

How to Log into HMH Reading and Writing

You can watch this tutorial for how to use HMH. https://youtu.be/SsR6E6J_5-E?feature=shared
We do not have an icon to click on. Students will need to go to the HMH website provided in step one located below.

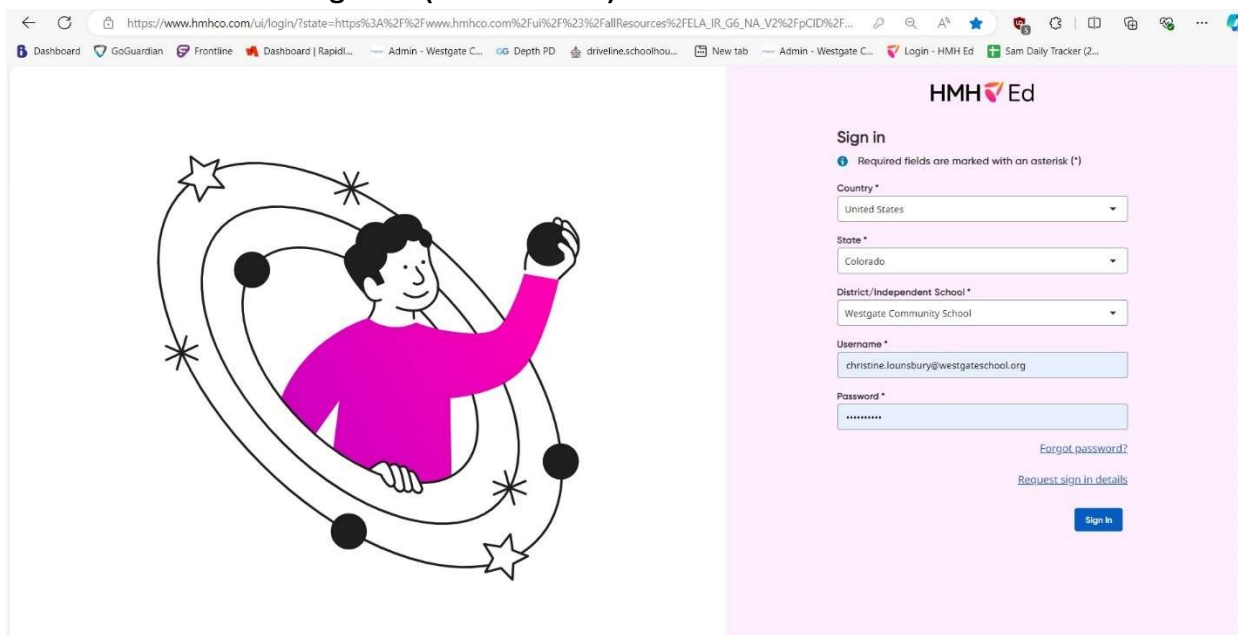
1. Please go to <https://www.hmhco.com/ui/login>. Students will enter in the following information into the login

State: Colorado

District: Westgate Community School

Student Username: Westgate Email (First.Last@Westgateschool.net)

