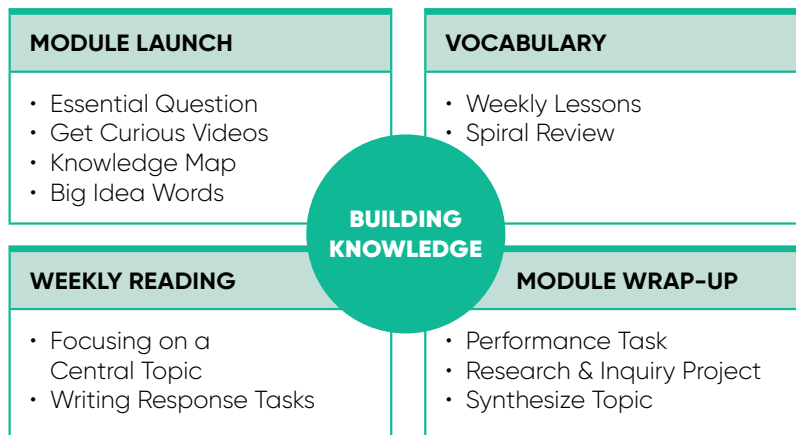
# Authentic Literature to Build Topic Knowledge

*HMH Into Reading* has the award-winning books that kids love and which will propel their learning, help them become deeper readers, and inspire them to understand the connection between reading, writing, and communication. A balance of fiction and nonfiction, multi-genre text sets are carefully curated, content-rich, diverse, award-winning authentic texts designed to engage all readers.

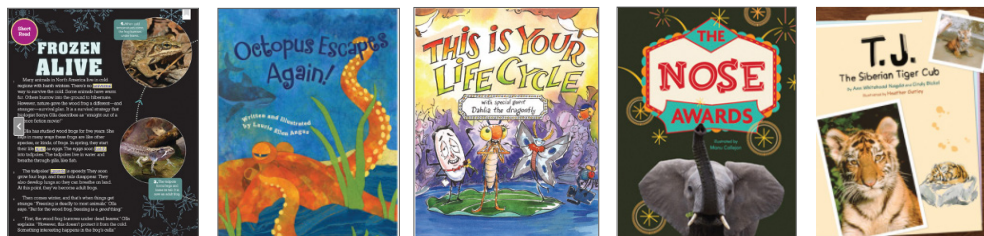
- The authentic literature students read directly inspires their writing, while the just-right *Rigby® Readers* meet students exactly where they are.
- Available in digital and print formats to allow for on-the-go teaching and learning.
- **¡Arriba la Lectura!**™ is an equitable Spanish solution for dual-language classrooms.



Topic knowledge is built within and across the grades AND knowledge is tightly integrated across the three-week module. Each module propels learning, deepens children's understanding, and invites them to explore the world around them.



HMH Into Reading's multi-genre, cohesive text sets include **award-winning trade selections** to build topic knowledge and support reading growth for all students.



Grade 3, Module 6 Text Sets

## MODULE LAUNCH

**Essential Question**

**What behaviors help animals survive?**

Play the video to explore more about what behaviors help animals survive.

Module launch sets the stage for learning—accessing prior knowledge, sparking topic interest, and introducing module level vocabulary.

## ONLINE VOCABULARY PRACTICE

**Let's Practice!**

Can you make a new word? Try it!

Add the suffix to the base word to form a new word. Type the new word.

| Base Word + Suffix | New Word             |
|--------------------|----------------------|
| improve + ment     | <input type="text"/> |
| arrange + ment     | <input type="text"/> |
| pay + ment         | <input type="text"/> |
| forgive + ness     | <input type="text"/> |
| fresh + ness       | <input type="text"/> |
| eager + ness       | <input type="text"/> |

Online practice helps students build key **academic vocabulary** words in and **across** texts.



# Foster Critical Thinking with the Student *myBook*

## Grade 4 Teaching Pal, Module 10

**myNotes**

### The Internet

<sup>17</sup> Computers first came into practical use in the mid-1900s. However, for many years, there was no way to link computers together to allow the sharing of information among them. Over the second half of the 1900s, the emergence of the Internet became one of the most important breakthroughs in the history of communication.

<sup>18</sup> In the 1960s, the United States government's Department of Defense developed a network (interconnected system) of military and government computers. The network was intended to protect the information on those computers in case of a war or disaster. Soon, universities, corporations, and other organizations developed their own computer networks. Eventually, these networks joined with the government network to form the Internet. The word *Internet* means an interconnected network of networks.

<sup>19</sup> The wider application, or use, of the Internet began in 1991. That year, a British computer scientist named Tim Berners-Lee developed the World Wide Web. The Web is made up of electronic addresses called Web sites, which contain Web pages that hold information. People can use the Web to access, or get to, an enormous range of documents, illustrations, sounds, and moving pictures. In many ways, the Web resembles a vast library of interconnected information. Programs called search engines help people sort through this huge amount of information to find what they want.

*High-speed cables, cellular towers, and satellites can be used to connect a computer to the Internet.*

**TARGETED CLOSE READ**

**Central Idea**  
Have students reread paragraphs 37–38 to identify the central, or main, idea in this section.

**What is the central, or main, idea of the section, "The Internet"?**  
(One of the most important breakthroughs in the history of communication was the emergence of the Internet.)

**ANNOTATION TIP:** Have students highlight details that support the central, or main, idea.  
TEKS 4.6C, 4.9D(1); ELPS 4I  
DOK 2

324

324 Module 10

### Targeted Close Read

During subsequent readings, students closely analyze the text to apply skills and demonstrate knowledge.

The companion **Teaching Pal** includes the same text as the *myBook* paired with point-of-use, teacher-directed instructional questions and prompts. These encourage students to deeply analyze and think critically about the text in their *myBook*.

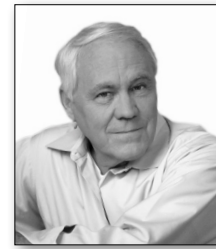


## Read for Understanding

During a first reading of the text, you can guide students to respond to questions, prompts, and annotation tips designed to help them arrive at the gist of the text.



Kylene Beers, EdD



Robert E. Probst, PhD

## Notice & Note

### Strategies for Close Reading

Develop attentive, critical readers using the powerful work of Kylene Beers and Robert E. Probst. Notice & Note introduces Signposts and Anchor Questions that help readers understand and respond to critical aspects of both fiction and nonfiction texts.

#### SIGNPOSTS

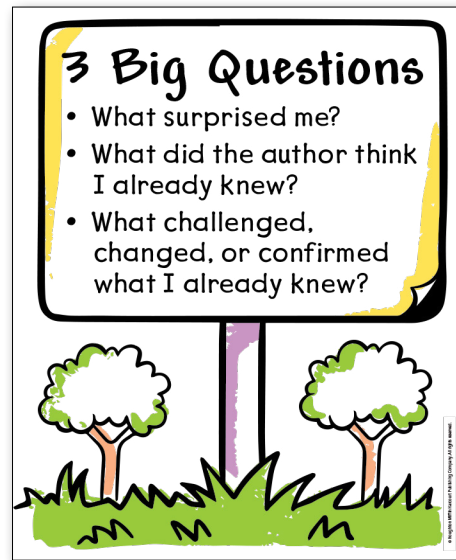
Signposts alert readers to significant moments in a text and encourage students to read closely.

#### Fiction

- Contrasts & Contradictions
- Words of the Wiser
- Aha Moment
- Again & Again
- Memory Moment
- Tough Questions

#### Nonfiction

- Contrasts & Contradictions
- Extreme or Absolute Language
- Numbers and Stats
- Quoted Words
- Word Gaps
- 3 Big Questions



### Projectable and Printable Anchor Charts

offer you an engaging visual format for introducing children to reading and writing skills and concepts.

### Online Grade 4 myBook, Module 10



Accessible in print or digital format. Use the HMH Go app to read myBooks anytime and anywhere.





# Better Together: Reading and Vocabulary

HMH Into Reading's explicit and systematic instruction promotes students taking ownership of their learning by developing a strong learning mindset, setting their own goals, and monitoring their own learning progress.

### Direct Instruction & Guided Practice

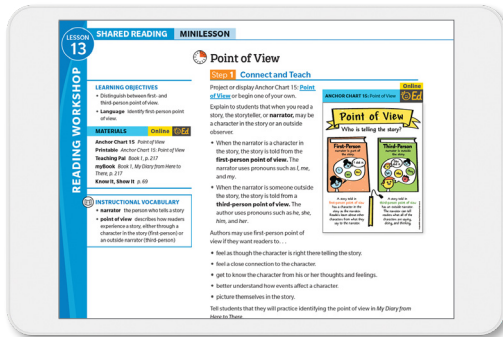
Consider student needs and class schedule to select appropriate combination of lessons.

Foundational Skills

Vocabulary

Reading

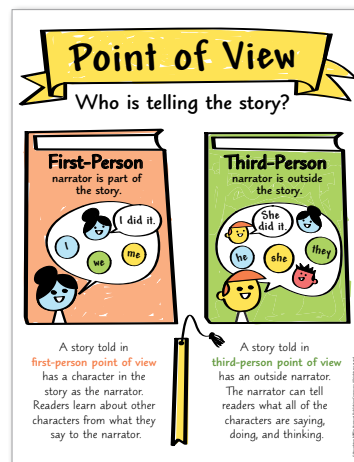
Writing



Program design allows you to easily align the content to your school or district's curriculum calendar and literacy goals.

### Whole-Group Instruction

Students are introduced to skills via Anchor Charts and the shared reading of a common text.



### Anchor Charts

Projectable and Printable, Anchor Charts make reinforcing lesson content seamless—whether inside the classroom or teaching virtually.

