



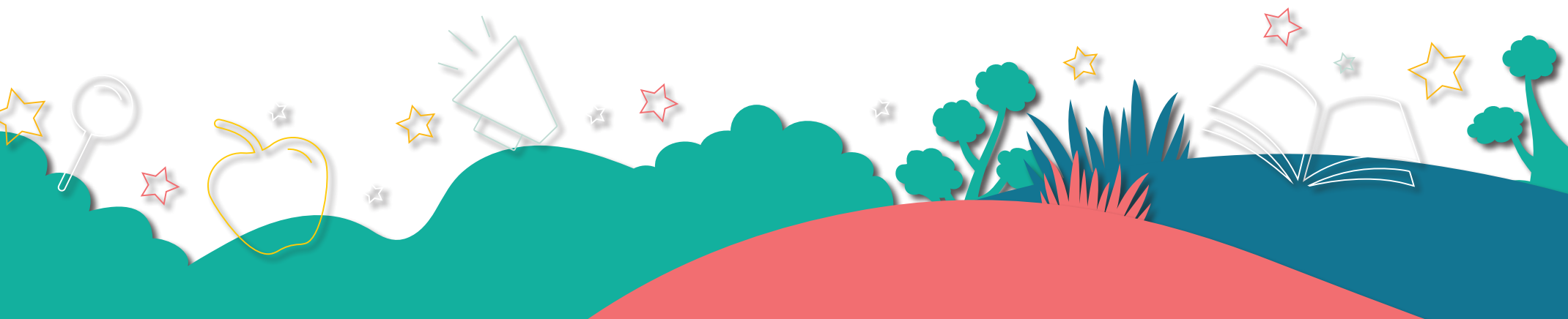
Culturally Responsive Education

Building Classroom Communities

At HMH, commitment to accuracy and inclusivity in our content is vital to our goal of improving student outcomes for learners of all backgrounds everywhere. In our classroom programs we dedicate learning moments and teaching strategies to help teachers establish a classroom community that values all students' voices. We encourage teachers to embrace differences, honor home languages, and consciously make cultural considerations when planning and teaching. We understand that each student is unique and approaches learning differently.

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Professional Learning

HMH's Live Online Course modules allow you to create an implementation plan that works for you! Explore the relationship between Culturally Responsive Education and student-centered learning. Our live, online courses give you concrete strategies to use in the classroom today.

Coaching is delivered:

- Live, online sessions
- In-person sessions
- And Asynchronous feedback via Coaching Studio

Course titles include:

1. Building a Foundation in Culturally Responsive Education
2. Culturally Responsive Education: Assessing Student Learning
3. Culturally Responsive Education: Making Instructional Decisions

The Coaching Membership is available as a separate purchase.



Teacher and Leader Resources

Embedded Supports (included with subscription)

provide ongoing support via bite-sized articles, live sessions, and media on topics related to Culturally Responsive–Sustaining Education.

