

CLSD

Comprehensive Literacy State Development

Grant Toolkit



FLORIDA



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hmhco.com/CLSD

Now more than ever, *your* striving students need consistency. You have demonstrated that it's never too late to open new doors to academic success, whether you're in a physical classroom or teaching remotely. You have exemplified unwavering dedication and helped your students overcome personal and academic obstacles. You know all too well "the link between academic failure, delinquency, and crime is welded to reading failure," (Nation's Report Card, U.S. Department of Education, 2018).

With the assistance of the federal Comprehensive Literacy State Development (CLSD) grant program, you now have an opportunity to increase literacy achievement for all students, from birth through grade 12.

Aligned with the priorities of the CLSD program, our vision along with yours, is to continue to reach **millions of striving readers across the U.S. so that students of all backgrounds can attain their personal dreams of success.** We want to enable them to be confident readers, proficient writers, and critical thinkers so that the skills they acquire will serve as a foundation for their future goals.

We understand you are facing obstacles that are both unexpected and unprecedented. The transition to remote learning and the uncertainty you continue to encounter throughout the COVID-19 pandemic has made the job more challenging. The context in which teachers are teaching has changed, but the underlying principles of learning have not. At HMH our researched-based intervention solutions have been proven to accelerate striving readers by merging the latest research in brain science, growth mindset, ongoing assessment, adaptive

technology, and professional development whether learning in the classroom or remotely. With access to our solutions digitally, schools can implement a modified or condensed instructional block, address remote learning, and provide solutions that will close the skills gap for students in literacy and Academic English language development. As partners, we ensure that teachers have everything they need to maximize effective instruction. From Getting Started online coaching to on-demand instructional videos and program-embedded tools, our professional learning solutions will provide teachers with an ecosystem of support to help their students excel!

The resources in this toolkit are designed to help you build a strong literacy plan as well as assist you in developing and implementing evidence-based intervention strategies for your students who need it most.

COVID-19 Impact on School Cancellation

Reading is forecasted to show **significant learning loss.**

Students could return with **70%** of the learning gains relative to a typical school year.

Source: The COVID-19 Slide: What Summer Learning Loss Can Tell Us About the Potential Impact of School Closures on Student Academic Achievement. April 2020. Dr. Megan Kuhfeld and Dr. Beth Tarasawa. NWEA.

Adolescents who struggle as readers are at high risk for difficulties in all academic subjects and ultimately for an early exit from high school.

CLSD Toolkit

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CLSD Overview



Comprehensive Literacy State Development Grant (CLSD)

Originally known as the federal *Striving Readers Comprehensive Literacy* program, today's CLSD grant program supports the same mission: **strengthen literacy achievement for all students from birth to grade 12**, with an emphasis on disadvantaged children, including English learners, and children with disabilities.

Distribution of Funds

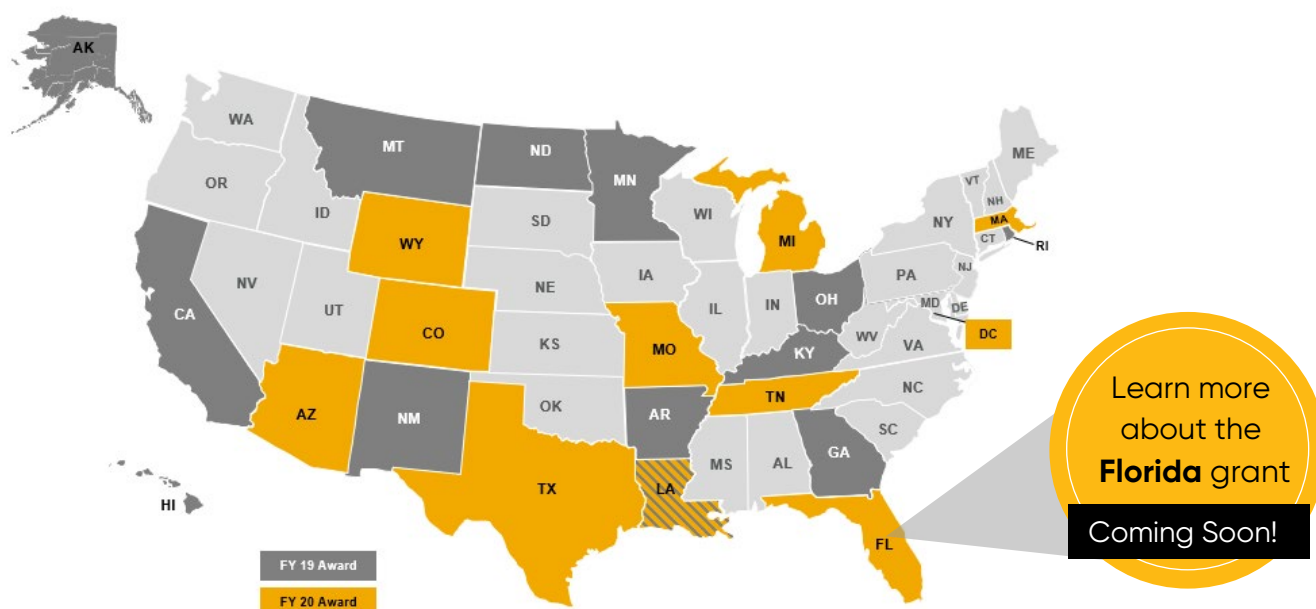
Awarded states will conduct a subgrant competition where **95% of the funds will be distributed to Local Education Agencies (LEAs)** to be spent within a 5-year period. Priority applicants typically include large percentages or numbers of disadvantaged children.

According to federal requirements, the distribution of funds is split among these bands:

- 15% – Birth to Age 5
- 40% – K–5 Students
- 40% – Grade 6–12 Students (with an equal distribution between middle and high schools)

Award Status

The latest rounds of CLSD state awards (FY 2019 and FY 2020) are reflected in the map below. Award amounts, implementation timelines, and grant names may vary from state to state.



To learn more, visit the [U.S. Department of Education's CLSD site](https://www.ed.gov/programs/striving-readers-comprehensive-literacy/).



Grant Writing Tips

This toolkit has been developed to help you prepare for your state's Comprehensive Literacy State Development (CLSD) competitive sub-grant. Please feel free to use the text throughout as a guide to prepare your grant submission.

GRANT WRITING TIPS

Generally, most grant applications will consist of the following components:

| | |
|--|--|
| Executive Summary | <p>The executive summary provides an overview of the project and is usually 1–2 pages in length. Often, it is written <i>after</i> the grant proposal has been completed. The summary gives a taste of the proposal to come and is your chance to make a good first impression. Use the following questions as a guide:</p> <ul style="list-style-type: none">✓ Audience: Who will directly be impacted by the project?✓ Need/Problem: What need will the project address?✓ Educational Goals: What does the project strive to ultimately accomplish?✓ Performance Targets/Indicators: Who will be able to do what by when?✓ Activities: How will the project be carried out? |
| Needs Assessment | <p>The needs assessment aims to convince the funder 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 relevant data substantiate the identified needs? |
| Goals & Objectives | <p>This section explains what you plan to do about the problem.</p> <ul style="list-style-type: none">✓ Are the goals aligned with the project's needs?✓ What do you hope to accomplish?✓ What results do you expect to achieve? |
| Methods, Strategies or Program Design | <p>Be detailed and walk through exactly how you will achieve the goals and objectives. Include a timeline and specific plans of who will do what and when. Activities should:</p> <ul style="list-style-type: none">✓ Relate directly to the program goals and objectives as well as to the project description and requirements✓ Address the identified needs of the targeted population✓ Be clearly stated and sufficient to carry out the proposed program✓ Be designed to provide measurable outcomes |
| Assessment & Evaluation | <p>Describe plans for both assessing and evaluating the project.</p> <ul style="list-style-type: none">✓ Do you have formative (during the course of the project timeline) and summative (at the conclusion of the project) assessment data?✓ How will you know if the desired impacts have been achieved? |

| | |
|--|---|
| Sustainability | <p>Sustainability refers to how the program will continue when grant funds expire.</p> <ul style="list-style-type: none"> ✓ Include a description of the commitment to continue the project in subsequent years with reduced levels of funding along with a plan of support from the district administration. |
| Project & Resource Management | <p>Describe how the grant activities will be managed and monitored. Include a list of the project management team along with their roles, responsibilities, and qualifications.</p> <ul style="list-style-type: none"> ✓ What existing resources will be utilized? ✓ How will management of facilities best maximize the use of grant funds? ✓ Describe how or if you plan to work with other organizations to leverage resources. |
| Budget | <p>The budget should be an accurate “estimate” of the associated costs.</p> <ul style="list-style-type: none"> ✓ Do you include a line item for every cost described in the narrative proposal? |
| Final Assembly | <p>Allow extra time to go through this final step.</p> <ul style="list-style-type: none"> ✓ Use the “Evaluation Criteria” as a guide or checklist to ensure all items have been addressed. ✓ Choose a simple design—the emphasis should be on neatness and accuracy. ✓ The language should be simple and easy to understand since the reviewer could be a “novice.” ✓ Use “active” voice and persuasive writing techniques. If more than one person contributed, ensure the proposal is written in a “single” voice. ✓ Have several people proofread and provide feedback, allowing ample time to make necessary revisions. ✓ Ensure all required signatures have been obtained and review for required formatting instructions. ✓ Mail or deliver the proposals prior to the deadline. |



Quick Reference Chart



Quick Reference Chart to HMH Solutions

for the Comprehensive Literacy State Development Grant

INTERVENTION & ENGLISH LANGUAGE DEVELOPMENT

| HMH Solution | Evidence Base, Students Served | CLSD Priorities and Goals |
|---|--|--|
|  <p>Grades K–2 Foundational Reading Intervention hmhco.com/iread</p> | <p>Evidence: Moderate</p> <p>Students served: students with special needs or disabilities, English learners and newcomers, disadvantaged students, and low-performing readers</p> <p>For more information: iRead Research</p> | <ul style="list-style-type: none"> ✓ Early intervention for students lacking foundational reading skills ✓ Differentiated instruction for all students, including English learners and those with special needs, including dyslexia ✓ Family engagement resources, including a bilingual Family Portal, access to texts, and strategies for supporting children's reading development ✓ Academic and behavioral strategies for all students within a Multi-Tiered System of Supports (MTSS) framework ✓ Assessment data informs small-group instruction ✓ Professional learning resources delivered digitally and in print with options for online courses and coaching ✓ Explicit literacy instruction that aligns with Comprehensive Literacy Instruction |
|  <p>Grades K–3 Foundational Reading Intervention hmhco.com/saxon-phonics-and-spelling</p> | <p>Evidence: Strong</p> <p>Students served: students with special needs or disabilities, English learners and newcomers, disadvantaged students, and low-performing readers</p> <p>For more information: Saxon Research</p> | <ul style="list-style-type: none"> ✓ Early intervention for students lacking foundational reading skills ✓ Differentiated instruction for all students, including those who are English learners and those with special needs, including dyslexia ✓ Family engagement resources, including Parent Letters, access to texts, and strategies for supporting children's reading development ✓ Assessment data informs small-group instruction ✓ Professional learning resources embedded in Teacher's Guide ✓ Explicit literacy instruction that aligns with Comprehensive Literacy Instruction |
|  <p>Grades 3–12 Foundational Reading Intervention hmhco.com/system44</p> | <p>Evidence: Strong</p> <p>Students served: students with special needs or disabilities, English learners and newcomers, disadvantaged students, and students who have not mastered foundational reading skills</p> <p>For more information: System 44 Research</p> | <ul style="list-style-type: none"> ✓ Foundational reading intervention for the most challenged readers ✓ Differentiated instruction for all students, including English learners and those with special needs, including dyslexia ✓ Family engagement resources, including a bilingual Family Portal, access to texts, and strategies for supporting children's reading development ✓ Academic, behavioral, and social strategies for all students within a Multi-Tiered System of Supports (MTSS) framework ✓ Multiple options for students to access and engage with content based on the principles of Universal Design for Learning ✓ Professional learning resources delivered digitally and in print with options for online courses and coaching ✓ Explicit literacy instruction that aligns with Comprehensive Literacy Instruction |
|  <p>Grades 4–12 Comprehensive Reading Intervention hmhco.com/read180</p> | <p>Evidence: Strong</p> <p>Students served: students with special needs or disabilities, English learners and newcomers, disadvantaged students, and students reading two or more years below grade level</p> <p>For more information: READ 180 Research</p> | <ul style="list-style-type: none"> ✓ Comprehensive reading intervention for students reading two or more years below grade-level proficiency ✓ Differentiated instruction for all students, including English learners and those with special needs ✓ Family engagement resources, including a bilingual Family Portal, access to texts, and strategies for supporting children's reading development ✓ Academic, behavioral, and social strategies for all students within a Multi-Tiered System of Supports (MTSS) framework ✓ Multiple options for students to access and engage with content based on the principles of Universal Design for Learning ✓ Professional learning resources delivered digitally and in print with options for online courses and coaching ✓ Explicit literacy instruction that aligns with Comprehensive Literacy Instruction |
|  <p>Grades 4–12 English Language Development hmhco.com/english3D</p> | <p>Evidence: Promising</p> <p>Students served: long-term English learners and students who struggle with academic language</p> <p>For more information: English 3D Research</p> | <ul style="list-style-type: none"> ✓ Academic language development for English learners ✓ Differentiated instruction based on students' needs ✓ Family resources, including family letters in six languages, access to texts, and strategies for supporting children's reading development ✓ Professional learning resources delivered digitally and in print with options for online courses and coaching ✓ Academic language instruction that aligns with Comprehensive Literacy Instruction |

ASSESSMENT & STRUCTURED LITERACY PRACTICE



hmhco.com/amira

Grades K–3 **Assessment and Personalized Practice**

Utilize artificial intelligence (AI) to accurately assess oral reading fluency, screen students who are at risk for dyslexia, and provide 1:1 tutoring.



hmhco.com/waggle

Grades 2–8 **Personalized Practice and Instruction**

Provide personalized practice and instruction to support skills-diversity in the classroom and promote a growth mindset in all students.



hmhco.com/writable

Grades 3–12 **Scaffolded Writing Practice**

Connect any style of writing instruction to a cycle of authentic feedback and revision to build more independent, reflective writers.



hmhco.com/jille

Grades K–3 **Leveled Books & Balanced Literacy**

Reading Levels: B–T

Systematically build students' decoding, comprehension, and critical-thinking skills with these engaging, multi-genre student texts and embedded instructional resources from Rigby.

Professional Learning that Helps Inspire Lifelong Learners

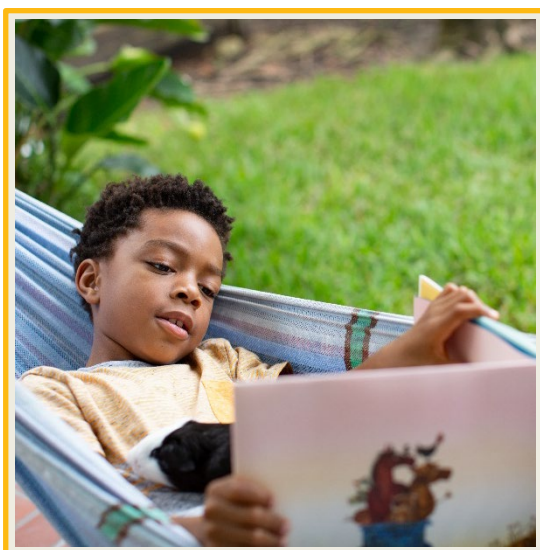
- Online Packages & Courses for Remote Learning
- Program Implementation Support
- Pedagogical & Practice-Based Support
- Blended Coaching



Literacy Solutions*
From Houghton Mifflin Harcourt.

hmdliteracysolutions.com

ACCESS TO BOOKS & PROMOTING LITERACY AT HOME



Now available! *Family Room*

A digital library of bite-size tips and videos to help support families and caregivers.
Learn more [here](#).



hmhco.com/heroacademy

Grades Pre–K–4 **Leveled Reader Series—Literacy & Social-Emotional Learning**

Reading Levels (F&P): WB–R

Integrate literacy and social-emotional learning with this new leveled reading series from Rigby.



hmhco.com/programs/infact-leveled-readers

Grades K–5 **Nonfiction Leveled Reader Series**

Reading Levels: A–W

Build reading stamina and confidence with this compelling, all non-fiction series of leveled readers from Rigby.



hmhco.com/rigbypm

Grades K–5 **Leveled Readers**

Reading Levels: A–V

Engage students and enhance small-group instruction and independent reading with precisely leveled libraries teachers trust.



Evidence Summaries

Our offerings are anchored in a robust review of evidence, learning sciences, and effective classroom practice. Every program or service is then subject to rigorous and ongoing efficacy research to ensure we deliver on this commitment.

Visit the [HMH Research Library](#) to learn more.



Meets ESSA “MODERATE” Evidence Criteria

The Every Student Succeeds Act (ESSA) promotes evidence-based education programs by ensuring that programs are proven to be effective in increasing student achievement. ESSA includes four levels of evidence: strong, moderate, promising, and evidence that demonstrates a rationale. The ratings of the ESSA level of evidence reflect the quality, rigor, and statistical significance of the research study design and findings of the study. HMH's evidence ratings are based on the U.S. Department of Education's nonregulatory guidance for ESSA. Evidence ratings issued by clearinghouses and independent research agencies (e.g., Evidence for ESSA) may differ due to the varying criteria used to judge evidence.

PROGRAM OVERVIEW

iRead® was developed to provide students with instruction in the foundational literacy skills that lead to lifelong learning. Following a blended learning model, *iRead* utilizes adaptive technology to provide instruction in foundational literacy skills that is individualized for each child's unique learning needs and interests.

MODERATE
ESSA EVIDENCE
RATING



DISTRICT: One large urban district and one medium suburban district

STUDY YEAR: 2013–2015

STUDY CONDUCTED BY: Westat

EVIDENCE CRITERIA

Well-designed & well-implemented quasi-experimental design study (QED)

STUDY EVIDENCE & HIGHLIGHTS

A quasi-experimental design (QED) study where intervention teachers implemented *iRead* for one school year. All participating intervention and comparison students were assessed by Westat evaluators on the GRADE® reading test in the fall (pretest) and the spring (posttest).

Intervention schools implemented *iRead* as a supplement to their regular English language arts curriculum. Comparison schools continued to provide business-as-usual core and supplemental foundational literacy instruction to students. To support program implementation, each intervention district received ongoing *iRead* professional development throughout the study year.

Large & multi-site sample, overlapping with populations or settings proposed to receive the intervention

iRead was studied in one large and diverse urban school district and one medium suburban school district, located in two different regions of the U.S.

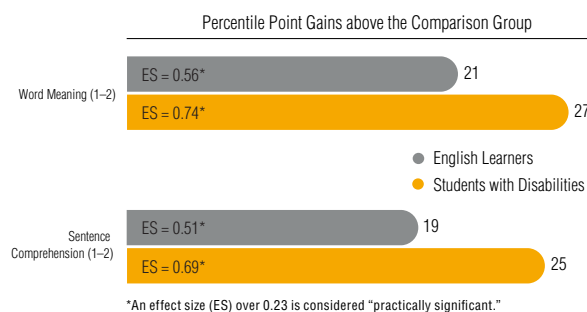
ANALYTIC SAMPLE:

- 16 schools
- Grades K–2
- 804 participating students
- 20% English learners
- 11% Students with disabilities

- 21% African American;
- 16% Asian/Pacific Islander;
- 45% White; 11% Hispanic;
- 7% Multi-Race/Other

Shows statistically significant & positive effects

iRead students outperformed comparison group students on all five GRADE subtests. Most notably, *iRead* Grades 1 and 2 English learners (EL) and students with disabilities (SWD) demonstrated statistically significant differences in effect size (ES) gains above the matched comparison groups. On Word Meaning and Sentence Comprehension subtests, EL student gains translate to 12 and 7.2 months of learning above the comparison group (respectively), and gains for SWD translate to 9.6 and 18.3 months of learning above the comparison group (respectively).



To learn more about the research behind *iRead*, visit hnhco.com/research/library

Meets ESSA "STRONG" Evidence Criteria

The **Every Student Succeeds Act (ESSA)** promotes evidence-based education programs by ensuring that programs are proven to be effective in increasing student achievement. ESSA includes four levels of evidence: strong, moderate, promising, and evidence that demonstrates a rationale. The ratings of the ESSA level of evidence reflect the quality, rigor, and statistical significance of the research study design and findings of the study. HMH's evidence ratings are based on the U.S. Department of Education's nonregulatory guidance for ESSA. Evidence ratings issued by clearinghouses and independent research agencies (e.g., Evidence for ESSA) may differ due to the varying criteria used to judge evidence.

PROGRAM OVERVIEW

Saxon® Phonics and Spelling © 2021 K–2 is a research-based and structured literacy program that enables children working at different skill levels to develop a solid reading foundation. It is a multisensory program that teaches phonemic awareness, phonics, spelling, handwriting, and fluency. It can be used in conjunction with any core ELA program to reinforce phonics and spelling instruction. *Saxon's* approach to teaching phonics and spelling concepts is based on solid foundational research in cognitive science and has been found to be consistently effective for children of varying ability levels and socioeconomic backgrounds.



STUDY LOCATION: Six elementary schools from Georgia, Idaho, Indiana, Oklahoma, and Texas
STUDY YEAR: 2006–2007
STUDY CONDUCTED BY: PRES Associates Inc.

EVIDENCE CRITERIA

Well-designed & well-implemented experimental study or Randomized Control Trial (RCT)

STUDY EVIDENCE & HIGHLIGHTS

An experimental RCT study was conducted by PRES Associates, where teachers within schools were randomly assigned to either use *Saxon Phonics and Spelling* (treatment group) or continue with their "business as usual" instruction (control group) over the course of an academic year.

Grades 1 and 2 teachers at the schools were assigned to integrate the supplemental program into their current core reading instruction for the entire school year. On average, teachers reported completing 69% of the program during the school year and using *Saxon Phonics and Spelling* for an average of 58 minutes per day. Overall, 84% of the treatment group teachers were considered moderate to high implementers of the program based on the Implementation Guidelines.

Large & multi-site sample, overlapping with populations and settings proposed to receive the intervention

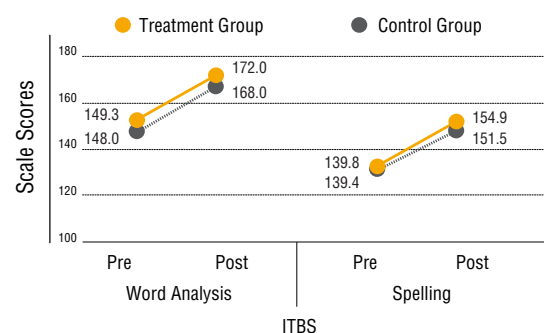
The sample included schools from rural, urban, and suburban areas with participating schools having a higher percentage of students receiving free/reduced-price lunch than the national norms.

ANALYTIC SAMPLE:

- Varied school districts with different levels of urbanicity
- 6 schools
- Grades 1–2
- 682 participating students
- 29.2% African American; 26.8% Hispanic; 40.5% White
- 60.4% free/reduced-price meals
- 13.7% special education
- 18.8% english learners

Shows statistically significant & positive effects

The results of the hierarchical linear modeling indicated that students randomly assigned to use *Saxon Phonics and Spelling* had significantly greater growth on two reading skills, Word Analysis and Spelling, than control students, as measured by the Iowa Test of Basic Skills (ITBS).



To learn more about the research behind *Saxon Phonics and Spelling*, visit hnhco.com/research/library



Meets ESSA "STRONG" Evidence Criteria

The Every Student Succeeds Act (ESSA) promotes evidence-based education programs by ensuring that programs are proven to be effective in increasing student achievement. ESSA includes four levels of evidence: strong, moderate, promising, and evidence that demonstrates a rationale. The ratings of the ESSA level of evidence reflect the quality, rigor, and statistical significance of the research study design and findings of the study. HMH's evidence ratings are based on the U.S. Department of Education's nonregulatory guidance for ESSA. Evidence ratings issued by clearinghouses and independent research agencies (e.g., Evidence for ESSA) may differ due to the varying criteria used to judge evidence.

PROGRAM OVERVIEW

System 44®, a blended learning foundational reading program for Grades 3–12+, is intended for older striving readers who have not mastered basic phonics and decoding skills. *System 44* is designed to improve students' word reading accuracy, fluency, and comprehension.