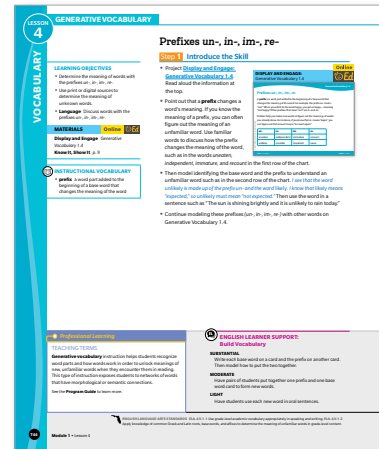


Vocabulary lessons in the Teacher's Guide use a **routine approach to introduce each week's Critical Vocabulary words** and provide meaningful practice in oral and written contexts. Review lessons appear each week after reading, and spiral review lessons return to words from previous weeks to cement learning over time.

# Generative Vocabulary

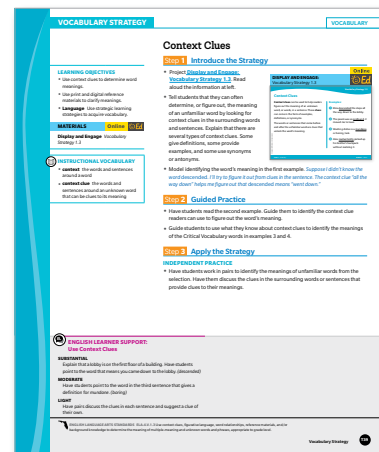
Research shows that when we teach students to “generate” the meanings of words on their own, they have a significant advantage in accessing new meanings in texts.

*HMH Into Reading's* generative vocabulary instruction focuses on morphology—**learning how prefixes, suffixes, roots, and base words combine to make most of the words in English.**



# Vocabulary Strategies

Instruction in effective vocabulary strategies helps students become word sleuths and **develop their word knowledge over the course of their schooling and lifetime.**

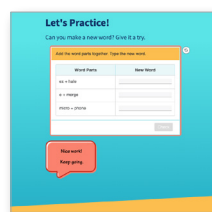


All available online on Ed!

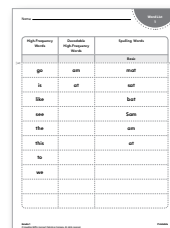
## Resources for Vocabulary Instruction



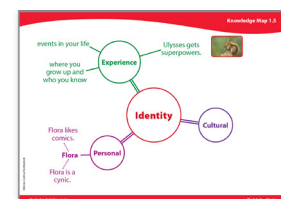
Vocabulary Cards



Online Vocabulary Interactive Practice



Printables



Knowledge Map





# Make Great Gains in Small Groups



HMH Into Reading's focus on teacher-led, small-group, skill and strategy lessons gives you the resources to support the diverse needs of your students.

## Foundational Skills Development

Students will build these crucial reading skills through their decodable texts and other support activities.

## Skill and Strategy Lessons

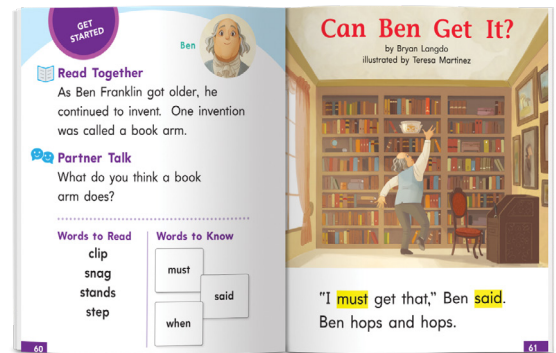
Targeted support can be connected to the daily whole-group minilessons or assigned based on the individual needs of your students.

## Support for English Learners

Instruction and practice in a safe, risk-free setting gives English learners the freedom to experiment with language.

## Targeted Writing Instruction

Working with small groups of writers during small-group rotations enables teachers to focus on skill development for key parts of the writing process.



### ENGLISH LEARNER SUPPORT: Support Comprehension

#### SUBSTANTIAL

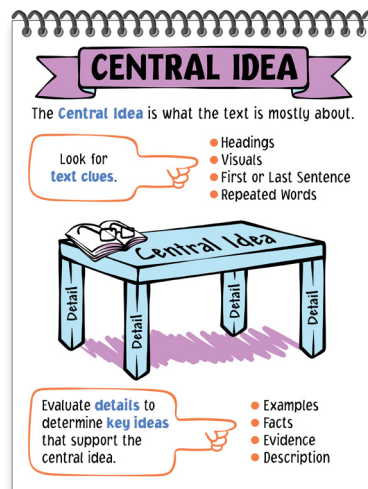
Reread pages 314–315. Have students highlight and state the central idea found in paragraph 12. Then have them underline one detail to support it.

#### MODERATE

Have students state the central idea of any section using the following sentence frame: *The central idea is \_\_\_\_\_.*

#### LIGHT

Encourage students to underline two details in paragraphs 37–38 that tell about the central idea of that section. Then have them state that idea.



## Tabletop Minilessons

Work one-on-one with students to effectively target instruction.



LEARN MORE  
P. 18





The **Rigby Library** includes titles from a trusted name, *Rigby PM Books*. Known for a carefully controlled continuum of texts spanning a range of levels and genres, these engaging texts go beyond traditional readers, allowing you to truly match each student to text based on level, skill, and topic. All titles are available in English and Spanish, and each includes an eight-page lesson.

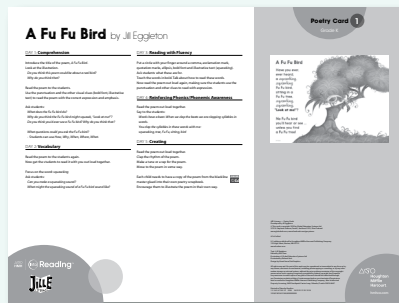


**Rigby**  
LEVELED LIBRARY

## Text-Rich, Effective Resources (for Grades K–3)



*Jille* Literacy print and online materials facilitate effective scaffolding and solidify the *HMH Into Reading* instructional approaches and routines that will be used throughout the year. *Jille* Leveled Books, Shared Reading, and Read Aloud resources are specially designed to engage young readers with thought-provoking fiction and informational texts while systematically building their decoding, comprehension, and critical thinking skills. For more information, please visit [hnhco.com/jille](http://hnhco.com/jille)



Complements  
*HMH Into Reading*



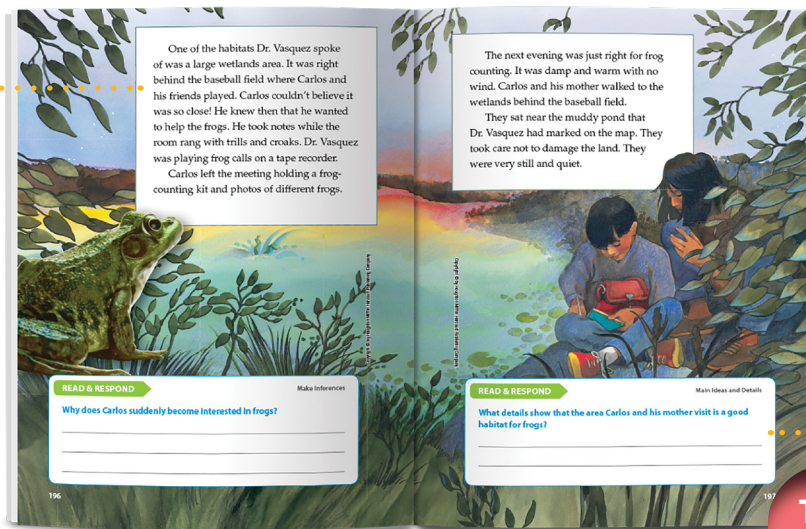


# Daily Options for Differentiation



*HMH Into Reading* students have the supports and scaffolds to master grade-level standards. You can use data reports from *Ed*—along with your own observational insights—to choose from multiple daily options that connect back to whole-group instruction. For small-group instruction time, you can accelerate learning with high-quality resources and instruction.

Strategically Placed Passages



Read and Respond Boxes



Passages within **Read and Respond Journals** 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 support to help with comprehension and opportunities to reinforce and refine students' skills.



Target foundational skill instruction in small groups to reinforce, intervene, or extend student learning based on need. The online **Foundational Skills and Word Study Studio** provides 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.

### Phonemic Awareness Warm-Up

### Apply

The screenshot shows a lesson page with the following sections:

- Objectives:**
  - Label the sound quality.
  - Recognize the sound quality.
  - Recognize the sound quality in different words.
  - Recognize the sound quality in different words.
  - Recognize the sound quality in different words.
- Materials:**
  - Sound quality cards.
  - Sound quality cards.
  - Sound quality cards.
  - Sound quality cards.
  - Sound quality cards.
- Phonemic Awareness Warm-Up:**
  - Use the words in the words with r-Controlled Vowel (ar) to make a word.
  - Use the words in the words with r-Controlled Vowel (ar) to make a word.
  - Use the words in the words with r-Controlled Vowel (ar) to make a word.
- Teach/Model:**
  - Display the words with r-Controlled Vowel (ar) on the page and say the beginning sound.
  - Use the words in the words with r-Controlled Vowel (ar) to make a word.
  - Use the words in the words with r-Controlled Vowel (ar) to make a word.
- Guided Practice:**
  - Display the words with r-Controlled Vowel (ar) on the page and say the beginning sound.
  - Use the words in the words with r-Controlled Vowel (ar) to make a word.
  - Use the words in the words with r-Controlled Vowel (ar) to make a word.

More than 250 K-6 lessons available

Teach/Model

Guided Practice

Complements HMH Into Reading

# Comprehensive Intervention with Proven Results



## Grades 4-12 | Tier II and Tier III

READ 180® Universal, the most effective intervention program for raising reading achievement in Grades 4-12+, is designed to support educators while helping striving readers meet the rigorous expectations of new standards and experience success on District and State assessments. READ 180 Universal combines 20 years of best practices and research-based blended learning instruction with growth mindset development and the latest neuroscience to transform school culture, enhance teaching and learning, and forever change how striving students see themselves as readers and part of the global community.





