



New York City Reviewer Guide

Use this guide, along with your online New York City Sampler login credentials, to make the most of your review of *HMH Into Reading*®.

**Interactive
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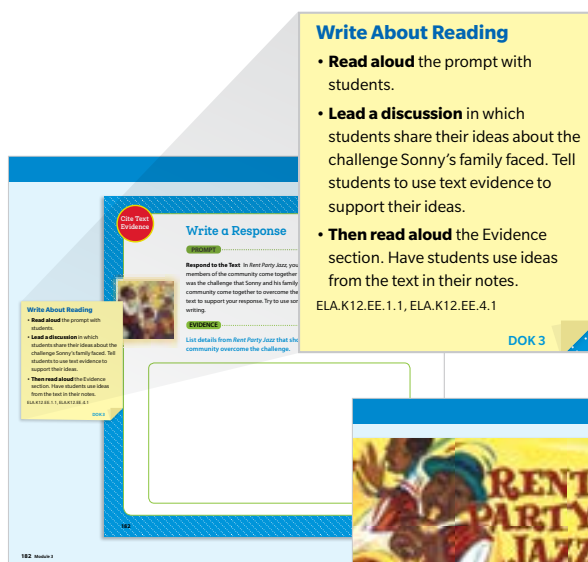
Cultural Relevance to Ignite Whole-Class Instruction

Into Reading for New York City was designed to create a **welcoming and affirming environment** to ensure all students see themselves in the literature they are reading. HMH is dedicated to creating relevant, respectful, and meaningful content that reflects our diverse world and empower students as agents of social change. *Into Reading* features:

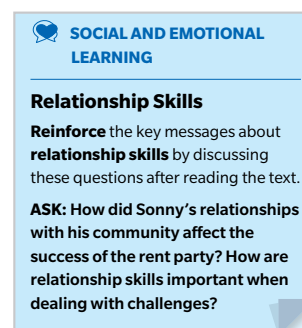
- **Diverse authors** and literature selections that represent people from **various ethnic backgrounds and environments**, avoiding stereotypes
- A classroom community that **values all students' voices** building strong connections and relationships with students
- Discussion prompts in the Teaching Pal that **support teachers in guiding class discussions** about a text
- **An inclusive curriculum with a diverse set of characters and storylines**, as well as exposure to real-world applications, is introduced to students with support from *Waggle*®
- Multi-genre text sets in *¡Arriba la Lectura!* contain **culturally relevant Hispanic literature** and the highest-quality transadaption, reviewed and approved by Alma Flor Ada and F. Isabel Campo



Anchor Charts: Social and Emotional Learning, Grade 4



Teaching Pal, Grade 4, Module 3, page 182



Teaching Pal, Grade 4, Module 3, page 167



REVIEWER QUICK TIP: See [pages 120–121](#) in the Program Guide to review *Creating a Culturally Responsive Environment*.

Cultural Relevance to Ignite Whole-Class Instruction (continued)



CLICK HERE for Culturally Relevant and Authentic texts in ¡Arriba la Lectura!

Relevance Matters

Relevance Matters: Culturally Responsive Teaching in the ELA Classroom

by Tyrone C. Howard

As educators, we want students who are excited to learn and engaged in the work. But many students are disconnected, turned off to education because they don't see school as related to who they are and the world they inhabit. That's where culturally responsive teaching comes in. It's an approach that uses the experiences and strengths of a diverse student body to make school more relevant, and it's backed by research that shows that people learn most successfully when new information is linked to what they already know.

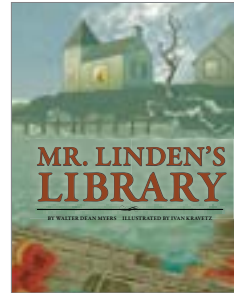
"Culturally responsive pedagogy is situated in a framework that recognizes the rich and varied cultural wealth, knowledge, and skills that diverse students bring to schools, and seeks to develop dynamic teaching practices, multicultural content, multiple means of assessment, and a philosophical view of teaching that is dedicated to nurturing students' academic, social, emotional, cultural, psychological, and physiological well-being."