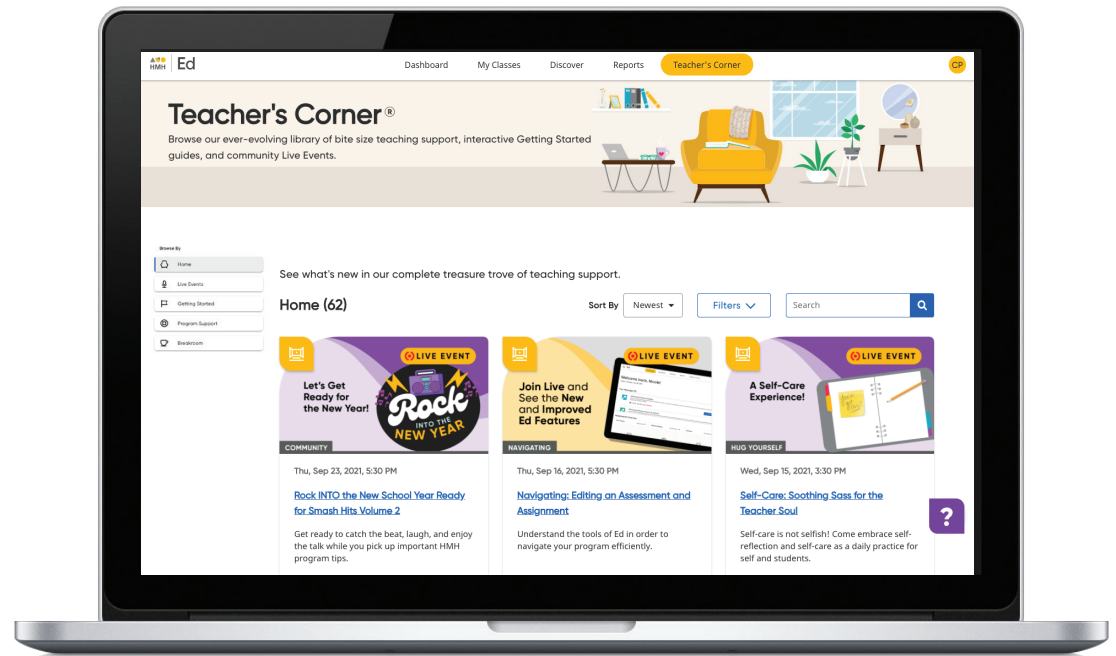
Breakroom Resources

Hear exclusively from prominent thought leaders, experienced coaches and former teachers, and practicing teachers:

- Creating a Diverse Library That Your Readers Will Notice by Brigitte Bjorklund and Camille Baldassar***

This resource will support an honest reflection on the diversity of your library so that you can work toward ensuring your students experience choice and representation.
- What's in a Name? My name is C-A-S-E-E-N and it is pronounced. . . by Caseen Gaines***

Names are part of our identity, but why do they have to be the very first way that people introduce themselves? Ponder more questions and ideas as Caseen shares his personal stories as a student, teacher, and colleague.
- And more!**



The *HMH* Into Reading Commitment

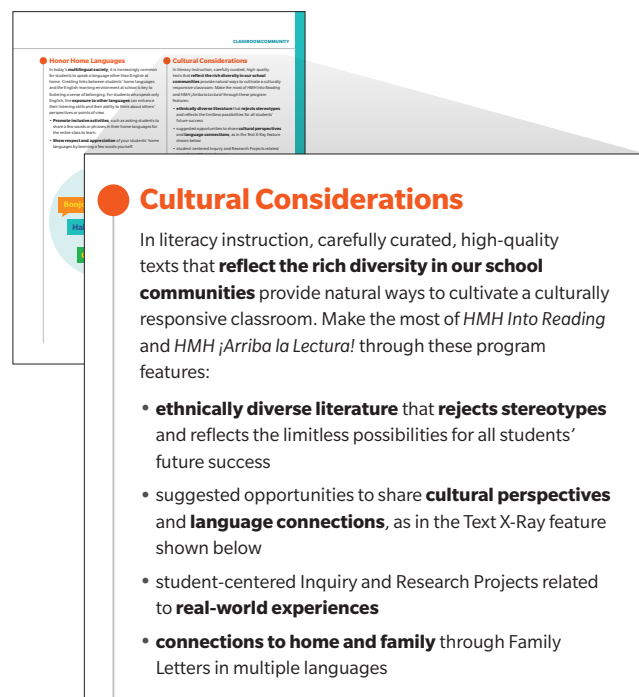
HMH is using this framework to guide our content and services. Created in 2019, it has been used by educators across the country as a tool to reflect on and strengthen their culturally responsive teaching practices.

From *Culturally Responsive Teaching: A Reflection Guide*
<https://www.newamerica.org/education-policy/policy-papers/culturally-responsive-teaching-competencies/>



Reflecting on one's cultural lens

Cultural competence is developed by reflecting on one's own experiences and identity groups and how these factors influence beliefs and actions.



Cultural Considerations

In literacy instruction, carefully curated, high-quality texts that **reflect the rich diversity in our school communities** provide natural ways to cultivate a culturally responsive classroom. Make the most of *HMH Into Reading* and *HMH ¡Arriba la Lectura!* through these program features:

- **ethnically diverse literature** that **rejects stereotypes** and reflects the limitless possibilities for all students' future success
- suggested opportunities to share **cultural perspectives** and **language connections**, as in the Text X-Ray feature shown below
- student-centered Inquiry and Research Projects related to **real-world experiences**
- **connections to home and family** through Family Letters in multiple languages

Into Reading Program Guides give strategies for consciously making cultural considerations when planning and teaching.

