

West Orange Public Schools



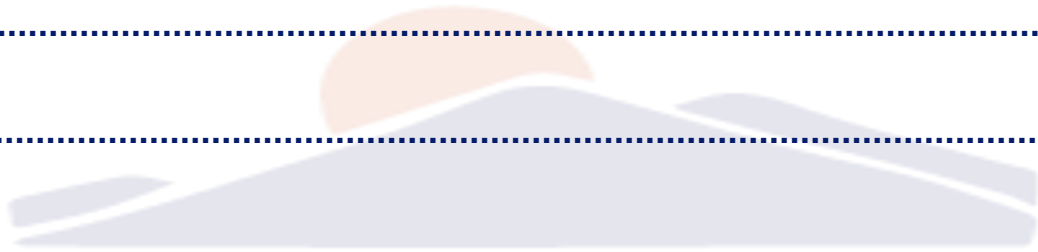
K-5 English Language Arts

Eveny de Mendez
Assistant Superintendent for Curriculum & Instruction

Beatrice Hanratty
K-5 ELA Supervisor

West Orange Board of Education

Brian Rock.....	Board President
Maria Vera.....	Board Vice-President
Eric Stevenson.....	Board Member
Dr. Robert Ivker.....	Board Member
Dr. Dia Bryant.....	Board Member



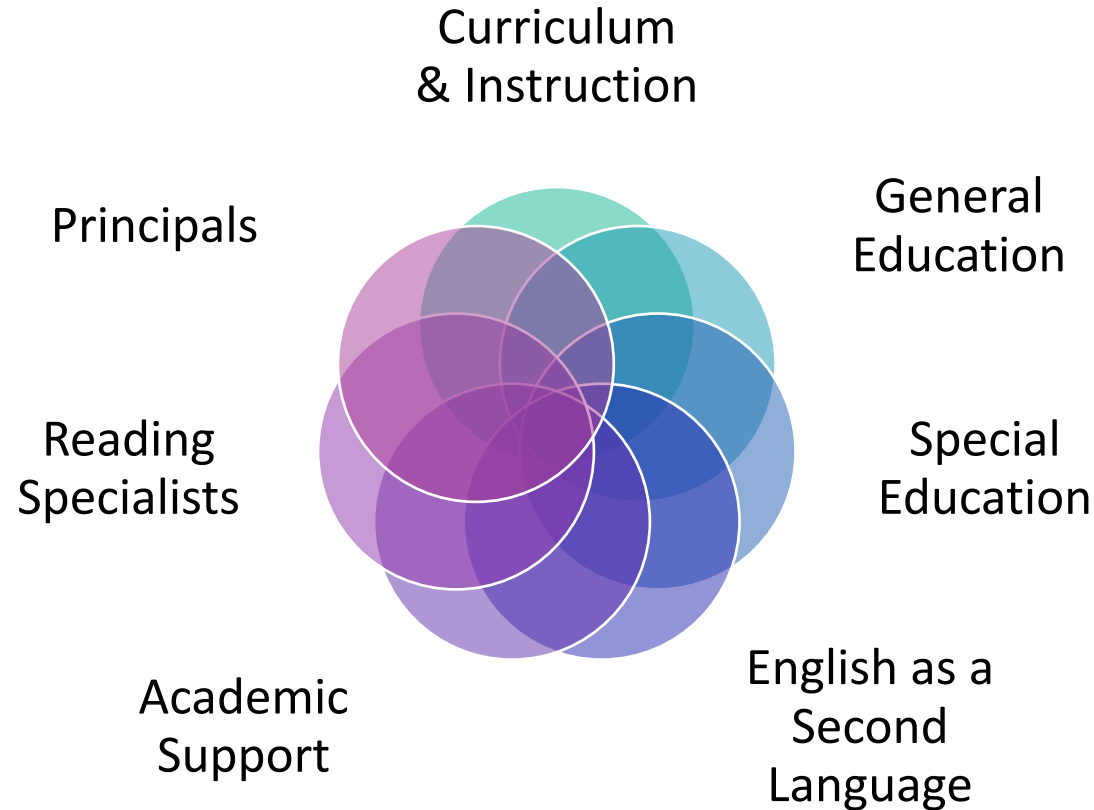
West Orange Central Office Administration

Hayden Moore.....	Superintendent
Tonya Flowers.....	Business Administrator and Board Secretary
Eveny de Mendez.....	Assistant Superintendent for Curriculum & Instruction
Beatrice Hanratty.....	K-5 English Language Arts Supervisor

ELA Committee Members

2023

- Lisa Bellott
- Susan Bohan
- Lisa Brattoli
- Romina Casenta
- CarolAnn Collazo
- Lisa DeMichele
- Lesley Diglio
- Maureen Donohue
- Diana Ferrera
- Michelle Frazee
- Beatrice Hanratty
- Kimya Jackson
- Melissa Jenkins
- Cindy Lombardi
- Tracey McCall
- Kristina Moyet
- Emma Pacifico
- Jennifer Paull
- Felix Plata
- Lisa Rodino
- Stephanie Ross
- Nikole Santucci
- Anna Sopranzetti
- Toni Rodriguez
- Stacie Varanelli
- Robin Zanoni



K-5 Teachers District-Wide

2024

- Teresita Bradely
- Lisa Bellott
- Joel Castillo
- Eveny de Mendez
- Lisa DeMichele
- Lesley Diglio
- Diana Ferrera
- Tanya Gaborow
- Amanda Goldman
- Wendi Giuliano
- Beatrice Hanratty
- Kimya Jackson
- Miriam Kargbo-Jackson
- Tracey McCall
- Emma Pacifico
- Jennifer Paull
- Felix Plata
- Lisa Rodino
- Stephanie Ross
- Nikole Santucci
- Jennifer Sissman
- Anna Sopranzetti
- Jennifer Tarullo
- Stacie Varanelli
- Fanny Velendia

ELA Committee Purpose (SY 23, 24)

To conduct a formal evaluation of the ELA program, to include its instructional components, materials, assessment, and curriculum that:

Aligns to the
revised NJ ELA
Standards (2023)



through an evidence-based approach
to English language literacy

Addresses the
Pillars of Reading



that integrates highly effective
strategies for reading instruction

and is grounded in scientific research
literature

Primary Considerations

Revised 2023 ELA Standards



STATE OF NEW JERSEY DEPARTMENT OF EDUCATION

A Memo from the New Jersey Department of Education

Date: October 18, 2023
To: Local Educational Agency Leads
Route To: Principals, Assistant Superintendents of Curriculum and Instruction, Supervisors, Instructional Coaches and Teachers
From: Jorden Schiff, Ed.D., Assistant Commissioner
Division of Teaching and Learning Services

Adoption of the Revised New Jersey Student Learning Standards in English Language Arts and Mathematics

The New Jersey Department of Education (NJDOE) is pleased to announce the adoption of the 2023 New Jersey Student Learning Standards (NJSLS) in English language arts (ELA) and mathematics by the New Jersey State Board of Education on October 4, 2023. The process for reviewing and revising the NJSLS began in July 2022 and was informed by teachers, administrators, higher education faculty, and other stakeholders throughout the State. There was representation from rural, urban, and suburban districts as well as non-profit organizations and agencies. The 2023 NJSLS were revised following public input and feedback received through regional testimony sessions, written comments, and feedback submitted through the NJDOE website.

