
K-2 HMH Into Reading Curricular Resource

For SY' 2020-2021

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Why now?

We currently use 5 different resources: Read Aloud Project from Council of Great City Schools, Lucy Calkins Units of Study (writing), Michael Heggerty Phonemic/Phonological Awareness, iRead, Scholastic text sets and decodable texts

1. Approaching end of 5 year window for curriculum revamping
2. Need for a singular comprehensive cohesive course of study that intentionally incorporates supports for: developing readers and writers, ELLS, and Special Education students - we are currently using a multiple, varied sources to meet these instructional needs

Committee Participants

- Representation from General Education, Special Education, and Bilingual Education at teacher and administrator levels
- 19 teachers service K-2 grade levels
 - (18 classroom and 1 coach)
- 6 administrators
 - 1 Director, 1 Principal, 1 Asst. Principal, 3 Supervisors

Training Materials

- Acheivethecore.org Instruction Materials Evaluation Tool (IMET)
- Science of Reading
- New Jersey Student Learning Standards for ELA

the Process...

1. RFP issued in December
2. Committee convened in late January for training on the Instructional Materials Evaluation Tool (IMET) and received materials
3. One week to review materials and complete IMET survey
4. Top 3 vendors invited to present and unpack the curricular resources. (HMH Into Reading, EL Education, Great Minds/Wilson Reading)
5. Committee engaged in probing Q&A session with each vendor
6. Committee members ranked the top 3 selections - *HMH Into Reading* was ranked number 1
7. February 11th the committee presented findings to Superintendent

Instructional Materials Evaluation Tool

With guidance from the National Reading Panel the committee attended to the following Non-negotiables and alignment criteria.

Non-Negotiable & Alignment Criteria

- New Jersey Student Learning Standards
- High Quality Text
- Evidence-based Discussion and Writing
- Building Knowledge
- (K-2) Foundational Skills - phonics, phonemic and phonological awareness, phonology, orthography, print concepts
- Access for ALL Students

HMH Into Reading Overview

Classroom Solutions Support Shop



Sign In

Cart 0

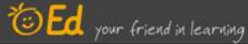


- ◆ Introduction
- Overview
- ¡Arriba la Lectura!
- Research & Results
- Authors & Advisors
- News & Events



<https://www.hmhco.com/programs/into-reading/overview>

HMH Into Reading...



Class 620

Welcome, Annette ▾

Discover

Create

Assignments

Data & Reports


Groups

[Click here to get the latest updates about Ed.](#)




Modules

👁 LAST VIEWED



Module 1

Nice to Meet You!




Module 2

My Family, My Community




Module 3

Amazing Animals



Module 4

Better Together



Module 5

Now You See It, Now You Don't



Module 1

Nice to Meet You!

 [Writing Workshop Teacher's Guide](#)

 [myBook](#)

[View Resources >](#)

Tangible and Digital Resources ...

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Resources


[All Resources >](#)




Professional Learning




Teacher's Guide & Teaching Pal




myBook




Writing Workshop




Big Books & Read Aloud Books




Rigby Leveled Library




Assessment




Anchor Charts




Display & Engage




Practice & Application




Differentiated Instruction




Student Choice Library/Focal Texts




Decodables




Learning Cards




Multimedia




School to Home Connection



Intervention



Interactive Activities



State-Specific Resources

Interventions and Differentiation

Student practice

Teacher support

The screenshot shows the HMH Into Reading Grade 01 Intervention interface. At the top, there is a navigation bar with "Discover", "Create", "Assignments", "Data & Reports", and "Groups". Below this, the main header reads "HMH Into Reading Grade 01 Intervention". A search icon is visible on the right. On the left, there is a "Filters" sidebar with a "reset" button and sections for "Table of Contents", "Audience" (with "Teacher" selected), "Component", and "Instructional Purpose". The main content area displays two intervention cards. The first card is for "Read and Respond Journal Pam and Fan" under "Module 1: Nice to Meet You! > Week 1: Try This!", with 66 standards and "Show Details" link. The second card is for "Read and Respond Journal Bad Cat" under "Module 1: Nice to Meet You! > Week 2: My School Trip / A Kid's Guide to Friends", with 134 standards and "Show Details" link. Each card has "Open" and "Add to Plan" buttons. At the bottom right of the main content area, it says "1 of 65 | NEXT >".

The screenshot shows the "Reading Strategies" page. The title "Reading Strategies" is at the top. Below the title, there are several strategy cards. The first card is "Thick and Thin", which describes a strategy where children develop a list of "thin" questions and a list of "thick" questions about a topic, text, or person. The second card is "Two Likes and a Dislike", which describes a strategy where children discuss two likes and a dislike from the text. The third card is "Two-Word Technique", which describes a strategy where children choose two words from a teacher-provided word bank that tell something important about the text. The fourth card is "What Pops Out?", which describes a strategy where children flip through and skim the text, identifying any text features that stand out. The fifth card is "Who Am I?", which describes a strategy where children draw a sketch of a character or person of their choosing from the text. The sixth card is "Write Something", which describes a strategy where children silently read a section of a text, have them cover it up and write something about what they just read. At the bottom of the page, there is a footer with "Grade 1 | Tabletop Milestones" and "ix" on the right.

Read Aloud

My First Day

Read Together

my writing ideas



First, we sang.




Next, we listened to a story.
I did all my work.



Then, we played.
It was fun!



It was my first day of school!



Last, we said goodbye.

“It is important that students see themselves throughout the interaction with the materials.”

Smart Read
Read Together

Kids Speak Up!

Why is the place where you live great?

I think my town is great!
It has a big park.
We can play ball.

I like my town because it has a library. I get tons of books!

The workers make my town great. Firefighters put out fires FAST!

I love my town!
It has a lake.
My dad and I go fishing.

96 97

Play Audio Review Notes More

The screenshot displays a digital reading application interface. At the top, there are navigation icons for 'Play Audio', 'Review', 'Notes', and 'More'. The main content area features a colorful map background with winding roads, houses, trees, a library, a fire station, and a lake. Four children are positioned around the map, each with a text box containing their response to the question 'Why is the place where you live great?'. The child on the left (page 96) mentions a park and playing ball. The child in the center (page 96) mentions a library. The child on the right (page 97) mentions firefighters. The child at the bottom right (page 97) mentions a lake and fishing. The title 'Kids Speak Up!' is prominently displayed in the upper left, and the overall theme is about children sharing their perspectives on their communities.

Questions