STRONG
ESSA EVIDENCE
RATING

DISTRICT: Saginaw Public Schools, Michigan
STUDY YEAR: 2011–2012
STUDY CONDUCTED BY: RMC Research

EVIDENCE CRITERIA

Well-designed & well-implemented experimental study or Randomized Control Trial (RCT)

STUDY EVIDENCE & HIGHLIGHTS

An experimental RCT study, where intervention teachers implemented *System 44* for one school year. Results were analyzed using matched pretest and posttest scores.

Students in the *System 44* classrooms were expected to receive approximately 20 to 25 minutes of computer-delivered instruction, complete 25 to 30 minutes of small-group and individual work, and receive 5 to 10 minutes of whole-class instruction daily. Control group students received various district interventions.

Large & multi-site sample

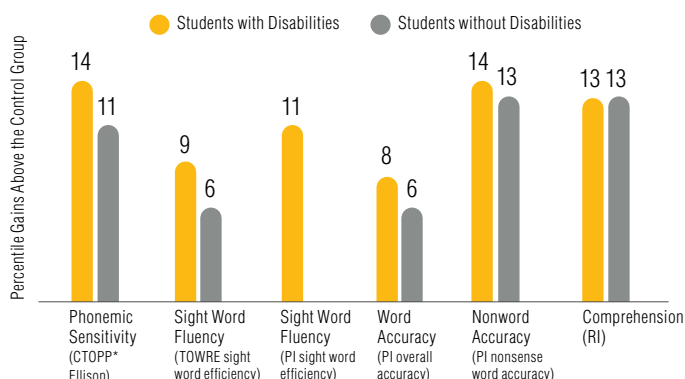
System 44 was studied in two large and diverse school districts. This *System 44* RCT study, conducted in Saginaw Public Schools, MI, in combination with the *System 44* RCT study conducted in Murrieta Valley USD, CA, represents a large and multi-site sample.

ANALYTIC SAMPLE:

- Large and diverse urban school district
- 16 schools
- Grades 4–8
- 317 participating students
- 79% African American; 10% Hispanic; 10% White
- 5% English Learners
- 54% Students with Disabilities
- 96% Free/reduced-price meals

Shows statistically significant & positive effects

System 44 students with and without disabilities in Grades 4–8 demonstrated statistically significant and positive percentile gains above the control group.



*CTOPP: Comprehensive Test of Phonological Processing; TOWRE: Test of Word Reading Efficiency; PI: *Phonics Inventory*; RI: *Reading Inventory*

EVIDENCE CRITERIA

Well-designed & well-implemented experimental study or Randomized Control Trial (RCT)

STUDY EVIDENCE & HIGHLIGHTS

An experimental RCT study, where intervention teachers implemented *System 44* for one school year. Results were analyzed using matched pretest and posttest scores.

Students enrolled into *System 44* classrooms were expected to receive 60 minutes of instruction daily. The implementation guidelines included specified time for whole-group instruction (5–10 minutes), *System 44* instructional software (20–25 minutes), and small-group/independent work (20–25 minutes). Students enrolled in control group classrooms were expected to receive the district's regularly implemented instruction using a variety of grade-appropriate reading intervention programs.

Large & multi-site sample

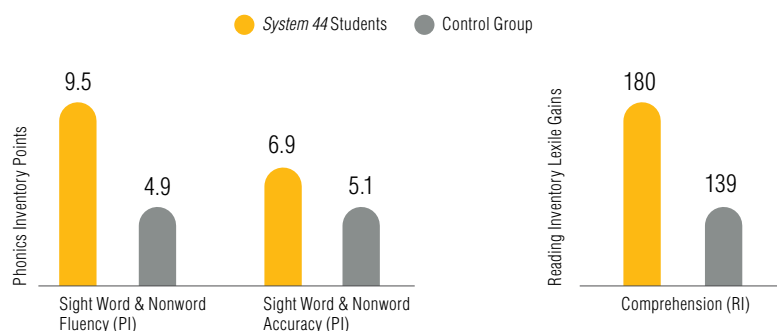
System 44 was studied in two large and diverse school districts. This *System 44* RCT study, conducted in Murrieta Valley USD, CA, in combination with the *System 44* RCT study conducted in Saginaw Public Schools, MI, represents a large and multi-site sample.

ANALYTIC SAMPLE:

- Large and diverse urban school district
- 11 schools
- Grades 4–8
- 344 participating students
- 63% White; 10% African American; 16% Hispanic; 5% Asian; 5% Filipino
- 13% English Learners
- 30% Students with Disabilities
- 42% Free/reduced-price meals

Shows statistically significant and positive effects

System 44 students made significant improvements on multiple measures of word reading accuracy, decoding, fluency, and comprehension. Specifically, *System 44* students significantly outperformed students receiving other district interventions on *Phonics Inventory*[®] and *Reading Inventory*[®]. Dosage analyses revealed that student software usage was significantly related to reading outcomes, with greater topic completion resulting in stronger end-of-year gains.



To learn more about the research behind *System 44*, visit hnhco.com/research/library



Meets ESSA "STRONG" Evidence Criteria

The Every Student Succeeds Act (ESSA) promotes evidence-based education programs by ensuring that programs are proven to be effective in increasing student achievement. ESSA includes four levels of evidence: strong, moderate, promising, and evidence that demonstrates a rationale. The ratings of the ESSA level of evidence reflect the quality, rigor, and statistical significance of the research study design and findings of the study.

STRONG
ESSA EVIDENCE
RATING

PROGRAM OVERVIEW

As the leading blended learning solution, *READ 180*® helps students who are two or more years behind become active, accomplished readers. Built on 20 years of research and development, it is one of the most well-researched literacy intervention programs on the market. On the Evidence for ESSA site, researchers from the Center for Research and Reform in Education (CRRE) at the Johns Hopkins University School of Education have categorized *READ 180* as a program demonstrating strong evidence—the highest ESSA rating.

INDEPENDENT REPORTS



What Works Clearinghouse (WWC) Intervention Report: Adolescent Literacy (2016)

The What Works Clearinghouse (WWC) examined nine *READ 180* studies, and *READ 180* was found to have positive effects on comprehension and general literacy achievement and potentially positive effects on reading fluency for adolescent readers.



Summary of 20 Years of Research on Adolescent Literacy Programs and Practices (2016)

Researchers from the Florida Center for Reading Research at Florida State University examined 33 studies of adolescent literacy programs and practices published over the last 20 years, and *READ 180* was found to have potentially positive effects on students' reading outcomes, one of the highest ratings measuring the effectiveness of research studies (Herrera, Truckenmiller, & Foorman, 2016).



Best Evidence Encyclopedia (BEE): Effective Reading Programs for Secondary Students (2016)

Researchers from Johns Hopkins University and the U.K. examined the evidence base for reading programs designed to improve the reading skills of middle and high school students and found that two studies about *READ 180* demonstrated significant positive effects (Baye, Lake, Inns, & Slavin, 2016).



Striving Readers Report (2015)

Results from 17 rigorous Randomized Controlled Trial studies that evaluated 10 separate interventions for struggling adolescent readers in Grades 6 through 10 as part of the Striving Readers program showed that *READ 180* was the only reading intervention of 10 evaluated programs to provide evidence of positive effects on reading achievement (Boulay, Goodson, Frye, Blocklin, & Price, 2015).

Randomized Controlled Trial Studies

STUDY 1

Brockton PS, MA

- 1,203 Students in Grades 4–6
- Conducted by MPR® Associates

RESULTS: Urban students improved their attendance and significantly increased their scores on vocabulary, comprehension, and total reading measures on the SAT-10™ after using *READ 180* in an after-school program during the 2006–2007 school year (Kim, Capotosto, Hartry, & Fitzgerald, 2011; Herrera et al., 2016; WWC, 2016). **See Figure 1 on next page.**

STUDY 2

Milwaukee PS, WI

- 619 Students in Grades 6–9
- Conducted by American Institutes for Research®

RESULTS: On the NWEA® MAP® Reading assessment, there was a statistically significant impact on the reading achievement of *READ 180* students in Grades 6–9 during the 2010–2011 school year (Boulay et al., 2015; WWC, 2016).

STUDY 3

Newark PS, NJ

- 5,098 Students in Grades 6–8
- Conducted by Westat®

RESULTS: In a study spanning the 2006–2011 school years, students who received two years of *READ 180* instruction performed significantly better on the Reading Comprehension subtest of the SAT-10 than control group students (WWC, 2016; Baye et al., 2016).

STUDY 4

Ohio Dept. of Youth Services

- 1,245 Students in Grades 7–12
- Conducted by Ohio State University

RESULTS: Results revealed a significant overall impact on Lexile® measures and on reading outcomes on the ReadCAT Grade Equivalent scores for *READ 180* students during the 2006–2011 school years (Boulay et al., 2015).

STUDY 5

Seminole County PS, FL

- 1,483 Students in Grades 9–10
- Conducted by Florida Center for Reading Research at Florida State University

RESULTS: The FCAT® Developmental Scale Score gains evidenced by *READ 180* students significantly exceeded both the state average and the state's benchmark for expected growth during the 2005–2007 school years (Baye et al., 2016). **See Figure 2 on next page.**

STUDY 6

Springfield PS & Chicopee PS, MA

- 679 Students in Grade 9
- Conducted by Education Alliance

RESULTS: *READ 180* students demonstrated statistically greater gains than control group students on the SDRT-4 throughout the 2006–2011 school years (Boulay et al., 2015; WWC, 2016). **See Figure 3 on next page.**

FIGURE 1 Brockton Public Schools
READ 180 Students and Control
 Group Students, Grades 4–6 (N=296):
 Performance on SAT-10, 2006 to 2007

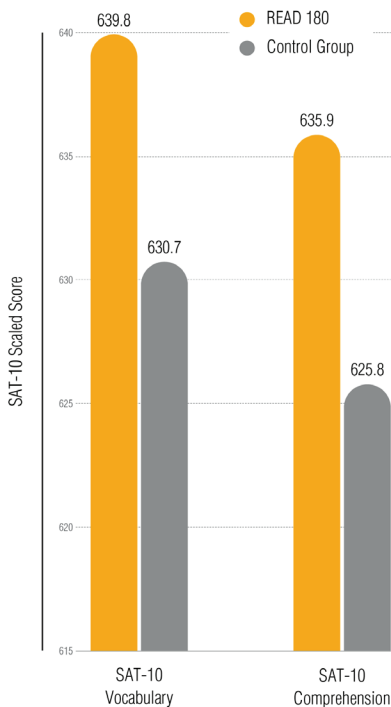


FIGURE 2 Seminole County Public
 Schools Students, Grades 9–10 (N=147):
 FCAT Reading DSS Gains
 by Treatment Group, 2006 to 2007

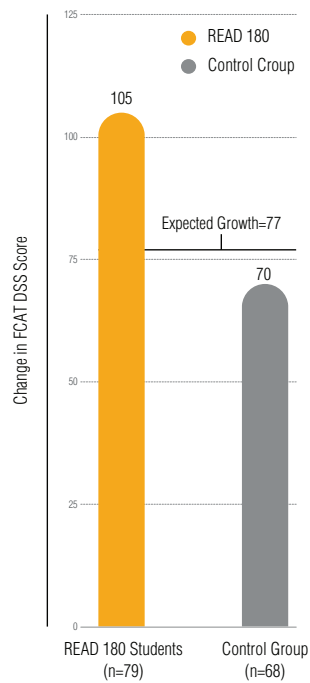
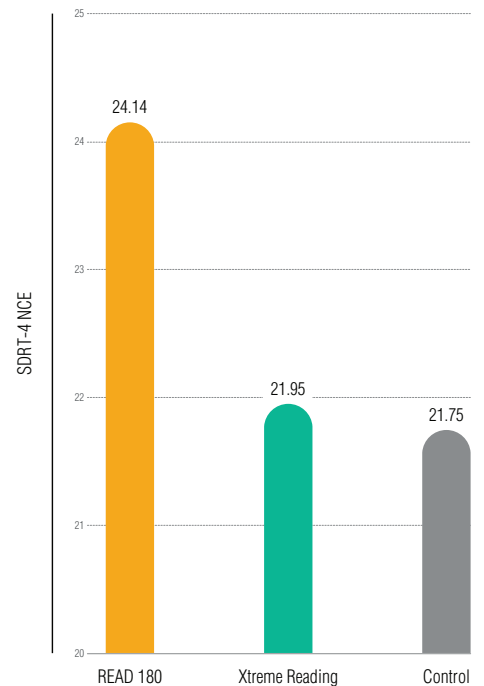


FIGURE 3 Springfield-Chicopee
 Intervention and Control Group Students,
 Grade 9 (N=679): Impact of Intervention
 on Reading Achievement (SDRT-4 NCE),
 2006–2011



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To learn more about the research behind *READ 180*, visit hnhco.com/research/library



Meets ESSA "PROMISING" Evidence Criteria

The **Every Student Succeeds Act (ESSA)** promotes evidence-based education programs by ensuring that programs are proven to be effective in increasing student achievement. ESSA includes four levels of evidence: strong, moderate, promising, and evidence that demonstrates a rationale. The ratings of the ESSA level of evidence reflect the quality, rigor, and statistical significance of the research study design and findings of the study.

PROGRAM OVERVIEW

English 3D® is an explicit and highly interactive English language development program designed to enable English learners in Grades 4–12 to rapidly acquire the advanced speaking, listening, reading, and writing skills necessary for success in U.S. secondary school, college, and career contexts. Developed by Dr. Kate Kinsella, *English 3D* engages students with contemporary issue-based text sets, creating a platform for daily spoken and written responses that advance students' understandings of English vocabulary, syntax, and grammar.

PROMISING
ESSA EVIDENCE
RATING



DISTRICT: Tigard-Tualatin School District
STUDY YEAR: 2017–2018
STUDY CONDUCTED BY: Forge Research Group

EVIDENCE CRITERIA

Correlational study with statistical controls for selection bias

STUDY EVIDENCE & HIGHLIGHTS

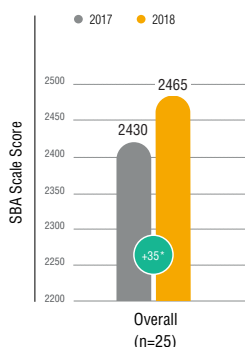
During the 2017–2018 school year, Forge Research Group examined the effectiveness of *English 3D* at improving the language and literacy skills of English learners in Grades 6–8 in two Tigard-Tualatin School District (TTSD) middle schools.

The analytic sample included 36 English learners: 3% Black, 8% Asian, 78% Hispanic, and 11% Native Hawaiian/Pacific Islander.

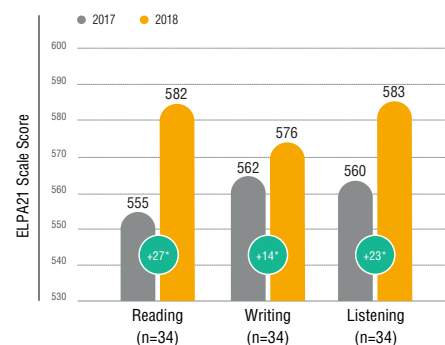
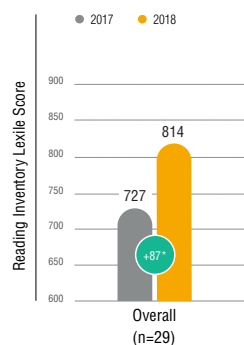
The correlation between *English 3D* instructional days and students' pretest-posttest Lexile® gains was statistically significant both before and after correcting for selection bias, supporting the notion that students achieve greater reading comprehension with more exposure to *English 3D*.

Shows statistically significant & positive effects

After one year of *English 3D*, students demonstrated statistically significant increases from Spring 2017 to Spring 2018 in Smarter Balanced Assessment* (SBA) ELA scale scores, HMH *Reading Inventory*® Lexile scores, and English Language Proficiency Assessment for the 21st Century (ELPA21) scale scores in the Reading, Writing, and Listening domains.



* = statistically significant change



To learn more about the research behind *English 3D*, visit hmhco.com/research/library



Meets ESSA "DEMONSTRATES A RATIONALE" Evidence Criteria

The Every Student Succeeds Act (ESSA) promotes evidence-based education programs by ensuring that programs are proven to be effective in increasing student achievement. ESSA includes four levels of evidence: strong, moderate, promising, and evidence that demonstrates a rationale. The ratings of the ESSA level of evidence reflect the quality, rigor, and statistical significance of the research study design and findings of the study. HMH's evidence ratings are based on the U.S. Department of Education's nonregulatory guidance for ESSA. Evidence ratings issued by clearinghouses and independent research agencies (e.g., Evidence for ESSA) may differ due to the varying criteria used to judge evidence.

PROGRAM OVERVIEW

Waggle® is a supplemental, adaptive practice solution for math and ELA (Grades 2–8) that personalizes learning, unifies resources, and empowers teachers. Its real-time data enables teachers to differentiate instruction at the individual, small-group, and class levels in and out of the classroom. *Waggle*'s structure aligns with all curricula, making it easy to unify multiple core and supplemental resources.



DISTRICT: Anderson School District 1 (Palmetto Middle School), South Carolina
STUDY YEAR: 2015–2016
STUDY CONDUCTED BY: Interactive Educational Systems Design, Inc. (IESD)

EVIDENCE CRITERIA

Provides a well-specified logic model informed by research or evaluation

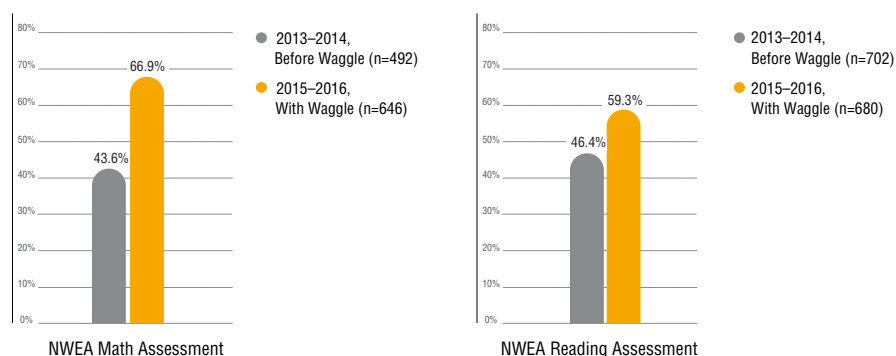
Relevant research or an evaluation that suggests that the intervention is likely to improve student outcomes or other relevant outcomes; an effort to study the effects is underway at the higher evidence levels

STUDY EVIDENCE & HIGHLIGHTS

Waggle's supplemental, adaptive practice 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 opportunities at the right times. *Waggle* rewards both proficiency and resilience to foster a growth mindset.

IESD evaluated the efficacy of *Waggle* for Grades 6, 7, and 8 at Palmetto Middle School using a pretest–posttest design. In the 2015–2016 school year, the first full year of schoolwide *Waggle* implementation, there was a 23.4% increase in students meeting or exceeding projected growth on the NWEA® MAP® math assessment compared to 2013–2014, the year before *Waggle* was introduced. In the same time period, reading results improved 12.9% on the NWEA MAP reading assessment.

Percentage of Students Meeting or Exceeding Projected Growth on NWEA MAP



To learn more about the research behind *Waggle*, visit hmhco.com/waggle

Meets ESSA “DEMONSTRATES A RATIONALE” Evidence Criteria

The Every Student Succeeds Act (ESSA) promotes evidence-based education programs by ensuring that programs are proven to be effective in increasing student achievement. ESSA includes four levels of evidence: strong, moderate, promising, and evidence that demonstrates a rationale. The ratings of the ESSA level of evidence reflect the quality, rigor, and statistical significance of the research study design and findings of the study. HMH’s evidence ratings are based on the U.S. Department of Education’s nonregulatory guidance for ESSA. Evidence ratings issued by clearinghouses and independent research agencies (e.g., Evidence for ESSA) may differ due to the varying criteria used to judge evidence.

PROGRAM OVERVIEW

Writable® is a digital writing platform for students in Grades 3–12 that helps teachers scaffold and motivates students to become purposeful, proficient writers. *Writable* was developed to scaffold writing practice that connects instruction to feedback—meaningful, timely feedback that drives revision and reflective revisions that drive growth.



EVIDENCE CRITERIA

Provides a well-specified logic model informed by research or evaluation

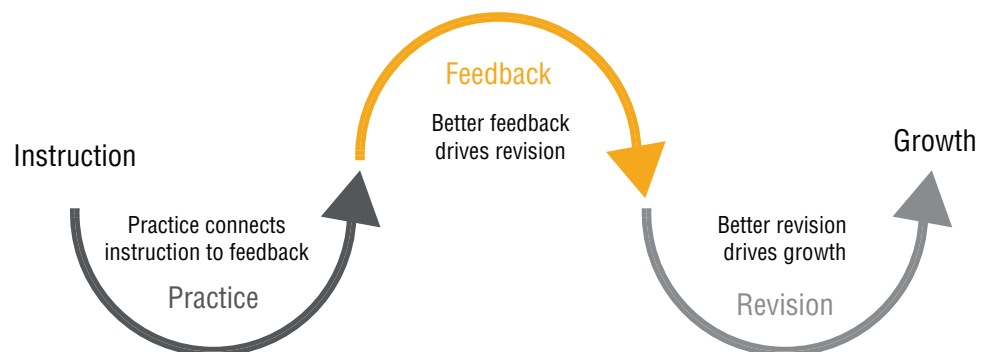
Relevant research or an evaluation that suggests that the intervention is likely to improve student outcomes or other relevant outcomes; an effort to study the effects is underway at the higher evidence levels

STUDY EVIDENCE & HIGHLIGHTS

The *Writable* Research Foundations paper establishes the evidence base for the program’s instructional approach. With an instructional design derived from numerous research reports, academic articles, and professional books—as well as the empirical evidence based on pilot studies conducted over the 2016–2017 school year—*Writable* is built on three interwoven principles:

1. Practice connects instruction to feedback
2. Better feedback drives revisions, and
3. Better revision drives growth.

1. Writing practice is important to ELA and content area proficiency and is most effective when it extends directly from instruction. Writing growth happens when students get ongoing support that is personalized to their needs—and prepares them to develop their voices as writers, both inside and outside of the classroom.
2. Feedback should be targeted and aimed at meeting students where they are as writers, with the end goal of driving substantive revision. Feedback is most effective when it’s connected to instruction and put into context for students in a way that combines teacher-, peer-, and self-review.
3. Revision should be tied to both self-assessment and targeted feedback received from others. Revision is most effective when it’s viewed as holistic and incorporated into the earliest stages.



To learn more about the research behind *Writable*, visit hmhco.com/research/library



CLSD Alignments

The following section shows how HMH programs and services align with key CLSD priorities, comprehensive literacy instruction, and professional development guidance.

- *iRead*
- *Saxon Phonics and Spelling*
- *System 44*
- *READ 180*
- *English 3D*
- HMH Literacy Solutions Professional Development

CLSD Alignment



Introduction

The mission of the CLSD grant program is to advance literacy skills through the use of evidence-based practices, activities, and interventions, including pre-literacy skills, reading, and writing for children from birth through grade 12 with an emphasis on disadvantaged children, including those who are English learners and those with disabilities.

iRead[®], a foundational reading program for students in grades K–2, is used as both a supplement to the English language arts curriculum and as a reading intervention for students struggling with foundational reading skills in the primary grades. Beginning with alphabet knowledge, print concepts, and phonological awareness, *iRead* progresses toward increasingly complex skills in word recognition, spelling, and fluency to ensure all children master the critical foundations of reading.

Flexible Learning and Delivery Options

As classroom environments evolve, teachers are facing a variety of scenarios—remote, hybrid, or in-person learning, or possibly all three. HMH is here to support *iRead* teachers no matter the digital classroom structure.