Proficiency of ELA Standards Grades 3-5

NJSLA
SPRING 2023
ELA 3-5

DISTRICT STATE COMPARISON

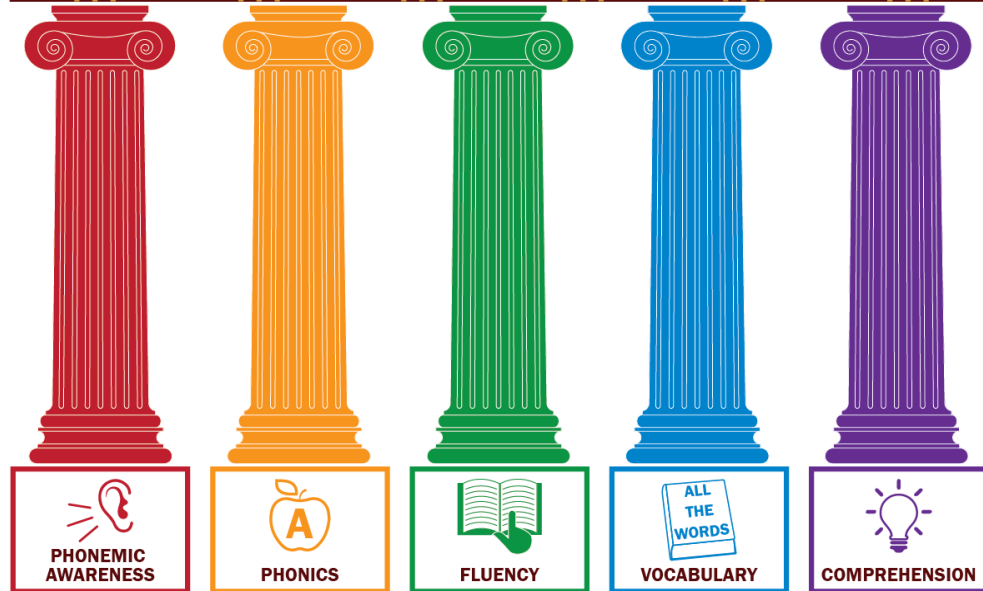
Student Groups	% Met or Exceeded Expectations		
	Grade 3	Grade 4	Grade 5
District	51.9	63.5	70
State	41.9	51.3	53.3



Approached

Primary Considerations

5 Pillars of Early Literacy



The National Reading Panel identified five key concepts at the core of every effective reading instruction program: **Phonemic Awareness**, **Phonics**, **Fluency**, **Vocabulary**, and **Comprehension**. Since the panel's report was released in 2000, these concepts have become known as the "five pillars" of early literacy and reading instruction.

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)
VOCABULARY
(breadth, precision, links, etc.)
LANGUAGE STRUCTURES
(syntax, semantics, etc.)
VERBAL REASONING
(inference, metaphor, etc.)
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)
DECODING (alphabetic principle,
spelling-sound correspondences)
SIGHT RECOGNITION
(of familiar words)

SKILLED READING

Fluent execution and
coordination of word
recognition and text
comprehension.

Research: Creating Strong and Purposeful Literacy Learners

Process & Timeline

February - June 2023

- Began ELA Program Review
- Literacy Framework
- Instructional Materials
- Curriculum Review

Fall 2023

- Action Planning
- Determining Lookfors
- Teacher Survey
- Selection of Review Tool (EdReports)
- Review of Instructional Materials

Winter 2024

- Pilots K-5, 1 classroom grade level per school
- Teacher Classroom Visits
- Material Review / Selection
- Recommendation to Board

Spring 2024

- Implementation Plan
- Professional Development
- Curriculum Development Begins*

