

Core Program Summary

Houghton Mifflin Harcourt Publishing, HMH ¡Arriba! La Lectura! (2020)



COLORADO
Department of Education

Information

The Colorado Reading to Ensure Academic Development Act (READ Act), passed by the Colorado legislature in 2012, focuses on early literacy development for all students kindergarten through third grade and especially for students at risk of not reaching grade-level proficiency in reading by the end of third grade.

Included in the READ Act is the requirement that the department shall create an advisory list of evidence-based or scientifically based instructional programming in reading, pursuant to C.R.S. 22-7-1209.

The main purpose of the READ Act Advisory List of Instructional Programming is to provide districts and schools with a choice of instructional programming that adequately enhances teacher quality and is a major vehicle that schools/districts can utilize to upgrade their capacity as it relates to the implementation of the evidence-based literacy practices.

CDE Core Program Rating Summary

Kindergarten: Meets Expectations in all reading components

First Grade: Meets Expectations in all reading components

Second Grade: Meets Expectations in all reading components

Third Grade: Meets Expectations in all reading components

Usability: Meets Expectations

Vendor Information and Program Summary

Vendor: Houghton Mifflin Harcourt Publishing

Publication year (or edition): (2020)

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This program was approved for use in:

- ✓ **Kindergarten**
- ✓ **First Grade**
- ✓ **Second Grade**
- ✓ **Third Grade**

Core (Universal) Programming: A reading program that is used to help guide both initial and differentiated instruction in the regular classroom. It supports instruction in the broad range of reading skills (phonemic awareness, phonics, fluency, vocabulary, comprehension) required to become a skilled reader. It contains teacher's manuals with explicit lesson plans and provides reading and practice materials for students (FCRR, n.d.).

Please access the scored rubric online to review the specific criteria and feedback for each approved core reading program.

Rubrics are available for all instructional program reviewed from the CDE upon request. Please contact READAct@cde.state.co.us.



For additional information, see the [Biliteracy Snapshot on the Spanish Instructional Programs Advisory list](#).

Vendor provided summary:

HMH ¡Arriba la Lectura! is the Spanish Language Arts parallel program to *HMH Into Reading*. When used together, ***HMH ¡Arriba la Lectura!*** and *HMH Into Reading* deliver an exceptional curriculum for Dual Language classroom models. *HMH Into Reading* is framed by the Science of Reading and approved for the Colorado READS Act.

HMH ¡Arriba la Lectura! is an equitable solution for students learning to read, write, and communicate in Spanish. With research-driven instruction and the guidance of Spanish literacy experts, ***HMH ¡Arriba la Lectura!*** is differentiated by design to honor the needs of teachers and provide students with a rich, integrated, and measured path to growth in reading, writing, and communication. It is fully equitable to *HMH Into Reading* and includes Plus+ features only for ***HMH ¡Arriba la Lectura!*** that give comprehensive support to dual language teachers and students.

HMH ¡Arriba la Lectura! offers high-quality, authentic Spanish-language texts and a Spanish-specific foundational skill scope and sequence. The program is designed to offer "equity plus" in Dual Language/Biliteracy instruction: not simply a translated version of the English-language *HMH Into Reading* program. A set of 50% fiction and 50% nonfiction, multi-genre texts contain carefully curated, content-rich, diverse, award-winning authentic texts designed to engage all readers. Program authors Alma Flor Ada and F. Isabel Campoy oversaw the ***HMH ¡Arriba la Lectura!*** transadaption review and approved only the highest-quality literary transadaptations.

In addition, ***HMH ¡Arriba la Lectura!*** provides for systematic and explicit instruction in a gradual release model. Layers of differentiation and support are built into every lesson. HMH Ed, the digital platform on which the content resides, offers instant access to the resources, differentiation and grouping options, and assignments for creating an impactful lesson: easy-to-read reporting; meaningful and actionable data insights; clear and targeted differentiation; embedded professional learning support; timesaving search by genre, standard, or Lexile measure; flexible planning tools that allow teachers to use resources as outlined in the Teacher's Guide and that are also easily adaptable to fit in every classroom.

Differentiation by Design. An intuitive digital lesson-planning tool supports teachers in adapting and customizing specific lessons and daily routines and in finding activities and resources for differentiation to meet the particular needs of an individual, small group, or class. Further, a digital Teacher's Edition makes it easy for teachers to find targeted support and differentiation.

The *Lenguaje dual: Guía de implementación* (Dual Language Implementation Guide), a user-friendly resource for teachers in Dual Language/Biliteracy programs, was created by program author Dr. Elena Izquierdo to help teachers design their own Dual Language/Biliteracy programs based on the parallel resources of ***HMH ¡Arriba la Lectura!*** and its English counterpart, *HMH Into Reading*. It offers background information on the theory behind Dual Language/Biliteracy learning and some models used currently in schools, as well as specific resources.

HMH Into Reading and ***HMH ¡Arriba la Lectura!*** help teachers establish a classroom community that values all students' voices. The *Program Guide* encourages teachers to embrace differences, honor home languages, and consciously make cultural considerations when planning and teaching. The content of *HMH Into Reading* and ***HMH ¡Arriba la Lectura!*** celebrates the rich and varied cultural wealth, knowledge, and skills that students bring to school. Students read about characters from diverse backgrounds, and they learn about the lives of the diverse authors of those books. Students will see themselves in the texts they read and make connections with real-world characters, situations, and themes.