—From *Why Race and Culture Matter in Schools: Closing the Achievement Gap in America's Classrooms*, by Tyrone C. Howard

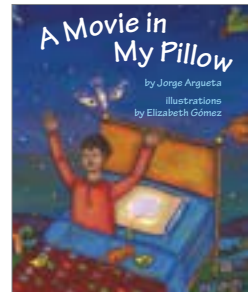


The concept of culturally responsive teaching was introduced by education scholar Gloria Ladson-Billings and built upon by author and educator Geneva Gay. It incorporates attributes and knowledge from each student's cultural background into instructional strategies and curricula in order to improve educational outcomes. A key element is a learning environment that values the strengths students bring into classrooms, rather than focusing on deficits. Students are encouraged to use familiar ways of speaking, thinking, knowing, and analyzing in order to learn new content and ideas.

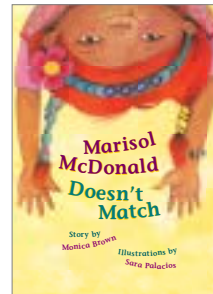
Our approach to culturally responsive teaching was guided by program author Dr. Tyrone Howard.



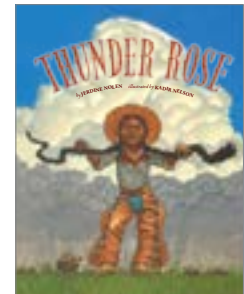
Mr. Linden's Library by Walter Dean Myers, Grade 5



A Movie in My Pillow by Jorge Argueta, Grade 5



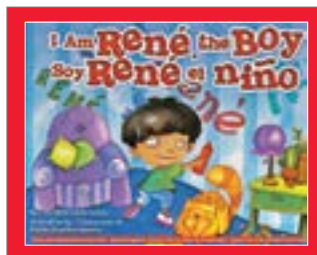
Marisol McDonald Doesn't Match by Monica Brown, Grade 3



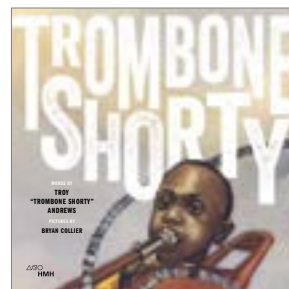
Thunder Rose by Jerdine Nolen, Grade 4



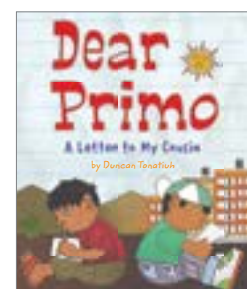
A Bucket of Blessings by Kabir Sehgal, Grade K



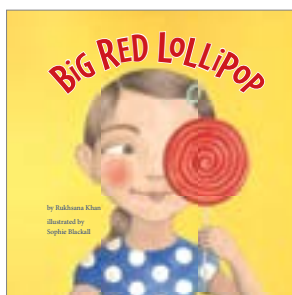
I Am René, the Boy by René Colato Laínez, Grade K



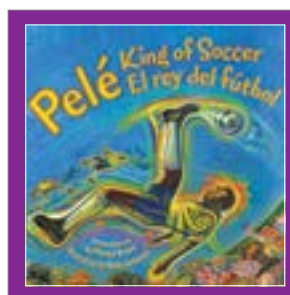
Trombone Shorty by Troy Andrews, Grade 2



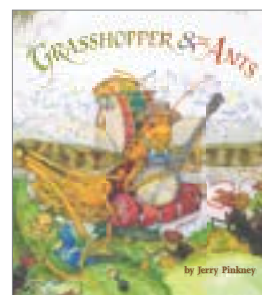
Dear Primo: A Letter to My Cousin by Duncan Tonatiuh, Grade 3



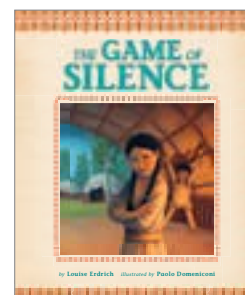
Big Red Lollipop by Rukhsana Khan, Grade 2



New Kid by Jerry Craft, Grade 6, Unit 2, p. 141



The Grasshopper & the Ants by Jerry Pinkney, Grade 1



The Game of Silence by Louise Erdrich, Grade 4

[Click here](#) to see additional examples of culturally responsive text.