Summer 2024

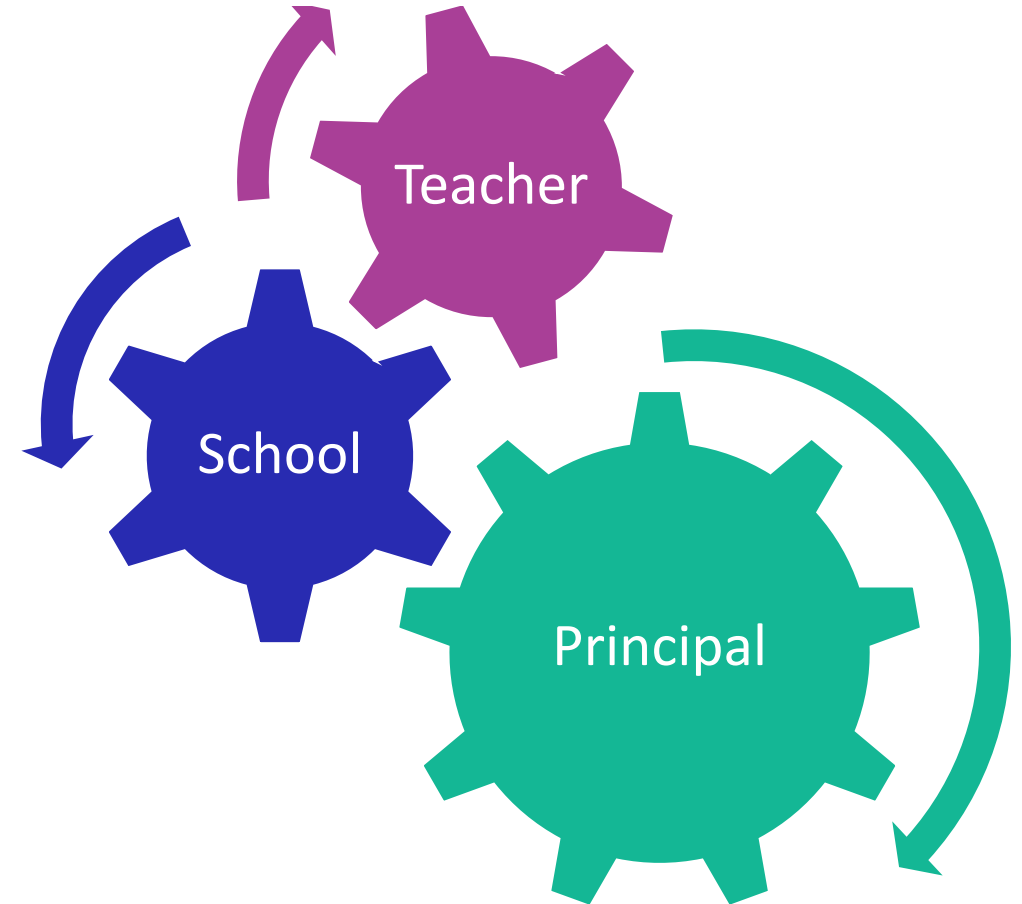
- Curriculum Development Continues

IMPLEMENTATION 2024-2025

Instructional Material Review

Review of 13 overall programs

- K-5 Core Comprehensive Programs
- Supplemental Materials
- Other Instructional Materials
- Pilots in every school (K-5)



K-5 Teacher Survey Feedback

- ✓ Core program with comprehensive resources
- ✓ Alignment to standards and 5 Pillars of Reading
- ✓ Structured literacy integration
- ✓ Transfer of foundational skills using decodables
- ✓ Excellent plans to encourage small group that correlate to whole classroom instruction
- ✓ Thoughtful and intentional rigor
- ✓ Modules focus on specific topics that allow students to engage in read alouds and activities
- ✓ Strong student engagement
- ✓ Allows students to go deeper into critical thinking
- ✓ User friendly
- ✓ Lesson planning clearly aligned to objectives
- ✓ High exposure to grade level vocabulary
- ✓ High level questions
- ✓ Clear modeling for all students
- ✓ Specific interventions for multi-tiered differentiation and supports

K-5 Core Comprehensive ELA Recommendation

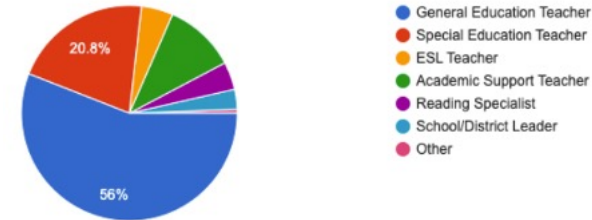
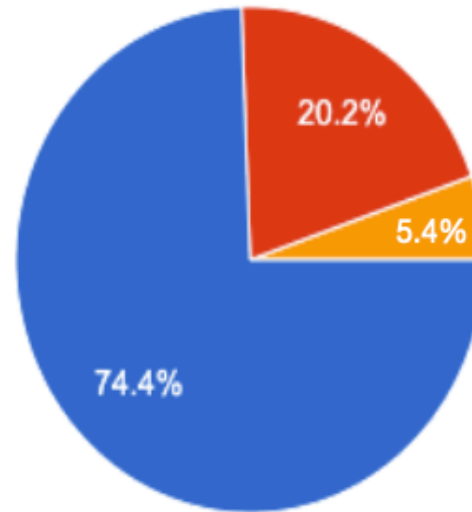
B. CURRICULUM AND INSTRUCTION

3. Upon recommendation of the Superintendent of Schools, approval by the Board of Education for the adoption of K-5 Into Reading by Houghton Mifflin Harcourt for implementation in the 2024-2025 school year.

INTO READING

K-5 Core Comprehensive ELA Recommendation

168 responses



- Into Reading (HMH)
- myView (Savaas)
- Continue with our current ELA instructional program

Comprehensive Research-Based Instruction for ALL Learners



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.

Module 1 • Week 1

Name _____

Decoding

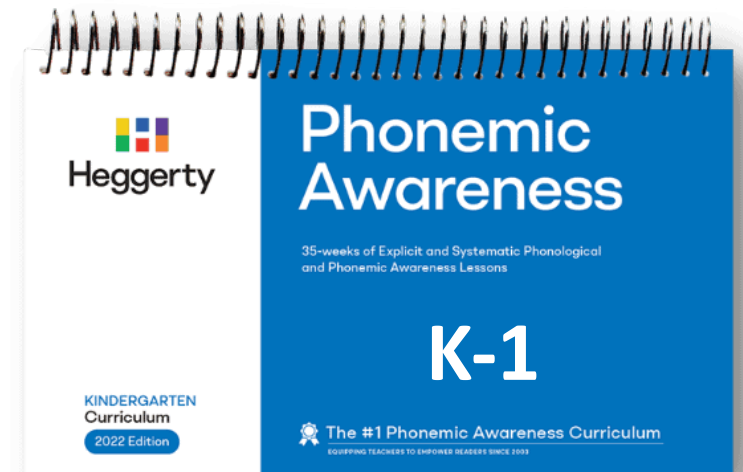
Short Vowels a, e, i, o, u

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

- May I borrow a _____ to write something?
short e
- Be sure to study for the _____ test on Friday.
short i
- Regina is _____ of the girl's soccer team.
short a
- The river is home to animals such as fish, ducks, and _____.
short o
- I looked for my lost notebook and found it _____ my bed.
short u
- Rico ate a shiny red _____ for a snack.
short a
- The magician made a flower appear _____ before our eyes.
short i
- Don't tell me the _____ of the book until I have finished reading it!
short e
- When I grew out of my shoes, Dad took me _____ for new ones.
short o
- We ate chicken and corn on the cob for _____.
short u

