

West Orange Public Schools



K-5 English Language Arts

Eveny de Mendez
Assistant Superintendent for Curriculum & Instruction

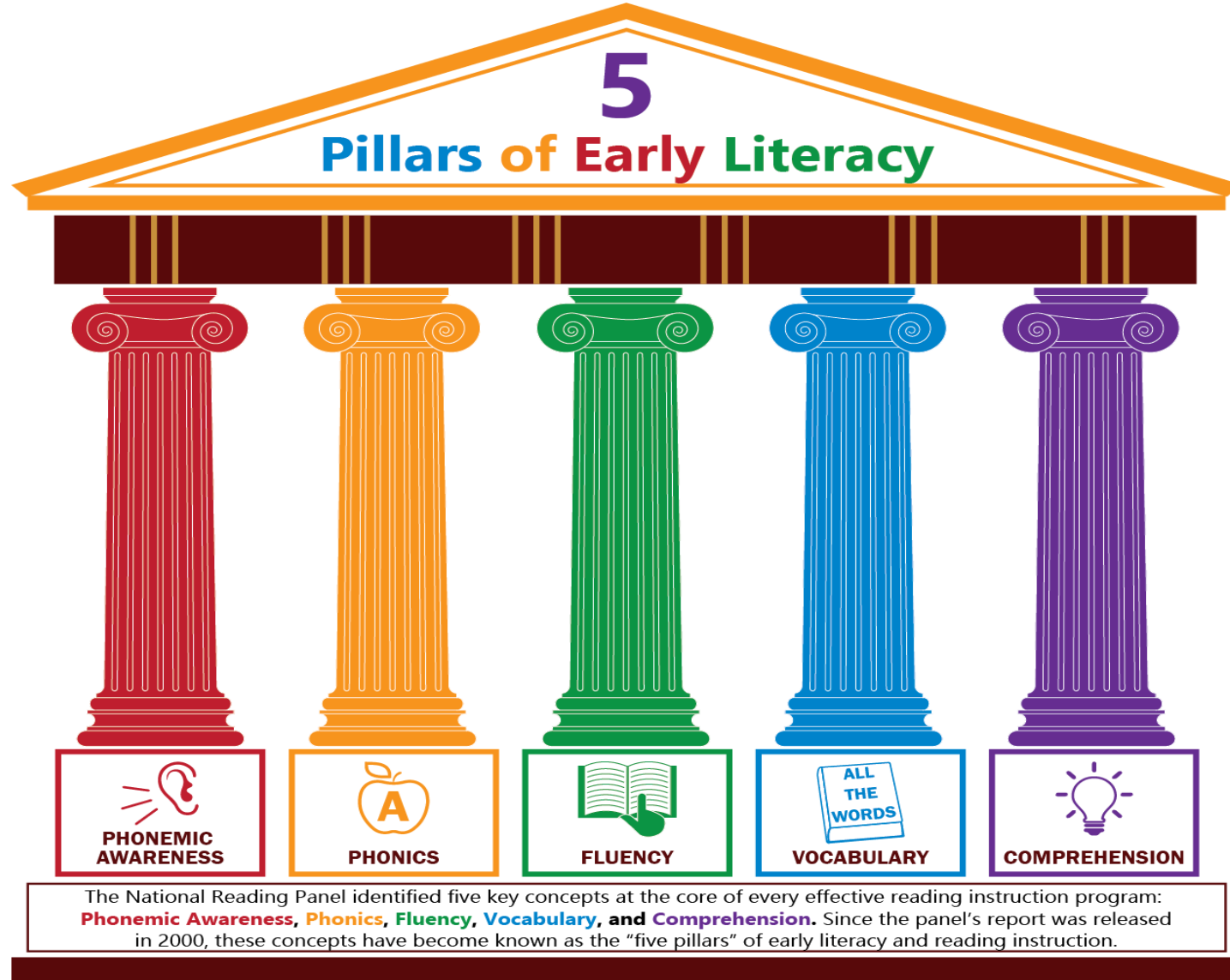
Beatrice Hanratty
K-5 ELA Supervisor

Creating Strong & Purposeful Literacy Learners



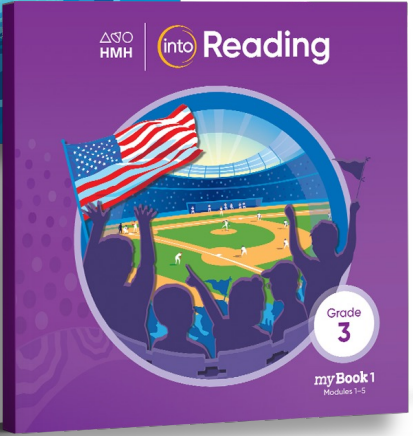
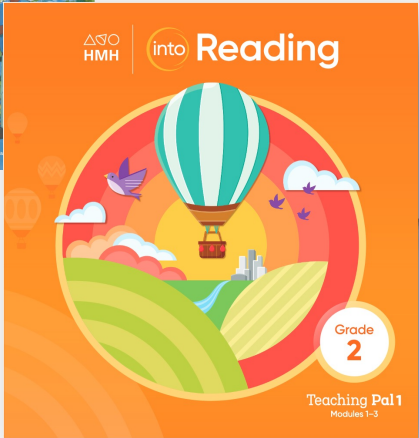
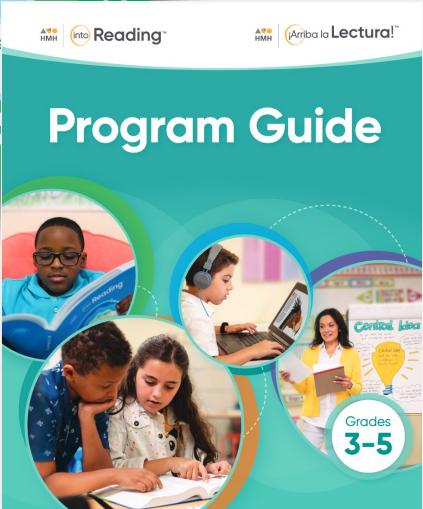
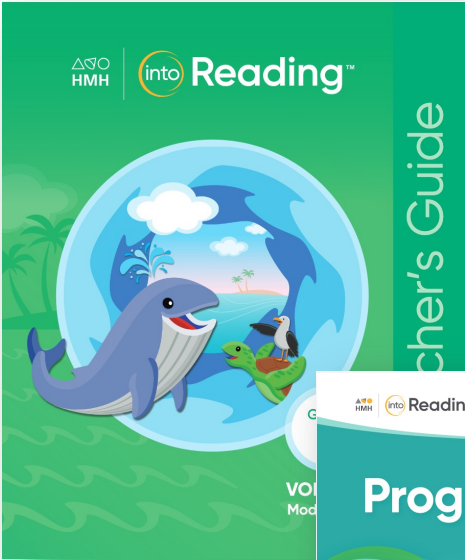
What Does the Science Say?

How do we build the Reading brain?



