



NARRATIVE PROFILE

iRead® is a digital foundational reading program that provides prevention, intervention, and acceleration to close the reading achievement gap early and place all children on a predictable path to reading proficiently by Grade 3. Innovative software assesses performance in foundational reading and differentiates 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. *iRead* also provides powerful data, reporting, and instructional resources to maximize instructional time and accelerate achievement.

EVIDENCE BASE/EFFICACY

iRead was developed with the expertise of nationally recognized researchers and practitioners in foundational reading, leveraging the best thinking and research in education, cognitive science, and gaming theory to place all K–2 students on a predictable path to reading by third grade. Dr. Marilyn Jager Adams led the development of the program's phonics and foundational literacy instruction. Dr. Ted Hasselbring guided the development of the program's adaptive technology and cognition. Research studies for *iRead* meet the **moderate evidence level** as defined by the Every Student Succeeds Act (ESSA). To review the research papers and impact reports, visit www.hmhco.com/research/library.

MOTIVATION & ENGAGEMENT

iRead is intentionally metacognitive—it empowers children and motivates them to succeed through repeated practice. *iRead* 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. Over 1 million possible combinations of characteristics motivate children and allow them to personalize their avatars to suit their own individual styles.

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.

SOCIAL EMOTIONAL LEARNING (SEL)

By employing a combination of personalized learning, embedded assessment, and the opportunity for small-group instruction, *iRead* supports social emotional learning. The instructional software enables students to engage more deeply in their learning and become more self-reliant in their approach to reading. Animated reading characters model enthusiasm, persistence, curiosity, and a love of reading. On-screen graphics and personal backpack encourage students to celebrate their successes and keep working toward their goals. The Student Library includes a number of titles that build social awareness by encouraging students to see something from a different perspective, feel and show empathy, appreciate others from diverse backgrounds and cultures, and show respect for all people. To learn more about the science of social emotional learning at HMH, please visit: www.hmhco.com/research/social-and-emotional-learning-research-foundations.

GRADES
K–2

INSTRUCTIONAL CATEGORY

Supplemental

INSTRUCTIONAL FOCUS

Foundational Reading

EVIDENCE LEVEL*

Moderate

RTI TIERS

Tiers I, II, III

* 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.

INSTRUCTIONAL FOCUS

Beginning with alphabet knowledge and phonological awareness, and working towards increasingly complex skills in decoding and spelling, *iRead* places all children on a predictable path to college and career. The program's scope and sequence offers a carefully scaffolded and systematic instructional approach to early literacy, and is built on technology that affords differentiated and adaptive instruction to meet the individual needs of children at all readiness levels in the classroom or remote learning environments.

READING

iRead provides a systematic sequence of explicit, recursive instruction with mastery-based interactive practice in early literacy. Phonemic and phonological awareness as well as phonics are highlighted in the context of activities in the *iRead* Alphabet and Code strands. Spelling, high-frequency/high-utility sight words, syllabication combined with morphology (word study), spelling, and fluency are highlighted in activities in the *iRead* Word Play and Sight Words strands. Throughout *iRead*, foundational skill instruction is directed toward meaning and is always linked to the reading of connected text.

Text complexity in *iRead* increases over time, gradually introducing more sophisticated text structure, language conventions, and knowledge demands. The program's eBooks are 50 percent informational text and 50 percent literature. As students progress through the scope and sequence, 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.

Students read through each *iRead* eBook twice. The focus of the first read is to build fluency and knowledge. Students listen to a model of fluent reading and follow the highlighted text. They also may opt to turn off the audio to read by themselves. The focus of the second read is to build comprehension and vocabulary. During this rereading, students are encouraged to read on their own and explore key vocabulary words, or "power words". After the two readings, all students demonstrate vocabulary acquisition by matching words with their definitions. Students demonstrate comprehension by identifying the correct detail that supports a key idea of the text.

The *iRead*[®] *Books!* 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.

WRITING

iRead models and reinforces 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 *iRead* tasks 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 Success 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.

SPEAKING & LISTENING

iRead 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. When using the software, children are prompted to generate a letter name or

letter sounds orally after hearing or seeing a model. At 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.