CLSD Priorities

The following information highlights the key priorities of CLSD and how *iRead* addresses these priorities for all students, including those from economically disadvantaged homes, English learners and newcomers, and those students with disabilities.

| CLSD Priorities | <i>iRead</i> , Grades K–2 |
|------------------------------|--|
| Evidence Base | <p>Moderate ESSA Evidence Level</p> <p><i>iRead</i> is proven to accelerate reading proficiency for students in grades K–2 and meets the moderate level of ESSA evidence standards.</p> <p>Founded on years of research demonstrating that foundational reading skills and access to dynamic and engaging technology are critical to the lifelong success of students, <i>iRead</i> offers teachers and students a research-driven path to literacy. Click here to review the research summary.</p> |
| Students Served | <p><i>iRead</i> has been successful with students in Grades K–2 of diverse backgrounds, including students with disabilities, English learners, and economically disadvantaged students. Click here to review the research.</p> <p><i>iRead</i> also aligns with the International Dyslexia Association’s Structured Literacy recommendations. Download the alignment here.</p> |
| Family Literacy & Engagement | <p>Family Engagement</p> <p>The <i>iRead</i> Professional Guide’s Family Engagement section begins with tips for engaging families as partners in each child’s learning, authored by Phyllis Hunter, a leading family engagement specialist and nationally recognized literacy consultant. Teachers receive support for building an <i>iRead</i> community by providing program information, communicating student progress, and celebrating student success. The Family Engagement section also provides teachers with strategies for communicating ways that families can support learning at home.</p> |

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| CLSD Priorities | <i>iRead</i>, Grades K–2 |
| | <p>Family Portal in English and Spanish</p> <p><i>iRead</i> is a partner to families and caregivers at every step of their child’s reading journey. When students are enrolled in <i>iRead</i>, each family receives an invitation to the Family Portal. The portal offers access to a wealth of family print and video resources, including an overview of the program, a walk-through of the child’s experience, and informative guides on key educational topics such as phonics instruction and reading levels.</p> <p>At-Home Reading Activities</p> <p>To further support families as partners in their child’s reading success, 51 downloadable, printable eBooks and additional printable books are available, as well as book lists for supplementary reading suggestions, aligned to <i>iRead</i> topics and skills. These resources may be of interest to low-income students whose homes may lack print-rich resources.</p> |
| Multi-Tiered Systems of Support (MTSS) | <p><i>iRead</i> is well suited to meet the research-based recommendations for MTSS. First, the <i>iRead</i> Screener assesses students’ foundational early literacy skills and determines the appropriate placement within the instructional sequence based on individual performance data. Second, <i>iRead</i> provides Tier 1 support through differentiated instruction for all students. Differentiation occurs both within the instructional software and through the use of <i>iRead</i> differentiated small-group lessons.</p> <p>For students demonstrating risk for future reading difficulties, <i>iRead</i> can provide Tier 2 support. Specifically, students performing below grade-level can spend additional time on the instructional software, which provides intensive, systematic, and focused support on the specific areas where the student is struggling. Teachers can use the analytics feature to monitor students’ progress and performance on the instructional software and embedded assessments. Tier 2 support is also provided through the use of the Groupinator®, which produces recommendations and resources for differentiated small-group instruction, based on <i>iRead</i>’s formative assessment data.</p> <p>Students identified as needing Tier 3 support should spend the greatest amount of time on the software. <i>iRead</i> analytics provides the necessary supports and resources for individualized targeted interventions.</p> <p><i>iRead</i> can be an effective supporting component in schools where the Positive Behavioral Interventions and Supports (PBIS) model has been adopted. The program’s FASTT (Fluency and Automaticity through Systematic Teaching and Technology) model and the corrective feedback built into it enable students to engage more deeply in their learning and become more self-reliant in their approach to reading. SAM Central and the Professional Guide offer information, tools, and materials to help teachers create a positive and productive learning climate.</p> <p>To encourage positive attitudes toward reading, and enhance students’ metacognitive abilities, <i>iRead</i>’s lively characters, personalized pacing, and interactive exercises keep young minds engaged and on task. Each child selects an on-screen reading buddy who serves as a personal avatar throughout <i>iRead</i> activities. Animated reading buddy characters model enthusiasm, persistence, curiosity, and a love of reading.</p> <p><i>iRead</i> includes features that encourage students to put forth positive effort and track their own success. The digital archive for students, My Backpack, provides them with tangible evidence of their growth and perseverance as readers. By charting progress in this way, students take early and important steps in developing their own agency as learners.</p> |

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| CLSD Priorities | <i>iRead, Grades K–2</i> |
| Professional Development | <p>Professional Learning Site-Based Plan</p> <p>The HMH Literacy Solutions™ team can help districts and schools meet the professional development goals identified in CLSD. Our experts can work with yours to provide leaders, teachers, and support personnel with the knowledge and skills necessary to meet and sustain your goals in the following ways:</p> <ul style="list-style-type: none"> • Assess Needs and Develop a Plan: Create a strategic plan that not only identifies where you are and where you need to be but also includes the tactical steps necessary to help you reach your goals. • Build the Foundation: Strengthen literacy practices and pedagogical knowledge and build the foundations to improve instruction and achieve the desired student outcomes. • Initial Implementation Support and Follow-Up: Increase the effectiveness of <i>iRead</i> teachers and leaders in achieving and maintaining measurable gains for students through a student-centered approach to professional learning. • Deepen Learning: Enhance and deepen practices through data-driven coaching. Using the Literacy Practices Inventory, we will work with teachers to select goals based on student data and implement instructional practices aligned to those goals. • Monitor Progress: Measure results and analyze student progress data to ensure that school improvement plans are moving forward successfully. • Sustain Your Practice with Coaching: Receive support from HMH coaches who use a research-based model focused on your goals. They will be there to help you as you analyze and set your goals, learn new instructional practices, and apply them in your classroom. • Measure Results and Ensure Sustainable Success: Gain the ultimate partner for long-term literacy achievement to assist you in using data to measure and maintain performance. <p>Professional Learning: The Science of Reading (K–3)</p> <p>Our Science of Reading: Building the Reading Brain offerings address the goals of CLSD by strengthening not only teacher content knowledge, but also instructional practices and routines. It reflects HMH’s rich tradition of supporting teachers while fostering a lifelong love of reading. Our solution is designed to help all children grow up to be accomplished, independent, critical, and creative readers, writers, speakers, and listeners.</p> <p>HMH can work together with districts and schools to build a professional learning program that creates meaningful improvements to learning initiatives while enhancing educators’ knowledge of K–3 foundational literacy that focuses on the following:</p> <ul style="list-style-type: none"> • Identifying instructional components for teaching foundational skills systematically and explicitly • Planning lessons with instructional routines to teach students phonological and phonemic awareness, phonics, and fluency • Providing explicit instruction using routines to introduce, build, and reinforce academic and domain-specific vocabulary • Implementing daily learning experiences that broaden vocabulary and knowledge through reading, listening, word play, and speaking about books |

| CLSD Priorities | <i>iRead</i> , Grades K–2 |
|-----------------|---|
| | <ul style="list-style-type: none"> Using read-alouds and shared reading to build knowledge, teach vocabulary, and model comprehension strategies Building heart and brain through social-emotional learning <p>Please visit hmliteracysolutions.com to learn more.</p> |

Comprehensive Literacy Instruction

This detailed alignment shows how *iRead* supports the components of comprehensive literacy instruction, as defined in the federal Comprehensive Literacy State Development (CLSD) program.

| Comprehensive Literacy Instruction Components | <i>iRead</i> , Grades K–2 |
|--|--|
| Includes developmentally appropriate, contextually explicit, and systematic instruction, and frequent practice, in <i>reading and writing across content areas</i> | <p><i>iRead</i> offers developmentally appropriate, contextually explicit, and systematic instruction and frequent practice in foundational reading and writing across fiction and nonfiction texts. The program is designed to close the achievement gap early and place all children on a predictable path to reading proficiency by third grade. The innovative software assesses performance in foundational reading and personalizes instruction based on each child's individual needs. The student software provides targeted, explicit instruction and systematic practice in alphabet knowledge, phonological awareness, phonics, decoding, word recognition, syntax, fluency, and morphology. Data, reporting, and teaching resources maximize instructional time and accelerate achievement.</p> <p>Students build writing stamina by responding to literary and informational texts. Each Success eBook includes a writing template allowing students to write, draw, and express ideas about the text. Downloadable books provide meaningful opportunities to write, draw, and express ideas, including the following sample writing tasks:</p> <ul style="list-style-type: none"> Rewrite a page of the book to alter the story or ending. Write a paragraph to describe a character or setting. Retell the beginning, middle, and end of the story. Write an opinion about a topic or book with supporting reasons. Research a topic and write new information. <p>The explicit, direct, and systematic instructional cycle of <i>iRead</i> ensures that children achieve mastery of all foundational skills. The cycle described below focuses on building individual student success.</p> <ul style="list-style-type: none"> Screening and Placement: Children begin with the screener, a computer-based assessment that determines their differentiated placement in the <i>iRead</i> instructional software at one of six entry points. Direct Instruction: Children receive systematic, explicit instruction in foundational reading skills, accompanied by highly engaging instructional songs that introduce and reinforce skills. Guided Practice: Children receive scaffolded support and immediate, corrective feedback as they build accuracy and automaticity while working on the software. |

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| Comprehensive Literacy Instruction Components | <i>iRead</i> , Grades K–2 |
| | <ul style="list-style-type: none"> • Independent Practice: After children demonstrate accuracy, the software builds automaticity by gradually increasing response time. Continued data collection allows the software to determine whether additional practice and support are needed. • Adjusted Instruction: Every child receives a personalized path through the software with corrective feedback designed to scaffold learning and promote mastery. • Assess for Mastery: By continuously adjusting instruction for each child, the software ensures that children progress to the next topic only after demonstrating accuracy and fluency. |
| Includes age-appropriate, explicit, systematic, and intentional instruction in phonological awareness, phonic decoding, vocabulary, language structure, reading fluency, and reading comprehension | <p>Phonological Awareness</p> <p>In <i>iRead</i>, phonological awareness instruction begins with developing word awareness and gradually leads children to identify, segment, and blend smaller units of words including syllables and onset-rime. In the Alphabet Classroom, children engage with multimedia videos that feature songs, instruction, and modeling. Afterward, they practice skills in the listening center through activities such as Rhyme Recognition, Syllable Counting, and Syllable Blending.</p> <p>Phonic Decoding</p> <p>In the Code strand, children learn to apply decoding skills to read words and text. They are guided through the highest-utility spellings of the 44 sounds of the English language, with a focus on sounding out words, paying attention to every letter, and connecting words to their meanings. The Word Center provides instruction and modeling to blend sounds, aurally discriminate sounds, match words to their spellings, decode words, and build words. In the Reading Center, children read a decodable passage that combines content from prior activities, connecting new words to meaning.</p> <p>Vocabulary</p> <p>The software presents more than 1,500 words with images and context sentences. These words are systematically reviewed in varied contexts, ensuring that children develop understanding of what they are reading. The software includes 58 Word Play topics—each teaching critical word attack strategies. Key vocabulary repeatedly appears in the eBooks, and each book uses academic language and engaging content to develop awareness of word meanings.</p> <p>Language Structure</p> <p>The key components of language—phonemes, morphemes, lexemes, syntax, and context—are systematically introduced and developed within the <i>iRead</i> instructional software scope and sequence. Instruction is organized around five strands: Alphabet, The Code, Word Play, Sight Words, and Success.</p> <p>Reading Fluency</p> <p><i>iRead</i> software helps students gain fluency through practice in phonics-based activities that promote automaticity in word decoding and daily activities connected with the text. Students have frequent opportunities to read level-appropriate text (e.g., Success eBooks) as teachers promote fluency during small-group instruction. Students can record their oral reading and save the recordings in their digital portfolios for teacher review.</p> |

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| Comprehensive Literacy Instruction Components | <i>iRead</i>, Grades K–2 |
| | <p>Reading Comprehension</p> <p>In the <i>iRead</i> software, students read connected text daily and apply the skills learned to short passages. During the Meaning Match activity, students build word knowledge and comprehension skills by reading words in the context of sentences that gradually increase in complexity. Read and Think activities build students' comprehension skills by comparing sentences with different information. The Success strand anchors phonics instruction in engaging stories and nonfiction texts that students read for comprehension and understanding.</p> |
| <p>Includes age-appropriate, explicit <i>instruction in writing</i>, including opportunities for children to write with clear purposes, with critical reasoning appropriate to the topic and purpose, and with specific instruction and feedback from instructional staff</p> | <p>Writing instruction in <i>iRead</i> reinforces and models the syntax of written English through activities that begin with simple sentences and progressively involve longer and more syntactically complex sentences. Students have opportunities to strengthen and apply their skills in daily activities that build from letter formation to spelling activities to writing tasks centered on Success eBooks. Lessons build writing stamina and fluency with regular writing tasks, such as responding to literary and informational eBooks. Students are asked to write a paragraph to describe a character or setting, rewrite a page of the book to alter the story, write an opinion about a topic or a book with supporting reasons, research a topic and write new information, or retell the beginning, middle, or end of a story.</p> |
| <p>Makes available and uses <i>diverse, high-quality print materials</i> that reflect the reading and development levels, and interests, of children</p> | <p><i>iRead Books!</i> libraries reinforce the essential foundational reading skills in the software and build knowledge and vocabulary through guided close reading.</p> <ul style="list-style-type: none"> • Titles align with the topics and skills of the <i>iRead</i> software. • An Instructional Book Card is included for every title, and each library comes with a Teaching Resources book. • Each grade-level library (K, 1, 2) contains 180 books (30 titles, six copies each). <p>Additional classroom resources are available to download to differentiate instruction, provide additional practice, or supplement the reading program. These include the following:</p> <ul style="list-style-type: none"> • Rhymes and poems to promote phonological awareness • Handwriting practice for forming all upper- and lowercase letters • Learning center activities that support partner and independent practice in foundational reading skills • Decodable Books and Just Read passages to build fluency and practice reading skills and strategies in context • Success eBooks and writing templates for reading and writing instruction • Graphic organizers to build comprehension and understanding of word relationships <p>The <i>iRead</i> Family Portal, available in English and Spanish, provides families with the tools they need to stay connected to their children's work at school. The portal offers a wealth of print and video resources for families, including an overview of the program, a walk-through of the child's experience, and informative guides on key educational topics such as phonics instruction and reading levels.</p> |

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| Comprehensive Literacy Instruction Components | <i>iRead</i>, Grades K–2 |
| Uses <i>differentiated instructional approaches</i>, including individual and small-group instruction and discussion | <p>Whether you are in a traditional classroom, or a remote learning environment, students and teachers have access to <i>iRead</i> anytime, anywhere.</p> <p>The <i>iRead</i> instructional model fits flexibly into an existing reading or language arts instructional block to ensure that all K–2 children are on a predictable path to college and career readiness. Teachers use <i>iRead</i> to build children’s excitement about reading while supporting them in their reading development. The program can be integrated into the classroom in the following ways:</p> <ul style="list-style-type: none"> • Whole-Class Instruction: Teachers meet the needs of all children with daily, explicit, teacher-led instruction with the whole class. The instructional routines in the Professional Guide and the targeted, downloadable lessons supplement grade-level content. • Small-Group Instruction: The Groupinator recommends targeted lessons and differentiated small groups based on students’ performance on the software. • Instructional Software: Children engage in daily independent, individualized, and adaptive skills practice using the <i>iRead</i> instructional software. The student software can be accessed anywhere, whether in a classroom or remote learning environment. • Learning Centers: Using the learning center activities in the <i>iRead</i> Professional Guide and the downloadable resources from SAM Central, teachers create learning centers based on children’s instructional needs. • Independent or Partner Reading: Teachers support children as they continue to build decoding and fluency skills during independent and partner reading by printing decodable texts. Additionally, the <i>iRead</i> Books! library extends learning across the content areas through close and guided reading while strengthening foundations through extended reading practice. Students can read their Success eBooks right on their device, whether in the classroom or in a distance learning environment. |
| Provides opportunities for children to <i>use language with peers and adults</i> to develop language skills, including developing vocabulary | <p>Speaking and Listening Instruction</p> <p><i>iRead</i> offers a multisensory approach to foundational literacy skills instruction through interactive software activities that encompass sight, hearing, and touch; audiobooks; and teacher-led speaking and listening activities.</p> <p>The software prompts children to generate a letter name or letter sounds orally after hearing or seeing a model. In the partial alphabetic and alphabetic phases, students listen to an eBook read aloud, with the option to vary the speed of the reading. On the second reading, students can choose to read the book aloud themselves or have it read to them. They can also record themselves reading the book aloud.</p> <p>Because rigorous state standards encourage academic discourse to ensure understanding, <i>iRead</i> provides children with the opportunity to practice speaking and listening in whole-class or small-group settings. The Professional Guide dedicates a section to teaching with eBooks, providing teachers with a framework and a list of comprehension questions for facilitating whole- and small-group discussions about text. Children demonstrate an understanding of a concept or text by asking and answering questions verbally through student engagement routines, such as Think-Pair-Share.</p> |

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| Comprehensive Literacy Instruction Components | <i>iRead</i>, Grades K–2 |
| | <p>Language Instruction</p> <p><i>iRead</i> integrates high-leverage academic vocabulary and language development across all strands of instruction. The software presents more than 1,500 words with images and context sentences. These words are systematically reviewed in varied contexts, ensuring that children develop an understanding of what they are reading. The student software includes 58 Word Play topics, each building excitement about words while teaching critical word attack strategies. Each eBook uses key vocabulary, academic language, and engaging content to develop students’ awareness of word meanings.</p> <p>The student software integrates conventions of English across the scope and sequence, prompting students to take note of standard English features. Conventions are also embedded in the <i>iRead</i> Professional Guide routines and corresponding Interactive Learning Tools, which reinforce the conventions and rules of written English. The Dictation Routine and the Build Word Routine target spelling and are accompanied by additional routines that provide ongoing practice with possessive nouns and contractions.</p> |
| Includes frequent practice of reading and writing strategies | <p>Reading Instruction</p> <p><i>iRead</i> provides a systematic sequence of explicit, recursive instruction with mastery-based interactive practice in early literacy. Alphabet knowledge, phonological awareness, and phonics are highlighted in the software’s Alphabet and Code strands. Word Play and Sight Words strands focus on spelling, high-frequency/high-utility sight words, syllabication combined with morphology (word study), and fluency. Throughout <i>iRead</i>, foundational skills instruction is directed toward meaning and is always linked to the reading of connected text.</p> <p>Text complexity in <i>iRead</i> increases over time, gradually introducing more sophisticated text structure, language conventions, and knowledge demands. The program’s eBooks are 50% informational text and 50% literature. As students progress through the program, they encounter more informational texts that build content-area knowledge and academic vocabulary. All eBooks are also accompanied by comprehension checks that require students to recall details from the text accurately. The Professional Guide also details the many different ways teachers can use eBooks to ask text-based questions during small-group and whole-class instruction.</p> <p>Students read through each eBook twice. The focus of the first read is to build fluency and knowledge. The focus of the second read is to build comprehension and vocabulary. During this second reading, students are encouraged to read on their own and explore key vocabulary words. After the two readings, students demonstrate vocabulary acquisition by matching words with their definitions and demonstrate comprehension by identifying the correct detail that supports a key idea of the text.</p> <p>The <i>iRead Books!</i> library extends learning across the content areas through close and guided reading while strengthening foundations through extended reading practice. Rich, text-based discussions reinforce foundational reading skills and build knowledge, vocabulary, and language.</p> <p>Writing Instruction</p> <p><i>iRead</i> models and reinforces the syntax of written English through activities that begin with simple sentences and progressively involve longer and more</p> |

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| Comprehensive Literacy Instruction Components | <i>iRead</i>, Grades K–2 |
| | <p>syntactically complex sentences. Students have opportunities to strengthen and apply their skills in daily activities that build from letter formation to spelling activities to writing tasks centered on Success eBooks. Lessons build writing stamina and fluency with regular writing tasks, such as responding to literary and informational eBooks. Students are asked to write a paragraph to describe a character or setting, rewrite a page of the book to alter the story, write an opinion about a topic or a book with supporting reasons, research a topic and write new information, or retell the beginning, middle, or end of the story.</p> |
| <p>Uses age-appropriate, valid, and reliable <i>screening assessments, diagnostic assessments, formative assessment processes, and summative assessments</i> to identify a child's learning needs, inform instruction, and monitor the child's progress and the effects of instruction</p> | <p><i>iRead</i> assessments measure skill development, monitor progress, identify areas of need, and build a complete picture of each child's performance and participation. Assessments for periodic evaluation of students' progress include the following:</p> <ul style="list-style-type: none"> • The <i>iRead</i> Screener assesses skills to determine where a child begins in the software. • Fast-Track Assessments measure skills in upcoming series to customize the instructional path and focus on areas of need. • The Oral Fluency Assessment monitors progress through the program and provides a norm-referenced indicator of reading ability. • The Print Concepts Survey assesses understanding of the parts of a book, text direction, concept of a word, and concept of a sentence. • Sight Word Assessment measures a child's recognition of upcoming sight words to customize the instructional path. • The Phonological Awareness Assessment provides a comprehensive assessment of skills, including those that the software does not assess because they require oral production. • The Spelling Inventory assesses the child's knowledge of common spelling patterns. • Progression through the software shows growth toward grade-level benchmarks. • Software performance data from activities indicate skills mastered and areas of need. • eBook recordings are optional and may be reviewed and scored for fluency by the teacher. <p>To support the effective use of the data resulting from these embedded formative assessments and progress monitoring tools, <i>iRead</i> provides clear, actionable student performance analytics. Individual results can be downloaded for offline analysis or for emailing to parents, literacy coaches, and/or other intervention specialists.</p> <ul style="list-style-type: none"> • Data Snapshots feature at-a-glance views of class performance, including current topics and progression through and time spent on the software. • The Screener Analytics detail children's performance on the <i>iRead</i> Screener and determine placement in the software. |

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| Comprehensive Literacy Instruction Components | <i>iRead</i> , Grades K–2 |
| | <ul style="list-style-type: none"> • The Growth Analytics measure children’s progress throughout the scope and sequence and against grade-level benchmarks. • The Software Performance Analytics monitor children’s overall software use, skill growth, and mastery of topics. • The Individualized Learning Plan provides a summary of a child’s software usage and includes lessons and texts to help the child review and practice current and previously learned topic skills. |
| <p>Uses strategies to enhance <i>children’s motivation to read and write</i> and engage in self-directed learning</p> | <p><i>iRead</i> is intentionally metacognitive—it empowers children and motivates them to succeed through repeated practice. <i>iRead</i> incorporates many features designed to reward children for hard work and perseverance and to help them celebrate their learning. Children choose an avatar, a motivational reading buddy who accompanies them throughout the program. As they progress in the software, children encounter multiple opportunities to customize their avatar. More than 1 million possible combinations of characteristics motivate children and allow them to personalize their avatars to suit their individual styles.</p> <p>As children move through the program, they collect and count uppercase and lowercase letters, sounds, words, and books in their digital backpacks. They also receive badges and trophies as rewards for their learning, perseverance, and time spent working with the software. Children view their My Backpack Home Page each time they log on to the software to see evidence of their progress. The Student Dashboard also gives children ownership and accountability by providing them access to their own performance data, which taps into understandings of children’s gaming behaviors.</p> |
| <p>Incorporates the <i>principles of universal design for learning</i></p> | <p><i>iRead</i> integrates multiple means of presentation, multiple means of action and expression, and multiple means of engagement—principles of universal design for learning. The adaptive technology is ideal for serving students with special needs because it adjusts to each student’s particular learning abilities, breaks down tasks into steps, and provides immediate, individualized corrective feedback. Software activities encompass sight, hearing, and touch; audiobooks; and teacher-led multisensory activities.</p> <p>Throughout <i>iRead</i>, students encounter a wealth of supports designed to guide them to experience success and to build confidence in their skills, including the following:</p> <ul style="list-style-type: none"> • Child Articulation Models: Child video models demonstrate how to accurately produce the 44 sounds of English. • Fluent Reading Models: Audio recordings model fluent reading to help children become familiar with the text and reinforce concepts of print. • Word Learning Routines: Children practice identifying and using base words, affixes, and syllable patterns to unlock multisyllabic words. • Repeated Vocabulary Practice: Frequent encounters with vocabulary deepen word knowledge and maintain skills over time. • Anchored Word Meaning: Videos, images, audio, and context sentences help children connect decoding to meaning. • Adjusted Instruction: Personalized instruction with corrective feedback scaffolds learning and promotes mastery. |

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| Comprehensive Literacy Instruction Components | <i>iRead</i>, Grades K–2 |
| Depends on teachers' collaboration in <i>planning, instruction, and assessing</i> a child's progress and on <i>continuous professional learning</i> | <p>The <i>iRead</i> Professional Guide is a print resource for implementing <i>iRead</i> in the classroom. It provides teachers with detailed information in the areas of planning and preparation, <i>iRead</i> software, family engagement, assessments and data, instructional strategies and practices, and extensive resources to support teaching and professional learning.</p> <p>Ongoing, flexible support offered by HMH Professional Services ensures that leaders and teachers will be confident and prepared to teach the program and incorporate embedded technology within the classroom. HMH's blended professional learning model moves beyond the one-size-fits-all approach to include online Getting Started and Follow-Up courses and instructional coaching that are flexible, collaborative, and personalized to meet the needs of each district, school, and classroom.</p> <p>HMH helps schools and districts achieve measurable gains with a person-to-person approach to professional learning centered on student outcomes.</p> |
| Links literacy instruction to the <i>challenging state academic standards</i> , including the ability to navigate, understand, and write about complex print and digital subject matter | <p><i>iRead</i> builds the foundation for reading proficiency that students need to tackle complex texts in all subject areas. Beginning with alphabet knowledge, print concepts, and phonological awareness and working toward increasingly complex skills in word recognition, spelling, and fluency, the program ensures that all children are reading by third grade.</p> <p>Contact your HMH Account Executive for alignments of <i>iRead</i> to state academic standards—http://hnhco.force.com/relocator</p> |

CLSD Alignment



Introduction

The mission of the CLSD grant program is to advance literacy skills through the use of evidence-based practices, activities, and interventions, including pre-literacy skills, reading, and writing for children from birth through grade 12 with an emphasis on disadvantaged children, including those who are English learners and those with disabilities.