Supporting our Families with

into Reading™

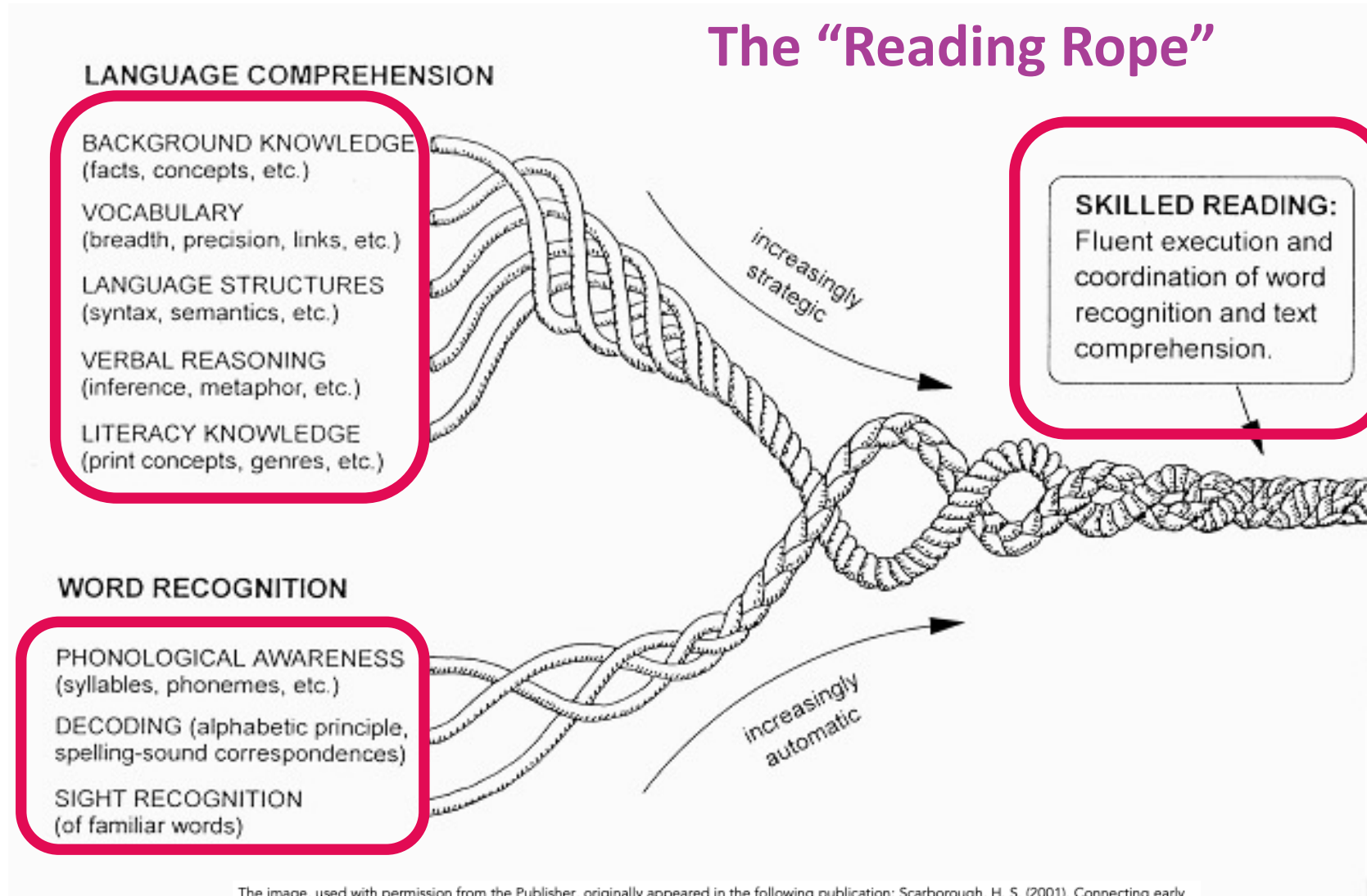


Comprehensive, Research-Based Instruction for ALL Learners



What Does the Science Say?

How do we build the Reading Brain?



The image, used with permission from the Publisher, originally appeared in the following publication: Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook of early literacy research* (Vol. 1, pp. 97–110). Guilford Press.

Social-Emotional Learning Support



Social-Emotional Learning Support



FEELINGS FORECASTER

What gives you hope?

What makes you excited?

What makes you beam with happiness?

What makes your anger brew?

What makes you feel sad?

THE RESOLVER

Cool off, be calm, and take a deep breath.

Community Unity

People make up a community. Who is in my community?

EMPATHY SHADES

How are you feeling?
I see you are feeling _____

I am here for you.

I know how you feel.


I understand where you are coming from . . .

Empathy is feeling the emotions of another person and seeing their point of view.

We all have the same needs. What needs, wants, or feelings might we all have?

Leveraging the Assets of our Multilingual Learners




**ENGLISH LEARNER SUPPORT:**
Facilitate Discussion

SUBSTANTIAL
To facilitate discussion about the topic, ask yes/no questions: *Do you have a favorite story? Did you learn something from it?*

MODERATE
Provide these frames: *My favorite story is _____*

LIGHT
To elicit discussion about the topic, ask open-ended questions: *What did you learn from the story?*

**ENGLISH LEARNER SUPPORT**

SUBSTANTIAL
Ask children to show you and name examples of bold text, different color text, labels, and diagrams in their books.

MODERATE
Ask children to point to and name the text features in their books. Ask which features they like best and which help emphasize the main idea.

LIGHT
Ask children to describe the text features in their books. Prompt them to explain how the features help them understand the text.

**ENGLISH LEARNER SUPPORT:**
Facilitate Language Connections

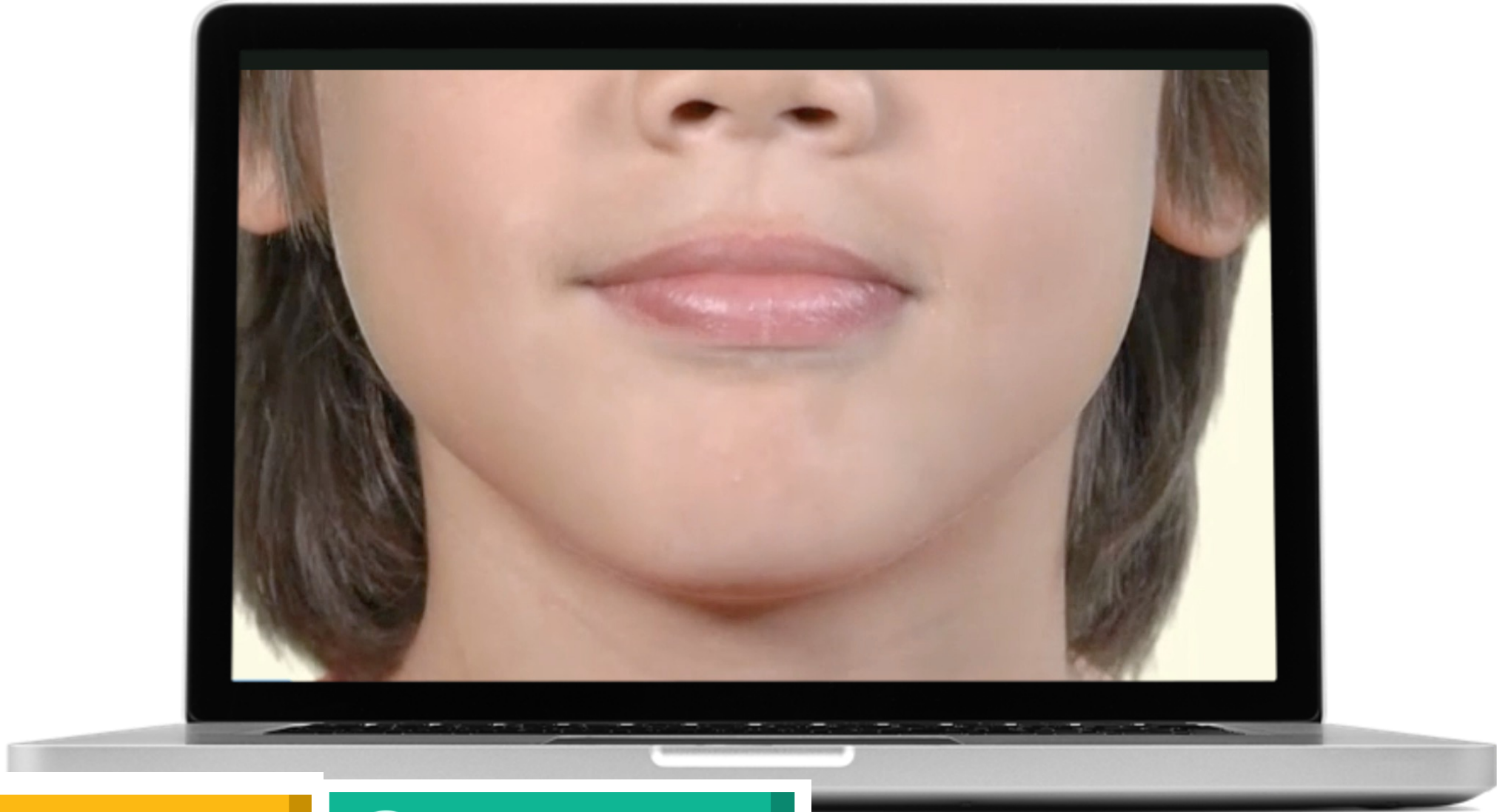
ALL LEVELS Children whose first language is Cantonese or Hmong may need extra support pronouncing long o. Say /ō/ several times while children focus on your mouth. Then play the **Articulation Video**. Have children use mirrors to see how their mouths look as they say /ō/. Also explain that unlike most other languages, in English long vowel sounds can be spelled in different ways.