Teacher's Corner online professional learning is customizable and on-demand and helps teachers deepen their understanding of culturally responsive education.

Examples of Teacher's Corner™ Live Events:

- Culturally Responsive Teaching: I See You
- Teacher's Corner™ Open House: Connecting to Families and Community
- Hip Hop Teacher Moves with Dr. Chris Emdin
- The Power of AND: Celebrate the Learning and Recognize Your Impact
- Hug YourSELF: Journaling with LaQuisha Hall
- A Writer's View on the Essentials of Diverse Books



Listening in at the Right Time

Cassien Gaines
Hickman Public Schools, NJ

[Add to Favorites](#)

What does caffeine have to do with building relationships?

I teach high school students and I've learned that, like me, they have morning coffee rituals. How did I learn that? From student chatter that grew out of someone showing up late to class.

Pausing for a quick break to listen to the coffee routines of my students gave me a moment to listen and connect, and thus became a teachable moment for myself. Hear more about my self-reflections in the video below.



Inquire like a journalist

1. Ask simple questions that allow for quick responses, multiple student connections, and chances to learn what really is important to students.
2. Keep a small notebook near. Consider adding a notes section to your grade book.
3. Reference notes each week to seize opportunities to connect during conferences, lessons, and everyday school life, such as hallway talk.

Grab a question from the list to get started

- ☐ What's your favorite day of the week?
- ☐ If you could have an extra hour in the day, what would you use it to do?
- ☐ Your favorite star, musician, or athlete commented on your Instagram post—who is it? What's your reaction?
- ☐ What is something that you could eat every day of the week?
- ☐ If someone gave you a bouquet of flowers to give to your favorite person, who would you choose to give them to?

Suggested Reading

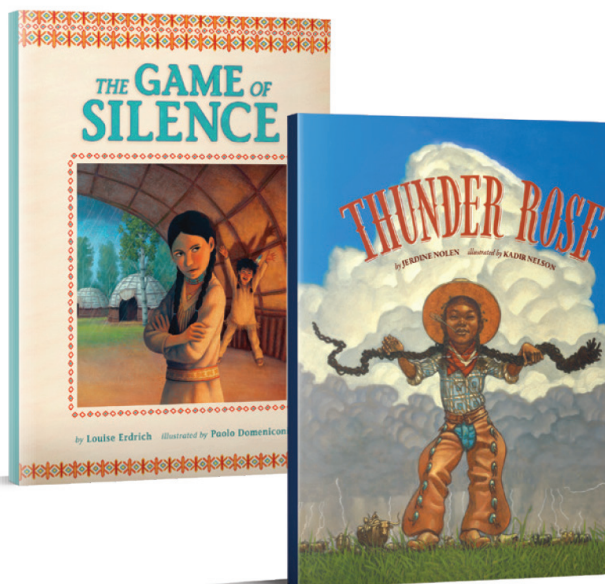
Zaretta Hammond's *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*

Ask yourself, "What do I wish my teachers would have known about me?" What were the one or two teacher responses that caused your eyes to roll or elicited a deep sigh? Becoming more self-aware will help you plan for building in culture awareness moments at first, but then have them organically in the future. When in doubt, simply ask, "It's Saturday morning at 9 AM. What are you doing?"

[Click here for an activity idea.](#)

Recognize and redress bias in the system

Culturally responsive teachers expand their understanding of equality vs. equity by examining the causes and effects of bias.



HMH conducts **rigorous reviews of our materials** for quality and bias throughout the development process. We listen to and learn from students and educators, respecting their feedback and acting with their best interests at heart.

