



WEBINAR

Start with Tier 1: Building a more coherent MTSS system

nwea

The same needs, every year...

Reading MTSS outcomes as evidence instead of endpoints



Dr. Samantha Mullins

MTSS by Design

Kat Davis

HMH & NWEA

Session at a glance

The Leadership Challenge

What happens when the same needs keep showing up?

Endpoints to Evidence

Looking back to confirm results, or to improve what happens next?

When leaders read data differently

A district example

Look upstream

Why Tier 1 is the starting point

The cost of incoherence

What happens when the core experience differs from classroom to classroom?

What coherent Tier 1 looks like

5 areas, each with one observable indicator

Personalized Path with Kat Davis | Q&A and close

1950S U.S. AIR FORCE

The Myth of Average

Cockpits were built for the average pilot. Out of 4,000 pilots, not one was average on all ten dimensions.

Banned the average

Designed to the edges

Adjustable seats and controls



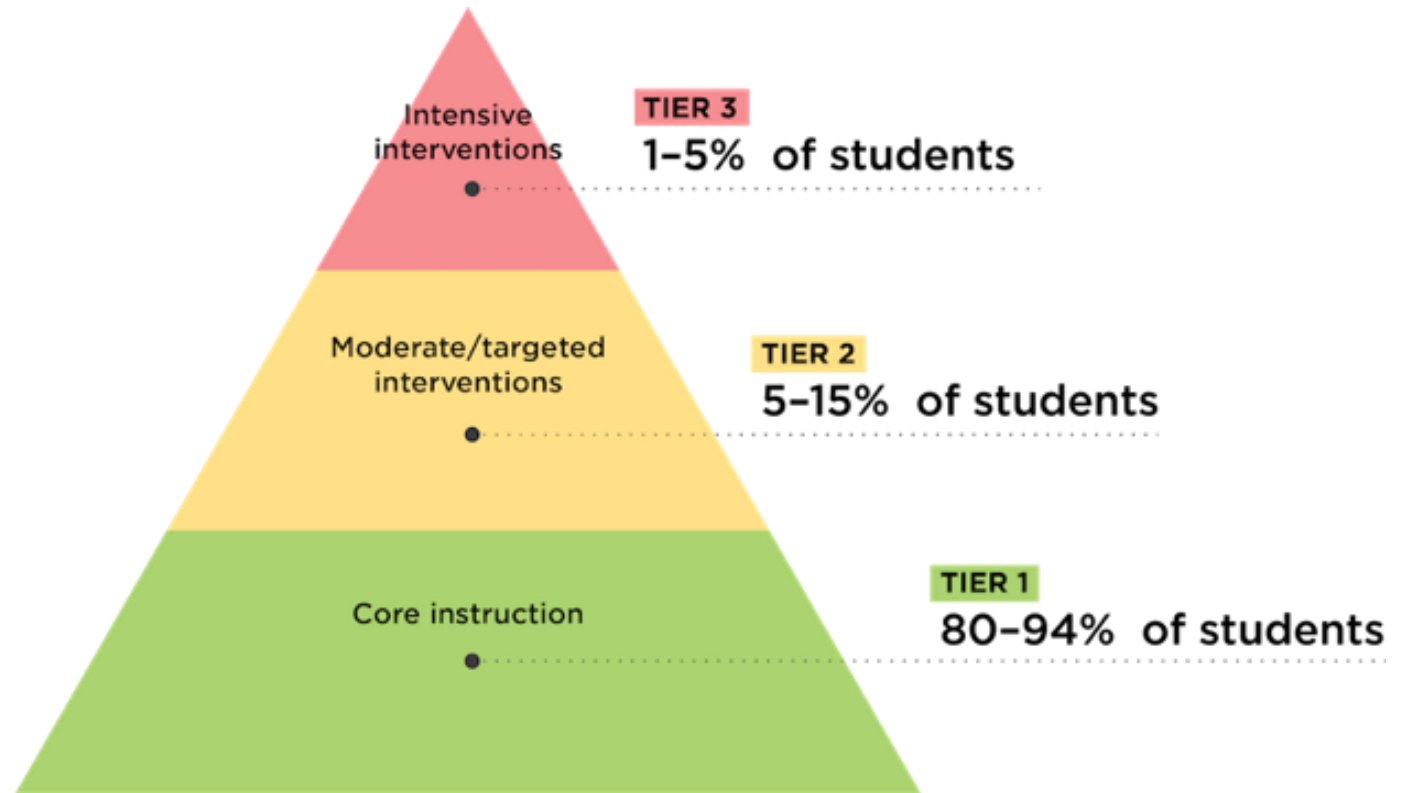


"If you design for the average, you design for nobody"

THE FAMILIAR MODEL

The Triangle That Doesn't Fit Anymore

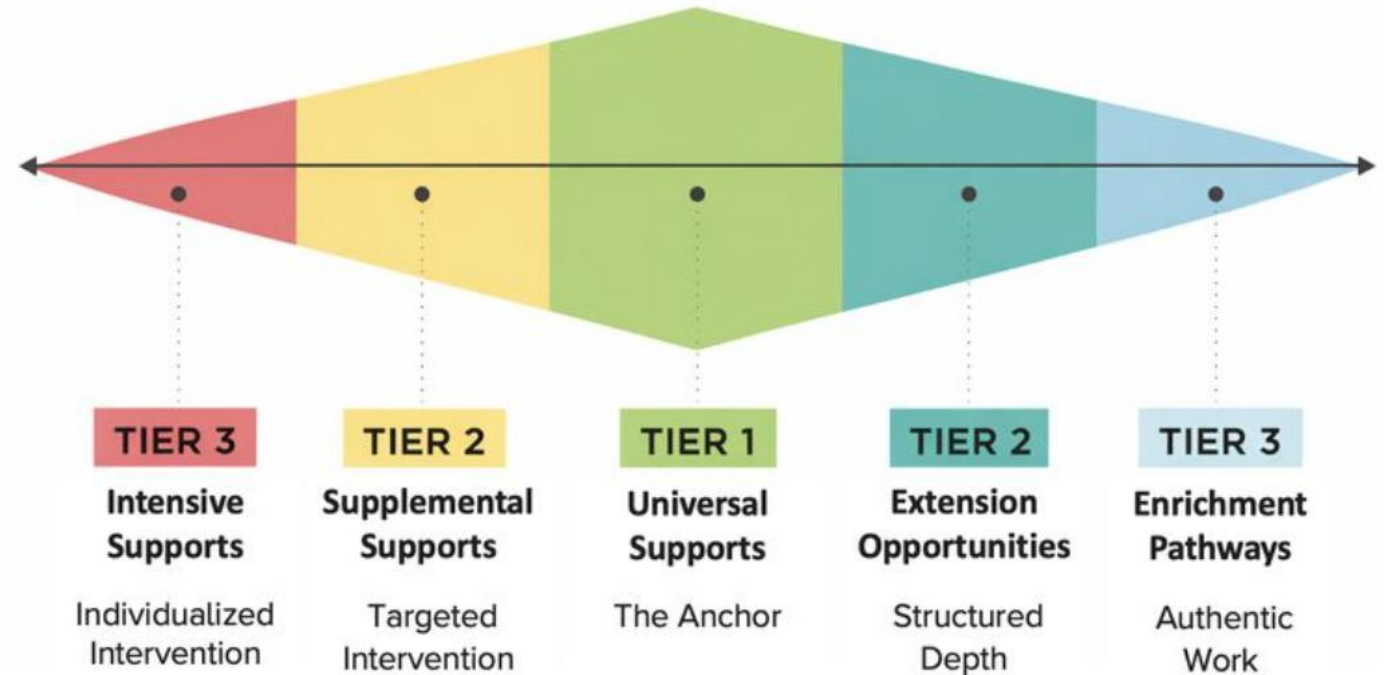
Tiers 2 and 3 describe a response to struggle: how much support, for how many students, once they have fallen behind. The emphasis is responsiveness.



THE ADAPTIVE MODEL

A Continuum of Access, Not a Hierarchy of Needs

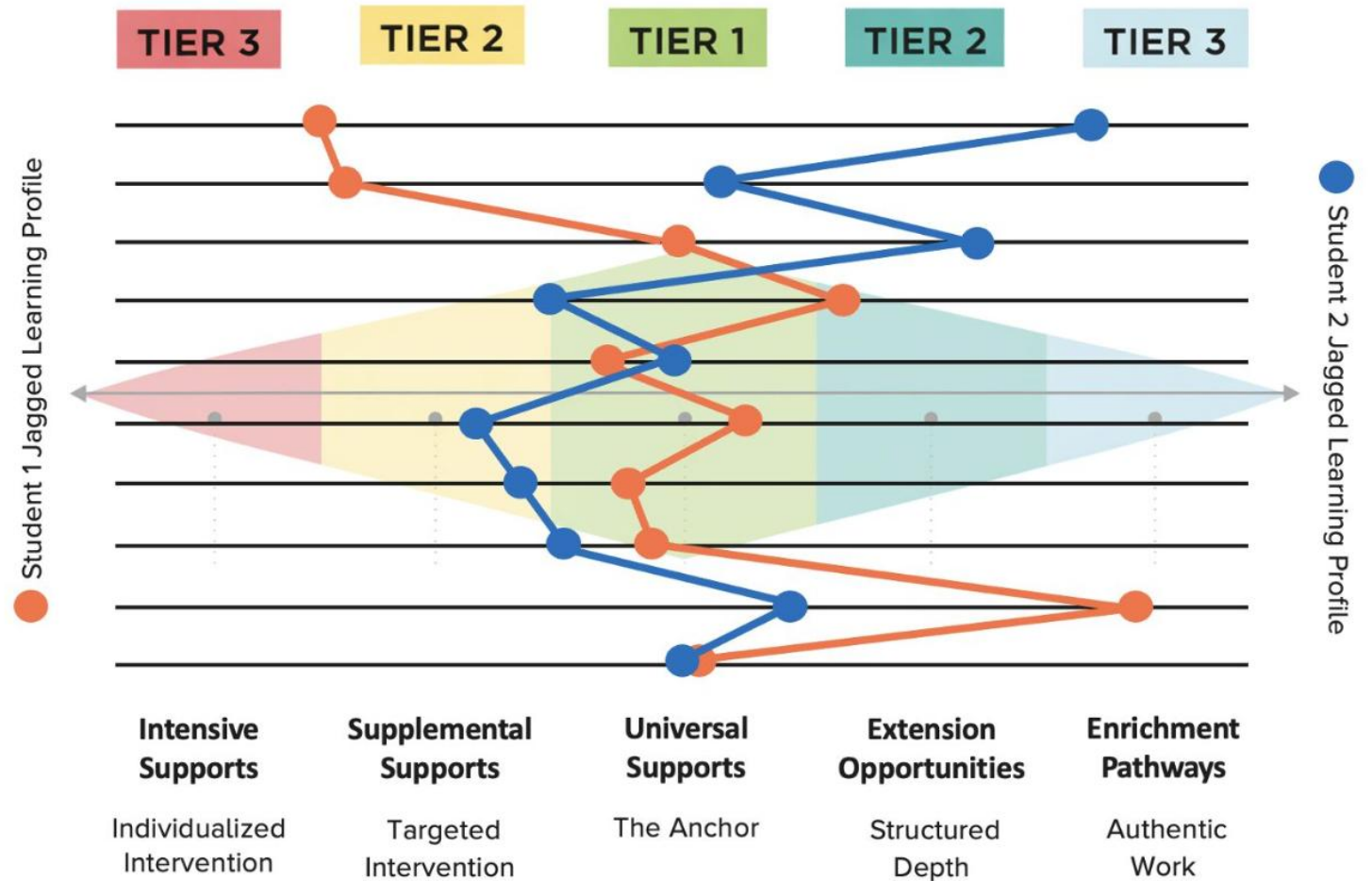
Tier 1 is the anchor. Support and extension flex out from it in both directions, so the design adapts to every learner, not only those who struggle.