Because rigorous state standards encourage academic discourse to ensure understanding, *iRead* provides children with the opportunity to practice speaking and listening in a whole-class or small-group settings. The Professional Guide dedicates a section to teaching with Success eBooks, which provides teachers with a framework and 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 with student engagement routines such as “Think-Pair-Share.”

LANGUAGE

iRead integrates high-leverage academic vocabulary and language development across all strands of instruction. Over 1,500 words in the student software are presented with images and context sentences. These words are systematically reviewed in varied contexts, ensuring children develop understandings of what they are reading. The student software includes fifty-eight Word Play topics, each building excitement about words while teaching critical word attack strategies. Key vocabulary repeatedly appears in the highly engaging Success eBooks. Each book uses academic language and engaging content to develop awareness of word meanings.

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 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.

INSTRUCTIONAL DESIGN

iRead takes children into Beastie Hall—a virtual school made entirely of books. Once inside, children meet the expert faculty—each a specialist in foundational reading. Whether it’s Professor Sounders, who ensures mastery of the forty-four sounds of the English language, or Ms. A, who guarantees success with the alphabet, Beastie Hall promotes the transfer of skills learned on the software into the classroom literacy block. Spiraled instruction and practice activities are organized into five strands—Phonological Awareness and Alphabet, The Code, Sight Words, Word Play, and Success.

The *iRead* instructional model fits flexibly into an existing Reading or Language Arts instructional block and allows for digital access in remote learning environments to ensure all K–2 children are on a predictable path to college and career readiness. Teachers use *iRead* 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:

- **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 lessons on SAM™ Central (a web-based learning management system) supplement grade-level content.
- **Small-Group Instruction**—The Groupinator® recommends targeted lessons and differentiated small group based on students’ performance on the software.
- **Instructional Software**—Children engage in daily independent, individualized, and adaptive skills practice using the *iRead* instructional software anytime, anywhere.

- **Learning Centers**—Using the learning centers activities in the *iRead* 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 available on SAM Central. Additionally, the *iRead Books!* library, a Guided Close Reading Library, extends learning across the content areas through close and guided reading while strengthening foundations through extended reading practice.

ASSESSMENT & PROGRESS MONITORING

iRead assessments measure skill development, monitor progress, identify areas of need, and build a complete picture of each child’s performance and participation. In addition to the embedded assessments in the software, *iRead* provides additional assessments that use children’s oral responses.

- The ***iRead* Screener** assesses skills to determine where a child should begin the software.
- **Fast-Track Assessments** measure skills in upcoming series to customize the instructional path and focus on areas of need.
- The **Sight Word Assessment** tests children’s recognition of upcoming sight words to determine whether instruction is needed.
- The **Print Concepts Survey** assesses children’s understanding of basic concepts of print.
- The **Phonological Awareness Assessment** evaluates phonological awareness skills, including those that the software does not assess because they require oral production.
- The **Oral Fluency Assessment** monitors progress and provides a norm-referenced indicator of reading ability.
- **Reading Interest Surveys** provide anecdotal information about reading interests, attitudes, and behaviors.

DIFFERENTIATED INSTRUCTION

The *iRead* software is powered by the proven FASTT algorithm—Fluency and Automaticity through Systematic Teaching with Technology—enabling children to master foundational reading by systematically moving information from short- to long-term memory. The FASTT algorithm leverages the power of adaptive technology to monitor performance continuously and customize pacing, instructional load, and content for each child.

STRATEGIES FOR ENGLISH LEARNERS

iRead benefits English learners with embedded scaffolds and supports throughout every aspect of the program, from the instructional software to the comprehensive support for educators.

- Images and context sentences are embedded in the phonics and vocabulary instruction for over 1,000 target words, which repeat strategically throughout the scope and sequence.
- The software includes Spanish cognates and translations for all target vocabulary words. eBooks include Spanish previews as well as fluent read-alouds that model accurate expression.

iRead Narrative Profile

- *iRead* Sound & Articulation videos model correct academic pronunciation of the forty-four sounds of English.
- The *iRead* Professional Guide includes best practices for individualizing and differentiating instruction to ensure effective learning, including point-of-use contrastive analysis.