Create Groups

Description of Groups

ELA Reading Projects

Students

Gloop8, Augustus

Hamlich, Rex

Groups

Inquiry Project

Boyer, Jayme

Bucket8, Charlie

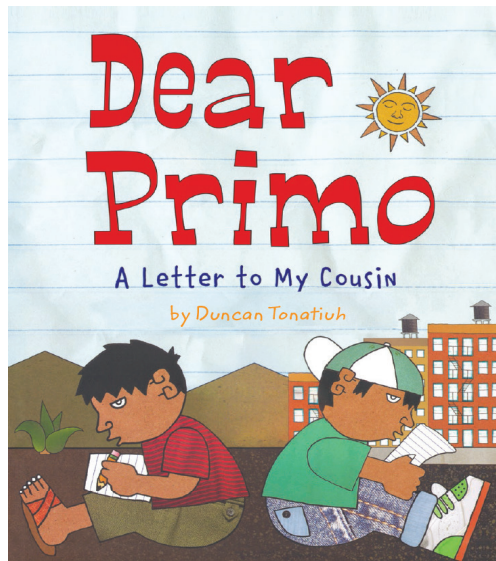
The student grouping feature on Ed allows teachers to group students by more than just similar instructional needs. Teachers can reorganize groups **to ensure diversity and disrupt patterns of marginalization.**



In the Teacher's Guide, *Into Reading* program author **Dr. Tyrone Howard** articulates the research-based approach behind culturally responsive teaching, including a positive correlation between culturally responsive classrooms and students' effort and participation.

Draw on students' culture to shape curriculum and instruction

Culturally responsive teachers regularly incorporate student input into their lesson design to connect new academic concepts to students' background knowledge from their families, communities, and lived experiences.



Select modules are dedicated to building knowledge around **cross-curricular** and **social and emotional learning** topics. Module videos engage students and stimulate discussions.



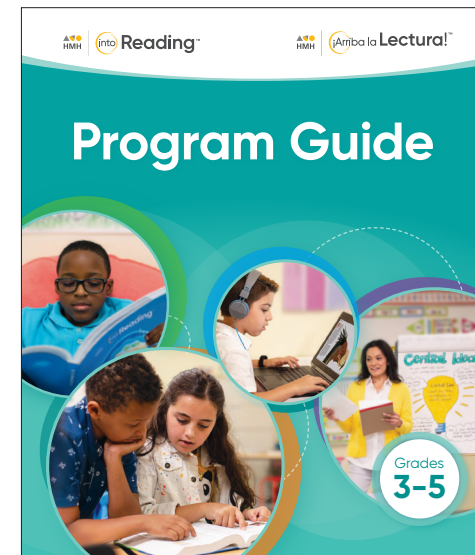
SOCIAL AND EMOTIONAL LEARNING

Social Awareness

Reinforce the key messages about **social awareness** by discussing these questions after reading the text.

ASK: How did Will Allen's beliefs impact his decision to make a difference in his community? How can you apply what you learned in this story to your own community?

Point-of-use **prompts** and **collaborative discussions** help teachers build relationships with students and guide students to reflect on their own experiences and consider others' points of view.




The Program Guide provides teachers with specific, concrete ways to ensure that children's **differences are respectfully celebrated** and that bias and stereotypes are rejected.

Bring real-world issues into the classroom

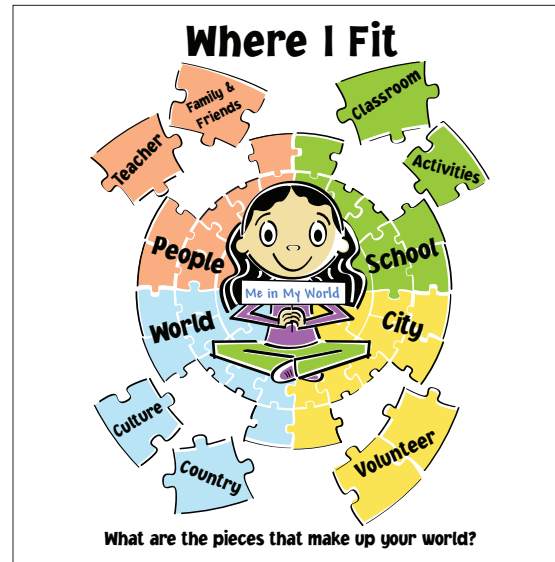
Teachers build relevant learning opportunities by centering on students' real-world experiences, their community and family context.

