

CLSD Grant Toolkit

for K-12 Education Leaders



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- Grant Writing Tips
- Alignment to CLSD Priorities
- Narrative Profiles for Grants
- Glossary of Funding Terms

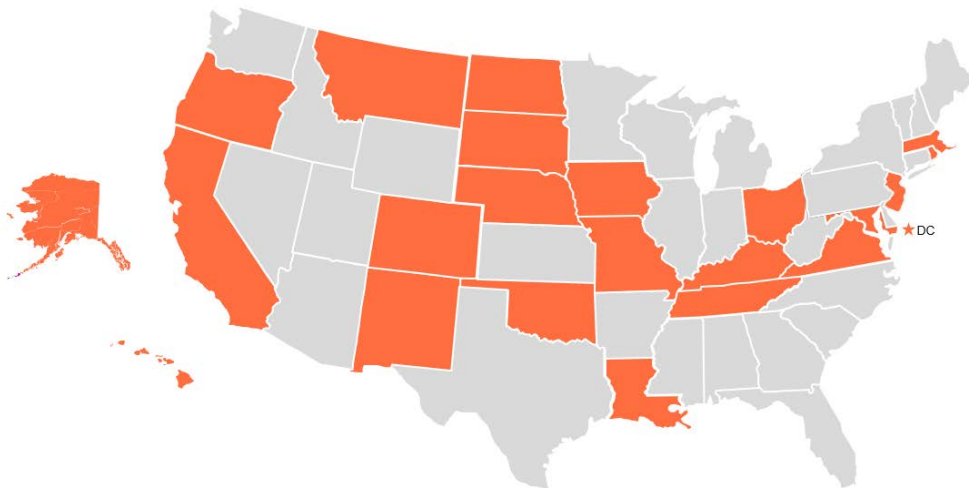
About the Grant

The **Comprehensive Literacy State Development (CLSD)** program is a five-year federal discretionary grant that aims to improve literacy achievement for children from birth to Grade 12.

Twenty-two states and D.C. have been awarded in this latest competition. Now districts in these states have an opportunity to implement evidence-based solutions to boost literacy skills for all students using funds from this grant.

The **distribution of funds** is split among these bands:

- 15% for Birth to Age 5 Children
- 40% for K-5 Students
- 40% for Students in Grades 6-12, with an equal share among middle and high schools



Inside this Toolkit

To help you prepare your grant application, we've curated the following resources to ensure your striving readers are successful.

- 3 Grant Writing Tips**
- 5 Program Alignments to CLSD**
- 11 Priorities Narrative Profiles for Grants**
- 60 Glossary of Funding Terms**

Grant Writing Tips

Getting Started

The grant writing process can be challenging—even for experienced writers. The competition can be fierce. You have only one chance to make a good impression to capture the reviewers' attention.

Here are six tips to ensure that your proposal is both effective and competitive:

1

Start early.

Allow extra time for writing, reviewing, and editing.

2

Know the deadline.

Submit your grant proposal prior to the deadline.

3

Follow directions!

Read the instructions carefully. Check for required information, forms, and signatures.

4

Use active voice.

Don't write to impress. Get to the point clearly without wasting words. Use easy to understand language since the reviewer could be a "novice."

5

Format matters.

Use the required font, sizing, and line spacing. Know the page limits. Any information presented beyond the word count limit will not be reviewed.

6

Be persistent!

If your proposal isn't funded, request a copy of the reviewers' comments to make improvements before submitting your next grant proposal.

Useful Links

Check out these sites for additional inspiration.

- [Grant writing basics from grants.gov](https://www.grants.gov)
- [Grant writing tutorial from NEA](https://www.nea.gov)
- [Writing your first grant from faculty focus](https://www.facultyfocus.com)



Grant Application Components

Each grant proposal will vary in certain aspects. Every funder has unique guidelines that dictate the format and direction of the proposal. Typically, most grant applications contain these elements.

Essential components	Have you considered?
<p>Executive summary</p> <p>This section provides a brief overview of the project and is usually written <i>after</i> the proposal has been completed. The summary gives a taste of the proposal to come and is your chance to make a good first impression.</p>	<ul style="list-style-type: none"> • Audience: Who will be directly impacted by the project? • Need/Problem: What need will the project address? • Educational Goals: What does the project strive to accomplish? • Performance Targets: Who will be able to do what, by when? • Activities: How will the project be carried out?
<p>Needs statement/assessment</p> <p>This piece should convince the reviewer that what you propose to do is important.</p>	<ul style="list-style-type: none"> • How will the needs for the project be identified? • What supporting research and data validate the identified needs?
<p>Goals and objectives</p> <p>The goals and objectives should describe the desired outcomes of the project.</p>	<ul style="list-style-type: none"> • Are the goals aligned with the project’s needs? • What results do you expect to achieve?
<p>Program design</p> <p>The program design should be detailed and describe how you plan to achieve the goals and objectives of the project.</p>	<ul style="list-style-type: none"> • Have you included a timeline and specified who will do what and when? • Do the activities relate to the program goals and objectives as well as the project requirements? • Does each activity address the identified needs of the targeted population and is it sufficient to achieve the measurable outcomes?
<p>Assessment and evaluation</p> <p>This section describes how you plan to track progress and measure success.</p>	<ul style="list-style-type: none"> • Do you have formative and summative assessment data? • How will you know if the desired impacts have been achieved?
<p>Sustainability</p> <p>For this section, describe how the program will continue when funds expire.</p>	<ul style="list-style-type: none"> • How will your project continue after the grant period has ended? • Is there an education foundation that could help with some of the costs?
<p>Project and resource management</p> <p>This section should show how the grant activities will be managed and monitored.</p>	<ul style="list-style-type: none"> • What existing resources will be utilized? • How will management of facilities best maximize the use of funds? • Will you work with other organizations to leverage resources? • Did you include a list of the project team along with their roles, responsibilities, and qualifications?
<p>Budget</p> <p>This should be an accurate “estimate” of the associated costs. Be sure to include a line item for every cost described in the narrative proposal.</p>	<ul style="list-style-type: none"> • Where will you need to expend resources to achieve your goals? • Are there other funding sources that may cover some of the costs?



Final assembly

Refer to these tips to ensure your application is ready for submission.

- Use the “**Evaluation Criteria**” as a checklist.
- Have several people **proofread and provide feedback**.
- Ensure you have all required **signatures** and review **formatting instructions**.
- Mail or deliver the proposals **prior to the deadline**.

Alignment to CLSD Priorities

In this section, you will see how the following HMH solutions align to the CLSD priorities.

6 Read 180®

Gr 3–12 | Intensive reading intervention for core or dedicated classrooms

Read 180 is the most powerful, proven intensive reading intervention program designed for students with gaps in foundational reading and comprehension skills.

7 Amira Learning®

Gr K–6 | 1:1 reading tutoring, oral reading fluency assessment, & dyslexia risk screening

Amira provides personalized 1:1 reading tutoring, oral reading fluency assessment, and dyslexia risk screening in English and Spanish.

8 Waggle®

Gr K–8 | Personalized practice and instruction for ELA

Waggle uses a skill-based artificial intelligence engine to provide personalized and focused practice to drive mastery.

9 English 3D®

Gr K–12 | Explicit and interactive English Language Development curriculum

English 3D enables multilingual learners in Grades K–12 to rapidly acquire the language skills necessary for academic success.

10 HMH Professional Learning

Gr K–12 | Professional development for teachers and leaders

HMH Professional Learning helps schools and districts achieve measurable gains with a personalized approach to professional learning centered on student outcomes.

Read 180

Intensive Reading Intervention | Grades 3–12

Read 180 is the most powerful, proven intensive reading intervention program designed for students with gaps in foundational reading and comprehension skills. Rooted in the science of reading and building on 25 years of positive results, it stands out as the most effective reading intervention solution in classrooms today.

<p>Evidence Base</p>	<p>ESSA Strong</p> <ul style="list-style-type: none"> • What Works Clearinghouse evaluated <i>Read 180</i> and reported that it has positive effects on comprehension and general literacy achievement. • Validated by independent studies published in academic peer-reviewed journals. • Based on a study conducted by the United States Department of Education’s Institute of Education Sciences (IES), researchers found <i>Read 180</i> to be the only program out of 10 studied as part of the Striving Readers project (<i>now known as the CLSD program</i>) that had positive effects on reading achievement. • Demonstrates greater literacy achievement effectiveness in students overall and by subgroup (e.g., students with disabilities, students with dyslexia, autism, English learners, students qualifying for free/reduced lunch, and race/ethnicities). • Reading achievement growth has been demonstrated with multiple measures including state assessments, interim assessments (e.g., NWEA® MAP), course grades, as well as <i>Reading Inventory</i>® and <i>Phonics Inventory</i>®. • <i>Read 180</i> is flexible. Positive outcomes have been demonstrated using multiple implementation models. • Shown to provide districts with a return on their investment by improving graduation rates as well as decreasing dropout rates, student expulsions and suspensions, and referrals for special education.
<p>Students Served</p>	<ul style="list-style-type: none"> • Tier II and Tier III students • Multilingual learners, including Newcomers
<p>MTSS</p>	<p>Supporting an MTSS approach, <i>Read 180</i> integrates research around personalized best practices, adaptive technology, instructional strategies based on the science of reading, and scaffolded support for reading independently. Students receive systematic, explicit instruction and practice of foundational literacy skills to develop their fluency, expand vocabulary and strengthen comprehension skills to become proficient, skillful readers.</p>
<p>Family Engagement</p>	<p><i>Read 180</i> provides resources to help families support students’ learning and connect with the classroom. The program includes access to Family Room™, an intuitive, ever-growing library of on-demand resources created to provide families with engaging, practical recommendations to help their children thrive. Located on <i>Ed</i>, the learning platform, families can access Family Room with their child’s <i>Ed</i> login to view assignments, information about <i>Read 180</i>, at-home learning support, and tips and videos.</p> <p>Each <i>Real Book: Workshop</i> includes four or five strategies to support teachers in involving and engaging parents. These strategies are available in the Teacher’s Edition throughout the texts and during process writing instruction. Parent reports of student progress as well as letters to parents are available in multiple languages. Access to digital books helps students engage with their families over texts.</p>
<p>Professional Learning</p>	<p><i>Read 180</i> includes a suite of teacher-created resources designed to meet students’ individual needs to help them grow as readers.</p> <p>Guided Implementation: Teachers starting at any time of the year can get up and running with resources in their Teacher Success Pathway that help them plan, teach, and assess learning, using their new HMH program.</p> <p>Teacher’s Corner®: Located on <i>HMH Ed™</i>, Teacher’s Corner supports educators with year-round PD that puts classroom videos, teaching best practices, and live online events at their fingertips.</p> <p>Coaching and Courses: HMH <i>Coachly™</i> and professional development courses provide personalized support aligned to district needs. Teachers of all experience levels can own their professional growth through continuous partnership with an HMH instructional coach, or get year-round unlimited access to a virtual coach, using <i>Coachly</i> on the <i>HMH Ed</i> platform.</p> <p>Leader Support: School and district leaders partner with experts from the Center for Model Schools™ who can help them drive transformation for all learners.</p>

Amira Learning

Accelerated Reading Growth | Grades K–6

Amira provides personalized 1:1 reading tutoring, oral reading fluency assessment, and dyslexia risk screening in English and Spanish. Dozens of micro-interventions rooted in the science of reading help students build critical foundational skills.

<p>Evidence Base</p>	<p>ESSA Strong</p> <p>The first program of its kind to support all five pillars of reading, <i>Amira Learning</i> uses an evidence-based approach to reading success and demonstrates strong levels of evidence under the ESSA criteria.</p>
<p>Students Served</p>	<ul style="list-style-type: none"> • Emergent readers • Striving readers • Spanish-speaking students • Multilingual learners
<p>MTSS</p>	<p><i>Amira</i> provides both the Dyslexia Screener for early detection and identification of students who are at risk for reading difficulties and subsequent personalized practice that meet each students’ unique needs. <i>Amira</i> integrates assistive technology supports that allow learners with visual and auditory disabilities to access text. <i>Amira</i> uses the power of automated speech recognition and artificial intelligence to listen to students read aloud and analyze their phonological awareness, alphabetic awareness, word reading, and rapid automatized naming skills, allowing frequent and early screening for dyslexia. Because <i>Amira</i> is designed to adapt and personalize practice, the software quickly identifies striving readers and optimizes interactions for these students.</p>
<p>Family Engagement</p>	<p>To drive student growth, the classroom and home must become symbiotic partners. Students can interact with the program from anywhere with a device and an internet connection. Students can choose to read what they like at home because every interaction between <i>Amira</i> and a student generates a Reading Transcript, so progress and growth is always visible for teachers.</p> <p>Similarly, when a student works in class, <i>Amira</i> generates a report meant for parents. This Parent Report is specifically designed to facilitate a dialog between educators and a student’s family network. <i>Amira’s</i> reporting provides actionable tips to support the home-school connection in real-world, easy-to-understand language. Teachers can share this report with parents via email and/or print the report for parent-teacher conferences.</p>
<p>Professional Learning</p>	<p>To ensure that leaders and teachers will be confident and prepared to implement <i>Amira</i> within the classroom, HMH provides a flexible approach to professional learning centered on student outcomes.</p> <p>Guided Implementation: Teachers starting at any time of the year can get up and running with resources in their Teacher Success Pathway that help them plan, teach, and assess learning, using their new HMH program.</p> <p>Teacher’s Corner®: Located on <i>HMH Ed™</i>, Teacher’s Corner supports educators with year-round PD that puts classroom videos, teaching best practices, and live online events at their fingertips.</p> <p>Coaching and Courses: HMH <i>Coachly™</i> and professional development courses provide personalized support aligned to district needs. Teachers of all experience levels can own their professional growth through continuous partnership with an HMH instructional coach, or get year-round unlimited access to a virtual coach, using <i>Coachly</i> on the <i>HMH Ed</i> platform.</p> <p>Leader Support: School and district leaders partner with experts from the Center for Model Schools™ who can help them drive transformation for all learners.</p>

Waggle

Personalized Reading Practice | Grades K–8

Waggle's skill-based artificial intelligence engine provides targeted practice to drive mastery. With an innovative approach, the program ensures students receive personalized and focused practice, fostering deeper understanding and expertise in each skill area.

Evidence Base	<p>ESSA Moderate</p> <p><i>Waggle</i> uses research-based, best-practice approaches to accelerate students' skill acquisition and motivate their persistence and joy in learning, through challenging content to goal attainment — and beyond. A special area of focus within the development of <i>Waggle</i> is its adaptive technology, which makes it possible for every student to have a personalized, data-driven learning pathway.</p>
Students Served	<ul style="list-style-type: none"> • Students at all proficiency levels • Spanish-speaking students • Multilingual learners
MTSS	<p>With an easy-to-implement format that fits into any core curricula, <i>Waggle</i> is ideal for enrichment, whole group, small-group instruction, individual practice, remediation, and summer school with four types of high-quality content: Learn, Practice, Play, and Skill Quiz. The program's supplemental, adaptive practice and instruction centers on ongoing formative assessment. Easily compatible with any core ELA program, teachers can differentiate core ELA instruction with small-group instruction for Multi-Tiered System of Supports (MTSS) or reinforce key concepts with hybrid extra practice.</p>
Family Engagement	<p>To reinforce the school-home connection, teachers can provide a quick portrait of student outcomes for parents or caregivers by sharing the <i>Waggle</i> Student Reports. These individual learning profiles offer a look into each student's proficiency, progress, and time spent with each skill or standard assigned. Additionally, the Student Reports identify skill gaps letting both parents and teachers know where students need additional support or intervention. <i>Waggle's</i> Student Reports also offer a quick glimpse at recent activity and successes. Families can also find program specific support in both English and Spanish.</p>
Professional Learning	<p>To ensure that leaders and teachers will be confident and prepared to implement <i>Waggle</i> within the classroom, HMH provides a flexible approach to professional learning centered on student outcomes.</p> <p>Guided Implementation: Teachers starting at any time of the year can get up and running with resources in their Teacher Success Pathway that help them plan, teach, and assess learning, using their new HMH program.</p> <p>Teacher's Corner®: Located on <i>HMH Ed™</i>, Teacher's Corner supports educators with year-round PD that puts classroom videos, teaching best practices, and live online events at their fingertips.</p> <p>Coaching and Courses: HMH <i>Coachly™</i> and professional development courses provide personalized support aligned to district needs. Teachers of all experience levels can own their professional growth through continuous partnership with an HMH instructional coach, or get year-round unlimited access to a virtual coach, using <i>Coachly</i> on the <i>HMH Ed</i> platform.</p> <p>Leader Support: School and district leaders partner with experts from the Center for Model Schools™ who can help them drive transformation for all learners.</p>

English 3D

Effective Language Acquisition | Grades K–12

English 3D is an explicit and interactive English Language Development curriculum designed by Dr. Kate Kinsella. The program enables multilingual learners in Grades K–12 to rapidly acquire the language skills necessary for academic success.

<p>Evidence Base</p>	<p>ESSA Moderate</p> <p><i>English 3D</i> has earned the WIDA Prime 2020 Seal, indicating its alignment to the current WIDA English Language Development Standards Framework, 2020 Edition. The program earned the highest score—a "4" rating of strong and comprehensive—in all areas of review.</p> <p>While developing <i>English 3D</i>, HMH® turned to Dr. Kate Kinsella for her guidance on classroom principles and practices that are supported by research. As a result of our collaborative efforts, we created a pathway that provides multilingual learners and their teachers with explicit and informed literacy and language instruction to help them meet their personal, academic, and professional goals.</p>
<p>Students Served</p>	<ul style="list-style-type: none"> • Newcomers • Emergent, Intermediate, Proficient, and Long-term English learners
<p>MTSS</p>	<p><i>English 3D</i> can be implemented flexibly by educators within a variety of instructional models that addresses the needs of academic multilingual learners. The instructional approach and evidence-based principles of <i>English 3D</i> fit within the MTSS framework by addressing the following key elements:</p> <ul style="list-style-type: none"> • Placement and monitoring student progress via the <i>English 3D</i> assessment suite • The use of evidence-based strategies and instructional routines • Professional development so teachers can deliver interventions and monitor progress effectively • Family involvement so parents can understand the interventions and provide support at home • Frequent monitoring of students' progress so teachers can use the data to help decide whether more interventions are needed
<p>Family Engagement</p>	<p><i>English 3D</i> provides resources on <i>Ed</i> to promote student success by keeping families and caregivers informed about the class and their child's progress. Family and caregivers can access at-home learning advice, download resources, and check their student's progress through Family Room™ located on <i>Ed</i>. Articles and media in Family Room are provided in English and Spanish.</p> <p>At the beginning of the year, teachers can send home the Welcome Letter to introduce families to <i>English 3D</i>. The Midyear and End-of-Year Family Letters inform families and caregivers of their child's assessment results and provide suggestions for supporting their language development at home. All Family Letters are available in English, Spanish, Vietnamese, Cantonese, Mandarin, and Filipino.</p>
<p>Professional Learning</p>	<p>A consistent set of recursive instructional routines supports teachers in maximizing student engagement and accelerating language development, regardless of their expertise in teaching multilingual learners.</p> <p>Guided Implementation: Teachers starting at any time of the year can get up and running with resources in their Teacher Success Pathway that help them plan, teach, and assess learning, using their new HMH program.</p> <p>Teacher's Corner®: Located on <i>HMH Ed™</i>, Teacher's Corner supports educators with year-round PD that puts classroom videos, teaching best practices, and live online events at their fingertips.</p> <p>Coaching and Courses: <i>HMH Coachly™</i> and professional development courses provide personalized support aligned to district needs. Teachers of all experience levels can own their professional growth through continuous partnership with an HMH instructional coach, or get year-round unlimited access to a virtual coach, using <i>Coachly</i> on the <i>HMH Ed</i> platform.</p> <p>Leader Support: School and district leaders partner with experts from the Center for Model Schools™ who can help them drive transformation for all learners.</p>

HMH Professional Learning

HMH Professional Learning helps schools and districts achieve measurable gains with a personalized approach to professional learning centered on student outcomes. With coaching, courses, consulting, and collaboration, we help schools identify goals and create an explicit pathway to achieving them.

<p>Evidence-Based Approach</p>	<p>ESSA Promising</p> <p>HMH is a certified provider of effective and relevant professional services. Education and professional learning experts from Rivet Education evaluated HMH Professional Learning's quality in three key areas: Launching Instructional Materials, Ongoing Professional Learning for Teachers, and Ongoing Professional Learning for Leaders. Receiving a "High-Quality" rating in these areas signifies that HMH Professional Learning provides teachers and leaders with both High-Quality Instructional Materials and a High-Quality Professional Learning experience. To learn more, review the Professional Learning Partner Guide or visit plpartnerguide.org.</p>
<p>Students Served</p>	<p>HMH Professional Learning brings the experience of decades of professional services work in the field and the most up-to-date evidence-base of what it takes to advance literacy learning to our school and district partnerships. We collaborate with schools and districts across diverse student and educator landscapes, including those prioritized by the CLSD grant. Together, we help our partners to set goals and effectively plan, encourage collaboration, co-construct coaching situations, personalize professional learning, co-develop teachers' pedagogy, accelerate technology adoption, and monitor progress towards system goals.</p>
<p>Alignment to Strategic Goals</p>	<p>HMH Professional Learning helps schools and districts achieve measurable gains with a personalized approach to professional learning centered on student outcomes. With coaching, courses, consulting, and collaboration, HMH Professional Learning helps schools identify goals and create an explicit pathway to achieving them.</p> <p>HMH can help you maximize learning for all students by examining student outcomes through various lenses, including grade level, school, demographics, language and others. During this collaboration:</p> <ul style="list-style-type: none"> • Schools and districts work alongside their HMH team to map out resources using MTSS/Rtl templates, ensuring appropriate resources are matched to student need. • HMH then provides unique visualizations of the collected data to help unpack and uncover areas of strength and opportunities for improvement in your system. <p>Our ultimate goal is to create a personalized solution uniquely designed to ensure that all students are achieving their potential and that all aspects of your MTSS are being monitored through the lens of student learning.</p>
<p>Sustainable, Ongoing, and Job-Embedded</p>	<p>CLSD guidance requires professional development activities that are “sustained (not stand-alone, one-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused.” Extensive research has demonstrated that the most effective form of professional development for sustained success is job-embedded coaching.</p> <p>Job-embedded instructional coaching provides a sustainable, data-driven, and personalized approach to helping each teacher meet their individual learning goals. Coaching can include:</p> <ul style="list-style-type: none"> • Model lessons to illustrate instructional techniques • Support for implementing effective teaching practices • Differentiation strategies to meet the needs of all students • Focus on developing and deepening content knowledge • Analysis of student work samples to assess learning and determine instructional next steps • Facilitation of professional learning communities, cadres, and collaborative planning <p>To make coaching more accessible, <i>HMH Coachly™</i> is a digital, on-platform coaching experience accessed through individual licenses to ensure a personalized experience for every user. <i>Coachly</i> gives teachers ownership over their professional learning schedule with unlimited access to a dedicated instructional coach via the Ed platform.</p> <p>Teachers starting at any time of the year can get up and running with resources in their Teacher Success Pathway that help them plan, teach, and assess learning, using their new HMH program.</p> <p>Teacher's Corner®, located on <i>HMH Ed™</i>, Teacher's Corner supports educators with year-round PD that puts classroom videos, teaching best practices, and live online events at their fingertips.</p> <p>School and district leaders can partner with experts from the Center for Model Schools™ who can help them drive transformation for all learners.</p>

Narrative Profiles for Grants

In this section you will find narrative profiles that contain detailed language about the following HMH solutions. Reference these when you get ready to complete your grant application.

12 Read 180®

Gr 3–12 | Intensive reading intervention for core or dedicated classrooms

Read 180 is the most powerful, proven intensive reading intervention program designed for students with gaps in foundational reading and comprehension skills.

30 Amira Learning®

Gr K–6 | 1:1 reading tutoring, oral reading fluency assessment, & dyslexia risk screening

Amira provides personalized 1:1 reading tutoring, oral reading fluency assessment, and dyslexia risk screening in English and Spanish.