JAGGED LEARNING PROFILES

Every Learner Has a Jagged Learning Profile. No Learner is "Average"

Each profile has peaks and dips across skills. The work is designing a system that honors that, meeting every need where it shows up instead of placing a learner in one tier.





The Leadership Challenge

What happens when the same needs keep showing up?

A system can respond well and still not adapt

The system works

Districts build intervention systems that identify, group, and support students.

The pattern returns

The following year a similar percentage of students arrive with the same needs.

Nothing looks broken

The system responds well, and the pattern holds.

A system can become very good at responding to a recurring need without learning enough from it to reduce that need.

What the system is already good at

Finding students

Multiple data points surface who is behind.

In practice: Teams name the students within the first weeks of school.

Grouping and scheduling

Protected time and the right staff are matched to need.

In practice: The block is on the master schedule before day one.

Monitoring progress

Teams track growth, adjust groups, and exit students.

In practice: Six-week data checks move students between groups.

None of this is the problem. These are real capabilities that most districts spent years building.

What repeats, year after year

Same starting point

A similar percentage arrives each fall without prerequisite skills.

In practice: Compare three years of beginning-of-year evidence.

Same skills

Needs cluster in the same standards year to year.

In practice: See how much of last year's grouping plan you could reuse.

Same volume

The share needing support stays flat as students grow.

In practice: Track your intervention seat count across years.

When a pattern is this stable, it is telling us something about the system, not about this year's students.

Why the pattern stays invisible

The metrics we watch

Growth for students in intervention looks strong.

In practice: The dashboard reads green, so the response looks effective.

The questions we ask

Reviews focus on who needs support next.

In practice: Agendas rarely reach what happened in core instruction.

The conclusion we reach

Nothing appears broken, so the plan repeats.

In practice: Next year adds staff or minutes to the same response.

Responding well to a gap is not the same as reducing it. Changing the pattern means looking at Tier 1.

POLL 1

Is there a pattern in your data that shows up every year?

Yes, and we know exactly what it is

Yes, and we have not named it directly

We are not sure

No



Endpoints to Evidence

Looking backward to confirm results, or to improve what happens next?

Are we
collecting
data?

DATA



SORTED



ARRANGED



PRESENTED
VISUALLY



EXPLAINED
WITH A STORY



ACTIONABLE



Are we
admiring
data?

Two ways to use the same data

ENDPOINTS

Outcomes as endpoints

Confirm performance, ask how students did, and add support for the students in front of us.

EVIDENCE

Outcomes as evidence

Reveal system gaps, ask what produced the result, and strengthen Tier 1 itself.

Rethinking MTSS Outcomes

Are they driving response or improvement?



Outcomes as Endpoints



Outcomes as Evidence

What they do:
Confirm performance

01

What they do:
Reveal system gaps

What teams ask:
How did students do?

02

What teams ask:
What produced results?

What happens next:
Add support & intervene

03

What happens next:
Strengthen Tier 1 + 2

Where attention goes:
Student gaps (Tier 2)

04

Where attention goes:
Tier 1 instruction + design

What improves:
Response systems

05

What improves:
The system itself

POLL 2

In your last data meeting, how much time went to understanding why a pattern appeared?

Compared with the time spent deciding who receives what support.

Nearly all of it

About half

Very little

We did not get to the why



When We Read Data Differently

A district example

“

Every system is perfectly designed to get the results it gets.

— W. Edwards Deming

If the pattern repeats, the design is producing it.
Disrupting the result means changing the design.

A pattern nobody was surprised by

70%

of incoming ninth graders struggled with the same eighth-grade math prerequisite

Repeats annually

The same barrier arrives with each incoming class.

Fully predictable

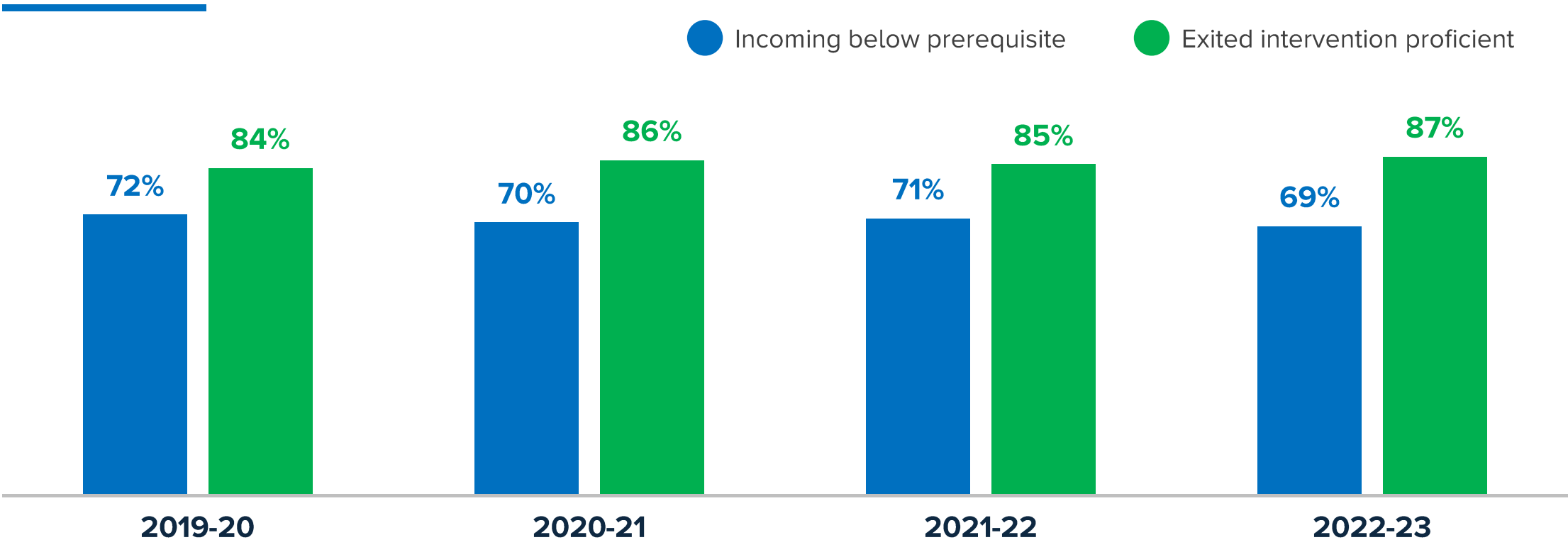
No one is surprised when it shows up again.

Rebuilt each time

The response is reassembled from scratch every year.

A dependable response to a recurring barrier, with no change to the conditions producing it (Tier 1).

Four years. Same gap. Same response.



The intervention works every year. The incoming pattern does not move — because nothing upstream in Tier 1 changed.

The endpoint response, and what happens next

THE RESPONSE

Support the students in front of us

- Intervention blocks strengthened
- students grouped for supplemental support,
- ninth-grade teachers reteaching the prerequisite.

THE VERDICT

Necessary work

- It helped students in the moment

THE RESULT

The pattern persisted

- The same percentage arrived with the same gap the following year.

The evidence response: Keep the supports + look upstream

1

Keep the supports

Ninth-grade supports stay in place throughout

2

Examine Tier 1

Eighth-grade pacing, depth, practice with feedback, consistency

3

Change the question

From how do we support students now?

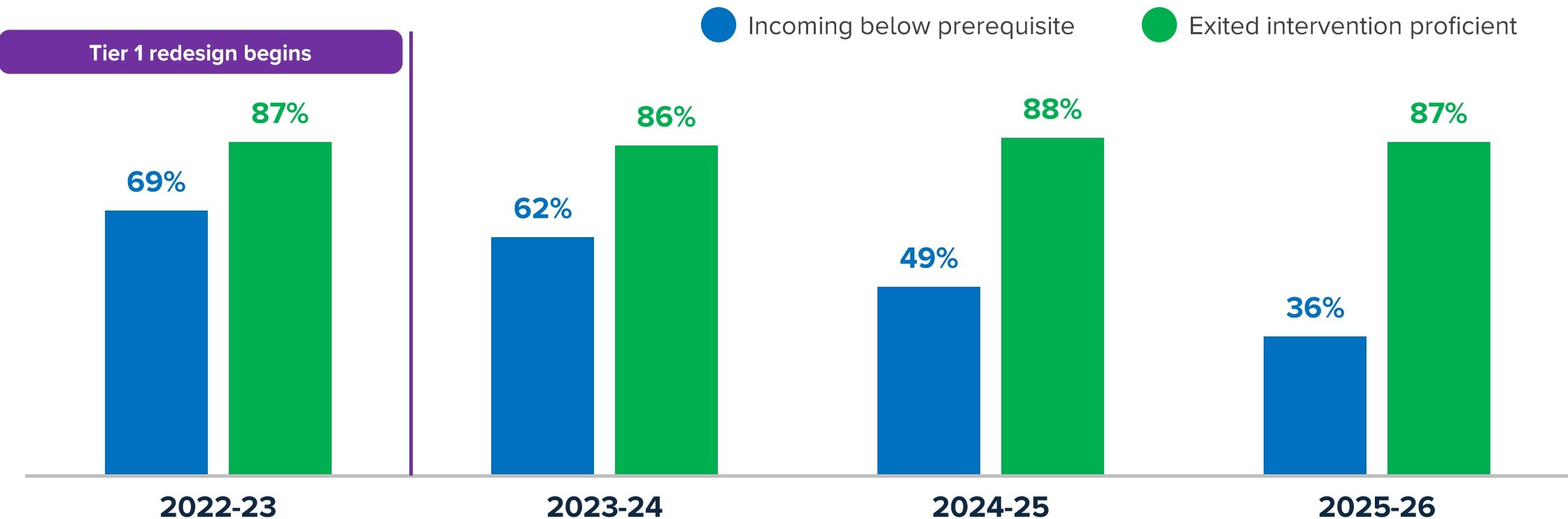
To what needs to change in Tier 1?