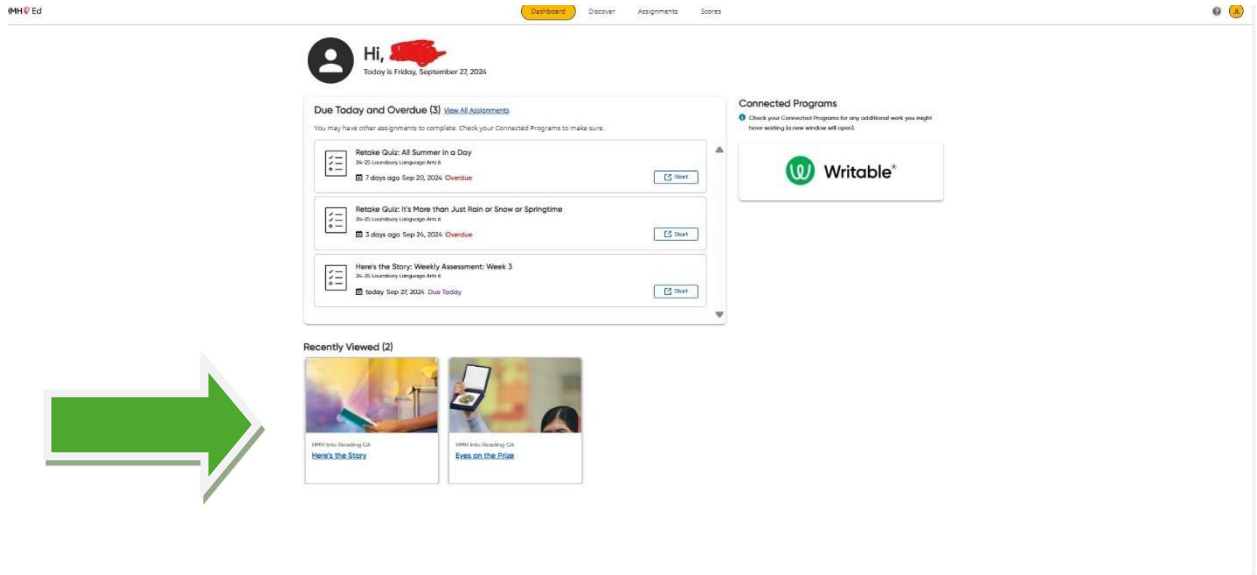
Student Password: Westgate24 (W is CAPITAL)



The screenshot shows the HMH Ed login interface. The left side features a colorful illustration of a person in a pink shirt holding a globe, with several black dots representing planets and white stars, all enclosed within a series of concentric, curved lines that suggest orbital paths. The right side is a light pink background with the HMH Ed logo at the top. Below the logo is the heading 'Sign in' and a note: 'Required fields are marked with an asterisk (*)'. The form contains the following fields: 'Country *' (United States), 'State *' (Colorado), 'District/Independent School *' (Westgate Community School), 'Username *' (christine.lounsbury@westgateschool.org), and 'Password *' (masked with dots). There are two links: 'Forgot password?' and 'Request sign in details'. A blue 'Sign in' button is located at the bottom right of the form.

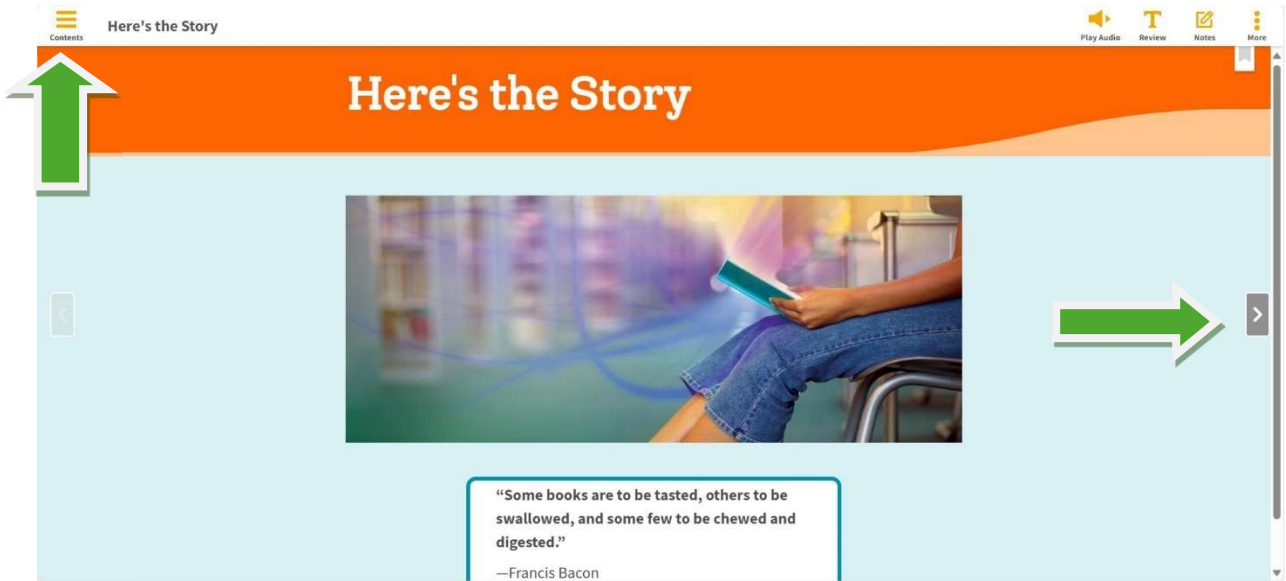
2. Students will be at their discovery page. They can then click on the module they are on. This is them accessing their digital workbook. Everything they could find in their work

book is now online.