Saxon® Phonics and Spelling is a research-based and classroom-tested literacy program that enables children working at different skill levels to develop a solid reading foundation. The program was developed to provide targeted instruction in the most important foundational skills of literacy: phonemic awareness, phonics, decoding, spelling, alphabetizing, handwriting, fluency, checking for understanding, and support for vocabulary development. This program may be used in conjunction with other reading programs, providing students with the information they need to become more successful, independent readers.

Flexible Learning and Delivery Options

As classroom environments evolve, teachers are facing a variety of scenarios—remote, hybrid, or in-person learning, or possibly all three. HMH is here to support *Saxon Phonics and Spelling* teachers no matter the digital classroom structure.

CLSD Priorities

The following information highlights the key priorities of CLSD and shows how *Saxon Phonics and Spelling* gives educators the solutions they need to meet the needs of striving readers within the regular classroom.

| CLSD Priorities | <i>Saxon Phonics and Spelling</i> , Grades K–3 |
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| Evidence Base | <p>Strong ESSA Evidence Level</p> <p>The program’s approach to teaching phonics and spelling concepts is based on solid foundational research in cognitive science and has been found to be consistently effective for children of varying ability levels and socioeconomic backgrounds. Distinguished with a proven scientific research base, <i>Saxon Phonics and Spelling</i> has a successful track record in schools across the US. The program meets the strong evidence level based on the Every Student Succeeds Act. Click here to review the research summary.</p> |
| Students Served | <p><i>Saxon Phonics and Spelling</i> is designed to cement learning with on-level students and to remediate/accelerate learning success for students who are struggling. The program can be targeted to Tier I, Tier II, and Tier III instructional needs delivering robust instruction and engaging materials that provide a wide array of instructional modifications. Lesson plans with specific strategies for teachers of English learners are included in the Teacher Manuals.</p> <p>The program also gives educators the solutions they need to meet the needs of mild and moderately dyslexic students within the regular classroom. Based on Orton-Gillingham, <i>Saxon Phonics and Spelling</i> was born out of certified language-retraining therapist Lorna Simmons’ personal mission to help her eight-year-old son successfully manage dyslexia and learn to read.</p> |

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| CLSD Priorities | <i>Saxon Phonics and Spelling, Grades K–3</i> |
| Family Literacy & Engagement | <p>The program includes Parent Letters, Parent Notes, Homework Folders, and Phonemic Awareness Practice Activities for Parents that give parents exercises that they can conduct with their children to reinforce classroom instruction. Students can also bring their decodable readers home to practice their reading skills with their families, reinforcing what they are learning in the classroom. The Parent Letters introduce parents to the concepts and skills that will be taught during the year. There are three individual letters and each one has a different focus: Phonics and Spelling; Fluency; and Handwriting. Each Parent Letter introduces the parent to the concepts and skills their child will be taught throughout the year as well as gives suggestions, activities, and strategies parents can do to help their child at home.</p> |
| Multi-Tiered Systems of Support (MTSS) | <p><i>Saxon Phonics and Spelling</i> is a research-based and classroom-tested program that enables children working at different skill levels to develop a solid reading foundation. The program provides targeted instruction for at-risk and struggling readers around the most important foundational skills of phonemic awareness, phonics, decoding, spelling, alphabetizing, handwriting, fluency, checking for understanding, and support for vocabulary development. The scope and sequence of the program allows for the customization of instruction, including customized content and instructional tools, scaffolded instruction based on needs, and the application of the principals of Universal Design for Learning.</p> |
| Professional Development | <p>HMH provides a continuum of professional learning designed to support a successful implementation of <i>Saxon Phonics and Spelling</i>. Through embedded teacher support, strategic planning, live online sessions, and coaching, HMH partners with districts and schools to provide implementation support grounded in agency, collaboration, and teacher success.</p> <p>Getting Started Live Online: Getting Started with <i>Saxon Phonics and Spelling</i> live online 2-hour session is an important part of the learning journey. The Getting Started is streamlined to prepare teachers for the first month of implementation. The live online experience provides an overview of the research-based components of the program and how they work to accelerate reading achievement and build literacy. Teachers have opportunities to explore, collaborate, and ask questions to build understanding and confidence to prepare them for a strong start.</p> <p>Follow-Up Live Online: After initial implementation, HMH provides Follow-Up live online 1-hour sessions. Follow-Up provides a deeper dive into program resources. We work with you to choose from relevant topics to personalize the experience for your teachers. Topics include but are not limited to:</p> <ul style="list-style-type: none"> • Planning Instruction to Meet Student Needs • Making Literacy Accessible for All with Differentiation and Small Groups • Leveraging Data to Accelerate Growth <p>Coaching: HMH offers coaching to provide teachers with personalized support sustained over time. HMH literacy coaches build strong relationships with teachers to strengthen teaching and learning and promote continuous student improvement over time. Coaching can focus on:</p> <ul style="list-style-type: none"> • Lesson design and answering program and practice questions • Modeling high-impact instructional practices and strategies • Data-driven decision-making using program resources and assessments • Leading grade-level program sessions centered on evidence of student learning • Helping teachers select, monitor, and achieve goals |

Comprehensive Literacy Instruction

This detailed alignment shows how *Saxon Phonics and Spelling* supports the components of comprehensive literacy instruction, as defined in the federal Comprehensive Literacy State Development (CLSD) program.

| Comprehensive Literacy Instruction Components | <i>Saxon Phonics and Spelling, Grades K–3</i> |
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| Includes developmentally appropriate, contextually explicit, and systematic instruction, and frequent practice, in <i>reading and writing across content areas</i> | <p><i>Saxon Phonics and Spelling</i> provides explicit, systematic instruction in the following foundational skills:</p> <ul style="list-style-type: none"> Effectively provides instruction in Foundational Skills (Print Concepts, Phonological Awareness, Phonics, and Spelling), Comprehension, Vocabulary Acquisition and Use, Writing, and Speaking and Listening Letter-sound correspondence Long and short sounds, vowels, alphabetizing Decoding skills High-frequency words, grade appropriate spelling, handwriting, and vocabulary Distinguishing similarly spelled words by identifying the sounds of the letters that differ Grade appropriate vocabulary, word analysis Promotes oral reading fluency Ensures that students are reading with purpose and for understanding |
| Includes age-appropriate, explicit, systematic, and intentional instruction in phonological awareness, phonic decoding, vocabulary, language structure, reading fluency, and reading comprehension | <p>The phonics instruction in <i>Saxon Phonics and Spelling</i> is explicit and systematic. Children are taught the sounds, the letters that make the sounds, and how and why these letters come together to form words. All forty-eight of the most regular letter-phoneme relationships described in the National Institute of Child Health and Human Development (NICHD) studies are covered thoroughly. In each Phonics and Spelling K–2 lesson, a single, accessible phonics increment or concept is introduced. These concepts are then continually practiced and reviewed in every subsequent lesson so students are able to read and spell words of increasing complexity.</p> <p>Phonemic awareness is taught through explicit and systematic instruction in all 140 lessons at the kindergarten level and in the first seventy lessons for Grade 1 students. Early phonemic awareness instruction provides children with the essential foundation in the alphabetic principle which is then reinforced throughout the remainder of <i>Saxon Phonics and Spelling</i> as part of the daily lessons.</p> <p><i>Saxon Phonics and Spelling</i> fluency readers provide explicit, systematic practice to help children achieve automaticity with high-frequency words. The fluency readers, available in three distinct reading levels (easy, average, and challenging), provide engaging fiction and nonfiction text that children may independently read in pairs or in small groups. The three levels of each fluency reader are centered on the same theme, but they have differences in genre, sentence complexity, syntax, and number of words per page. Each fluency reader is written so these elements are most appropriate for the level of the children reading them. Ranging in number from forty-five in kindergarten to 105 in third grade, fluency readers give each child many opportunities to read according to his or her ability.</p> |

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| Comprehensive Literacy Instruction Components | <i>Saxon Phonics and Spelling, Grades K–3</i> |
| | <i>Saxon Phonics and Spelling</i> provides children with the skills and practice they need to become fluent readers, thus opening the door to increased comprehension. Through the decodable readers and the fluency readers, lessons include instruction in print awareness and story vocabulary, preparing children to comprehend what they read. Instructions for both concepts are found in each reader lesson of the K–3 Teacher’s Manuals. Fluency is cultivated through explicit, systematic practice of high-frequency words, and as children achieve or increase their fluency, they are better able to read for understanding. |
| Makes available and uses <i>diverse, high-quality print materials</i> that reflect the reading and development levels, and interests, of children | <i>Saxon Phonics and Spelling</i> provides motivational reading experiences for the entire classroom. The easy, average, and challenging leveled fluency readers provide practice for all learners. Engaging stories and illustrations in black and white let kids color and individualize their own books. Available for home use, color versions of decodable readers facilitate independent practice. Fluency masters complement the fluency readers and provide additional exposure to high-frequency words. |
| Uses <i>differentiated instructional approaches</i>, including individual and small-group instruction and discussion | Fluency readers offer diverse fiction and nonfiction stories that use controlled decodable text and feature attractive and engaging illustrations. Written at easy, average, and challenging levels, these colorful readers provide practice reading high-frequency words to help children build fluency. All three levels of each fluency reader focus on the same theme, but differences in genre, sentence complexity, syntax, and word count allow teachers to adapt reading practice to all ability levels. |
| Provides opportunities for children to <i>use language with peers and adults</i> to develop language skills, including developing vocabulary | <i>Saxon Phonics and Spelling</i> addresses vocabulary development and acquisition by laying a solid foundation in phonics and fluency so children are better able to enhance their vocabularies through independent reading. Sight words and high-frequency words are strategically introduced, then reviewed often. <i>Saxon’s</i> reading and spelling word lists, found in the Teacher’s Resource Binders, contain hundreds of decodable words, as well as sight words, all of which are incorporated in lessons or student reading during the year. The inclusion of high-frequency words in the program is informed by the Dolch high-frequency word list. Repeated exposure to high-frequency words at an appropriate level allows children to be successful and gives them the confidence necessary to achieve fluency. <i>Saxon Phonics and Spelling</i> focuses on concepts such as morphemes, suffixes, and prefixes, allowing children to better assimilate into their vocabulary those words that are similar to words they have already learned. |
| Includes <i>frequent practice of reading and writing strategies</i> | <i>Saxon Phonics and Spelling</i> provides children with the skills and practice they need to become fluent readers, thus opening the door to increased comprehension. Through the decodable readers and the fluency readers, <i>Saxon</i> lessons include instruction in print awareness and story vocabulary preparing children to comprehend what they read. Instructions in both these concepts are found in each reader lesson of the grades K–3 Teacher’s Manuals. Fluency is cultivated through explicit, systematic practice of high-frequency words. Questioning strategies provided for the teacher allow all children to participate in the checking for understanding activity regardless of which level book the child may have read. An annotated bibliography of award-winning children’s literature is included in the Teacher’s Resource Binders of <i>Saxon Phonics and Spelling K–2</i> to help teachers find read-aloud material to accompany the lessons and improve children’s oral and listening comprehension. |

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| Comprehensive Literacy Instruction Components | <i>Saxon Phonics and Spelling, Grades K–3</i> |
| Uses age-appropriate, valid, and reliable <i>screening assessments, diagnostic assessments, formative assessment processes, and summative assessments</i> to identify a child's learning needs, inform instruction, and monitor the child's progress and the effects of instruction | Oral and written phonics assessments, sight word evaluations, spelling tests, and optional reading fluency assessments are built into the program at regular intervals. Post-tests allow schools or educational sites to evaluate program effectiveness and track student performance. Designed to meet screening, diagnostic, instructional, and evaluative objectives, these assessments gauge how well children are learning and retaining concepts to determine whether to adjust the pace of instruction. If an assessment indicates a deficiency in concept knowledge, teachers can follow the recommended remediation activities that accompany the assessment. |
| Uses strategies to enhance <i>children's motivation to read and write</i> and engage in self-directed learning | <p><i>Saxon Phonics and Spelling</i> motivates students by including colorful, easy, average, and challenging leveled fluency readers that offer appealing opportunities for reading practice. All three levels of each fluency reader focus on the same theme, but differences in genre, sentence complexity, syntax, and word count allow teachers to adapt reading practice to all ability levels.</p> <p>Daily alphabet activities help children practice and recite the alphabet while engaging them through fun games that teach them how to recognize and sequence letters. Explicit instruction, multisensory approach to learning (including visual, auditory, and kinesthetic), multiple small- and whole-group activities, hands-on games, and active learning opportunities provide students with multiple opportunities to build confidence and foundational skills.</p> |
| Depends on teachers' collaboration in <i>planning, instruction, and assessing</i> a child's progress and on <i>continuous professional learning</i> | Teacher's manuals come in binders containing easy-to-use lesson booklets. Directed instruction promotes classroom management while scripted lesson design saves prep time. Student worksheets let children apply the skills they are learning. Integrated curriculum and diagnostic assessments measure progress and provide remediation for students who need it. Wall Cards and Kids Cards reinforce the phonics and reading concepts children are learning through fun, hands-on review. Review Decks expand, enhance, and integrate each day's instruction by providing practice and review. Colorful, engaging posters remind children of phonics concepts and the most effective writing and listening positions. |
| Links literacy instruction to the <i>challenging state academic standards</i> , including the ability to navigate, understand, and write about complex print and digital subject matter | <p><i>Saxon Phonics and Spelling</i> aligns to Common Core State Standards and will prepare students for success on state assessments such as SBAC and PARCC.</p> <p>Contact your HMH Account Executive for alignments to state academic standards— http://hmhco.force.com/relocator.</p> |

CLSD Alignment



Introduction

The mission of the CLSD grant program is to advance literacy skills through the use of evidence-based practices, activities, and interventions, including pre-literacy skills, reading, and writing for children from birth through grade 12 with an emphasis on disadvantaged children, including those who are English learners and those with disabilities.

The Council of Administrators of Special Education endorses *System 44* for use with students receiving special education services.



System 44[®] offers our most challenged readers in Grades 3–12 a foundational reading intervention program deeply grounded in the evidence-based practices defined in CLSD.

Flexible Learning and Delivery Options

As classroom environments evolve, teachers are facing a variety of scenarios—remote, hybrid, or in-person learning, or possibly all three. HMH is here to support *System 44* teachers no matter the digital classroom structure.

CLSD Priorities

The following information highlights key priorities of the grant and how *System 44* addresses these priorities for older striving readers who have not mastered basic phonics and decoding skills, including disadvantaged students, English learners and newcomers, and students with disabilities.

| CLSD Priorities | <i>System 44</i> , Grades 3–12 |
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| Evidence Base | <p>Strong ESSA Evidence Level</p> <p><i>System 44</i> combines the very best thinking on evidence-based reading instruction with the power of adaptive technology and age-appropriate materials. The program has a myriad of studies proving it effective for our most challenged readers in grades 3–12 and meets the strong level of ESSA evidence standards. Click here to read the summary.</p> |
| Students Served | <p><i>System 44</i> has been successful with students in grades 3–12 of diverse backgrounds, including students with disabilities, English learners, newcomers, economically disadvantaged students, and students of various ethnicities from rural, urban, and suburban districts. Click here to review the research by demographic.</p> <p><i>System 44</i> also aligns with the International Dyslexia Association's Structured Literacy recommendations. Download the alignment here.</p> |

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| CLSD Priorities | <i>System 44, Grades 3–12</i> |
| Family Literacy & Engagement | <p><i>System 44</i> provides resources to help families support students' learning and connect with the <i>System 44</i> classroom.</p> <p>Family Engagement</p> <p>Each workshop includes strategies to support teachers in involving and engaging parents, including the following:</p> <ul style="list-style-type: none"> • 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 • Information on supporting literacy work at home while helping students build independence • Information on classroom assignments and the role of homework in reinforcing class discussion/learning <p>These strategies are available in the Teacher's Edition, throughout the texts, and through the Family Portal.</p> <p>Parent Reports</p> <p>Parent reports of student progress, as well as informative letters to parents, are available in multiple languages.</p> <p>Access to Texts</p> <p><i>System 44</i> provides access to digital texts to help students engage with their families about books.</p> <p>Family Portal in English and Spanish</p> <p>Families and caregivers can go online to the Family Portal to learn about <i>System 44</i> instruction and materials. The site includes tips for families about how to support their children's literacy achievement and offers links to additional resources and research to help caregivers understand the needs of struggling readers. In addition, the Family Portal provides a space for sharing success stories and experiences with teachers and other <i>System 44</i> families.</p> |
| Multi-Tiered Systems of Support (MTSS) | <p><i>System 44</i> helps educators address the principles of Multi- tiered Systems of Support (MTSS) by addressing both Response to Intervention (RTI) criteria and Positive Behavior Intervention & Supports (PBIS) criteria to meet the needs of the whole child. The program includes embedded supports and procedures for increasing student engagement, promoting positive behaviors, and motivating students to succeed.</p> <p>In <i>System 44</i>, all resources and tools built into instruction, planning, and data management are designed to support both academic and behavioral interventions. The MTSS resources found in the <i>Resources for Differentiated Instruction (RDI)</i> book and <i>44Book</i> Teacher's Edition help teachers personalize the level of academic and behavioral intervention. Teachers explicitly teach behavioral expectations for all rotations in the first three weeks. Aligned rubrics allow both teachers and students to effectively evaluate and monitor behavior through shared goals and expectations. Structured lessons for each day of small-group instruction allow teachers to introduce and strategically reinforce behavior and expectations throughout the year.</p> |

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| CLSD Priorities | System 44, Grades 3–12 |
| | <p>The <i>System 44</i> Individualized Learning Plan (ILP) provides teachers with a quick and simple way to set and monitor academic and behavior goals for each student. Teachers can set academic goals for students and align those goals to Individual Education Plans (IEPs).</p> <p>The <i>44Book</i> instructional routines help teachers actively engage students and set clear behavioral expectations for the classroom, thereby bolstering their students' level of motivation. In addition, each lesson in the <i>44Book</i> provides implementation tools to consistently support behavior and build positive classroom culture. Using the "My Tools" tab within their <i>44Book</i>, students are also empowered to record and monitor their behavioral</p> <p>progress using rubrics. The RDI also contains a variety of supplemental lessons for individual and small-group instruction that support the implementation of <i>System 44</i> within the MTSS framework.</p> |
| Professional Development | <p>Professional Learning Site-Based Plan</p> <p>The HMH Literacy Solutions™ team can help districts and schools meet the professional development goals identified in CLSD. Our experts can work with yours to provide leaders, teachers, and support personnel with the knowledge and skills necessary to meet and sustain your goals in the following ways:</p> <ul style="list-style-type: none"> • Assess Needs and Develop a Plan: Create a strategic plan that not only identifies where you are and where you need to be but also includes the tactical steps necessary to help you reach your goals. • Build the Foundation: Strengthen literacy practices and pedagogical knowledge and build the foundations to improve instruction and achieve the desired student outcomes. • Initial Implementation Support and Follow-Up: Increase the effectiveness of <i>System 44</i> teachers and leaders in achieving and maintaining measurable gains for students through a student-centered approach to professional learning. • Deepen Learning: Enhance and deepen practices through data-driven coaching. Using the Literacy Practices Inventory, we will work with teachers to select goals based on student data and implement instructional practices aligned to those goals. • Monitor Progress: Measure results and analyze student progress data to ensure that school improvement plans are moving forward successfully. • Sustain Your Practice with Coaching: Receive support from HMH coaches who use a research-based model focused on your goals. They will be there to help you as you analyze and set your goals, learn new instructional practices, and apply them in your classroom. • Measure Results and Ensure Sustainable Success: Gain the ultimate partner for long-term literacy achievement to assist you in using data to measure and maintain performance. <p>Professional Learning: The Science of Reading (K–3)</p> <p>Our Science of Reading: Building the Reading Brain offerings address the goals of CLSD by strengthening not only teacher content knowledge, but also instructional practices and routines. It reflects HMH's rich tradition of supporting teachers while fostering a</p> |

| CLSD Priorities | <i>System 44, Grades 3–12</i> |
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| | <p>lifelong love of reading. Our solution is designed to help all children grow up to be accomplished, independent, critical, and creative readers, writers, speakers, and listeners.</p> <p>HMH can work together with districts and schools to build a professional learning program that creates meaningful improvements to learning initiatives while enhancing educators' knowledge of K–3 foundational literacy that focuses on the following:</p> <ul style="list-style-type: none"> • Identifying instructional components for teaching foundational skills systematically and explicitly • Planning lessons with instructional routines to teach students phonological and phonemic awareness, phonics, and fluency • Providing explicit instruction using routines to introduce, build, and reinforce academic and domain-specific vocabulary • Implementing daily learning experiences that broaden vocabulary and knowledge through reading, listening, word play, and speaking about books • Using read-alouds and shared reading to build knowledge, teach vocabulary, and model comprehension strategies • Building heart and brain through social-emotional learning <p>Please visit hmdliteracysolutions.com to learn more.</p> |

Comprehensive Literacy Instruction

This detailed alignment shows how *System 44* supports the components of comprehensive literacy instruction, as defined in the federal Comprehensive Literacy State Development (CLSD) program.

