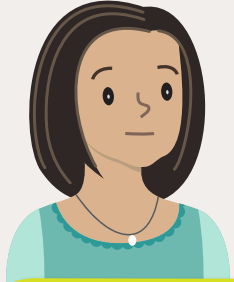


Accelerating Student Learning

HMH Into Reading

Getting Started



There is so much to cover! How do I know where to start?

Familiarize Yourself with the Priority Standards

Now that you have an idea of where students need more support, it's time to pivot to creating an action plan. Working with the International Center for Leadership in Education (ICLE), we've identified the highest priority standards for you to focus on, so you can narrow down your To-Teach list. These priority standards are built from hundreds of projects with thousands of educators around the country, which consistently show that prioritizing standards results in learning gains, with or without disrupted learning.

Priority Anchor Standards, Based on Rigorous Curriculum Design

R.CCR.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
R.CCR.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
R.CCR.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence..
R.CCR.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
W.CCR.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.CCR.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
W.CCR.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Narrowing Your Focus

Now what?



TIPS & TRICKS!

View the **Navigating to Other Grade Levels on Ed** video to learn how to access content from a previous grade so that you can reach back for extra support as students step into the new year.

Review Your Data Insights Against the Priority Standards

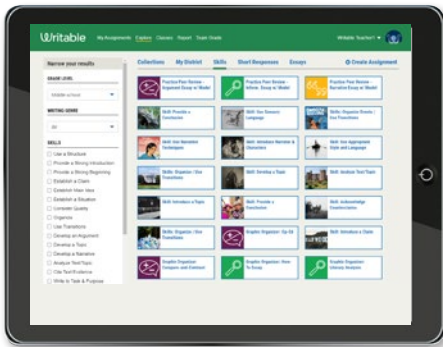
- ✓ Refer to the **HMH Priority Standards Pathways** to find specific standards language for your grade and for the previous grade.
- ✓ Cross-reference the available data you have for the students in your class against this short list of standards. If students need support with a range of standards, prioritize focusing on the ones on this list.
- ✓ If your students need support with many or all of these priority standards, we suggest you start with RL.1, RI.1, and RI.2.

Focusing on Writing

TIPS & TRICKS!

Writable (Grades 3–5)

Students can do their writing, peer reviewing, and revision online. If you have the enhanced version of Writable, use it to select from a variety of writing prompts or to write your own prompt.



Where to Start with Writing

If your district or school hasn't already determined the highest priority writing goals, or you don't have data available on your students' writing proficiency, try starting with what they know. Assign a writing activity from the Assess/Check for Understanding options in the **Priority Standards Pathways**.

Cite Text Evidence

Write an Opinion Letter

PROMPT

*In **Why Is the Statue of Liberty Green?**, Mrs. Bolt's class takes a field trip to the Statue of Liberty. The students explore the statue with a tour guide, but they are unable to go all the way up to the crown because visitors to the crown need special tickets.*

Imagine you are one of Mrs. Bolt's students. Write a letter to your teacher explaining whether you think the class should make another trip and go up in the crown. After you state your opinion, be sure to explain why you have that opinion. Use facts and details from the text to support your opinion. Don't forget to use some of the Critical Vocabulary words in your writing.

PLAN

Make notes about the main idea and important details about the visit to the Statue of Liberty. Underline the details that you can use as reasons to support your opinion.

WRITE

Now write your opinion letter to your teacher, explaining why you believe the class should or should not make another trip to the Statue of Liberty.

Make sure your letter

- states your opinion.
- provides reasons that support your opinion.
- uses linking words such as *because, therefore, and since* to connect opinions and reasons.
- has a closing section.

Finding the Right Resources



How do I use the Priority Standards Pathways to find what I need?

TIPS & TRICKS!

Use the accompanying Excel version of the HMH Priority Standards to filter for resources or to view a particular standard across all grades.