40 Waggle®

Gr K–8 | Personalized practice and instruction for ELA

Waggle uses a skill-based artificial intelligence engine to provide personalized and focused practice to drive mastery.

45 English 3D®

Gr K–12 | Explicit and interactive English Language Development curriculum

English 3D enables multilingual learners in Grades K–12 to rapidly acquire the language skills necessary for academic success.

53 HMH Professional Learning

Gr K–12 | Professional development for teachers and leaders

HMH Professional Learning helps schools and districts achieve measurable gains with a personalized approach to professional learning centered on student outcomes.

Narrative profile

Read 180® now integrates the most effective reading interventions for Tier 2 and Tier 3 into one solution. The offering on HMH *Ed*™, the learning platform, better supports core and intervention teachers of students in Grades 3–12 who are reading below grade level. This is accomplished by providing engaging and developmentally appropriate content while simplifying access to resources from assessment data to instructional gaps.

Building on *Read 180*'s 25 years of proven results and established in the science of reading research, the most effective reading intervention on the market now includes key enhancements to support even more students, all accessible from one HMH® learning platform with integrated data and reporting. To simplify teacher management of classrooms with multiple learners, the *Read 180* student application includes the explicit, systematic scope and sequence from *System 44*®, updated with all new video and passage content, and a streamlined activity flow.

All classroom materials are designed with the same look and feel to help ensure students do not feel out of place to their peers based on their instructional needs. In addition, teachers can more effectively target and differentiate instruction for students with gaps in foundational skills with lessons closely aligned to the student application Scope & Sequence.

Read 180 now includes support for newcomers with the addition of *English 3D*® *Language Launch Volume 1*. The program continues to offer evidence-based courses that support teachers, engage multilingual students, and enable rapid acquisition of speaking, listening, reading, and writing skills needed for success in school and beyond.

Evidence base/efficacy

Read 180 has been the subject of continuous research and validation efforts for over two decades, and studies repeatedly prove its effectiveness at closing gaps and increasing outcomes. This thoroughly researched and documented blended literacy intervention has been proven to improve performance on standardized assessments, reduce dropout rates, and improve achievement levels for students classified in a variety of subcategories, including students with dyslexia.

Read 180 has been validated by numerous independent studies published in academic peer-reviewed journals, reports issued by national education organizations, and external evaluation sites. The Center for Research and Reform in Education at Johns Hopkins University (the organization behind Evidence for ESSA) has given *Read 180* a **strong evidence rating**—the highest ESSA rating. What Works Clearinghouse (WWC) evaluated *Read 180* and reported that it has positive effects on students' comprehension and general literacy achievement. The National Center for Education Evaluation and Regional Assistance (NCEE) evaluated ten programs and found that *Read 180* was the only program proven to consistently improve reading achievement among a range of learners from Grade 6 through age 25. The United States Department of Education's Institute of Education Sciences (IES) published a report summarizing the federally funded Striving Readers research on the effectiveness of intervention programs on the reading achievement of struggling adolescent students. The authors of the report found that *Read 180* was the only program out of 10 studied as part of the Striving Readers project that had positive effects on reading achievement. The program's extensive research can be found here: www.hmhco.com/read180research.

Read 180 is endorsed by the Council of Administrators of Special Education (CASE). CASE is an international professional organization that provides leadership to advance the field of special education through professional learning, policy, and advocacy. The program received the official CASE endorsement after following an extensive review process by its Product Review Committee (PRC). The PRC uses an in-depth rubric to ensure that the solution meets or exceeds criteria that includes the fidelity of the product, professional development support, accessibility, organizational/technical requirements, evidence of the research base, product, and quality of the research along with satisfaction data advocated by CASE.

Motivation and engagement

Read 180 includes personalized learning technology designed to increase students' intrinsic motivation, as well as their ability to read. The program provides multiple opportunities for students to take ownership over their learning by setting goals and carefully tracking their mastery of lesson content. The Gradual Release Model leads to ownership over learning as responsibility for performing a new skill is gradually transferred from teacher to student.

The Student Application provides real-time feedback and encouragement that is private, nonjudgmental, and respectful of students, and the endless patience of the computer cannot be overemphasized as students have opportunities to try, try again. Students who need extra support with a particular skill will encounter multiple opportunities to practice with fresh content. The Student Application also provides students with metrics and achievements as they learn. As students complete Code Topics in the Student Application, they are awarded badges. Students can view their badges on the Skills Board, where they can see what achievements they have unlocked, and flip each badge to review the foundational skills aligned to each badge.

Universal Design for Learning (UDL)

Read 180 instructional materials reflect the principles of Universal Design for Learning (UDL) as they allow access to the content for students at all levels of learning. Individualized learning provided by adaptive technology, Independent Reading texts, and teacher-facilitated lessons provides students with the opportunity to access the content in an individualized way that suits their learning needs. The program offers students multiple means of student engagement, content representation, and expressing student learning in the ways outlined below:

Multiple Means of Engagement

- Explicitly teaching and fostering growth mindset
- Providing relevant, developmentally appropriate content across all stages of the program
- Varying sensory input and social demands across the rotations
- Giving immediate, targeted feedback on work in each rotation
- Helping students set and track their own learning and behavioral goals
- Establishing consistent, supportive routines and procedures, with visible cues and timers
- Embedding Whole- and Small-Group engagement routines that foster peer collaboration
- Reading and recording text passages to practice and demonstrate fluency and comprehension in the Student Application
- Providing choice in Independent Reading texts and Student Application Comprehension Segments
- Allowing students to select the level of challenge of Independent Reading Quizzes

Multiple Means of Representation

- Launching new learning with Anchor Videos to access or build background knowledge
- Providing modeled fluent read aloud options across all rotations
- Varying Student Application and digital Independent Reading settings for visual, auditory, speed, and physical needs (e.g., alt text, captioning, font size, simultaneous voice and visual cues)
- Structuring Whole- and Small-Group lessons around a gradual release model of support
- Including visuals to help pre-teach vocabulary and morphology on the Student Application
- Providing sentence frames and other scaffolds to support student response
- Supporting organization of new knowledge through a range of graphic organizers

Multiple Means of Action and Expression

- Using a variety of media for students to respond, including print and writing during Whole- and Small-Group and Independent Reading and digital on the Student Application
- Varying the Student Application settings to adjust response requirements
- Including physical manipulatives during *Real Book: Code* foundational literacy lessons
- Including sentence frames to support student responses across all rotations
- Using rubrics to provide individualized feedback to student work
- Providing time for teacher-student conferences to reflect on learning and track progress
- Providing both digital and print format assessments to demonstrate what students are learning

Implementation options

Read 180 offers flexibility in scheduling and implementation with two primary models:

- **Dedicated intensive intervention classroom** prioritizes direct teacher-led instruction and support. Teachers deliver explicit instruction and guided practice, while students engage in print workshops, personalized student application, and a comprehensive selection of print and digital independent reading choices. The intensive teacher support caters to students needing individualized attention.
- **Read 180 Flex** integrates intensive intervention into the core classroom using adaptive software for personalized instruction and practice. Students actively participate in tailored activities, assessments, and exercises, supported by digital reading libraries. They select books at their reading levels, engaging in independent reading to enhance fluency, comprehension, and strategy application. The software monitors progress and adjusts instruction accordingly. Teachers can implement *Read 180 Flex* across diverse school settings and grade levels.

In both models, *Read 180* includes personalized and adaptive student applications, comprehensive progress reports for individuals and the class, and robust assessments. These assessment tools provide insights for data-driven instruction and informed instructional decisions.

Read 180 can be used to support **multilingual learners** in newcomer classrooms or in mixed-language-ability classrooms. The program can also be used in self-contained **special education classrooms** or as part of a resource room intervention. To further support students with varying needs, teachers have access to download the Meeting Individual Needs: Students with Learning Differences resource available on the HMH *Ed* platform.

Instructional design

Read 180 uses blended learning to address students at all levels of intervention. This model organizes class time into three learning areas, called rotations, including Teacher-Led Instruction in whole- and small-group settings, individualized instruction through the Student Application rotation, and independent application of new reading skills in the Independent Reading rotation. The *Read 180* instructional design maximizes instructional time to accelerate achievement.

Teacher-Led Instruction: During Whole-Group Learning, teachers facilitate instruction in reading skills and strategies that benefit the whole class. In Small-Group Learning, students receive targeted, data-driven instruction unique to their individual learning needs while building meaningful relationships with their teachers and peers. At the end of class, each day's Wrap Up guides students to reflect on the day's learning, mindset, successes, and challenges.

Student Application: Students work independently on the *Read 180* Student Application, following a personalized path that accelerates their learning. Code Segments provide targeted and systematic instruction in foundational literacy skills, such as phonics and fluency. Comprehension Segments offer a wide range of reading topics designed to build vocabulary, fluency, knowledge, and comprehension.

Independent Reading: Students have their choice of engaging, content-rich texts to which they can apply their newly acquired vocabulary and comprehension skills. The *Read 180* library offers a wide range of genres and topics, allowing students to find a text on a topic that interests them or explore new topics. The *Read 180* library supports reading growth by providing texts that span from Beginning Reader (below 100L) to grade-level complexity.

Real Book: Workshops 1–12: *Real Book: Workshops* provide daily whole- and small-group lessons for students who need comprehension skills instruction. There are three Stages of instruction for elementary (Stage A), middle (Stage B), and high school (Stage C). Each Stage includes twelve units of instruction, called Workshops, which are organized around a content area focus. Each Workshop provides approximately 5-6 weeks of instruction. Workshop Previews provide an overview of each Workshop.

- Readings follow a carefully calibrated staircase of text complexity, focusing on close reading and analysis at the word, phrase, sentence, and text levels.
- Systematic, explicit, efficient vocabulary instruction expands students' academic and domain-specific vocabulary.
- Students develop writing proficiency as they compose on-demand, process writing, and research projects.

Real Book: Code, Segments 1–25 (divided into 4 books): *Real Book: Code* provides daily lessons for students who need foundational skills instruction. The *Real Book: Code* is built on a systematic scope and sequence that teaches students to decode and encode accurately and automatically, preparing them for deeper comprehension work provided by the *Real Book: Workshop*. Lessons are organized into Segments. Each Segment opens with an Instructional Overview.

- Phonological and phonemic awareness routines exist as stand-alone lessons for students who need these key fundamental skills and are also built into the start of each phonics lesson to help connect word sounds to print.
- Systematic and explicit instruction in phonics, morphology, and high-frequency words help students “crack the code.”
- A robust scope and sequence of fluency and comprehension helps students apply their phonics knowledge to connected text.

Instructional focus

Read 180 addresses the needs of striving readers by identifying specific areas of need and providing personalized, engaging instruction and practice, designed to accelerate reading growth and foster a passion for reading. Striving readers benefit from instruction that targets their individual reading skill strengths and gaps. The program incorporates the latest research and principles of how the brain learns to read. The content within the program engages and motivates students, resulting in activation of designated parts of the brain that are vital to reading with comprehension.

The *Read 180* authors carefully designed instruction specifically to target the unique needs of striving readers:

- **Structured practice** in decoding, encoding, and reading words fluently allows students to automate those processes and focus their cognitive attention on the difficult work of comprehending complex text.
- **Anchor Videos** activate and strengthen vocabulary and background knowledge circuits in the brain, allowing students to comprehend and link passages to their existing knowledge.
- The **engaging and motivating texts** that students encounter encourage them to work through their struggles and persist even when the passage is challenging.
- **Data** collected from across the program helps educators identify students’ specific needs, strengths, and interests and empowers them to target instruction.

Phonological and phonemic awareness

Read 180 delivers research-based, explicit, scaffolded, and systematic instruction in the 44 speech phonemes of English, providing the foundational literacy skills that are essential to the academic success of all striving readers. The scope and sequence for phonemic awareness instruction presents the most stable, frequent, and highest-utility sounds first so that students can quickly begin to experience success connecting sounds to letters and decoding words.

In the adaptive Student Application, the Code lessons provide explicit instruction based on a comprehensive scope and sequence. Direct instruction embedded in the Student Application further develops phonemic awareness skills in the context of decoding, or word identification, and encoding, or spelling. For example, in the Student Application, students engage in auditory and visual phonological awareness activities such as word/syllable recognition, onset/rime recognition, and listening/responding.

With the *Real Book: Code*, teacher-led lessons provide explicit instruction in blending, segmenting, and other phonemic awareness skills and strategies. Correct pronunciation and articulation of phonemes is reinforced by the teacher as well as with video models in the Software. The teacher-led instruction allows for students to transfer the acquisition of foundational skills they have learned while working independently on the Student Application.

Students have many opportunities to use visual, aural, kinesthetic, and tactile modalities to strengthen their phonemic awareness. Teachers can use the Letter Tile Kit using letter tiles during the Small-Group lessons to offer students the opportunity to manipulate letters and morphemes in order to create new words. This visual/tactile activity builds phonemic awareness as students add and subtract phonemes. The lessons build from phonemic awareness into phonics seamlessly, so it helps students make a smooth transition from oral to written language.

Teachers can administer the Phonological and Phonemic Awareness Assessment, downloadable from *Ed Resources*. Teachers can use the results to identify whether additional phonological awareness interventions are necessary.

In addition to each day’s Phonics and Word Study lessons, teachers can use the Phonemic Awareness Routines that may be taught at the beginning of the program for students who need preliminary support in identifying and discriminating the sounds of the English language before moving into phonics and decoding in printed text. Teachers can use the data provided from the Phonological Awareness Assessment to decide which instructional routines would most benefit the students.

Phonics and word recognition

Read 180 delivers explicit, scaffolded, systematic instruction in the phonological structures of English. The adaptive Student Application activities and teacher-led lessons provide intensive instruction in letter-sound relationships, segmenting, and blending. Instruction and modeling help students build aural discrimination between sounds and match those sounds to their spellings.

The program is designed to scaffold striving readers in applying decoding skills to connected text from the start. The scope and sequence first introduce grapheme-phoneme combinations that are most stable, most useful in making words, and most frequent in occurrence. The Student Application, teacher-led direct instruction on phonological structures, and teacher-led transfer routines then scaffold students in transferring newly acquired decoding skills to novel words and connected text in the *Real Book: Code*, and the Independent Reading Library titles.

The Student Application is divided into two sections: the Code Segments and the Comprehension Segments. The Code Segments are designed for students who need foundational skills development. The Student Application guides students to sequentially complete each lesson, called a Topic, according to the program's research-based scope and sequence. Students can receive multiple doses of instruction and practice if their data indicates that they need it or can bypass phonics skills that students have already mastered. As students work independently on the computer, the Software moves students from foundational instruction in phonics and decoding, to reading 100 percent nonfiction Success Passages, which are connected texts designed to be a stretch for them. Audio and visual effects, such as images, animation, context sentences, and Spanish translations assist students as they blend and read new words.

Each Code and Word Strategies lesson contains oral practice opportunities for key words that align to a particular phonics element. In addition, students have independent practice with sound spellings that help develop fluency by recording under a time constraint in the Code strand of the Student Application and having ample practice opportunities.

The teacher-led lessons in the *Real Book: Code* build students' decoding knowledge and word strategies by directly teaching foundational phonics principles and essential concepts. The lessons offer targeted instruction and practice in phonics during small group, teaching key skills and concepts students encounter in the Student Application.

Syllabication and morphology

Early in the sequence, *Read 180* begins teaching strategies for decoding multisyllabic words as students master the building blocks of the English language. The Student Application's Word Strategies lessons build word attack skills through instruction with word-analysis strategies, beginning with English syllable patterns and syllabication. High-frequency morphemes are introduced together with morphological word-reading strategies. The lessons offer immediate, corrective feedback as students learn to consciously apply strategies and use morphology to read and understand multisyllabic words. Developing morphological and syllable sense enables students to read essential words across the content areas.

In the *Real Book: Code*, teacher-led instruction contains a focus on syllabication. Students are taught to count the beats in a pronounced word, identify the graphemes in the syllables, and then blend syllables to read the word. While reading, students identify patterns within the text to deepen phonological awareness and grammar skills. The lessons offer targeted instruction and practice to reinforce key skills such as morphology.

The *Real Book: Code* contains Morphology lessons that teach students how to identify morphemes that will help them to "chunk" words to determine their meanings. Determining the meaning of unfamiliar words by using knowledge of morphemes can help striving readers expand their vocabulary. The ability to chunk words into morphological units and understand how those units function in a word allows students to better comprehend the meaning of increasingly complex words. Morphology lessons are incorporated throughout the Word Strategies lessons by forming words with commonly used base word families, affixes, and roots. Students learn to look for prefixes and affixes, count the "vowel spots" to identify syllables, break the words into syllables, read each syllable, and read the word. Thus, *Read 180* equips students to decode and determine the meanings of unfamiliar multisyllabic words they encounter in reading across content areas.

Spelling

Spelling and decoding are taught as reciprocal skill. The adaptive Student Application provides direct, explicit, and differentiated instruction on meaningful word parts and syllable patterns, which helps students in spelling words. Each lesson in the Foundational Skills sequence of the Student Application's Spelling Zone provides explicit instruction that helps students apply knowledge of known sound-spellings to encoding tasks. The Spelling Zone uses assessment to further individualize study for each student and provides systematic practice with immediate, corrective feedback specific to students' errors.

In the dictation activity in the Code strand, students hear a sentence read aloud and are directed to type words of that sentence which contain specific elements (such as phoneme-grapheme associations, prefixes, suffixes, and inflectional

endings). The new dictation activity promotes listening comprehension and improved spelling, and helps students practice punctuation and sentence formation. The student receives immediate, corrective feedback on spelling, capitalization, and punctuation.

The *Real Book: Code* lessons reinforce the explicit, systematic instruction embedded within the Student Application. These differentiated lessons begin with instruction that focuses students' attention on the specific spelling pattern they will encounter in that day's lesson and in the Student Application. In every Code lesson, there is a dictation activity, providing students with ample opportunities to transfer the spelling patterns they have learned into writing. To minimize overload on students' attention and working memory, new words and spelling patterns are introduced in small, manageable amounts and connected to prior learning. In addition, teachers can use the Sound and Articulation videos to model correct academic pronunciation of all sound-spellings as taught in the program.

High-frequency words

Read 180 promotes automaticity in recognizing high-utility words that appear with the greatest frequency in text. In the High-Frequency Words strand of the Student Application Code segments, students focus on building fast and automatic recognition of the highest-utility high-frequency words. Students learn that the English language includes a group of high-utility, high-frequency words which are not always decodable. This Strand helps build automaticity with these non-decodable words, too, helping students to progress faster through the program.

With the research-based teaching routines available in the *Real Book: Code* teachers can use direct instruction to help students commit high-frequency sight words to memory. The decodable texts and the *Read 180* Independent Reading titles provide students with further opportunities to practice reading high-frequency words and build automatic word recognition.

Multisensory instruction

Read 180's multisensory instructional approach gives students daily opportunities to view, listen, speak/record, and write about what they are learning. The multisensory approach in the program includes videos, images and graphics, sounds, Audiobooks, several different types of print components, and manipulatives, thus offering multiple ways for all learners to access and learn the content. Students have many opportunities to use visual, aural, kinesthetic, and tactile modalities, including visual and tactile experiences with mouth positions and building words on the computer and with letter tiles, through the usage of the Word Building Kit.

Instructional routines

Routines with embedded instruction provide explicit instruction and structured opportunities for students to build confidence with unfamiliar words. These routines are found solely in the *Real Book: Code Teaching Guide* and are used to develop a range of foundational literacy skills.

Concepts of Print and Alphabet Recognition Routines: These optional routines can be taught at the beginning of the program for students who need preliminary support in navigating a print text before moving into phonics and decoding.

High-Frequency Word Routine: This routine, which appears once in each Segment, builds fluency and automaticity by teaching students to recognize high-utility words that cannot be sounded out based on orthographic patterns.

Skills Review and Transfer Routine: This routine, which appears in the last lesson of every Segment, helps students systematically review word analysis skills and apply them to unfamiliar words they encounter.

Fluency

Fluency practice is embedded throughout *Read 180*. To become fluent readers, students must first learn to crack the code. As students work on correctly identifying the sounds of the letters and blending them together, students practice producing the sounds and words with increasing speed and automaticity.

Students can practice their fluency using a variety of instructional-level text included in *Read 180*:

- **Decodable passages:** High-interest text that provides fluency practice with decodable passages across a range of types and disciplines are included throughout the *Real Book: Code*. Decodable passages are included in all Code and Word Strategies lessons and leverage spelling patterns as part of the connected text.
- **Success Passages:** These texts are carefully controlled to help students apply and practice what they know and experience success with reading.
 - Books from the *Read 180* Library that are leveled using the Lexile® Framework.

The Student Application includes scaffolded supports to develop comprehension and fluency. In the Word Zone, students practice automatic word recognition and connect words to meaning, which is necessary for fluent reading of connected text. In the Fluency Zone, students encounter reading tasks that promote skills transfer and build fluency and comprehension. Students read decodable sentences so that students can practice reading through text with increasing speed and accuracy through repeated readings.

Students can listen to recordings from the Success Zone and use the on-screen rubric to self-assess their reading. Teachers can evaluate students' reading fluency practice and enter constructive feedback which students can access. Teachers can revisit stored student recordings throughout the year to monitor fluency growth over time and to share during conferences with families and caregivers.

Listening to modeled reading aids in students' fluency as they hear the appropriate rate and prosody of a given text. Students have access to a variety of audiobooks in Independent Reading. All foundational skills texts in Independent Reading include an audio option available on the *Ed* platform. Additionally, *Read 180* includes a suite of grade-level audiobooks. When reading these grade-level audiobooks, students will hear two voices: the narrator, who reads the book, and the Reading Coach, who models metacognitive reading habits and strategies. The Reading Coach provides useful tips that provide students with the knowledge they need to read text on their own.

In each *Real Book: Code* fluency lesson, students receive explicit fluency instruction, followed by a teacher-led fluency routine. Then, students apply that fluency skill through partner and independent fluency routines as they read decodable connected texts.

Measuring oral reading fluency

An Oral Reading Fluency (ORF) Assessment formally measures the number of words correct per minute (WCPM) that a student can read. Teachers can compare their students' WCPM scores with national averages to see whether their reading fluency is above, below, or on grade level. Teachers can administer an ORF to each student three times per year during one-to-one conferences to monitor their fluency growth over time. In addition, teachers can assess students' prosody to measure their expression, phrasing, intonation, and pace while reading a passage.

Students can then record their own ORF results in their ORF Tracking Logs. This will guide them to track progress toward reading goals, take ownership of learning, and build motivation for success. Also, teachers can track ORF results in their data notebook to document growth throughout the year.

Student application passages and recordings

Students read a non-decodable passage that includes many target words and elements for success. Students make recordings of their reading to build fluency and self-monitoring skills. Teachers can use these recordings to monitor students' fluency.

Vocabulary

Read 180's program-wide emphasis on nonfiction builds academic vocabulary and content-area knowledge. In the Student Application, academic vocabulary is developed through explicit instruction in the Smart Zone. To support students' vocabulary development, images are provided for over 2,000 words. For words that are difficult to image, such as concept words and verbs, there are additional supports including sound effects and video. In the Success Strand, students encounter high-leverage academic and content-area vocabulary that is defined for them. Anchor Videos provide background knowledge that helps students build mental models for unknown words.

Through daily reading, writing, and speaking activities, the *Real Book: Workshop* exposes students to higher-level text and high-leverage vocabulary. Explicit instruction in academic vocabulary helps students develop and apply content-area word knowledge.

Every direct instruction lesson in the *Real Book* includes instructional routines for pre-teaching vocabulary words that students will encounter in the lesson and the Student Application. New words are introduced in small, manageable amounts as well as in groups that share a sound-spelling or morphological pattern. Students will also encounter these words in their readings.

Teachers prepare students for reading a range of complex texts by explicitly teaching academic vocabulary that they will need to understand and discuss the content. In the *Real Book: Code*, teachers help students build their word knowledge with Vocabulary Builder activities, included in each Code, Word Strategy, and Morphology lesson. The words are selected to align to the decoding or morphology skills students are learning and introduce students to words they will encounter when they read the decodable passage later in the lesson.

In the *Real Book: Workshop*, students receive explicit instruction of nearly 50 words per Workshop. In the Language Development lessons, students study word meanings, word parts, and word families, expanding their word

knowledge exponentially. Teachers use the research-based Teaching Vocabulary routine to introduce and help students practice using their new words in context.