Embedded Social-Emotional Learning

Research indicates that integrating SEL into the daily curriculum and the classroom culture is most effective. This practice fosters transfer of skills because students consistently practice them over time. *Into Reading* focuses on the core SEL competencies through the following program features:

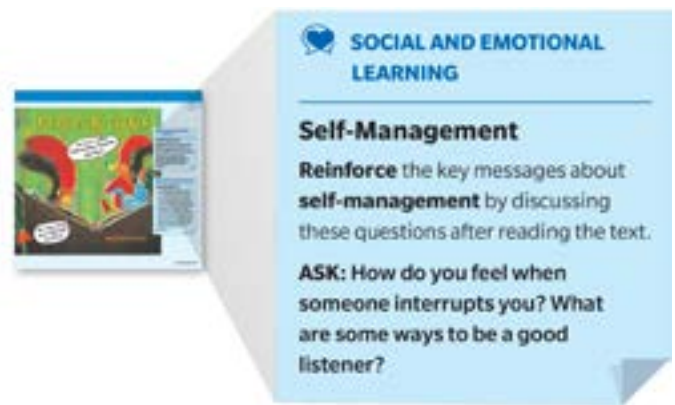


SEL Anchor Charts and Lessons: Display engaging Anchor Charts to introduce a competency and implement related activities.

Essential Questions: Each module begins with an Essential Question that helps promote discussion around topics that matter to students and encourage SEL development.



Engagement Routines: Routines such as Think-Pair-Share and Turn and Talk embedded throughout the program promote the Relationship Skills competency.



Connect to Literature: In the Teaching Pal, look for connections and prompts to discuss the module focus competency through a text.



REVIEWER QUICK TIP: Find **SEL Support** by accessing your **Teaching Pal**.

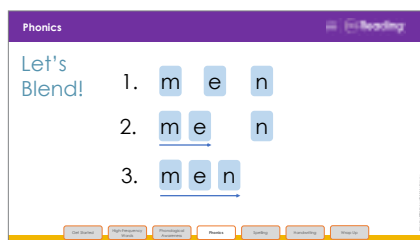
Click on Teacher Resources in your Discover tab's Resources section and filter components to Teaching Pal.

Foundational Skills Instruction Based on Science of Reading

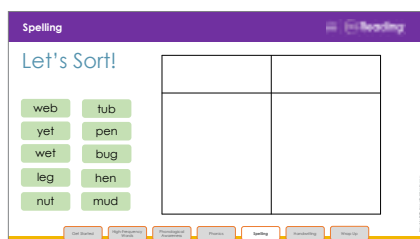
Into Reading includes explicit, systematic instruction for foundational skills. Following a gradual release of responsibility model, the program engages and motivates students to master the foundations through learning opportunities and multi-sensory activities they will enjoy, including **digital independent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



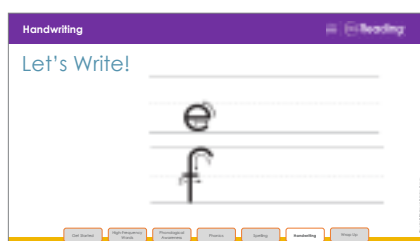
Phonological Awareness lessons include phoneme identity, blending, segmenting, deletion, and manipulation as well as attention to onset-rime, alliteration, and rhyme. The teacher explains and models the skill before students give it a try. Lessons have an emphasis on wordplay and exploration.



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



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



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



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

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



REVIEWER QUICK TIP: Select **Daily Show and Teach Slides** under Resources to view daily PowerPoint® lessons for teaching foundational skills.

Foundational Skills Instruction Based on Science of Reading (continued)

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



Start Right Reader



Start Right Reader Activity



Spanish Start Right Reader

CLICK HERE to see a Grade 2 example of an ¡Arriba la Lectura! decodable reader.

Teachable Moments in Shared Reading:

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



iRead®

READ FOR UNDERSTANDING

Phonics/Decoding in Context

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

READ FOR UNDERSTANDING

ASK: Where else could Jen and her dad get groceries? (Possible responses: farmers' market, convenience store)

FOLLOW-UP: What other places might be in their neighborhood? (Accept reasonable responses.)

DOK 2

READ FOR UNDERSTANDING

Phonics/Decoding in Context

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

Jen wants fruit and milk.
At the grocery store
her dad finds fresh grapefruit.

113

Places in My Neighborhood 113

Teaching Pal

Independent, adaptive instruction and practice in key early literacy foundational skills with **iRead®**.