Dig In to the Priority Standards Pathways

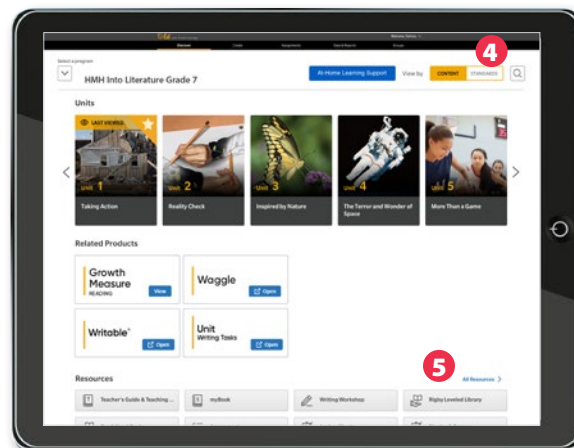
The **HMH Priority Standards Pathways** maps these high-priority standards to specific *Into Reading* resources that you can use to create custom lesson plans.



How to Use the HMH Priority Standards Pathways

- 1 Find resource references for your **current grade and the previous grade**. Use the bookmarks to jump to the level you need.
- 2 Note that standards have been broken into **targeted skills**, to provide more accurate resource recommendations.
- 3 Refer to the **Teach, Apply,** and **Assess/Check for Understanding** columns to pinpoint the most appropriate resources.

Priority Standards Pathway		Into Reading Priority Standards	
Grade 3		1	3
STANDARD	TEACH	APPLY	ASSESS/CHECK FOR UNDERSTANDING
<p>ANCHOR STANDARD Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>GRADE 3: Describe how reasons support specific points the author makes in a text*</p>	<p>Anchor Chart 18: Text Structure</p> <p>Teacher's Guide: Text Structure</p> <ul style="list-style-type: none"> The U.S. Constitution The Flag Maker T.J. The Siberian Tiger Cub Farmer Will Allen and the Growing Table Timeless Thomas: How Thomas Edison Changed Our Lives 	<p>Tabletop Minilessons: Reading 18</p> <p>Text Structure</p> <p>Leveled Reader and Take & Teach Lesson</p> <ul style="list-style-type: none"> Animals Armed for Survival Working Dogs You're Never Too Young to Save the Planet Jellyfish and Octopuses Meteors César Chávez: The Farm Workers' Friend The Statue of Liberty Why Animals Migrate Living in the Extreme The Life of Rosa Parks The Arctic Circle The Midnight Ride of Sybil Ludington High-Speed Trains Journey on a Patriotic Path 	<p>Read and Respond Interactive Journal</p> <ul style="list-style-type: none"> Snow Petrels The Race of 1903 Dogs that Help Owls



- 4 Find the resources you are looking for by entering the resource title into the **search bar**.
- 5 You might also select **All Resources** and then use the Component filter to help you locate the types of resources you'd like to use.

Finding the Right Resources




Get to Know the *Into Reading* Resources

Here's a brief overview of the resource types we've included in the Priority Standards Pathways, with some notes about how you might use them.



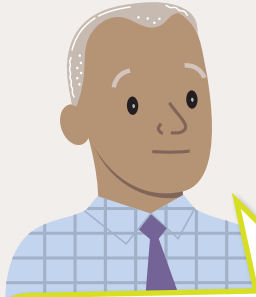
Which *Into Reading* resources are the best ones to use?

KEY

-  Ideal for whole-class instruction
-  Ideal for small-group learning
-  Ideal for independent practice