Grade 3
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Module 1 • Week 1



K-2 Structured Literacy Component



EVIDENCE-BASED
COMPONENTS

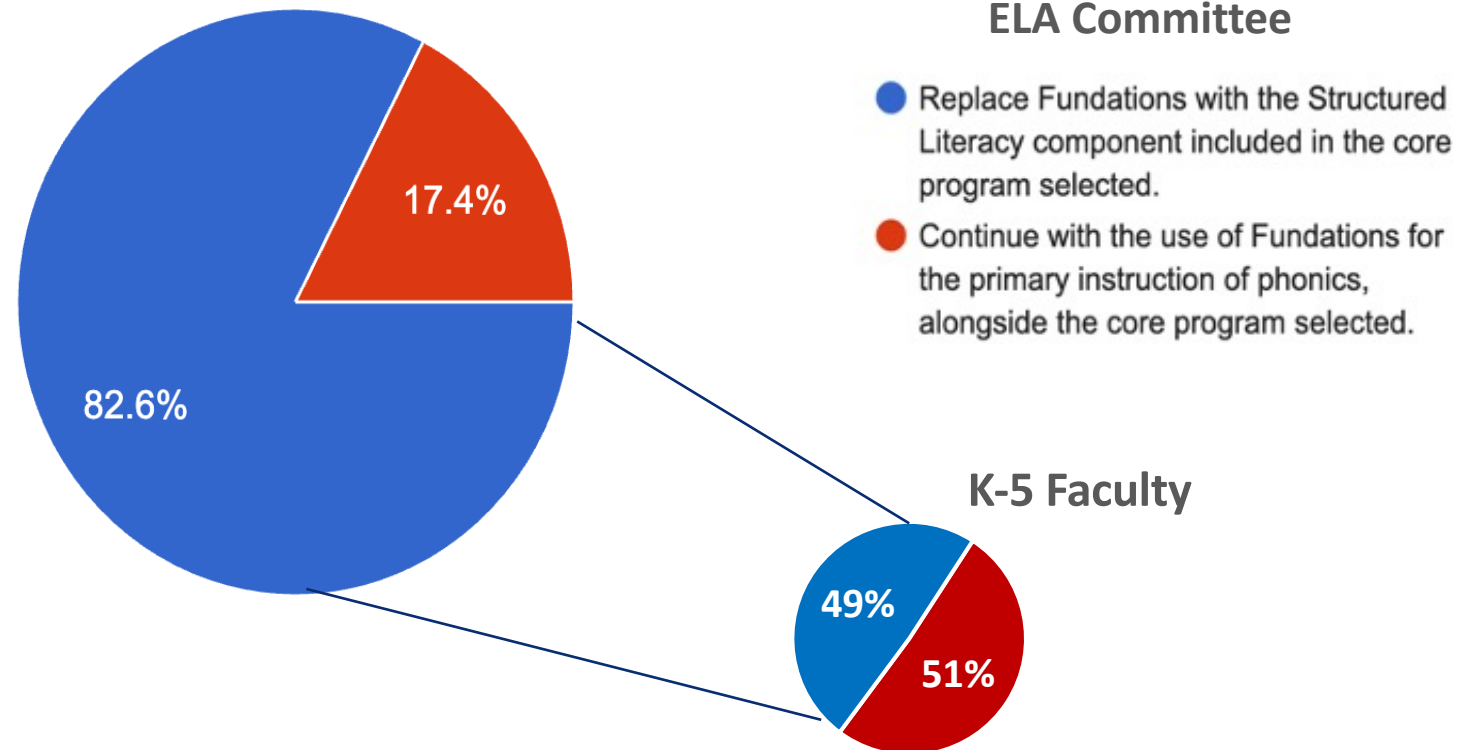
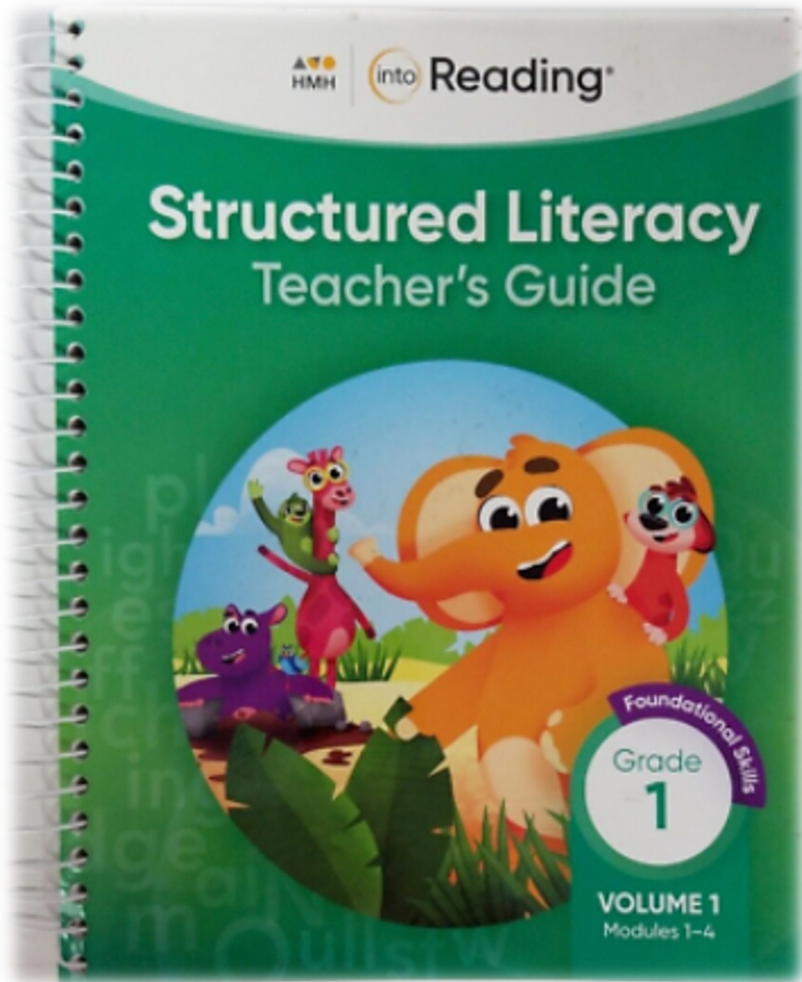


EVIDENCE-BASED
TEACHING PRINCIPLES



EFFECTIVE READING
INSTRUCTION

K-2 Structured Literacy Component Recommendation



Instruction that builds...

2 Whole Class Instruction

Foundational Skills progression aligned to the Science of Reading.

Engage and motivate students to master the 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 2

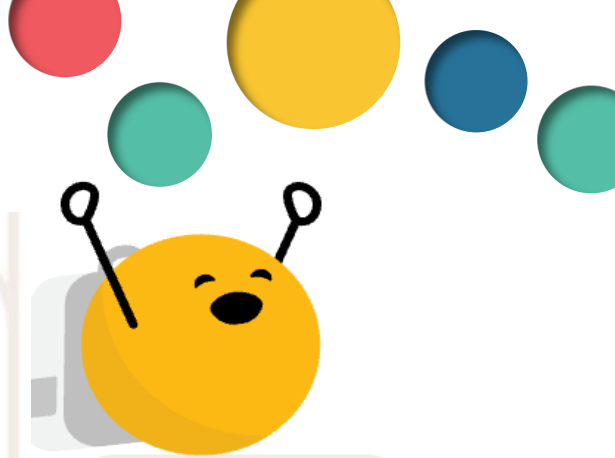
- Learn the six syllable types and syllabication.
- Decode multisyllabic words accurately and fluently.
- Apply decoding and encoding in writing and spelling.
- Recognize an increasing number of high-frequency words.
- Develop academic vocabulary through direct instruction and practice.
- Use an expanded number of prefixes and suffixes to create new words.