Let Freedom Ring!



"I love to see the starry flag
That floats above my head.
I love to see its wavering folds
With stripes of white and red."
—from "Our Flag"

Modules in each grade level are dedicated to building knowledge around topics such as **citizenship**, **relationship skills**, and **leadership skills**.




Anchor Charts for Social and Emotional Learning are used alongside text-based discussions to help students build understanding of topics such as community and diversity, empathy, and communication skills.

HMH | into Reading™

SHOW AND TEACH LESSONS

SOCIAL & EMOTIONAL LEARNING
Self-Awareness

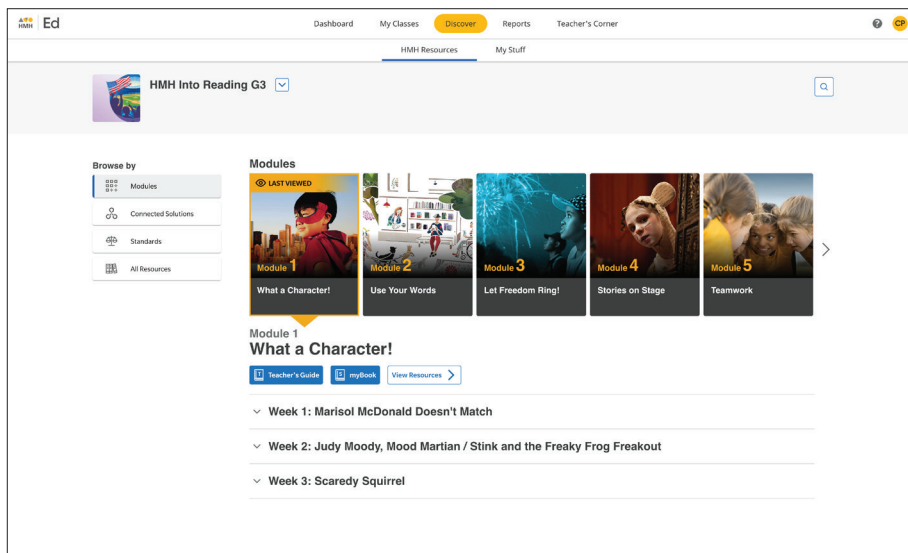
Meet The Achievers



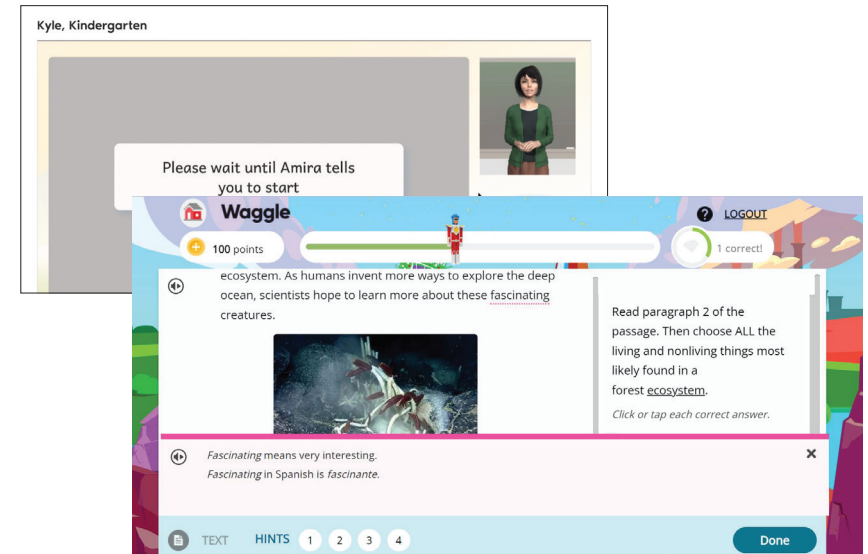
Ready-made **Social and Emotional Learning PowerPoint Lessons** with guided notes help teachers easily integrate SEL into daily instruction through discussions and activities.

Model high expectations for all students

Culturally responsive teachers actively work to maintain the belief and to reflect in their actions that all students can meet high expectations if given proper support and scaffolds.