**ARTICULATION VIDEO**

Online


Articulation Videos



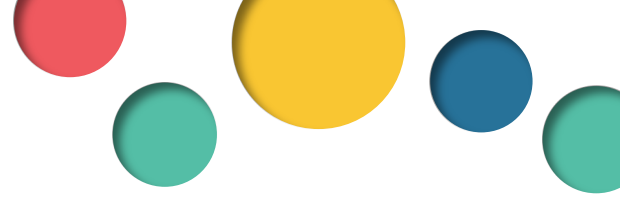
Equity
of Opportunity & Access



Collaboration
among Stakeholders



Cross-Curricular Connections



Essential Question

How do historic places, documents, and symbols represent our nation?



Essential Question

How can learning about natural disasters make us safer?



Essential Question

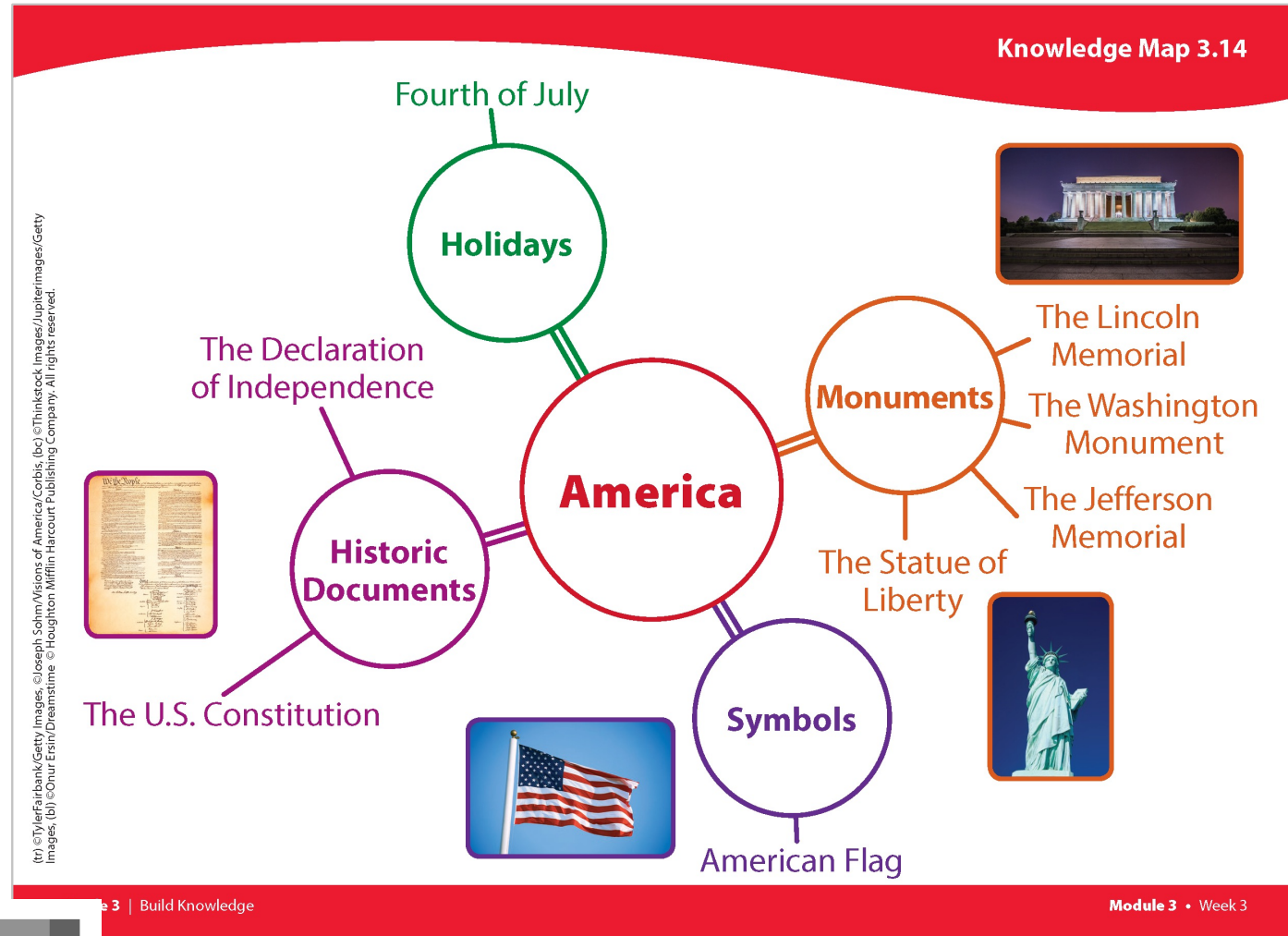
What does it take to meet a challenge?



Integration
of Content & Language



Cross-Curricular Connections



Integration
of Content & Language



Culturally Responsive and Sustaining Education





Equity
of Opportunity & Access



Collaboration
among Stakeholders

Culturally Responsive and Sustaining Education



- Creating a welcoming and affirming environment
- High Expectations
- Rigorous Instruction
- Inclusive Curriculum & Assessment
- Ongoing Professional Learning Support



Equity
of Opportunity & Access



Collaboration
among Stakeholders

Culturally Responsive and Sustaining Education



Create a Relevant Learning Environment

Culturally responsive teaching depends on learning environments that affirm our students and helps them feel included, validated, valued, and safe. The following elements are crucial.

- **A fundamental belief in the ability of all students to learn.** Educators must have high expectations for every student, regardless of background, accompanied by a set of positive attitudes and dispositions toward them.
- **A wide range of curricular content.** Education scholar Rudine Sims Bishop suggests that literature should provide mirrors and windows for all children. In other words, students should have access to characters and settings that look like them and their communities. They should also read texts that encourage them to look outward and learn about others' worlds.
- **Dynamic instruction.** Students learn in a multitude of ways so teaching strategies should be dynamic and diverse. Students should have whole-group instruction, pair-share, and small-group activities that require them to share, discuss, disagree, and think individually and collectively. Students should be allowed a multitude of ways to participate and demonstrate mastery of content.
- **Community involvement.** Parents, caregivers, grandparents, and community members should be invited to come to classrooms to share stories, give historical overviews of a community and changes that have happened over time, offer support, share immigration stories, and provide cultural bridges between the larger community and the school community.



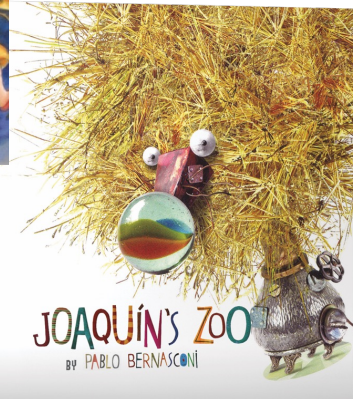
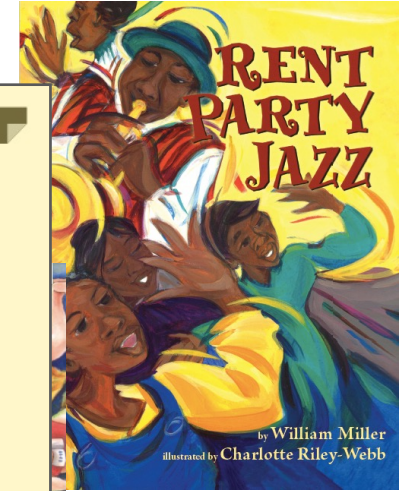
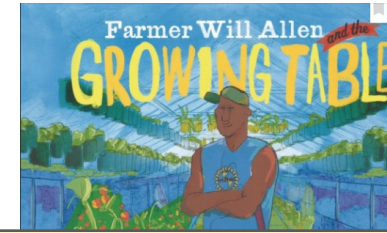
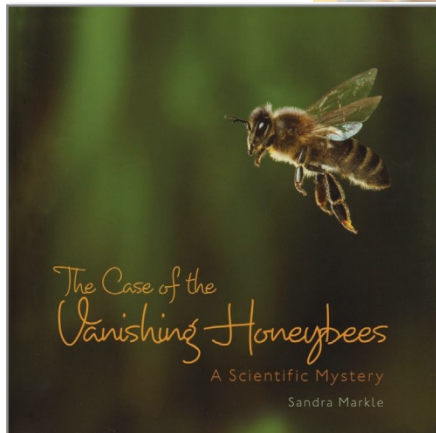
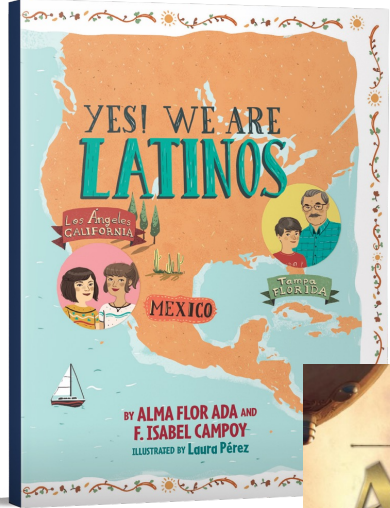
Relevance Matters: Culturally Responsive Teaching in the ELA Classroom

By Dr. Tyrone C. Howard, Ph.D.