| Comprehensive Literacy Instruction Components | <i>System 44, Grades 3–12</i> |
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| Includes developmentally appropriate, contextually explicit, and systematic instruction, and frequent practice, in <i>reading and writing across content areas</i> | <p><i>System 44</i> is a foundational reading intervention program that includes developmentally appropriate, contextually explicit, and systematic instruction in reading and writing across content areas. With adaptive technology and systematic teacher-directed instruction, <i>System 44</i> helps students unlock the English language and learn the finite system of 44 sounds and 26 letters.</p> <p>Based on Dr. Ted Hasselbring's research, <i>System 44</i> utilizes the proven FASTT (Fluency and Automaticity through Systematic Teaching with Technology) algorithm to help students manage their acquisition of new information and then carefully synthesizes this information into long-term memory.</p> <p>Reading</p> <p>At the heart of <i>System 44</i> is adaptive software that provides four strands of instruction (The Code, Word Strategies, Sight Words, and Success) that teach students phonemic awareness, decoding, and word strategies, while building sight-word recognition and comprehension. Within each strand, the software delivers the four-step path below to help students master these skills.</p> <ul style="list-style-type: none"> • In the Smart Zone explicit instruction guides students in building skills and academic language as they develop metacognitive understanding. |

| Comprehensive Literacy Instruction Components | <i>System 44, Grades 3–12</i> |
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| | <ul style="list-style-type: none"> • In the Word Zone students develop fluent decoding skills through modeling and individualized practice of blending. • In the Fluency Zone students engage in reading tasks that promote skill transfer and build fluency and comprehension. • In the Spelling Zone students apply known sound-spellings to encoding, individualizing their study of spelling by providing systematic practice and immediate, corrective feedback specific to students' errors. <p>With every click of the mouse, <i>System 44</i> software customizes each student's instructional path on the software through technology that adapts in response to individual student performance. Explicit, sequential lessons in the <i>System 44</i> Teacher's Edition help teachers target skill instruction and review and reinforce the phonics and word strategy skills that students are learning on the software.</p> <p>Writing</p> <p><i>System 44</i> features daily writing prompts that ask students to write in response to reading.</p> <ul style="list-style-type: none"> • The <i>44Book</i> features daily writing prompts as well as argument and informative writing types that ask students to use textual evidence to support their claims. • The software's Writing Strand helps students build competency and confidence with writing summaries using evidence from the corresponding passages. • Comprehension QuickWrite activities require students to write responses using evidence from text they have read to support their ideas. <p>Through short Research Projects, students synthesize what they have read, use evidence from text to support their ideas, and then present their ideas.</p> <ul style="list-style-type: none"> • Each module in the <i>44Book</i> concludes with a Research Project where students get extensive practice in short, focused research tasks. <p>Students write routinely, across multiple writing types, in response to text.</p> <ul style="list-style-type: none"> • The <i>44Book</i> features daily writing prompts that ask students to write in response to reading. • The software's Writing Strand provides students with independent practice in writing text-based summaries. • Comprehension QuickWrites are provided for each of the library titles. |

| Comprehensive Literacy Instruction Components | <i>System 44, Grades 3–12</i> |
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| Includes age-appropriate, explicit, systematic, and intentional instruction in phonological awareness, phonic decoding, vocabulary, language structure, reading fluency, and reading comprehension | <p>Phonological Awareness</p> <p><i>System 44</i> delivers age-appropriate, explicit, systematic, and intentional instruction in the 44 speech phonemes of the English language. The instructional sequence for <i>System 44</i>'s phonological awareness lessons presents the most stable, frequent, and highest-utility sounds first so that students can quickly begin to experience success when connecting sounds to letters and decoding words.</p> <p>In the adaptive software, The Code presents explicit instruction based on a comprehensive scope and sequence. Direct instruction embedded in the software further develops students' phonemic awareness skills in the context of decoding (e.g., word identification) and encoding (e.g., spelling).</p> <p>With the <i>44Book</i>, teacher-led lessons provide metacognitive training 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 students to transfer the skills they have learned while working independently on the software.</p> <p>Phonic Decoding</p> <p><i>System 44</i> software activities and teacher-led lessons provide intensive training in letter-sound relationships, segmenting, and blending. Instruction and modeling help students build aural discrimination between sounds and match those sounds to their spellings. As students work independently on the computer, the software moves students from foundational instruction in phonics and decoding, to reading 100 percent nonfiction passages that 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.</p> <p><i>System 44</i> is designed to scaffold challenged readers in applying decoding skills to connected text from the start. The scope and sequence first introduces grapheme-phoneme combinations that are most useful in making words and most frequent in occurrence. The software, transfer routines, and teacher-led instruction then scaffold students in transferring newly acquired decoding skills to novel words and connected text in the <i>44Book</i>, Student Library titles, and the Decodable Digest.</p> <p>Vocabulary</p> <p><i>System 44</i>'s emphasis on nonfiction builds academic vocabulary and content-area knowledge. In the software, 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.</p> <p>Through daily reading, writing, and speaking activities, the <i>44Book</i> 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 includes instructional routines for pre-</p> |

| Comprehensive Literacy Instruction Components | <i>System 44, Grades 3–12</i> |
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| | <p>teaching vocabulary words that students will encounter in the lesson and the software. New words are introduced in manageable amounts as well as in groups that share a sound-spelling or morphological pattern. Students will also encounter these words in their readings.</p> <p><i>Resources for Differentiated Instruction</i> (RDI) includes resources for further word-study instruction. Every Code and Word Strategies lesson in the RDI has five target words and additional words to continuously expand students' vocabulary.</p> <p>Language Structure</p> <p>Through explicit instruction and practice, students learn strategies to independently determine the meaning of unknown and multiple-meaning words and phrases. In the software, students receive immediate, corrective feedback as they learn to consciously apply strategies and use morphology and orthography to read and understand multisyllabic words. The <i>44Book</i> and the RDI provide phonics instruction building on phonemic awareness and moving to letter-sound correspondence, blending, word building, dictation, and spelling.</p> <p>At the start of each module, students are explicitly taught high-leverage academic and domain-specific vocabulary through Greek and Latin roots as well as English morphology that transfers to their content-area classes.</p> <p>Reading Fluency</p> <p><i>System 44</i> includes scaffolded supports to develop reading fluency. In the Fluency Zone, students encounter reading tasks that promote skill transfer and build fluency and comprehension. Students read decodable text and engage in activities that require them to read and think about the meaning of the text.</p> <p>In the Success Strand, a new context passage activity is designed to support the application of comprehension and vocabulary skills. Students complete a close reading passage to develop and demonstrate understanding of what they have learned in the Success Strand. The Writing Strand provides independent practice in writing summaries of the Success Strand passages, helping students build comprehension skills in addition to writing fluency.</p> <p>Within each <i>44Book</i> module, students read three increasingly complex texts on one content-area topic (science, social studies, and life skills). Multiple readings on the same topic reinforce vocabulary and fluency. For each reading, teachers model close reading through multiple readings of each text and guide students in responding to text-based questions by finding evidence to support their answers.</p> <p>Reading Comprehension</p> <p><i>System 44</i> exposes students to higher-level text; high-leverage academic and domain-specific vocabulary; and daily opportunities for reading, writing, and speaking. Sophisticated, grade-level Stretch texts further develop student knowledge and comprehension. After each reading, students receive explicit instruction and practice in summarizing, either orally or in writing, to help them determine and articulate the key idea of each text by providing supporting details.</p> <p>During the independent reading rotation, students develop their ability to comprehend as they read their choice of library titles available in three formats: paperback, audiobook, and eBook. Each leveled title in the student library</p> |

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| Comprehensive Literacy Instruction Components | <i>System 44, Grades 3–12</i> |
| | <p>includes embedded comprehension questions that help guide students' thinking, understanding, and discussion of the text.</p> <p><i>System 44</i> eBooks provide even more opportunities for independence with engaging text. Audio recordings that accompany every library title help scaffold student access and promote listening comprehension. Discussion questions and small-group activities are included for each Decodable Digest reading and student library title to further support comprehension building. The independent reading quizzes tied to each student library title measure comprehension and hold students accountable for their understanding.</p> |
| <p>Includes age-appropriate, explicit <i>instruction in writing</i>, including opportunities for children to write with clear purposes, with critical reasoning appropriate to the topic and purpose, and with specific instruction and feedback from instructional staff</p> | <p><i>System 44</i> students write every day. Each <i>44Book</i> module includes writing tasks focused on informational/explanatory and argument writing. Scaffolded writing tasks build in complexity as students progress through the modules, working their way toward independently writing evidence-based paragraphs. Scaffolds such as prewriting steps, embedded grammar practice, and sentence frames support developing writers in organizing and writing well-developed ideas. As students work through the <i>44Book</i>, these writing scaffolds decrease.</p> <p>Each module culminates in a performance-based task. Students produce a range of writing types synthesizing what they have read and apply that knowledge to a research question. Students engage in multiple steps to complete the project, including collaborating with peers to brainstorm ideas, gathering evidence, and practicing and refining writing and presentation skills.</p> <p>Summary writing in the software reinforces the writing skills students practice in the <i>44Book</i>. The software's Writing Strand provides students with independent practice in writing summaries based on the content of the Success Passages, helping students build comprehension and writing fluency. Writing prompts and scaffolds such as sentence frames echo those that students encounter through teacher-mediated practice in the <i>44Book</i>, thereby increasing students' competence and confidence in writing.</p> |
| <p>Makes available and uses <i>diverse, high-quality print materials</i> that reflect the reading and development levels, and interests, of children</p> | <p><i>System 44</i> print components for students reflect the reading and development levels and interests of students. Teacher print components support explicit, systematic, and targeted instruction and progress monitoring.</p> <p>Student Materials</p> <ul style="list-style-type: none"> • <i>44Book Student's Edition</i>: Features nonfiction readings that cover a broad range of genres and text types and center on content-area topics, including science, social studies, and life skills. • <i>System 44 Library</i>: Includes a range of high-interest, age-appropriate paperbacks, audiobooks, and eBooks. Each title targets decoding skills and strategies to promote comprehension while building vocabulary and content-area knowledge. • <i>Decodable Digest</i>: Offers opportunities to read decodable text independently with two passages for every sound/spelling correspondence taught in the software. Passages are at least 75 percent decodable and are designed in graphic novel format to engage reluctant readers. |

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| Comprehensive Literacy Instruction Components | System 44, Grades 3–12 |
| | <p>Teacher Materials</p> <ul style="list-style-type: none"> • 44Book Teacher's Edition: Details a clear instructional path for teachers in whole- and small-group differentiated instruction in phonics, decoding, reading, and writing skills. • Resources for Differentiated Instruction (RDI): Provides teachers with a wide array of resources to deliver differentiated instruction, including a collection of targeted phonics and word analysis lessons, plus instructional routines, aligned to the scope and sequence of phonics instruction. |
| <p>Uses <i>differentiated instructional approaches</i>, including individual and small-group instruction and discussion</p> | <p><i>System 44</i> varies the level of instructional challenge and support according to the learning needs of individual students. Whether in a traditional classroom or in a remote setting, the digital adaptive technology maximizes students' experience of success through lessons tailored to their skill level.</p> <p>Students who master content quickly can fast-track into a more advanced area of the program. Additionally, the software's supportive coaching and immediate, corrective feedback help ensure that struggling or challenged students do not feel uncomfortable about not mastering specific skills as quickly as their classmates. Teachers can use the reports generated by the software to review student performance data and plan small-group instruction or independent practice according to students' specific needs.</p> <ul style="list-style-type: none"> • English Learners: Supports for English learners are incorporated throughout the program, including picture cues and context sentences in the software and Decodable Digest, explicit vocabulary instruction in teacher-led lessons, and audio and visual models of correct pronunciation. In addition, the software and teacher-led lessons offer Spanish translations and instruction in Spanish cognates. Students can access these supports in the software in any learning environment. • Students with Special Needs: Designed specifically to meet the needs of struggling readers with learning disabilities, <i>System 44</i> applies research-proven practices for teaching students with special needs, including multisensory teaching, scaffolded and differentiated instruction, progress monitoring, and data-driven instruction. The software, which is accessible in the classroom or in a remote learning environment, includes video captioning and alternate color schemes to accommodate students with audio and visual impairments. |
| <p>Provides opportunities for children to <i>use language with peers and adults</i> to develop language skills, including developing vocabulary</p> | <p><i>System 44</i> provides a systematic approach to developing oral language skills and strategies. It is particularly important to provide struggling readers with opportunities to speak about rich academic content with their teacher and other students during small-group instruction, so they can develop oral language skills to communicate across the content areas.</p> <p><i>System 44</i> 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 structures. During these daily conversations, teachers use structured engagement routines to provide a consistent format for discussion and help hold all students accountable for participating in</p> |

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| Comprehensive Literacy Instruction Components | <i>System 44, Grades 3–12</i> |
| | <p>conversation. Students engage in these academic discussions both one-on-one with the teacher and their peers. Academic discussions help develop 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.</p> |
| <p>Includes <i>frequent practice of reading and writing strategies</i></p> | <p>Students have a wealth of opportunities to practice their reading and writing skills throughout the <i>System 44</i> instructional model during the small-group rotations.</p> <p>Whole-Group Instruction</p> <p>Teachers begin each day with a language warm-up and set the day's language and instructional goals.</p> <p>Small-Group Rotations</p> <p>After whole-group time, students move through three station rotations, participating in targeted instruction and practice according to their individual needs.</p> <ul style="list-style-type: none"> • Small-Group Learning: Students receive targeted, data-driven instruction based on their individual learning needs while building meaningful relationships with their teachers. Teachers use <i>44Book</i> lessons or targeted RDI lessons based on software data. • Software: Students work independently on the <i>System 44</i> software, following a personalized path that accelerates learning. The software's FASTT model is designed to facilitate transfer from effortful practice in short-term memory to long-term memory by introducing manageable sets of items, providing repeated exposures, spacing review, and shortening response time. This algorithm expands recall by interspersing new elements with a gradually increasing number of known elements during practice. Students who need extra support with a particular skill will encounter multiple opportunities to practice with fresh content. • Modeled and Independent Reading: Students practice their learned skills with audiobooks and independent reading books that are leveled so that students can experience frequent success. High-interest paperbacks of graduated lengths provide vehicles for practice of comprehension strategies. The Decodable Digest provides students with opportunities to practice reading decodable and sight words in varied contexts. |
| <p>Uses age-appropriate, valid, and reliable <i>screening assessments, diagnostic assessments, formative assessment processes, and summative assessments</i> to identify a child's learning needs, inform instruction, and monitor the child's progress and the effects of instruction</p> | <p><i>System 44</i> provides six types of assessments to screen and place students, monitor progress, diagnose strengths and weaknesses, and inform instruction.</p> <ul style="list-style-type: none"> • Screening and Placement Assessments provide appropriate screening and initial placement into <i>System 44</i>. These assessments include the <i>Phonics Inventory</i>® and the <i>Reading Inventory</i>®. • Ongoing Diagnostic and Formative Assessments in the software provide data collection on students' growth and mastery of phonemic awareness, decoding, sight words, spelling, and comprehension. |

| Comprehensive Literacy Instruction Components | <i>System 44, Grades 3–12</i> |
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| | <ul style="list-style-type: none"> • Progress Monitoring Assessments monitor students' performance over time and inform grouping for differentiated instruction. These assessments include <i>Phonics Inventory</i>, <i>System 44</i> software, <i>Reading Counts!</i>® Quizzes, and Progress Monitoring Tests. • Differentiated Placement Assessments occur automatically for appropriate students to accelerate their pace of learning. • Informal Assessments take place as part of each direct-instruction lesson and assess decoding, word recognition, and meaning/context. • Summative Assessments (midyear and end-of-year) evaluate students' transfer of newly acquired skills. |
| <p>Uses strategies to enhance <i>children's motivation to read and write</i> and engage in self-directed learning</p> | <p><i>System 44</i> leverages the power of technology to motivate disenfranchised students and provide structured engagement opportunities. Students who are not drawn to print media but voluntarily spend hours on the computer can use a tool they value to master skills they need. In the software, on-screen mentors sustain the student's engagement and interest by scaffolding, encouraging, and reinforcing his or her efforts, offering individualized corrective feedback according to the student's performance. In the Success Strand, students experience and celebrate their achievements by watching exciting videos that build mental models for reading.</p> <p>The Student Dashboard allows students to track their overall progress while motivating and supporting them to build executive function skills. Before beginning instruction, students are reminded of their current progress in the software. From the Dashboard, students can explore items of interest, including their total number of words mastered and unlocked Success videos. The Dashboard's on-screen graphics encourage students to celebrate their successes and keep working toward their goals. The Student Digital Portfolio includes a goal-setting tool to help teachers and students evaluate progress toward yearly academic and behavioral goals. Tracking goals increases students' intrinsic motivation, classroom engagement, and desire to continue to succeed.</p> |
| <p>Incorporates the <i>principles of universal design for learning</i></p> | <p><i>System 44</i> aligns with the core principles of the Universal Design for Learning (UDL), providing multiple means of presentation, expression, and engagement with media that includes closed captioning for hearing-impaired students. Multisensory instructional resources, including visual, auditory, tactile, and kinesthetic resources, help teachers differentiate instruction for students with disabilities. In addition, closed captioning is available for all Success videos.</p> <p>Although all learners can benefit from the program's diagnostic instruction in phonics, multiple entry points, and opportunities for fast-track acceleration in the software, students with disabilities will particularly benefit from the Individualized Education Programs (IEP) supports. With <i>System 44</i>, teachers and parents can use point-of-use data and reports, such as the Individual Learning Plan, to measure student progress toward annual academic and behavioral IEP goals.</p> <p>The Council of Administrators of Special Education (CASE) endorses <i>System 44</i> for use with students receiving special education services. During the</p> |

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| Comprehensive Literacy Instruction Components | <i>System 44, Grades 3–12</i> |
| | development stage, <i>System 44</i> was reviewed by the Center for Applied Special Technologies (CAST) to ensure maximum access to an inclusive and effective learning environment for all learners, including students with disabilities. |
| Depends on teachers' collaboration in <i>planning, instruction, and assessing</i> a child's progress and on <i>continuous professional learning</i> | <p><i>System 44</i> provides comprehensive supports for teachers to better support their most challenged readers. Dashboards provide the teacher with key, actionable data to help drive differentiated instruction. The software also continually collects data about student performance and provides continuous corrective feedback to the student.</p> <p>With the Dashboards, educators have anytime/anywhere access to the most important implementation and student performance data to help drive instructional decisions and planning. The Dashboards highlight key implementation metrics, such as time-on-task, which are essential for overall results. With the Teacher Dashboard, data is made actionable with the algorithmic Groupinator®, which assigns students to groups based on skill or progress in the software. In addition to Data Snapshots and Notifications, the Teacher Dashboard provides additional point-of-use professional development resources such as short videos of model lessons and differentiated lessons tied to that day's instruction.</p> <p><i>System 44</i> includes a suite of professional development resources. Teacher resources and instructional manuals support teachers in tailoring instruction and creating learning environments for multiple purposes. Training and ongoing coaching services are also available to maximize successful implementation.</p> |
| Links literacy instruction to the <i>challenging state academic standards</i> , including the ability to navigate, understand, and write about complex print and digital subject matter | <p>The central goal of the <i>System 44</i> program is to ensure that the most challenged readers master the 44 sounds and 26 letters that constitute the English language, allowing them to become fluent and confident readers who can navigate, understand, and write about complex print and digital subject matter.</p> <p>Contact your HMH Account Executive for alignments of <i>System 44</i> to state academic standards— http://hnhco.force.com/relocator.</p> |

CLSD Alignment



Introduction

The mission of the CLSD grant program is to advance literacy skills through the use of evidence-based practices, activities, and interventions, including pre-literacy skills, reading, and writing for children from birth through grade 12 with an emphasis on disadvantaged children, including those who are English learners and those with disabilities.

The Council of Administrators of Special Education endorses *READ 180* for use with students receiving special education services.



READ 180® offers struggling readers in grades 4–12 an intensive literacy intervention program deeply grounded in the evidence-based practices defined in CLSD.

Flexible Learning and Delivery Options

As classroom environments evolve, teachers are facing a variety of scenarios—remote, hybrid, or in-person learning, or possibly all three. HMH is here to support *READ 180* teachers no matter the digital classroom structure.

CLSD Priorities

The following information highlights the key priorities of the grant and how *READ 180* addresses these priorities for students at all levels and from all backgrounds, including economically disadvantaged students, English learners, and students with disabilities.

| CLSD Priorities | <i>READ 180</i> , Grades 4–12 |
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| Evidence Base | <p>Strong ESSA Evidence Level</p> <p>As the leading blended learning solution, <i>READ 180</i> helps students who are two or more years behind become active, accomplished readers. Built on 20 years of research and development, it is one of the most well-researched literacy intervention programs on the market.</p> <p>On the Evidence for ESSA site, researchers from the Center for Research and Reform in Education (CRRE) at the Johns Hopkins University School of Education have categorized <i>READ 180</i> as a program demonstrating strong evidence—the highest ESSA rating.</p> <p>The U.S. DOE-funded Striving Readers program results show that <i>READ 180</i> significantly increased reading achievement for struggling students in several school districts across the country. A U.S. DOE-funded evaluation of <i>READ 180</i> published in <i>Educational Evaluation and Policy Analysis</i> found that students who used <i>READ 180</i> after school outperformed the control group on measures of reading comprehension and vocabulary (Kim, Capotosto, Hartry, & Fitzgerald, 2011).</p> <p>Visit the website to learn more about the extensive research behind <i>READ 180</i> and the studies demonstrating evidence for its effectiveness. These studies demonstrate the impact of the program in a variety of settings and student populations. Click here to review the research summary.</p> |

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| CLSD Priorities | <i>READ 180, Grades 4–12</i> |
| Students Served | <p><i>READ 180</i> has been successful with students in grades 4–12 of diverse backgrounds, including English learners, students with disabilities, economically disadvantaged students, and students of various ethnicities from rural, urban, and suburban districts. Click here to review the research by demographic.</p> |
| Family Literacy & Engagement | <p><i>READ 180</i> provides a wealth of resources, both print and digital, to help families support students' learning and connect with the <i>READ 180</i> classroom.</p> <p>Family Portal in English and Spanish</p> <p>Families and caregivers can go online to the <i>READ 180</i> Family Portal to learn about the program's instruction and materials. The site includes a video, <i>60 Seconds to School Success</i>, providing tips for families about how to support their children's literacy achievement, and it offers links to additional resources and research to help caregivers understand the needs of struggling readers. In addition, the Family Portal provides a space for sharing success stories and experiences with teachers and other <i>READ 180</i> families.</p> <p>Real Book Workshop</p> <p>Each <i>Real Book</i> Workshop includes strategies to support teachers in involving and engaging parents, including the following:</p> <ul style="list-style-type: none"> • Recommendations 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 <i>Real Book</i> work at home while helping students build independence • Information on classroom assignments and the role of homework in reinforcing class discussion/learning <p>Parent Reports</p> <p>Parent reports of student progress, as well as informative letters to parents, are available in multiple languages.</p> <p>Access to Texts</p> <p><i>READ 180</i> provides access to digital texts to help students engage with their families about books.</p> |
| Multi-Tiered Systems of Support (MTSS) | <p><i>READ 180</i> can help educators meet the needs of students in both general education and special education through a Multi-Tiered System of Supports approach.</p> <p>The <i>READ 180</i> instructional model supports multiple tiers by balancing whole-group instruction with small-group instruction that is targeted to different skills based on students' needs. During whole-group instruction, the teacher focuses on macro-level skills that all students need. Then, students break into small groups to address their individual needs through adaptive instructional software, leveled books, and small-</p> |

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| CLSD Priorities | <i>READ 180, Grades 4–12</i> |
| | <p>group direct instruction in reading. While one small group works on the software that continuously assesses and provides targeted instruction, another group reads paperbacks and eReads independently at the appropriate reading level based on the Lexile® Framework. This instructional model allows teachers to work with a chosen small group to address individual needs based on assessment data.</p> <p>The Positive Behavioral Interventions and Supports (PBIS) model, incorporated throughout <i>READ 180</i>, 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, numbered heads, and peer feedback encourage students to engage with the material with scaffolds that structure and support their responses. The instructional routines help create a learning environment in which students can actively participate in a nonthreatening, flexible way.</p> |
| Professional Development | <p>The HMH Literacy Solutions™ team can help districts and schools meet the professional development goals identified in CLSD. Our experts can work with yours to provide leaders, teachers, and support personnel with the knowledge and skills necessary to meet and sustain your goals in the following ways:</p> <ul style="list-style-type: none"> • Assess Needs and Develop a Plan: Create a strategic plan that not only identifies where you are and where you need to be but also includes the tactical steps necessary to help you reach your goals. • Build the Foundation: Strengthen literacy practices and pedagogical knowledge and build the foundations to improve instruction and achieve the desired student outcomes. • Initial Implementation Support and Follow-Up: Increase the effectiveness of <i>READ 180</i> teachers and leaders in achieving and maintaining measurable gains for students through a student-centered approach to professional learning. • Deepen Learning: Enhance and deepen practices through data-driven coaching. Using the Literacy Practices Inventory, we will work with teachers to select goals based on student data and implement instructional practices aligned to those goals. • Monitor Progress: Measure results and analyze student progress data to ensure that school improvement plans are moving forward successfully. • Sustain Your Practice with Coaching: Receive support from HMH coaches who use a research-based model focused on your goals. They'll be there to help you as you analyze and set your goals, learn new instructional practices, and apply them in your classroom. • Measure Results and Ensure Sustainable Success: Gain the ultimate partner for long-term literacy achievement to assist you in using data to measure and maintain performance. |

Comprehensive Literacy Instruction

This detailed alignment shows how *READ 180* supports the components of comprehensive literacy instruction, as defined in the federal Comprehensive Literacy State Development (CLSD) program.

| Comprehensive Literacy Instruction Components | <i>READ 180</i> , Grades 4–12 |
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| Includes developmentally appropriate, contextually explicit, and systematic instruction, and frequent practice, in reading and writing across content areas | <p><i>READ 180</i> is a blended learning program designed for struggling readers who are reading two or more years below grade level. The program accelerates students to grade-level proficiency through developmentally appropriate, contextually explicit, and systematic instruction, as well as frequent practice in reading and writing across content areas.</p> <p>Engineered to unlock the science behind reading success, <i>READ 180</i> incorporates research on how children learn to read. With cognitive science, interactive content, and a comprehensive teaching system, <i>READ 180</i> focuses on the following research-based strategies in reading and writing across content areas:</p> <ul style="list-style-type: none"> • Blended Learning: Designed to meet the needs of all readers, <i>READ 180</i> provides individualized instruction through teacher-facilitated learning, adaptive software, content-rich complex texts, targeted skills instruction, everyday writing tasks, and meaningful assessments. • Personalized Instruction: <i>READ 180</i> technology harnesses learning theory and pedagogical principles to deliver individualized and personalized instruction tailored to each student's needs and interests. The adaptive technology embedded in the Student Application (Student App) customizes and scaffolds individual practice and application of word recognition, spelling, vocabulary, language, fluency, comprehension, and writing skills. The adaptive pacing of skills practice helps students achieve automaticity, which frees cognitive capacity for higher-order processes. In addition, embedded assessments throughout the Student App continuously assess and place students according to their levels of mastery of learned and new information and allow customized corrective feedback on students' specific errors. • Text Complexity: <i>READ 180</i> guides students from highly supported reading toward independent mastery of increasingly complex texts, enabling students of all reading levels to access content-rich texts. Using the <i>HMH Reading Inventory</i>®, students receive a Lexile score that places them into one of six levels for personalized, adaptive instruction, allowing them to accelerate quickly to grade-level proficiency. • Foundations for Reading: <i>READ 180</i> provides explicit, systematic instruction in the research-based foundational and higher-order comprehension skills and strategies necessary for understanding texts. From word decoding to making inferences, <i>READ 180</i> models these skills and strategies in whole and small groups, provides practice opportunities in the Student App, and applies them during independent reading. • Writing for Understanding: <i>READ 180</i> embraces the reciprocal relationship between reading and writing and provides the rigorous writing instruction necessary for students to become proficient readers and writers. Based on the research by Drs. Steve Graham and Karen Harris, students learn processes to successfully plan, organize, |