4

Fewer students affected

Over time, fewer needed that level of support in ninth grade

Disrupt the pattern: respond now, and change Tier 1



Supports stay in place for the students who need them — and stronger eighth-grade Tier 1 means fewer students arrive needing them.



Look Upstream

Why Tier 1 is the starting point

The question is what Tier 1 is being asked to carry

THE OLD QUESTIONS | ENDPOINTS

What interventions do we need?

How do we fix what isn't working?

Layering supports onto variability



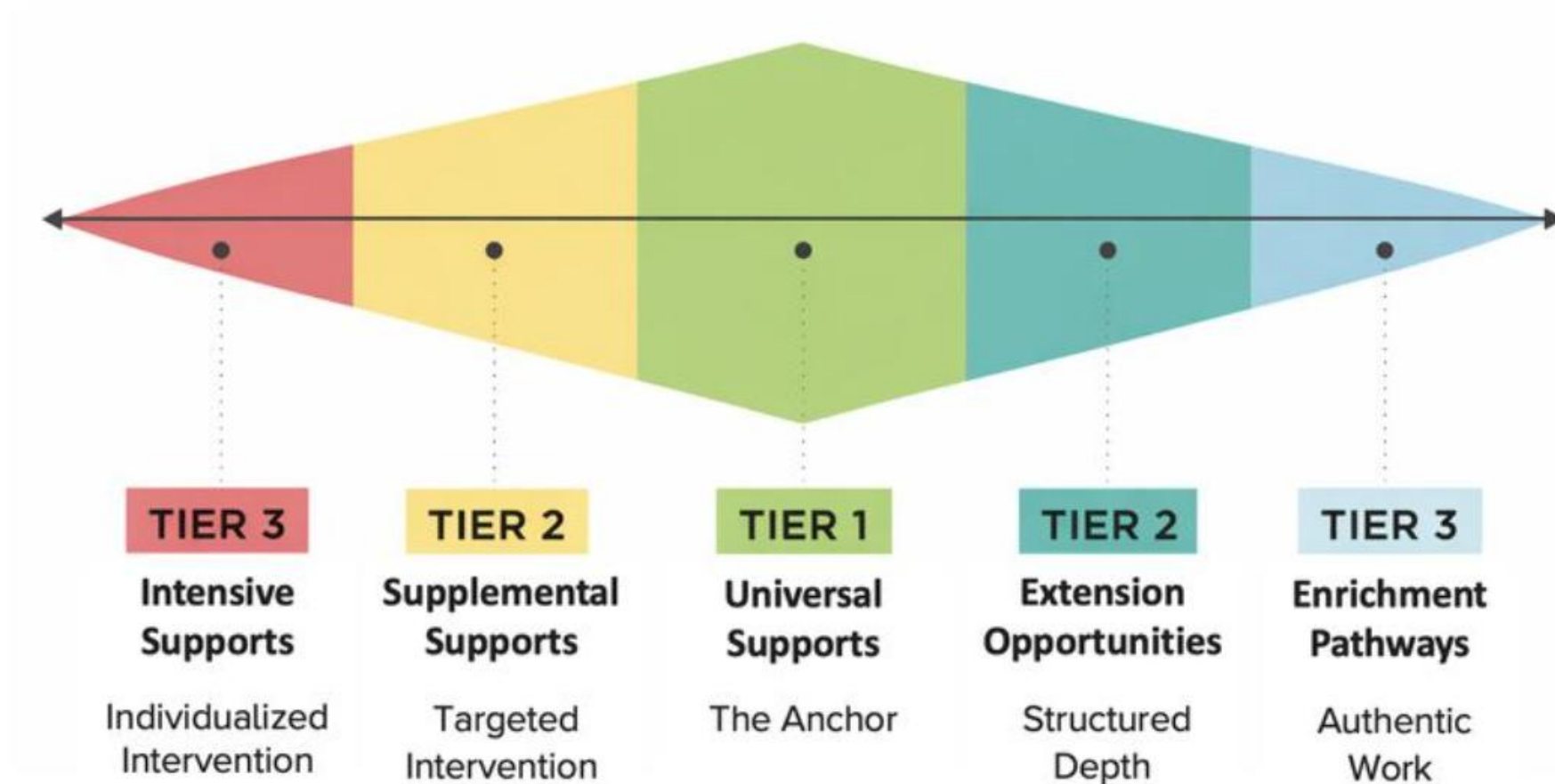
THE DESIGN QUESTIONS | EVIDENCE

What does every student consistently experience in Tier 1?

How do we design so strong instruction is predictable?

Building supports out from a shared baseline, Tier 1

Tier 1 is the anchor, in both directions



Coherence is the first design question

THE QUESTION TO SIT WITH

What should every student be able to count on in Tier 1, no matter which section they walk into?

Predictable by design, not by teacher

Strong instruction becomes a system property when three things are shared

A short list of best practices

Not everything that works — the few moves that carry this content, used in every classroom.

One set of shared materials

High-quality curriculum used as designed, so the floor doesn't move from room to room.

Common checks for understanding

The same evidence at the same points, so “it's working” means the same thing everywhere.



The Cost of Incoherence

What happens when the core experience differs across classrooms

Five consequences of an incoherent Tier 1

1

Support becomes reactive

Hard to tell whether a student needs more support or had inconsistent access.

2

Intervention groups expand

Targeted support becomes broad, and scheduling grows complicated.

3

Enrichment disconnects

Rigor happens, but not in relation to current Tier 1 learning.

4

Effort stops compounding

Each classroom becomes its own design space, and collective efficacy erodes.

5

Data trends are flawed

It's difficult to establish the root cause when there is variability from classroom to classroom.



CONSEQUENCE 1 OF 5

Support becomes reactive

What you see

Referrals climb through the year, and teams debate whether a student needs more support or had inconsistent access.

Why it happens

When the core experience varies, need and exposure look identical in the data.

What shifts it

Name what a student should have experienced in Tier 1 before a support decision gets made.

Support ends up responding to variability rather than to student need.



CONSEQUENCE 2 OF 5

Intervention groups expand

What you see

Group sizes and minutes grow each cycle, and the master schedule becomes the limiting factor.

Why it happens

Broad gaps in the core get absorbed by Tier 2 instead of being resolved in Tier 1.

What shifts it

When a large share of a grade needs the same skill, treat it as a Tier 1 design question.

Tier 2 cannot carry what Tier 1 has not yet delivered.



CONSEQUENCE 3 OF 5

Enrichment disconnects

What you see

Extension work is engaging and rigorous, but unrelated to the unit students are in right now.

Why it happens

With no shared Tier 1 goal to build on, enrichment defaults to more work or moving ahead.

What shifts it

Anchor extension to depth and complexity inside the current standard.

Enrichment should deepen Tier 1, not run parallel to it.

4

CONSEQUENCE 4 OF 5

Effort stops compounding

What you see

Strong practice exists in individual classrooms, but it stays there and has to be rebuilt each year.

Why it happens

Each classroom becomes its own design space, so improvements never accumulate.

What shifts it

Make one or two Tier 1 practices genuinely shared, then build outward from them.

Collective efficacy needs a common experience to be collective about.



CONSEQUENCE 5 OF 5

Data trends are flawed

What you see

Grade-level trends vary more by classroom than by student need.

Why it happens

Classroom-to-classroom variability is built into every aggregate number a team reads.

What shifts it

Read the data by condition, what students experienced, before reading it by student.

Without a consistent core, root cause work has no stable baseline.



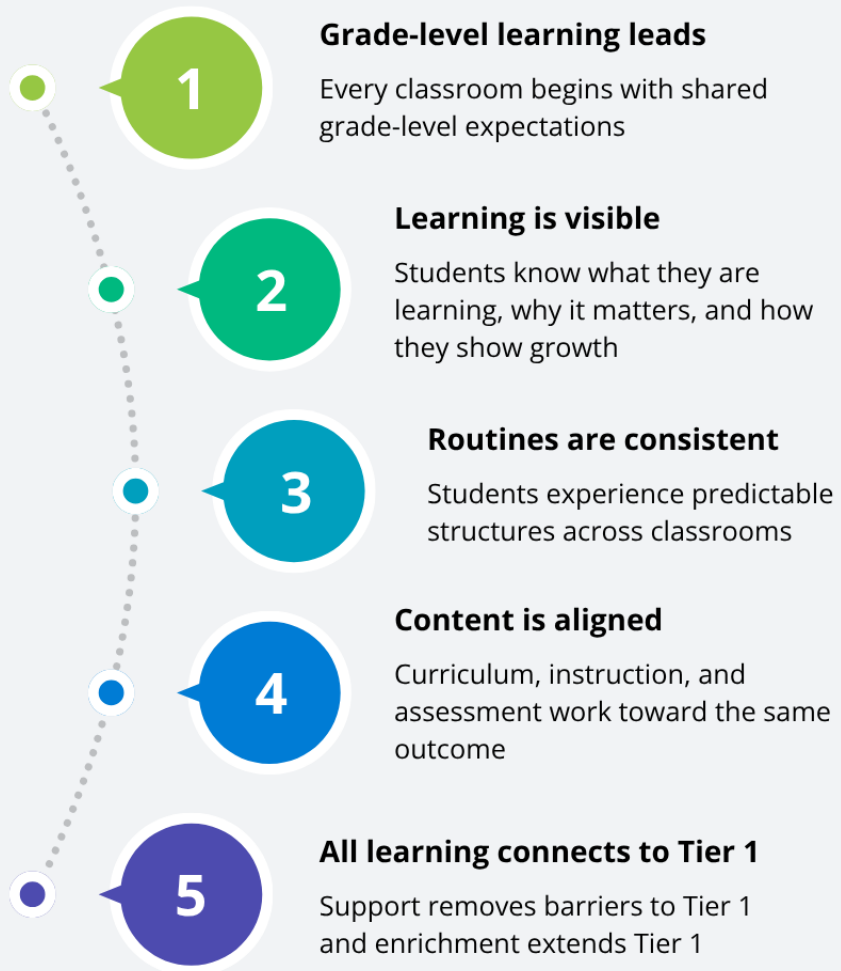


What Coherent Tier 1 Looks Like

Five areas, each with one observable indicator

The 5 Conditions for Coherent Tier 1

Designing the foundation for a coherent MTSS System



1 / 5

Grade-level learning leads

—

All classrooms begin from the same standards and expectations.