Resource	Description			
Teacher's Edition	<ul style="list-style-type: none"> Hand-picked lessons from <i>Into Reading</i> to gauge students' understanding of priority standards Can be used in-class or for remote instruction Student myBook selections and additional resources linked within the lesson 	●	●	
Leveled Readers and Take & Teach Lessons	<ul style="list-style-type: none"> Collection of leveled readers at a variety of guided reading levels Skill-focused lessons to guide student application and practice Well-suited for in-class or remote learning 	●	●	●
Anchor Charts	<ul style="list-style-type: none"> High-level visual summaries of skills and ideas Well-suited for in-class or remote learning 	●	●	●
Tabletop Minilessons: Reading	<ul style="list-style-type: none"> Skill and strategy focused minilessons for use with any text Can be used for initial teach, reteach, and application Well-suited for in-class or remote learning 	●	●	●
Read and Respond Journal	<ul style="list-style-type: none"> Selections accompanied by skill-focused comprehension questions Well-suited for in-class or remote learning Available as digital activities in Grades 3–5 			●
Reading Graphic Organizers	<ul style="list-style-type: none"> Skill-focused graphic organizers for application and checks for understanding 	●	●	●
Writing Workshop	<ul style="list-style-type: none"> Hand-picked lessons from <i>Into Reading's</i> Writing Workshop that provide instruction and practice in the steps of the writing process Can be used in-class or for remote instruction Additional resources linked within the lesson 	●	●	●
Waggle	<ul style="list-style-type: none"> An adaptive learning tool that provides game-like practice in key skills and advances students at their own pace Content can be assigned from previous grades to help close learning gaps 			●
Writable	<ul style="list-style-type: none"> Interactive prewriting, drafting, peer review, and revision A library of additional prompts and rubrics, if your district has the enhanced version 		●	●

Deciding on Your Approach



How do I make decisions about who needs what?

Revisit the Data and Plan Your Differentiation

Prior to choosing the right resources based on individual and class data, consider how you intend to use them. For whole-class instruction in the classroom? Independent practice in a remote setting? The resources are flexible and can work in a variety of contexts.

IF most students in the class need support with a priority standard or skill, **THEN** plan a whole-class lesson.



Here's How

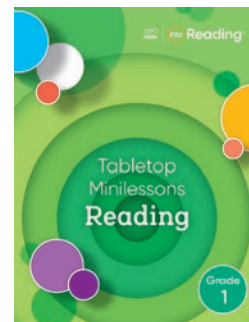
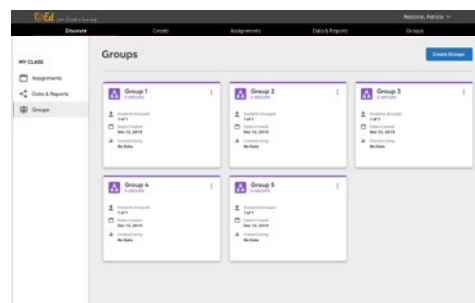
- 1 Based on your students' data from the Growth Measure and initial program assessments, select **Teach, Apply, and Assess/Check for Understanding** resources from the Priority Standards Pathways.
- 2 On the HMH learning platform, locate the specific resources you've chosen and add them to your plan.

IF only a few students need support with a priority standard or skill, **THEN** differentiate instruction for small groups or individuals by assigning a targeted skills bundle.



Here's How

- 1 Create groups based on student need using the Groups page on the HMH learning platform.
- 2 Select **Tabletop Minilessons: Reading or Leveled Reader** and **Take & Teach Lesson** to provide instruction.



- 3 Choose skill-focused **Leveled Readers** and/or selections from **Read and Respond Journal** for student application and practice.
- 4 Assign resources to the groups you've created.

Reflecting and Improving

How will I know if my approach is working?



TIPS & TRICKS!

View the **Creating Learning Groups in Ed** video to discover the automated and manual capabilities embedded within our learning platform.

Reflect on Progress and Adjust Your Course

- ✓ Assign a **Check for Understanding** resource to gauge how students are faring on a particular skill, and revisit the **Standards Report** on Ed.
- ✓ Make note of students who continue to need support with the priority standards. As you move into your next module of *Into Reading* instruction, pay particular attention to the **Options for Differentiation** notes to support their needs.
- ✓ When you assign any program assessment, you can review students' scores in the **Assessment Report**. This report highlights the standards on the test that students struggled with most, and allows you to review responses to each item. It also allows you to automatically create groups based on students' scores, so that you can target the areas of greatest need.
- ✓ As you progress through your instruction, periodically review the **Standards Report** to see how the data is filling in. Where there are continued areas of need, access the related resources or draw from the resources on the Priority Standards Pathways for additional differentiation support.
- ✓ Midway through the year, administer the **Growth Measure** again to check progress and adjust your course as needed.