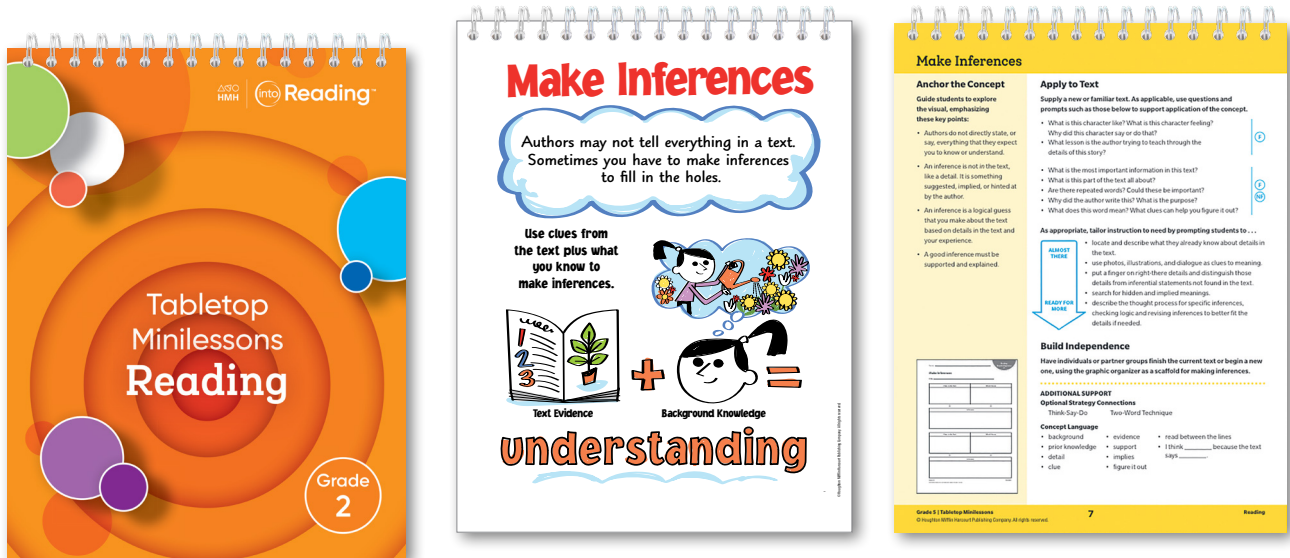
# Scaffolding and Enrichment Support

HMH *Into Reading* has the small-group resources you and your students need. You can respond to the needs of all your learners with Tabletop Minilessons. The ready-made charts found in the Tabletop Minilessons provide thought-provoking visuals that increase engagement and give you the opportunity to work one on one with students.



## Scaffolding and Enrichment Tabletop Minilessons: Reading

Target grade-level skills and strategies to address students' needs and optimize small-group learning.



Built to reinforce and extend skills taught during whole-group instruction, Reading Tabletop Minilessons include **Anchor Charts\*** to teach key reading skills and strategies in small groups and **graphic organizers\*** to support independent student interactions with texts.

\* Also available as printables

Minilessons can be used with ANY text in your classroom or virtually!







# Daily Options to Practice and Apply



HMH Into Reading provides a range of opportunities to support your students in practicing and applying targeted knowledge and skills either on their own or in collaborative groups.



## Mentor/Focal Texts

The trade books in this comprehensive collection connect to each module topic and bridge the reading and writing instruction.

## Genre Study Book Clubs

Encourage conversations between students about books to generate excitement about reading and writing.



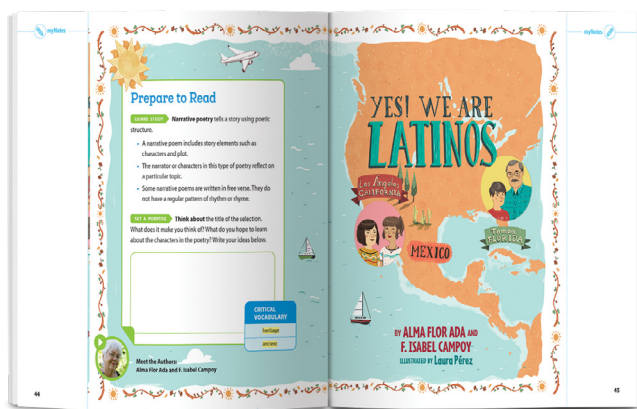
## Literacy Centers

These diverse, engaging activities across a variety of instructional contexts allow students to synthesize information—and solidify their understanding. Activities include:

- **Word Work**
- **Creativity Corner**
- **Digital Station**
- **Reading Corner**
- **And More!**

## Inquiry and Research Project

Over the course of a module, students will collaborate to generate ideas and research, and then complete and present an inquiry-based project.

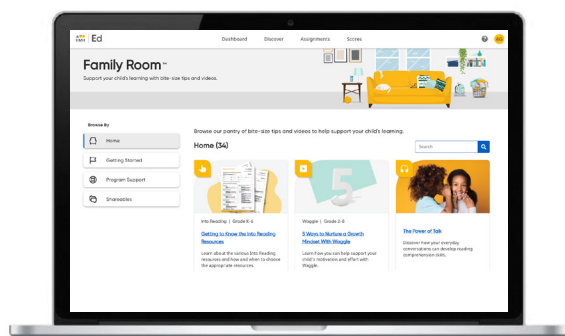


## myBook

Students have their own collection of authentic literature in an engaging, interactive write-in text.



Accessible in print or digital format.  
Use the HMH Go™ app to read  
myBooks anytime and anywhere.



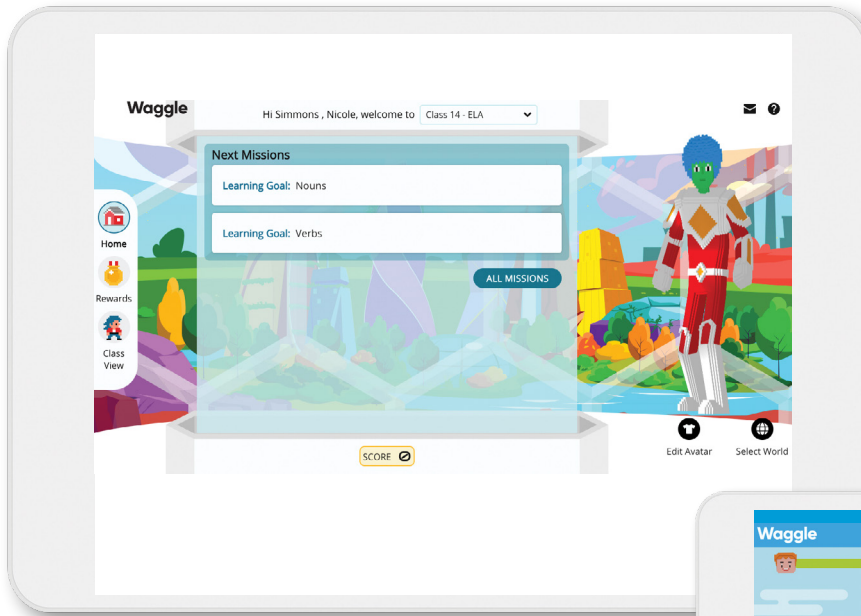
## Family Room

Teaching doesn't stop when the school day ends. That's why HMH includes Family Room—an evergrowing library of on-demand resources on Ed so families can be a part of their children's learning.



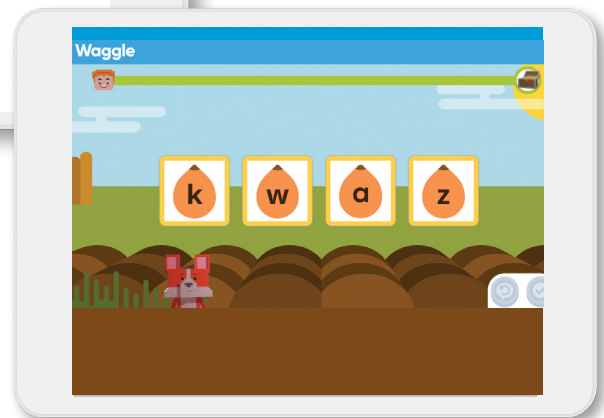
# Online, Adaptive Practice: Waggle

Waggle K–8: Online, adaptive instruction and practice for ELA and math from anywhere!



# Waggle™

- K–2 personalized, online phonemic awareness and phonics instruction and practice based on research-based best practices
- Innovative multilingual learner supports for skill acquisition and English proficiency
- Social and emotional learning framework with gamified learning
- Grades 3–6: Connected *HMH Into Reading* content to make assigning easy
- **Spanish lessons for Grades 3–8** to build Spanish language arts skills-based proficiency



Student View

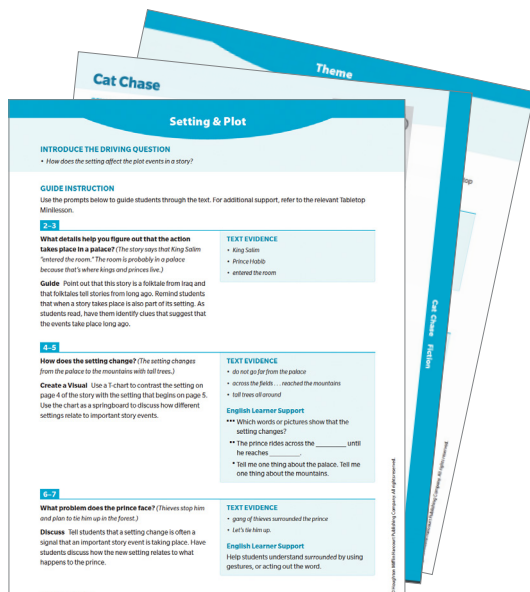
**Waggle is connected to HMH Into Reading's Growth Measure and can be auto-assigned based on students' test results.**





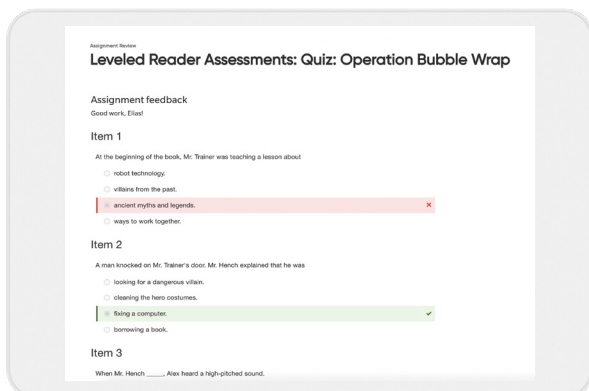
# Online Classroom Libraries: *HMH Reads*™

*HMH Reads* is available on *Ed* and features a blend of 480+ digitally enhanced, high-quality fiction and nonfiction titles from *Hero Academy*, *inFact*, and *Rigby PM* leveled series.