Building Skills and a Love of Reading!



Exceptional Text Sets



BookStix 5.1a

Jabari Jumps by Gaia Cornwall

LESSON 1: Read Aloud

Develop Listening Comprehension

- p. 5 Why does Jabari think he's ready to jump off the diving board?
- p. 13 Why does Jabari say, "tomorrow might be a better day for jumping"?
- p. 15 What does Jabari's dad do when he feels scared?

Engage and Respond

- Guide children to identify the **characters, setting,** and **main events.**
- Connect to the module topic: **How does Jabari get ready for his first jump?**

LESSON 2: Interactive Reading

Accountable Talk

- p. 6 What does Jabari say after watching the other children jump? (RECALL)
Why does Jabari squeeze his dad's hand? (WH- QUESTION)
- p. 9 What do you think is happening here? (OPEN-ENDED)
- p. 13 How do you think Jabari feels about jumping off the diving board?
How can you tell? What do you see in the pictures or hear in the text? (OPEN-ENDED)
- p. 21 Why does Jabari whisper, "I love surprises"? (RECALL)
- p. 29 How do you think Jabari feels now that he has jumped off the diving board? How can you tell? What do you see in the pictures or hear in the text? (OPEN-ENDED)

CHILDREN WILL LOVE TO ...

- Describe how Jabari feels on **pages 3–5**
- Practice taking a deep breath on **page 16**
- Whisper "I love surprises" on **page 16**
- Say "SPLASH!" on **page 25** and "WHOOOSH" on **page 27**

Grade K
© Houghton Mifflin Harcourt Publishing Company

Module 5 • Week 1



Connected Foundational Skills

Phonological Awareness, Phonics/Decoding, Spelling, Sight Words, and Fluency

- **Direct, Explicit Instruction**
 - Phonics & Decoding
 - Spelling
 - Word Recognition
 - Fluency
- **Systematic, Consistent, Realistically Paced**
- **Cumulative, with concepts building on one another**

Decoding 1.1

Blend and Read

Short Vowels *a, e, i, o, u*
If a word starts with a vowel followed by a consonant (VC), or it has the CVC pattern, the vowel usually stands for the short vowel sound.

1	jab	mend	tin	pond	dump
2	plant	which	oddly	such	bud
3	lump	toss	chest	fifth	actor
4	track	red	sun	truck	when
	flop	trick	get	foggy	

reaction when I bit my lip while eating the egg.

Decoding

Short Vowels *a, e, i, o, u*
☐ Read each sentence. Read the vowel sound under the blank. Then find a word from the box that contains that vowel sound and makes sense in the sentence. Write the word in cursive in the blank.

Short <i>a</i>	Short <i>e</i>	Short <i>i</i>	Short <i>o</i>	Short <i>u</i>
apple captain	pencil ending	instantly important	otters shopping	supper under

1. May I borrow a _____ to write something?
short *e*

2. Be sure to study for the _____ test on Friday.
short *i*

3. Regina is _____ of the girl's soccer team.
short *a*

4. The river is home to animals such as fish, ducks, and _____.
short *o*

5. I looked for my lost notebook and found it _____ my bed.
short *u*

6. Rico ate a shiny red _____ for a snack.
short *a*

7. The magician made a flower appear _____ before our eyes.
short *i*

8. Don't tell me the _____ of the book until I have finished reading it!
short *e*


9. When I grew out of my shoes, Dad took me _____ for new ones.
short *o*

10. We ate chicken and corn on the cob for _____.
short *u*

Grade 3
© Houghton Mifflin Harcourt Publishing Company. All rights reserved.

7

Module 1 • Week 1



HMH

FOUNDATIONAL SKILLS RESOURCES



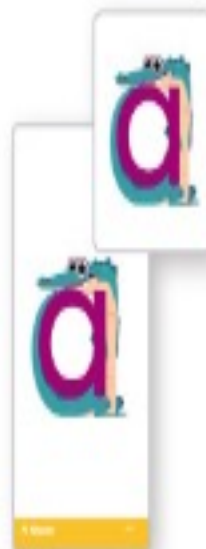
Start Right Reader
9 Books



Know It, Show It



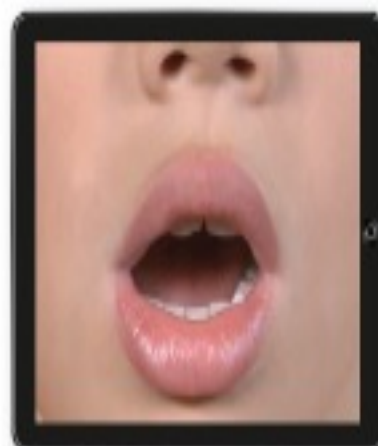
Alphabet
Cards



Alphafriends
Cards



Alphafriends Videos*



Articulation Videos*

OPTIONAL CONNECTED RESOURCES

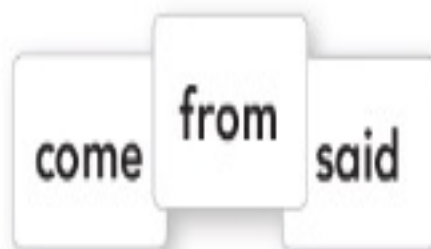
iRead*



Amira*



Letter Cards

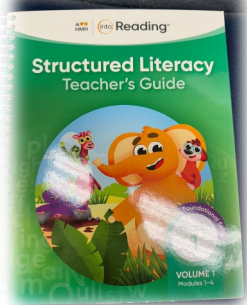


Word Cards



Picture Cards





Structured Literacy Component, K-2

ON

Structured Literacy

SKILLS

- Phonological Awareness: Rhyme and Blending Onset and Rime
- Visual Review
- Auditory Review
- Blending Review
- Phonics Focus Skill: Short *u*
- Continuous Blending
- Handwriting: Manuscript *u*
- Spelling: Word Building
- Irregular Words: *put*
- Decodable Text

► Say
Be

RELATED RESOURCES

Online Ed

Lesson Slides

Articulation Video

Alphafriends Materials

Blending Board

Start Right Reader

Student Practice:

- Letter and Grapheme Cards
- Handwriting Model: Manuscript (*u*)
- Decodable Text

Routines:

- Blending: Continuous
- Write and Reveal
- Word Practice: Word Building
- Heart Words
- Decodable Text
- Letter Sounds



PRACTICE

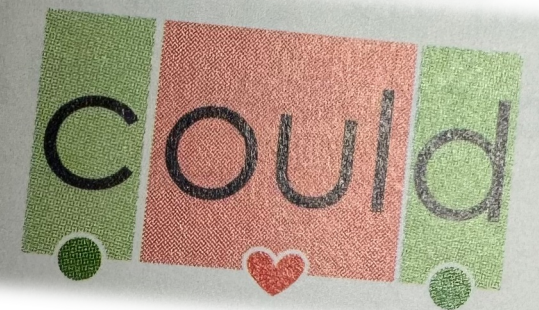
Irregular Words

- Have children practice reading and spelling the irregular word from previous lesson. Children can finger write and then use a pencil and paper or a dry-erase board.

Say: Let's practice reading a heart word we already know.

Remember, temporary heart words follow spelling rules we do know yet.

- Show the slide *see*. * Let's say the word and tap the sounds: *see*, /ē/. The first sound, /s/, is a sound-spelling we know. How do spell /s/? (*s*). The last sound is the part we must remember by In the word *see*, how is the /ē/ sound spelled? (with the letters *ee*). Have children practice air writing each letter as you say the sound /ē/, *see*. Now say each sound as you write the word *see*. Did you spell it correctly? Show me your word.



Instruction that builds

2 Whole Class Instruction

Foundational Skills progression
to the Science of Reading

Engage and motivate students to master
foundations through a scope and sequence
that promotes utility and stability.

Kindergarten

- Demonstrate knowledge of print concepts.
- Recognize letters and letter names with automaticity.
- Form upper and lowercase letters.
- Connect spoken sounds to written letters.
- Decode words accurately and fluently.
- Recognize a number of high-frequency sight words.

Grade 1

- Connect spoken sounds to written letters.
- Work with consonant digraphs before consonant blends.
- Decode multisyllabic words at the end of Grade 1.
- Apply decoding and encoding in writing and spelling.
- Recognize an increasing number of high-frequency words.
- Develop academic vocabulary through direct instruction and practice.
- Add prefixes and suffixes to make new words (end of Grade 1).