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

- 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.



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**



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

Tier 3

Tier 2

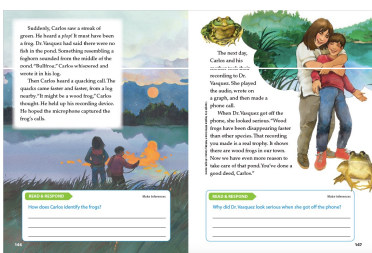
Tier 1



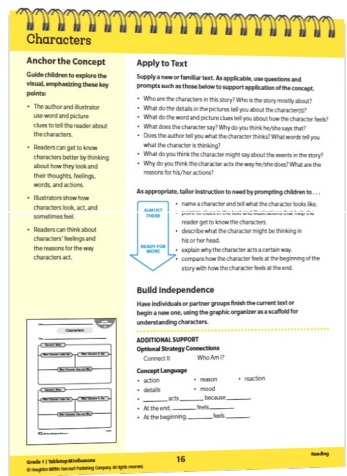
Foundational Skills and Word Study Studio
Foundational Skills and Word Study Studio

Show Details

Foundational Skills & Word Study Studio



Read & Respond Journal



Tabletop Minilessons:
Reading



Rigby
LEVELED LIBRARY



Tabletop Minilessons:
ELD



Start Right Readers



Equity
of Opportunity & Access



Expanding Outcomes in Special Education



High-Quality Resources Support Inclusive Environments

All educators, leaders, and students can access high-quality resources and learning technology supporting individual learning needs.

Instruction builds reasoning to elicit thinking and holds all students to the highest standards.

Personalized Instruction Meets Individual Needs

To meet the needs of students with learning disabilities. All students receive explicit, systematic instruction.

Curriculum Development

- Differentiation, specific to individual units, simultaneously developed for SE and MLs, alongside general education teachers.
- Professional development and embedded coaching
- Differentiation specific to each unit.

Rigby & Classroom Libraries

Leveled series and classroom libraries engage students with paper back and online texts with a wide variety of genres from poetry, to fairy tales, cross-curricular informational texts, do-it-yourself class projects, and realistic fiction with recurring characters.

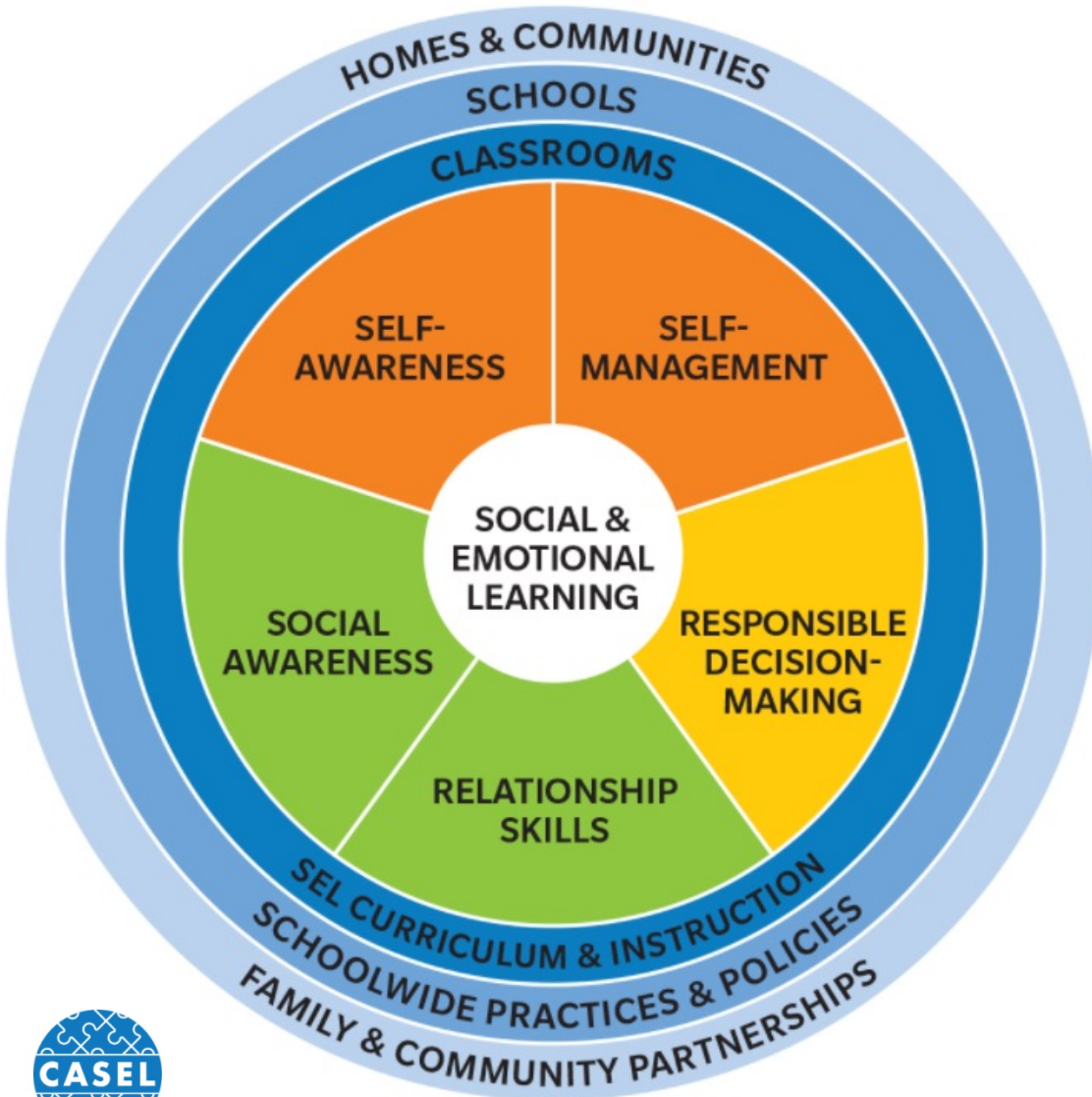
Supports for Differentiated Instruction

- Small group instruction with differentiated reading skills
- Literacy center opportunities to personalize learning by skill
- Tabletop anchor charts and graphic organizers
- Enhanced technology
 - Audio reading
 - Highlighting for tracking
 - Digital notetaking
- Scaffolded skill building
- Correct, model, guide, check, reinforce
- Teacher Guidance on if....then supports for Access & Challenge



Equity
of Opportunity & Access

Social-Emotional Learning Support



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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.