—

The conversation moves from who can access this content to how access gets built.

Indicator Pathways preserve the expectation rather than lowering it.

Grade-level learning leads

Indicator: Pathways preserve the expectation rather than lowering it.

- ☐ The task students are working on matches the grade-level standard, not a simplified substitute.
- ☐ Scaffolds function as pathways to access, not destinations — the end task is unchanged.
- ☐ Students receiving support are still working with grade-level text, problems, or materials.
- ☐ Grouping is formed for a current purpose and changes over time.
- ☐ Teacher language names what students will do next, not what they cannot do yet.

Watch for: a student working a different, easier task than the class. A useful signal to ask what would open the same task to that student.

2 / 5

Learning is visible and purposeful

Students can say what they are learning, why it matters, and how they will show it.

Teams share language about what quality work looks like.

Indicator Shared language across teams, and feedback students can act on.

CLASSROOM WALKTHROUGH

Learning is visible and purposeful

Indicator: Shared language across teams, and feedback students can act on.

- ☐ Students can say what they are learning and why, in their own words.
- ☐ Criteria for quality work are visible and referenced during the lesson.
- ☐ Feedback names a next step, not only a score or a compliment.
- ☐ Models or exemplars of quality work are in use, not just posted.
- ☐ The same language for quality work shows up in the classroom next door.

Watch for: a posted objective students cannot yet restate. A useful signal that the purpose has not traveled from the board to the students.

3 / 5

Routines are consistent

How lessons launch, how students meet new content, how practice and feedback are structured.

Predictability frees cognitive energy for learning. Consistency is not scripting.

Indicator A student moving between classrooms recognizes the structure.

Routines are consistent

Indicator: A student moving between classrooms recognizes the structure.

- ☐ The lesson launches within the first few minutes without confusion.
- ☐ Students move into practice without waiting for procedural directions.
- ☐ Materials, turn-in, and help-seeking routines are used independently.
- ☐ Practice includes a built-in point where students receive feedback.
- ☐ The structure is recognizable across rooms while content and delivery still differ — consistency, not scripting.

Notice how much of the launch or transition goes to procedural directions. It is a signal about which routines the system still asks each teacher to carry alone.

4 / 5

Content is aligned

Curriculum, instruction, and assessment point at the same outcomes.

Alignment is visible in what students produce, not only in adopted materials.

Indicator Students are not asked to demonstrate skills they have not had the chance to develop.

Content is aligned

Indicator: Students are not asked to demonstrate skills they have not had the chance to develop.

- ☐ The task traces to the standard students will be assessed on, not only to the next resource page.
- ☐ Student work reflects the same rigor as the upcoming assessment.
- ☐ Assessment formats have already been practiced during instruction.
- ☐ Vocabulary and representations match the curriculum materials.
- ☐ When materials are adapted, the intended outcome stays the same.

Watch for: an assessment format students have not yet had a chance to practice. A useful signal about where instruction and assessment can meet.

5 / 5

All learning connects to Tier 1

Support removes barriers while keeping students connected to grade-level content.

Enrichment deepens learning through complexity, rather than moving ahead to new content.

Indicator Any support or extension traces back to a current Tier 1 goal.

All learning connects to Tier 1

Indicator: Any support or extension traces back to a current Tier 1 goal.

- ☐ Support work references the current Tier 1 unit, text, or skill by name.
- ☐ Students in support settings can name how it connects to their class.
- ☐ Extension deepens the same standard rather than skipping ahead.
- ☐ Support staff and classroom teachers reference the same goal.
- ☐ Students return to grade-level work with something they can use now.

Watch for: support working from its own sequence rather than this week's Tier 1 content. A useful signal to connect the two, not a comment on the support itself.

Your take-home: the Tier 1 coherence audit

WHAT

Five rated questions

One per coherence area, each with its observable indicator.

HOW

Rate as a team

Score it together, then look hardest at where the ratings disagree.

WHERE TO START

Follow your data

Begin with the area closest to a pattern you already see.

Sent with the recording, along with the session slides.



From Insights to Action

The leader's role, short term and long term

Moves leaders can make

Short term: add to your data protocol

What patterns appear across classrooms, grades, student groups, or units?

Where did this pattern first become visible, and what preceded it?

Does our response address the need, the condition, or both?

Name one Tier 1 condition to study before adding another layer

Long term: redesign conditions

Review recurring patterns across schools, not only within teams

Pair outcome data with evidence of instruction and opportunity to learn

Aim professional learning at the conditions closest to recurring needs

Clarify which decisions belong at classroom, school, and district levels

Responsive vs. adaptive

A responsive system

- Asks what students need now
- Protects students in the present
- Already the strength of most districts

An adaptive system

- Asks that, and what these outcomes reveal about the system that produced them
- Improves conditions for the students who come next
- Built by reading the same data differently

The data does not change. The interpretation does.



Personalized Path

Assessment data routes each student to the practice or intervention they need

Picking up the responsive half

THE COST

Time

Determining who needs what, building groups, finding practice, and adjusting when it does not land.

THE MECHANISM

MAP Growth data

Each student is directed to the practice or intervention the data indicates.

THE POINT

Lead with Tier 1

Returning it to Tier 1 and to the adaptive work is the real value.

Where it sits in the day, and what it does not do

PLACEMENT

Core instruction stays intact

The routing plays out during WIN time or another dedicated block, not during grade-level content.

WALKTHROUGH

One grade band, one subject

A single class from MAP Growth results through to what the teacher sees and what a student works on.

SCOPE

It handles the responsive layer

It cannot tell you whether Tier 1 is coherent, or why the same pattern arrives each year.

FAQs + Q&A

We adopted a high-quality curriculum. Is that Tier 1 coherence?

How do you build consistency without making teachers feel scripted?

Our data meetings are already full. Where does the why conversation fit?

What about students several grade levels behind?

How much control does a teacher have over what gets assigned?

Does this work with MAP Growth and one program, or is the full set required?