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| Comprehensive Literacy Instruction Components | <i>READ 180</i>, Grades 4–12 |
| | <p>and write responses to text. Students have multiple opportunities to write narrative, informative, and argument pieces, and they learn, practice, and apply strategies specific to each of these genres.</p> |
| <p>Includes age-appropriate, explicit, systematic, and intentional instruction in phonological awareness, phonic decoding, vocabulary, language structure, reading fluency, and reading comprehension</p> | <p>Foundational Reading Skills</p> <p>Each <i>READ 180</i> workshop begins with an age-appropriate text that is written with decodable words, sight words, and other elements that make the text considerate—and includes foundational skills instruction and practice to help students automate word recognition and reading processes. The workshop fluency texts provide practice and reinforce skills and patterns that students learn on the Student App as they build reading fluency. <i>READ 180</i> provides explicit, systematic instruction in the research-based foundational and higher-order comprehension skills and strategies necessary for understanding text. These skills and strategies—from word decoding to making inferences—are modeled in whole and small groups, practiced in the Student App, and applied during independent reading.</p> <p>Vocabulary</p> <p>Students work independently on the <i>READ 180</i> Student App, where they follow a path that allows them to work within their zone of proximal development. In the Explore Zone, students complete a vocabulary-based activity focused on high-leverage vocabulary to determine whether they need additional vocabulary practice before reading the target passage. In the Reading Zone, students complete multiple readings of the target passage, giving them the opportunity to learn academic vocabulary and practice reading comprehension strategies that are specifically applicable to the particular passage. In the Language Zone, students build and expand their vocabulary knowledge through language-based activities. <i>READ 180</i> also provides explicit and systematic instruction through whole- and small-group learning in word-learning strategies, giving students tools they need to learn new words independently. Recursive vocabulary in reading selections encourages frequent review, practice, and the reinforcement of targeted words. Independent reading materials in <i>READ 180</i> provide further exposure to increasingly advanced vocabulary and include supports such as graphic organizers to help students comprehend the vocabulary and content.</p> <p>Language Structure</p> <p><i>READ 180</i> provides a comprehensive and systematic approach to developing students' language skills. 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, <i>READ 180</i> teaches high-utility academic vocabulary through a research-based instructional routine, promoting an understanding of the words students will encounter in all subject areas. In the Language Zone of the Student App, students build and expand their vocabulary knowledge through language-based activities.</p> <p>Reading Fluency</p> <p>In the Reading Zone of the Student App, students complete multiple readings of the target passage, giving them the opportunity to build fluency. In the Fluency Zone, students practice reading and spelling with a variety of words and patterns to automate these processes. The Success Zone asks students to apply the fluency and comprehension strategies they have learned and practiced in the other zones on discrepancy, context, and stretch passages.</p> |

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| Comprehensive Literacy Instruction Components | <i>READ 180</i>, Grades 4–12 |
| | <p>During whole-group learning, the class completes multiple readings of engaging, grade-level texts that increase in complexity using a gradual release model. At the beginning of this gradual release approach, the teacher reads the text aloud to students, modeling fluency and guiding students to an understanding of the text’s central ideas. Each workshop in the <i>RealL</i> Book Student Edition includes a fluency text that introduces the workshop topic and serves to build knowledge about the topic. The workshop fluency texts provide practice and reinforce skills and patterns that students learn on the Student App as they build reading fluency.</p> <p>Reading Comprehension</p> <p>Teachers lead whole- and small-group lessons in which they teach, model, and guide practice in comprehension and critical-thinking skills and strategies, using a wide range of expository and narrative texts. A gradual release approach is used throughout teacher-led instruction, which provides scaffolding for students as they learn to internalize comprehension skills and strategies.</p> <p>The Student App is designed to systematically bolster students’ comprehension of text before, during, and after reading, using research-based techniques that are beneficial to struggling readers, English learners, and students with disabilities. Before reading, Anchor Videos and vocabulary development lessons help students activate prior knowledge and build mental models of new concepts. During reading, the Student App helps students comprehend the text by providing definitions for unfamiliar words, identifying signal and vocabulary words in the text, and personalizing coaching and feedback to keep students on task and encourage them to use helpful supports. Finally, <i>READ 180</i> instruction includes activities and routines to assess and reinforce comprehension after reading.</p> |
| Includes age-appropriate, explicit instruction in writing, including opportunities for children to write with clear purposes, with critical reasoning appropriate to the topic and purpose, and with specific instruction and feedback from instructional staff | <p>Throughout whole- and small-group learning, <i>READ 180</i> writing instruction emphasizes writing with a clear purpose and writing that develops content knowledge and reading skills. 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 must follow the steps of the writing process. Grammar, usage, and mechanics are taught systematically and in context.</p> <p>Writing is then shared through peer feedback and a variety of publishing opportunities. This systematically scaffolded writing process helps students explore and extend their knowledge through writing and guides them in clearly conveying ideas using academic language.</p> <p>In the Student App, the Writing Zone engages students in writing activities at appropriate levels of complexity with the supports and scaffolds they need to be successful writers. Students practice writing 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.</p> |

| Comprehensive Literacy Instruction Components | <i>READ 180</i> , Grades 4–12 |
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| Makes available and uses <i>diverse, high-quality print materials</i> that reflect the reading and development levels, and interests, of children | <p><i>READ 180</i> print components for students reflect the reading and development levels and interests of students. Teachers' print components support targeted instruction and progress monitoring.</p> <ul style="list-style-type: none"> • Real Book: An interactive worktext for students to read, write, and react throughout workshops during daily whole- and small-group learning. The <i>Real Book</i> represents the intersection between research-based reading and language instruction. • Independent Reading: High-interest, leveled fiction and nonfiction paperbacks; grade-level audiobooks that model fluent reading and comprehension; informational eBook texts related to Student App topics; and leveled online nonfiction eReads articles tied to each workshop topic • Blended Learning Handbook: Printed resource for teachers providing day-to-day, point-of-use lesson digests, as well as practical information for using resources, monitoring progress, holding conferences, and managing rotations |
| Uses <i>differentiated instructional approaches</i> , including individual and small-group instruction and discussion | <p><i>READ 180</i> provides multiple opportunities to collect and use data to differentiate instruction in all rotations, including small-group and independent learning.</p> <ul style="list-style-type: none"> • Differentiating Small-Group Learning: <i>READ 180</i> provides support for dynamic and flexible grouping to allow for differentiated instruction within each <i>Real Book</i> workshop. The Groupinator®, accessed from the Teacher Tools tab on Teacher Central®, streamlines the process of differentiating instruction and grouping students. This essential feature allows teachers to view student data and organize students into groups based on categories such as the Lexile measure and reading strategy performance. • Differentiating with the Student App: The <i>READ 180</i> Student Application collects data from students' individual responses, continuously assessing each student's progress and adjusting instruction accordingly. The research-based instructional sequence offers students continuous support and immediate feedback. Students can access the adaptive software digitally in any environment. Additionally, teachers can access the student data digitally whether conducting in-person or remote instruction. • Differentiating Independent Reading: The <i>READ 180</i> Independent Reading Library (available in both print and digital formats) contains multiple books at each <i>READ 180</i> level, written to appropriate levels of readability. These titles span a wide range of genres to appeal to a variety of readers. Teachers can tailor the Independent Reading Station to meet individual student needs by assisting students in selecting paperbacks, audiobooks, eBooks, and eReads at their reading level and interest. Students can also access their Digital Independent Reading library when in remote learning environments. |

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| Comprehensive Literacy Instruction Components | <i>READ 180</i>, Grades 4–12 |
| <p>Provides opportunities for children to <i>use language with peers and adults</i> to develop language skills, including developing vocabulary</p> | <p>Academic Language: Discussion</p> <p>Through each <i>Real</i> Book workshop, students engage in a consistent series of lessons that provide daily opportunities for academic discussion with teachers and classmates. These daily interactions include the following:</p> <ul style="list-style-type: none"> • Brief partner exchanges using informal English to quickly review assignment expectations, activate prior knowledge, and react to thought-provoking questions • Academic interactions that warrant considerable linguistic guidance and support to develop vocabulary and build conceptual foundations, mature text analysis, and formal-response strategies <p>To promote mature text analysis and response while developing academic oral language proficiency, teachers use an effective expression routine to discuss and report ideas. This academic discussion routine equips students with productive processes and language resources to elaborate and clarify, support ideas with examples, build on or challenge partners' idea, and paraphrase classmates' ideas.</p> |
| <p>Includes <i>frequent practice of reading and writing strategies</i></p> | <p>Students have multiple opportunities to practice their reading and writing skills throughout the <i>READ 180</i> instructional model by engaging in whole-group learning and the station rotations.</p> <p>Whole-Group Learning</p> <p>Students begin each <i>READ 180</i> class period with the whole class, wherein the teacher facilitates instruction in close-reading strategies, vocabulary, writing, and academic discussion.</p> <p>Station Rotations</p> <p>After whole-group learning, students move through the three following station rotations, participating in targeted instruction and practice according to their individual needs:</p> <ul style="list-style-type: none"> • Small-Group Learning: Students receive targeted, data-driven instruction based on their individual learning needs while building meaningful relationships with their teachers. During small-group learning, students have opportunities to practice the skills introduced during whole-group learning. • Student App: Students practice independently on the <i>READ 180</i> Student App, following a personalized path that accelerates learning. Students select Segments, or topics, of interest to them. They then complete learning experiences connected with these Segments that build content area knowledge and develop all areas of literacy, including comprehension, fluency, vocabulary, and writing. • Independent Reading: Students have a choice of engaging, content-rich texts with which they can practice and apply their newly acquired vocabulary and comprehension skills. They use the Bookshelf on Student Central™ to search for paperbacks, audiobooks, eBooks, and eReads according to their interests, Lexile range, author, or keywords. |

| Comprehensive Literacy Instruction Components | <i>READ 180</i> , Grades 4–12 |
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| <p>Uses age-appropriate, valid, and reliable <i>screening assessments, diagnostic assessments, formative assessment processes, and summative assessments</i> to identify a child's learning needs, inform instruction, and monitor the child's progress and the effects of instruction</p> | <p>The <i>READ 180</i> assessment and progress monitoring system provides teachers with real-time and actionable data to drive effective teaching and learning. Carefully derived formative and summative assessments track students on their individual learning paths as well as helping educators and administrators review the progress of individuals, classes, and schools.</p> <ul style="list-style-type: none"> • Screening and Placement Assessments: <i>HMH Reading Inventory</i>, a scientifically based and validated test, is used as a screening assessment at the beginning of the year and as a progress-monitoring assessment at the middle and end of the year. The <i>Reading Inventory's</i> Lexile measure is one of several data points used to inform students' learner profiles. • Ongoing Diagnostic and Formative Assessment: The <i>READ 180</i> Student App continuously collects data on students' growth and mastery of new skills. These data are enhanced by formative assessments in the <i>Real Book</i>. • Curriculum-Embedded Assessments: Interim and end-of-workshop assessments measure students' reading trajectories to grade-level proficiency and build mastery and confidence with the item types found on high-stakes assessments. • Independent Reading Assessments: Embedded independent reading assessments monitor students' comprehension of increasingly complex texts through basic and higher-order thinking quizzes. • Performance-Based Assessments: Students complete writing assignments in every workshop. These assess effective expressions and use of writing elements in informative, argumentative, and narrative writing. • Mindset® Scans: Mindset scans measure students' beliefs about their reading abilities and intelligence. |
| <p>Uses strategies to enhance <i>children's motivation to read and write</i> and engage in self-directed learning</p> | <p><i>READ 180</i> reflects important principles of engagement and motivation—critical for students who have been disenfranchised from school. Anchor media are used to engage students and build the background necessary for comprehension before they start reading. The adaptive technology customizes and personalizes instruction according to students' levels. Students receive patient encouragement along with private, immediate corrective feedback. Students can deepen their knowledge and challenge themselves with more rigorous content with the aid of built-in support for comprehension and critical thinking.</p> <p>The Student Dashboard supports students in building executive function and taking ownership over their own learning. The dashboard provides actionable data throughout the year about what students know and can do. Tools for self-directed goal setting and planning allow students to track their progress. Reports on the key elements of student performance support students' abilities to identify strengths and challenges, to plan for improving the quality of their work, and to understand what they have achieved. Access to information about their progress and achievements motivates students; it builds awareness of who they are as learners and guides them in setting and working toward academic goals.</p> |

| Comprehensive Literacy Instruction Components | <i>READ 180, Grades 4–12</i> |
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| <p>Incorporates the <i>principles of universal design for learning</i></p> | <p><i>READ 180</i> instructional materials reflect the principles of universal design for learning because they allow access to the content for students at all levels of learning. Individualized learning provided by adaptive technology, independent reading books, audiobooks, eReads, eBooks, Anchor Videos, and teacher-facilitated lessons provides students with opportunities to access the content in an individualized way that suits their learning needs. In the digital independent reading experience, students can access additional supports such as text-to-speech, zoom, and highlight.</p> <p><i>READ 180</i> offers students multiple means of expressing their learning through words and writing. With the Student App, students read and record text passages to practice and demonstrate fluency. They are also given the opportunity to expand their comprehension of the texts they are reading at the individual level. QuickWrites and graphic organizers help facilitate a deeper understanding of the material. Assessments in both digital and print formats offer multiple means of expression for students to demonstrate what they are learning.</p> <p>The Council of Administrators of Special Education endorses <i>READ 180</i> for use with special education students. <i>READ 180</i> efficacy studies meet the strong evidence rating, as defined by the Every Student Succeeds Act. To review research papers and impact reports, visit www.hmhco.com/research/library.</p> |
| <p>Depends on teachers' collaboration in <i>planning, instruction, and assessing a child's progress</i> and on <i>continuous professional learning</i></p> | <p><i>READ 180</i> provides resources to help teachers support students' learning and connect with the <i>READ 180</i> classroom on a personalized level. The online Educator Community gives <i>READ 180</i> teachers the opportunity to find helpful resources, connect with other <i>READ 180</i> professionals, and engage in professional learning. The site is located at hmhco.com/educator-community-hub. This is a one-stop shop for <i>READ 180</i> teachers to download resources, ask questions, read about relevant topics and best practices from expert teacher-bloggers, and watch professional learning videos on a range of topics.</p> <p>The Digital Teacher's Edition makes planning and instruction efficient and meaningful.</p> <ul style="list-style-type: none"> • Embedded formative assessments allow teachers to enter notes and insights about student performance, supported by rubrics for each lesson's goals. • Customizable lesson plans help teachers take control by turning lesson scripting on and off. • Lesson overviews provide relevant background knowledge, class-readiness data, and professional resources to help make every lesson count. <p>HMH Teacher Central simplifies lesson planning and differentiated instruction and can be accessed by teachers digitally anytime, anywhere.</p> <ul style="list-style-type: none"> • Data Dashboard® provides analytics and metrics to help teachers plan daily lessons and adjust instruction in real time. • The Groupinator makes it easier to group and regroup students to best meet their individual needs. • Hundreds of searchable resources give teachers expanded support, from Professional Learning videos to research to workshop tools. |

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| Comprehensive Literacy Instruction Components | <i>READ 180</i>, Grades 4–12 |
| | <ul style="list-style-type: none"> The Blended Learning Handbook provides a bridge from digital to print instruction, offering go-to guidance on making the greatest gains across every rotation. <p>Data-driven assessments accelerate individual performance.</p> <ul style="list-style-type: none"> Real-time, actionable data enable teachers to build comprehensive Learner Profiles for every student and help leaders monitor implementation fidelity and progress. Comprehensive assessments support the Response to Intervention approach to special education, allowing teachers to meet individual student needs through systematic screening and progress monitoring. <p>Professional Learning Opportunities</p> <p>The ongoing, flexible support offered by HMH Professional Services ensures that leaders and teachers will be confident and prepared to teach the program and incorporate embedded technology within the classroom. HMH’s blended professional learning model moves beyond the one-size-fits-all approach to include online Getting Started and Follow-Up courses and instructional coaching that are flexible, collaborative, and personalized to meet the needs of each district, school, and classroom.</p> <p>HMH helps schools and districts achieve measurable gains with a person-to-person approach to professional learning centered on student outcomes.</p> |
| Links literacy instruction to the <i>challenging state academic standards</i>, including the ability to navigate, understand, and write about complex print and digital subject matter | <p><i>READ 180</i> offers older struggling readers an intensive, comprehensive literacy intervention program deeply grounded in evidence-based practices. Direct instruction in reading and writing is combined with instruction that ensures students can navigate, understand, and write about complex print and digital subject matter.</p> <p>Contact your HMH Account Executive for alignments of <i>READ 180</i> to state academic standards— http://hnhco.force.com/relocator.</p> |

CLSD Alignment



Introduction

The mission of the CLSD grant program is to advance literacy skills through the use of evidence-based practices, activities, and interventions, including pre-literacy skills, reading, and writing for children from birth through grade 12 with an emphasis on disadvantaged children, including those who are English learners and those with disabilities.

English 3D® was designed by nationally recognized English language development author, researcher, and teacher educator, Dr. Kate Kinsella. The program effectively accelerates the academic language of students in grades 4–12 who have stalled in their English language development. Often struggling with ingrained habits of nonengagement, learned passivity, and invisibility in school, many English learners are long-term English learners who require more than explicit instruction to succeed.

Flexible Learning and Delivery Options

As classroom environments evolve, teachers are facing a variety of scenarios—remote, hybrid, or in-person learning, or possibly all three. HMH is here to support *English 3D* teachers no matter the digital classroom structure.

CLSD Priorities

As a key priority of CLSD, English learners need to be reengaged and inspired to make real-life connections to the texts they are reading. The following information highlights the key priorities of CLSD and how *English 3D* is designed specifically to meet these students' needs through peer interaction, exciting text, and regular progress monitoring opportunities.

| CLSD Priorities | <i>English 3D</i> , Grades 4–12 |
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| Evidence Base | <p>Promising ESSA Evidence Level</p> <p><i>English 3D</i> is proven to accelerate academic language for English learners and meets the promising level of ESSA evidence standards as required by CLSD.</p> <p>The evidence-based principles of <i>English 3D</i> were developed by Dr. Kate Kinsella, program author, over multiple years through her involvement with adolescent English learners in San Francisco State University's Step to College Program and through her extensive consultancy, training, and in-class coaching with upper-elementary and secondary schools. Click here to review the research summary.</p> |
| Students Served | <p><i>English 3D</i> is specifically designed to support progressing English learners at various stages in their English language development so that they will have the tools needed to meet the challenges of today's heightened expectations.</p> |
| Family Literacy & Engagement | <p>Family Engagement</p> <p>The <i>English 3D</i> Teaching Guide provides information and resources to promote student success by keeping families and caregivers informed about the class and their child's progress.</p> <ul style="list-style-type: none">• Introducing the <i>English 3D</i> Classroom: Teachers can send family letters home three times a year to facilitate at-home discussions. Letters are |

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| CLSD Priorities | <i>English 3D, Grades 4–12</i> |
| | <p>available in English, Spanish, Vietnamese, Cantonese, Mandarin, and Filipino. The professional learning videos are also an excellent way to give parents a feel for <i>English 3D</i> instruction and can be a welcome addition to a back-to-school night.</p> <ul style="list-style-type: none"> • Keeping Families Informed: There are a variety of tools that can help teachers initiate and foster effective communication with parents, including tracking communication with the Family Communication Log, sending home the Mid-Year and End-of-Year letters to inform families and caregivers of their children’s assessment results, and scheduling regular conferences to share student work and data from assessments. <p>Access to Books</p> <p>To further support families as partners in their child’s literacy success, the <i>English 3D</i> Independent Reading Library includes a variety of leveled, age-appropriate books that can be sent home for reading practice. This resource may be of particular value to low-income students with limited access to books in the home.</p> |
| Multi-Tiered Systems of Support (MTSS) | <p><i>English 3D</i> can be implemented flexibly by educators within a variety of instructional models that addresses the needs of academic English learners. This includes supports for:</p> <ul style="list-style-type: none"> • English learners in Grades 4–12 who are at late-beginning to advanced levels of proficiency • Long-term English learners • English learners at earlier proficiency levels with uninterrupted schooling and a strong background in their native language who are demonstrating normative progress • Students who would benefit from targeted instruction in academic speaking and writing, including some Community Dialect speakers <p>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"> • Universal screening with the <i>HMH Reading Inventory</i>® • Increasing levels of targeted support for those who are struggling • 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 |

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| CLSD Priorities | <i>English 3D, Grades 4–12</i> |
| Professional Development | <p>The HMH Literacy Solutions™ team can help districts and schools meet the professional development goals identified in CLSD. Our experts can work with yours to achieve measurable gains with an approach to professional learning centered on student outcomes. Using a blended professional learning model, HMH Literacy Solutions moves beyond the one-size-fits-all approach to include online consulting, courses, and coaching that are personalized to meet the needs of each district, school, and classroom.</p> <p>Consulting</p> <p>As an extension of the educational team, HMH consultants provide needs assessments, strategic plans, technical services, and executive leadership support to ensure goals are met. HMH consultants will conduct a needs assessment, perform a proprietary inventory of instructional practices, collect baseline data, and deliver a customized plan. On an ongoing basis, the HMH team collaborates and plans for continued growth, offering guidance through best practices, and helps measure gains along the way to ensure sustained performance.</p> <p>HMH brings together influential thinkers and researchers to act as extensions of your team—with your needs driving every engagement.</p> <p>Courses</p> <p>Learning courses offered by HMH are data and evidence driven, goal-oriented, centered on students, and delivered by master educators. Teachers and leaders participate in courses to reinforce skills or refresh best practices. Program-specific courses ensure fidelity of implementation. Getting Started courses give teachers the know-how to maximize every instructional program. There are also follow-up courses to ensure smooth, sustainable implementation success. Additional courses will help educators with all levels of experience navigate assessments, analyze data, and use reporting and digital tools to maximize instructional time.</p> <p>Coaching</p> <p>Professional coaches from HMH are available to help teachers and leaders integrate new skills and strategies for real impact. The expertise of the HMH team includes former and current teachers, coaches, administrators, district leaders, curriculum specialists, subject area experts, and ed tech leaders.</p> <ul style="list-style-type: none"> • HMH Coaching Studio, a web and mobile-based platform, provides online opportunities for collaboration. Teachers and leaders will be empowered to make continued progress on goals, reflect on learning, and set objectives for the next coaching session. Educators can also participate in professional learning conferences, webinars, social media, and more to share ideas and learn together. • HMH Blended Coaching provides teachers with a sustained process of a personalized coaching experience designed to improve the transfer of knowledge into classroom practice. Like all coaching at Houghton Mifflin Harcourt, our Blended Coaching approach is data-driven, partner-based, and student-centered, focused on the strategies and practices that will have the greatest impact on student achievement. <p>Please visit hmliteracysolutions.com to learn more.</p> |

Comprehensive Literacy Instruction

This detailed alignment shows how *English 3D* supports the components of comprehensive literacy instruction, as defined in the federal Comprehensive Literacy State Development (CLSD) program.