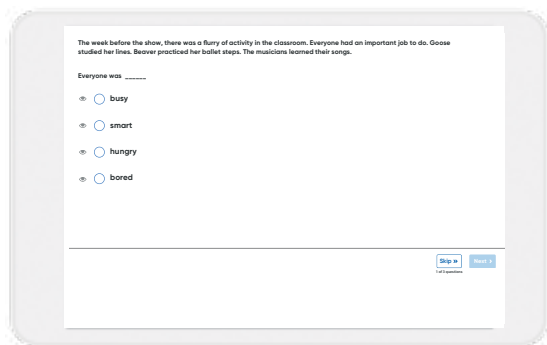
CLICK HERE for more information on Foundational Skills Support for Spanish

Growth Measure, Every Student Succeeds

HMH Growth Measure available in **English and Spanish** is a research-based benchmark assessment that provides a snapshot of reading proficiency and measures longitudinal growth.

The Growth Measure is:

- Research-based assessment for comprehension and language
- Group administered online three times a year (fall, winter, spring)
- Provides a snapshot of student reading level and proficiency
- Helps teachers identify students who are at risk to drive instructional next steps
- Automatic scoring reports show growth at the student, class, and district level
- Assign directly from *Ed*, providing a consistent user experience across assessment and core programs



This **computer-adaptive test** adjusts item difficulty based on students' responses to accurately measure their proficiency.



REVIEWER QUICK TIP: Find the Growth Measure in your Class Tab, select Reading and Language Arts from the drop down and click on Growth Measure.



Student Growth reports can tell you each student's

- Lexile® range
- Proficiency in reading comprehension and language domains
- Growth across various points in the year



Notice & Note Strategies for Close Reading

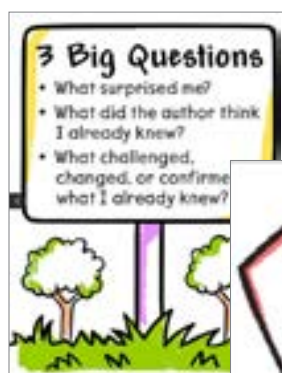


Kyleene Beers, EdD

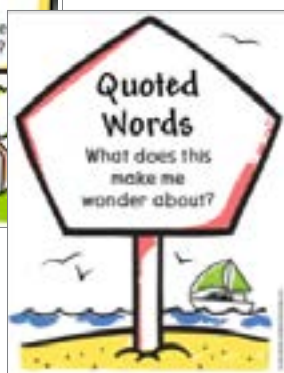


Robert E. Probst, PhD

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



CLICK HERE to see examples of Spanish Signposts



Grade 1 Signposts

Signposts alert students to stop and take notice as they read, helping them to understand and respond to rigorous aspects of texts preparing students for independent learning.

Notice & Note Signposts for fiction and nonfiction:

Signposts	
Contrasts and Contradictions	Again and Again
Words of the Wiser	Memory Moment
Aha Moment	Tough Questions
3 Big Questions	Extreme or Absolute Language
Numbers and Stats	Quoted Words
Word Gaps	



Teaching Pal, Grade 4

HMH Into Reading seamlessly integrates Notice & Note instruction into the Teaching Pal during shared reading. Look for the **red color-coded notes** like this one.

LEARN MORE



SCAN ME

OR CLICK HERE

Small-Group Instruction: Precise Leveling with Rigby Readers



Spanning a range of levels and genres, HMH® Print and Digital Rigby® Levelled Libraries go beyond traditional leveled readers, allowing you to truly match each student to text based on level, skill, and topic. The relatable content that addresses Social and Emotional learning, motivate students to cultivate the skills and confidence needed to move to the next level.