Thank you

Tier 1 coherence audit

Diagnostic coherence audit, sent with the recording

The hidden leadership challenges of MTSS

Companion guide

Structuring a WIN block

What I Need period design

Personalized Path demo

Request a walkthrough for your team

SAVE THE DATES



2027 National MTSS Leaders Fellowship

A year-long cohort experience for district leaders · Chicago, IL

February

2.1.27 – 2.3.27

Clarity + Design

June

6.14.27 – 6.16.27

Implementation + Coherence

November

11.8.27 – 11.10.27

Integration + Sustainability

Limited to 60 leaders nationwide

Priority registration is now open

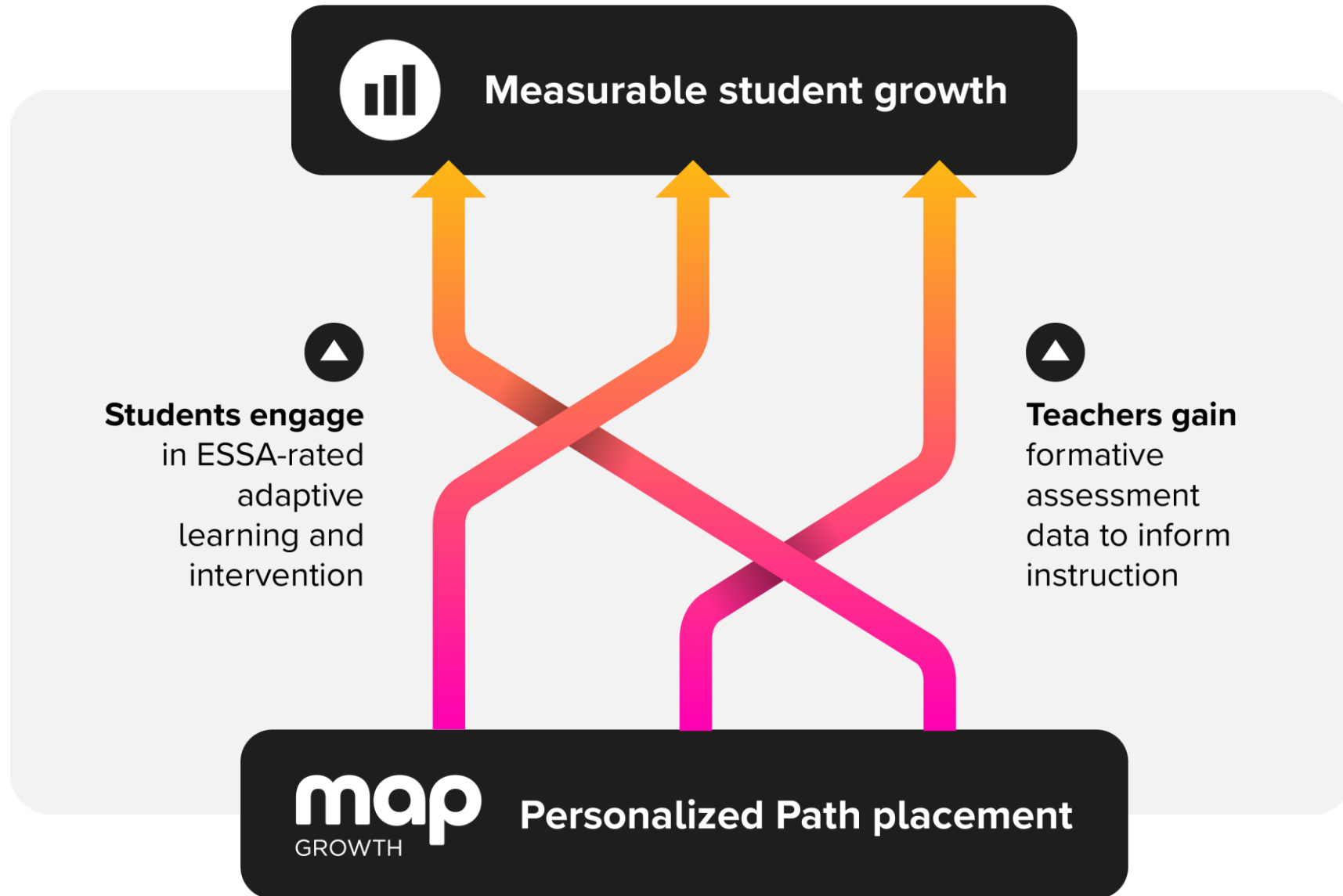


Scan to learn more,
join the interest list,
and register

Personalized Path

ESSA-rated personalized
learning for every student in
the classroom





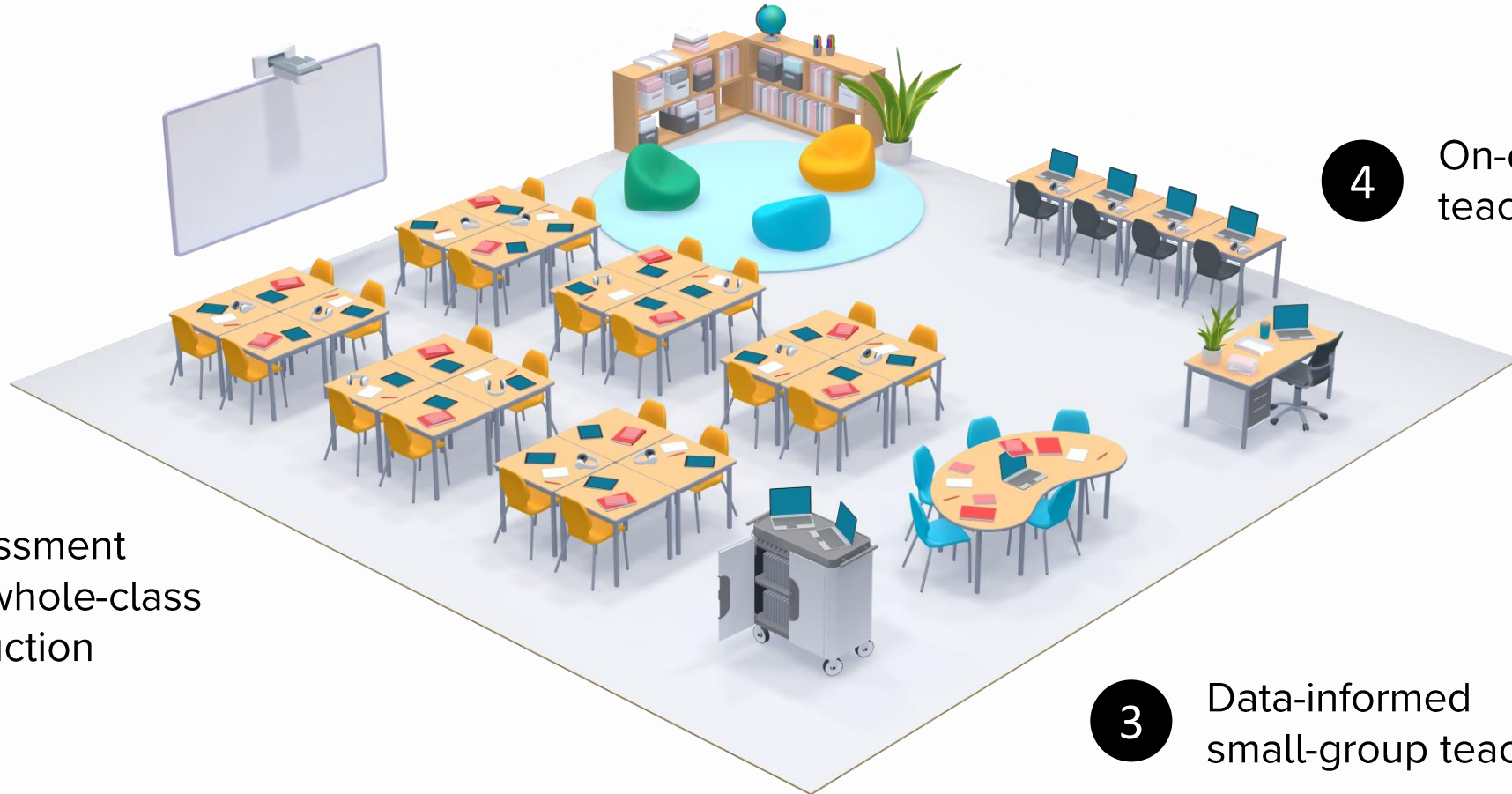
Effective support for everyone in the classroom

1 Assessment and whole-class instruction

2 ESSA-proven, adaptive student learning

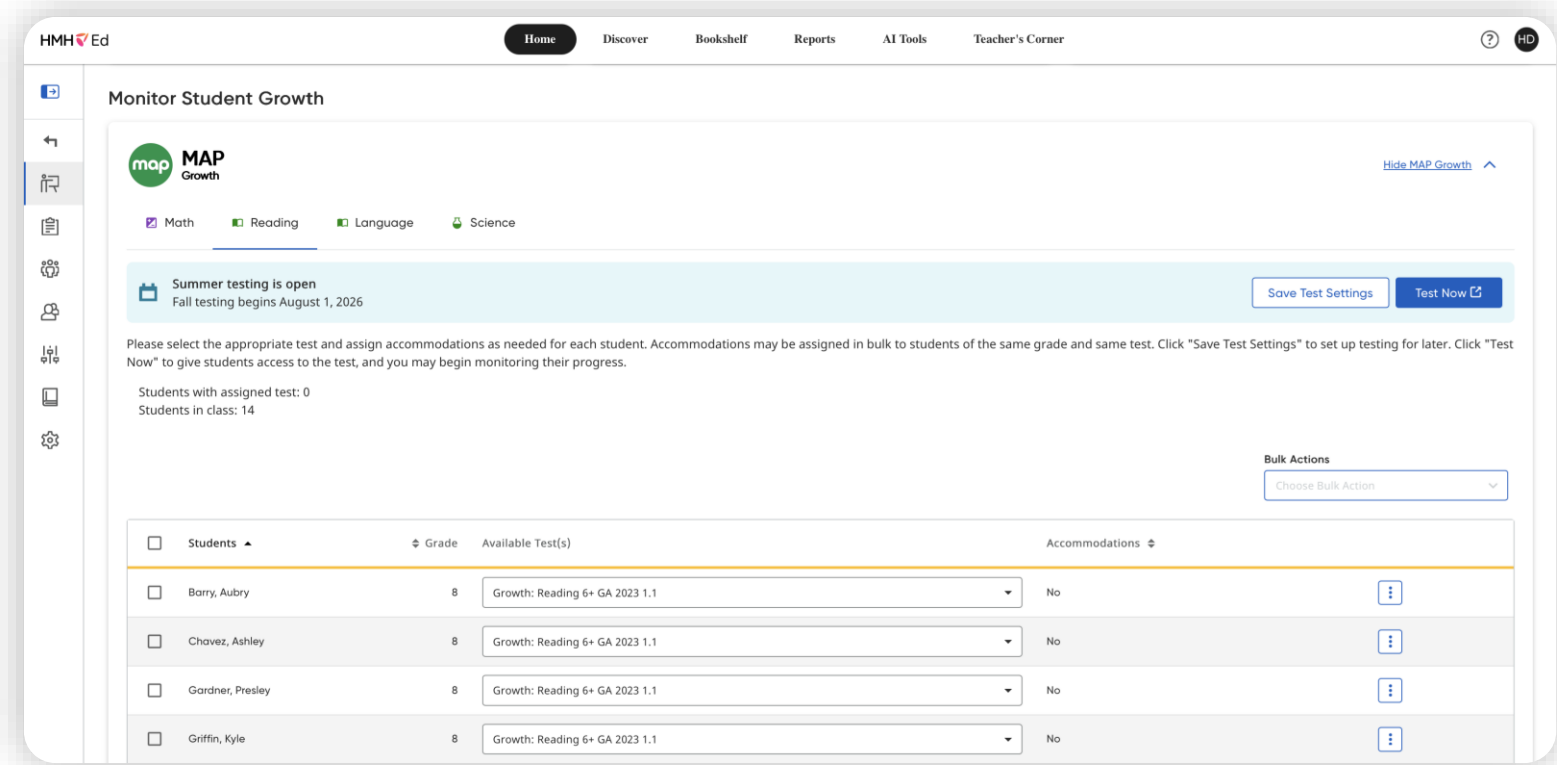
4 On-demand teacher support

3 Data-informed small-group teaching



One streamlined test experience

Assess students, configure accommodations, and track completion status all within *HMH Ed*.

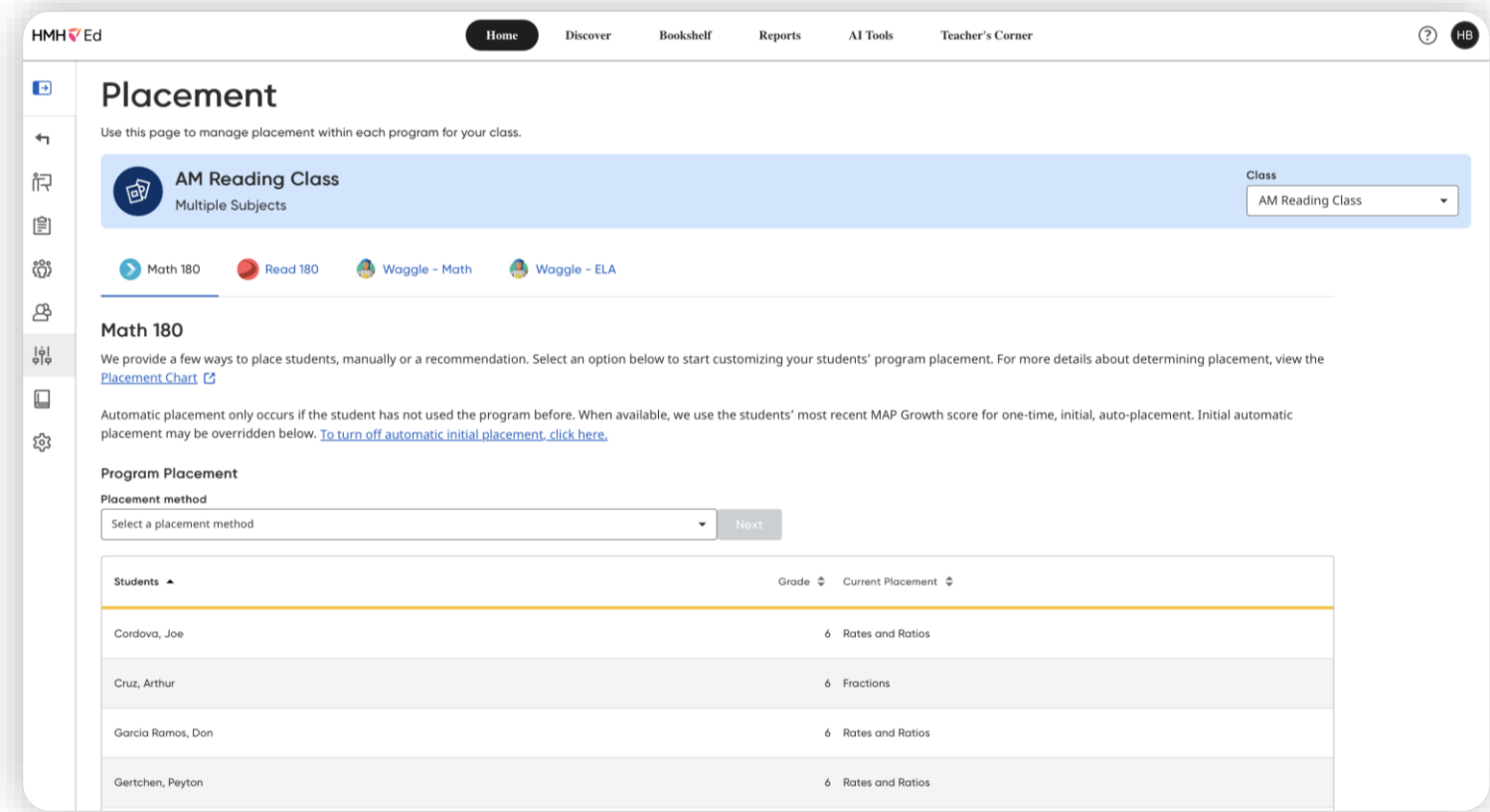


Easy to use

The most trusted resource: the teacher

Teachers can refine learning pathways with confidence as students grow and instructional needs change.