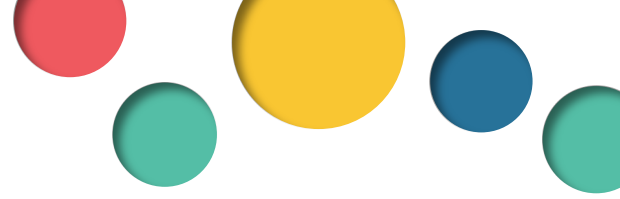
I understand where you are coming from ...

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?



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

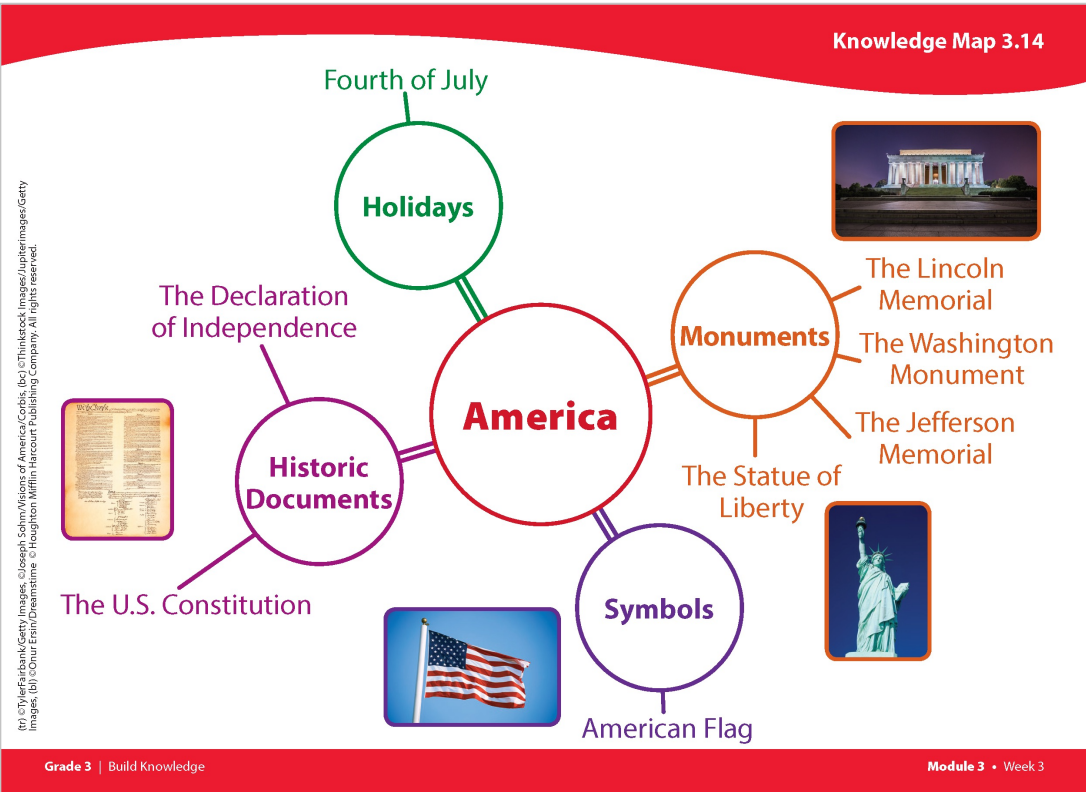
What does it take to meet a challenge?



Integration
of Content & Language



Culturally Responsive and Relevant Learning Environment



Equity
of Opportunity & Access

Collaboration
among Stakeholders

Culturally Responsive and Relevant Learning Environment



Culturally Responsive and Relevant Learning Environment

Relevance Matters: Culturally Responsive Teaching in the ELA Classroom

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

A fundamental belief in the ability of all students to learn

A wide range of curricular content

Dynamic Instruction

Strong Home / School Partnership

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

Engaging Texts for Knowledge Building & Independent Skills Application



Integration
of Content & Language



Equity
of Opportunity & Access

Book Clubs/Literature Circles

Student Choice Library/Mentor Texts



Integration
of Content & Language



Equity
of Opportunity & Access

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.



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Formative and Summative Assessments