Grade 1

- Connect spoken sounds to written letters.
- Work with consonant digraphs before consonant blends.
- Decode multisyllabic words at the end of Grade 1.
- Apply decoding and encoding in writing and spelling.
- Recognize an increasing number of high-frequency words.
- Develop academic vocabulary through direct instruction and practice.
- Add prefixes and suffixes to make new words (end of Grade 1).

Grade 4

Apply decoding skills (including prefixes, suffixes, and roots) to fluency passages and multisyllabic words.

Work with spelling patterns and use developing phonics/decoding skills in writing.

Develop academic vocabulary through direct instruction and practice.

Use prefixes, suffixes, base words, and Greek and Latin roots to create new words.

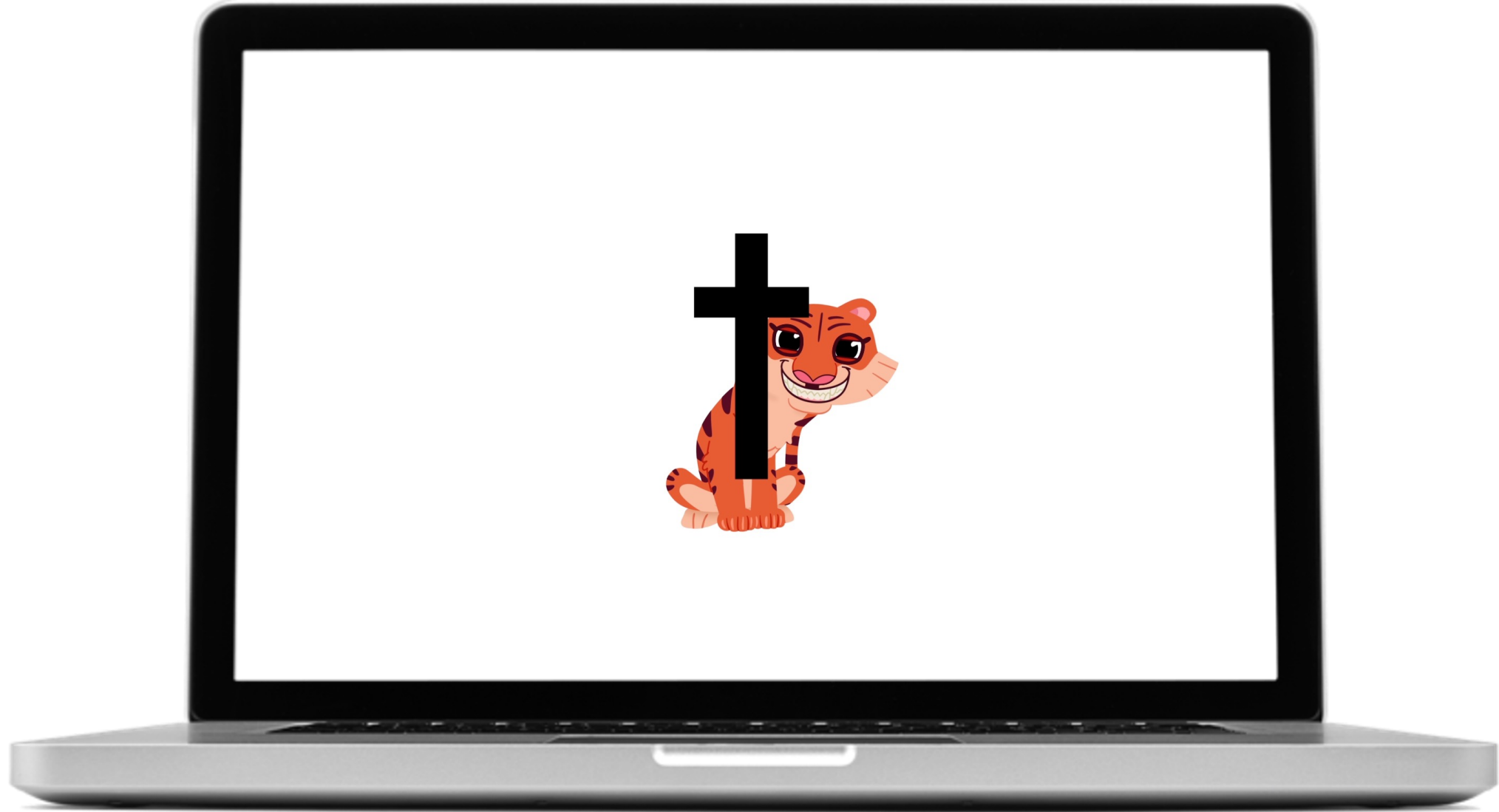


Grade 5 & 6

- Apply decoding skills (including prefixes, suffixes, and roots) to fluency passages and multisyllabic words.
- Work with spelling patterns and use developing phonics/decoding skills in writing.
- Develop academic vocabulary through direct instruction and practice.
- Use prefixes, suffixes, base words and a growing number of Greek and Latin roots to create new words.

Alphafriends

Cards, Songs, and Videos for K-1



Connected Foundational Skills

Communication Skills

Be Prepared

Be Polite

Participate

Follow Discussion Rules

How to Have a Discussion

Speaking

Listening

<ul style="list-style-type: none">Take turns speaking.State and explain your ideas clearly.	<ul style="list-style-type: none">Listen actively.Notice the speaker's gestures and expressions.
<ul style="list-style-type: none">Stay on topic.Connect your comments to those of others.	<ul style="list-style-type: none">Follow up to what you heard.
<ul style="list-style-type: none">Answer questions.	<ul style="list-style-type: none">Ask relevant questions.
<ul style="list-style-type: none">Offer your opinion, supported with reasons.	<ul style="list-style-type: none">Identify points of disagreement.
<ul style="list-style-type: none">Use specific vocabulary and language appropriate for the audience.	<ul style="list-style-type: none">Summarize.

Following and Giving Instructions

MATERIALS

- 1. _____
- 2. _____
- 3. _____
- 4. _____

STEPS

1. _____
2. _____
3. _____
4. _____

Following Written Instructions <ul style="list-style-type: none">Read the instructions all the way through.Look for a list of materials you will need.Look for numbered steps or sequence words: <i>First, Next, Then, Last.</i>Do what the instructions tell you.	Following Oral Instructions <ul style="list-style-type: none">Listen for the materials you will need.Listen for sequence words: <i>First, Next, Then, Last.</i>Restate each step in your own words.Do what the instructions tell you.	Giving Written or Oral Instructions <ul style="list-style-type: none">List the materials that will be needed.Think about what each step will be.Use numbers or sequence words to put the steps in order.Write or say the steps in order.
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

READ-ALoud TEXT

Michael's Melody

"Thanks again, everybody, for the awesome presents!" It was Michael Adams's birthday and his family had gathered to celebrate. Michael had just opened his final gift, a striped sweater from his grandmother. Frankly, he was pretty sure that his pile of gifts this year was a lot less exciting than usual, but he was too polite to let his disappointment show.

As Michael's brother began clearing away dirty dishes and discarded wrapping paper, their father stood up and headed toward the hall closet. "Hold on a minute," said Mr. Adams, with a twinkle in his eye, "I think we may have forgotten a gift."

When his dad returned with a large oblong box, Michael knew immediately what was inside; it was the professional keyboard he'd been asking for all year!

Michael's parents claimed that he'd been born with a tune in his head, and it was true that he had always loved music. At an early age, Michael showed exceptional talent for making music; Michael could hear a song just once and repeat the melody accurately and on pitch.

His talent was something of a mystery to the rest of the family. "Your father can't carry a tune in a bucket, and neither can I!" his mother often claimed, and Michael had to admit she was right.

Michael's parents were eager to nurture his abilities and so, over time, they given him dozens of toy instruments.