Easy to use and empowering



Three fourth-grade students, three paths to grow

Targeted intervention

The Code

Foundational Literacy Skills

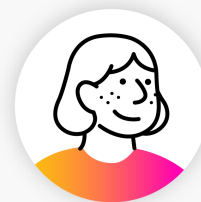
- consonants and vowels
- blends
- diagraphs
- syllabication



Comprehension

Comprehension skill development

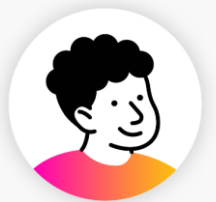
- (Stage A or B)
- Level 1
- Level 2
- Level 3
- Level 4
- Level 5



Adaptive practice, lessons, and acceleration

Adaptive grade-level practice

- Grade 2
- Grade 3
- Grade 4



Gabriel is placed in targeted ELA intervention pathway focused on foundational skill building



Name: Gabriel

Grade: 4th

Assessment: *MAP Growth* Reading

RIT Score: 170

Placed into: Targeted intervention pathway focused on Code segment 4- blends

Foundational skill development

The Code segments focus on the foundational reading skills Gabriel needs to access grade-level learning.



Heather is placed in targeted ELA intervention pathway focused on comprehension skill building



Name: Heather

Grade: 4th

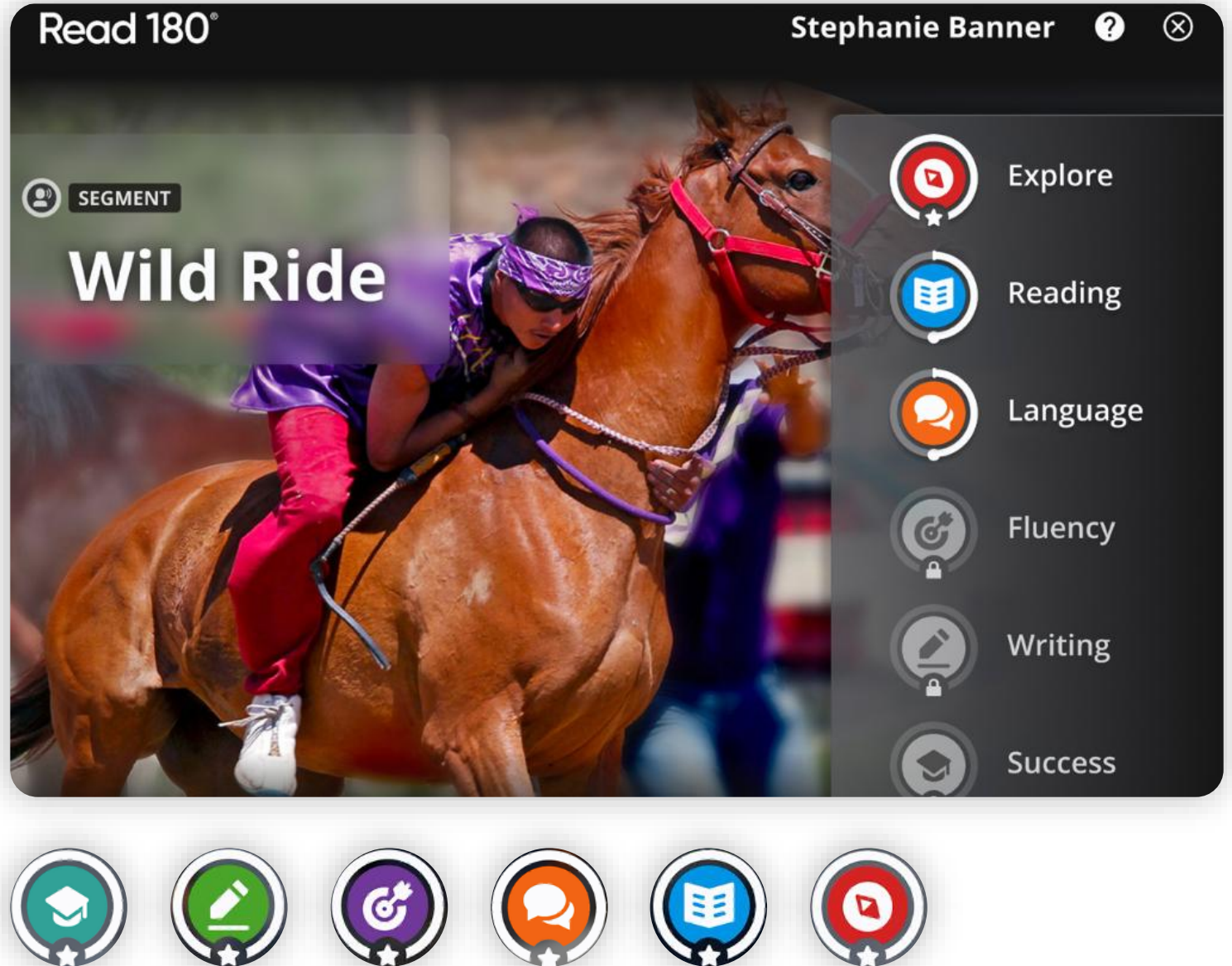
Assessment: *MAP Growth* Reading

RIT Score: 186

Placed into: Targeted intervention pathway focused on comprehension segment Stage A: Level 1

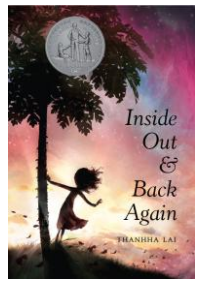
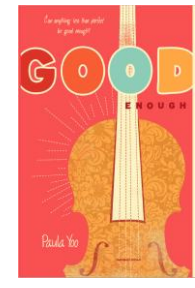
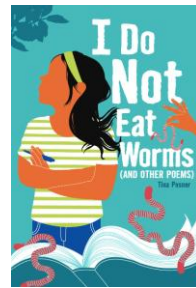
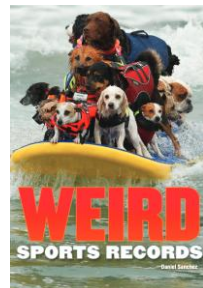
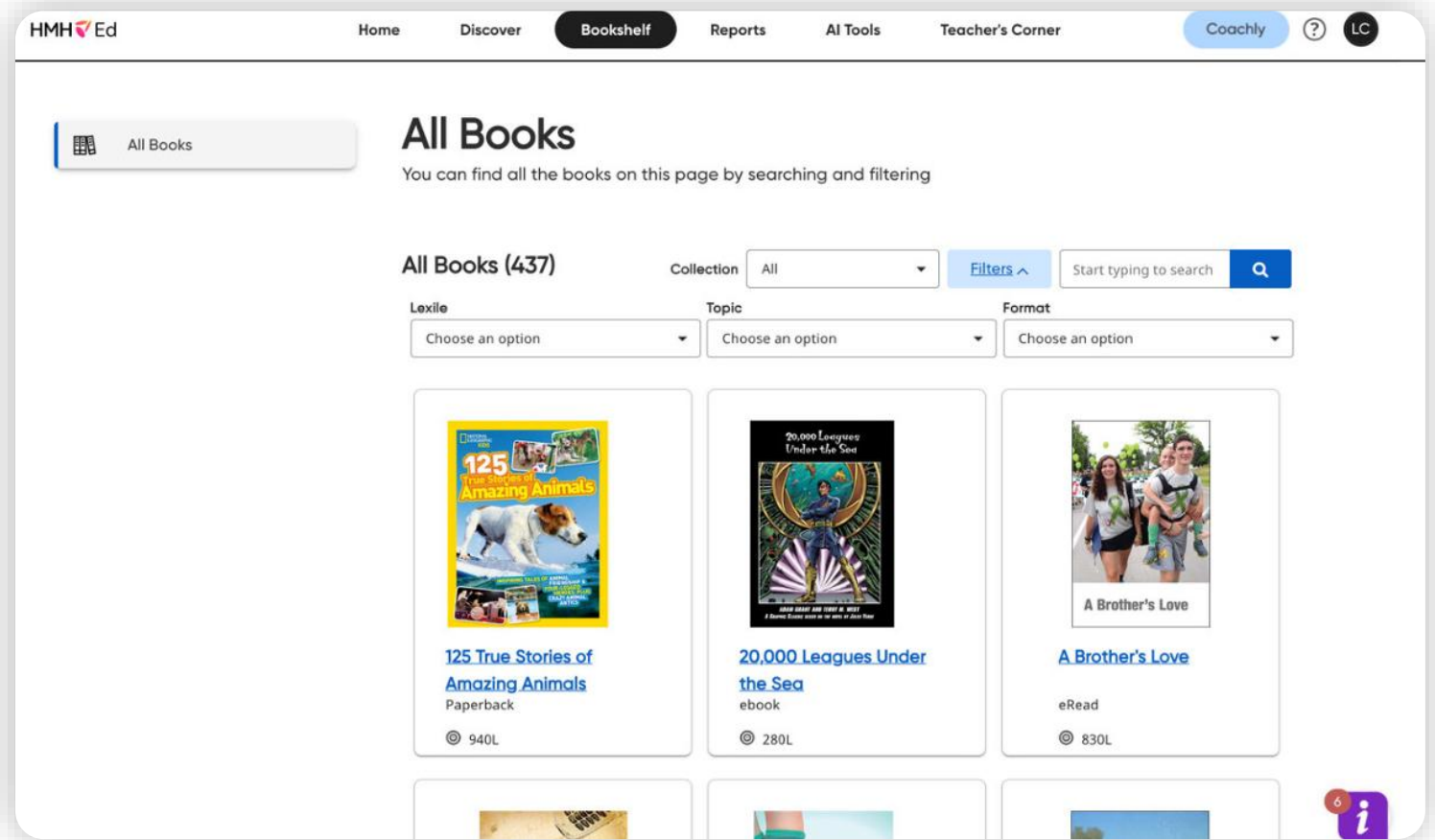
Comprehension skill development

The Comprehension segments build knowledge and strengthen comprehension skills
Heather needs to access grade-level learning.