**K-1
Interactive
Early Literacy
Assessment**

**K-1
Foundational
Skills Inventory**

**1-2
Dibels Screener**

Into Reading: Assessment Selections Embedded into Daily Instruction

**Correct and
direct on the
spot
assessments**

**Independent
practice**

**Weekly
assessments
embedded into
lessons**

**myBook
selection
quizzes**

Cold reads

**Weekly
comprehension
checks**

**Unit
Assessments**

**Inquiry and
Research
performance
based projects**

**iReady Diagnostic
(Fall)**

Fountas & Pinnell

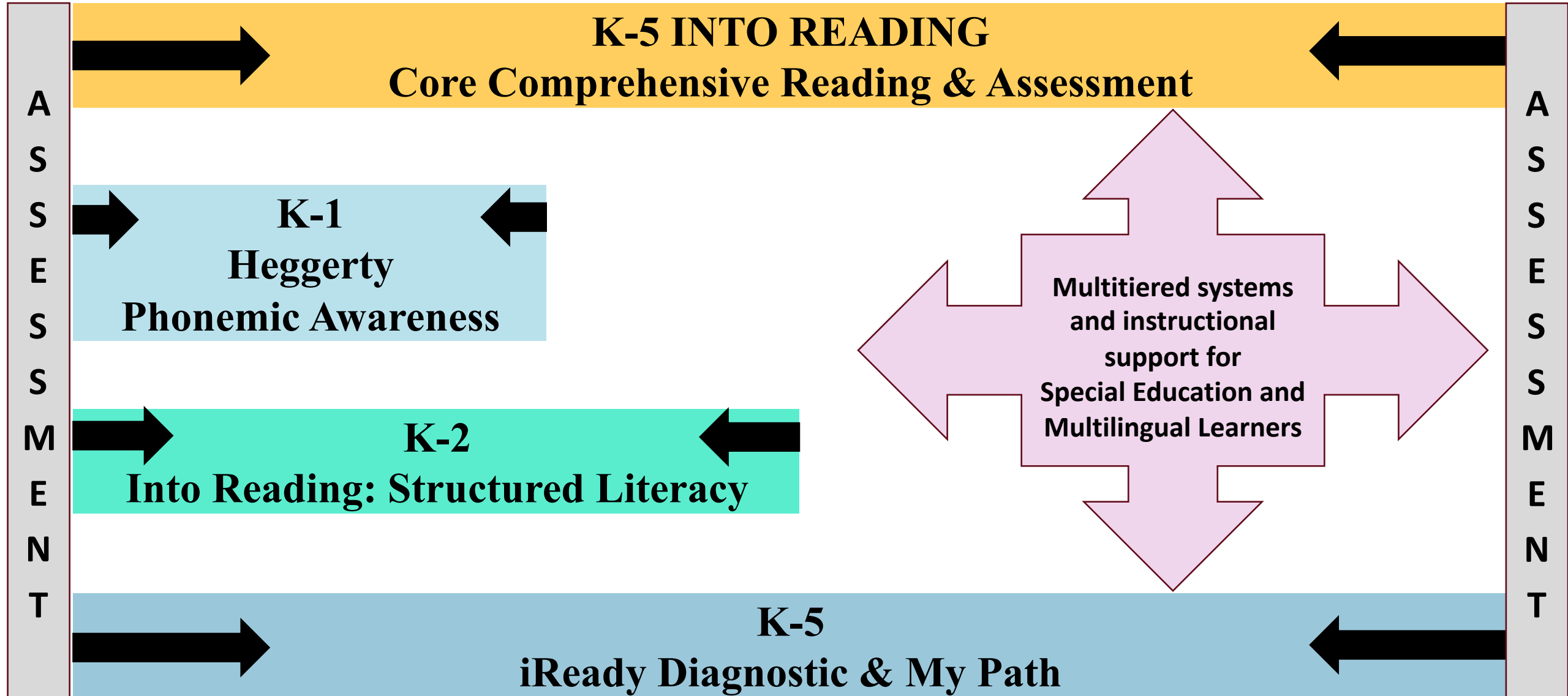
**iReady Diagnostic
(Winter)**

Fountas & Pinnell

**iReady Diagnostic
(Spring)**



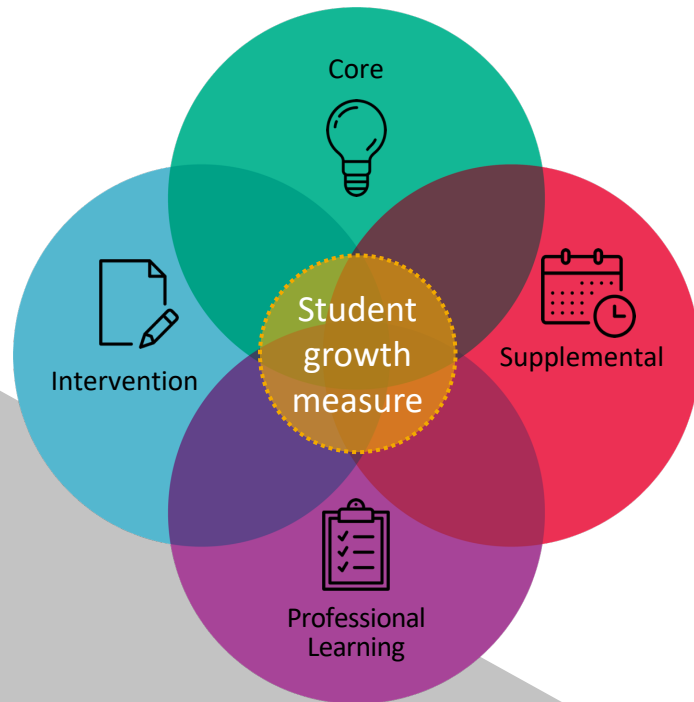
K-5 Core Comprehensive Reading



Supporting our Families



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



HMH Ed Dashboard Discover Assignments Scores ? EH

Module 1 Nice to Meet You! Module 2 My Family, My Community Module 3 Amazing Animals Module 4 Better Together

Featured Categories And Components

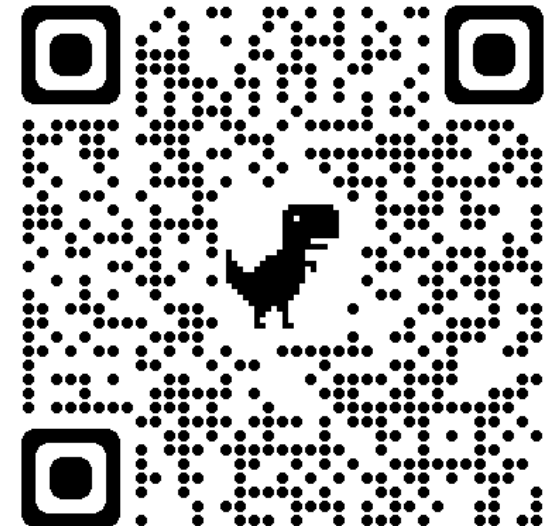
- Program Overview
- Classroom Library
- Build Knowledge and Language
- Structured Literacy
- Foundational Skills
- Vocabulary
- Spelling and Handwriting
- Writing
- Rigby Library
- Multilingual Learner Support
- Research and Media Literacy

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: hit-size tins and videos to help support their child



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

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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

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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.

صق بيديك عندما تعطي الشخصية يدلاً من أن تأخذ.

تحدث عن شخصية يشعر أنه لا ينتمي أو تشعر 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

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Collaboration
among Stakeholders

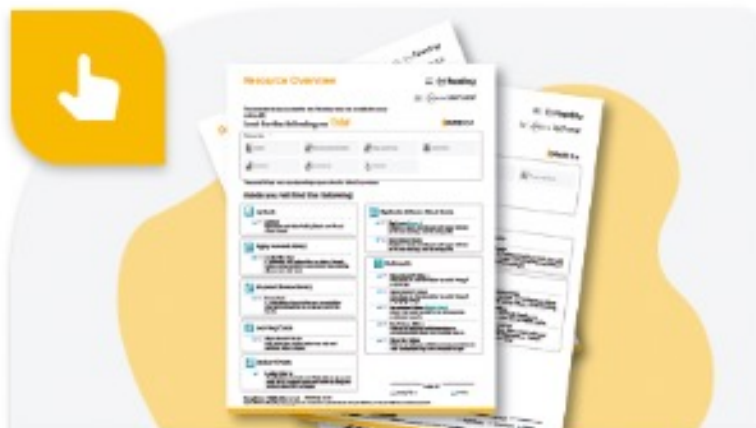


[How to Ask Follow-Up Questions to Get Talk Started](#)

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.