Interactive digital leveled readers include audio with read-along highlighting and a note-taking tool

With titles **available in both English and Spanish**, each grade-level Rigby Levelled Library includes:

- **Reading Benchmark Assessment Kits** for K–2 and 3–5 to make sure students are in the just-right leveled reader
- **Teacher access to all 570 titles** in the full K–6 digital library, English and Spanish
- **Social Studies, Science, and Engineering connections** to build World Knowledge



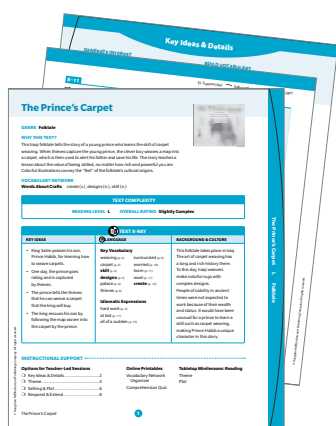
[CLICK HERE for English titles.](#)



[CLICK HERE for Spanish titles.](#)



Small-Group Instruction: Precise Leveling with Rigby Readers (continued)



Take and Teach Lesson Plan



View
Lesson Plan



See Spanish
Lesson Plan

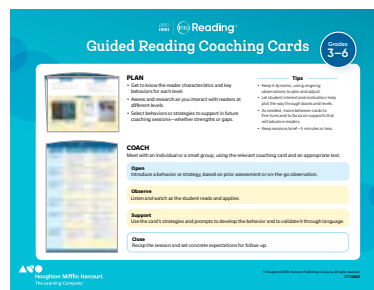
- **Take and Teach Lesson Plans** with English language learner support and targeted comprehension skill instruction
- **Tabletop Minilessons** for differentiating skill instruction with small groups
- Leveled Reader **Quizzes** and Printable **Practice Pages**
- **Coaching Cards** with instructional strategies to move students through the guided reading levels



Minilesson



View
Minilesson



Coaching Card, Grades 3-6



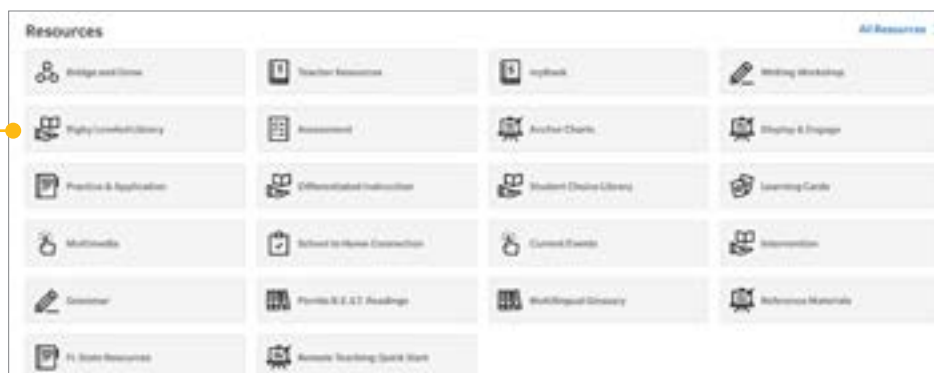
View
Coaching Card



See Spanish
Coaching Card



REVIEWER QUICK TIP: Click on Leveled Readers in your Discover Tab to see all titles and instructional resources.



Differentiated Support, Meet Students Where They Are

Into Reading is differentiated by design, providing the data insights, instructional supports, and resources needed to tailor instruction to student need.

Grounded in the latest research, *Into Reading* delivers **meaningful scaffolds** in whole-class instruction, teacher-led small group lessons, and a variety of independent practice activities to meet a wide range of learners.

- **Scaffolded supports** for every lesson, both in whole-group and small-group instruction
- Dedicated daily **English Language Development** lessons to build language functions to support communication
- Multiple teacher-led, small-group instructional options support **tailoring instruction to need**—reading skill, guided reading, foundational skills, intervention
- **Personalized independent practice** for all learners with *Waggle* including built-in supports for English learners



Teacher's Guide, Grade 1, Module 8, Lesson 3

SMALL-GROUP INSTRUCTION

Options for Differentiation

As the class engages in independent and collaborative work, meet with small groups based on children's needs.

REINFORCE FOUNDATIONAL SKILLS Use the **Start Right Readers** to practice and reinforce decoding and other foundational skills.

DIFFERENTIATE READING SKILL Use **Takeaway Minilessons: Reading 3** to reinforce **Create Mental Images** with Interpreting. Choose an additional tool. Use the **Aligned Themselves** to provide tailored support.

GUIDED READING GROUPS For children with strong decoding skills, provide additional reading practice with the **Wigby Leveled Library** and **Take & Teach Lessons**.

Independent and Collaborative Work

INDEPENDENT READING LITERACY CENTERS See p. T202–T203.