- **Pronounce:** Teachers model the pronunciation of the word and ask students to repeat it. Students rate their own knowledge of the word.
- **Define:** Teachers read the definition of the word and have students complete it in their *Real Books*.
- **Discuss examples:** Teachers read the first sentence frame and model a possible answer. Students then share other ideas and record one in the book. Then, repeat this process for the second example.
- **Review:** After teaching each word, teachers encourage students to choose the correct Target Word to complete each sentence frame.

Teachers explicitly instruct students to recognize and identify word families, or terms with the same root as the Target Word. Additionally, in the Whole- and Small-Group instruction, teachers engage students in academic discussion to encourage the use of new vocabulary terms in context.

Comprehension

Read 180 guides students from highly supported reading toward independent mastery of increasingly complex text, enabling students of all reading levels to access content-rich complex texts. The Text Complexity Triangle measures the three components of text complexity: Quantitative (Lexile measure), Qualitative, and Reader & Task.

The Qualitative Components of text complexity considered by *Read 180* include those identified by Coh-Metrix as the most important factors in readability: narrativity, syntactic simplicity, word concreteness, referential cohesion, and deep cohesion (Graesser, McNamara, & Kulikowich, 2011). As students progress through the Student Application, the texts that they encounter become relatively more complex in each of these dimensions. The relative complexity of each of these dimensions is offset by the other dimensions, providing scaffolds for the students to read and comprehend increasingly complex texts.

Read 180 provides teachers with the tools to expertly match reader to text and task. The variety and volume of texts provide varying degrees of complexity and scaffolding, allowing students to access texts at the appropriate level of challenge and move toward independence. The adaptive technology in the program customizes instruction and practice according to students' Lexile measures and other quantitative and qualitative factors that make up the student's Learner Profile, providing continual opportunities for all students, including English learners and students with disabilities, to experience success and demonstrate progress. Throughout *Read 180*, each reading is marked with an icon displaying its Lexile measure and complexity level to assist teachers in effectively matching readers with appropriately leveled texts.

During whole-/small-group learning starting from the *Real Book: Code*, students focus on comprehending passages after learning specific phonics skills. The structure of the Code lessons reinforces the concept that comprehension is the ultimate goal of reading, once students crack the code and learn to decode words in connected text.

Using the above dimensions, each *Real Book: Workshop* entails a series of increasingly complex texts—a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects. Each Workshop supports students in accessing complex texts through a narrow reading approach in which students read a series of increasingly challenging texts with overlapping topics and recurring academic vocabulary. Each new text builds on the previous media and texts, providing students with the background knowledge, vocabulary, and confidence needed to access complex texts that might otherwise have been too challenging.

Real Book: Workshops include two types of texts: Fluency Texts and Workshop Texts. The first text in a Workshop is always a Fluency Text that introduces the Workshop topic and serves to build knowledge about the topic. Workshop Texts that follow are more complex and represent a variety of text types and lengths. The texts within a *Real Book: Workshop* are sequenced to build on each other in order of increasing difficulty. The background knowledge and vocabulary that students develop from initial selections allow them to move from simple to more complex text. Multiple reads, explicit vocabulary learning, teacher-led close reading, and *Real Book* scaffolds support students as they work toward reading increasingly complex and grade-level texts. The *Real Book: Workshop* Teaching Guide includes a Heads-Up section with challenges that students may experience with each text.

Comprehension skills and strategies

The Comprehension Segments of the Student Application are designed for students who need comprehension skills development. Students enrolled in Comprehension Segments engage in instructional activities across a range of topics organized into six Learning Zones. Once students select their Segment, they complete a specific progression of Zone activities in each session. In the Reading Zone, students read a text within their zone of proximal development, then

practice fluency and apply comprehension and vocabulary strategies. Students first engage with the text through a modeled read and then revisit the text through a set of close reading activities. These texts are followed by comprehension questions that cover various comprehension skills such as identifying main idea and details, compare and contrast, cause and effect, authors' point of view, summarization, etc.

Each *Real Book: Workshop* includes Making Meaning lessons that build comprehension skills. Each Workshop opens with a Fluency Text, an accessible informational text that builds knowledge about the Workshop topic. Workshop texts span a variety of text types and progressively increase in complexity within and across Workshops.

Within the Independent Reading rotation, students apply their comprehension skills as they read high-interest books independently. The reading logs, graphic organizers, and Quick Writes are designed to help students organize and reflect their learning. In addition, quizzes are a way to measure their comprehension and whether they could transfer their comprehension skills to new texts.

Independent reading and read alouds

Read 180 ensures that students make reading part of their daily routine by dedicating one of the three Station Rotations to Independent Reading. Texts in the Independent Reading rotation provide engaging and respectful content that is delivered at the appropriate level of the student. Students also have the option of choosing more challenging texts that are aligned with their interests.

The *Read 180* Independent Reading library consists of print, digital, and audio texts that help students apply their new decoding, fluency, vocabulary, and comprehension skills as they build knowledge across all *Read 180* Knowledge Clusters. There are the Foundational Skills paperbacks and eBooks, general paperbacks and eBooks, eReads, and grade-level audiobooks.

Foundational Skills Paperbacks and eBooks are a collection of 56 high-interest texts for students who are developing decoding skills. Each book includes focus skills aligned to the Student Application Code Segments. The Read Aloud feature in the eBooks promotes listening comprehension and provides auditory support to striving readers as they decode text. The read aloud audio support allows students to listen to fluent reading as they follow along in the print text. This audio support helps students link speech to written language. Students can activate a read-along highlight that highlights each sentence as the audio plays, enabling students to track the text more easily. Some striving readers benefit from limiting the amount of text they see at one time. Students can use settings to adjust the size of the page and whether to view a single or double page.

Paperbacks and eBooks are a wide-ranging collection of 30 literary and informational paperbacks and 46 eBooks that span a wide range of reading levels organized by Lexile. These paperbacks include a variety of genres, such as historical fiction, graphic classics, and debates, and a variety of topics, such as action and adventure, government and politics, humor, and art. Many of the selections include content that reflects ethnic, cultural, and linguistic diversity of students in America. About half of the titles are informational.

Students build knowledge, enhance their vocabulary, and broaden their perspective as they read. Students are invited to select books of their interest and at their current reading level. This reading choice increases students' ownership of their learning, motivating them to read each day. Each Stage includes 30 titles, with five copies of each title.

eReads are a collection of 36 leveled nonfiction articles aligned to each topic in the Student Application. The articles, written at the higher end of the Lexile bands, stretch student readers as they deepen content knowledge.

Grade-Level Audiobooks consist of five grade-level books per stage that are authentic, unabridged grade-level texts that allow students to access the same complex literature that their peers are reading. This allows students to build a broader knowledge base with a wider range of books while also experiencing the skills and strategies needed to read and comprehend difficult text. Every audiobook includes a paperback copy and a recorded reading accessed by selecting the appropriate title on *HMH Ed*. The *Read 180* audiobooks include a unique metacognitive feature—students hear two voices when listening to an audiobook. The Audiobook Narrator reads the text aloud, modeling fluent phrasing and reading expression as the student follows along in the paperback. The Reading Coach models the comprehension, vocabulary, and self-monitoring strategies that successful readers employ while reading.

Read 180 offers Independent Reading supports and scaffolds for students and teachers. In the digital Independent Reading experience, students can access additional supports, such as text-to-speech as well as a dictionary.

Independent Reading is designed to foster student choice and a love of reading, but also includes checkpoints for accountability and teacher insight on student progress. Daily reading logs help students maintain focus and synthesize information from daily reading. This allows students to track their progress toward the goals they set at the beginning of the year. Students can log their progress in the *Real Book* as well. Incorporating daily reading logs into teachers' assessment plans ensures students are consistently focused. Other resources such as text-specific graphic organizers, Quick Writes, and discussion prompts are available to further deepen students' understanding of the book. In

addition to daily reading logs, teachers can have students keep reading journals about what they have read once a week or twice a month. Teachers can ask students to apply the same skills students are practicing during whole and small group when completing their journals or use reading journal prompts.

After finishing an Independent Reading book, students can take the **Independent Reading quizzes**. Students can see the books they have completed and can then choose to take either a Standard quiz or a Challenge quiz. The choices that students make will give the teacher insight into their mindsets, motivation, and challenge-seeking behaviors. The teacher will know how many books students have read and how they have challenged themselves.

Knowledge building

Read 180 is designed to help students acquire and activate the background and content knowledge that is essential to reading comprehension. The program's content is organized by topic into Knowledge Clusters so that students can explore content that fascinates them and drives their enthusiasm to deepen their knowledge as they read to learn and explore.

The Knowledge Map provides a visual of the Knowledge Clusters that align the content students are learning across all three program rotations. The *Read 180* Knowledge Map represents a cross-disciplinary journey toward development of content knowledge for both school and life, exploring science, social studies, literature, culture, technology, engineering, arts, and mathematics.

Before reading a text in the *Real Book: Workshop* or in the Student Application, students watch an Anchor Video that provides them with the content and vocabulary knowledge they need to comprehend the text. These Anchor Videos not only contribute immediately to improved comprehension of the texts that students read, but also give students knowledge that they can transfer to unfamiliar texts, allowing them to build more knowledge and continue to read more in a virtuous cycle. The combination of video and vocabulary support is especially helpful for English learners who may have gaps in context information and/or academic language.

At the core of *Read 180* are multitudes of informational texts that stretch across the content areas, such as social studies, science, literature and the arts, and contemporary social issues, in order to build the domain knowledge that is critical to reading comprehension across disciplines. By spending an extended period of time within a Knowledge Cluster, students develop the knowledge that comes from deep and meaningful study of a topic. Through this engaging, diverse content, *Read 180* readings help students develop the strong base of world knowledge and interdisciplinary literacy skills that they need in order to better comprehend texts across the curriculum.

Read 180 makes systematic and extensive use of mental models to help students build background knowledge and improve comprehension of texts. The program exposes students to multiple text types in order to build students' world knowledge and prepare them to comprehend across the content areas. The content in all components of *Read 180* reflects diverse perspectives, allowing students to both reflect on their own experiences and explore new concepts and points of view.

The program includes specific instructional routines to build students' content knowledge, such as the academic discussion routine which helps build background about a particular concept that is critical to the Workshop Texts. As part of this routine, students brainstorm, write, exchange, record, and report on their ideas. Students also use the Vocabulary routine to learn key content-area vocabulary words that appear in subsequent texts. This routine enables students to learn new themes, discuss examples, and practice using the vocabulary prior to encountering these words in texts. In addition, additional resources on the Ed platform include lessons that teachers can use to build students' background knowledge and promote mental model development during Whole-Group Learning.

Language development

The program provides a comprehensive and systematic approach to developing the language skills of students. Through carefully scaffolded reading, writing, and speaking activities, students learn the phonological, morphological, syntactical, and semantic structures of English—particularly academic English. In Whole- and Small-Group Learning, high-utility academic vocabulary is taught through a research-based instructional routine, promoting understanding of words that students will encounter in all subject areas.

In each *Real Book: Workshop* Whole- and Small-Group lesson, teachers teach and assess two or three language goals focused on vocabulary, language functions, and language of reading, writing, and speaking. Language functions stem from the linguistic demands of a lesson task and focus on high-leverage language that will serve students in other contexts. Across the year in *Read 180*, students engaged in *Real Book: Workshop* develop expressive language skills to: discuss; exchange ideas; reflect; report; compare/contrast; make connections/associations; collaborate; and offer feedback.

Read 180 also provides explicit and systematic instruction through *Real Book: Workshop* Whole- and Small-Group Learning in word learning strategies, giving students the tools they need to learn new words independently. Recursive vocabulary in reading selections encourages frequent review, practice, and reinforcement of targeted words.

In the *Real Book: Workshop*, Language Development lessons develop students' morphological strategies, helping them develop tools to unpack unfamiliar words as they read. Students can practice the academic language they have learned in Whole- and Small-Group Learning in discussions with their peers. These discussions help to develop students' oral language skills using the language of school. Giving students time to practice and develop oral language is especially helpful for those students who are striving readers, multilingual learners, and students with disabilities.

Independent reading materials in *Read 180* provide further exposure to increasingly advanced vocabulary and include supports such as graphic organizers to help students comprehend the vocabulary and content.

At the beginning of each Comprehension Segment of the Student Application, students complete the Explore Zone. In the Explore Zone, students are introduced to context-relevant vocabulary words in the Anchor Video and then complete activities that activate their vocabulary and real-world knowledge before reading the passage. During the Language Zone of Student App, students build and expand their academic vocabulary knowledge through language-based activities that investigate word families, words in context, synonyms and antonyms, and examples and non-examples. Students complete practice activities using definitions and context sentences for each word—crucial supports that can help struggling readers and English learners alike acquire vocabulary as they read. In the Reading Zone, students practice words-in-context skills during the Close Read activity, which includes words-in-context questions for three power words per level.

Speaking and listening

Read 180 provides a systematic approach to developing students' speaking and listening skills. For striving readers, it is particularly important to provide opportunities to speak about rich academic content, listen to model reading, and engage in active discussion, which is why *Read 180* is designed with daily routines for students to engage and collaborate with their teacher and peers in meaningful discussion. Through these daily discussions about text, students develop facility with academic and conversational English practice expressing their own ideas and responding to those of others.

Oral language is an integral component of the instructional path. Recognizing that striving readers need highly structured and teacher-mediated opportunities for academic discussion, *Read 180* instruction builds structured academic conversation into every lesson. These scaffolded speaking and listening tasks provide students with frames to help structure their responses and ensure that they use the target vocabulary and grammatical structure. During these daily conversations, teachers use structured engagement routines to provide a consistent format for discussion and help hold all students accountable for engaging in conversation. Students engage in these academic discussions both one on one with the teacher and their peers.

Academic discussions help develop the oral language skills that students can use to communicate across the content areas while also providing an opportunity for students to summarize and share what they have learned.

In addition, Student Application Code Segments' Success Passages include fiction and nonfiction texts that are read aloud, exposing student to tough-provoking, grade-level text. In the *Read 180* Student Library, students find the key idea of the text and respond both orally and in writing to text-based questions. Audiobooks provide engaging models for pronunciation, phrasing, and prosody. With sound and articulation models in the Software, students can record themselves and compare their pronunciation and articulation against the model.

In each *Real Book: Workshop*, students also complete an Effective Expression lesson. Students read about a career connected to the Workshop content during whole group. Then, students break into small groups to develop and present a project specific to that career. Students work collaboratively through the planning, drafting, and writing, and editing process. Students then present their projects, applying the specific presentation skills introduced in each Workshop.

Writing

The program embraces the reciprocal relationship between reading and writing and provides the rigorous writing instruction that is necessary for students to become proficient readers and writers. Based on the research of Dr. Steve Graham and Dr. Karen Harris, students learn a process to successfully plan, organize, and write (POW) responses to text. Students using the *Real Book: Workshop* have multiple opportunities to write narrative, informative, and argument pieces, and they learn, practice, and apply strategies specific to each of these genres.

In addition to a strategy that will guide them through the writing process, students will learn genre-specific strategies to use as they plan and write narrative, informative, and argumentative pieces.

In narrative writing, students learn, practice, and apply the WWW+2 (Who, When, Where, What, How) strategy; in informative writing, students learn, practice, and apply the TIDE (Thesis Statement, Idea, Details, Ending) strategy; and in argumentative writing, students learn, practice, and apply the TREE (Topic Sentence, Research, Evidence, Ending) strategy.

Students practice the WWW+2, TIDE, and TREE strategies and receive the scaffolds, including sentence frames, sentence starters, and graphic organizers, that are most appropriate to their writing levels. They receive immediate personalized feedback in addition to the more detailed feedback provided by peers and their teachers. Writing prompts and scaffolds, such as sentence frames, echo those that students encounter through teacher-mediated practice in the *Real Book*, thereby increasing students' competence and confidence in writing.

Throughout Whole- and Small-Group learning, *Read 180* writing instruction emphasizes writing with a purpose and writing that develops content knowledge and reading skills. These purposeful writing activities, and the associated discussions, help students to log the “miles on the tongue” that Dr. Kate Kinsella has found is vitally important to language development for English learners. *Read 180* writing instruction provides carefully guided opportunities for students to engage in many different types of writing, from simple sentences to multi-paragraph essays. In paragraph-length constructed response writings and multi-paragraph essays, students follow the steps of the writing process: planning writing, organizing ideas using graphic organizers, composing a draft, and revising for clarity, conventions, and purpose.

Writing is then shared through peer feedback and a variety of publishing opportunities. This systematically scaffolded writing process helps student explore and extend their knowledge through writing and guides them in clearly conveying ideas using academic language.

Throughout *Read 180*, grammar, usage, and mechanics are taught systematically and in context in accordance with the research of Dr. Kate Kinsella. Analyzing and evaluating a model paper before writing helps make expectations transparent and aids striving writers in visualizing the demands of the assignment. After writing, students use the routines they are taught during Whole-Group and Small-Group Learning to read, score, and respond to a partner's writing. These multiple opportunities for feedback provide the support that students—including multilingual learners and students with disabilities—need to gain confidence and independence with English grammar and writing for academic purposes.

In the Student Application, the Writing Zone engages students in writing activities at appropriate levels of complexity with the supports and scaffolds they need in order to be successful writers.

Assessment and progress monitoring

Read 180 includes a range of dynamic assessments that provide ongoing, real-time, and actionable data to promote effective learning. NWEA® MAP® Growth™—now included with each *Read 180* subscription—provides the assessment solution that precisely measures student achievement and growth plus seamless integration with *Read 180* to ensure students are placed in the accurate Workshop/Segment of the Student Application.

These assessments support a variety of instructional goals, such as evaluating overall reading growth and identifying particular focus skills for small-group instruction. Carefully orchestrated administration of these assessments provides a comprehensive picture of a student's literacy skills that can be shared with students, caregivers, and leaders.

Read 180 includes three main types of assessments, which are designed to be used at strategic points throughout the year to appropriately diagnose reading needs, monitor student progress, evaluate mastery of new skills, and plan instruction.

1. **Eligibility, placement, and progress monitoring assessments** provide a baseline of student reading levels. NWEA MAP Growth is administered to all students and measures students using the same metrics across all grade levels. MAP Growth helps determine eligibility and placement within *Read 180* and measures growth as students progress through the year.
2. **Formative assessments** are considered assessments for learning. They are typically quick, informal checks for understanding that gauge whether students have mastered the learning goals of a particular section of a lesson. Formative assessments provide daily monitoring of student progress as students move from one learning phase to the next.
3. **Summative assessments** are considered assessments of learning. They are typically more formal assessments, such as tests, essays, or projects. Summative assessments are administered at the conclusion of learning to determine whether students have achieved the learning goals of the instruction.

Read 180 includes the following assessments:

- **NWEA MAP Growth** – The MAP Growth assessment is used as a universal placement and progress monitoring assessment to ensure that students are appropriately placed within the program. It can be administered three to four times during the year to identify current student reading levels and track reading growth.
- **Language Launch Assessments** – Formative and summative assessments provide information about students' language acquisition across the four domains: listening, speaking, reading, and writing. The information is used to determine language levels and modify instruction to best meet the needs of students.
- **Real Book Assessments** – Each day, students complete daily instructional tasks in the *Real Book: Workshop* that can be used as embedded formative assessments. These assessments are used to monitor student understanding and pace instruction. The *Real Books* also include summative assessments, which help gauge students' mastery of new skills taught during whole-and small-group instruction. These results are used for intervention, instructional planning, progress monitoring, and grading.
- **Student Application** – Screening assessments identify the correct entry point for each student into the Student Application. Formative assessments gauge student learning as they complete activities in each Segment. Embedded summative assessments assess student mastery within students' Zone of Proximal Development. This data is used for forming groups, selecting lessons, monitoring progress, and grading.
- **Independent Reading Quizzes** – Independent Reading Quizzes monitor students' comprehension of what they read during Independent Reading. This summative assessment data is used to evaluate students' understanding of what they have read, guide reading selection, and provide reading motivation.
- **Code Baseline Scan** – These screening and placement assessments can be administered to determine whether students have any gaps in foundational literacy skills, such as phonological awareness, concepts of print, and alphabet recognition.
- **Oral Reading Fluency (ORF) Assessments** – These summative assessments are administered two to three times a year to measure student fluency.

Multi-tiered system of support

Read 180 can meet the needs of all learners through a Multi-Tiered System of Supports (MTSS) approach, a systematic framework for allocating instructional services and resources in response to students' individual academic and behavioral needs. MTSS employs a multi-tiered model of service delivery to promote efficient response to students' needs. Each tier provides increasingly intensive support structure to ensure that students succeed.

The *Read 180* instructional model supports multiple tiers of academic Response to Intervention (RTI) by balancing Whole-Group instruction with Small-Group instruction that is targeted to different skills based on students' needs. During Whole-Group Learning, the teacher focuses on macro-level skills that all students need.

Then, students break into small groups to address their individual needs through instruction on the Student Application, Independent Reading within students' Zone of Proximal Development, and Small-Group direct instruction. This instructional model allows teachers to work with a chosen small group to address individual needs based on assessment data.

The *Read 180* Software offers powerful tools for the systematic screening and progress monitoring that are central to an RTI approach, along with customizable training and professional development to ensure that teachers can use the program with a wide array of students, including students with disabilities.

Independent Reading eBooks and eReads provide numerous supports to help students with disabilities as they read independently. Those supports include a text-to-speech feature, a zoom feature, a digital dictionary, and a highlighting feature. In addition, Audiobooks feature a Reading Coach, a narrator who provides comprehension strategies and models fluent reading. During Independent Reading, students may also express their learning through book conferences with the teacher, and collaboration and presentation projects.

The Positive Behavior Intervention and Supports (PBIS) model, which is incorporated throughout *Read 180*, provides embedded supports and procedures for increasing student engagement, promoting positive behaviors, and motivating students to succeed. Instructional routines such as Oral Cloze, Think (Write)-Pair-Share, Idea Wave, and peer feedback encourage students to engage with the material with scaffolds that structure and support their responses. The instructional routines help to create a learning environment in which students can actively participate in a non-

threatening and flexible way. In addition, the program is designed so that small-group instruction can continually be adjusted to provide the appropriate level of support from across the continuum of differentiated instruction.

Strategies for multilingual learners

Read 180 is designed to differentiate instruction and meet all multilingual learners at their levels, whether they are speakers of other languages or other dialects such as non-standard English, while being respectful of their first language. The program helps teachers to capitalize on the advantages that multilingual learners bring to the classroom and the support that using their first language judiciously can provide. By focusing on understanding register and academic language, *Read 180* helps students build upon their native languages and dialects and provides them the scaffolding and supports they need to “put miles on the tongue” and use academic language effectively.

Throughout *Read 180*, program materials reflect a consideration for the needs of multilingual learners. The program was designed with the recognition that focusing on the needs of multilingual learners highlights important elements of reading instruction, such as building background knowledge and developing academic vocabulary, that are beneficial to all *Read 180* users.

The program includes many supports that are beneficial to multilingual learners who are struggling with reading comprehension and fluency. All multilingual learners can benefit from the individualized instruction provided by Individualized Learning Technology, along with immediate corrective feedback that has been found to be particularly helpful to non-native English speakers. The Student Application also provides vocabulary supports, captioning of Anchor Videos, supports in the eReads and parent materials for five major world languages (Spanish, Vietnamese, Filipino, Cantonese, and Mandarin), and Spanish translations that can help students with beginning and intermediate English proficiency levels access the texts, building background knowledge and experiencing success.

The program’s emphasis on developing academic language and vocabulary reflects practices that have been shown to be particularly effective for multilingual learners, who may struggle with academic language even if they are comfortable with conversational English. Similarly, English learners benefit from supported practice with speaking and listening in the classroom and opportunities to collaborate and discuss concepts with peers. *Read 180*’s instructional routines, such as Think (Write)-Pair-Share, scaffold classroom discussion so that multilingual learners feel comfortable participating.