The Ed online platform provides actionable data to inform **personalized instruction** and to help hold students to **high expectations**, creating true data-driven differentiation for all learners.



Also available for purchase: **Online ELA Skills and Oral Reading Fluency Practice** deliver lessons and tutoring that are personalized, so students have the exact steps they need to reach their learning milestones.

Promote respect for students' differences

With *Into Reading*, diversity is seen as an asset and strength. **Authentic program literature** is filled with stories that celebrate differences. HMH ensures that students will see themselves celebrated and presented accurately in our programs.



Community and Diversity

Get Started

In this lesson, students discuss:

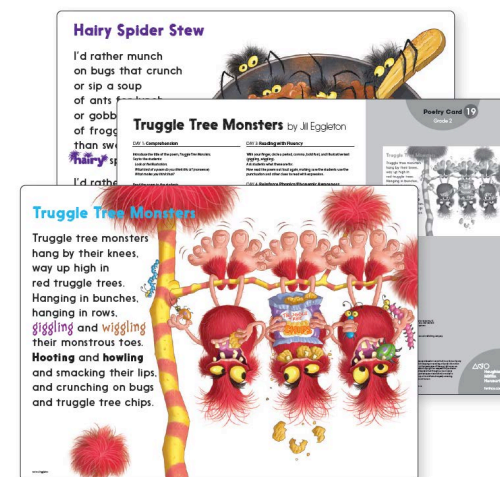
- how the people in our school and where we live are part of our community.
- that a community is full of people with different feelings, thoughts, beliefs, and backgrounds, which can strengthen the community.
- that every person deserves respect, compassion, and to be treated fairly.

Tools for Explore and Practice:

- Journal It!** Students write or draw about ideas, thoughts, and feelings they have in the lesson.
- Chat About It!** Students check in and talk about ideas, thoughts, and feelings with a partner or as a group.

Get Started Explore Practice Reflect

into Reading



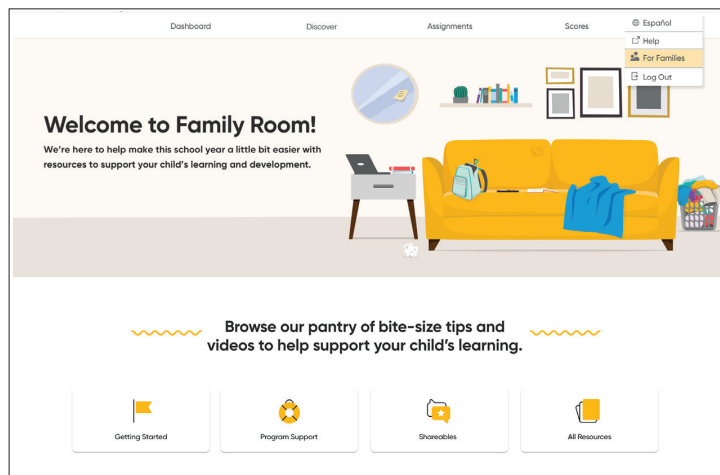
Into Reading creates a classroom environment that **fosters appreciation and respect for all people** and cultures through its support for home languages, ethnically diverse literature, family connections, inclusive activities, and more.

Also available for purchase: *Rigby® Jille Literacy®* K-3 is built on the conviction that **meeting the needs of every student is what equity is all about**. With guidance from Jill Eggleton on every page, *Jille Literacy* provides the instructional tools teachers need to support all learners.

Collaborate with families and the local community

Culturally responsive teachers see themselves as members of the local community and remove barriers of engagement for all students' families.

The *Into Reading* Ed learning platform has a space for families and caregivers to support learning at home. These resources are available in both **English and Spanish**.



Family Room is easily accessible from the Ed student log in.

Resources include:


- 5 Questions Teachers Wants You to Ask Them
- Navigating HMH's Learning Platform, Ed
- Meet Your HMH Program
- Getting to Know Your HMH Resources
- The Power of Talk
- 5 Steps to Managing Attention and Behavior
- How to Ask Follow-Up Questions to Get Talk Started
- Avoid the Meltdown with Brain Breaks
- No "I'm Bored" Here: Activities to Spark Learning

Family Letters for each module are available in **10 languages**. The letters explain what's being studied in the classroom and give ideas for activities and games to support learning at home.