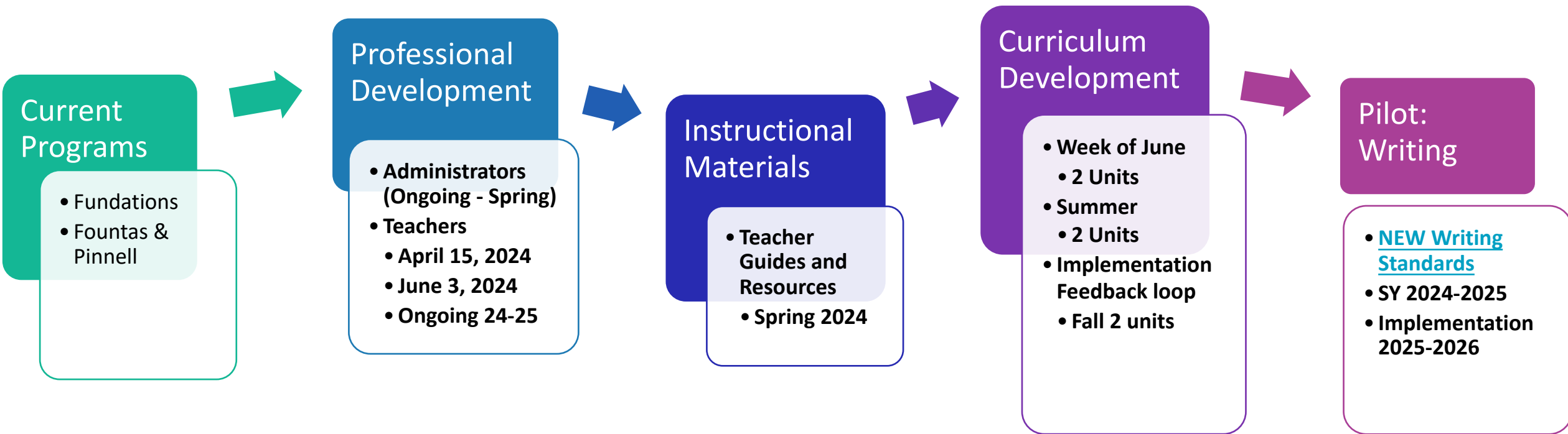


3m read Article

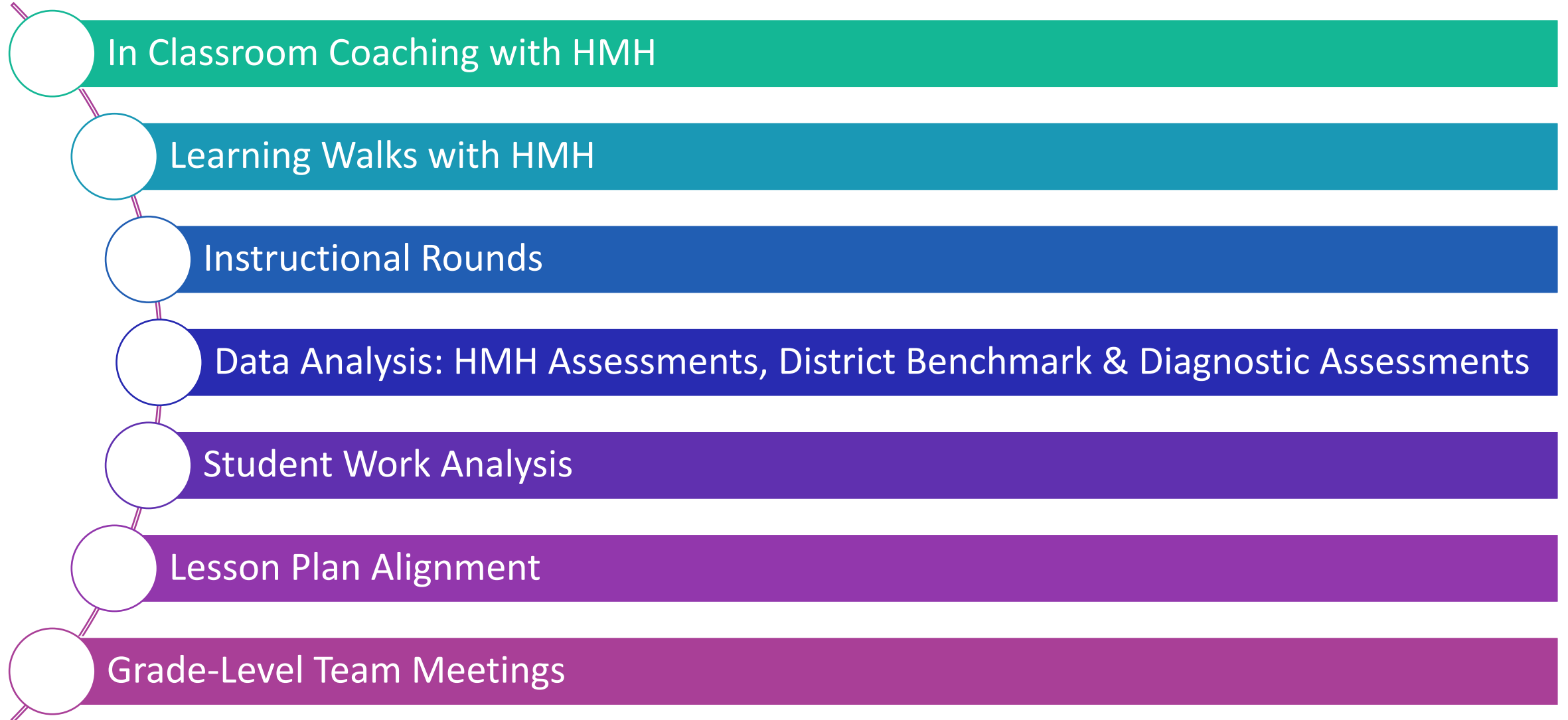


Next Steps & Fidelity of Implementation

Next Steps



FIDELITY OF IMPLEMENTATION & SUPPORTS





Thank you!