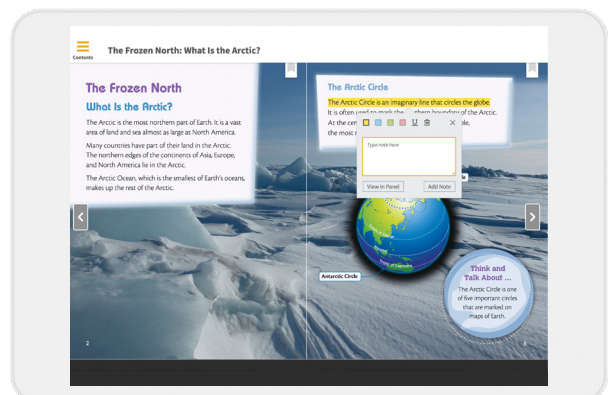


- **HMH Growth Measure** and **embedded story assessments** help teachers place students in the right collection and provide ongoing progress monitoring.
- Each title is **tagged to skills and standards correlations** that connect to skill-based reporting.
- Offline reading is available through the *HMH Go* app for **accessible and flexible** use in classroom or remote settings.

## Take and Teach Lessons



## Leveled Text Quizzes



## Student Notes



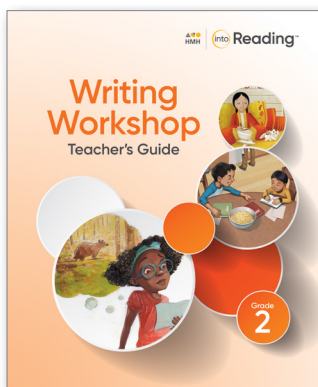


# Extensive Writing Support

With writing instruction that features a step-by-step approach to instruction, you can follow a fully outlined path or choose a route that works best for you and your students. Culturally relevant and diverse text sets build cross-disciplinary knowledge and serve as a springboard for writing and discussion. Daily writing and purposeful scaffolding ensure students receive the support and practice they need to become independent writers.



**Focal/Mentor Texts:** Authentic trade literature serves as mentor texts, modeling the development of themes, topics, and writing techniques.



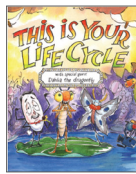
The **Writing Workshop Teacher's Guide** for Grades 1–6 supports a rigorous and structured approach to writing. For kindergarten, writing instruction is incorporated into the lessons found in the Teacher's Guide.

- Instruction, activities, and routines for every stage of the writing process
- Extensive teacher modeling and tips
- Writing and grammar minilessons that feature focal texts, Anchor Charts, and modeling
- Digitally projectable instruction at point of use



## WEEKLY READING AND WRITING

- Texts provide opportunities for rich and rigorous evidence-based discussions and writing.
- Each response writing activity builds to support the Performance Task writing and answers the Essential Question.



### PROMPT

**Respond to the Text** The author of *This Is Your Life Cycle* uses a make-believe TV show to explain the stages in the life of a dragonfly and how the dragonfly survived each stage. What behaviors does Dahlia, the dragonfly, use to survive as a nymph? What behaviors will help her survive as an adult? Cite evidence from the text to support your response.



### PROMPT

**Respond to the Text** In *Octopus Escapes Again!*, Octopus must avoid predators while preying on other animals for food. What adaptations and behaviors does Octopus use as she hunts for food? How does each one help her survive? Cite evidence from the text to support your response.



### PROMPT

**Respond to the Text** In *The Nose Awards*, you read about the Elly award given to animals with special noses. What skills can animals' noses be used for? How might these skills help the animals survive? Cite evidence from the text to support your response.



### PROMPT

**Respond to the Text** In *T.J. The Siberian Tiger Cub*, you read about a tiger cub born at the Denver Zoo. When he was just ten weeks old, T.J.'s mother died. Many people worked hard to help T.J. survive. What are some behaviors people taught T.J.? How would he use those behaviors to survive by himself? Cite evidence from the text to support your response.

## WRITING: MODULE WRAP-UP

Performance Tasks demonstrate the knowledge gained across the module and mirror the type of writing students will see on state testing.

P

Performance Task

**Essential Question**

### What behaviors help animals survive?

**Write an Expository Essay**

**PROMPT** Think about what you read in this module about the behaviors animals use to help them survive. How are the animal behaviors similar? How are they different? Write an expository essay that compares and contrasts the behaviors of two animals from the texts in this module. Use evidence from the module selections to support your informative essay.

**Be sure your essay:**

- Introduces the topic.
- Includes facts, definitions, and details from the texts.
- Compares and contrasts the information in a way that makes sense.
- Uses transition words such as *also* and *but*.
- Has a clear ending statement or conclusion.



# Direct Instruction and Guided Practice

## Lesson at a Glance

The Writing Workshop Teacher's Guide provides a blueprint for each day's lesson.

**LESSON 3** PREWRITING I: PREPARING TO WRITE

**INFORMATIONAL TEXT • DESCRIPTION**

**LEARNING OBJECTIVES**

- Understand the writing prompt.
- Identify task, audience, and purpose.
- Set goals for writing.
- Language: Articulate writing goals.

**MATERIALS** Online Ed

**Display and Engage 2.3**  
**Writer's Notebook** pp. 2.2, 2.3  
**Anchor Chart W1: Task, Audience, and Purpose**

**INSTRUCTIONAL VOCABULARY**

- description** Informational text that gives details about a topic that helps readers picture it.

**Discuss the Writing Prompt**

- Tell students that in this module they will write a description. Explain that a **description** is a type of informational text that gives details about a topic that helps readers picture it. Have students add this term to their lists while you add it to the class Instructional Vocabulary list.
- Show **Display and Engage 2.3** and read the Writing Prompt together. Be sure students note and understand the tips.
- Refer students to **Writer's Notebook, page 2.2**. Explain that the rubric can help them understand the features of a strong description. Discuss the different expectations of the rubric. Remind students they can use this rubric as a guide while drafting and revising.
- Display **Anchor Chart W1: Task, Audience, and Purpose** and read the points with students. Talk about the task of writing a description. Ask: *What might a reader want to learn about an animal?* Allow students to talk with partners or in small groups to discuss this question. Connect this question to the idea of writing to inform an audience.

**Set Goals for Writing**

- Prompt students to think about their past writing and what they would like to improve. Have students set goals for writing their description and add them to the list on **Writer's Notebook page 2.3** or in their own notebooks.

**ENGLISH LEARNER SUPPORT: Facilitate Expression**

**SUBSTANTIAL**  
 Discuss goals for this assignment, pointing out these areas on students' previous writing or providing examples. Write the goals for students to copy into their Writer's Notebook.

**MODERATE**  
 Discuss students' writing goals with them. Provide sentence frames for them to write these goals in their Writer's Notebook.

**LIGHT**  
 Have students discuss writing goals with you before writing them in their Writer's Notebook. Help with instructional vocabulary if necessary.

**1122** Writing Workshop

Description 2.3

**Writing Prompt: Description**

**READ** this sentence: *Amazing creatures live in this world.*

**THINK** about an animal that you think is amazing.

**WRITE** a description of that animal. Use facts and details to show why that animal is amazing.

Be sure to —

- introduce the topic
- include interesting facts
- use descriptive language

Grade 4 | Writing Workshop Module 2

### Display and Engage

Projectable content for whole-class instruction

**Before you write... T.A.P.**

**Task:** What is the topic, prompt, or assignment?

**Audience:** Who am I writing this for?

**Purpose:** Why am I writing this?

**Common Purposes for Writing**

- To entertain** ... as in a story or personal narrative
- To inform** ... as in a research paper or response to reading
- To persuade** ... as in a letter to the editor or opinion essay
- To express how you feel** ... as in a journal or poem
- To request information** ... as in a letter

### Writer's Notebook

Direct support for student writing—not abstract practice or busy work

Name \_\_\_\_\_ Prewriting

**My Goals**

In this module, you're going to write an expository essay. An expository essay gives facts and details about a topic.

Think about your past writing. What did you do well? What do you want to do improve with your writing? Add your own goals on the lines below.

Provide a clear central idea in the introduction.

Provide specific words about my topic.

Use strong, interesting verbs.

Integrate research correctly.

Organize with a purposeful structure.

Use these goals as a checklist to develop your expository essay draft into a focused piece of writing.

Grade 4 | Writer's Notebook 10.3 Module 10





“Writing as a process means giving students time to prewrite, write, postwrite, proofread, and edit their papers. It means teaching writing, not just assigning it. It means teaching the various forms of writing so students think through their meaning, their purpose, the needs of their audience to determine the most appropriate genre.”

—Dr. Joyce Armstrong Carroll

# Scaffolded Writing Instruction for Multilingual Learners

Scaffolded instruction helps you meet multilingual learners at their own language-proficiency levels—and leverage what they already know.