ADDITIONAL SKILLS PRACTICE Know It, Show It, p. 210; Long a

Intervention

For intervention, refer to the **Read and Respond Journal**, **Takeaway Minilessons: Reading**, and **Foundational Skills and Word Study Studio**.

SUPPORTING ALL LEARNERS

ACCESS
If children have difficulty creating mental images, **Then** have them choose story elements, such as the setting. Say: "Look at the words that describe the setting. Which words describe what you see, hear, smell, or feel? Guide children to write down the words and draw a picture."

If children have difficulty creating mental images of an object or scene, **Then** have them draw the sensory words and details. Ask: "How do the words you've chosen make a picture? Guide children to draw their own and picture the ideas as you ask specific questions about the details they created."

CHALLENGE
If children are ready for a challenge, **Then** have them choose a scene from the text. List the sensory words, and explain how they help children better understand the text.

ENGLISH LEARNER SUPPORT: Facilitate Discussion

As children discuss the game information, use the following supports:

FOUNDATIONAL
Ask questions such as: "Could it be a fairy story? Could it be a real story?"

MODERATE
Supply frames such as: "It happened in a fantasy/fairy tale story could..."

LIGHT
Have children discuss the different kinds of things that could happen in fantasy stories and fairy tales.

Takeaway Minilessons: English Language Development

For small-group instruction focused on English language development, use **Takeaway Minilessons: English Language Development 29.3 (Reading)** to introduce and practice the language function **Solve Problems**.

Differentiated Support for All Learners (continued)

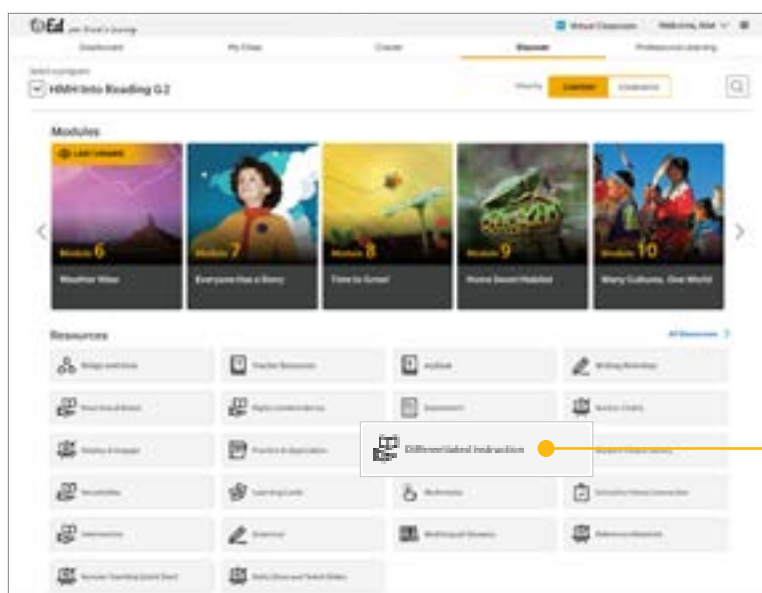
Supporting English Learners with daily dedicated English language development lessons in a small group.



Student View of Tabletop Minilesson:
English Language Development 22.2, Grade 1



Teacher Support of Tabletop Minilesson:
English Language Development 22.2, Grade 1



REVIEWER QUICK TIP: Look in the Teacher's Guide at the reading strand lesson pages to see small group and independent options, or browse **Differentiation** and/or **Intervention** in the Resource section on Ed.

Writing to Create

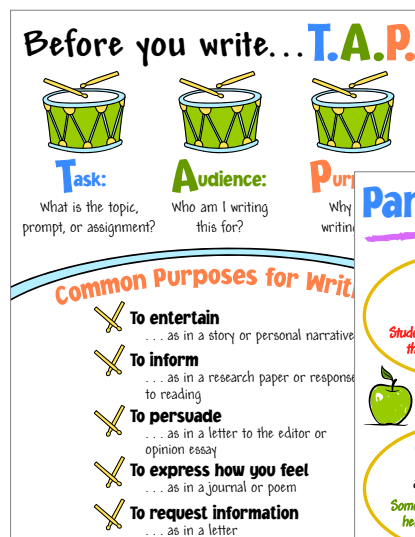
HMH Into Reading for New York City provides ample opportunity for students to hone their writing craft by developing a deep understanding of the stages in the writing process and expressing their ideas and thoughts.