STRATEGIES FOR SPECIAL EDUCATION STUDENTS

iRead provides children classified as special education with scaffolds and supports necessary to help them learn to read.

- The software automatically adjusts the timing, speed, and content of instruction to meet each child's needs.
- Curriculum-embedded Fast Track assessments enable students to progress through the program at a personalized pace.
- *iRead* individualizes and differentiates instruction through a combination of visual, auditory, tactile, and kinesthetic means.
- The software aligns with the core principles of Universal Design for Learning (UDL), providing multiple means of representation, expression, and engagement.
- Multiple points of entry allow children to work at the appropriate level and progress toward reading proficiency. Additional time using the software may be recommended based on individual student performance.

SCHOOL-TO-HOME CONNECTION

The *iRead* 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. To further support families as partners in their children's reading success, fifty-one downloadable, printable eBooks and additional printable books are available as well as lists of suggested books for supplementary reading, aligned to *iRead* topics and skills. All online assessment reports are downloadable so teachers can e-mail individual results to each child's parents. The *iRead* Family Report shares information with families about children's performance on the instructional software and includes suggestions for how children can continue their learning at home or within remote learning environments.

PROFESSIONAL LEARNING OPPORTUNITIES

Together with the experts from Literacy Solutions™ and Math Solutions®, HMH Professional Services helps schools and districts achieve measurable gains with a flexible approach to professional learning centered on student outcomes. To ensure effective program implementation and student growth, consultants collaborate with leadership to co-develop a plan for improvement, goals for teacher and student learning, and metrics to monitor progress. Ongoing professional development helps the district build and maintain a community of learners working together to improve instruction.

HMH Professional Services works with the school or district to personalize professional learning through a blended approach, including online and on-demand courses, coaching, embedded program resources, and other opportunities for teachers to shape their own learning. Teachers benefit from a flexible experience that is ongoing and focused on goals addressing their unique needs.

GETTING STARTED

Foundational Getting Started courses help educators learn how to use their HMH programs in the context of lesson planning and classroom instruction. These interactive sessions allow participants to experience lessons from both the teacher and student perspectives, plus get hands-on practice accessing and integrating the digital resources into their instruction. Each Getting Started course comes with a comprehensive Professional Learning Guide for extra support. Additionally, teachers benefit from on-demand professional resources embedded within the program at point of use.

FOLLOW-UP & INSTRUCTIONAL PRACTICES

Follow-Up sessions build upon the foundational knowledge of Getting Started to help teachers take full advantage of their HMH program's components, assessments, differentiation, and digital tools in meeting the needs of their students. Topics are classroom-focused, hands-on, and offer opportunities to apply understanding. 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.

Beyond program implementation, practice-based courses bring best practices and innovative approaches to equip educators with the most effective, research-based instructional strategies. Topics range from mastering foundations and addressing content standards to honing best practices and planning effective remote instruction. Beginning with an instructional needs assessment and strategic plan, HMH teams work to personalize the professional learning experience to raise student achievement and transform school-wide performance.

COACHING & COLLABORATION

Job-embedded instructional coaching provides a sustainable, data-driven, and personalized approach to helping each teacher meet their individual learning goals. HMH's research-based coaching model is student-focused and proven to help teachers improve their practice and raise student achievement. Coaching can include:

- 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

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. Teacher's Corner, an online hub of professional learning and teaching support resources, provides opportunities for collaboration where educators can also participate in learning events, webinars, social media, and more to share ideas and learn together.

To learn more about how effective practices, frameworks, and expert opinion from research literature has been translated into the program and practices of HMH Professional Services, please visit:

www.hmhco.com/research/professional-services-research-foundations.

PROGRAM COMPONENTS

Teacher kits are also included with the purchase of *iRead* and include the following components: *iRead* Professional Guide, Technology Quick Reference Guide, and Poster Pack.

To expand the program and extend learning across the content-areas, consider adding *iRead Books!* to your classroom. The *iRead Books!* library is organized into three levels, which may be used by children in Grades K–2 according to their reading levels.

Each level includes:

- 180 Books (30 titles, 6 copies each)
- Teaching Resources
- Close Reading Instructional Cards
- Classroom Poster
- Book Storage Bins

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