Communicate in linguistically and culturally responsive ways

Culturally responsive teachers are mindful of and respect differing communication styles. They learn about cultural influences on communication, such as speaking tone and rhythm, space between speakers, eye contact, gesticulation, etc., and encourage students to use their natural ways of communication in the classroom.

Cite Text Evidence



Write a Response

PROMPT


Respond to the Text In *Dear Primo*, two cousins write letters to each other and share stories about their lives. Think about the words the author uses in the text to help you know the difference between Carlitos's writing and Charlie's writing. What words make each character's writing special? How do the characters express themselves in their writing? Cite evidence from the text to support your response.

EVIDENCE

List details from *Dear Primo* that show the difference between Carlitos's writing and Charlie's writing. Note how they each use

High communications standards and expectations are highlighted throughout *HMH Into Reading*. Students participate in daily discussions in grades K–6 as they engage with their peers to talk about texts, projects, and writing tasks.

Respond to the Text



Academic Discussion

Collaborative Discussion

Look back at what you wrote on page 154. Tell a partner why you thought the author used the title *The Upside Down Boy*. Then work with a group to discuss the questions below. Refer to details and examples in *The Upside Down Boy* to support your ideas. Take notes for your responses and use them as you speak. As you share your ideas, be sure to speak clearly and in a way that everyone can understand.

- Reread page 158. Why does the author worry that his tongue will "turn into a rock"?
- Reread pages 165–166. What does Mrs. Sampson invite Juanito to do? How does this help him?
- Why does Juanito call himself "the upside down boy"? What seems upside down to him?

Listening Tip

As you listen, think about how you can add to the discussion. Plan what you want to say about each question.

Speaking Tip

Use complete sentences. Speak loudly enough so that everyone in the group can hear.

Possible responses:

- He is afraid that he will not be able to speak in English, which would be like his tongue was a rock. DOK:2
- Mrs. Sampson invites him to sing. This helps Juanito because he can express himself more easily. When you sing, the words are memorized, so you don't have to think of how to say things. DOK:2
- Juanito calls himself "the upside down boy" because he doesn't feel like he fits in. He sits when others jump and jumps up when others sit. He just wants to feel like his feet are on the ground like everyone else; instead he feels as if he is floating upside down. DOK:3

Students are encouraged to **bring their culture** into classroom discussions, as the teacher models high expectations and guides respectful dialogue among classmates.

Communicate in linguistically and culturally responsive ways

With Ed's grade 3–6 **online writing tool** students have an engaging way to hone their writing skills and share their thoughts and perspectives about issues that impact them and their communities. The platform **gives students choices** for adding images or videos and choices of formats for previewing writing submissions.

The screenshot displays the Writable platform interface. At the top, there's a green navigation bar with the Writable logo and links for 'My Assignments', 'Explore', 'Classes', 'Report', and 'Team Grade'. A user profile icon with the letter 'S' and the HMH logo are on the right. Below the navigation bar, a yellow bar contains buttons for 'Previewing as writer', 'Preview as Reviewer', 'Copy to My Assignments', and 'Close Preview'. The main content area shows a preview of a student's writing submission titled 'Justice for All'. The article is by TFK Editors, dated January 5, 2018. It features a black and white photograph of a group of people, with a caption identifying Carlotta Walls. The article text describes the Little Rock Nine and the school segregation. To the right of the article preview, there's a section titled 'INFORMATIVE PARAGRAPH' with instructions to write an informative paragraph about the article and a list of questions to guide the writing. Below the article preview, there's a writing toolbar with icons for bold, italic, underline, text color, background color, bulleted list, numbered list, link, image, video, and a vertical ellipsis. The toolbar is followed by a large text area with the placeholder 'Start writing...'. At the bottom of the interface, there's a button labeled 'Previewing Writing Submission Type: View Student Choice'.



into Reading™



A Vision for **Student Growth**

To learn more about *HMH Into Reading*, please visit
hmhco.com/intoreading

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