

Extend the Effectiveness of *LETRS*® Professional Learning with cutting-edge technology and reporting from Houghton-Mifflin Harcourt.

Highly-Trained Teachers and Evidence-Based Instruction:

A Fast Track to Reading Success for Emergent Readers

Today's emergent readers are benefitting from teachers with reading science expertise to accelerate reading mastery. *So how do you scale the reach of the teacher to provide 1:1 tutoring to every student?*

REACH EVERY READER

For students who have fallen significantly behind grade level, time is of the essence. Connect your evidence-based reading instructional strategies with *Amira Learning*, an effective reading tutoring program that empowers you to:

- **Apply professional learning** in reading science to support students who have fallen behind with digital tools to extend your reach
- **Differentiate and personalize** instruction for emergent readers utilizing Amira Assessment data, including students with Dyslexia and multilingual learners
- **Provide 1:1 reading tutoring** powered by dozens of precise microinterventions rooted in the Science of Reading to multiple students at the same time

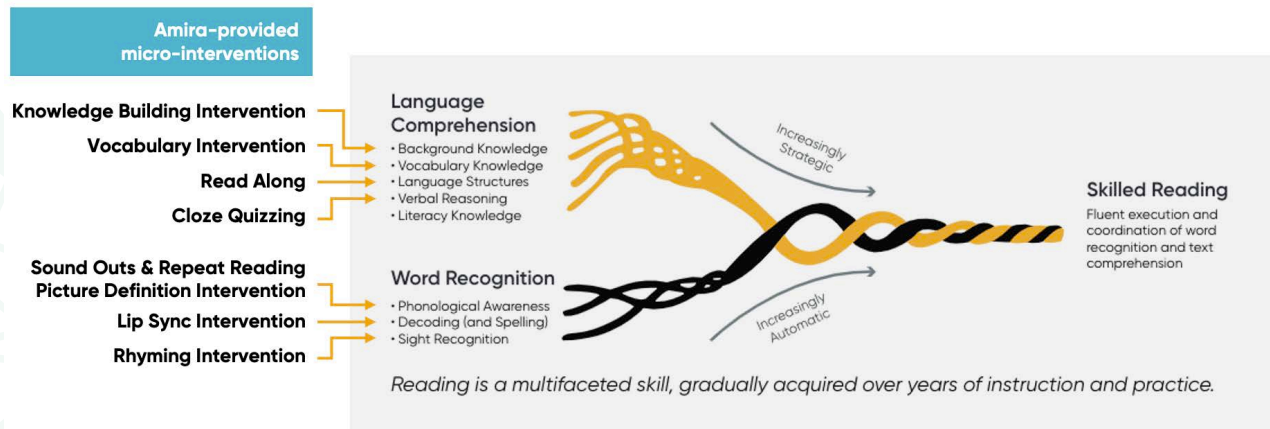


Reading science
professional learning,
coupled with **effective**
reading tutoring gives
teachers a toolkit to
advance learning for
emergent readers.

EXTEND EFFECTIVENESS OF LETRS® PROFESSIONAL LEARNING WITH AMIRA

Amira can help teachers focus their instructional expertise on the routines, activities, and approaches that best address the needs of emergent readers. Our reading science-aligned solution targets the key skill areas represented below in **Scarborough's Reading Rope** model (Scarborough, 2001) and aligns with **LETRS®** units of professional learning.

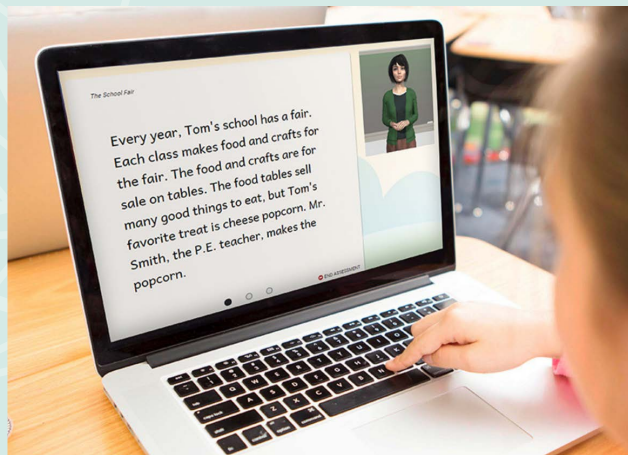
- **Amira Learning** (Grades K–5) provides 1:1 reading tutoring, reading fluency assessment, and dyslexia risk screening – from anywhere. After students take the reading fluency assessment, they are automatically placed into powerful 1:1 reading tutoring powered by dozens of precise micro-interventions rooted in the Science of Reading.



Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy* (pp. 97–110). New York, NY: Guilford Press. <https://www.guilford.com/books/Handbook-of-Early-Literacy-Research-Volume-1/Neuman-Dickinson/9781572308954/contents>



- **Individualized** instruction including valid and reliable assessment and 1:1 reading tutoring
- Anytime, anywhere **access to data**
- Research-based **routines for emergent readers**
- Support for all students **in English and Spanish**



Visit
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 HMH Account
 Executive today
 to get started.
hmhco.force.com/relocator

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