| Comprehensive Literacy Instruction Components | <i>English 3D</i> , Grades 4–12 |
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| <p>Includes developmentally appropriate, contextually explicit, and systematic instruction, and frequent practice, in reading and writing across content areas</p> | <p><i>English 3D</i> is an explicit and highly interactive English language development program designed to enable English learners in Grades 4–12 to rapidly acquire the advanced speaking, listening, reading, and writing skills necessary for success in U.S. secondary school, college, and career contexts. Developed by Dr. Kate Kinsella, <i>English 3D</i> engages students with contemporary issue-based text sets, creating a platform for daily spoken and written responses that advance students' understandings of English vocabulary, syntax, and grammar.</p> <p><i>English 3D</i> accelerates long-term English learners to thrive in academic settings and prepares them to realize their goals by building high-leverage portable academic language, improving speaking and listening skills through daily accountable classroom discussions, developing academic writing skills, interpreting authentic and complex informational and literary texts, and making connections between coursework and the demands of college and career.</p> <p>The main path of <i>English 3D</i> includes scaffolding for all students in the class. Additionally, there are targeted, differentiated support strategies for every lesson that serve to accelerate the language acquisition of students at the Expanding and Bridging levels of English proficiency.</p> <p><i>English 3D</i> is designed to provide 180 days of instruction through a daily 45- to 60-minute specialized ELD program that complements core instruction.</p> <p>The <i>English 3D Distance Learning Guide</i> is available and serves as a supplement to the <i>English 3D</i> Teaching Guide. This guide provides specific modifications and global recommendations for teaching with the Instructional Routines in remote or hybrid learning environments. Additionally, HMH has created Priority Standards alignments to <i>English 3D</i> Issues. These standards help with academic planning and ensure an instructional focus on the most critical lessons for English learners.</p> <p>Reading</p> <p>The <i>English 3D</i> Issues Book presents nonfiction, informational articles that gradually increase in text complexity. Content connections in the articles support students in associating the content of the issues to content areas such as science, social studies, health, economics, fine arts, and technology. A Data File at the beginning of each reading builds students' background knowledge and vocabulary about the issue and provides evidence for students to draw from in discussions and writing. Words to Go are high-utility words widely used in school and the workplace, and Words to Know are academic words related to the topic.</p> <p>Writing</p> <p><i>English 3D</i> includes direct instruction in summarizing, justification, argument, and research writing. Academic writing types introduce a purpose, structure, and specific elements. Student writing models include key elements of academic writing type for students to analyze and mark to set expectations for writing. Discussion frames require students to use academic language as they discuss key elements of the writing type. Finally, writing is a multistep process, so before students begin their formal drafts, they take notes and draw from evidence or personal examples to justify their arguments.</p> |

| Comprehensive Literacy Instruction Components | <i>English 3D, Grades 4–12</i> |
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| Includes age-appropriate, explicit, systematic, and intentional instruction in phonological awareness, phonic decoding, vocabulary, language structure, reading fluency, and reading comprehension | <p>Vocabulary</p> <p>Through <i>English 3D</i>'s guided routines, students will increase their academic and content-area vocabularies and focus on critical language conventions such as subject–verb agreement, complex sentences, and more.</p> <ul style="list-style-type: none"> • Expand Word Knowledge: Students learn the meaning of each high-utility word and discuss and write examples to demonstrate understanding. Partner and whole-class routines offer students frequent opportunities to present their ideas. • Develop Summarizing Skills: Using scaffolds, students discuss and write about the important details of the text. They then “shrink” the text, writing a summary using precise vocabulary. • Complete Daily Do Now: The Daily Do Now is a brief task that students complete during the first few minutes of each class to review high-utility and topic-related vocabulary. Based on students’ responses, a teacher can review, reteach, or reinforce a particular word or concept. <p>Language Structure</p> <p>Throughout <i>English 3D</i> lessons, teachers have opportunities to focus on language structure. For example, the Words to Know instructional routine begins with students pronouncing the words, focusing on syllables and common spelling patterns and then on more difficult sound–spelling patterns. The Building Concepts routine strengthens foundations through examination of relevant examples, analysis of essential characteristics, and justification of non-examples. The Words to Go routine explicitly focuses students on analyzing the morphology of academic word families to improve their vocabulary and spelling.</p> <p>Reading Fluency</p> <p><i>English 3D</i> students can practice all aspects of fluency during the close reading lessons in each issue. During these lessons, students will follow the Building Reading Fluency instructional routine, in which the teacher models and students practice fluent reading with accurate pronunciation and appropriate pacing, rate, and prosody.</p> <p>Students actively participate in guided oral reading of complex text and gain the fluency they need for independent reading, analysis, and response.</p> <ul style="list-style-type: none"> • Oral Cloze Routine: Teachers model fluent reading and ensure an active, accountable student role. • Partner Cloze Routine: Partner pairs reread text to build fluency. • Independent Reading Routine: Students reread a text silently and independently while engaging in an active reading task. <p>Reading Comprehension</p> <p><i>English 3D</i> teachers use the Close Reading routine to promote reading comprehension and fluency with informational texts as well as text-dependent verbal and written responses. This benefits English learners in the following ways:</p> <ul style="list-style-type: none"> • Equips them with an informed and consistent process for analyzing and responding to informational and literary text assignments • Builds reading fluency through multiple guided reads and increases comprehension of essential content |

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| Comprehensive Literacy Instruction Components | <i>English 3D, Grades 4–12</i> |
| | <ul style="list-style-type: none"> • Helps students identify and articulate the key ideas and essential details of a concept and data-driven, informational text • Guides students in taking concise and accurate informational text notes for efficient review and academic writing • Provides linguistic coaching in writing text-dependent responses using precise vocabulary and accurate grammar |
| <p>Includes age-appropriate, explicit <i>instruction in writing</i>, including opportunities for children to write with clear purposes, with critical reasoning appropriate to the topic and purpose, and with specific instruction and feedback from instructional staff</p> | <p>Through scaffolded support, direct instruction, and micro-writing tasks, students build skills and confidence to tackle formal writing assignments that gradually increase in complexity. <i>English 3D</i> includes age-appropriate, explicit instruction in writing, including the following:</p> <ul style="list-style-type: none"> • Writing frames that guide students in writing increasingly complex paragraphs, essays, and research papers • Daily writing tasks that require brief constructed written responses to prepare students for advanced assessments • Instruction in the key elements and text structures of specific academic writing types • Extended formal writing assignments that focus on academic writing types, including summarizing, opinion/argument, informative text, and narrative text • Clear expectations, self-assessment, and peer feedback to inform revision, all based on the rubric that teachers use to assess student writing <p><i>Writable</i> is a digital writing program that provides customizable assignments and guides the writing, feedback, and revision process. <i>Writable</i> for <i>English 3D</i> includes supports designed specifically for English learners to scaffold academic writing tasks. Writing frames at different levels of support provide a gradual release as students move toward writing independence. Students can draw from language for writing at point of use that supports them with the language demands for the specific writing type and assignment.</p> |
| <p>Makes available and uses <i>diverse, high-quality print materials</i> that reflect the reading and development levels, and interests, of children</p> | <p><i>English 3D</i> is a program for English learners who have stalled in their English language development. The print components 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. These student materials consist of the following:</p> <ul style="list-style-type: none"> • The <i>Issues Book</i> contains informational and literary texts based on six high-interest, relevant issues for students to respond to in academic discussions and writing. • The Language & Writing Portfolio is an interactive work text with scaffolds for student learning, instruction, and practice. • The Independent Reading Library consists of high-interest, relevant, and engaging titles that span a wide variety of genres, text types, levels, and topics. |

| Comprehensive Literacy Instruction Components | <i>English 3D</i> , Grades 4–12 |
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| <p><i>Uses differentiated instructional approaches, including individual and small-group instruction and discussion</i></p> | <p>The <i>English 3D</i> Teaching Guide 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 <i>English 3D</i> lesson includes four opportunities to provide differentiated support—two strategies targeted toward students at the Expanding level of English language proficiency and two strategies targeted toward students at the Bridging level.</p> <p>The Daily Do Nows assess students’ understanding and application of high-utility academic vocabulary. These daily formative assessments are brief vocabulary tasks that students complete during the first three to five minutes of class to review and assess domain-specific and high-utility academic words. Based on students’ responses to the tasks each day, the teacher can decide to review, reteach, or reinforce a particular academic word.</p> <p>Formative and summative assessment results guide teachers in making appropriate instructional decisions based on students’ needs. There are tools and resources available in the <i>English 3D</i> Teaching Guide and downloadable on the management system to assist teachers in analyzing assessment results and planning for differentiated support.</p> <p>Printable Resources for Differentiated Instruction</p> <p>Teachers can also access additional printable resources on HMH Teacher Central® to differentiate instruction, provide further practice, or supplement the core or content-area curricula. These resources include the following:</p> <ul style="list-style-type: none"> • Academic Writing: Resources include planning pages, writing frames, scoring guides for self- and peer-assessment, and a proofreading guide. • 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 evidence for discussions and writing. • Extended Reading Texts: Additional texts for each Issue allow students to further build their topic-related knowledge and language. |
| <p><i>Provides opportunities for children to use language with peers and adults to develop language skills, including developing vocabulary</i></p> | <p><i>English 3D</i> provides daily opportunities for students to interact with peers and their teachers using advanced English language. Every lesson features the teaching and learning scaffolds needed to build students’ ability to speak about a topic using complex academic language that they can later leverage in their writing and apply toward learning and expanding knowledge in the content areas.</p> <p>At its core, <i>English 3D</i> uses Dr. Kinsella’s eight evidence-based principles for language development and provides a dedicated context for explicit language instruction. The core principles include the following:</p> |

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| Comprehensive Literacy Instruction Components | <p><i>English 3D, Grades 4–12</i></p> <ol style="list-style-type: none"> 1. Augment core English classes with a dedicated ELD period. 2. Extend prior knowledge of language and content. 3. Explicitly teach language elements. 4. Utilize consistent instructional routines. 5. Model verbal and written academic English. 6. Orchestrate peer interactions with clear language targets. 7. Monitor language production conscientiously. 8. Provide timely, productive feedback on verbal errors. <p>Explicit Language Instruction</p> <p>Explicit language instruction carefully orchestrates students’ interactions with a new language target, moving from teacher modeling and explanation to guided practice with the teacher to structured practice with peers to independent application. In <i>English 3D</i>, students learn high-utility academic words and receive support for reading and analyzing informational and literary texts, taking effective notes, and constructing brief verbal and written responses through the following:</p> <ul style="list-style-type: none"> • Pronouncing words and writing their meanings • Generating and discussing examples using complete sentences, relevant content, and the correct forms of words • Articulating and taking notes on key ideas and details of informational texts • Condensing ideas by paraphrasing direct quotes from texts • Responding with evidence to text-based questions • Identifying precise words from texts to use in academic writing tasks <p>Academic and Content-Area Vocabulary</p> <p>Through the <i>English 3D</i> guided routines, students increase their academic and content-area vocabularies and focus on critical language conventions such as subject–verb agreement and complex sentences. Students have daily opportunities to develop English syntax and grammar and write about topics using increasingly complex language for different purposes and audiences.</p> |
| <p>Includes <i>frequent practice of reading and writing strategies</i></p> | <p>The Issues Book provides authentic academic texts, and the Language & Writing Portfolio provides writing models and frames. These models include writing frames where the teacher can model how to complete academic writing types. The teacher models an entire frame, and then students go through it to practice the academic writing skills they have learned.</p> <p>Students will develop and practice writing skills in summarizing, justification, argument, and research in <i>English 3D</i>. Explicit writing instruction begins with a clear explanation of the elements of the writing topic, followed by extensive scaffolded practice. In the Student Writing Model routine, students analyze a writing model according to the criteria that the teacher will use to assess their writing.</p> <p>The Academic Discussion instructional routine gives teachers and students a consistent format and relevant language supports to practice academic discussion around issue-related topics. It provides modeling and structured</p> |

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| Comprehensive Literacy Instruction Components | <i>English 3D, Grades 4–12</i> |
| | <p>guidance for students to learn how to discuss lesson content using an appropriate academic register.</p> <p>The Independent Reading Library offers students reading practice using culturally responsive texts with a representative sample of characters and authors. Students read engaging and meaningful books that they have interest in and have some background knowledge in to support their understanding of the text. Content connections throughout the texts support students in associating issue topics to other content areas, such as science, social sciences, health, economics, and technology.</p> |
| <p>Uses age-appropriate, valid, and reliable <i>screening assessments, diagnostic assessments, formative assessment processes, and summative assessments</i> to identify a child’s learning needs, inform instruction, and monitor the child’s progress and the effects of instruction</p> | <p><i>English 3D</i> offers teachers daily opportunities to assess learning, inform instruction, and assign grades. Assessments, such as the Individual Language Inventory, also help schools to assess students’ learning over the course of the year. The assessments in <i>English 3D</i> include the following:</p> <ul style="list-style-type: none"> • Screening and Placement: HMH <i>Reading Inventory</i>® provides an objective measure of student’s reading comprehension skills on the Lexile® Framework. Schools can use these results as one measure for placement. Additional measures for placement are available in the Individual Language Inventory and the Academic Language Assessments. • Daily Formative Assessments: The Daily Do Nows are brief vocabulary tasks that assess students’ understanding and application of high-utility academic vocabulary. Based on students’ responses to the tasks, the teacher can decide to review, reteach, or reinforce a particular academic word or grammar target. • Academic Language Assessments: Beginning-, mid-, and end-of-year tests assess and monitor progress in speaking and listening skills and writing proficiency. • Curriculum-Embedded Assessments: Issue tests, completed at the end of each issue, assess domain-specific academic vocabulary, high-utility academic vocabulary, the language and convention skills of academic writing, and the text structure of academic writing. • Performance-Based Assessments in Writing: Academic writing assignments assess students’ understanding of writing skills addressed in instruction, facilitate continuous improvement with rubrics for peer feedback, provide students with independent practice in writing and supporting an argument, and develop students’ abilities to write evidence-based responses. • Performance-Based Assessments in Speech: These tests assess application of higher-order thinking skills students have learned across multiple texts to produce an oral presentation. In addition, performance feedback and support provide continuous improvement through self-assessment and teacher rubrics. |

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| Comprehensive Literacy Instruction Components | <i>English 3D, Grades 4–12</i> |
| Uses strategies to enhance <i>children's motivation to read and write</i> and engage in self-directed learning | <p>Students explore six high-interest, relevant topics in each <i>English 3D</i> issue, which entices them to want to discuss, describe, and debate these topics. Using meaningful content reduces the cognitive load on your students so that they can focus on developing their academic speaking and writing.</p> <p><i>English 3D</i> includes consistent, research-informed instructional routines for vocabulary, academic discussion, writing, and more. These high-leverage, high-yielding routines align to systematic approaches for literacy and help teachers maximize students' engagement and learning. Research shows that consistent instructional routines help students focus on critical content and create an engaging learning environment where students can feel confident while actively participating and growing their academic English.</p> |
| Depends on teachers' collaboration in <i>planning, instruction, and assessing</i> a child's progress and on <i>continuous professional learning</i> | <p><i>English 3D</i> provides teachers with the necessary instructional materials for collaboration in planning, instruction, and assessing a student's progress and on continuous professional learning.</p> <p>Teaching Guide</p> <p>The <i>English 3D</i> Teaching Guide is a comprehensive instructional guide composed of routines, instruction, assessment, and differentiation:</p> <ul style="list-style-type: none"> • Recursive routines for academic vocabulary, speaking and listening, and writing • Planning guides with targeted language objectives • Differentiated support for Expanding and Bridging levels of English language proficiency • Daily Do Now tasks for reviewing and assessing academic vocabulary • Guidance for independent reading with summaries, discussion questions, and writing prompts • Information for placing and exiting students and administering and scoring assessments • Resources to support language transfer, contrastive analysis, and use of Spanish cognates <p>Teacher Space</p> <p>Teacher Space provides online access to instructional tools and resources to instruct, differentiate, and assess.</p> <ul style="list-style-type: none"> • Instructional tools to display tasks and responses, model best practices, view multimedia, and make learning visually engaging • More than 200 projectable and printable resources <p>Professional Learning Videos</p> <p><i>English 3D</i> provides teachers with nearly 150 videos of Dr. Kinsella and other exceptional <i>English 3D</i> teachers modeling instructional routines and best practices.</p> <p>Professional Learning Opportunities</p> <p>The ongoing, flexible support offered by HMH Professional Services ensures that leaders and teachers will be confident and prepared to teach the program and incorporate embedded technology within the classroom. HMH's blended professional learning model moves beyond the one-size-fits-all approach to</p> |

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| Comprehensive Literacy Instruction Components | <i>English 3D, Grades 4–12</i> |
| | <p>include and online Getting Started and Follow-Up courses and instructional coaching that is flexible, collaborative, and personalized to meet the needs of each district, school, and classroom.</p> <p>HMH helps schools and districts achieve measurable gains with a person-to-person approach to professional learning centered on student outcomes.</p> |
| Links literacy instruction to the <i>challenging state academic standards</i>, including the ability to navigate, understand, and write about complex print and digital subject matter | <p><i>English 3D</i> is an intensive program that addresses the specific needs of English learners, including long-term English learners and those at risk of becoming long-term English learners. The program provides a dedicated context for explicit and informed instruction that reengages discouraged English learners and equips them with the critical skills they need to realize their academic goals.</p> <p>Contact your HMH Account Executive for alignments of <i>English 3D</i> to state academic standards—hnhco.force.com/relocator</p> |

CLSD Alignment



Introduction

The mission of the CLSD grant program is to advance literacy skills through the use of evidence-based practices, activities, and interventions, including pre-literacy skills, reading, and writing for children from birth through grade 12 with an emphasis on disadvantaged children, including those who are English learners and those with disabilities.

Literacy Solutions™ from Houghton Mifflin Harcourt is dedicated to supporting teachers with personalized professional learning and coaching to help schools and districts achieve CLSD goals successfully. We will work with you to design a learning journey that is personalized, interactive, and immediately applicable to your teaching. Whether you are interested in focusing on instructional best practices, deepening grade-level content knowledge, or learning how to get the most out of your curricular program and technology, Literacy Solutions provides the support you need to grow your practice, strengthen students' learning, and foster the voices of tomorrow.

Flexible Learning and Delivery Options

As classroom environments evolve, teachers are facing a variety of scenarios—remote, hybrid, or in-person learning, or possibly all three. HMH is here to support teachers no matter the classroom structure. The delivery of our professional learning is provided in live, online sessions.

CLSD Priorities

The following information highlights the key priorities of CLSD and how Literacy Solutions professional learning and coaching address these priorities.

| CLSD Priorities | HMH Literacy Solutions Professional Development |
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| Evidenced-Base Approach | <p>HMH Literacy Solutions incorporates evidence-based research into the development cycle of our professional services and implementation strategies in a continuous feedback loop. Our offerings are anchored in a robust review of evidence, learning sciences, and effective classroom practice. Every service is then subject to rigorous and ongoing efficacy research to ensure we deliver on this commitment. Our Evidence-Based Research Life Cycle is based on a rich history of nearly two decades of education research experience.</p> <p>Our expert consultants collaborate with educators to provide a comprehensive professional learning experience unique to the needs of every school or district. These collaborations 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 <i>READ 180</i>®. This report, written in partnership with the American Institutes for Research® (AIR®) and the Council of the Great City Schools (CGCS), 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.</p> |

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| CLSD Priorities | HMH Literacy Solutions Professional Development <p>HMH Literacy Solutions works with schools and districts to co-construct an implementation plan that considers these lessons and applies them in an integrated, unified, and customized approach. Each step of the implementation plan is informed by an extensive evidence-base of best practices for school, district, and system improvement.</p> <p>To learn more about how effective practices, frameworks, and expert opinion from research literature has been translated into our practices, visit www.hmhco.com/research/professional-services-research-foundations.</p> |
| Students Served | <p>HMH Literacy Solutions 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. Find impact studies and success stories at www.hmhliteracysolutions.com.</p> |
| Family Literacy & Engagement | <p>Families and caregivers need access to their child's learning and how to support them. <i>Family Room</i>, a digital library of resources, supports diverse learning environments and makes at-home learning more manageable for families and caregivers by providing equitable, on-demand resources in both English and Spanish.</p> <ul style="list-style-type: none"> • Connecting families to their child's learning – Families and caregivers can log in to their child's student account on <i>Ed</i>, HMH's learning platform, to get answers to common questions that might arise. • Keep them connected – Find Getting Started tips on how to navigate <i>Ed</i> and suggestions for questions to ask children while they are learning at home. • Connect to the program children are learning – Program Support provides information about how to help children with their HMH program. • Losing the connection? Hearing "I'm bored?" – Shareables are quick and friendly tips to encourage a child's engagement and development. <p>Learn more about <i>Family Room</i> here: https://www.hmhco.com/classroom-solutions/professional-services</p> |
| Alignment to Strategic Goals | <p>The HMH Literacy Solutions™ team can help districts and schools meet the goals identified in CLSD by partnering on a professional development plan that is integral to their overall strategy. Our experts can work with yours to provide leaders, teachers, and support personnel with the knowledge and skills necessary to meet and sustain your goals in the following ways:</p> <ul style="list-style-type: none"> • Assess Needs and Develop a Plan: Create a strategic plan that not only identifies where you are and where you need to be but includes the tactical steps necessary to help you reach your goals. • Build the Foundation: Strengthen literacy practices and pedagogical knowledge and build the foundations to improve instruction and achieve the desired student outcomes. • Initial Implementation Support and Follow-Up: Increase the effectiveness of teachers and leaders implementing your HMH program in achieving and |

| CLSD Priorities | HMH Literacy Solutions Professional Development |
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| | <p>maintaining measurable gains for students through a student-centered approach to professional learning.</p> <ul style="list-style-type: none"> • Deepen Learning: Enhance and deepen practices through data-driven coaching. Using the Literacy Practices Inventory, we will work with teachers to select goals based on student data and implement instructional practices aligned to those goals. • Monitor Progress: Measure results and analyze student progress data to ensure that school improvement plans are moving forward successfully. • Sustain Your Practice with Coaching: Receive support from HMH coaches who use a research-based model focused on your goals. They will be there to help you as you analyze and set your goals, learn new instructional practices, and apply them in your classroom. • Measure Results and Ensure Sustainable Success: Gain the ultimate partner for long-term literacy achievement to assist you in using data to measure and maintain performance. |
| <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>The HMH Coaching Model puts students at the center of the collaboration between teachers, coaches, and administrators. Coaches foster this culture of collaboration at the school and district level by building strong relationships with teachers. Taking time to analyze, reflect on, and explore new ideas as partners, coaches support teachers’ understanding and application of new content knowledge and effective instructional practices.</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 even more accessible, the HMH Coaching Studio provides a platform for teachers and coaches to stay connected, share resources, upload and reflect on classroom videos, and make continuing progress on learning goals. Through the HMH Coaching Studio, teachers have access to goal tracking, model lessons, collaboration spaces, video-powered coaching, and more.</p> <p>A recent study of the Blended Professional Learning Program in four districts found that teachers reported that the quality of live online coaching activities was high. They particularly appreciated that sessions with online coaches were efficient and well-</p> |

| CLSD Priorities | HMH Literacy Solutions Professional Development |
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| | planned, helped them to use data in identifying and addressing the needs of individual students, and located resources they could use to improve instruction and motivate students. Teachers also valued receiving encouragement for their efforts, having easy access to coaches, and seeing coaches' positive attitudes. |

Guidance for Professional Development

This detailed alignment shows how HMH Literacy Solutions™ professional learning supports allowable professional development activities, as defined in the federal Comprehensive Literacy State Development (CLSD) program.

| CLSD Guidance for Professional Development | HMH Literacy Solutions Professional Development |
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| Improve classroom management skills and effective use of technology | <p>Aligned to the implementation of HMH literacy programs, educators learn how to use program resources in the context of lesson planning and classroom instruction through foundational Getting Started courses. 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. Each Getting Started course comes with a comprehensive Professional Learning Guide which provides even more support for:</p> <ul style="list-style-type: none"> • Instructional Routines • The Student Experience • Teaching and Planning • Assessment |
| Inform classroom practice through data and assessment; and provide differentiated instructional support for English learners and students with disabilities | <p>Aligned to the implementation of HMH literacy programs, Follow Up sessions build upon the foundational knowledge of Getting Started to help teachers take full advantage of their program's components, assessment, differentiation, and digital tools in meeting the needs of their students. Topics are classroom-focused, hands-on, and offer opportunities to apply understanding.</p> <p>Follow Up sessions are modular and flexible, with topics and lengths designed to meet the needs of different groups of teachers within the same district and even within the same school. Sessions can range from 60 to 120 minutes for a single topic to a full day with multiple topics, or multiple groups of teachers can explore just a few topics in a single day. Session outcomes can include:</p> <ul style="list-style-type: none"> • Monitor students' progress and plan targeted skills instruction using data • Support student goal setting, provide feedback, and celebrate success • Differentiate instruction using reports and embedded assessment opportunities • Implement strategies to explicitly and systematically teach foundational skills to students with dyslexia (<i>System 44</i>) |

| CLSD Guidance for Professional Development | HMH Literacy Solutions Professional Development |
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| <p>Allow personalized plans to address educator's specific needs identified in observation and other feedback</p> | <p>Based on current research and focusing exclusively on the teaching and learning of literacy, Literacy Solutions has developed and utilizes the Instructional Practices Inventory (IPI) to help coaches and teachers implement best practices with fidelity. The IPI is a non-evaluative, collaborative tool that coaches and teachers can use for classroom observation and progress monitoring.</p> <p>Through both individual and team job-embedded coaching, teachers and their HMH coaches set goals and then track their progress toward those goals. These instructional practices help schools focus on and improve four key areas of instruction:</p> <ul style="list-style-type: none"> • Learning Environment • Formative Assessment • Reading & Vocabulary • Writing & Communicating |
| <p>Are regularly evaluated for impact on teacher effectiveness and student academic achievement</p> | <p>Literacy Solutions collaborates with schools and districts to co-develop a measurement and progress monitoring approach that fits into their implementation plan and helps them to achieve their goals. Consultants work with the school or district at the onset of the partnership to establish timelines and desired outcomes, and then evaluate progress at strategic points throughout the school year to stay on track to meet those goals or make adjustments.</p> |
| <p>Improve and increase teachers' knowledge of literacy instruction and effective, evidence-based instructional strategies</p> | <p>Professional development from Literacy Solutions addresses the goals of CLSD by strengthening not only teacher content knowledge, but also instructional practices and routines through an evidence-driven approach. Featured solutions include:</p> <p>Science of Reading: Building the Reading Brain (K–3) emphasizes the alphabetic principles, pedagogy and instructional practices that are aligned to the science and research on how students learn to read which research shows will positively impact student outcomes. Courses and coaching focus on the following:</p> <ul style="list-style-type: none"> • Identifying instructional components for teaching foundational skills systematically and explicitly • Planning lessons with instructional routines to teach students phonological and phonemic awareness, phonics, and fluency • Providing explicit instruction using routines to introduce, build, and reinforce academic and domain-specific vocabulary • Implementing daily learning experiences that broaden vocabulary and knowledge through reading, listening, word play, and speaking about books • Using read-alouds and shared reading to build knowledge, teach vocabulary, and model comprehension strategies • Building heart and brain through social-emotional learning <p>Reading & Writing Workshop: Growing the Connected Brain (K–6) provides educators with the knowledge, tools, and resources needed to effectively implement the components of a workshop model and grow the connected brain. Courses and coaching focus on:</p> |

| CLSD Guidance for Professional Development | HMH Literacy Solutions Professional Development |
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| | <ul style="list-style-type: none"> • Exploring ways to structure and integrate reading experiences during reading workshop to reinforce skills and strategies being taught • Sharpening instructional practices to develop true student ownership of reading • Using leveled text as part of a comprehensive literacy program to strengthen word recognition and language comprehension • Gaining strategies for planning and executing small groups while managing the rest of the class • Diving into the essential components of the writing workshop model that build student confidence, ownership, and resilience <p>Art of Writing: Giving Voice to the Writing Brain (6-12) is designed to help teachers create the next generation of proficient writers and will help educators identify best practices in writing instruction. It also provides the support needed to teach the writing process, produce authentic text, and prepare students for writing tasks they will encounter in college or career. Course and coaching focus on:</p> <ul style="list-style-type: none"> • Learning evidence-based and standards-aligned writing practices and strategies to engage students in the writing process • Helping students organize their ideas, craft powerful sentences, develop their voice, elaborate on their thinking, and revise with purpose while crafting authentic writing |
| Include instruction in ways that teachers and leaders may work more effectively with parents and families | Families can now log into their child's <i>Ed</i> account to access resources to support them in <i>Family Room</i> . |



Supplemental Solutions

Engage every learner with content that supports your core instruction

Whether your goal is to close learning gaps or to enrich advanced learners, HMH goes beyond core curriculum, providing the right supplemental resources to boost student outcomes.