Like native English speakers, multilingual learners can apply and practice their learned skills with Audiobooks and Independent Reading books that are leveled so that students can experience frequent success with reading. In addition, students have the opportunity to practice their oral language skills during Independent Reading book conferences and collaboration and presentation projects. Projects are assigned at the teacher’s direction and may include debates, research projects, multimedia presentations, choral reading, writing dialogue, and more. The multicultural content found across all components of *Read 180* reflects ethnic, cultural, and linguistic diversity, helping multilingual learners find a sense of belonging in their new culturally responsive environment.

Build Cross-Linguistic Connections: Teachers can use the Contrastive Analysis resources available on the HMH *Ed* platform to help understand how students’ home languages affect their ability to read and produce sounds in English. Teachers will find specific information on positive and negative transfer of skills for sounds, spelling, and grammar usage based on students’ primary languages. Teachers can also provide the Language Launch Bilingual Glossaries for students to look up new words and meanings to make connections between their home language and English. Contrastive Analysis and Language Launch Bilingual Glossaries are included in the Resources for Multilingual Learner Support on HMH *Ed* for the following languages: Arabic, Cantonese, Filipino, Haitian Creole, Hmong, Korean, Mandarin, Portuguese, Russian, Somali, Spanish, and Vietnamese.

Teaching Language to Newcomers (*Language Launch Lessons*): *Language Launch* consists of teacher-led digital lessons designed to teach the social, instructional, and content-area language that students need as they learn English for the first time. If you teach at a newcomer center or have an English language development class of all students at early levels, then consider teaching *Language Launch* lessons during whole-class instruction. If you have a class with students that span multiple levels of English proficiency or a *Read 180* class that includes intervention students, form a group of students at the early level of English proficiency to teach the *Language Launch* lessons.

Language Launch Digital Teaching Guide: The *Language Launch* Teaching Guide was designed to support teachers in meeting the unique needs of newcomer students. Access to the Teaching Guide on the *Ed* platform includes Planning Guides for Units 1-6 with support for getting ready to teach the unit, Heads Up content that calls attention to important cultural, linguistic, or social-emotional considerations, and lesson objectives and overviews. Teacher notes that provide directions, model language, scaffolding, and differentiated support are included. Additionally, step-by-step guidance for using the research-informed *Language Launch* routines to maximize student engagement and accelerate language development are available on *Ed*.

Addressing Students’ Foundational Skills Needs: Depending on class schedules and students’ foundational skills needs, teachers may consider teaching Code lessons after students have completed *Language Launch* Units 1–3 or teaching *Language Launch* and Code lessons concurrently.

Real Book: Code Teaching Guide: Teachers can use the *Real Book: Code* lessons to provide multilingual learners with explicit instruction in foundational reading skills that reinforces learning from the instructional Software. Lesson Launch supports for multilingual learners include pronunciation and articulation tips to support modeling and forming the sound(s) accurately; options for pre-teaching the words from the lesson to help students in connecting meaning to words they decode; and contrastive analysis information about the particular sound(s) or skill so teachers can point out similarities and differences between students' home language.

Supportive environments for students with special needs

From its inception, *Read 180* was designed to address the needs of striving readers, and the program materials reflect a consideration for the needs of students with disabilities. The research behind the development of *Read 180*'s innovative technology was initially funded by a grant from the U.S. Department of Education's Office of Special Education. Endorsed by the Council of Administrators of Special Education (CASE), *Read 180* supports readers who have unique learning challenges and those who have been identified as in need of special education services.

HMH is committed to designing a digital learning experience that is accessible to all users. Many common elements and features in HMH *Ed*, such as the Log In, Discover, Plans and digital content are accessible. The *Ed* platform is WCAG (Web Content Accessibility Guidelines) compliant to meet the needs of students with a wide range of disabilities—including auditory, cognitive, neurological, physical, speech, and visual disabilities.

Read 180 offers the following accessibility features through the *Ed* platform:

- Screen readers allow students who have difficulties seeing to access and interact with digital content via audio.
- Magnification tools
- On-screen keyboard controls so students can perform all keyboard functions while content is still viewable. This allows students alternatives to using a mouse for navigation.
- Dictation functionality is available with speech recognition software so students can use voice commands to navigate content or take notes.

The program offers a wealth of resources for differentiating and adapting instruction based on students' needs. The Student Application provides individualized instruction, along with immediate personalized feedback accompanied by modeling and guided practice. Continuous targeted assessments in the Student Application check for mastery of skills and identify individual instructional needs. By constantly collecting ongoing data about student performance, the Student Application provides critical information for teachers about student progress and individual needs.

For additional progress monitoring, *Read 180* provides a variety of curriculum-embedded, criterion-referenced assessments, including passages for oral reading fluency assessment and *Real Book* Assessments, to regularly track student progress. *Real Book* Assessments measure students' mastery of skills taught during Whole- and Small-Group Learning. These assessments can be used by teachers to inform future individual and Small-Group instruction.

With *Read 180*, teachers and parents can use myriads of point-of-use data and reports to measure student progress toward annual academic and behavioral Individualized Education Programs (IEP) goals.

Supporting students with dyslexia

Read 180 provides evidence-based instructional practices that meet the needs of students with reading difficulties, such as dyslexia. Instructional interventions for students with dyslexia should be systematic, explicit, diagnostic, and personalized so that they can progress at their own pace. The program adheres to the Structured Literacy approach, which provides the elements of literacy such as Phonology, Morphology, Sound-Symbol, Syllables, Semantics, and Syntax that students need to become better readers.

The Student Application provides a systematic scope and sequence that allows students to acquire concepts and skills ordered from easier to more complex to aid in their learning of foundational literacy skills through the Foundational Skills portion. Once they attain adequate phonics and decoding skills, students develop higher-level comprehension skills through the Comprehension portion of the Software. Throughout the Student Application experience, students with dyslexia benefit from the structured lessons, ample practice, and immediate, corrective feedback they receive from the Software and through teacher-led small-group instruction to develop automatic word recognition skills. Students also practice reading decodable and high-frequency words in the context of controlled connected text in each Segment.

The *Real Book: Code* provides students with targeted instruction on discrete phonics skills and additional practice on topics aligned to the Software. Each lesson consists of the five pillars of literacy, and students build their fluency of text reading through instructional routines reinforced by the teacher.

The program also provides numerous instructional scaffolds and guidelines for teachers to provide appropriate accommodations for students' learning.

Supporting students with other disabilities (e.g., *ADHD, Motor Impairments, Intellectual, Emotional, etc.*)

In *Read 180*, extensive phonics instruction is provided through individualized, modeled practice in structural analysis and continued work on phoneme articulation, coupled with immediate, corrective feedback. Modeled examples of correct articulation of sounds are further presented in *Read 180* Audiobooks and during teacher-led instruction. A Smart Coach on the Audiobooks models fluency, comprehension, vocabulary, and self-monitoring strategies at important points during reading. Students thus experience firsthand the strategies of a good reader throughout the supported reading of each grade- and age-appropriate book.

The program offers students multiple means of expressing their learning through words and writing. In the Software, students read and record text passages to practice and demonstrate fluency. All Software and Audiobooks include writing prompts and graphic organizers to allow students to show comprehension in a way that suits their needs. In addition, writing prompts are provided in the Writing Zone of the Student App. Assessments in both digital and print format offer multiple means for students to demonstrate their knowledge.

Read 180 instructional materials are designed with the principles of Universal Design for Learning (UDL) to facilitate access to the curriculum for all students by individualizing and differentiating instruction according to students' reading levels, skills proficiency, and interests.

A multisensory instructional approach allows for multiple means of representation of learning materials. For example, the Software, Independent Reading books, Audiobooks, Anchor Videos, *Real Book*, and teacher-directed lessons offer variety as a means of accessing lesson content. In addition, the Student Application includes captioning of Anchor Videos, an alternate color scheme, and a button rollover feature that provides a text label for the Student Application buttons.

Read 180 content consistently presents images, graphics, and sound alongside printed and electronic text, providing daily opportunities for different types of learners to engage their visual, auditory, and tactile senses.

School-to-home connection

Read 180 provides resources to help families support students' learning and connect with the classroom. The program includes access to Family Room™, an intuitive, ever-growing library of on-demand resources created to provide families with engaging, practical recommendations to help their children thrive. Located on *Ed*, the learning platform, families can access Family Room with their child's *Ed* login to view assignments, information about *Read 180*, at-home learning support, and tips and videos.

Family Room will help caregivers become familiar with the *Ed* platform and provides 24-7 differentiated support about their child's instructional programs and insights on how family members can help. Examples of instructional resources include "5 Questions Your Teacher Wants You to Ask Them," "The Power of Talk," and general support that offers practical recommendations for fostering learning, including tips for avoiding meltdowns, combatting social isolation, and nurturing growth mindset. Resources are available in both English and Spanish.

In addition, each *Real Book: Workshop* includes four or five strategies to support teachers in involving and engaging parents, including:

- Strategies for soliciting and hearing the concerns, hopes, needs, and insights of parents
- Suggestions for sharing expectations about parent involvement and asking parents about their expectations
- Channels for asking parents what they view as important in helping students succeed and adding those things to classroom practice
- Frequent communications with parents and families (via email, letters, and suggestions for school websites)
- Invitations for parent volunteers
- Information on supporting *Real Book* work at home while helping students build independence
- Information on classroom assignments and the role of homework in reinforcing class discussion/learning

These strategies are available in the Teacher's Edition throughout the texts and during process writing instruction. Parent reports of student progress as well as letters to parents are available in multiple languages. Access to digital books helps students engage with their families over texts.

Professional learning opportunities

From guided implementation support to collaborative problem-solving, HMH provides tailored, hands-on nationally recognized professional development for teachers and administrators of all experience levels throughout the year.

Whether the goal is to equip teachers with personalized instructional strategies, achieve student growth with HMH curriculum, or sustain schoolwide transformation, our team of experts are ready to collaborate and provide support on your schedule.

Efficacy of HMH professional learning

HMH is a certified provider of effective and relevant professional services. Education and professional learning experts from Rivet Education evaluated HMH Professional Learning's quality in three key areas: Launching Instructional Materials, Ongoing Professional Learning for Teachers, and Ongoing Professional Learning for Leaders. Receiving a "High-Quality" rating in these areas signifies that HMH Professional Learning provides teachers and leaders with both High-Quality Instructional Materials and a High-Quality Professional Learning experience. To learn more, review the [Professional Learning Partner Guide](#) or visit plpartnerguide.org.

Guided implementation support

HMH subscriptions for *Read 180* include personalized implementation support that ensures teacher success within the first 30 days. Plus, year-round, on-demand access to professional learning resources keeps teachers engaged.

- **Getting Started Session:** During this session led by an HMH instructional coach, teachers will preview their first week of lessons, navigate Ed via a demo account, and learn about the personalized learning available to them.
- **Teacher Success Pathways on Ed:** Every teacher's personalized pathway guides them through using their HMH materials, planning for their first two weeks, and using data to differentiate instruction. Teacher success pathways are also incredibly valuable for teachers who join mid-year and need to hit the ground running.
- **Teacher's Corner® Resources:** Teacher's Corner on Ed puts real-world classroom videos and best practices at teacher's fingertips, on their schedule, all year long. Plus, free live online events connect educators with program experts, educational thought-leaders, and teachers using HMH programs. Build a community and get to know other educators through Teacher's Corner on Ed and the HMH Teacher's Corner Facebook® community.
- **Leader's Corner™:** Supporting new program implementations is manageable for district and school leaders with Leader's Corner. Leader's Corner provides full access to the Teacher's Corner Library and includes leader-focused program articles. Access to professional learning progress reports and downloadable resources help instructional leaders support teachers and classroom implementations.

Ongoing professional learning

Partner with HMH for ongoing professional learning with coaching and courses tailored to topics that matter to teachers and students. Our live and asynchronous learning opportunities are designed to fit your schedule and provide support when you need it the most.

- **HMH Coaching:** HMH Coaching is grounded in a researched-based Coaching Framework that leverages instructional best practices proven to impact student success. It offers sustainable, data-driven, and personalized support aligned to each teacher's unique learning goals. Available through unlimited one-on-one virtual coaching sessions and in-person coaching days, HMH Coaching supports every teacher to elevate instructional practice, meet district goals, and raise student achievement.
- **HMH Coachly™:** HMH Coachly is a yearlong digital coaching subscription that gives teachers unlimited access to a dedicated HMH coach. Teachers are matched with a highly experienced instructional coach, who will guide them through high-impact coaching topics such as integrating *Read 180* with best instructional practices, addressing classroom challenges, and goal setting and tracking. Once logged onto HMH Ed, teachers will be able to schedule unlimited one-on-one virtual coaching sessions, message their coach, and receive timely feedback in a single-platform experience. For additional support, HMH Coachly licenses can be paired with in-person group Coaching days.
- **Program-Aligned Courses:** These courses connect research-backed strategies with HMH programs to support specific school needs. HMH Blended Courses provide the perfect mix of in-person and asynchronous professional learning from an expert instructional coach to guide teachers as they take effective pedagogy from concept to classroom.
- **Live Online Courses:** Learn new skills and focus on topics that matter with HMH's Live Online courses. Course topics include navigating unpredictable learning environments, SEL and Equity, and subject-specific topics like the Science of Reading and Numeracy.

Leader learning

Leaders receive targeted support to drive innovation and navigate district challenges from industry experts from the Center for Model Schools™, the only organization devoted to providing year-round leadership support through its namesake Model Schools Conference, leadership cohorts, and 1:1 consulting.

- **Model Schools Conference:** At the Model Schools Conference, attendees learn from leaders and teachers who have achieved incredible results and leave with a toolkit to implement meaningful change when they return home.
- **Transformational Leadership Network:** The Transformational Leadership Network, from the Center for Model Schools, connects leaders who share similar challenges in a yearlong cohort learning experience. Steered by an accomplished advisory board, the Transformational Leadership Network addresses some of the biggest challenges in education and guides school leaders with timely, hands-on support.
- **Leadership Consulting:** Every consultant, keynote speaker, and coach from the Center for Model Schools brings a proven history of achieving transformational change and will work collaboratively with leaders and teachers to provide tangible strategies and practical actions that drive school-wide transformation.

Program components

Read 180 has three stages—Stage A (Grades 3–6), Stage B (Grades 6–8), and Stage C (Grades 9–12). After a complete stage has been purchased, add-on components and additional licenses can be purchased to expand the program. Program components are subject to change. Contact your HMH Account Executive for the most current list of available components.

Student Materials

Read 180 Student Application
ReaL Book: Workshops [12] (Digital & Print)
ReaL Book: Code Segments [4] (Digital & Print)
 Getting Started (Digital & Print)
 Digital Independent Reading Library
 Paperbacks (30 titles, 4 copies each)
 Audiobooks (5 titles per stage)
 Digital Books (46 titles per stage)
 eReads
English 3D Language Launch Volume 1 (Digital & Print)

Assessments

MAP Growth Assessment
 Code Placement Assessment
 Ongoing Diagnostic & Formative Assessments
 Performance-Based Assessments
 Growth Mindset Assessment
 Independent Reading Assessment

Teacher Resources

ReaL Book: Workshops [12] (Digital & Print)
ReaL Book: Code Segments [4] (Digital & Print)
 Program Guide
 Teacher’s Corner
 Leader’s Corner
 Getting Started (Digital & Print)
English 3D Language Launch Volume 1 Teaching Guide (Digital & Print)

Reports

Standards Report
 Assessment Report
 Program Activity Report

Narrative profile

Amira Learning® automates oral reading fluency, reading transcripts, dyslexia risk screening, and 1:1 reading tutoring in English and Spanish—providing more equitable Spanish assessment and saving teachers 90+ hours each year. An entire class can be screened in fewer than nine minutes in a 1:1 classroom and tutoring with *Amira* can happen anywhere with an internet connection. Teachers can rely on *Amira*'s automated differentiation to place students into powerful 1:1 reading tutoring powered by dozens of precise micro-interventions rooted in the science of reading.

Evidence base/efficacy

Amira stems from decades of research and development conducted by scientists at Carnegie Mellon University's Project LISTEN. In 1997, Project LISTEN researchers first introduced the Reading Tutor, a computer-based instructional program that used artificial intelligence technology to listen to children read aloud, analyze the accuracy and fluency of each student's reading, and deliver targeted instruction and feedback to each student (Aist & Mostow, 1997; Mostow, 2012). Since the initial introduction of the Reading Tutor, Project LISTEN scientists have collaborated with leading researchers in reading science, speech recognition, and psychometrics to develop *Amira*.

The effectiveness of *Amira* has been demonstrated in gold-standard randomized controlled trial studies in real-world classroom settings. Experimental studies have found that students randomly assigned to use the Project LISTEN Reading Tutor made greater reading gains than students in the control conditions who: (a) used a comparable commercial reading software program (Mostow et al., 2003), (b) were taught by a human reading tutor (Aist et al., 2001; Mostow et al., 2001), (c) participated in sustained silent reading (Mostow et al., 2002), or (d) received "business as usual" classroom instruction (Mostow et al., 2003).

Studies have also shown that *Amira* is effective for multilingual learners. A study with elementary school students from Spanish-speaking homes in Chicago found that the Project LISTEN Reading Tutor led to significantly greater gains in reading fluency than did the control condition of sustained silent reading (Poulsen et al., 2007). Researchers at the University of British Columbia found that elementary and middle school students from Hindi/Urdu-, Mandarin-, and Spanish-speaking homes who received the Reading Tutor made significant gains on the Word Attack, Word Identification, Word Comprehension, and Passage Comprehension subtests of the Woodcock Reading Mastery Tests-Revised (Reeder et al., 2007; Reeder et al., 2008). Results from a recent follow-up study with elementary and middle school students in Vancouver, Canada indicated that students who used the Reading Tutor made significant gains in oral reading fluency, and that the gains were larger than those made by students in the control condition who received regular classroom instruction with English learning support (Reeder et al., 2015).

Amira meets the **strong evidence** level as defined by the Every Student Succeeds Act. To view the research and efficacy studies visit www.hmhco.com/research/amira-learning-research-evidence-base.

Motivation and engagement

Amira was designed to be a patient and non-threatening program. Within the comfort zone that the software provides, students are motivated by effective praise, targeted feedback, entertaining and high-interest content, algorithms that recommend content based on student interests, having agency in choosing what to read (at an appropriate level), and completing a story. *Amira* is designed to build motivation, foster a sense of agency, and encourage grit and stamina in young readers. The software is centered on the reading cycle—selection, practice, skill building, reward, and progress monitoring. *Amira* is aligned with the considerable research that shows that providing students with choice is effective in increasing motivation. On entry, each student is presented with a set of appropriately leveled reading resources selected by *Amira*'s AI technology to build the skills within the student's zone of proximal development and allowed to choose which text to work with.

As a student reads with *Amira*, he or she receives instantaneous feedback. This breakthrough aspect of the *Amira* software prevents lack of immediacy from sapping motivation and interest. In addition to immediate formative feedback, *Amira* also provides summative reports of student progress upon completion. *Amira*'s progress reports allow a student to view his or her latest performance scores and their progress over time.

To increase student engagement and motivation, students can celebrate and access their milestones from reading by collecting and accessing *Amira* Animal Badges. Teachers celebrate student reading milestones with a badging report and certificate printouts. Teachers can either use *Amira* data to create badges or allow *Amira* to assign badges based on their reading growth and success.

Additionally, *Amira* is aligned to research on effective use of praise. *Amira* follows evidence-based best practices in praising students for effort, determination, and persistence rather than success or achievement. *Amira* is designed to deliver praise whenever students show that they are trying to exercise and extend their skills.

Instructional focus

Amira uses the power of automated speech recognition and artificial intelligence technology to assess and report on students' skills across key pillars of reading and to enable oral reading practice supported by a variety of micro-interventions tailored to each individual student's specific needs. Each micro-intervention is a scaffold that helps an emerging reader improve skills that *Amira*'s assessments have identified as needing more work toward mastery. In addition, student performance on *Amira*'s oral reading fluency assessment is linked to resource recommendations from HMH's core English Language Arts program, *HMH Into Reading*® and *¡Arriba la Lectura!*™, HMH's core Spanish Language Arts program, to support teachers in providing instruction targeted to their students' needs. This system connects assessment, reporting, instruction, and practice to help teachers understand the impact of their instruction and determine how to target instruction to students' needs in an iterative, data-driven cycle (Pellegrino, 2014; William, 2014).

Oral reading fluency assessment

Amira's Oral Reading Fluency assessment uses automated speech recognition and artificial intelligence technology to listen to children read aloud and analyze their oral reading accuracy and rate. *Amira* was developed by scientists at Project LISTEN in conjunction with psychometricians, neuroscientists, and reading scientists to produce reliable and valid assessments of oral reading fluency. After a 5–7-minute oral reading fluency assessment, *Amira* analyzes student reading, produces a running record of errors, and reports scores with actionable insights.

Dyslexia screener

The program's Dyslexia Screener uses automated speech recognition and artificial intelligence to listen to students respond to a set of measures and analyzes their phonological awareness, alphabetic awareness, word reading, and rapid automatized naming (RAN) skills. Developed in conjunction with psychometricians, neuroscientists, and reading scientists, *Amira* meets the universal screening criteria recommended by the International Dyslexia Association. With more than two decades of research supporting its effectiveness (including Project LISTEN, on which *Amira* was based), the content/technology built into *Amira*'s Dyslexia Screener has demonstrated consistent and reliable results with strong predictive validity.

In 7–9 minutes, *Amira*'s Dyslexia Screener delivers a reliable and valid assessment of dyslexia risk. *Amira* can also screen multiple students at the same time, saving teachers valuable time for instruction and planning. Furthermore, there are multiple versions of the screener for each grade level so students can be screened multiple times each year. *Amira* automatically generates a Dyslexia Risk report that helps teachers identify next steps for intervention and further evaluation.

Amira's Dyslexia Screener:

- Utilizes rapid automatized naming (RAN)— *Amira* employs multiple techniques found to be reliable indicators of brain function associated with dyslexia.
- Provides fully automated screening—Neither administration nor scoring requires teacher time or training.
- Listens directly to students read—Other assessments employ proxies for reading instead of listening directly to the student.
- Takes fewer than seven minutes per student—Entire classes can be screened in minutes.
- Generates actionable reports to empower timely intervention—*Amira*'s reporting provides at-a-glance data to drive instruction and differentiation.
- Does not require the capacity to read – *Amira* employs repetition and elision tasks that do not require that student know how to read. This is also helpful for screening Kindergartners who are still building reading foundations.

Reporting and recommendations

Amira automatically scores and records each student’s oral reading and/or responses to the Dyslexia Screener and allows the teacher to choose among the following types of score reports. Instructional resource recommendations based on a student’s Oral Reading Fluency assessment performance can be found in the Diagnostic Report. *HMH Into Reading* and *¡Arriba la Lectura!* resources are recommended that support teachers in providing targeted instruction and/or practice for the skills that *Amira* identifies for each student.

The Reporting Dashboard provides data that can be used to inform instruction. Specifically, teachers can:

- Get automated reporting within one click.
- Access via voice commands, laptop, iPad®, and more.
- Track progress at a single point in time and over time.
- Share reports with parents, literacy coaches, and administrators.