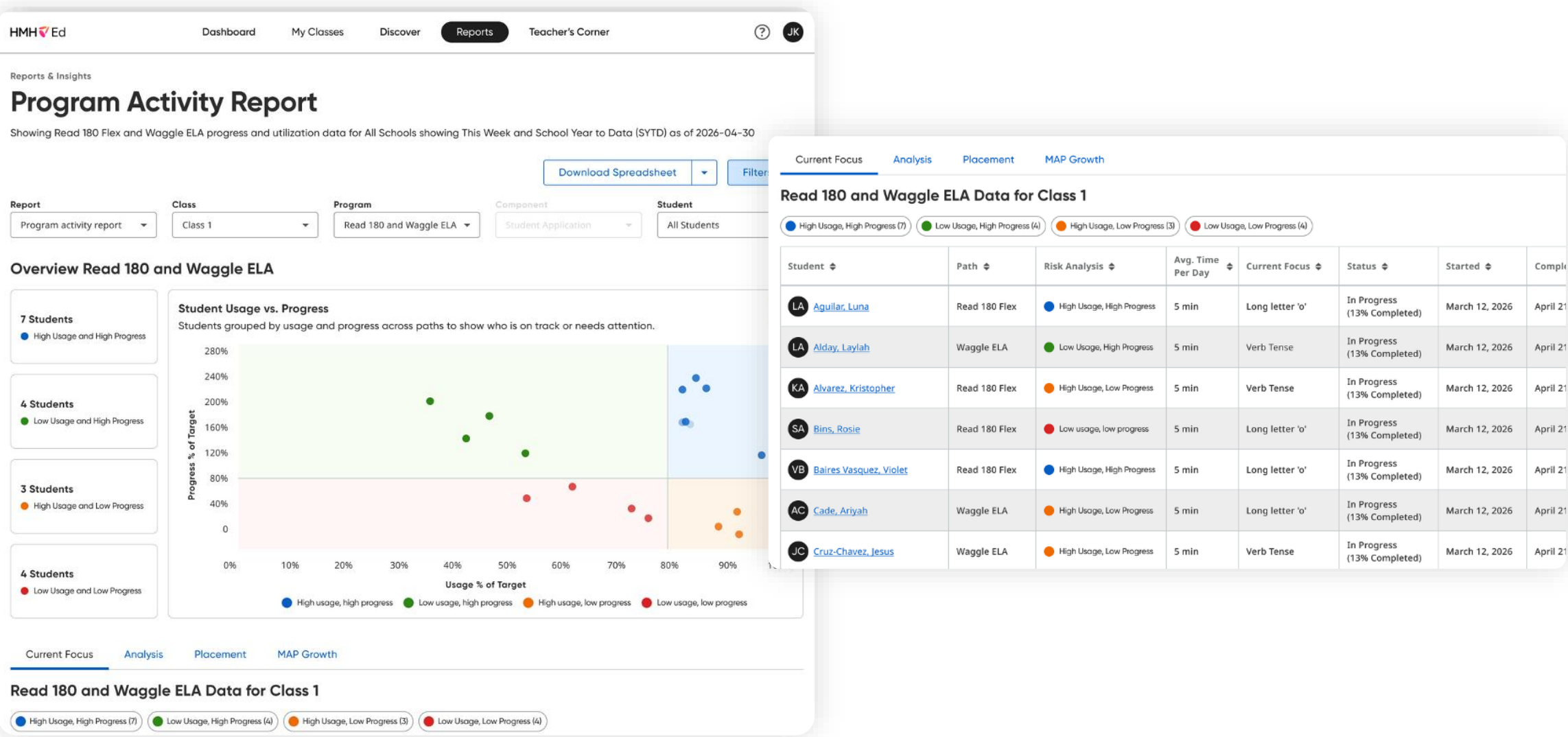


Access to Rich text

All students have access to hundreds of books so they can select what interests them and track their own reading goals.



Easily identify students needs



Resources for small-group instruction

Resources for Differentiation

Filtered resources (25)

Audience Audience Component 1 selected Instructional Purpose Instructional Purpose

Applied filters RDI: Foundational Skills [Reset all filters](#)

TITLE	COMPONENT
Abbreviations	RDI: Foundational Skills
Building Words With Suffixes	RDI: Foundational Skills
Closed Syllable Spelling Patterns	RDI: Foundational Skills
Commonly Confused Consonant Forms	RDI: Foundational Skills
Commonly Confused Consonant Sounds	RDI: Foundational Skills
Consonant Digraphs	RDI: Foundational Skills
Contractions	RDI: Foundational Skills
Final Blends	RDI: Foundational Skills
Final Stable Syllables	RDI: Foundational Skills
High-Frequency Words	RDI: Foundational Skills

Final Blends

Box It

Draw a box around the final blend in each word.

yelp	left	weld	fact	wisp
vest	scalp	risk	quest	fist

Sort It

Read the words in the box. Sort the words into the table below by writing the word in the column that has the word with the same final blend.

vast	fist	desk	rest	soft
test	lift	dust	swift	bask
mask	raft	gift	tusk	dusk

left	ask	best

Complete It

Use the words in the box below to complete the sentences.

gift	help	nest	dusk	held
------	------	------	------	------

1. They left at _____.
2. I can _____ dust the desk.
3. The duck will rest in its _____.
4. The fast dog _____ a stick.
5. She asks for a hat as a _____.

Final Blends

Goals

- Aurally distinguish words with final blends -ct, -ft, -ld, -sp, -st, -tp, -tt.
- Identify words with final blends.
- Read and spell words with final blends.

Alignments

Student App: Code

- 4.3: Final Blends
- 6.1: More Final Blends

Real Book: Code

- Lesson 4.2: Final Blends

IDO

Define Blends Explain that a blend is formed when two consonants are combined. The sound of each consonant in the blend is pronounced quickly, one after the other. Some blends appear at the beginning of words, and some appear at the end of words. Explain that there today students will be focusing on blends that are commonly found at the end of words.

Repeat Blends Say each of the following blends, carefully pronouncing each sound in the blend. Then say the word containing the final blend. Have students repeat each blend and word after you.

/ct/, fact /ft/, soft /ld/, held /lp/, gulp
/sk/, risk /sp/, gasp /st/, must

WEDO

Explain Tell students that reading each letter in a word is the best way to identify a final blend. When students hear two consonant sounds together at the end of a word, there is a good chance the word has a blend.

Model differentiating between words that end with a final blend from those that do not, using the words *lit* and *lift*.

Think Aloud Listen to me say the word *lit*. /l/ /t/. What sounds do you hear? (/l/ /t/ /l/)

Now let's figure out which letters represent these sounds. What letter represents the first sound, /l/? (l)

What letter represents the next sound, /t/? (t)

What letter represents the last sound, /t/? (t)

Now we know that the word *lit* is spelled l-i-t. Remember that a blend is made up of two consonants together, but I do not see two consonants together in the word *lit*. This tells me that *lit* does not contain a blend at the end of the word.

Have students repeat the word *lit*.

Now listen to me say the word *lift*. /l/ /f/ /t/. What sounds do you hear? (/l/ /f/ /t/ /l/)

What letter represents the first sound, /l/? (l)

Caleb is placed in adaptive ELA lessons and practice pathway focused on grade-level content and acceleration



Name: Caleb

Grade: 4th

Assessment: *MAP Growth* Reading

RIT Score: 205

Placed into: Adaptive lessons and practice pathway focused on grade-level content

Grade-level skill development and acceleration

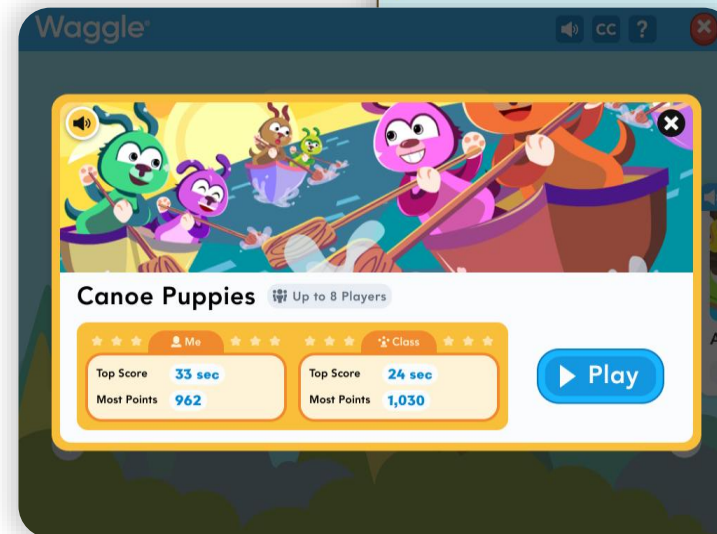
Adaptive practice reinforces grade-level skills Caleb needs and provides acceleration opportunities to push his learning to the next level.



Learn



Practice



Play

Group students with ease

The screenshot displays the HMH Waggle web application interface. At the top, there's a navigation bar with the logo, "Home", "Find Content", and "Reports" buttons. On the right, there are links for "Preview", "Rosters", "Settings", "Help", and "Log Out". Below this, a dropdown menu shows "Grade 3 - ELA". The main header area includes a "Home" link, a timestamp "Last Updated: 2 min ago", and a "Review Guided Setup" button.

A central dashboard contains four large cards: "Class Summary", "Skill Groups" (highlighted), "Shout-outs", and "Leaderboard". Below these cards is a table titled "Students" under the "Reading Literature" skill group. The table lists various skills and the students associated with them, each with a "Learn" button.

An overlay menu on the left side of the screen provides a detailed view of the "Skill Group" options. It has two columns: "Skill Group" and "Students".