Writer's Workshop focuses on minilessons that teach the writing process—prewriting, drafting, revising, editing, and publishing.

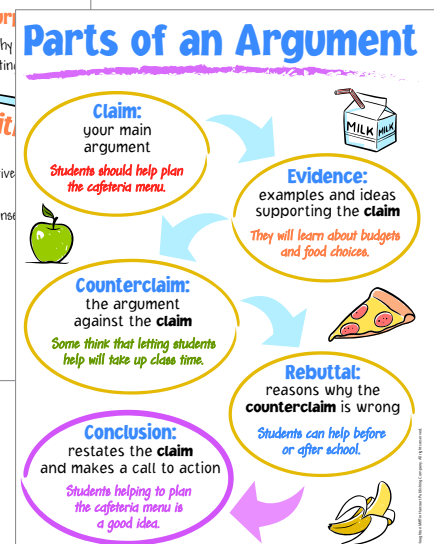
- Each writing module features a **mentor text** connected to the module theme.
- Students are given a writing prompt that further supports building topic knowledge and exposes students to a **writing mode** through an explicit stepped out process.
- Students work through the **complete writing process** on one piece of writing over the course of the three-week module.



Writing Workshop Teacher Guide, Grade 4, Module 5



CLICK HERE to see a Spanish Anchor Chart



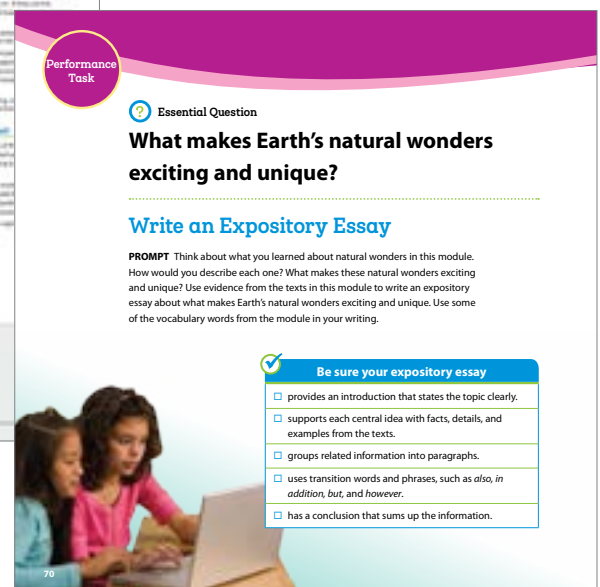
Anchor Charts, Grade 4

Writing to Respond

- Students apply **writing process skills** learned in the Writing Workshop lessons to end of module Performance Tasks.
- The Teacher's Guide features robust, supportive instruction for teachers to guide students in crafting **strong source-based essays**.
- Each lesson steps teachers and students through **expectations** of the task, **analysis** of the prompt, and the **steps** of the writing process.
- Teachers model how to find and incorporate specific **text evidence** into writing, ensuring students are supported as they learn these critical skills.
- At point of use in the Performance Task instructional pages, teachers can find specific **Writing Workshop minilessons** for deeper instruction and practice with the writing process and text features related to the writing mode.



Teacher's Guide, Grade 4, Module 6



myBook, Grade 4, Module 6, page 70



REVIEWER QUICK TIP: Pick any module and review the **student myBook weekly evidenced-based writing tasks and the performance task** to see how they all support answering the Essential Question, are grounded in citing evidence, and require students to demonstrate knowledge gained from the module.

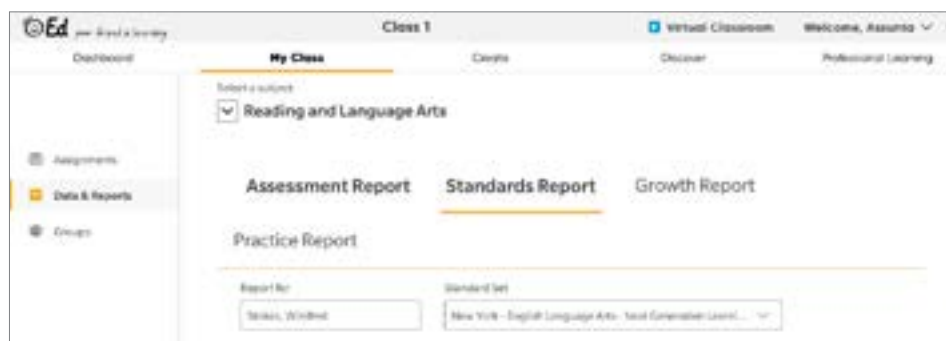
Into Reading Invests in New York City Educators, Leaders, and Students

100% Alignment to **NY Next Generation Learning Standards and NYC Priority Standards** for English Language Arts.