Reports including Oral Reading Fluency Assessment Data	
Reading Transcript	The Reading Transcript view displays a student’s oral reading fluency assessment scores on a single screen. The student’s assessment is audio-recorded, allowing the teacher to listen to samples of student reading at different times throughout the year. This functionality enables administration of the assessment without requiring the immediate presence of a qualified literacy specialist.
Tracking Report*	The Tracking Report enables at-a-glance management of the assessment process. The report enables easy assignment of the test. Teachers can see which students have completed the assessment and how they have done. Any students that need to be screened are clearly designated.
Benchmark Report	The Benchmark Report compares students’ fluency against national, state, or local norms. It uses color-coded bars to indicate risk and displays nationally normed percentiles for comparison. Teachers can immediately view individual student scores, make whole-class comparisons, and view performance against benchmarks in a single report. Teachers can compare against expectations, interventions, cut lines, and student rankings. Benchmarks are updated each assessment season to represent students’ grade-level reading skills for that time of year.
Progress Report*	The Progress Report allows teachers to view the performance of a student over time. Teachers can monitor student improvement and click through to review specific assessments. The Progress Report also projects current mastery into the future. Teachers can find and review previous assessments or practice sessions in the Progress Report.
Skills Status Report*	The Skills Status Report, organized by Scarborough’s Reading Rope, allows teachers to view the entire class’s proficiency at the skill level. Easy-to-read color coding helps teachers to view skills mastery at a glance.
Skills Diagnostic Report*	The Skills Diagnostic Report provides detailed information about individual student’s skills proficiency. These skills-based insights are linked to resource recommendations to connect teachers with materials for teaching and re-teaching. Color-coded percentiles are also displayed to alert teachers to any areas in which a student may benefit from additional assistance.
Diagnostic Report	The Fluency Diagnostic Report provides detailed information about individual student skills. Within each skill area, teachers are provided with a list of concepts or skills that are “likely mastered,” “appropriately challenging,” and “very challenging.” These skills-based insights are linked to resource recommendations from the Into Reading core program to support teachers with materials that appropriately target their students’ needs for instruction and practice. Color-coded percentiles are also displayed to alert teachers to any areas in which a student may benefit from additional assistance.
ARM Score	The <i>Amira</i> Reading Mastery (ARM Score) measures growth for every student using all of <i>Amira</i> ’s data to drive understanding around mastery. Every student who completes the screener is scored, even if pre-reader, giving teachers an expansive understanding of early emergent readers.
Parent Report	The Parent Report provides a snapshot of the status of a student at a given moment in time. It displays the most current metrics to share with parents and provides actionable reading tips parents can use at home with students to help them build fundamental reading skills. This report is printable to facilitate sharing—teachers can share this report with parents via email and/or print the report for parent-teacher conferences.
Report Based on Dyslexia Screener	
Dyslexia Report	The Dyslexia Report displays results from the Dyslexia Screener in the form of a Dyslexia Risk Index (DRI). Cut points are provided between scores categorized as At Risk or Low Risk, which for every grade corresponds to a DRI score greater than or equal to 30 or less than 30, respectively. Students are sorted from highest to lowest scores, with color-coded score bars. Scores falling above 30 (At Risk) are colored red, and scores at or above 30 are red.

*Denotes Reports that also include Tutoring Data

Instructional strategies

Scaffolded practice

Amira uses data obtained from its reading assessments to deliver scaffolded reading practice that is personalized based on each student's specific needs. *Amira's* automated reading tutor delivers targeted instruction, practice, and feedback in all five key elements of early literacy: phonemic awareness, phonics, fluency, vocabulary, and comprehension. *Amira* uses artificial intelligence technology to measure, define, and report each student's learning progression to ensure that advanced skills are not introduced prior to acquisition of prerequisite skills.

The program uses the following metrics and scales to identify needs for scaffolded practice:

Metric	Scale	Description
Oral Reading Fluency (ORF)	Words Correct Per Minute (WCPM)	ORF measures a student's ability to read aloud with natural ease. WCPM incorporates accuracy (words correct) and speed (minutes spent reading aloud).
Reading Mastery	<i>Amira</i> Reading Estimated Age (AREA)	AREA measures a student's ability to read accurately, compared to average age of acquisition for story words. Accuracy is defined in terms of reading age level.
Decoding	Nonsense Word Fluency (NWF)	NWF measures a student's ability to combine letter sounds for unfamiliar words. Person names and high-level vocabulary words are considered "novel" whereas sight words are considered "familiar." <i>Amira</i> listens to a student read to understand progress in phonemic awareness and utilizes a range of interventions to enable appropriate instruction and progression from simple to more complex words, syllable types, and multi-syllable words.
Phonological Awareness	Phoneme Segmentation Fluency (PSF)	PSF measures a student's ability to pronounce phonemes within words accurately. Students are scored on how well all phonemes have been pronounced. <i>Amira's</i> corpus of words is based on a mapping of every word to the 44 distinct phonemes recognized by the International Phonetic Alphabet.
Sight Recognition	Estimated Sight Recognition Inventory (ESRI)	ESRI measures the estimated percentage of sight words a student has mastered. <i>Amira's</i> corpus of sight words comes from the Dolch Sight Words list, the most commonly used set of sight words (https://sightwords.com/pdfs/word_lists/dolch_all.pdf).
Vocabulary Size	Estimated Words in Vocabulary	Vocabulary size is an estimate of how many words are likely to be in a student's expressive vocabulary. Estimates are based on published research on vocabulary development as a function of age. <i>Amira</i> understands over 30,000 words in the English language to both assess and support students' vocabulary development.

Amira assesses skills each time a student uses the software and does not introduce new skills before a student has mastered the prerequisite skills. *Amira* uses the learning progression to recommend reading resources keyed to each student's skills. *Amira* has an extensive library of high-quality reading selections and allows schools and districts to upload their own reading selections. *Amira* provides teachers with automatically generated score reports of each student's progress along with actionable insights for instruction and remediation.

Cumulative instruction

The program takes a systematic, explicit, and cumulative approach to reading instruction. Based on the Simple View of Reading, *Amira's* multi-threaded learning progression spans the five key pillars of early literacy and reading instruction: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension.

The essential design of *Amira's* multi-threaded learning progression is that skills are integrated by literacy thread or area. Instruction is systematic and cumulative in that within a thread, easier prerequisite skills are mastered before more difficult skills are introduced. *Amira's* diagnostic score reports provide data about each student's mastery of the skills within a thread (intra-thread linkage). Within each thread, *Amira* categorizes skills into a vertical stack based on a student's level of mastery.

Mastery Level	Level Description
Developed	The student has mastered the skill and achieved deep fluency.
Likely mastered	The student is adept at the skill but lacks consistency and may need reinforcement.
Appropriately challenging	The skill is still developing.
Very challenging	The skill is out of reach.

The program also links skills and mastery horizontally across the threads (inter-thread linkage) to show how multiple threads are woven together to form the two components of the Simple View of Reading—word recognition and language comprehension (Gough & Tunmer, 1986; Scarborough, 2001).

Amira obtains frequent assessments of each student’s mastery of key skills across the multiple threads that make up each strand of literacy and reports the data along with actionable insights to help the teacher plan targeted instruction. Via the AI avatar, *Amira*, the program delivers targeted scaffolded instruction in component skills like decoding, segmentation, blending, and pronunciation. What makes *Amira* unique is its ability to respond to each student’s reading errors in the moment by providing explicit modeling and instruction that is tailored to the student’s needs.

Scaffolded support for the five pillars of literacy

Each scaffolded support within *Amira* is a response to errors in the assessment phase and a means by which *Amira*, the AI avatar, guides student through the reading material at hand and tutors them to build critical foundational reading skills. *Amira* offers three classes of interventions that differ in when *Amira*, the AI avatar, corrects errors and delivers feedback: at the moment a word is being (incorrectly) read, at the end of a sentence, and at the end of a page or passage. *Amira*’s interventions are based on evidence from reading science. Therefore, this inventory of scaffolded support, also referred to as micro-interventions, is organized by the Five Pillars of Literacy—those skills identified as critical elements of effective early literacy instruction.

Phonemic awareness

Amira provides the phonemic awareness activities listed below.

Scaffolded Support	What the avatar does	What the student does	Research evidence
Rhyming word (word level)	<i>Amira</i> provides a rhyming word at the word level	Rereads the correct word	Foorman et al., 2016; Lane et al., 2007; Mitchell & Fox, 2001
Rhyming word (sentence level)	<i>Amira</i> provides a rhyming word at the end of the sentence	Rereads the correct word	Foorman et al., 2016; Lane et al., 2007; Mitchell & Fox, 2001
Sounding out by syllable (word level)	<i>Amira</i> pronounces the word, chunking it syllable by syllable, at the word level	Repeats the word	Foorman et al., 2016; Oulette & Senechal, 2008; Torgesen et al., 2010
Sounding out by phoneme (word level)	<i>Amira</i> articulates the word, segmenting it phoneme by phoneme at the word level	Repeats the word by blending the phonemes	Foorman et al., 2016; Oulette & Senechal, 2008; Torgesen et al., 2010
Sounding out by phoneme (sentence level)	<i>Amira</i> articulates the word, segmenting it phoneme by phoneme at the end of the sentence	Repeats the word by blending the phonemes	Foorman et al., 2016; Oulette & Senechal, 2008; Torgesen et al., 2010

Phonics

Amira provides activities that focus on developing students’ grapheme-phoneme correspondence skills, decoding skills, recognition of high-frequency words, and knowledge of morphology.

Scaffolded Support	What the avatar does	What the student does	Research evidence
Word correction without repetition prompt	<i>Amira</i> says the word immediately following significant hesitation or stall	Listens to correction	Foorman et al., 2016; O’Connor et al., 2010; Scanlon et al., 2005; Stevens et al., 2016
Word correction with repetition prompt	<i>Amira</i> says the word and asks student to repeat the word immediately following significant hesitation or stall	Listens to correction, repeats word correctly, and continues to read	Foorman et al., 2016; O’Connor et al., 2010; Scanlon et al., 2005; Stevens et al., 2016
Blending phonemes with Elkonin Box (sentence level)	<i>Amira</i> shows an Elkonin box with letters shown above the boxes	Drags letters into boxes and then blends phonemes to say word	Foorman et al., 2016; Oulette & Senechal, 2008; Torgesen et al., 2010

Scaffolded Support	What the avatar does	What the student does	Research evidence
Sounding out by syllable with articulation (word level)	<i>Amira</i> shows a video of an adult's lips pronouncing the word, syllable by syllable, at the word level	Repeats the word	Foorman et al., 2016; Torgesen et al., 2010
Sounding out by syllable with articulation (sentence level)	<i>Amira</i> shows a video of an adult's lips pronouncing the word, syllable by syllable, at the end of the sentence	Repeats the word	Foorman et al., 2016; Torgesen et al., 2010
Sounding out by syllable with graphemic segmentation visual (immediate)	Sounding out by syllable with graphemic segmentation visual (immediate)	Repeats the word	Foorman et al., 2016; Oulette & Senechal, 2008; Torgesen et al., 2010
Sounding out by phoneme with articulation (sentence level)	<i>Amira</i> shows a video of an adult's lips segmenting the word phoneme by phoneme at the end of the sentence	Repeats the word by blending the phonemes	Foorman et al., 2016; Torgesen et al., 2010
Sounding out by phoneme with vocabulary visual (sentence level)	<i>Amira</i> shows a pop-up of the word, an image depicting what the word means, and articulates the word while clapping through the phonemes	Repeats the word while clapping through the phonemes	Foorman et al., 2016; Oulette & Senechal, 2008
Spelling out the word with visual (sentence level)	<i>Amira</i> shows a pop-up with the letters and spells out the word at the end of the sentence	Reads the word	Foorman et al., 2016; Oulette & Senechal, 2008; Torgesen et al., 2010
High-frequency word practice with flash cards (sentence level)	<i>Amira</i> does a flash card exercise with the target high-frequency word and other related words at the end of the sentence	Recognizes and reads the high-frequency words as quickly as possible	Foorman et al., 2016; Vadasy & Sanders, 2011
High-frequency word practice with flash cards with repetition (sentence level)	<i>Amira</i> does a flash card exercise with a single high-frequency word at the end of the sentence	Repeats the high-frequency word three times	Foorman et al., 2016; Vadasy & Sanders, 2011
Morphological correction (sentence level)	<i>Amira</i> emphasizes the morphological error (e.g., hairs instead of hair or ended instead of end) and models the correct pronunciation at the end of the sentence	Repeats the word	Foorman et al., 2016; Savage et al., 2003; Wright & Jacobs, 2003; Baker et al., 2014

Fluency

The program provides fluency activities that help students focus on their rate and prosody of reading aloud connected text.

Scaffolded Support	What the avatar does	What the student does	Research evidence
Down-leveling	<i>Amira</i> suggests a new story that is easier to read whenever <i>Amira</i> detects that the text is too challenging for the student	Switches to new appropriately challenging story	Foorman et al., 2016; Christ & Davie, 2009; Denton et al., 2013; Stevens et al., 2016
Slow down	<i>Amira</i> asks the student to slow down	Reads the text more slowly	Foorman et al., 2016
Repeat sentence without reread prompt	<i>Amira</i> rereads the sentence	Listens to correction and continues to read	Foorman et al., 2016; O'Connor et al., 2010; Scanlon et al., 2005; Stevens et al., 2016
Repeat sentence with reread prompt	<i>Amira</i> rereads the sentence and asks student to repeat the sentence	Repeats the sentence	Foorman et al., 2016; O'Connor et al., 2010; Scanlon et al., 2005; Stevens et al., 2016

Scaffolded Support	What the avatar does	What the student does	Research evidence
Repeat sentence with error focus	<i>Amira</i> rereads the sentence while focusing on the errors	Listens to correction and continues to read	Foorman et al., 2016; O'Connor et al., 2010; Scanlon et al., 2005; Stevens et al., 2016
Speak up	<i>Amira</i> asks student to read more clearly and loudly	Reads more forcefully	Savage et al., 2013; Stevens et al., 2016

Vocabulary

Amira embeds vocabulary activities that help students understand the meaning, context, and usage of academic and content-specific vocabulary words.

Scaffolded Support	What the avatar does	What the student does	Research evidence
Provide the definition (word level)	<i>Amira</i> shows a pop-up of the word and its definition, and says the definition immediately after a significant hesitation or stall	Reads the word	Foorman et al., 2016; Baker et al., 2013; Goodson et al., 2010
Provide the definition with image (sentence level)	<i>Amira</i> shows a pop-up of the word, an image that depicts what the word means, and says the definition at the end of the sentence	Reads the word	Foorman et al., 2016; Baker et al., 2013; Goodson et al., 2010
Sounding out by phoneme with vocabulary visual (sentence level)	<i>Amira</i> shows a pop-up of the word, an image depicting what the word means, and articulates the word while clapping through the phonemes	Repeats the word while clapping through the phonemes	Foorman et al., 2016; Baker et al., 2013; Goodson et al., 2010

Amira also supports Spanish-speaking English learners with Spanish supports throughout the software.

Scaffolded Support	What the avatar does	What the student does	Research evidence
Provide Spanish cognate with image (sentence level)	<i>Amira</i> shows the cognate in print, pronounces it in Spanish, and shows a vocabulary image	Reads the English word aloud	Baker et al., 2014; August et al. (2009); Carlo et al. (2004); Lesaux et al. (2010)
Provide definition in Spanish with image (sentence level)	<i>Amira</i> shows a pop-up of the word in English and Spanish, an image that depicts what the word means, and then says the word aloud	Reads the English word aloud	Baker et al., 2014; August et al. (2009); Carlo et al. (2004); Lesaux et al. (2010)

Comprehension

In addition to ensuring that students have mastered decoding and word recognition skills, the program provides comprehension support on all texts to ensure that students are understanding the passages they are reading.

Scaffolded Support	What the avatar does	What the student does	Research evidence
Cloze questions (end of page)	<i>Amira</i> shows two cloze questions at the end of the page	Selects the correct answers	Mostow et al., 2017; Shanahan et al., 2010
Cloze questions (end of story)	<i>Amira</i> shows two cloze questions at the end of the story	Selects the correct answers	Mostow et al., 2017; Shanahan et al., 2010
Open-ended questions (end of story)	<i>Amira</i> asks an open-ended question	Answers the questions orally	Shanahan et al., 2010; Beck & McKeown, 2006
Fun fact (end of sentence)	<i>Amira</i> shows a pop-up with the word, an amusing image, and gives a "fun fact"	Listens to the fun fact to build vocabulary and background knowledge	Baker et al., 2014; Carlo et al., 2004; Lesaux et al., 2010

Differentiated instruction

Support for students with special needs

Amira provides both the Dyslexia Screener for early detection and identification of students who are at risk for reading difficulties and subsequent personalized practice that meet each students' unique needs. *Amira* integrates assistive technology supports that allow learners with visual and auditory disabilities to access text. *Amira* uses the power of automated speech recognition and artificial intelligence to listen to students read aloud and analyze their phonological awareness, alphabetic awareness, word reading, and rapid automatized naming skills, allowing frequent and early screening for dyslexia. Because *Amira* is designed to adapt and personalize practice, the software quickly identifies striving readers and optimizes interactions for these students.

- **Continuous Re-Leveling** – As a student works with *Amira*, a real-time frustration index is maintained, based on WCPM and accuracy metrics. When a passage is proving too difficult, *Amira* will suggest an alternative text, where a more appropriate level of productive struggle will occur. By constantly adapting the reading resources being utilized to the current, ever-evolving skill level of a student (while still enabling students to choose their own stories at their level), *Amira* helps striving students build grit and engagement, while working within their zone of proximal development.
- **Reinforcement Triggered by Error** – *Amira's* mastery model ensures a focus on the skills that are likely developing now. But, unlike other software, *Amira* is constantly listening to students read. As a student makes errors, *Amira* can use these concrete, observed miscues to reinforce the appropriate skills. This constant but targeted scaffolding is especially constructive for striving readers.
- **Foundational Interventions** – While many students benefit from lightweight interventions, *Amira* includes many tutoring techniques which are especially appropriate for readers with severe difficulties. The research shows that the antidote for many language and reading disorders (such as dyslexia) is structured and repetitive work on word recognition. *Amira* puts an emphasis on “science of reading” approaches like decoding skills and building phonemic awareness.

Support for multilingual learners

While a student reads, *Amira* recognizes the subtleties of various dialects, speech deficits, and accents to deliver results free of bias. The effectiveness of *Amira* for multilingual learners has been illustrated in experimental studies by Project LISTEN researchers and by independent researchers at the University of British Columbia and DePaul University. Results from the studies have demonstrated that English learners who used *Amira* made significant gains in reading scores and outgained students in the control conditions (e.g., Poulsen et al., 2007; Reeder et al., 2007; Reeder et al., 2008; Reeder et al., 2015).

Amira's success with multilingual learners is grounded in a set of accommodations and adjustments specifically aimed at the special needs and challenges of these students.

***Amira* in Spanish**

To assist students coming from homes where Spanish is primarily spoken, *Amira* in Spanish delivers tutoring in Spanish to provide first language support. Although the student is reading in and learning English, the AI avatar, *Amira*, interacts with the student in Spanish.

Amira in Spanish operates precisely the same as the English version, except that the AI avatar, *Amira*, delivers directions, micro-interventions, and feedback in Spanish. In addition, student assessment data from *Amira* in Spanish populates the same reports as the standard *Amira* Learning data.

Whether a student works with *Amira* in English or Spanish, the software delivers a range of micro-interventions specialized to help English learners. These targeted tutoring techniques include:

- **Cognates** – *Amira* uses cognates to link difficult or unfamiliar English words back to familiar territory.
- **Sound Boxes** – Elkonin boxes help multilingual learners understand differences in how graphemes sound in English.
- **Phonemic Transfer** – Multilingual learners often struggle with phonemic shifts. *Amira* will work the “j” sound for native Spanish speakers, helping to build fluency.

School-to-home connection

To drive student growth, the classroom and home must become symbiotic partners. Students can choose to read what they like at home because every interaction between *Amira* and a student generates a Reading Transcript, so progress and growth is always visible for teachers.

Similarly, when a student works in class, *Amira* generates a report meant for parents. This Parent Report is specifically designed to facilitate a dialog between educators and a student's family network. *Amira*'s reporting provides actionable tips to support the home-school connection in real-world, easy-to-understand language. Teachers can share this report with parents via email and/or print the report for parent-teacher conferences.

Professional learning opportunities

From guided implementation support to collaborative problem-solving, HMH provides tailored, hands-on nationally recognized professional development for teachers and administrators of all experience levels throughout the year. Whether the goal is to equip teachers with personalized instructional strategies, achieve student growth with HMH curriculum, or sustain schoolwide transformation, our team of experts are ready to collaborate and provide support on your schedule.

Efficacy of HMH professional learning

HMH is a certified provider of effective and relevant professional services. Education and professional learning experts from Rivet Education evaluated HMH Professional Learning's quality in three key areas: Launching Instructional Materials, Ongoing Professional Learning for Teachers, and Ongoing Professional Learning for Leaders. Receiving a "High-Quality" rating in these areas signifies that HMH Professional Learning provides teachers and leaders with both High-Quality Instructional Materials and a High-Quality Professional Learning experience. To learn more, review the [Professional Learning Partner Guide](#) or visit plpartnerguide.org.

Guided implementation support

HMH subscriptions for *Amira* include personalized implementation support that ensures teacher success within the first 30 days. Plus, year-round, on-demand access to professional learning resources keeps teachers engaged.

- **Getting Started Session:** During this session led by an HMH instructional coach, teachers will preview their first week of lessons, navigate Ed via a demo account, and learn about the personalized learning available to them.
- **Teacher Success Pathways on Ed:** Every teacher's personalized pathway guides them through using their HMH materials, planning for their first two weeks, and using data to differentiate instruction. Teacher success pathways are also incredibly valuable for teachers who join mid-year and need to hit the ground running.
- **Teacher's Corner® Resources:** Teacher's Corner on *Ed* puts real-world classroom videos and best practices at teacher's fingertips, on their schedule, all year long. Plus, free live online events connect educators with program experts, educational thought-leaders, and teachers using HMH programs. Build a community and get to know other educators through Teacher's Corner on *Ed* and the HMH Teacher's Corner Facebook® community.
- **Leader's Corner™:** Supporting new program implementations is manageable for district and school leaders with Leader's Corner. Leader's Corner provides full access to the Teacher's Corner Library and includes leader-focused program articles. Access to professional learning progress reports and downloadable resources help instructional leaders support teachers and classroom implementations.

Ongoing professional learning

Partner with HMH for ongoing professional learning with coaching and courses tailored to topics that matter to teachers and students. Our live and asynchronous learning opportunities are designed to fit your schedule and provide support when you need it the most.

- **HMH Coaching:** HMH Coaching is grounded in a researched-based Coaching Framework that leverages instructional best practices proven to impact student success. It offers sustainable, data-driven, and personalized support aligned to each teacher's unique learning goals. Available through

unlimited one-on-one virtual coaching sessions and in-person coaching days, HMH Coaching supports every teacher to elevate instructional practice, meet district goals, and raise student achievement.

- **HMH Coachly™:** HMH Coachly is a yearlong digital coaching subscription that gives teachers unlimited access to a dedicated HMH coach. Teachers are matched with a highly experienced instructional coach, who will guide them through high-impact coaching topics such as integrating *Amira* with best instructional practices, addressing classroom challenges, and goal setting and tracking. Once logged onto HMH Ed, teachers will be able to schedule unlimited one-on-one virtual coaching sessions, message their coach, and receive timely feedback in a single-platform experience. For additional support, HMH Coachly licenses can be paired with in-person group Coaching days.
- **Program-Aligned Courses:** These courses connect research-backed strategies with HMH programs to support specific school needs. HMH Blended Courses provide the perfect mix of in-person and asynchronous professional learning from an expert instructional coach to guide teachers as they take effective pedagogy from concept to classroom.
- **Live Online Courses:** Learn new skills and focus on topics that matter with HMH's Live Online courses. Course topics include navigating unpredictable learning environments, SEL and Equity, and subject-specific topics like the Science of Reading and Numeracy.

Leader learning

Leaders, receive targeted support to drive innovation and navigate district challenges from industry experts from the Center for Model Schools™, the only organization devoted to providing year-round leadership support through its namesake Model Schools Conference, leadership cohorts, and 1:1 consulting.

- **Model Schools Conference:** At the Model Schools Conference, attendees learn from leaders and teachers who have achieved incredible results and leave with a toolkit to implement meaningful change when they return home.
- **Transformational Leadership Network:** The Transformational Leadership Network, from the Center for Model Schools, connects leaders who share similar challenges in a yearlong cohort learning experience. Steered by an accomplished advisory board, the Transformational Leadership Network addresses some of the biggest challenges in education and guides school leaders with timely, hands-on support.
- **Leadership Consulting:** Every consultant, keynote speaker, and coach from the Center for Model Schools brings a proven history of achieving transformational change and will work collaboratively with leaders and teachers to provide tangible strategies and practical actions that drive school-wide transformation.

Program components

Amira is available in a number of licensing options for students and teachers. The program is available in English and Spanish and requires an internet connection and a compatible browser. It is optimized for use with iPad and Chromebook™ devices, laptops, and tablets.