Skill Group	Students
- RL.3: Reading Literature	
Analyze word choice RL.3.4- Skill Gap	Bernard Massey, Franklin Guzman, Angela Vargas, Anita Dass Learn
Compare and contrast two or more texts RL.3.9- Skill Gap	Bernard Massey, Neil Cruz Learn
Identify parts of a story RL.3.5- Skill Gap	Franklin Guzman, Anita Dass Learn
Ask and answer questions RL.3.1- Skill Gap	Angela Vargas Learn

The background table in the main interface mirrors this data:

Students	
Reading Literature	
Analyze word choice RL.3.4- Skill Gap	Bernard Massey, Franklin Guzman, Angela Vargas, Anita Dass Learn
Compare and contrast two or more texts RL.3.9- Skill Gap	Bernard Massey, Neil Cruz Learn
Identify parts of a story RL.3.5- Skill Gap	Franklin Guzman, Anita Dass Learn
Ask and answer questions RL.3.1- Skill Gap	Angela Vargas Learn
Determine meaning of words and phrases RL.3.4- Skill Gap	Anita Dass Learn
Determine the theme RL.3.2- Skill Gap	Viola Moss Learn
- L.3: Language	

Extend core instruction

HMH Waggle

HomeFind ContentReports

PreviewRostersSettingsHelp

Log Out

Grade 3 - ELA

Grade:3

View By:By Strand

Language:English

Back to All By Strands

BlocksStandardsSkills

RL.3: Reading Literature

Filters:LearnPracticeSkill Quiz

LEGEND: * ADAPTIVE VIDEO INCLUDED PRIORITY STANDARD

RL.3.3 - Describe characters

RL.3.9 - Compare and contrast two or more texts

L.3.4, RL.3.4 - Determine meaning of words and phrases

☒	Determine meaning of words and phrases	Skill Quiz	View Report
☒	Determine the Meaning of Words and Phrases	Learn	View Report
☒	Determine meaning - analyze text	Practice	View Report

RL.3.7 - Integrate information from illustrations

L.3.5.a, RL.3.4 - Analyze nonliteral/figurative language

L.3.4, RL.3.4 - Determine meaning of words and phrases

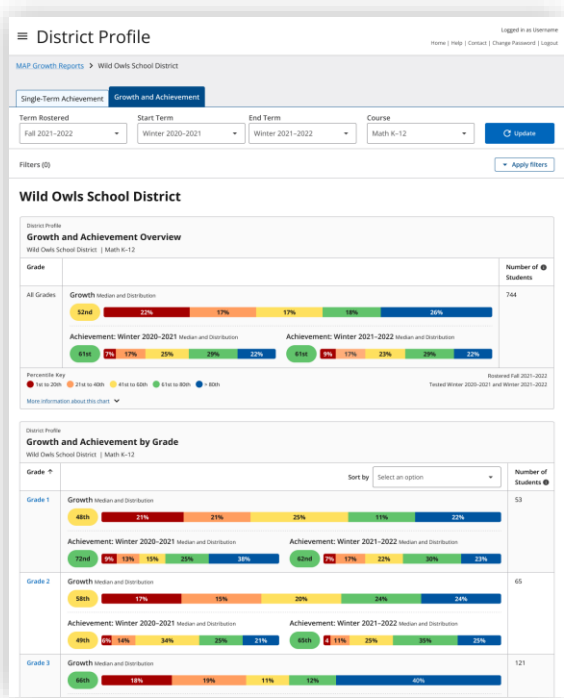
☒	Determine meaning of words and phrases	Skill Quiz	View Report
☒	Determine the Meaning of Words and Phrases	Learn	View Report
☒	Determine meaning - analyze text	Practice	View Report

(3) assignments selected

ASSIGN STUDENTS & DATES

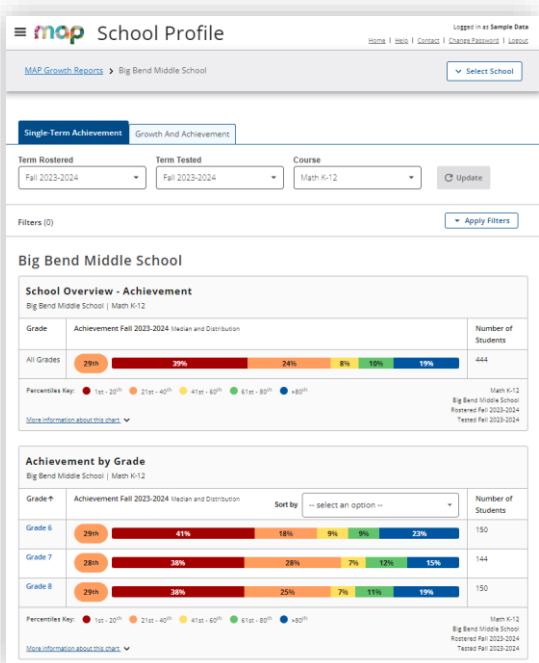
Access the full MAP Growth Dashboard

District Administrator



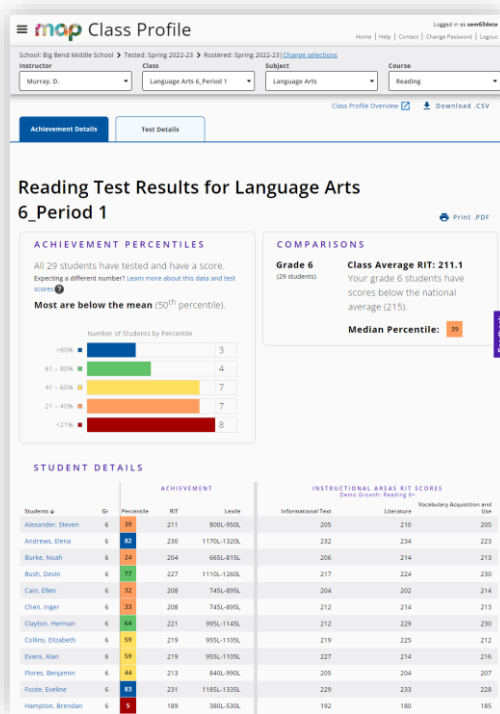
District Profile

School Administrator

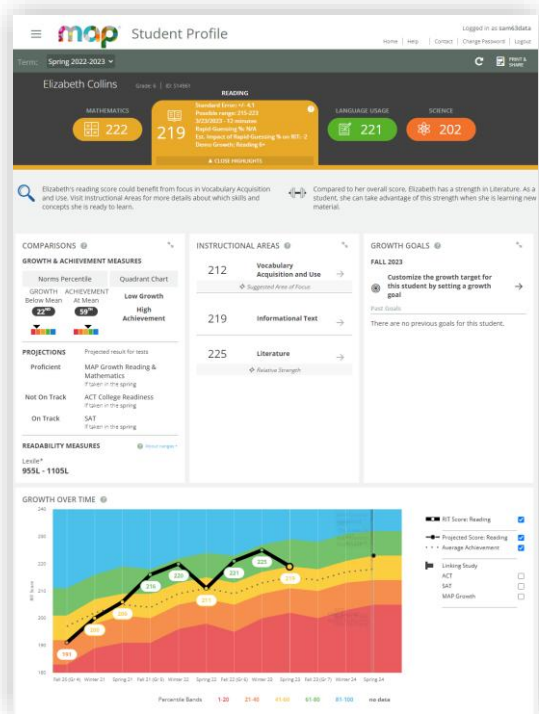


School Profile

Teacher



Class Profile



Student Profile

AI Tools embedded

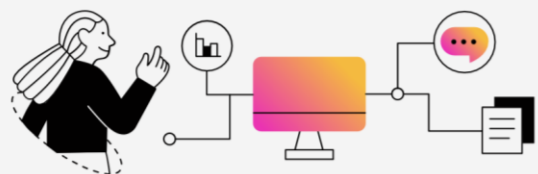
AI Tools on HMH Ed enable teachers and leaders of all experience levels to support every student in the moment.

[Home](#) [Discover](#) [Bookshelf](#) [Reports](#) **AI Tools** [Teacher's Corner](#)

[My Tools](#) [My History](#) [My District](#)

AI Tools

The only AI built for HMH programs. Create curriculum-aligned materials in seconds—just select your program and a goal to get started.



Ask HMH Assist

From quick answers to in-depth instructional support, I can help. Select a program to get started!

My HMH Program

Select a program

My Question

How can I help you today?

→

What do you want to do?

You have 6 credits available. [Upgrade to Unlimited](#) ⓘ

[Filter](#) [Sort](#)

 Check writing authenticity	 Create a lesson plan ★ Top 3 Tool	 Create a newsletter
 Create a presentation ★ Top 3 Tool	 Create a quiz ★ Top 3 Tool	 Create report card comments
 Create texts & readings	 Explain math & science BETA	 Get a conferencing outline
 Get math practice BETA	 Get translations	 Prompt writing & discussions
 Scaffold text	 Scaffold vocabulary	 Write an email

Respect the rights of others. See "Your AI Responsibilities and Some Risks" in the [HMH AI Terms of Use](#).

Year-round teacher support

For teachers: Teacher Success Pathways and Teacher's Corner® offer unlimited access to live and on-demand sessions, videos, model lessons and related resources.

For leaders: Leader's Corner® features live and on-demand events, plus tools for leading a successful implementation

The screenshot shows the HMH Ed Teacher's Corner website. The top navigation bar includes links for Home, Discover, Bookshelf, Reports, AI Tools, and Teacher's Corner (which is highlighted). A user profile icon with the initials 'LM' is in the top right. Below the navigation bar is a header section with the title 'Teacher's Corner' and a description: 'Browse our ever-evolving library of bite size teaching support, interactive Getting Started guides, and community Live Events.' To the right of the text is an illustration of a cozy living room with a yellow armchair, a small table, and a window. Below the header is a 'Browse By' sidebar with buttons for Home, Live Events, Program Support, Breakroom, Trending Topics, and My Favorites. The main content area is titled 'New For You (257)' and features a search bar and filters for Program, Grade, Topic, Media Type, and Contributor. There are three featured articles: 'FREEBIE ARCHIVE' (dated Sat, Jun 13, 2026), 'Recommended Program Prompts using HMH AI Tools' (dated Mon, Jun 1, 2026), and 'Seasonal Activity Printables' (dated Wed, May 20, 2026). Each article has a brief description and a heart icon with a read time (e.g., '2m read Article').



Personalized Path is third-party validated:
finalist for Best Personalized Learning Solution

Reading Intervention

Strong ESSA rating



Math Intervention

Moderate ESSA rating



Adaptive Lessons & Practice

Moderate ESSA rating

//CODiE//
2024 SIIA CODiE WINNER



Effective