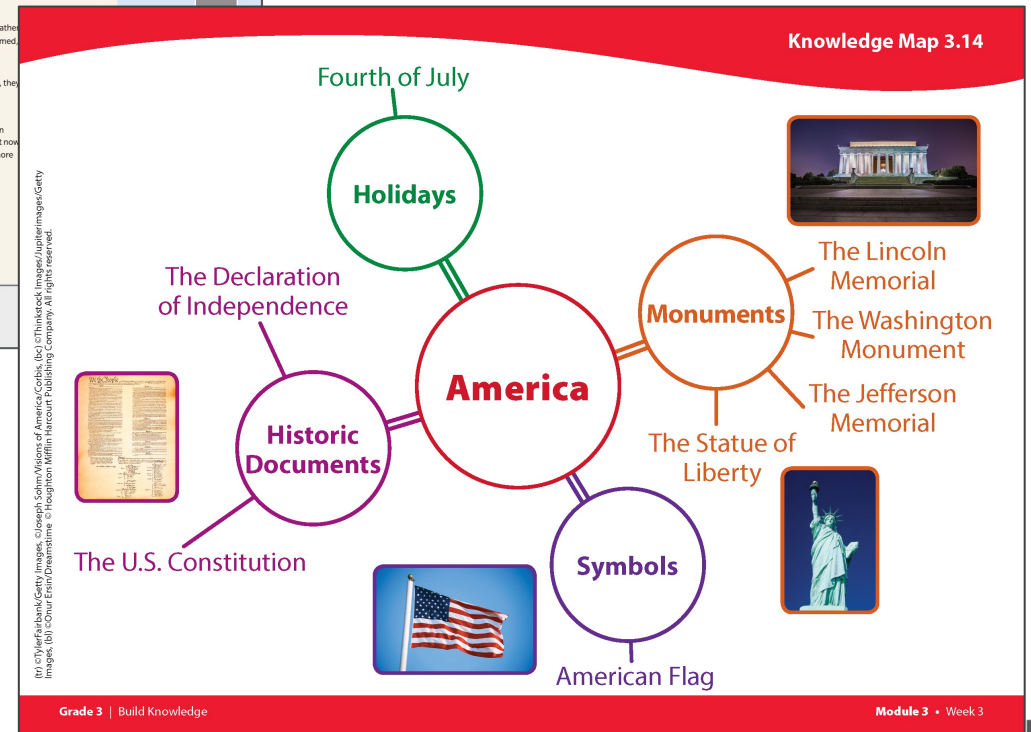
When he reached kindergarten, his parents presented Michael with an electronic keyboard, which was perfect for a five-year-old prodigy, but now that Michael was in fourth grade, he was ready for something much more professional.

"Thank you so much, Mom and Dad!" he exclaimed, grinning at his gleaming, brand new professional keyboard.

Michael's birthday present


How does Michael know what is inside the box? (The shape of the box is the same shape of a keyboard, and he has been asking his parents for a keyboard all year.)

Why was Michael disappointed before his father went to the closet? (He had been asking for a keyboard all year and at that point hadn't gotten one.)



Flexible Resources for Differentiation: Intervention Supports, Grade-Level Content, and Extension

Tier 3



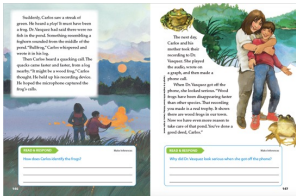
Foundational Skills and Word Study Studio

Foundational Skills and Word Study Studio

[Show Details](#)

Foundational Skills & Word Study Studio

Tier 2

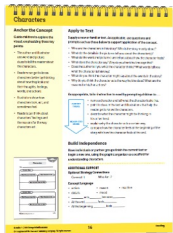


Read & Respond Journal

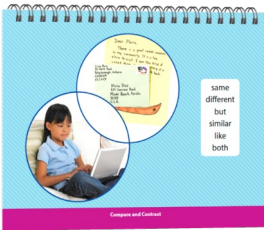
Tier 1



Rigby
LIBRARY



Tabletop Minilessons:
Reading



Tabletop Minilessons:
ELD



Start Right Readers



Equity
of Opportunity & Access



Notice & Note

STRATEGIES for CLOSE READING

Kylene Beers,
Ed.D.

Robert E. Probst,
Ph.D.

Words of the Wiser

What's the life lesson, and how might it affect the character?

Aha Moment

How might this change things?

Memory Moment

Why might this memory be important?

Contrasts and Contradictions

Why would the character feel or act this way?

Again and Again

Why might the author bring this up again and again?

Quoted Words

What does this make me wonder about?

3 Big Questions

- What surprised me?
- What did the author think I already knew?
- What challenged, changed, or confirmed what I already knew?

Word Gaps

- Do I know this word from someplace else?
- Does it seem like a word about this topic?
- Can I find clues in the sentence to help me understand the word?

Numbers and Stats

What does this make me wonder about?

Engaging Texts for Knowledge Building & Independent Skills Application



Integration
of Content & Language



Equity
of Opportunity & Access

Book Clubs/Literature

Student Choice Library/Mentor Text



Integration
of Content & Language

Equity
of Opportunity & Access

BOOK CLUB

The Lemonade War

Discussion Guide 2

Name: _____ Date: _____

Other Book Club Members: _____

Meeting 1 Get Started

Write your answers to these questions. Use your answers to discuss the book.
Make some predictions.

1. Have you ever had a lemonade stand? How did it go?
- _____
- _____
2. Why might it be difficult to sell lemonade if someone else on your street is also selling it?
- _____
- _____
3. What do you think the lemonade war is?
- _____
- _____

Our Next Meeting Is: _____

- ☐ Before the next meeting, read pages 1–58.
- ☐ As you read, use sticky notes to write down any questions you have, interesting words you notice, or other things you want to talk about.
- ☐ Stick your notes on the book pages and refer to them in your Book Club discussion.



Inquiry & Research Projects/Interest Projects

Make an Invention

Inventors use their imaginations to make things that solve problems and maybe even change the world.

1 Choose a Problem

Think about the selection you read. What problem or problems did the author write about? Choose one problem from the selection that you would like to solve with an invention.

2 Brainstorm

Make a list of as many invention ideas as you can to solve the problem. Get wild and silly in your thinking. Don't worry if an idea is "good" or "bad." Sometimes a bad idea can turn into a great one!

3 Develop Your Idea

Select your favorite idea. Write a description of what your invention will do. Think of a name for your invention, too!

4 Make It

Draw a picture of your invention, or use materials in the classroom to build it. Then share your work with a partner. Discuss what your invention does and how it solves a problem in the story.



Make a Book Trailer

A book trailer is like a commercial for a book. It uses pictures, words, and sounds to make people excited about reading it.

1 You Have to Read This!

Work with a group. Talk about how to make people want to read the text. What interesting things about the book will get their attention? What kinds of pictures and sounds relate to the book? List your ideas.

2 Write Your Script

Write a script for your book trailer. Be sure to include the title, the author, and interesting details about the text. Don't give too much away!

3 Choose Pictures and Sound

Choose pictures and sound to go with your script, and plan when they will show or play. What can you show that will make people excited about the text? What kind of song or sound effects will help people know what it is like?

4 Make It and Share It

Draw pictures to show what each part of your book trailer will look like, or use technology to create it. Share your book trailer with other groups!



Make a Documentary

Films that document the world around us are called documentaries. They contain facts about real people, places, events, and more.

1 Choose a Topic

Choose a topic related to the text you read. What more would you like to learn about the topic?

2 It's in the Details

What makes your topic fascinating? Brainstorm and research ideas with your group. What do you want people to know, think, or feel after watching your documentary?

3 Script It

Most documentaries have a narrator who shares facts about the topic. Some have interviews with experts. What will the narrator and interviewer in your documentary say? Write a script. Use the text for ideas.

4 Storyboard

A storyboard can help you plan out your shots before you film. It shows how your film will look from beginning to end. Sketch every scene. Write notes to tell what is happening.

Action!

Decide with your group who will be the narrator, the interviewer, and the videographer. Then film your documentary.