Narrative profile

Waggle® is a playful, smart, and engaging supplemental learning solution for ELA and Math that provides adaptive, targeted skill practice for students at all proficiency levels. It rewards both academic proficiency and positive learning behaviors to foster a growth mindset in all students. *Waggle* dynamically assesses both growth and proficiency by analyzing 13 data points for each item a student encounters to be truly adaptive, knowing exactly when a student is progressing, regressing, or even when they need a break. The data collected also identifies skill gaps that teachers can use for differentiation.

Evidence base/efficacy

Waggle's supplemental, adaptive practice and instruction centers on ongoing formative assessment. Its adaptive technology dynamically assesses knowledge to personalize each student's learning path. The intelligent adaptive engine analyzes multiple data points, both academic and behavioral, to provide students with the appropriate practice and instruction opportunities at the right time. Research studies for *Waggle* meet the **moderate evidence** level as defined by the Every Student Succeeds Act (ESSA). To learn more about the program's research, visit: www.hmhco.com/programs/waggle/research-results.

Motivation and engagement

Students engage in rich multimedia experiences and encounter a wide variety of item types that prepare them for high stakes testing and keep them in their zones of proximal development. *Waggle* invites students to explore age-appropriate new worlds and embark upon exciting missions. The software promotes both academic proficiency and positive learning behaviors with a unique combination of personalized learning, growth mindset elements, and targeted data insights. With over 60 motivational games, students can earn badges, points, and avatar customizations as they complete assignments and demonstrate the attributes of a growth mindset, from seeking challenges to never giving up. Students receive points for not only getting the answer correct but are also rewarded for taking a growth mindset-infused path to get there. Points for accessing hints, showing resilience, and taking time for reflection promote productive struggle. Students will also explore unique worlds on their paths to proficiency. From natural wonders to science-infused environments, students can view their own progress and earn world-specific badges navigating social-emotional-friendly narratives that keep them engaged.

Social emotional learning (SEL)

Content, reflections, and interactions with others help students develop SEL competencies, with embedded hints and feedback that foster a growth mindset. *Waggle* provides students the ability to create avatars that best represent them during their learning journey, thus enhancing student engagement. Badges, rewards, and points help students recognize their strengths and develop their self-awareness skills. These points are provided for effort and perseverance, not just proficiency, which builds self-efficacy through encouraging positive learning behaviors. Content from the passages and instructional video promote empathy, respect for others, and appreciation of diversity.

Waggle builds the teacher-student relationship through the Teacher Dashboard and highlighting student accomplishments in the Shout Out sections. Teachers can respond to students' self-ratings of their emotional state as it relates with the assignments. Students build self-management skills by working at their own pace through the student dashboard and making decisions via a Break Screen when the student begins to struggle with a particular learning goal. The student can: 1) continue with the learning goal instruction; 2) take an instructional lesson to better understand the skill the student is struggling with; or 3) work on another assignment assigned by teacher. These instructional breaks allow students to have agency over their learning, as well as develop self-discipline and organizational skills.

Instructional focus

Waggle for math and ELA is a digital learning solution that goes beyond adaptive learning to provide personalized practice and instruction for all students, including those below, at, and above grade-level proficiency in grades K–8. Reimagined lessons for students in K–2 provide the necessary guidance, feedback, and narrative excitement to keep young students engaged, learning, and eager to apply new skills. Spanish lessons cover the same content as the English-language lessons.

The software intelligently adapts the practice level to meet students' needs. Personalization is embedded into every element of the program to keep students in their zones of proximal development. *Waggle* dynamically assesses both growth and proficiency by analyzing 13 data points for each item a student encounters, knowing exactly when a student is progressing, regressing, or even when they need a break.

The Practice activity structure of *Waggle* reinforces core classroom instruction. When a teacher assigns a Practice activity, the student embarks upon a personalized journey that serves relevant, standards- or skills-aligned content in his or her zone of proximal development. *Waggle* presents the right challenge at the right time to yield incredible growth. The software delivers instructional content to conquer skill gaps. Interactive lessons anchored by appropriate multimedia bring challenging content to life. Whether directly assigned by the teacher or automatically served to striving students, *Waggle's* interactive lessons teach, model, and apply vital math and ELA skills. Instruction grounded in real-world scenarios promotes comprehension and reflection. In addition, SEL concepts and growth mindset opportunities are woven throughout to serve the whole student.

The program offers a rich set of practice items, instructional supports, and multimedia lessons. Interactive lessons use real-world connections to teach math and ELA skills, often opening with videos that offer a visual anchor for the instruction. And *Waggle's* Practice activity content is delivered through 11 different item types, providing students with a diverse experience.

Waggle is flexible so that it can be teacher-driven, allowing the teacher to assign the content that best reflects classroom needs, or auto-assigned, taking students through each unique skill. *Waggle* Math offers complete coverage of grade-level mathematical standards. Students will run into the following three types of practice assignments:

- **Instructional Lessons** introduce skills or reinforce teaching. The lessons can be assigned as well as automatically triggered when a student is struggling with a particular skill. This gives the student a choice between continuing or engaging with instructional supports sure to help him or her conquer a skill gap. Interactive lessons teach and model how a skill is used, and then give the student a chance to apply the instruction, before a quick five-question test for understanding at the end.
- **Practice activities** provide personalized practice for a series of three to six skills, adjusting to the students' performance and learning behavior, keeping them in their zone of proximal development. If students are struggling, the content will regress to meet them; if students are thriving, the content will increase in difficulty to meet them. This means that if a Practice activity is assigned to an entire class, each student will have a different experience mapped to their needs. Furthermore, if a student is struggling with a specific skill, they will trigger an SEL-friendly break screen offering three different options: a) continue with the Practice activity; b) take a lesson on the skill they are struggling with; or c) take some time to work on another assignment. This gives students control over what they are working on and allows them the opportunity to manage their emotions and learning experience when struggling.
- **Skill Quizzes** offer students five-question assessments on individual math or ELA skills or standards. These assessments provide teachers with an immediate portrait of each student's understanding of a specific skill. In addition, Games offer students the chance to practice their math or ELA skills in a fun and entertaining environment. Teachers can choose between these practice items as they see fit given the daily challenges and needs of the classroom.

Instructional design

Easily compatible with any core math or ELA program, *Waggle* offers a personalized path for every student through its Practice activities. *Waggle's* Practice activities collect data on specific skills and keep students at their zone of proximal development no matter their progression or regression, assuring that all students are working on the content that fits their proficiency level. The data collected also identify skill gaps that teachers can use for deeper intervention. The program dynamically routes students to relevant practice and instructional content while providing teachers with skills-specific insights every step of the way, eliminating end-of-unit surprises. Teachers can assign the skill/standard taught in his or her core instruction from *Waggle's* practice items or instructional lessons.

Assessment and progress monitoring

Waggle pinpoints precise skill gaps with embedded ongoing assessment. The program measures students' understanding during practice - eliminating the need for repeated testing. The intelligent adaptive engine analyzes multiple data points, including behavioral, to maximize students' practice time and teachers' instruction time. A teacher can immediately view the health of his or her class and see which students could benefit from skills-specific support. They can then manually assign content or have *Waggle* auto-assign content for them.

The program equips teachers with meaningful data that can inform important conversations with students. Class insights provide one-click access to *Waggle's* wealth of reporting. Teachers can access all standards data in one convenience location on HMH *Ed™*, the learning platform. The Standards Report shows student proficiency by domain to help make informed instructional decisions. Additional reports include Track Assignments, Student Report, and Skill Report.

Customers using NWEA® MAP® Growth™ with *Waggle* can benefit from students automatically being placed at their appropriate grade level equivalency in *Waggle's* gamified personalized learning using their MAP Growth assessment score.

Differentiated instruction

Waggle provides an array of tools that enable teachers the ability to both implement individualized instruction and differentiated small-group instruction tailored to each student's skills strengths and areas for development. Adaptive feedback to students and assessment information for teachers helps identify any skill gaps.

Strategies for multilingual learners

English language supports highlight language that may be challenging for English learners, including directions, idioms, multiple-meaning words, grammar, and cultural references. Spanish cognates are highlighted to support Spanish-speaking students in learning new academic words in English. Translanguaging strategies leverage students' primary language knowledge to build metalinguistic awareness. And feedback is personalized for all student responses, whether answered correctly or incorrectly, providing motivating feedback that promotes positive learning behaviors.

Strategies for students with special needs

When paired with an intervention solution, *Waggle* provides students with personalized support in the core classroom by providing practice opportunities that meet and grow students' proficiency levels. Based upon a student's practice performance, *Waggle* offers relevant supports and lessons to meet specific needs. Students can access hints that promote positive learning behaviors. Hints remind students to look for key details, reflect on previous instruction, and cite evidence, nudging students toward the correct answer while building independent problem solving. *Waggle* also provides accessibility features including text-to-speech.

School-to-home connection

Teachers can provide a quick portrait of student outcomes for parents by sharing the *Waggle* Student Reports. These individual learning profiles offer a look into each student's proficiency, progress, and time spent with each skill or standard assigned. Additionally, the Student Reports identify skill gaps letting both parents and teachers know where students need additional support or intervention. *Waggle's* Student Reports also offer a quick glimpse at recent activity and successes.

Professional learning opportunities

From guided implementation support to collaborative problem-solving, HMH provides tailored, hands-on nationally recognized professional development for teachers and administrators of all experience levels throughout the year. Whether the goal is to equip teachers with personalized instructional strategies, achieve student growth with HMH curriculum, or sustain schoolwide transformation, our team of experts are ready to collaborate and provide support on your schedule.

Efficacy of HMH professional learning

HMH is a certified provider of effective and relevant professional services. Education and professional learning experts from Rivet Education evaluated HMH Professional Learning's quality in three key areas: Launching Instructional Materials, Ongoing Professional Learning for Teachers, and Ongoing Professional Learning for Leaders. Receiving a "High-Quality" rating in these areas signifies that HMH Professional Learning provides teachers and leaders with both High-Quality

Instructional Materials and a High-Quality Professional Learning experience. To learn more, review the [Professional Learning Partner Guide](#) or visit plpartnerguide.org.

Guided implementation support

HMH subscriptions for *Waggle* include personalized implementation support that ensures teacher success within the first 30 days. Plus, year-round, on-demand access to professional learning resources keeps teachers engaged.

- **Getting Started Session:** During this session led by an HMH instructional coach, teachers will preview their first week of lessons, navigate HMH *Ed*, the learning platform, via a demo account, and learn about the personalized learning available to them.
- **Teacher Success Pathways on *Ed*:** Every teacher's personalized pathway guides them through using their HMH materials, planning for their first two weeks, and using data to differentiate instruction. Teacher success pathways are also incredibly valuable for teachers who join mid-year and need to hit the ground running.
- **Teacher's Corner® Resources:** Teacher's Corner on Ed puts real-world classroom videos and best practices at teacher's fingertips, on their schedule, all year long. Plus, free live online events connect educators with program experts, educational thought-leaders, and teachers using HMH programs. Build a community and get to know other educators through Teacher's Corner on *Ed* and the HMH Teacher's Corner Facebook® community.
- **Leader's Corner™:** Supporting new program implementations is manageable for district and school leaders with Leader's Corner. Leader's Corner provides full access to the Teacher's Corner Library and includes leader-focused program articles. Access to professional learning progress reports and downloadable resources help instructional leaders support teachers and classroom implementations.

Ongoing professional learning

Partner with HMH for ongoing professional learning with coaching and courses tailored to topics that matter to teachers and students. Our live and asynchronous learning opportunities are designed to fit your schedule and provide support when you need it the most.

- **HMH Coaching:** HMH Coaching is grounded in a researched-based Coaching Framework that leverages instructional best practices proven to impact student success. It offers sustainable, data-driven, and personalized support aligned to each teacher's unique learning goals. Available through unlimited one-on-one virtual coaching sessions and in-person coaching days, HMH Coaching supports every teacher to elevate instructional practice, meet district goals, and raise student achievement.
- **HMH Coachly™:** HMH Coachly is a yearlong digital coaching subscription that gives teachers unlimited access to a dedicated HMH coach. Teachers are matched with a highly experienced instructional coach, who will guide them through high-impact coaching topics such as integrating *Waggle* with best instructional practices, addressing classroom challenges, and goal setting and tracking. Once logged onto HMH Ed, teachers will be able to schedule unlimited one-on-one virtual coaching sessions, message their coach, and receive timely feedback in a single-platform experience. For additional support, HMH Coachly licenses can be paired with in-person group Coaching days.
- **Program-Aligned Courses:** These courses connect research-backed strategies with HMH programs to support specific school needs. HMH Blended Courses provide the perfect mix of in-person and asynchronous professional learning from an expert instructional coach to guide teachers as they take effective pedagogy from concept to classroom.
- **Live Online Courses:** Learn new skills and focus on topics that matter with HMH's Live Online courses. Course topics include navigating unpredictable learning environments, SEL and Equity, and subject-specific topics like the Science of Reading and Numeracy.

Leader learning

Leaders receive targeted support to drive innovation and navigate district challenges from industry experts from the Center for Model Schools™, the only organization devoted to providing year-round leadership support through its namesake Model Schools Conference, leadership cohorts, and 1:1 consulting.

- **Model Schools Conference:** At the Model Schools Conference, attendees learn from leaders and teachers who have achieved incredible results and leave with a toolkit to implement meaningful change when they return home.

- **Transformational Leadership Network:** The Transformational Leadership Network, from the Center for Model Schools, connects leaders who share similar challenges in a yearlong cohort learning experience. Steered by an accomplished advisory board, the Transformational Leadership Network addresses some of the biggest challenges in education and guides school leaders with timely, hands-on support.
- **Leadership Consulting:** Every consultant, keynote speaker, and coach from the Center for Model Schools brings a proven history of achieving transformational change and will work collaboratively with leaders and teachers to provide tangible strategies and practical actions that drive school-wide transformation.

Program components

Waggle is available in several licensing options for students and teachers. *Waggle* requires an internet connection and a compatible browser. It is optimized for use with an iPad®, Chromebook™, laptop, tablet, and more.

Narrative profile

English 3D[®] is an explicit and interactive English language development program that supports all English language proficiency levels for multilingual learners in Grades K–12. Designed by nationally recognized ELD author, researcher, and teacher educator, Dr. Kate Kinsella, *English 3D* provides high-interest content, consistent instructional routines, and daily practice opportunities that enable students to rapidly acquire the language skills necessary for academic success.

English 3D has earned the WIDA Prime 2020 Seal, indicating its alignment to the current WIDA English Language Development Standards Framework, 2020 Edition. The program earned the highest score—a "4" rating of strong and comprehensive—in all areas of review.

Evidence base/efficacy

While developing *English 3D*, HMH[®] turned to Dr. Kate Kinsella for her guidance on classroom principles and practices that are supported by research. As a result of our collaborative efforts, we created a pathway that provides multilingual learners and their teachers with explicit and informed literacy and language instruction to help them meet their personal, academic, and professional goals. Research studies for *English 3D* meet the **moderate evidence** level as defined by the Every Student Succeeds Act (ESSA). To learn more about the program's research and efficacy reports, please visit www.hmhco.com/research/library.

Motivation and engagement

Multilingual learners need high-interest topics that consider their diverse experiences and language backgrounds to reengage them in school and foster class participation. In *English 3D*, the Issues texts are relevant to students' lives and provide a platform for daily discussions, debate, and writing. The Issues texts act as scaffolds that support students to participate in academic discussions, complete academic writing tasks, and access grade-level text. The Issues texts use interesting and meaningful content to help reduce the cognitive load on students so that they can focus on developing their academic speaking and writing.

Social emotional learning (SEL)

English 3D provides a safe environment that encourages students to take risks while learning language with the goal of accelerating their academic language to have the confidence to fully participate in their core classes. Daily structured partner and group interactions teach students language for respectful dialogue, such as facilitating discussions, stating perspectives, listening actively, politely agreeing and disagreeing, collaborating with others, and offering feedback.

Students explore high-interest topics and themes relevant to their lives, such as bullying, honesty, belonging, identity, and mindset. Debating and reading texts about these meaningful issues give students a forum for contemplating and making sense of their life experiences. The Independent Reading Library explores literary themes such as friendship, individuality, working together, valuing one's heritage, and overcoming adversity. Curated to provide "windows and mirrors," the texts reflect students' own diverse backgrounds while providing views into other cultures and experiences.

Instructional focus

The components of *English 3D* are designed to engage all students, particularly students whose struggles with academic English have resulted in disengaged learning behaviors, with materials that develop academic vocabulary and language, speaking and listening, and writing skills. Students will access issue-based informational and literary texts and have the opportunity to respond to high-interest, relevant issues with academic discussions and writing tasks. The Issues texts feature informational writings with domain-specific and critical academic vocabulary, content connections, as well as an Academic Glossary, Language Handbook, and Writing Handbook.

At the core of the program are eight evidence-based principles for language development:

1. Augments core English classes with dedicated English language development
2. Extends prior knowledge of language and content
3. Explicitly teaches language elements
4. Utilizes consistent instructional routines
5. Models verbal and written academic English
6. Orchestrates peer interactions with clear language targets
7. Monitors language production conscientiously
8. Provides timely, productive feedback on verbal errors

English 3D was developed specifically for multilingual learners. The lessons were designed to ensure proficiency in the “language of school”—the academic language, writing, discourse, and demeanor vital to success in secondary school, college, and career—while providing opportunities for building language for the content areas. Literacy instruction in *English 3D* specifically targets the needs of English learners. The Building Reading Fluency routine guides teachers in leading multiple scaffolded readings of each text, gradually moving students toward independence. Students interpret text using scaffolded frames to respond to text-based questions.

During explicit vocabulary instruction, students connect word learning to their home language using cognates and sharing translations. Embedded contrastive analysis supports teachers with explicitly contrasting English phonology and grammar with students’ home languages to build metalinguistic awareness and leverage students’ linguistic assets for learning English.

Brief constructed writing and longer process-based writing assignments include scaffolds such as student writing models, writing frames, and grammar instruction based on the language features required for particular writing types.

Depending on their individual needs, some students may benefit from additional lessons and practice pages that are available on the Ed platform for grammar and foundational skills, including phonics, high-frequency words, spelling, handwriting, and sentence skills.

Reading

English 3D lessons are organized around units of instruction, called Issues, which focus on specific real-world topics. The Issues texts present authentic informational and literary text sets that gradually increase in text complexity and Lexile® range: Course A (Grades 4–5/6): 740L to 980L; Course B (Grades 6–8/9–12) 830L to 1270L; and Course C (Grades 11–12) 900L to 1450L.

Text-based questions require students to read closely to synthesize key ideas and details and analyze craft and structure. A Data File at the beginning of each unit builds students’ background knowledge and vocabulary about the Issue and provides evidence for students to draw from in discussions and writing. The instruction guides teachers in modeling high expectations for all students while providing them with scaffolding so they can participate with confidence and competence. For example, the texts are rigorous, often reaching to grade level. But the instruction is teacher guided and highly scaffolded with multiple readings to support students with accessing demanding, complex texts.

These complex literary and informational texts mirror the texts students will encounter in content-area classes and on state ELP and ELA assessments. Content connections in the articles help students associate the topics to content areas such as math, science, and social studies. Students actively participate in multiple reads of each text with instructional routines that hold them accountable and move them toward reading fluency and independence. As students read, they use scaffolds to take notes and respond to text-based questions that require them to read closely and identify key ideas and details or analyze author’s craft.

Writing

English 3D includes frequent, brief writing tasks as well as extended formal writing assignments. Daily writing tasks require short constructed written responses to prepare students for Next Generation Assessments. For example, the Ten-Minute Response routine reinforces the anchor skills of academic prose and builds students’ writing fluency by giving them regular opportunities to practice making a point and supporting it. These writing tasks give students the confidence to tackle more extensive and demanding evidence-based writing assignments.

Extended formal writing assignments focus on academic writing types, including summary, opinion/argument, informative, narrative, and research writing. Students first learn the key elements and text structure of the academic writing type by analyzing, marking, and discussing a student writing model using the same criteria that the teacher will use to score their

writing. Then students learn and practice using specific language and conventions that writers commonly use for the academic writing type. Next students take notes to structure and organize their writing, and they use detailed writing frames to write increasingly longer and more complex pieces. After students draft their writing, they engage in self- and peer assessment to focus their revisions on key aspects of the writing type.

Writable® for English 3D combines digitally robust tools to support students as they plan, draft, revise, and edit academic writing assignments moving them toward writing independence. Teachers can deliver comprehensive, scaffolded writing support designed specifically to support multilingual learners.

Benefits of *Writable for English 3D* include the ability to:

- Create and customize your own writing prompts and rubrics.
- Give real-time feedback with anonymous peer review.
- Personalize assignments to meet students' specific needs.
- Add video or audio instruction to any assignment to guide students in the writing process and provide remote feedback to students.

Speaking and listening

English 3D includes daily opportunities for students to use academic register to contribute to discussions, collaborate with peers, and listen accountably. At the beginning of the year, students learn and practice the “4Ls for productive partnering” to prepare them for daily speaking and listening tasks with peers. Lessons include frames for key language functions, such as restating ideas, agreeing or disagreeing, and clarifying ideas, that students use to structure their verbal responses. The frames become increasingly more sophisticated through the units.

During the Academic Discussion routine, students state a perspective, exchange ideas with partners, listen attentively to take notes, and present ideas to the class. Each Issue includes an opportunity for students to conduct interviews that provide practice using academic language and collecting additional evidence for discussions and writing. After every two Issues, students plan, write, and present a formal speech that increases in length later in the year. Each speech focuses on a presentation skill, such as using appropriate eye contact, adequate volume, or clear pronunciation. While classmates present their speeches, students listen actively and take notes.

Language

English 3D includes explicit instruction in language elements, including academic vocabulary, language functions, and grammar and conventions. At the beginning of each issue, students learn topic-related academic words to help them build conceptual knowledge about the topic as well as access and discuss the texts. These “Words to Know” are domain-specific words that students will encounter in texts about the topic and find useful when discussing and writing about the topic. Students also learn “Words to Go,” which are high-utility academic words that they will encounter frequently in texts and across content areas. Additionally, there are “Quick Teach Words” routines to use during reading that develop students' receptive knowledge of unfamiliar vocabulary and their ability to determine word meaning through context analysis.

Throughout *English 3D*, language functions and response frames with grammatical targets scaffold students' oral and written language and provide a supportive structure to practice new and increasingly complex academic language. Frames for language functions provide students with the scaffolds they need to effectively lead and contribute to partner, group, and whole-class discussions. The frames get more sophisticated throughout each Issue and as students advance through the program. Response frames are syntactic scaffolds that are written in academic register. The frames clarify the linguistic features of a robust response and expose students to the vocabulary, sentence structures, and grammatical forms of academic English. Clearly specified grammatical targets provide explicit guidance on what is needed to accurately complete each frame.

English 3D frontloads conventions and language skills that students need to successfully complete academic writing assignments. Students practice precise language skills for writing, such as using verbs to express opinions or using precise adjectives to describe details, reasons, and evidence. Instruction and practice with a variety of sentence structures support students with learning to connect and condense ideas, and authentic practice tasks mirror the writing that the formal assignment requires. Grammar and conventions lessons teach students specific skills to effectively write formal summaries, opinions and arguments, informative texts, and narratives. Frontloaded skills include crediting and citing authors, using a variety of verb tenses and sentence structures, and using modal expressions.

Language Launch Volume 1 is designed to meet the unique needs of newcomer students, in grades 4–12 who are at the early stages of English language development. These teacher-guided digital lessons teach social, instructional, and content language for success. *Language Launch Volume 1* includes six units of engaging, interactive digital lessons divided into four segments: Build Vocabulary and Language; Speak and Listen; Read and Respond; and Write About It.

Language Launch Volume 2 is specifically developed to address language and literacy needs of multilingual learners, in grades 4–12 at late beginning levels of English proficiency and prepare them for ELP assessments. *Language Launch Volume 2* consists of three units focused on students as multilingual learners and the cultural diversity they bring to their classrooms. *Language Launch Volume 2* provides preparation for *English 3D*, focused on the specific needs of language learners.