**LESSON 13 EDITING: PEER PROOFREADING**

**LEARNING OBJECTIVES**

- Edit drafts.
- Identify and correct errors.
- **Language:** Share information using academic language.

**MATERIALS** *Online* *CP*

**Anchor Chart W11.1: Editing Checklist**  
Display and Engage 1.6

**TARGETED GRAMMAR SUPPORT**

You may want to have students use the following grammar milestones as they edit their stories.

- 2.1.3 **Common and Proper Nouns**, p. W232
- 2.1.2 **Capitalizing Nouns**, p. W231
- 4.1.1 **Adjectives That Tell What Kind**, p. W200
- 4.1.3 **Who, That, and Articles**, p. W202

**LEARNING MINDSET: Belonging**

**Reflect** Have students think about what role they have played in the class community as they wrote their personal narratives. How have you or your classmates helped you as you wrote your personal narrative? How have you helped others? Encourage students to think about how sharing information about themselves has helped the community become closer.

**Anchor Chart W11.1: Editing Checklist**

**INTRODUCE THE EDITING SKILL**

- Display **Anchor Chart W11.1: Editing Checklist**. Point out that editing includes checking grammar, capitalization, punctuation, and spelling.
- Tell students that editing is like being a detective. Explain that they will work with a partner to look for clues to make their writing better.
- Show **Display and Engage 1.6** to remind students about capitalizing proper nouns.
- Have students sit with a partner and exchange drafts of their stories.
- Write on the board or on chart paper what students should look for as they edit their partner's story. As they read, partners should circle or underline things they believe are incorrect.

**Use Feedback to Edit**

- Have partners return the stories to their writers. Give them time to talk to their partners about suggested changes. Then have students finish editing their stories.

**ENGLISH LEARNER SUPPORT: Support Editing**

**SUBSTANTIAL**  
Partner with beginning English learners to help them edit their stories.

**MODERATE**  
Encourage intermediate students to partner with one another as they discuss their stories.

**LIGHT**  
Have advanced students help beginning and intermediate students edit their work.

Support multilingual learners using a variety of research-based strategies to:

- Focus on academic language and vocabulary
- Link background knowledge and culture to learning
- Increase comprehensible input
- Support language output with sentence frames
- Promote classroom interaction

**EL ENGLISH LEARNER SUPPORT: Support Editing**

**SUBSTANTIAL**  
Partner with beginning English learners to help them edit their stories.

**MODERATE**  
Encourage intermediate students to partner with one another as they discuss their stories.

**LIGHT**  
Have advanced students help beginning and intermediate students edit their work.



# Targeted Lessons in Small Groups



## Grammar in the Context of Writing

Grammar is taught most effectively 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.

### DIFFERENTIATED

Grammar minilessons provide customized support for students who need help with other grammar and language skills.

### SYSTEMATIC

Teachers who want a comprehensive, systematic grammar curriculum can teach the minilessons according to the scope and sequence.

**LESSON 1.3.5** **CONNECT TO WRITING: USING COMPOUND SENTENCES**

**LEARNING OBJECTIVES**

- **Language** Use conjunctions to form compound sentences.
- **Language** Use compound sentences correctly in speaking and writing.

**MATERIALS** Online Ed

**Display and Engage** Grammar 1.3.5

**Printable** Grammar 1.3.5

**INSTRUCTIONAL VOCABULARY**

- **conjunctions** words that are used to join simple sentences to make compound sentences
- **compound sentence** is made of two simple sentences joined by

**Connect and Teach**

- Show **Display and Engage: Grammar 1.3.5**. Discuss the **conjunctions** used to form **compound sentences** in the examples.

**Engage and Apply**

- Make sure students understand that combining simple sentences correctly can make their ideas clear.
- Provide examples of sentences that are repetitive or unclear and have pairs correct them.
  - Lisa went to the party then Lisa went home after the party.* Lisa went to the party, and then she went home.
  - We pick berries at the farm we wash the berries to eat them.* We pick berries and apples at the farm, and then we wash and eat them.
- Use a conjunction to show the connection between two ideas. Discuss how a comma and conjunction help readers see where one idea stops and another starts.

**DISPLAY AND ENGAGE: Grammar 1.3.5**

**Connect to Writing: Using Compound Sentences**

Sometimes a writer puts two simple sentences together with no comma and conjunction. This kind of mistake is called a **run-on**. Run-ons are confusing because readers don't know where one idea stops and another begins. One way to fix a run-on is to write a **compound sentence**.

**Run-On Sentence**

We lined up at the bookstore the author signed our books.

**Compound Sentence**

We lined up at the bookstore, and the author signed our books.

## Grammar Practice Printables

Access practice pages to reinforce grammar skills, usage, and mechanics from Ed, the HMH learning platform. Also available as a consumable workbook!

**Grammar Practice Workbook**

Grade 1

**Sentence Parts**

group of words that tells a complete thought. The naming part is called the subject. The part of the sentence that tells what the subject is doing is called the predicate.

**The Naming Part**

words that tell a complete subject is the naming part. It tells who or what is doing something.

1. The rabbit hopped away.

2. The rabbit hopped away.

3. The rabbit hopped away.

4. The rabbit hopped away.

5. Donna sings in the chorus.

6. The cookies are warm.

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# Writing Conferences and Assessment

Integrated into daily instruction, various types of assessment help you target individual needs, helping writers grow into their own unique voices.

## Weekly and Module Assessments

- Weekly Assessments include editing tasks that assess application of key grammar skills.
- Module Assessments include editing tasks and writing prompts that assess each module's key grammar and writing skills.

## Rubrics

Multi-trait rubrics at point of use offer focused guidance to score and guide student writing. One rubric for every module is provided.

## Writing Conferences

As students work on their writing, circulate around the room and offer targeted help with the day's lesson, another writing topic, or an area of grammar that needs work. These regular, informal conferences provide students with actionable feedback to help them on their path to becoming great writers.

| Module 7: Poetry Writing Rubric   |   | Name _____ Date _____   |  |
|---|---|---|--|
| <b>Score</b><br><b>Organizers/Progression</b>   | 1 | <ul style="list-style-type: none"> <li>The writing is minimally on topic.</li> <li>The writing has no structural details appropriate to the poetic form.</li> </ul>   | <ul style="list-style-type: none"> <li>The writing does not develop an idea.</li> <li>There is no focus or clarity.</li> </ul>       |
|   | 2 | <ul style="list-style-type: none"> <li>The writing is minimally on topic.</li> <li>The writing has minimal structural details appropriate to the poetic form.</li> </ul>  | <ul style="list-style-type: none"> <li>The writing minimally develops an idea.</li> <li>There is little focus or clarity.</li> </ul> |
|   | 3 | <ul style="list-style-type: none"> <li>The writing is mostly on topic.</li> <li>The writing is somewhat purposeful.</li> <li>The writing has some structural details appropriate to the poetic form.</li> </ul>   | <ul style="list-style-type: none"> <li>The writing develops an idea with some focus and clarity.</li> </ul>                          |
|   | 4 | <ul style="list-style-type: none"> <li>The writing is on topic.</li> <li>The writing is purposefully presented.</li> <li>The writing has structural details that support the structure of another poetic form.</li> </ul>   | <ul style="list-style-type: none"> <li>The writing develops an engaging idea.</li> <li>The writing is focused and clear.</li> </ul>  |
| <b>Development of Ideas</b>   |   | <b>Organization/Progression</b>   |  |
| <ul style="list-style-type: none"> <li>When presented with the poetic form, the student does not respond.</li> <li>When presented with the poetic form, the student responds with minimal details.</li> <li>When presented with the poetic form, the student responds with some details.</li> <li>When presented with the poetic form, the student responds with details.</li> <li>When presented with the poetic form, the student responds with details that are relevant to the topic.</li> <li>When presented with the poetic form, the student responds with details that are relevant to the topic and show some focus and clarity.</li> <li>When presented with the poetic form, the student responds with details that are relevant to the topic and show focus and clarity.</li> </ul> |   | <ul style="list-style-type: none"> <li>When presented with the poetic form, the student does not respond.</li> <li>When presented with the poetic form, the student responds with minimal details.</li> <li>When presented with the poetic form, the student responds with some details.</li> <li>When presented with the poetic form, the student responds with details.</li> <li>When presented with the poetic form, the student responds with details that are relevant to the topic.</li> <li>When presented with the poetic form, the student responds with details that are relevant to the topic and show some focus and clarity.</li> <li>When presented with the poetic form, the student responds with details that are relevant to the topic and show focus and clarity.</li> </ul> |  |
| <b>Grade 5</b><br>© Houghton Mifflin Harcourt Publishing Company. All rights reserved.  |   | <b>Module 11 Assessment</b>   |  |

### Word Bank

Jot down your thoughts about making friends. Then, as you list *Feed the Geckos!* and think about writing a persuasive letter, jot down interesting words, phrases, and ideas. You can use the Word Bank as you draft and revise your writing.

### Writing

Read the selection and choose the best answer to each question.

Carter wrote a paper about his favorite flower. Read the paper and look for corrections Carter should make. Then answer the questions that follow.

#### Mum's the Word

(1) My favorite flower is the chrysanthemum. (2) Mum for short. (3) These beautiful flowers usually bloom from late summer into early winter. (4) Some people use a bunch of mums in their gardens and homes to announce the coming of fall.

(5) Mums come in many different colors and sizes. (6) For example, the daisy mum is usually four inches across and has a bright yellow center. (7) The outer part of the flower comes in common autumn colors like orange and yellow, but it can also come in shades of purple and pink.

(8) Another type of mum, the pompom mum, is round and usually smaller than the daisy mum. (9) It comes in colors like green orange purple red and yellow.