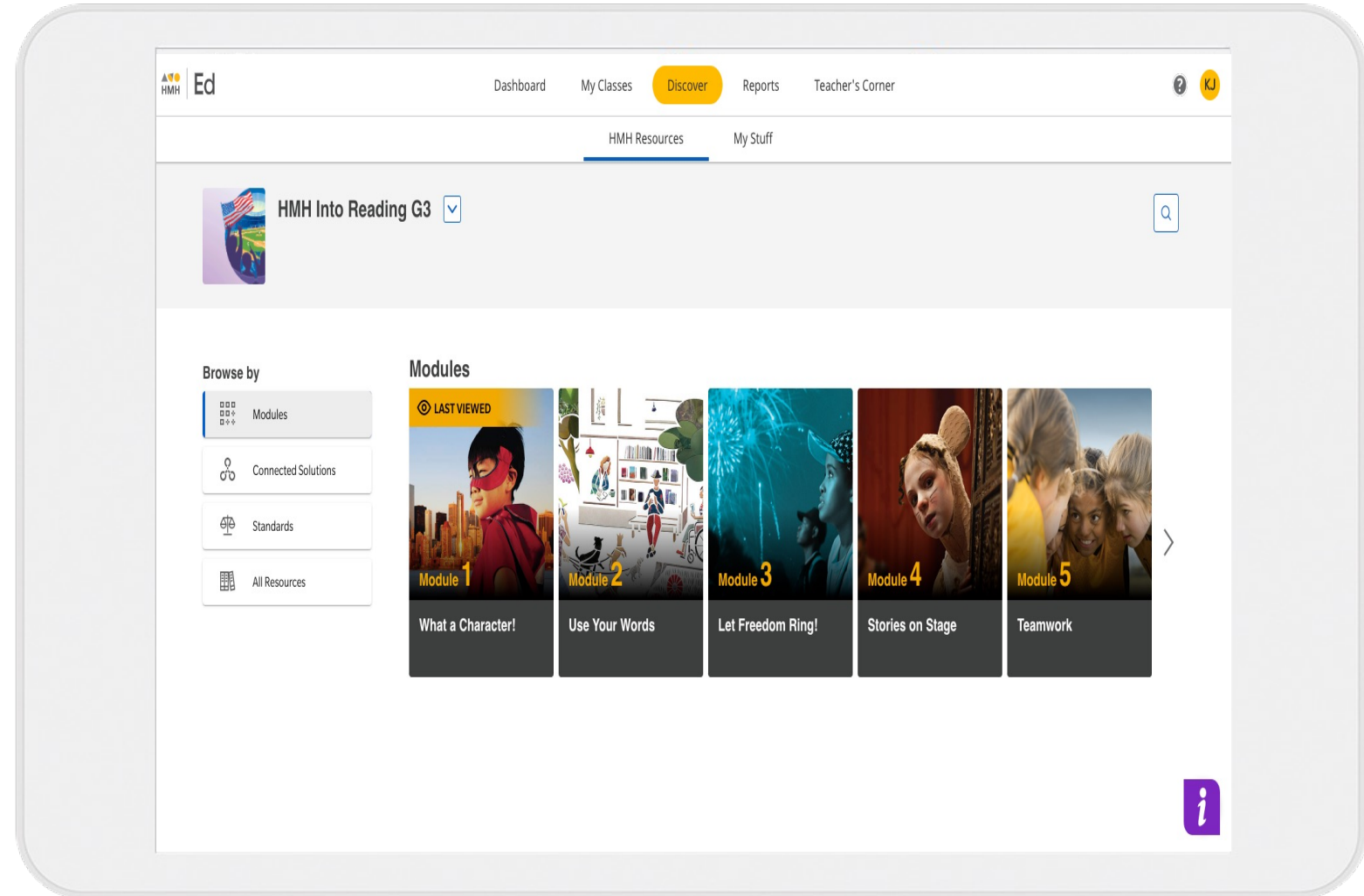
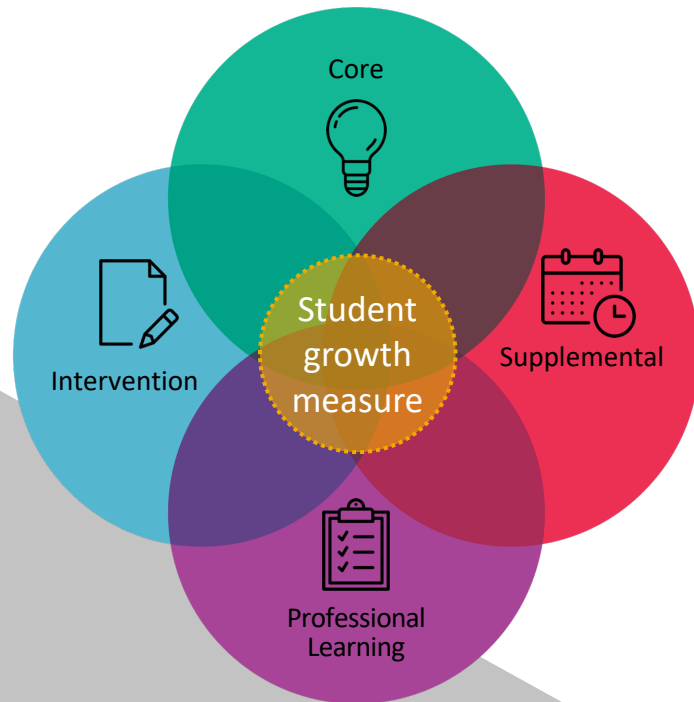


© Houghton Mifflin Harcourt Publishing Company. All rights reserved.

Supporting our Families



Access all
instructional content
from one learning
platform— with one
login



Strong Support for Families

- English
- Spanish
- Arabic
- Chinese
- Filipino/Tagalog
- French
- Haitian Creole
- Portuguese
- Russian
- Urdu
- Vietnamese

Module 1

Be a Super Citizen

HELLO, FAMILY!

Over the next three weeks, our class will be learning about what it means to be a good citizen—at home, at school, and in the community.

We will read about characters and real people who are good citizens, and we will learn how our actions can make a difference in the world. Children will also write a personal narrative about something they have done to make the world a better place.

BRING IT HOME! Learning fun

Big Idea Words

Reinforce these important topic words when you read or talk with your child:

citizen

difference

kind

Try to incorporate questions like these into everyday conversations:

• What can you do to show you are a good citizen?

• How can you make a difference in our neighborhood?

• What are some things we could do to be kind to others?

Let's Read To

Make a special time to read with your child during your reading time.

• Find examples of the texts.

• Clap your hands when you hear a character's name.

• Talk about a character's actions and how they could help.

Grade 2

© Houghton Mifflin Harcourt Publishing Company. All rights reserved.

Módulo 1

Como el mejor ciudadano

¡HOLA, FAMILIA!

Durante las próximas tres semanas, nuestra clase aprenderá lo que significa ser un buen ciudadano en casa, en la escuela y en la comunidad. Leeremos libros sobre personajes y personas reales que son buenos ciudadanos y veremos que nuestras acciones pueden marcar una diferencia para los demás. Los niños también escribirán una narración personal sobre algo que han hecho para hacer del mundo un lugar mejor.

EN CASA ¡Nos divertimos aprendiendo en familia!

Palabras de la idea central

Refuerce estas palabras importantes sobre el tema al leer o hablar con su hijo:

ciudadano (citizen)

diferencia (difference)

amable (kind)

Intente incorporar preguntas como estas a las conversaciones diarias:

• ¿Qué puedes hacer para demostrar que eres un buen ciudadano?

• ¿Cómo puedes marcar una diferencia en nuestro barrio?

• ¿Qué cosas podríamos hacer para ser amables con los demás?

Leamos juntos

Reserve un momento y un lugar especiales para leer con su hijo todos los días.

En este módulo sobre la ciudadanía, pruebe estas actividades cuando lean juntos.

• Busquen ejemplos de amabilidad en los textos.

• Aplaudan cuando un personaje dé en lugar de recibir.

• Hablen sobre un personaje que sienta que no pertenece y describan cómo podrían ayudarlo otros personajes.

Grade 2

© Houghton Mifflin Harcourt Publishing Company. All rights reserved.

الوحدة الأولى

كن مواطناً متميزاً

مرحباً، عائلتي!

خلال الأسابيع الثلاثة المقبلة، سيتعلم طلابنا ما يعنيه أن تكون مواطناً صالحاً - في المنزل، وفي المدرسة، وفي المجتمع. سنقرأ عن الشخصيات والأشخاص الحقيقيين الذين هم مواطنون صالحون، وسنتعلم كيف يمكن لأفعالنا أن تحدث فرقاً للآخرين. هذا، وسيكتب الأطفال أيضاً سرداً شخصياً حول شيء فعلوه لجعل العالم مكاناً أفضل.

التدريب في المنزل! تعلم المرح لجميع أفراد الأسرة!

كلمات الأفكار الكبيرة

عزز كلمات الموضوع المهمة التالية عندما تقرأ أو تتحدث مع طفلك:

مواطن (citizen)

فرق (difference)

لطيف (kind)

حاول إدراج مثل هذه الأسئلة التالفة في المحادثات اليومية:

• ماذا يمكنك أن تفعل لتظهر أنك مواطن صالح؟

• كيف يمكنك إحداث فرق في حياتنا؟

• ما الأشياء التي يمكننا القيام بها لتكون لطفاً مع الآخرين؟

لنقرأ معاً

خصص وقتاً ومكاناً للقراءة مع طفلك كل يوم.

خلال هذه الوحدة حول المواطنة، جرب هذه الأنشطة أثناء وقت القراءة معاً:

• ابحث عن أمثلة عن اللطف في النصوص.

• صف بديك عندما تعطي الشخصية بدلاً من أن تأخذ.