- Relevant topics and texts activate prior knowledge, connect to content areas, and focus on building a community of language learners.
- Picture observations, academic discussions, and scaffolded scenarios help students practice speaking using grammar targets, language functions, and presentation skills.
- Tasks with audio help students build listening skills and practice how to derive meaning from extended conversations and presentations.
- Sentence fix-up tasks, brief constructed responses, and paragraph writing with scaffolded writing frames build sentence construction and academic writing skills.
- A consistent set of language and literacy instructional routines enables teachers to maximize lesson time and students to feel engaged and successful.

Instructional design

Grades K–3 early elementary curriculum

Built from classroom-tested methods, the *English 3D* Grades K–3 course offers a simple, lean instructional ELD program meant to complement core ELA instruction. It comes in two grade bands: Grades K–1 and Grades 2–3. The flexible lessons are designed to meet multiple class-room settings and schedules including whole class instruction, small-group instruction, or during push in or pull out ELD instruction with a specialist. The daily lesson structure is 30–45 minutes per day with extension options.

Courses for early proficiency levels

Language Launch Volume 1 is designed to meet the unique needs of newcomer students who are at the early stages of English development. These teacher-guided digital lessons teach social, instructional, and content language. Relevant and engaging lessons focus on critical language functions, features, and vocabulary that are reinforced through the four domains: listening, speaking, reading, and writing.

Language Launch Volume 2 is an ELD curricular on-ramp for *English 3D* that addresses language and literacy needs of multilingual learners at late beginning levels of English proficiency to prepare them for ELP assessments. The units are centered around students' identities as language learners and leverage the rich assets they bring to school. The lessons accelerate students' language development through picture observations, audio listening tasks, and scaffolded writing practice.

Courses for later proficiency levels

English 3D engages students at later proficiency levels with contemporary issue-based texts, creating a platform for daily spoken and written responses that advance students' understandings of English vocabulary, sentence structure, and grammar. Students engage in close reading, academic interaction, presentation, and standards-aligned formal writing to prepare them for success on ELP assessments and in core content classes.

English 3D helps educators address the acute and distinct needs of academic language learners. The Planning Guide offers teachers an overview of both the lesson and academic language objectives that foster students' development of vocabulary as well as their writing, speaking, and listening skills. Using recursive instructional routines, a clear scope and sequence supports instruction as students move to more advanced proficiency of language development. The program is designed to be used daily for 45–60 minutes during a Strategic English support class, ESOL/ELL/ELD class, English Language Arts block, or an elective period. The program aims to accelerate students' language development to support them in accessing their core classes. While students are building English language proficiency during their dedicated ELD time with *English 3D*, they are also enrolled in their core classes where they receive integrated language supports.

English 3D includes step-by-step procedures and implementation support for teaching and using recursive instructional routines. Three Essential Routines, embedded into each *English 3D* lesson, structure overall student interaction, guidelines for using response frames effectively, and support for setting up and monitoring lesson tasks. Teachers and students will use these routines every day:

- **Partner & Group Interactions**— *English 3D* provides numerous and varied peer interactions to maximize time on task, ensure accurate verbal responses, and encourage attentive listening. These tasks include clear expectations, embedded language targets, and accountability for participation.
- **Using Response Frames**—A response frame is a structured, topic-related response scaffold that provides opportunities for students to apply carefully targeted language forms. Response frames provide a supportive structure for students to practice new and increasingly complex language tasks.
- **Setting Up & Monitoring a Task**—Teachers model expectations, check for understanding, and monitor students' interactions and written work.

The Instructional Routines structure specific lessons within *English 3D* and support academic vocabulary development, speaking and listening, and writing. The Teaching Guide provides detailed support for each lesson, including reminders of the steps in the routines, the response frames to use, and the key points for partnering, monitoring, and reporting to the class.

Assessment and progress monitoring

Both assessment for learning (formative assessment) and assessment of learning (summative assessment) are essential for helping multilingual learners reach proficiency in English. *English 3D* offers carefully curated assessment types to place students, assess learning, inform instruction, and assign grades accurately and effectively.

- **Daily Formative Assessments**—The Daily Do Now is a brief formative assessment task that students complete to review and assess academic vocabulary and grammar. Based on students' responses, a teacher can review, reteach, or reinforce a particular word or grammar target.
- **Curriculum-Embedded Assessments**—Teachers can assign summative assessments aligned to *English 3D* instruction and ELD standards at the end of each unit to assess student learning. Pre-tests are also available to measure growth in the skills addressed in a particular unit. These tests allow students to demonstrate their learning through multiple modes with a variety of item types, such as multiple choice, drag and drop, highlight, short text responses, and audio recorder. The tests are available online with data reporting or in a printable format.
- **Performance-Based Assessments in Writing**—Every Issue includes instruction for extended writing assignments. Students complete a formal writing assignment and use a rubric with specific criteria to score their writing assignments, offer peer feedback, and guide revision. Teachers use rubrics to score students writing, provide specific feedback, and inform grades.
- **Performance-Based Assessments in Speech**—After every two Issues, students plan, write, and present a speech. Students use a rubric to self-assess their species and set priorities for improvement. Teachers use speech rubrics to score students' speeches, offer specific feedback, and inform grades.

Differentiated instruction

English 3D supports differentiated instruction using a range of appropriate, targeted strategies to accelerate students' academic language acquisition. The lessons present a main path of instruction that includes extensive scaffolding appropriate for all students in a class to become proficient in spoken and written academic English.

Additionally, every Course A, B, and C lesson includes four opportunities to provide Differentiated Support at point-of-use; two strategies targeted toward students at the Expanding/Intermediate level of English language proficiency and two strategies targeted toward students at the Bridging/Advanced level. Strategies include language modeling for teachers to draw from when providing additional targeted scaffolding. Teachers can select one or two strategies per lesson to further scaffold instruction and accelerate academic English acquisition. Language Launch lessons include differentiated supports for Students with Limited or Interrupted Formal Education (SIFE/SLIFE).

Educators can also access additional printable resources on *HMH Ed*[®], the learning platform, to differentiate instruction, provide further practice, or supplement the core or content-area curricula.

- **Foundational Skills**—Lessons and practice pages for phonics, high-frequency words, spelling, handwriting, and sentence skills.
- **Academic Writing**—Resources include planning pages, writing frames, scoring guides for self- and peer-assessment, and a check and edit list for proofreading.

- **Grammar & Conventions**—Mini-lesson practice pages for writing, grammar, and conventions skills provide additional support for teachers to teach or reteach skills based on common errors in students' writing.
- **Building Concepts & Language**—Graphic organizers help students build knowledge and support the use of instructional routines in the core curriculum and across content areas.
- **Issue Interviews**—Students conduct interviews on the Issue topic to practice using academic language and to collect additional evidence for discussions and writing.
- **Extended Reading Texts**—Additional texts for each Issue allow students to further build their topic-related knowledge and language.

English 3D provides access to equitable resources through various levels of technology. The responsive content on the *Ed* platform, includes text-to-speech and images include text descriptions and audio descriptions. Videos include audio descriptions and closed captioning, and online resources are remediated for use with assistive technology. The Teaching Guide includes strategies for offering students with disabilities equitable opportunities for learning that can benefit all students, including students who are deaf, partially deaf, blind or have low vision, or students using a wheelchair.

School-to-home connection

English 3D provides resources on *Ed* to promote student success by keeping families and caregivers informed about the class and their child's progress. Family and caregivers can access at-home learning advice, download resources, and check their student's progress through Family Room™ located on *Ed*. Articles and media in Family Room are provided in English and Spanish.

At the beginning of the year, teachers can send home the Welcome Letter to introduce families to *English 3D*. The Midyear and End-of-Year Family Letters inform families and caregivers of their child's assessment results and provide suggestions for supporting their language development at home. All Family Letters are available in English, Spanish, Vietnamese, Cantonese, Mandarin, and Filipino.

Teachers may want to post the Family Welcome Sign at back-to-school night and display the Issues text and Language & Writing Portfolio during the school Open House for families to peruse. Teachers can also send home the Academic Vocabulary List for the current Issue for family members or caregivers to practice with students. The Family Communication Log allows teachers to track communication with family members or caregivers over the course of the school year, including the reason and outcomes for each interaction.

Professional learning opportunities

From guided implementation support to collaborative problem-solving, HMH provides tailored, hands-on nationally recognized professional development for teachers and administrators of all experience levels throughout the year. Whether the goal is to equip teachers with personalized instructional strategies, achieve student growth with HMH curriculum, or sustain schoolwide transformation, our team of experts are ready to collaborate and provide support on your schedule.

Efficacy of HMH professional learning

HMH is a certified provider of effective and relevant professional services. Education and professional learning experts from Rivet Education evaluated HMH Professional Learning's quality in three key areas: Launching Instructional Materials, Ongoing Professional Learning for Teachers, and Ongoing Professional Learning for Leaders. Receiving a "High-Quality" rating in these areas signifies that HMH Professional Learning provides teachers and leaders with both High-Quality Instructional Materials and a High-Quality Professional Learning experience. To learn more, review the [Professional Learning Partner Guide](#) or visit plpartnerguide.org.

Guided implementation support

HMH subscriptions for *English 3D* include personalized implementation support that ensures teacher success within the first 30 days. Plus, year-round, on-demand access to professional learning resources keeps teachers engaged.

- **Getting Started Session:** During this session led by an HMH instructional coach, teachers will preview their first week of lessons, navigate *Ed* via a demo account, and learn about the personalized learning available to them.
- **Teacher Success Pathways on *Ed*:** Every teacher's personalized pathway guides them through using their HMH materials, planning for their first two weeks, and using data to differentiate

instruction. Teacher success pathways are also incredibly valuable for teachers who join mid-year and need to hit the ground running.

- **Teacher's Corner® Resources:** Teacher's Corner on *Ed* puts real-world classroom videos and best practices at teacher's fingertips, on their schedule, all year long. Plus, free live online events connect educators with program experts, educational thought-leaders, and teachers using HMH programs. Build a community and get to know other educators through Teacher's Corner on *Ed* and the HMH Teacher's Corner Facebook® community.
- **Leader's Corner™:** Supporting new program implementations is manageable for district and school leaders with Leader's Corner. Leader's Corner provides full access to the Teacher's Corner Library and includes leader-focused program articles. Access to professional learning progress reports and downloadable resources help instructional leaders support teachers and classroom implementations.

Ongoing professional learning

Partner with HMH for ongoing professional learning with coaching and courses tailored to topics that matter to teachers and students. Our live and asynchronous learning opportunities are designed to fit your schedule and provide support when you need it most.

- **HMH Coaching:** HMH Coaching is grounded in a researched-based Coaching Framework that leverages instructional best practices proven to impact student success. It offers sustainable, data-driven, and personalized support aligned to each teacher's unique learning goals. Available through unlimited one-on-one virtual coaching sessions and in-person coaching days, HMH Coaching supports every teacher to elevate instructional practice, meet district goals, and raise student achievement.
- **HMH Coachly™:** HMH Coachly is a yearlong digital coaching subscription that gives teachers unlimited access to a dedicated HMH coach. Teachers are matched with a highly experienced instructional coach, who will guide them through high-impact coaching topics such as integrating *English 3D* with best instructional practices, addressing classroom challenges, and goal setting and tracking. Once logged onto HMH *Ed*, teachers will be able to schedule unlimited one-on-one virtual coaching sessions, message their coach, and receive timely feedback in a single-platform experience. For additional support, HMH Coachly licenses can be paired with in-person group Coaching days.
- **Program-Aligned Courses:** These courses connect research-backed strategies with HMH programs to support specific school needs. HMH Blended Courses provide the perfect mix of in-person and asynchronous professional learning from an expert instructional coach to guide teachers as they take effective pedagogy from concept to classroom.
- **Live Online Courses:** Learn new skills and focus on topics that matter with HMH's Live Online courses. Course topics include navigating unpredictable learning environments, SEL and Equity, and subject-specific topics like the Science of Reading and Numeracy.

Leader learning

Leaders receive targeted support to drive innovation and navigate district challenges from industry experts from the Center for Model Schools™, the only organization devoted to providing year-round leadership support through its namesake Model Schools Conference, leadership cohorts, and 1:1 consulting.

- **Model Schools Conference:** At the Model Schools Conference, attendees learn from leaders and teachers who have achieved incredible results and leave with a toolkit to implement meaningful change when they return home.
- **Transformational Leadership Network:** The Transformational Leadership Network, from the Center for Model Schools, connects leaders who share similar challenges in a yearlong cohort learning experience. Steered by an accomplished advisory board, the Transformational Leadership Network addresses some of the biggest challenges in education and guides school leaders with timely, hands-on support.
- **Leadership Consulting:** Every consultant, keynote speaker, and coach from the Center for Model Schools brings a proven history of achieving transformational change and will work collaboratively with leaders and teachers to provide tangible strategies and practical actions that drive school-wide transformation.

Program components

English 3D is available accordingly: *Language Launch Volume 1* (Newcomers), *Language Launch Volume 2* (Early Proficiency Levels), Course A (Gr. 4–5/6), Course B (Gr. 6–8/9–12), and Course C (Gr. 11–12). Program components are subject to change. Contact your HMH Account Executive for the most current list of available components.



Digital



Printable PDF



Print

Component	Description	Language Launch Vol. 1	Language Launch Vol. 2	Course A	Course B	Course C
Student Components						
Issues Texts	Informational and literary texts based on high-interest, relevant issues					
Student Worktext	Interactive worktext with instruction, scaffolding, and practice (informational and literary texts included in Language Launch Vols. 1 and 2 Student Worktexts)					
Independent Reading Library	Four copies of each of our 20 high-interest and relevant titles that span a variety of genres, text types, levels, and topics					
Teacher Components						
Teaching Guide	Comprehensive guide for routines, instruction, assessment, and differentiation					
Teacher's Corner	Professional learning resources, including implementation support and videos					
Printable Resources	Resources including foundational skills lessons, grammar and conventions practice, interview assignments, and extended reading					
Assessment Components						
Unit & Issues Tests	Curriculum-embedded tests with data reporting that assess vocabulary, reading, language and conventions, and writing skills					
Daily Do Now	Formative tasks to assess academic vocabulary and grammar					
Performance-Based Assessments	Formal assignments scored with rubrics to assess students' academic writing and speaking skills					
Academic Language Assessment	Beginning-of-year, mid-year, and end-of-year tests to assess academic language development over the course of the year					
Individual Language Inventory	Oral and written assessments administered throughout the year and scored with rubrics to monitor student progress in speaking, listening, and academic writing					
Family Components						
Family Room	At-home learning supports for parents and caregivers, available in English and Spanish					
Family Letters	Letters for families and caregivers, available in multiple languages, to keep them informed about the class and their child's progress					
Connected Solutions						
Writable for English 3D (available separately)	Specialized writing tool with three levels of scaffolding for English 3D formal writing assignments, anonymous peer feedback, online teacher scoring, and data reporting					

HMH Professional Learning

Grades K–12

Professional development
for teachers and leaders

Promising evidence*

Narrative profile

From guided implementation support to collaborative problem-solving, **HMH Professional Learning** provides tailored, hands-on nationally recognized professional development for teachers and administrators of all experience levels throughout the year. Whether the goal is to equip teachers with personalized instructional strategies, achieve student growth with HMH® curriculum, or sustain schoolwide transformation, our team of experts are ready to collaborate and provide support on district leaders' schedules.

- **Culture of professional growth.** HMH provides professional learning that honors the expertise of teachers and builds upon their experience to promote student success. We partner with schools and districts to cultivate professional learning environments where educators can ask questions, discover new strategies, and connect with their peers to strengthen and grow their educational community.
- **Authentic community of educators.** HMH Professional Learning is a diverse team of current and former educators who understand the daily challenges teachers face in the classroom. Their coaching is informed by years of classroom experience and motivated by a desire to see teachers and students succeed.
- **Student-centered PD.** Student growth is the cornerstone of HMH Professional Learning. We work with educators and experts throughout the year to develop effective PD experiences that are grounded in evidence-based practices and personalized strategies to meet students' unique needs.

Evidence base/efficacy

HMH Professional Learning provides teachers and leaders with high-quality learning experiences that meet the **promising level of ESSA evidence**. We collaborate with educators across **three key areas** to provide a comprehensive professional learning experience unique to the needs of every school or district.

HMH provides **program-based, technical, and practice-based services** that draw upon years of efficacy research, including *Implementation Matters: Systems for Success* (Salinger et al., 2010), which detailed what is needed for a successful adoption and implementation of *Read 180*®. This report, written in partnership with the American Institutes for Research® and the Council of the Great City Schools, identified the key characteristics of effective implementations across three phases—initiating, developing, and sustaining. The lessons learned from this report drive the co-development of goals to ensure meaningful and lasting change for schools and districts and academic success for all students. HMH Professional Learning works together with schools and districts to enable effective implementation across these three phases:

Phase 1: Initiating Implementation

- Foundation of support that establishes a common understanding and strong sense of purpose
- Clear directions and expectations from district leaders to build buy-in

Phase 2: Developing Implementation

- Participation in initial training and ongoing professional development
- Deep understanding of the program's strengths and of the students whom it can best serve to inform placement decisions
- Well-defined criteria for student exit from the program
- Clear guidelines and expectations for on-model classroom implementation
- Consistent and sensible policies and procedures for using data to monitor student progress and inform instruction
- Consistent and sensible policies and procedures for monitoring teachers' implementation of the intervention

- Opportunities for collaboration and communication among school staff
- In-classroom support, coaching, and job-embedded professional development to promote on-model implementation
- Well-defined criteria for determining program success

Phase 3: Sustaining Implementation

- Training and support for individuals to play an intermediary role among district level staff, school-based teachers, coaches, and administrators
- Continued emphasis on clear guidelines and expectations for implementation
- Sustained and intensive monitoring of student progress and teacher implementation and collaboration

HMH Professional Learning works with school and district leaders to co-construct an implementation plan that considers these lessons and applies them in an integrated, unified, and customized approach through program-based, technical, and practice-based services. These services are available through all three phases of the implementation: initiating, developing, and sustaining.

HMH is a certified provider of effective and relevant professional services. Education and professional learning experts from Rivet Education evaluated HMH Professional Learning's quality in these areas: Launching Instructional Materials, Ongoing Professional Learning for Teachers, and Ongoing Professional Learning for Leaders. Receiving a "High-Quality" rating in these areas signifies that HMH Professional Learning provides teachers and leaders with both High-Quality Instructional Materials and a High-Quality Professional Learning experience.

Implementation success

HMH partners with teachers and leaders to inspire innovation and improve outcomes through accessible, actionable, and relevant professional learning. Each HMH subscription includes personalized implementation support that ensures teacher success within the first 30 days. Year-round, on-demand access to professional learning resources keep teachers engaged and supported. **HMH Ed™** is an integrated digital platform where teachers and leaders access resources to best implement HMH programs, connect with Professional Learning Communities (PLCs), and track professional development progress.

Getting Started

For districts and schools implementing HMH programs, foundational Getting Started sessions help educators learn how to use HMH programs in the context of lesson planning and classroom instruction. During these sessions led by a HMH instructional coach, teachers will preview their first week of lessons, navigate *HMH Ed*, and learn about the personalized learning available to them. These interactive sessions allow participants to experience lessons from both the teacher and student perspectives. Additionally, teachers get hands-on practice accessing and integrating the digital resources into their instruction.

Teacher Success Pathways on *Ed*

Build teacher confidence in their new HMH program with Teacher Success Pathways. These personalized learning pathways provide educators with tools, resources, and model lessons led by practicing teachers to support them through program implementation. Educators get support in a variety of relevant topics such as organizing instructional materials, planning, and assessing and leveraging data for differentiation. These pathways include access to a multi-media Interactive Classroom and model lessons to instill best instructional practices for whole-class and small-group instruction, and digital stations. In just a few short sessions, teachers get the training they need to successfully navigate their program and get their classroom up and running quickly, at any time of the year. Teachers and Leaders can schedule live events directly from their pathway and work with an HMH coach or practicing teacher to get their questions answered in real time.

Teacher's Corner® Resources

Professional Learning doesn't stop at program implementation. With Teacher's Corner on *Ed* teachers get year-round access to a whole library of on-demand PD experiences, teaching tips and inspiration, and live online professional learning events featuring experts and fellow educators. Teachers can register for Teacher's Corner live events at any time of the year to engage in relevant professional learning with a community of educators to support them, as they work towards their professional goals. Free live online events connect educators with program experts, education thought-

leaders, and teachers using HMH programs. Build community and get to know other educators through Teacher's Corner on *Ed* and the HMH Teacher's Corner Facebook® community. Administrators have access to on-demand resources, leader-specific live events, resources for PLCs, and downloadable templates for classroom observation.

Ongoing professional learning

Program-aligned Courses

Connect research-backed strategies with HMH programs to support specific school needs. **HMH Program-Aligned Courses** provide the perfect mix of in-person and asynchronous professional learning from an expert instructional coach to guide teachers as they take effective pedagogy from concept to classroom.

Live Online Courses

Learn new skills and focus on topics that matter with HMH's **Live Online Courses**. Districts and schools can choose a course with modules curated to support a topic or build a custom learning plan by choosing individual modules. These modules focus on high impact strategies that can be applied in the classroom the next day. Below is a sampling of the offerings available to choose from.