(10) Mrs. Albaugh is our neighborhoods expert on mums. (11) If you are shopping for mums to plant, she said, look for plants with tight, unopened buds. (12) It's best to plant mums in the spring so they'll have plenty of time to growing strong roots. (13) Choose a well-drained area, and dig a hole twice as big as the mum's root ball. (14) Cover the roots with dirt and water well.

(15) If you purchase mums for your space, I hope that you will enjoy them as much as I have.

- Which is the best way to write sentences 1 and 2 as one sentence?
  - My favorite flower is the chrysanthemum, or mum for short.
  - My favorite flower is the chrysanthemum, so mum for short.
  - My favorite flower is the chrysanthemum, but Mum for short.
  - My favorite flower is the chrysanthemum, and "Mum" for short.
- What change should be made in sentence 4?
  - Change *bunch* to *crowd*.
  - Change *their* to *there*.
  - Change *homes* to *home's*.
  - No change is needed.

Printable from *Ed*, the HMH learning platform.




## Tools and Resources for Writing Online

*HMH Into Reading* and *¡Arriba la Lectura!* provide ample opportunity for students to hone their writing craft by developing a deep understanding of the stages in the writing process and expressing their ideas and thoughts.

**Goal:** Read and analyze the sample narrative. Then plan and write your own Personal Narrative.

**Read** the following sentence: *All of our experiences help us learn and grow.*  
**Think** about a time you learned a lesson from something that happened to you.  
**Write** a Personal Narrative about that time. Use descriptive language.



**DRAFTING**   **REVISING**   **EDITING**

Draft your Personal Narrative below. Refer to your graphic organizer and the "Elements of a Personal Narrative" Anchor Chart for guidance. Remember to write using the first-person point of view.

The beginning of your narrative should introduce your characters and setting. (See the "5+1 Ways to Begin a Story" Anchor Chart.) The middle of your narrative should tell about a problem or conflict and how the character tries to solve it. Finally, your story should end in a resolution to your conflict.

**B**   *i*   U   **F**   **F**   **≡**       **:**

Start writing...

### ONLINE ED WRITING TASKS FOR PERFORMANCE TASKS AND WRITING WORKSHOP

- The Ed Writing Tasks digital writing tool offers simple feedback, revision, peer review, and reporting for teachers and students.
- Teachers can take advantage of a Spanish-language interface and text-to-speech support, and receive skill and standards reports for each assignment.

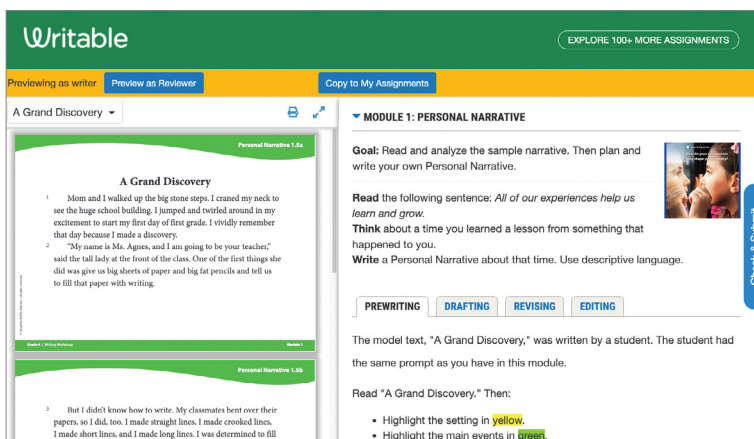




# Writing Made Easier: Grades 3-6

# Writable

Available for purchase with *HMH Into Reading* and *¡Arriba la Lectura!* All from the **Ed learning platform.**



- **Writable**® teaches and reinforces the writing process with every lesson as it guides students through the writing stages.
- Access a bank of 600+ additional writing assignments, including content in **Spanish and support for multilingual learners.**
- Foster peer collaboration and “gamify” the writing experience with anonymous review.
- Scaffolded sentence and paragraph starters are provided for differentiation.
- Grading is easier with **AI Rubric Scoring, Team Grading, and Grader Calibration.**



Daily online writing for both English and Spanish

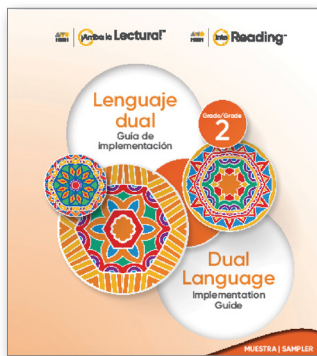


# Comprehensive Dual-Language Instruction

Designed to ensure mastery for all learners, *HMH ¡Arriba la Lectura!* is a complete solution for students learning to read, write, and communicate in Spanish. With research-driven instruction and the guidance of Spanish literacy experts, the tools and resources in *¡Arriba la Lectura!* put all learners on the same playing field.

*¡Arriba la Lectura!* program literature includes:

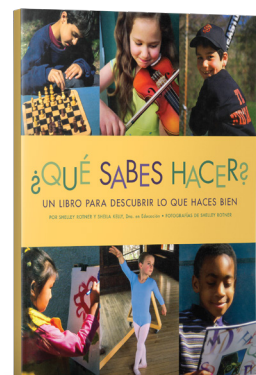
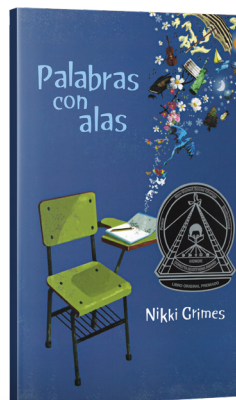
- Authentic texts from Spanish trade book publishers
- Spanish *Rigby Library*
- Culturally relevant literature
- Translations personally reviewed and approved by Alma Flor Ada and F. Isabel Campoy



Alma Flor Ada, PhD



F. Isabel Campoy





# Grow Curious, Resilient Learners

HMH Into Reading supports the development of the whole child with a focus on social and emotional learning. The benefit of understanding themselves and others is not only relevant to students—HMH Into Reading supports growth for teachers as well.

HMH Into Reading incorporates the latest research in social-emotional learning, strategies, and practices to build a community of resilient, curious learners.



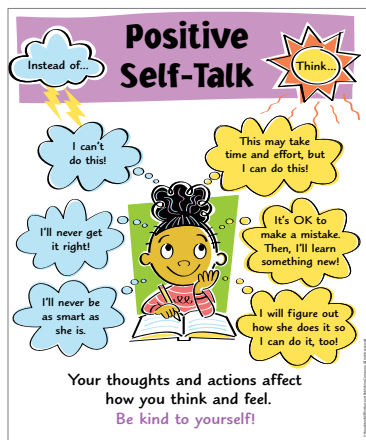
**SOCIAL & EMOTIONAL LEARNING:  
Self-Awareness**



**SOCIAL & EMOTIONAL LEARNING:  
Self-Management**



**SOCIAL & EMOTIONAL LEARNING:  
Social Awareness**



**Anchor Charts**



**SEL Lesson PowerPoint® Decks**





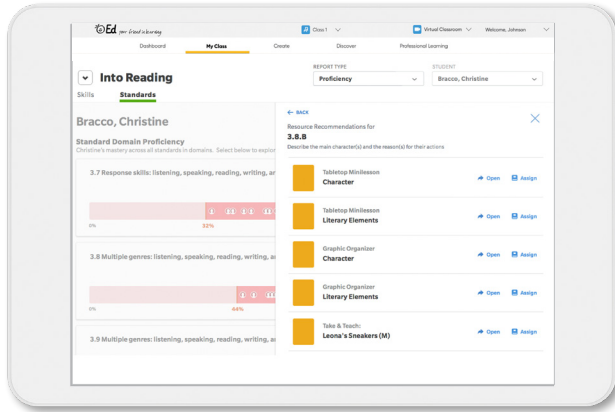
# Student Growth and Accelerated Learning

## Everything You Need at Your Fingertips for Planning and Differentiation!

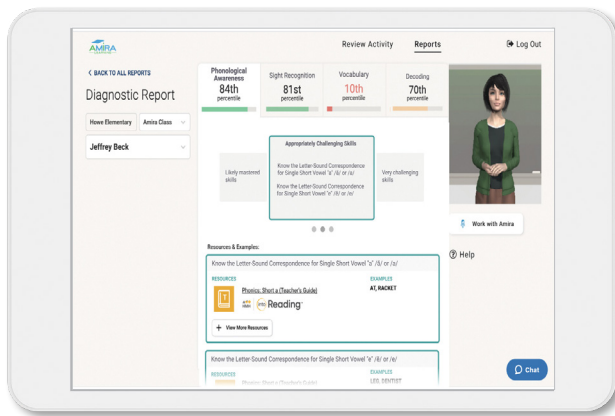
*Ed, the HMH learning platform, offers instant access to resources, differentiation and grouping options, and assignments for creating an impactful lesson for *HMH Into Reading*.*

- Easy-to-read reporting
- Meaningful and actionable data insights
- Clear and targeted differentiation
- Embedded professional learning support
- Time-saving search by genre, standard, or Lexile® measure
- Planning tools that allow you to use resources as outlined in the Teacher's Guide and which are also easily adaptable to fit your own classroom

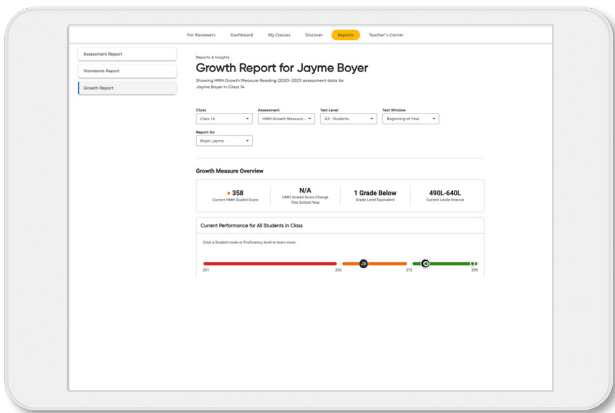




**Resource recommendations** based on data can be easily filtered and assigned to individual students.



**Amira** provides *HMH Into Reading* resource recommendations based upon students' oral reading fluency assessment results.