• تحدث عن شخصية يشعر أنه لا ينتمي أو يشعر أنها لا تنتمي وصف كيف يمكن للشخصيات الأخرى أن تساعد.

اللعب بالكلمات

العب بالكلمات المساعدة في تطوير مهارات القراءة المهمة.

الأسبوع الأول: أبحث بعض الضجيج

أضف مؤثرات صوتية للنصوص، باستخدام أصوات من الحروف الساكنة والحروف المتحركة القصيرة o و.

الأسبوع الثاني: لعبة البحث «أي سي»

العب لعبة البحث «أي سي»، باستخدام أصوات قصيرة للحروف مثل o أو u أو e. افعلي مثالاً إذا أبحث عن شيئاً له صوت قصير لحرف o. كلمة (rug)

الأسبوع الثالث: لتتلفظ

تحدي بعضكم البعض للتوصل إلى أمثل كلمات تبدأ بـ o أو u التي تنتهي بحروف e الصامت. على سبيل المثال: bite و late.

Grade 2

© Houghton Mifflin Harcourt Publishing Company. All rights reserved.

Collaboration
among Stakeholders

Strong Support for Families

Access parent dashboard via link or QR code.

DashboardDiscoverAssignmentsScores

Family Room™

Support your child's learning with bite-size tips and videos.

EH

?

Spanish

Family Room

Log Out

Browse By

Home

Getting Started

Program Support

Shareables

My Favorites

Browse our pantry of bite-size tips and videos to help support your child's learning.

New For You (34)

5m Video

Into Science | Grade K-12

Five Tips for Making Science Happen at Home

Get ready to think like an expert with these tips for fun while learning science.

4m Video

Into Science | Grade K-8

Meet Into Science

Hear what it's like to learn with Into Science.

7m read Article

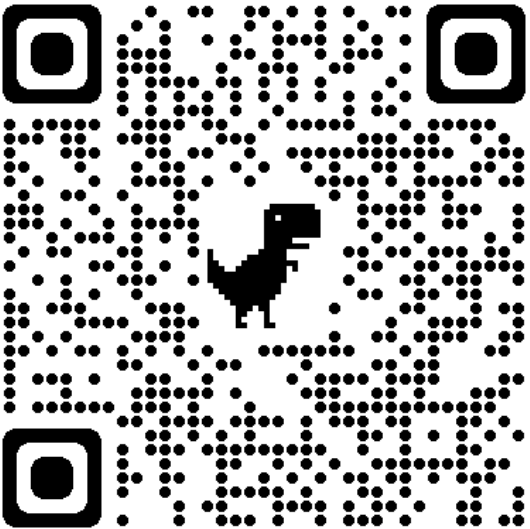
3

6

3

3 Activities for Building a Math-Positive Mindset at Home

Check out these math activities from author Carrie Cutler and begin building a math-positive mindset, for yourself and your child.



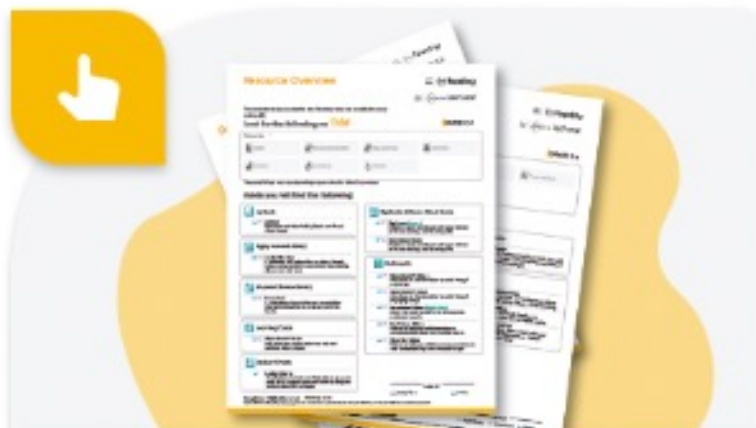


[How to Ask Follow-Up Questions to Get Talk Started](#)

Tired of short responses from your kids? Read these tips to foster conversations with your kids.



7m Video



Into Reading | Grade K-6

[Getting to Know the Into Reading Resources](#)

Learn about the various Into Reading resources and how and when to choose the appropriate resources.



3m Interactive



[5 Questions Your Teacher Wants You to Ask Them](#)

Perfect for teacher conferences, a teacher shares great questions to ask about your child's learning.




3m read Article

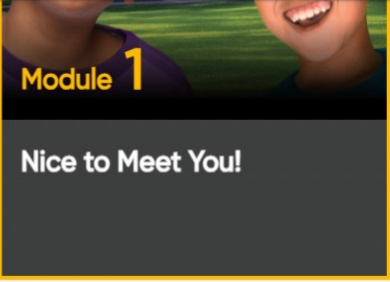
Strong Support for Families

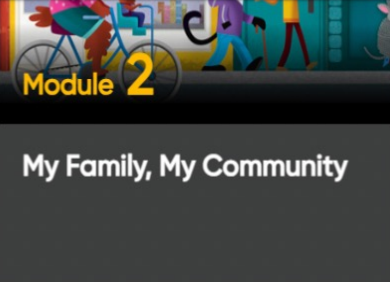
Access parent dashboard via link or QR code.




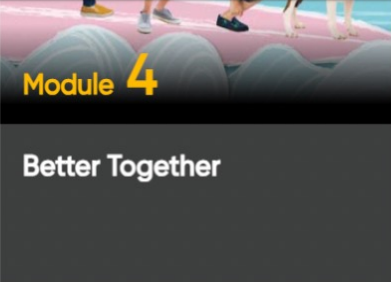
 Ed

DashboardDiscoverAssignmentsScores














Featured Categories And Components


 Program Overview


 Classroom Library


 Build Knowledge and Language


 Structured Literacy


 Foundational Skills


 Vocabulary

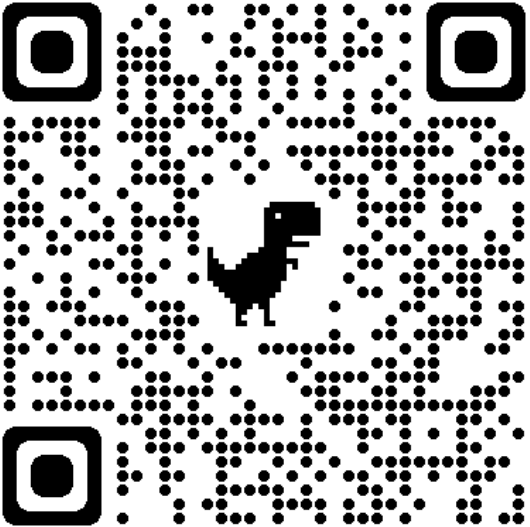
 Spelling and Handwriting

 Writing

 Rigby Library

 Multilingual Learner Support

 Research and Media Literacy



Strong Support for Families

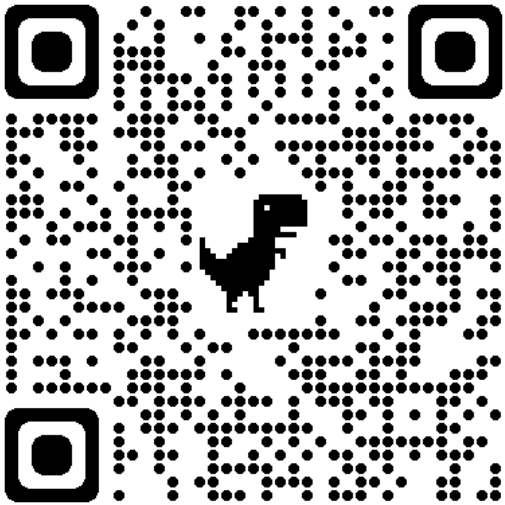
Access parent dashboard via link or QR code.

Into Reading Login Demo Account

Login into: <https://www.hmhco.com/ui/login/?connection=91002280>

User Name	Password	State	District Name
EvalStudent354_91002281	E!10eqyk8gn	EVALUATOR	INTO Reading 4-91002280

- Go to Discover Tab
- Once in: at the top left, you will see select a program and a down arrow, that is how you can choose a grade level; it is set now to grade 01
- They can then see the various modules, featured categories, and components (tiles) such as the program overview, structured literacy, vocab, etc.
- In the upper right, you will see an orange dot with the initials EH. If you click on the EH, you will see the option for Spanish and the Family room, which will show all the components for parents: bit-size tips and videos to help support their child.





Next Steps: Board Presentation, March 18, 2024