Literacy Live Online Courses		
<p>Teaching Children to Read</p> <ul style="list-style-type: none"> • How We Learn to Read • Phonological Awareness • Phonics • Fluency • Oral Language • Vocabulary 	<p>Developing Engaged Readers</p> <ul style="list-style-type: none"> • The Workshop Re-imagined • Components of Reading Workshop • Teaching Guided Reading with Decodable Texts • Teaching Guided Reading with Leveled Readers • Using Data to Form Guided Reading Groups • Conferring During Reading Workshop 	<p>Growing Strong Writers</p> <ul style="list-style-type: none"> • Setting Students Up for Writing Success • Inspiring Writers with Mentor Texts • Revising and Refining Writing • Conferring in Writing Workshop • Facilitating Ongoing, Actionable Feedback to Growing Strong Writers • Strong Writing: The What and the Why
<p>Supporting Striving Readers</p> <ul style="list-style-type: none"> • Cracking the Code: The Reading Brain and Dyslexia • Cracking the Code: Phonology Instruction for Striving Readers • Cracking the Code: Orthographic Instruction for Striving Readers • Cracking the Code: The Reading Brain and Dyslexia • Cracking the Code: Phonology Instruction for Striving Readers • Cracking the Code: Orthographic Instruction for Striving Readers • Cracking the Code: Syllable and Morphology Instruction for Striving Readers • Cracking the Code: Syntax and Semantics Instruction for Striving Readers • Cracking the Code: Assessing Foundational Skills to Support Striving Readers 		<p>Assessing & Monitoring Student Growth</p> <ul style="list-style-type: none"> • Using Data to Form Guided Reading Groups • Monitoring and Supporting Young Readers in Foundational Skills • Supporting Young Readers in Vocabulary and Comprehension • Facilitating Ongoing, Actionable Feedback
Math Live Online Courses		
<p>Changing the Math Learning Landscape</p> <ul style="list-style-type: none"> • Prioritize Rich Tasks to Maximize Learning • Using Discourse to Facilitate Rich Tasks • Mathematical Reasoning for All Students • Classroom Discourse Essentials • The Role of Productive Perseverance in Learning Mathematics • Cultivate Confident Problem Solvers • Deepen Understanding through Collaborative Group Work • Making Sense of Procedural Fluency • Connect Multiple Representations to Deepen Understanding • Make Math Tasks Accessible for All Learners 	<p>Engaging in Math Workshop Structures and Tasks</p> <ul style="list-style-type: none"> • Introduction to Math Workshop • Establish and Build Your Math Workshop Community • Start and Finish Strong: Number Sense Routines and Student Self Reflection • Math Workshop: Deep Dive into Learning Stations • Math Workshop: Deep Dive into Guided Math • Math Workshop: Deep Dive into Tasks and Focus Lesson 	

Math Live Online Courses (continued)		
<p>Developing Number Sense</p> <ul style="list-style-type: none"> Nurturing Number Sense to Unlock Students' Mathematical Confidence Build and Extend Number Sense and Number Talks Essentials of Number Sense K-5 	<p>Assessing & Monitoring Student Growth</p> <ul style="list-style-type: none"> Analyzing Student Work to Support Learning Anticipate Common Errors as You Plan for Instruction Use Questions to Elicit Evidence of Student Thinking 	<p>Teaching & Learning Math Foundations</p> <ul style="list-style-type: none"> Understand the Dynamics that Impact Student Learning From Dot Images to Variables Agency 101: Math Makes Sense and I Can Make Sense of It
Additional Live Online Courses		
<p>High-impact Strategies</p> <ul style="list-style-type: none"> Prioritizing Content to Create Focused Instructional Plans Using Rigorous Learning Tasks to Strengthen Understanding Bridging Learning Through Instructional Routines Advancing Learning Through Collaborative Structures and Tools <p><i>Math specific:</i></p> <ul style="list-style-type: none"> Prioritize Rich Tasks to Maximize Learning Using Discourse to Facilitate Rich Tasks Mathematical Reasoning for All Students Classroom Discourse Essentials The Role of Productive Perseverance in Learning Mathematics Cultivate Confident Problem Solvers Deepening Understanding through Collaborative Group Work Making Sense of Procedural Fluency Connect Multiple Representations to Deepen Understanding <p><i>Literacy specific:</i></p> <ul style="list-style-type: none"> Phonological Awareness Phonics Fluency Oral Language Vocabulary Comprehension Building Knowledge Reading Volume Teaching Guided Reading with Decodable Texts Teaching Guided Reading with Leveled Readers Conferring During Reading Workshop Managing Reading Worktime Reading Workshop: Teaching Mini-lessons Conferring in Writing Workshop Writing Workshop: Teaching Mini-lessons Creating a Community of Readers and Writers Cracking the Code: Phonology Instruction for Striving Readers Cracking the Code: Orthographic Instruction for Striving Readers Cracking the Code: Syllable & Morphology Instruction for Striving Readers Cracking the Code: Syntax & Semantics Instruction for Striving Readers Setting Students Up for Writing Success Inspiring Writers with Mentor Texts Revising and Refining Writing Conferencing and Goal Setting 	<p>Teaching and Learning Foundations</p> <p><i>Math Specific:</i></p> <ul style="list-style-type: none"> Understand the Dynamics that Impact Student Learning Nurturing Number Sense to Unlock Students' Mathematical Confidence Build and Extend Number Sense and Number Talks Essentials of Number Sense K-2 Essentials of Number 3-5 Essentials of Number Sense 6-8 Essentials of Number Sense 9-12 From Dot Images to Variables Agency 101: Math Makes Sense and I can Make Sense of It <p><i>Literacy specific:</i></p> <ul style="list-style-type: none"> How We Learn to Read The Workshop Reimagined Components of Writing Workshop Components of Reading Workshop Cracking the Code: The Reading Brain and Dyslexia Strong Writing: The What and the Why 	<p>Assessing & Monitoring Student Growth</p> <ul style="list-style-type: none"> Capitalizing on Formative Assessment Opportunities <p><i>Math Specific:</i></p> <ul style="list-style-type: none"> Analyzing Student Work to Support Learning Anticipate Common Errors as You Plan for Instruction Use Questions to Elicit Evidence of Student Thinking <p><i>Literacy Specific:</i></p> <ul style="list-style-type: none"> Using Data to Form Guided Reading Groups Cracking the Code: Assessing Foundational Skills to Support Striving Readers Monitoring and Supporting Young Readers in Foundational Skills Supporting Young Readers in Vocabulary and Comprehension Facilitating Ongoing, Actionable Feedback
<p>Supporting the Unique Needs of Learners</p> <ul style="list-style-type: none"> Maximizing Learning Through Targeted Use of Instructional Resources Structuring Flexible Pathways for Learning Designing Learning Tasks to Address Unique Needs <p>Math Specific:</p> <ul style="list-style-type: none"> Make Math Tasks Accessible for All Learners Introduction to Math Workshop Establish and Build Your Math Workshop Community Start and Finish Strong: Number Sense Routines and Student Self Reflection Math Workshop: Deep Dive into Learning Stations Math Workshop: Deep Dive into Guided Math Math Workshop: Deep Dive into Math Tasks and Focus Lessons <p>Literacy Specific:</p> <ul style="list-style-type: none"> Supporting All Students in Comprehension 	<p>Social Emotional Learning & Equity</p> <ul style="list-style-type: none"> SEL @ School: Establishing a Nurturing and Responsive Environment Attending to SEL Needs Throughout Learning Structures, Tools, and Tasks for Equity and Access Building Connections that Deepen Learning Building a Foundation in Culturally Responsive Education Culturally Responsive Education: Assessing Student Learning <p>Culturally Responsive Education: Making Instructional Decisions</p>	

Coaching

HMH Coachly™ is a year-round subscription for teachers that provides unlimited support from a thoughtfully matched instructional coach online in the same place as their curriculum. From supporting program implementation to providing personalized teaching strategies, HMH Coaches are invested in teacher success every step of the way.

- **Thoughtfully matched instructional coaches.** *Coachly* pairs each teacher with a highly trained, certified coach who has relevant subject-area and classroom experience. Over 70% of HMH Coaches have an advanced degree, and each brings varied experience in teaching multilingual learners, students with exceptionalities, and intensive intervention.
- **Teacher-driven professional growth.** *Coachly* puts teachers in control of their professional learning schedule with unlimited virtual coaching sessions and messaging. It all happens on *HMH Ed*, the same place as their HMH curriculum, to support them when and where they need it.
- **Evidence-based framework.** *Coachly's* approach to instructional coaching is grounded in proven high-impact teaching strategies. This method promotes a unified teaching culture and a shared approach to setting, measuring, and achieving their professional goals

Whether teachers are in year one or year fifteen, **HMH Coachly and Courses** provide personalized support that align with district needs. Educators are equipped with the support to exceed goals and expand skill sets year-after-year with a dedicated HMH Coach. Teachers of all experience levels can own their professional growth through continuous partnership with an HMH Coach. *HMH Coachly* and *Courses* provide educators with personalized teaching support and actionable strategies they can take back to their classroom and use the next day. Our experienced HMH instructional Coaches provide educators with year-round support to help them meet their professional goals. From supporting program implementation to providing personalized teaching strategies, our coaches are there every step of the way.

Leader support

Leader's Corner

Engage with leader learning experiences year-round with Leader's Corner™ on *Ed*, a library of on-demand PD experiences, tips and inspiration for leaders, and live online professional learning events featuring experts and fellow educators. The *Ed* platform comes with built-in support for implementation and professional learning initiatives with Professional Learning reports. These reports make it easy to monitor schoolwide progress so district teams can stay on track with professional goals.

Center for Model Schools

The Center for Model Schools™ is the only organization devoted to providing year-round leadership support through its namesake Model Schools Conference, leadership cohorts, and 1:1 consulting. Each team member of the Center for Model Schools has a proven history of successfully driving student growth with specializations that include creating equitable and inclusive learning environments and building cultures of collaboration. This includes the following:

- **The Model Schools Conference:** Since 1991, over 115,000 educators from across the country have joined together at Model Schools Conference to learn how to build schools where students can realize their greatest potential. The Model Schools Conference is the only event where educators take center stage! By featuring leaders and teachers who have achieved incredible results, this exciting event gives attendees a toolkit to implement meaningful change when they return home.
- **Transformational Leadership Network:** The Transformational Leadership Network, from the Center for Model Schools, connects leaders in a yearlong cohort learning experience who share similar challenges in three unique ways:
 - Inter-district cohort sessions, facilitated by experts in Improvement Science.
 - Personalized 1:1 collaboration, focused on meeting the school and district's specific goals
 - Flexible engagement options, including a range of in person, synchronous and asynchronous opportunities.

Steered by an accomplished advisory board, the Transformational Leadership Network addresses some of the biggest challenges in education with timely, hands-on support including teacher and leadership turnover, learning recovery, and mental health of staff and students.

- **Leadership Consulting:** Leadership Consulting from the Center for Model Schools partners with leaders to bring visions to life. Every consultant, keynote speaker, and coach from the Center for Model Schools brings a proven history of achieving transformational change and will work collaboratively with leaders and teachers in districts to provide tangible strategies and practical actions that drive school-wide transformation.

Leadership Services

Leadership Services supports educational leaders in creating the conditions for success through the 5Essentials framework, prioritizing research backed leadership actions to achieve sustainable growth. Our team of former **Superintendents, Principals, and district leaders** provide year-round support through:

- **In-Person and Online:** A collaborative, personalized partnership to achieve goals through shared learning, job-embedded coaching, feedback, and guided planning. Services include Strategic Planning, School Improvement Planning, and Principals Academy.
- **Model Schools Conference:** At our annual Model Schools Conference, we showcase districts, schools, and educators who have achieved success, leading the way to replicable results.

Principal Academy is a yearlong, blended consulting offering consisting of tailored professional learning reinforced with job-embedded coaching. Through our partnership, principals experience:

- **Aligned Action Planning** synchronizing school initiatives with district goals.
- **Timely Support** to build capacity and address challenges.
- **Personalized Professional Learning** aligned with district objectives.
- **Reinforced Coaching** sessions to ensure success.

Curriculum Alignment Services are based on district priorities and goals where participants may co-create a:

- Set of priority standards by grade level and content area aligned to HMH connected solution.
- Curriculum map aligned to the districts assessment plan and HMH connected assessments.
- Curriculum pacing guide to inform teaching and learning with HMH connected solutions.

Schoolwide and districtwide improvement

School Improvement: Get evidence-based insights to identify key improvement areas and boost student success. We pinpoint precise needs to help schools achieve meaningful outcomes. Together, we turn data into actionable, sustainable plans. The 5Essentials Survey provides deep insights and measures five key factors linked to better school and student outcomes. Professional Learning sessions include:

Before Administration of the 5Essentials

- **Understanding the 5Essentials:** Gain solid foundational knowledge of the 5Essentials system, scoring, and reports.
- **Building Trust:** Consider practices that foster trust and reflect on actions to promote deeper levels of trust.
- **Fostering a supportive environment:** Delve into recent research that provides a framework to consider the structures, policies, processes, and programs that enable schools to create safe, supportive environments.
- **Leadership and the creation of successful environments:** Explore the role of school leaders in creating change in schools and encounter research that describes the mediated pathway and levers at a leader's disposal.

After Administration of the 5Essentials

- **Data and Root Cause Analysis:** Learn about the 5Essentials improvement cycle and participate in data analysis exercises that help identify the root cause of school challenges.
- **School Improvement and Implementation Planning:** Finalize a school improvement plan with a coherent set of improvement goals, methods for progress monitoring, and an implementation plan.

- **Evaluating and adjusting:** Reflect on and evaluate the initial success of actions and adjust plans to promote continued progress.
- **Completing the cycle:** Evaluate the successes and challenges of the past year, reflecting on multiyear trends and progress.

Data and assessments to inform instruction

PLC Powered Data Teams professional learning is designed for leadership and instructional teams that will be participating in the Data Teams process to impact student learning. This professional learning experience provides a comprehensive solution for any system with the goal of improving instructional practices to yield increased student achievement.

The two-day experience is built around a variety of participant outcomes. The participant outcomes address a specific area of learning that is essential to the successful implementation of a collaborative, data-driven decision-making forum.

Rigorous Curriculum Design (RCD) requires common understanding of the steps and tasks that make up this impactful process. Consultants will guide design teams through an orientation to the RCD process connected to state standards. Curriculum design teams will come to understand how the RCD process fits into the big picture of standards, instruction, and assessment. They will also learn about the purpose of this work and how it will benefit them as teachers and their students. They will learn and complete the foundational steps in the process:

- **Prioritizing** the standards essential to student success
- **Assigning standards and naming** units of study
- Creating a **pacing calendar**
- **Customizing** the unit planning organizers to reflect current language

Support for multilingual learners and students with special needs

HMH programs are created by expert instructional designers and include content and skills for educators to differentiate learning for diverse learner groups. Differentiated instructional practices are built into lesson plans and are provided as additional professional resources. Teachers can also refer to the Meeting Individual Needs supports located in Teacher's Corner that provide point-of-use differentiation resources. Teachers receive guidance on differentiated instructional resources during initial implementation support as well as through Teacher Success Pathways.

HMH Live Online Course modules allow leaders and teachers to design flexible and ongoing professional learning courses aligned to district or school initiatives. The following courses provide a glimpse of the offerings available to support the unique needs of learners:

- Structuring Flexible Pathways for Learning
- Designing Learning Tasks to Address Unique Needs
- Maximizing Learning Through Targeted Use of Instructional Resources

School-to-home connection

Family Room™: To help support families and caregivers, HMH offers Family Room, also located on the *Ed* platform. Family Room is an ever-growing library of on-demand resources, downloadable family letters, at home learning advice, and family learning activities in multiple languages to encourage a school-to-home connection.

Leadership Actions for Involved Families may include a variety of personalized learning experiences (e.g., 2-hour shared learning, coaching, instructional walks, planning, etc.) for tangible, actional approaches to moving the needle on the 5Essentials Framework's organizational conditions for success.

Glossary of Funding Terms

Understanding the terms and acronyms related to educational funding is essential when preparing your grant application. Here are a few we think may be helpful.

Absolute Priorities: Activities or conditions that must be met for a grant proposal to be considered; typically used in federal grant applications

Abstract (Executive Summary): Usually a one- to two-page summary of the project

Administrative Costs: Funds used to manage the project

Allocation: Distribution of funds or an expenditure limit established for an organization

Appropriation: Money set aside for a specific purpose

Assurances: Requirements that applicants agree in writing to observe as a condition of receiving funding

Asynchronous Learning: Learning that does not occur in the same place or at the same time

Audit (Financial): The examination of records and reports to ensure what is provided is accurate

Audit (Program): A review of the accomplishments of a program by the staff of the funding agency

Award: A funding agency's acceptance of an application or proposal, which results in a sum of money allocated to the awardee over a specified period to meet the goals and objectives outlined in the grant application

Awardee: Recipient of a grant award

Best Practices: Professional procedures that are accepted or prescribed as being correct or most effective

Blended Learning: Learning that takes place electronically as well as in-person

Block Grants: Unrestricted funds awarded to help fund a specific project or program

Budget Period: An interval of time into which a project period is divided for budgetary purposes

Carryover: Grant funding transferred or resulting from a previous situation or context

Cohort: A group; often it refers to a group of grantees when multiple rounds of awards are made during the life of the grant cycle.

Competitive Grant: Grant that must go through a competitive, objective review process

Competitive Priority: Applicants have the option of answering specific elements or certain conditions to give them additional scoring points in a grant application

Community-Based Organization (CBO): Agencies that are nonprofit and nongovernmental that focus their support on community-based needs

Comprehensive Support and Improvement (CSI): A type of school improvement identification under ESSA; CSI focuses on the lowest-performing schools

Conflict of Interest: Occurs when a person's personal interests directly or indirectly affects the financial or business interests of the employee, an immediate family member, or an associated entity

Consortium: A pooling of resources to make as big of an impact as possible and to leverage the talents of multiple organizations with similar goals

Continuation Grant: Grant available for the continuance of a program already underway

Contract: An agreement with specific terms between two or more persons or entities in which there is a promise to do something in return for a valuable benefit

Contracted Services: Services provided to the grant recipient by an outside consultant or provider

Declining Grant: A multi-year grant that grows smaller each year

Demonstrates a Rationale: The fourth level of evidence-based research under ESSA; demonstrates rationale based on high-quality research or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes; includes ongoing efforts to examine the effects of such activity, strategy, or intervention

Direct Costs: Costs allowed by the funding organization, directly tied to the operation of the project

Disclosure: Making new or secret information known

Discretionary Grant: Funding which is subject to the preference of the grantor

Distance Learning: Learning that takes place when teachers and students are separated by distance

Donor: A foundation or individual that provides the funds for a grant

DUNS Number: The Data Universal Numbering System number required for every federal grant application submission

ED: U.S. Department of Education

EDGAR: The Education Department General Administration Regulations governing the Education Department's grant programs

E-Learning: A form of learning where instruction and content are delivered primarily over the internet; same as online learning, cyber learning, and virtual learning

Eligible Applicant: An entity who may apply for a grant as specified in the grant guidelines

Eligibility Criteria: Factors used to determine whether a person or entity is qualified to participate in a particular initiative

Encumbered Expense: Funds set aside for project implementation

Encumbrance: The legal obligation to pay a vendor or reimburse an employee when goods or services have been requested, but have not yet been provided

Entitlement Funds: Money received on the basis of a formula

ESSA: Every Student Succeeds Act, signed into law in 2015, governs the U.S. K-12 public education policy (starting with the 2017-2018 school year)

Evaluation: Assessment of whether a project achieved the intended outcomes

Evaluation Data: Two types of evaluation data are typically required: (1) quantitative— student test scores, numbers of teachers trained, or other objectively measured outcomes and (2) qualitative— information gathered through open-ended questionnaires, observation notes, artifacts such as student projects and sample lesson plans

Evidence-based: As defined by ESSA, there are four levels of evidence: strong, moderate, promising and demonstrates a rationale. The top three levels require findings of statistically significant effect on improving student outcomes or other relevant outcomes based on— (i) Strong evidence from at least one well-designed and well-implemented experimental study; (ii) Moderate evidence from at least one well-designed and well implemented quasi-experimental study; or (iii) Promising evidence from at least one well-designed and well implemented correlational study with statistical controls for selection bias. The fourth level is designed for ideas that do not yet have an evidence base qualifying for the top three levels. Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy or intervention.

Executive Summary (Abstract): A one- to two-page summary of the project, including its goals and objectives

Expenditure: Payment for goods or services, or a charge against available funds in settlement of an obligation as evidenced by an invoice, receipt, voucher, or other such document

Federal Funds: Money appropriated by the US Congress

Federal Register: Source of official government announcements for application information

Fiscal Year (FY): A period for which accounting books are kept

Formula Grant/Funds: A grant distributed by federal departments in which the amount of the grant is determined by a formula based on established criteria that is written into the legislation and program regulations

Foundation: A private organization established as a nonprofit corporation or charitable trust, with a principal purpose of making grants to unrelated nonprofit organizations for scientific, educational, cultural, religious, or other charitable purposes

Free or Reduced Lunch (FRL): A school's percentage of students eligible to receive free or reduced lunch; usually a determining factor for eligibility for additional funding

Funding Agency: The organization that funds a grant

Funding Cycle: Starting with the announcement of available funds, the funding cycle includes all phases of the grant, i.e., deadline for application submission, proposal reviews, award, issuance of grant documents, release of funds and fiscal reporting

Funding Priorities: Specific elements that applicants are asked to address or certain conditions that must exist for applicants to be eligible for a certain grant

Goals: Broad and long-term targets (e.g., increasing high school graduation rates)

Grant: An award of money given to finance certain activities with a set of established requirements and criteria

Grant Agreement: A legally binding contract between a grantee and a grantor specifying the terms and conditions of the grant

Grantee: The person or organization that receives the grant

Grantor: Party issuing the grant

Hybrid Learning: Combines face-to-face and online teaching into one cohesive experience

Incremental Funding: Grants that are funded with specific spending limits below the total costs

Indirect Costs: Costs incurred for an organization's operating expenses (e.g., utility bills, janitorial services, etc.) which cannot be readily and specifically identified for a particular project

In-Kind Gift/Donation: Rather than cash, it is a donation of goods or services such as labor, equipment, supplies or the use of facilities

LEA: Local Education Agency (e.g., school or district)

Lead Applicant: A lead agency which manages and takes responsibility for coordinating and fiscally managing a project

Learning Management System (LMS): Technology platform through which students access online courses or digital materials

Letter of Inquiry, Letter of Intent (LOI) or Intent to Apply: A brief letter outlining an organization's activities and its request for funding sent to a funding source to determine whether it would be appropriate to submit a full grant proposal

Matching Funds: Contributions required by a party other than the grantor

Memorandum of Understanding (MOU): A formal document required from grant consortium members outlining roles and responsibilities

Mission Statement: Declares "why" an organization exists, and is the foundation upon which a long-range strategic plan (the blueprint for carrying out the organization's "business") can be developed

Moderate Evidence: The second level of evidence-based research under ESSA; must have at least one well-designed and well-implemented quasi-experimental study (i.e., matched)

Monitoring: Overseeing the accomplishments of a project

Needs Assessment: Documentation of why the grant/project is needed

Non-Compliance: Failure or refusal to comply, as with a law, regulation, or term of a contract, grant or agreement

Notice of Grant Award (NOGA): A legally binding document serving as notification to the recipient and others that a grant or cooperative agreement has been made

Objectives: Short-term targets (e.g., increasing reading scores by a specific percent within a specified time frame)

Online Learning: A form of distance learning where instruction and content are delivered primarily over the internet; may

also mean the same as virtual learning, cyber learning, and e-learning

Performance Measure: A characteristic or metric that can be used to assess the performance aspects of a program or project (i.e., dollars expended, students enrolled, grade point average)

Performance Report: A report of the specific activities the grant recipient has performed during the budget or project period

Planning Grant: A special type of grant that enables an organization to gather the resources to develop a strong, full proposal

Private Foundation: A tax-exempt, non-profit organization with a principal fund or endowment of its own which are set up to help social, educational, charitable, or religious actions that serve the common good of society

Pro Forma: An anticipated, proposed or hypothetical set of numbers for a project (generally the budget)

Procurement: The action of obtaining or acquiring equipment, materials, or supplies

Progress Report: A scheduled report (usually annually) required by the funder that summarizes the project to date

Project: The planned program; the goals and objectives for which the grant funds are being requested

Project Director or Principal Investigator (PI): The person responsible for fulfilling the terms and conditions of the grant or contract

Project Period: The total amount of time for which a grantor promises to fund a grant and authorizes a grantee to conduct the project

Promising Evidence: The third level of evidence-based research under ESSA; must have at least one well-designed and well-implemented correlational study with statistical controls for selection bias

Proposal: Document detailing the program or project developed in response to the grant requirements

Recipient: The receiver of the grant funds

Replicability: The likelihood that the proposed project can be replicated in other schools or districts or on a broader regional or national scope

Request for Proposals (RFP) or Request for Application (RFA): Solicitation document sent by the funder seeking applications from potential grantees

Research-Based: Projects based on technology, instructional strategies, or curriculum that are proven through carefully monitored experimental or quasi-experimental studies and demonstrated to improve student achievement and/or teacher performance

Restricted Funds: Funds that must be spent for a specific purpose, as determined by the funder

SEA: State Education Agency or other agency or office primarily responsible for the supervision of public elementary and secondary schools

Seed Money: Funds used to start a new project or organization which may cover salaries and other start-up expenses

Statute of Limitations: A type of law that restricts the time in which legal proceedings may be brought, serviced or completed

Stipends: A fixed, regular sum paid as a salary or allowance

Strong Evidence: The top level of evidence-based research under ESSA; must have at least one well-designed and well-implemented experimental study (i.e., randomized)

Sub-grant: Awards made under the authority of another grant

Sub-grantee: The receiver of pass-through grant funds from a grantee rather than from the grantor; sub-grantees are required to follow all policies and rules of the original grant plus any additional conditions added by the grantee

Supplant: To replace; to use federal funds for more than one source to pay for the same personnel position or activity

Supplement: Something that completes or enhances something else when added to it

Sustainability: A plan for continuation beyond the grant period and/or the availability of other resources necessary to implement the grant

Synchronous Learning: Learning in which participants interact at the same time and in the same space

Targeted Support and Improvement (TSI): A type of school improvement classification under ESSA that focuses on schools with persistent achievement gaps

Target Population: Individuals, students, schools, or other recipients who will be the focus and beneficiaries of services provided through a grant project

Tax-exempt: Organizations not subject to taxation such as federal, state or corporate taxes

Technical Assistance: Management or operational assistance given to non-profit organizations including budgeting, financial planning, grant assistance, programmatic or financial review, as well as program planning

Trustee: A foundation board member occupying a position of trust who assists in making decisions about the way grant monies are spent

Universal Design for Learning (UDL): A framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn

Unrestricted Funds: Funding that has no requirements or restrictions for use

Unsolicited Proposal: A proposal that is not in response to an RFP, RFA or announcement

Video Conferencing: Interactive communication technologies which allow two or more locations to interact via two-way video and audio transmissions simultaneously

Virtual Learning: A form of distance learning where instruction and content are delivered primarily over the internet; same as online learning, cyber learning, and e-learning

Vision: A statement containing the direction the applicant wants to take and the desired end-result

Waiver: An intentional relinquishment of some right or interest

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