Teachers have the ability to **search by** program content or **NY Next Generation Learning Standard**. This allows teachers to easily assign additional resources where students need it the most.

Data reports aligned to **NY Next Generation Learning Standards** for English Language Arts give visibility into each student's proficiency and mastery across standards.



Data insights aligned to **NY Next Generation Learning Standard** empower you to spot proficiency gaps, identify students who are ready to stretch their thinking further, and **match each student with personalized resources** that meet students where they are.

100% Alignment to NY Next Generation Learning Standards and NYC Priority Standards for English Language Arts

REVIEWER QUICK TIP:

Use the standards button to view NY Next Generation Learning Standards for *Into Reading*.

New York - English Language Arts - Next Generation Learning Standards

Ed your friend in learning

Virtual Classroom Welcome, Melanie

Dashboard My Class Create Discover Professional Learning

Select a program

HMH Into Reading Grade 03

CONTENT STANDARDS

Modules

LAST VIEWED

Module 1 What a Character!

Module 2 Use Your Words

Module 3 Let Freedom Ring!

Module 4 Stories on Stage

Module 5 Teamwork

Resources

Bridge and Grow

Read Aloud Books

Play & Engage

Discoveries

Intervention

Remote Teaching QuickStart

Teacher Resources

Picky Librarian Library

Practice & Application

Learning Cards

Grammar

Daily Vision and Teachables

myLexia

Assessment

Personalized Instruction

Multimedia

Multilingual Glossary

Writing Workshop

Anchor Charts

Student Choice Library

School-to-Home Connection

Reference Materials

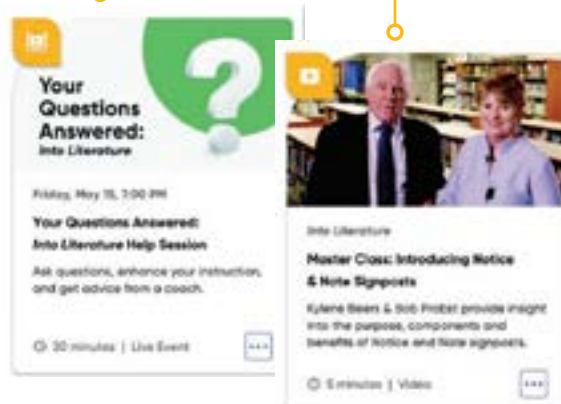
REVIEWER QUICK TIP: Use the search tool to quickly locate the ***Into Reading Scope and Sequence***, which provides an easy-to-read overview of skills covered in each grade level.

Embedded, Ongoing Professional Learning

With **Teacher's Corner™**, whether you want to quickly prep for a lesson or invest time in your professional growth, we have trusted resources to enhance your instruction and classroom tomorrow.

- Read articles or watch **classroom videos** and see master teachers in action
- Improve classroom and institutional practice through **tips** from other users of Into Reading.
- Connect with HMH coaches, thought leaders, and each other and thought leaders with weekly **live events**.

Leader's Corner™ provides administrators access to all existing professional learning in Teacher's Corner, family resources from Family Room and content specifically designed for instructional leaders and administrators.



LEARN MORE



OR CLICK HERE

Embedded Family Engagement

Welcome to the Family Room, a place for families to engage in your child's learning and build partnerships with communities!

The Family Room supports new learning environments and helps make at-home learning more manageable to help support children.

- Easily accessible and equitable, on-demand resources in both **English and Spanish**
- **Getting Started Tips** for family members on how to navigate the HMH Platform
- Program Support Information and **how family members can help**
- **Shareables** are quick and friendly tips to manage their child's engagement, instruction, and development giving students a sense of ownership and belonging in school.



REVIEWER QUICK TIP: Access the Family Room on the Student Dashboard.