A Reading Assistant for Every Teacher

Oral Reading Fluency Assessment | Dyslexia Screener | 1:1 Practice

Powered by artificial intelligence (AI), *Amira* is the reliable classroom assistant that assesses oral reading fluency (ORF), screens for dyslexia risk, and provides reading practice. Developed in conjunction with leading psychometricians, neuroscientists, reading scientists, and AI researchers, *Amira* generates actionable instructional recommendations with every interaction, maximizing the time teachers spend with students.

Amira Learning™ is the culmination of 20+ years of reading research and applied reading science from leading universities and researchers from Carnegie Mellon University, Johns Hopkins University, and University of Texas Health Sciences. Gold Standard evidence supporting Amira's effectiveness includes more than 100 published research papers.

GAIN EARLY INSIGHTS

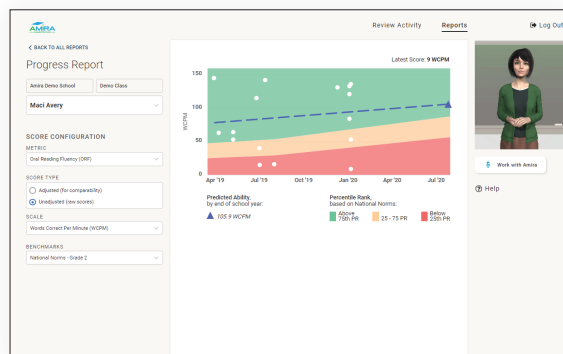
Amira Learning provides the first assessment that offers teachers two universal screeners in one place. *Amira* assesses oral reading fluency and screens for dyslexia risk. The oral reading fluency assessment listens to a reader, carefully and accurately noting any errors. The dyslexia screener, which utilizes Rapid Automatized Naming, provides early identification of students at risk for dyslexia, enabling early intervention. *Amira* automatically builds running records, saving teachers time and eliminating hours of administrative tasks.

EXTEND THE CLASSROOM

Provide 1:1 practice anywhere a child has a device. *Amira* engages each student in reading practice delivered through a patient, highly trained avatar that listens to a student read aloud and provides immediate feedback—whether in or out of the classroom. In under ten minutes, *Amira's* assessment data provides teachers with the actionable insights they need to help inform instruction and grouping decisions, including the need for 1:1 practice. *Amira's* assessment and practice work together to provide an evolving portrait of the class's progress—timely information for Whole-Group Wrap-Up.

EXPLORE AMIRA

Amira provides virtual and in-class reading support while retaining teacher insight. Visit hmhco.com/amira or contact your Account Executive.



hmhco.com/amira

Grades K–3

Powered by artificial intelligence (AI), *Amira* is the reliable classroom assistant that maximizes instruction.

PROGRAM COMPONENTS

Amira Learning is available in a number of licensing options for students and teachers.

Amira Learning requires only an internet connection and a compatible browser. It is optimized for use with and iPad® and Chromebook™ devices, laptops, tablets, and more.

Amira is available on Ed, HMH's Learning Platform! With a subscription to *Amira*, you benefit from:

- ✓ **Single Sign-On**
- ✓ **On-Demand Professional Learning**
- ✓ **Video Chat** from Teacher Dashboard



Waggle™

Flexible Personalized Learning. Compelling Student Motivation. Supplements all Curricula.

Waggle® is a digital learning solution that goes beyond adaptive learning to provide personalized practice and instruction to support skills-diversity in the classroom. With skills-based practice that assesses knowledge in real-time, teachers are able to support the needs of all learners.

Waggle fits into any core curricula and is ideal for intervention enrichment, small group instruction, summer school, and more. It provides personalized support and ongoing dynamic assessment during time traditionally used for worksheets, stations, or homework. Teachers and students thrive with *Waggle*'s innovative ELD supports, SEL framework, and embedded gaming that rewards both positive learning behaviors and proficiency.

TRUE PERSONALIZATION

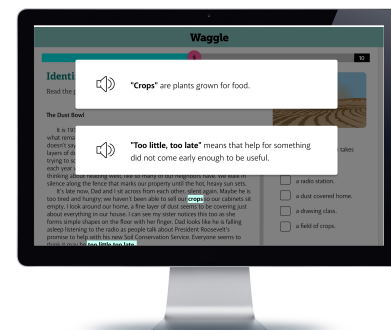
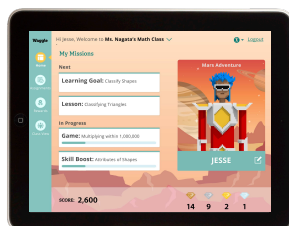
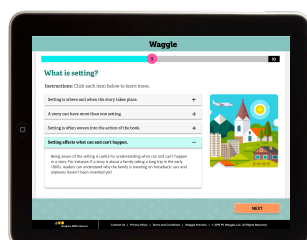
Waggle helps teachers of all experience levels to differentiate instruction in a meaningful way. Personalization is embedded into every element of *Waggle* and keeps students in their Zones of Proximal Development. *Waggle* dynamically assesses both growth and proficiency by analyzing 13 data points for each item a student encounters and knows exactly when a student is progressing or even when they may need a break.

RETAIN INSIGHTS WITHOUT SACRIFICING TIME

Waggle supports all teaching styles and teachers are always one click away from discovering personalized skills gaps for each student. *Waggle* 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!

POWERFUL PRACTICE AND INSTRUCTION FOR ALL STUDENTS

Waggle provides powerful practice and instruction for all students in grades 2-8, including those below, at, and above grade-level proficiency. *Waggle* pinpoints precise skill gaps with embedded ongoing assessment and intelligently adapts the practice level to meet the students' needs. A teacher can immediately view the health of his or her class and which students can benefit from skills-specific support. They can then manually assign content or have *Waggle* auto-assign content for them.



Grades 2–8

Personalized Practice and Instruction for English Language Arts & Mathematics

PROGRAM COMPONENTS

Waggle for English Language Arts and Math is available in a number of licensing options for students and teachers.

Waggle requires only an internet connection and a compatible browser. It is optimized for use with and iPad®, Chromebook™, laptop, tablet, and more.

EVIDENCE LEVEL*

Demonstrates a Rationale

* HMH's evidence ratings are based on the U.S. Department of Education's non-regulatory guidance for ESSA. Evidence ratings issued by clearinghouses and independent research agencies (e.g. Evidence for ESSA) may differ due to varying criteria used to judge evidence.

Waggle is available on Ed, HMH's Learning Platform!

With a subscription to *Waggle*, you benefit from:

- ✓ Single Sign-On
- ✓ On-Demand Professional Learning
- ✓ Video Chat from Your Teacher Dashboard



Great writers grow here.

Writable® is a digital writing platform that helps teachers scaffold and motivate students to become purposeful, proficient writers. With over 600 easily customizable assignments, including essays, short responses, student models, state-level benchmark assessments, and more, *Writable* helps schools assess and monitor writing growth. With hundreds of assignment templates and district or state-level benchmark assessments, *Writable* helps teachers strengthen their writing instruction while saving time on prep and feedback.

From student self-review to anonymous peer review and teacher feedback, as well as AI feedback tools like RevisionAid and Turnitin®, *Writable* uses scaffolded, authentic feedback to help drive purposeful revision and writing growth.

DEMONSTRATES A RATIONALE EVIDENCE

Writable was developed on a comprehensive collection of foundational research on improving writing proficiency that points to three critical factors:

- Scaffolded writing practice that connects instruction to feedback
- Meaningful, timely feedback that drives revision
- Reflective revisions that drive growth

Peer review also plays a critical role in writing success – both for the reviewer and the person receiving the feedback. Students engaged in peer review internalize the criteria for high quality writing and integrate those criteria into their own writing.

Dr. Troy Hicks developed the program's foundational research, which he documents in this downloadable [White Paper](#).

ASSESSMENT AND PROGRESS MONITORING

Writable helps teachers administer pre- and post- writing assessments to quickly gauge students' growth in each genre of writing. Schools can organize and monitor their writing program goals, while teachers group students for instruction and adjust their lessons based on individual needs.

FLEXIBLE IMPLEMENTATION

Writable can adapt to fit your current core literacy curriculum, district-adapted rubrics, or a set of state-specific writing priorities. Assignments and rubrics can be shared across a district—and across subject areas—for a more unified writing program tied to core skills.

- Teachers model what good writing and review looks like with a specific skill in mind, and then a guided activity to discuss during whole-group instruction.
- Teachers demonstrate key skills, strategies, and techniques for students using mentor texts, including modeled student writing, embedded model writing spotlights, and self-curated model texts they upload themselves.
- Students work independently, writing and reviewing short, genre-based submissions related to classroom instruction or writing in response to texts or media on topics of personal interest.



Grades 3–12 Supplemental Writing Practice

PROGRAM COMPONENTS

Writable is available in a variety of licensing options for students and teachers, including customized versions that integrate seamlessly with:

- *HMH Collections*
- *HMH Into Literature*™
- *HMH Into Reading*™

Writable's platform enables seamless integration with your LMS, including Schoology, Canvas, and Google Classroom, as well as Google Docs.

- *System / Device Compatibility* – Compatible with HMH standards
- *WCAG 2.0 Compliant*
- *Security Compliance* – Meets all HMH security compliance priority requirements

EVIDENCE LEVEL*

Demonstrates a Rationale

* HMH's evidence ratings are based on the U.S. Department of Education's non-regulatory guidance for ESSA. Evidence ratings issued by clearinghouses and independent research agencies (e.g. Evidence for ESSA) may differ due to varying criteria used to judge evidence.

Writable is available on Ed, HMH's Learning Platform!

With a subscription to *Writable*, you benefit from:

- ✓ **Single Sign-On**
- ✓ **On-Demand Professional Learning**
- ✓ **Video Chat from Your Teacher Dashboard**





Empower students to become reading superheroes.

Hero Academy's seven lovable student superheroes battle it out with eight unforgettable villains to protect their school and city—while building the critical social-emotional skills that enable them to make wise choices and contribute as heroic citizens. From the trusted Rigby® imprint, this series combines the precise leveling teachers rely on with the superhero adventures students can't resist. Through *Hero Academy*®, Social-Emotional Learning (SEL) instruction joins forces with rigorous ELA lessons to create high-quality learning experiences that give students the courage to embrace their powers.

BOOKS & TOPICS

This series of 78 action-packed stories features seven memorable heroes and eight mischievous villains. The heroes in this series serve as role models who strive to reach important goals by making good choices and being good citizens. Themes of empathy, growth mindset, and social-emotional learning surface repeatedly, emphasizing qualities that encourage all students to believe in themselves and act on their potential. Three unique social-emotional activities per title allow students to learn and share life lessons about perseverance, empathy, and resilience.

SUPPORT FOR EVERY LEARNER

Rigorous instruction builds comprehension, vocabulary, and fluency skills while engaging students at high depth-of-knowledge levels. Take and Teach lesson plans support guided reading instruction, save planning time, and provide connected instructional activities.

- **Respond and Extend:** Engage students to apply what they have learned, with six choices of performance-based activities.
- **Social-Emotional Learning:** Call upon students to think about how they would act if confronted by the same situation faced by the hero in the story.
- **Reinforce the SEL Skill:** Ensure a real connection with the text, building critical thinking and reinforcing ELA skills.
- **Hands-On Activity:** Foster curiosity, analysis, and synthesis by applying the story's theme or main idea to a challenge.
- **Response Writing:** Prepare students for high-stakes tests with text-based writing prompts.
- **Vocabulary and Language:** Build confident readers and writers through vocabulary and language skills practice.

FLEXIBLE IMPLEMENTATION

Hero Academy is versatile and can be used for many types of literacy instruction including read-alouds, independent reading, shared reading, guided reading, and modeled reading.

Grades Pre-K–4

Leveled Reader Series Literacy & SEL

PROGRAM COMPONENTS

Guided Reading 6-Pack

Six copies of an individual title with a Take and Teach Note packed in a clear bag

Guided Reading Set

Each set includes 6 unique titles of Guided Reading 6-Packs (36 books) with a Take and Teach Note for each title housed in a vinyl tote with *Hero Academy* insert

Complete Guided Reading Library

Includes all 13 Guided Reading Sets (468 books) with a Take and Teach Note for each title housed in 13 vinyl totes with listings on inserts

Independent Reading Pack

Single copy of all 6 titles in a set shrink wrapped together

Complete Independent Reading Library

Single copies of all 78 titles in two vinyl totes with inserts





Inform, inspire, instruct, and involve with engaging fiction.

inFact® leveled readers for Grades K–5 do more than draw students in and motivate them to read nonfiction. The texts encourage learners to read closely, find evidence, and boost their comprehension skills, propelling them to success on standardized tests. Packed with awe-inspiring visuals, the leveled readers showcase a wide variety of science and social studies topics, captivating students' interest and keeping them engaged.

BOOKS & TOPICS

Carefully aligned to Fountas & Pinnell reading levels A–W, *inFact* delivers just the right book to every student. Students in Grades K–2 embark on journeys to explore how the world works and learn about sharing the planet with topics regarding the ocean, space, life science, dinosaurs, and technology. Students in Grades 3–5 delve into key moments of cultural and social change throughout history, as well as contemporary issues and pop-culture figures. *inFact* explores informational texts in an accessible, age-appropriate way to help students understand the world around them and their place in it. At the same time, it challenges them to become more proficient readers in subjects such as science, social studies, and art.

INSTRUCTIONAL SUPPORT

Guided reading instruction is made easier—and planning time is reduced—with *inFact* Take and Teach Lesson Plans, included with every *inFact* Guided Reading package.

- Featuring point-of-use question prompts, **English learner** supports, and text evidence, the Lesson Plans help you support your students as they work.
- Implement **SEL** best practices with hands-on activities and writing prompts reinforced in the book.
- Promote depth of knowledge and skills transfer with the unique **Skill Focus** for each title.
- Incorporate multiple learning modalities and strengthen learning connections with **project-based Respond & Extend activities**.
- **Assess reading comprehension** with *Reading Counts!*® Quizzes, available for all 91 *inFact* titles. *Reading Counts!* software available as a separate purchase.

SCHOOL-HOME CONNECTION

Activities on the inside and back cover of each book provide opportunities for students to share their work at home, with prompts and questions that parents can ask their children before, during, and after a reading assignment.



Grades K–5

Nonfiction Leveled Reader Series

PROGRAM COMPONENTS

Independent Reading Packages

- **Independent Reading Set:** Single copies of all seven titles in a set, shrink-wrapped together
- **Complete Independent Reading Library:** Single copies of all 91 titles in two vinyl totes, each with an insert

Guided Reading Packages

- **Guided Reading 6-Pack:** 6 copies of an individual title with a Take and Teach Lesson Plan packed in a clear bag
- **Complete Guided Reading Library:** Includes all 13 Guided Reading Sets (6-packs of all 91 titles; 546 books) with a Take and Teach Lesson Plan for each title, housed in 13 vinyl totes
- **Guided Reading Set:** Includes 7 unique titles of Guided Reading 6-packs (42 books) with a Take and Teach Lesson Plan for each title, all housed in a vinyl tote with an *inFact* insert





Transform literacy instruction to meet the needs of all students.

Rigby® JillE Literacy offers a balanced and flexible literacy experience that includes resources to engage readers, spark critical thinking, and inspire curiosity. *JillE Literacy®* Student Books include delightful stories for K–3 students with authentic learning opportunities.

FINDING THE BALANCE

A guiding principle of *JillE Literacy* is that for literacy instruction to be effective, teachers must strike the right balance between instructional content—texts and skills—and instructional approaches—how that instruction is delivered. But finding that balance is easier said than done. The classroom kits in *JillE Literacy* remove the guesswork by providing a combination of content and approaches that work together to develop a comprehensive set of literacy skills and practices, including phonemic awareness, phonics and decoding, oral language and vocabulary, comprehension strategies, reading fluency, and writing skills.

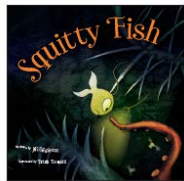
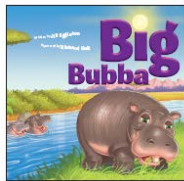
SUPPORTING ALL LEARNERS

The balance of content and approaches in *JillE Literacy* is designed to provide just-right instruction for the diverse learners in any classroom. In the shared reading and read aloud materials, explicit scaffolding makes on-level texts and skills accessible to all students. In the leveled texts, differentiated guided reading instruction targets the skills appropriate to each student's reading level.

Each kit contains a broad span of reading levels, which extends below and above grade level and includes a mixture of titles from several Key Links color bands. This wide range of texts gives teachers a high degree of choice and opportunity when supporting learners at various stages of literacy development. Guided reading levels are labeled on every book and lesson, making it easy to incorporate *JillE Literacy* with other programs and materials.

BLENDING WITH OTHER PROGRAMS

Every classroom requires a variety of materials to meet the instructional needs and interests of every student. *JillE Literacy* can easily be used in combination with other programs and materials to create a text-rich balanced literacy curriculum. The lessons are short, fast-paced, and created to be used flexibly to accommodate various classroom settings, schedules, and routines.



Grades K–3

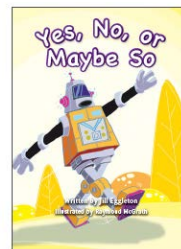
Leveled Books & Balanced Literacy

PROGRAM COMPONENTS

The *JillE Literacy* kits contain materials specifically designed for balanced literacy, with an intentional sequence of instruction that helps students continually expand their skills as they advance through the stages of literacy development.

Each grade level kit includes:

- 50 Leveled Books (student versions in 6-packs)
- 12 Read Aloud Books (included with K-1 kits only)
- 6 Shared Books (large-format books designed specifically for shared reading)
- 50 Take & Teach Books (teacher versions with built-in teaching panels)
- 20 Poetry Cards (large-format cards with instruction on the back)
- 50 Take & Teach Lessons (instructional plan and response activities for every leveled book)
- Teacher's Handbook
- Online Resources





Stretch reading growth with precisely leveled readers.

Teachers around the world trust the *Rigby® PM* series for its precise leveling that empowers them to challenge their students appropriately. The *Rigby PM* series is an ideal instruction within the balanced literacy framework and allows students to decode and read with fluency and comprehension across a wide range of text types and genres. The PM series has taken this complex model and broken it down into 30 incremental levels, spanning Grades K–5.

EVIDENCE-BASED RESEARCH

Rigby PMs are one of the most widely used leveled reader series for guided reading within a balanced literacy framework. The ultimate aim of guided reading is to assist learners over time to become active and effective independent readers of a wide range of increasingly challenging texts. According to an instructional effectiveness study that was conducted at an elementary school (kindergarten–Grade 3) located in the central region of California during the 2001–2002 school year with 759 children, the children all showed linear growth in their reading levels. They were assessed five times throughout the year and showed growth at each increment.

STRICT LEVELING CRITERIA

Pinpoint the right book to stretch your students' reading abilities with over 12 leveling factors. There is a checklist for the specific leveling criteria for each level and the books are intentionally written to meet that level's criteria. There are over 12 leveling factors, including:

- Children's conceptual understandings
- Traditional story arc
- Meaning (cause and effect, logic)
- Choice of appropriate sentence structures
- Prose that flows easily
- Predictable text layout in relation to images
- 1:20 ratio of unknown to known words in each level
- Repetition of many graphophonic forms in meaningful context
- Steady introduction of high-frequency words
- Supportive illustrations
- Correlation with Fry Readability scores after Level 20

EFFECTIVE GUIDED READING INSTRUCTION

There is no other series that has the care and quality in precise leveling that the PMs offer. Teachers can systematically help their students become proficient readers. The Take and Teach Lesson Plans offer high quality guided reading instruction which incorporates close reading skills and project-based learning.

Grades K–5 Leveled Readers, Guided Reading

PROGRAM COMPONENTS

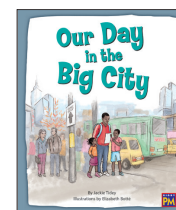
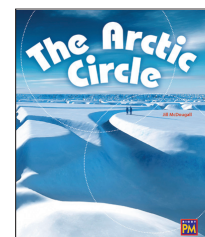
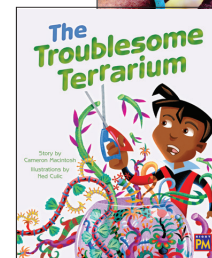
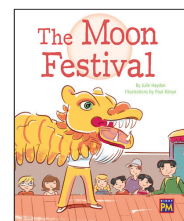
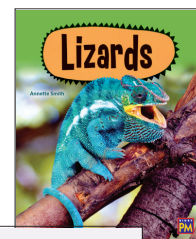
The newest 280 *Rigby PM* titles for levels Red through Sapphire come in guided reading 6-packs with lesson plans, single copies of all titles in the color set for independent reading, or guided reading libraries with 6-packs of all the unique titles in the color band with lesson plans in two totes for easy organization.

Teaching Guides and Tools

- 8-page Take-and-Teach Lesson Plans
- Two organizational totes per guided reading library set with leveling information inserts
- *Reading Counts!*® quizzes for each title to assess comprehension (*Reading Counts!* web subscription licenses are purchased separately and can be accessed from school or home.)

Classroom Materials

- 280 new titles for *Rigby PM* levels Red through Sapphire for Grades 1–5





FOR MORE INFORMATION

Contact your HMH Account Executive

hmhco.force.com/relocator

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