**Student growth reports**, with the option to view by skill or standard, give a clear picture of each student's growth.

From the convenience of searching for instructional content by standard, topic, or genre, to generating actionable reports that ease planning and grouping, *HMH Into Reading* gives you back your most valuable resource—instructional time with your students.





# Assessments for Every Need

*HMH Into Reading* provides ongoing, balanced assessment and integrated, actionable reporting to empower teachers with data-driven decision making and tools for effective instructional planning.

## HMH Reading Growth Measure 3x year



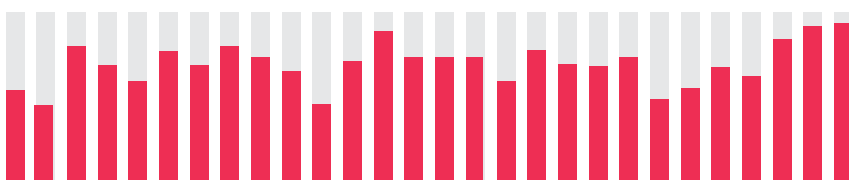
Given three times a year, this benchmark assessment provides a snapshot of student reading level and proficiency.

## Module Tests 12x per year



**Module Assessments** help teachers know how students are performing on key skills and standards and whether intervention, reteaching, or challenge is required.

## Lesson-Level Homework Practice & Application



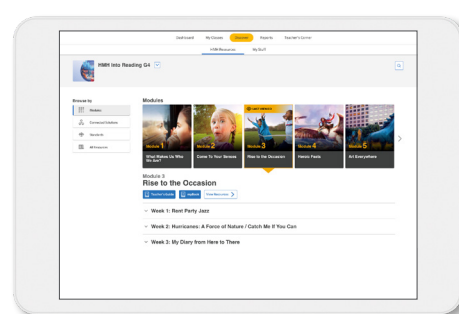
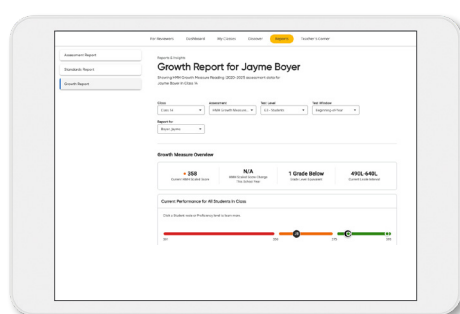
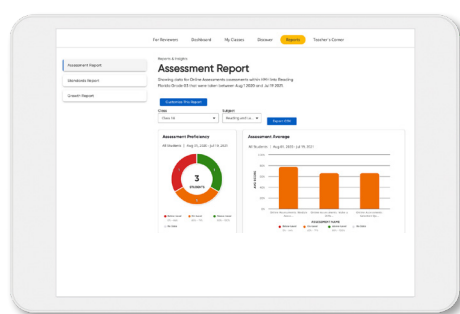
Teacher observations, running records, skills practice, independent reading, weekly assessments, and other **formative assessments** help teachers make informed instructional decisions.



# Maximize Growth Through Data-Driven Differentiation and Assessment



Meaningful data insights help teachers determine a daily skills focus for minilessons and small-group needs.



## REPORTS

Multiple report views allow teachers to **see the gaps and gains** of the class at any moment throughout the school year.

## GROUPING

**Data-driven recommendations** dynamically assign students to groups, allowing teachers to target learning needs and differentiate instruction.

## RESOURCE

**RECOMMENDATIONS** Based on data, resources are recommended to **target students' individual learning needs**.

- Reports show students' Lexile measures and scaled scores as well as project future progress towards standards mastery.
- Provide visibility into each student's mastery level across standards.

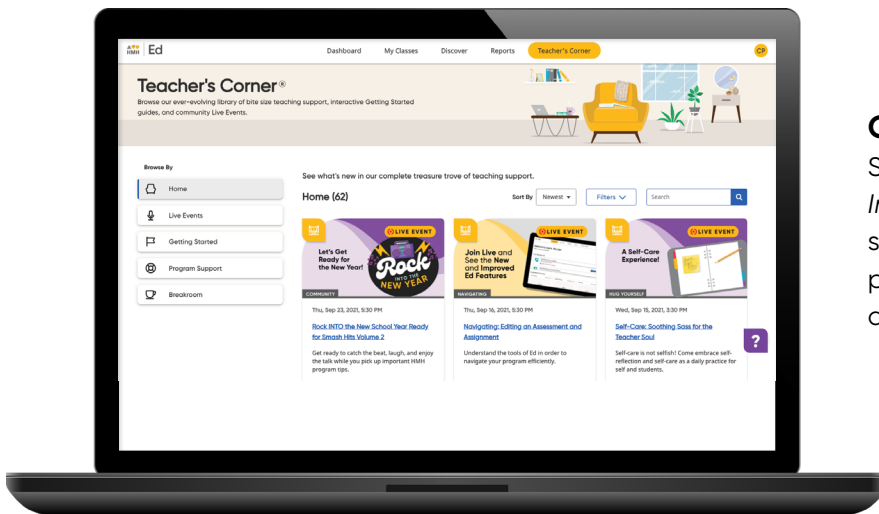
To learn more about *Amira* assessments, see page 7.





# Options from Day 1 to Day 180

We want you to feel confident teaching with our programs—and that comes with ongoing support. Teacher’s Corner gives you the support you want with an ever-growing library of professional learning resources from authentic classroom videos to tips from our team of experienced coaches and teachers who are currently teaching with *HMH Into Reading*.



## Getting Started

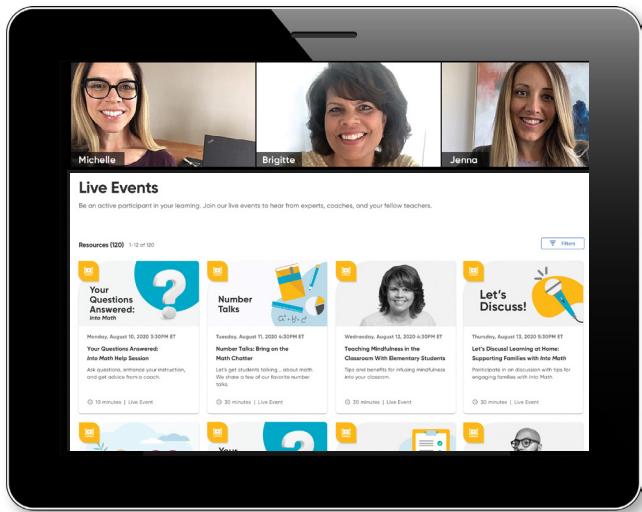
Start the year strong with *HMH Into Reading* resources focused on setting up the learning environment, pacing and prioritizing instruction, and more.

## Award-Winning Teacher and Leader Support

HMH’s Nationally Recognized Professional Learning is at your service. Recognized for: Program Launch, Ongoing Teacher Support and Ongoing Leader Support.





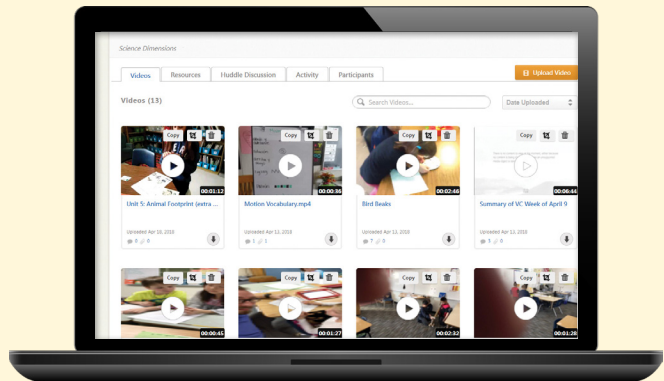


## Live Community Support

Whether you have a question or want implementation advice, our Live Events are opportunities to connect with HMH coaches and other teachers. Register for these online sessions that feature everything from groundbreaking new author research to group discussions facilitated by other reading teachers.

## HMH Coaching Studio

For Ongoing Professional Learning, choose topics that matter to you and your students – delivered live, online, and via asynchronous learning on our award-winning platform.





# HMH Into Reading Components Summary

| <i>HMH Into Reading</i>   | K         | 1         | 2         | 3         | 4         | 5         | 6         | Digital | Print |
|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|---------|-------|
| <b>STUDENT RESOURCES</b>  |           |           |           |           |           |           |           |         |       |
| Write-In myBook Student Edition   | 1 volume  | 5 volumes | 3 volumes | 2 volumes | 2 volumes | 2 volumes | 2 volumes | ✓       | ✓     |
| Online Interactive Student Digital Resources on Ed, the HMH learning platform   | •         | •         | •         | •         | •         | •         | •         | ✓       |       |
| Online Rigby® Library   | •         | •         | •         | •         | •         | •         | •         | ✓       |       |
| Online Writing Tool for Performance Tasks and Writing Workshop with simple feedback revision and peer review.   |           |           |           | •         | •         | •         | •         | ✓       |       |
| Writer's Notebook   | •         | •         | •         | •         | •         | •         | •         | ✓       | ✓     |
| Grammar Practice Workbook   |           | •         | •         | •         | •         | •         |           | ✓       | ✓     |
| Know It Show It Practice Book   | •         | •         | •         | •         | •         | •         | •         | ✓       | ✓     |
| Read and Respond Journal  |           | •         | •         | •         | •         | •         | •         | ✓       | ✓     |
| Vocabulary Online Interactive Practice  |           | •         | •         | •         | •         | •         |           | ✓       |       |
| Phonics Online Interactive Practice   | •         | •         | •         |           |           |           |           | ✓       |       |
| <b>CLASSROOM RESOURCES</b>  |           |           |           |           |           |           |           |         |       |
| Rigby Library   | •         | •         | •         | •         | •         | •         | •         | ✓       | ✓     |
| Focal/Mentor Text Trade Books   |           | 12 titles | 12 titles | 12 titles | 12 titles | 12 titles | 12 titles | ✓       | ✓     |
| Read Aloud Books (Note: Grades 3–6 are passages and articles located in the Teacher's Guide.)   | 36        | 20        | 30        | 10        | 10        | 10        | 10        | ✓       | ✓     |
| Big Books   | 33        | 10        |           |           |           |           |           | ✓       | ✓     |
| Tabletop Minilessons Flipchart: Reading   | •         | •         | •         | •         | •         | •         | •         | ✓       | ✓     |
| Tabletop Minilessons Flipchart: English Language Development  | •         | •         | •         | •         | •         | •         | •         | ✓       | ✓     |
| Start Right Readers Decodable Readers – 6 copies of each  | 9 volumes | 6 volumes | 6 volumes |           |           |           |           | ✓       | ✓     |
| Instructional Card Kits, including Letter Cards, Picture Cards, High-Frequency Word Cards, Alphabet Cards (Grade K Kit), Picture Cards (Grades 1 and 2 Kits) <i>Alphafriends</i> ®, Sounds/Spelling Cards (Grades 1 and 2 Kits), Vocabulary Cards | •         | •         | •         |           |           |           |           | ✓       | ✓     |
| Vocabulary Cards  |           |           |           | •         | •         | •         | •         | ✓       |       |
| <i>Alphafriends</i> Videos  | •         | •         | •         |           |           |           |           | ✓       |       |
| Articulation Videos   | •         | •         | •         |           |           |           |           | ✓       |       |
| <b>TEACHER RESOURCES</b>  |           |           |           |           |           |           |           |         |       |
| Teacher's Guide   | 9 volumes | 4 volumes | 4 volumes | 4 volumes | 4 volumes | 4 volumes | 6 volumes | ✓       | ✓     |
| Program Guide   | •         | •         | •         | •         | •         | •         | •         | ✓       | ✓     |
| Guided Principles and Strategies  |           |           |           |           |           |           | •         | ✓       | ✓     |
| Teaching Pal Annotated Teacher's Edition of the student myBook  |           | 5 volumes | 3 volumes | 2 volumes | 2 volumes | 2 volumes | 2 volumes | ✓       | ✓     |
| Writing Workshop Teacher's Guide  |           | 1 volume  | 1 volume  | 1 volume  | 1 volume  | 1 volume  | 1 volume  | ✓       | ✓     |
| Book Stix Read-aloud prompts for teachers (K–2)   | •         | •         | •         |           |           |           |           | ✓       |       |
| Dual-Language Implementation Guide (Component with <i>iArriba la Lectura!</i> )   | •         | •         | •         | •         | •         | •         | •         | ✓       | ✓     |
| Book Club Discussion Guide  |           | •         | •         | •         | •         | •         | •         | ✓       |       |
| Take and Teach Rigby Library Lesson Cards   | 90        | 90        | 90        | 96        | 96        | 96        | 90        | ✓       | ✓     |
| Foundational Skills and Word Study Studio   | •         | •         | •         | •         | •         | •         | •         | ✓       |       |
| Foundational Skills Daily Show and Teach Slides   | •         | •         | •         |           |           |           |           | ✓       |       |
| Guided Reading Coaching Cards   | •         | •         | •         | •         | •         | •         | •         | ✓       | ✓     |
| Teacher's Corner Professional Learning Resources with Live Events and Facebook® Group   | •         | •         | •         | •         | •         | •         | •         | ✓       |       |
| Social and Emotional Learning: Lesson PowerPoint® Decks   | •         | •         | •         | •         | •         | •         | •         | ✓       |       |

This is a listing of components by grade level for informational purposes only. Please contact your Account Executive for more information.



Ask about HMH's  
K–6 Spanish Program  
**¡Arriba la Lectura!**

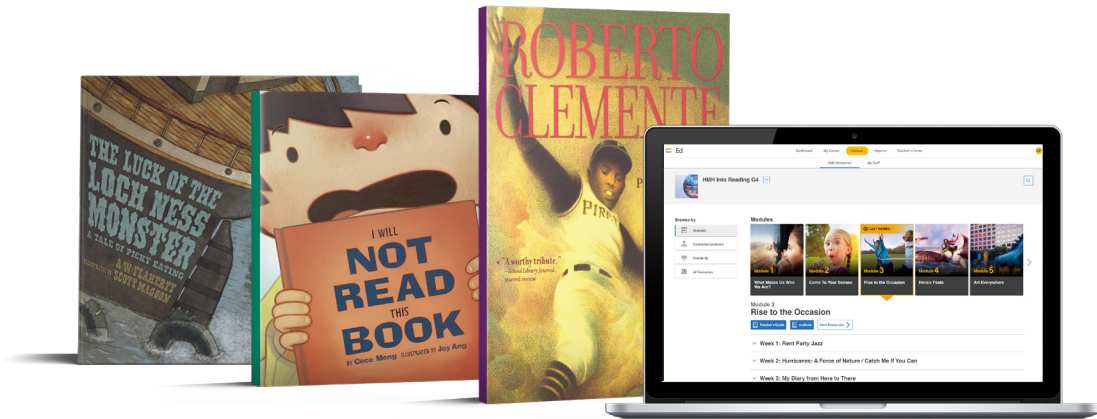
| <b>HMH Into Reading</b>   | <b>K</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>Digital</b> | <b>Print</b> |
|---|----------|----------|----------|----------|----------|----------|----------|----------------|--------------|
| <b>TEACHER RESOURCES (continued)</b>  |          |          |          |          |          |          |          |                |              |
| Online Interactive Teacher Digital Resources on <i>Ed</i> , the HMH learning platform   | •        | •        | •        | •        | •        | •        | •        | ✓              |              |
| <i>Ed</i> , the HMH learning platform Discover Section, including Anchor Charts, Display and Engage projectables, professional learning resources, multimedia, family letters, (in 10 languages) practice and application resources | •        | •        | •        | •        | •        | •        | •        | ✓              | +            |
| Assignments Section of <i>Ed</i> , the HMH learning platform  | •        | •        | •        | •        | •        | •        | •        | ✓              |              |
| Data/Reports Section of <i>Ed</i> , the HMH learning platform   | •        | •        | •        | •        | •        | •        | •        | ✓              |              |
| Grouping Section of <i>Ed</i> , the HMH learning platform   | •        | •        | •        | •        | •        | •        | •        | ✓              |              |
| Virtual Classroom supports on <i>Ed</i> , the HMH learning platform   | •        | •        | •        | •        | •        | •        | •        | ✓              |              |
| <b>REMOTE TEACHING AND LEARNING</b>   |          |          |          |          |          |          |          |                |              |
| Family Room at Home Learning Supports for Parents and Caregivers  | •        | •        | •        | •        | •        | •        | •        | ✓              |              |
| Leader's Corner for Administrators  | •        | •        | •        | •        | •        | •        | •        | ✓              |              |
| <b>ASSESSMENTS</b>  |          |          |          |          |          |          |          |                |              |
| <b>HMH Reading Growth Measure</b><br>Online, Adaptive Assessment and Growth Measure for Comprehension   |          |          | •        | •        | •        | •        | •        | ✓              |              |
| <b>Program Assessments</b>  |          |          |          |          |          |          |          |                |              |
| Formative Assessments   | •        | •        | •        | •        | •        | •        | •        | ✓              | +            |
| Weekly Assessments  | •        | •        | •        | •        | •        | •        | •        | ✓              | +            |
| Screening, Diagnostic and Progress Monitoring Assessments<br>K–1 Online Foundational Skills Screener  | •        | •        | •        | •        | •        | •        | •        | ✓              |              |
| Selection Quizzes   |          | •        | •        | •        | •        | •        | •        | ✓              | +            |
| Leveled Reader Quizzes  |          | •        | •        | •        | •        | •        | •        | ✓              | +            |
| Running Records   | •        | •        | •        |          |          |          |          |                | +            |
| <b>Summative Assessments</b>  |          |          |          |          |          |          |          |                |              |
| Module Assessments  | •        | •        | •        | •        | •        | •        | •        | ✓              | +            |
| <b>Performance-Based Assessments</b>  | •        | •        | •        | •        | •        | •        | •        | ✓              | +            |
| <b>Guided Reading Benchmark Kit</b><br>Oral Reading Record, Retelling, Written Test   | •        | •        | •        | •        | •        | •        | •        | ✓              | + ✓          |
| <b>SUPPLEMENTAL/CONNECTED SOLUTIONS</b>   |          |          |          |          |          |          |          |                |              |
| <i>Amira Learning</i> ™ Assessment, Practice and Tutoring   | •        | •        | •        | •        | •        | •        | •        | ✓              |              |
| <i>HMH Reads with 480+ Online Texts and Instruction</i>   | •        | •        | •        | •        | •        | •        | •        | ✓              |              |
| <i>Waggle</i> ® Adaptive Skill Practice   | •        | •        | •        | •        | •        | •        | •        | ✓              |              |
| <i>Writable</i> ® Digital Writing Practice and Collaborative Writing Tool   |          |          |          | •        | •        | •        | •        | ✓              |              |
| Read 180® for Tier II and III Intervention with Online Path for Accelerated Learning  |          |          |          |          | •        | •        | •        | ✓              |              |
| JILLIE Literacy® Texts To Build Decoding and Comprehension Skills   | •        | •        | •        |          |          |          |          | ✓              | ✓            |

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+ Available from *Ed*, the HMH learning platform, as a downloadable/printable PDF



into Reading®



# A Vision for Student Growth

Experience it online at [hmhco.com/sample](http://hmhco.com/sample) or  
learn more about *HMH Into Reading* at [hmhco.com/intoreading](http://hmhco.com/intoreading)

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