The screenshot shows a student dashboard interface. At the top, there is a navigation bar with buttons for 'Dashboard', 'Discover', 'Assignments', and 'Scores'. A green arrow points down to the 'Dashboard' button. Below the navigation bar, the user is greeted with 'Hi, [Name]' and the date 'Today is Friday, September 27, 2024'. The main content area is divided into sections: 'Due Today and Overdue' with a list of assignments and their due dates, 'Connected Programs' featuring a 'Writable' logo, and 'Recently Viewed' with two thumbnails for 'Here's the Story' and 'Eyes on the Prize'. A large green arrow points from the left towards the 'Recently Viewed' section.

3. When in their workbook, they have access to all the texts we have been using in class. Students will have access to type in their responses that they usually wrote in. Students can use the three lines table of contents to move throughout the chapter. They can also use the arrow buttons to move forward and backward.



The screenshot shows a digital text page titled 'Here's the Story'. At the top left, there is a 'Contents' button with a three-line icon. At the top right, there are icons for 'Play Audio', 'Review', 'Notes', and 'More'. The main content area features a large image of a person reading a book. Below the image is a quote: "Some books are to be tasted, others to be swallowed, and some few to be chewed and digested." —Francis Bacon. A green arrow points up to the 'Contents' button, and another green arrow points right to the navigation arrow on the right side of the page.

4. The table of contents page can take them to any of the texts or activities we have been working on in class. This table of contents has all the texts for the three-week module.

Each module is in three-week increments.

The screenshot shows a digital learning platform interface. On the left is a navigation sidebar with a hamburger menu icon and the text 'Contents'. Below this is a search bar labeled 'Go to Page:' with a 'Go' button. A dropdown menu is open, showing 'Module 2: Here's the Story' with a list of items: 'Here's the Story' (highlighted in yellow), 'Words About Great Stories', 'Knowledge Map', 'How to Succeed as a Storywriter', 'Identity Theft' (indicated by a green arrow), 'All Summer in a Day', 'It's More than Just Rain or Snow or Springtime', 'Upside-Down and Backward', 'Performance Task: Write a Story Sequel', 'Copyright', and 'Acknowledgments'. The main content area on the right has an orange header with 'Here's' and a light blue background with a blurred image of a bookshelf. A white box with a left-pointing arrow is visible on the main content area.

5. When students select a text. They are brought to the first page. These white boxes are where they can write down answers and questions. They can also have the text be

read out loud to them.

The screenshot shows a digital reading platform interface. At the top, it says "Prepare to Read: Identity Theft". Below that is a "NOTICE & NOTE TOUGH QUESTIONS" section. There are two main sections: "GENRE STUDY" and "SET A PURPOSE".

GENRE STUDY

Realistic Fiction tells a story about characters and events that are like those in real life.

- Authors of realistic fiction might tell the story through a third-person point of view, such as an observer, using pronouns *he, she, him, her, his, hers, they, them*, and *their*.
- Realistic fiction includes characters who act, think, and speak like real people.
- Realistic fiction is set in a place that seems real.

SET A PURPOSE

Think about the chapter title and genre of this text. How would you define the word "identity"? What do you think the title means? Write your ideas below.

Below the text is a text input area with a rich text editor toolbar (bold, italic, underline, link, list, indent, text color, background color) and a text box containing "Start Typing...".

On the right side, there is a sidebar with a search bar, a "Select All to Print" option, and a list of notes. The notes are titled "Module 2: Here's the Story" and contain text from the book: "The children pressed to each other like so many noses, so many heads, intermingled, peering out for a look at the hidden sun...". Each note has a "View on Page" and "Add Note" button.

Green arrows point to the "Play Audio" icon in the top right and the text input area.

6. Students also have access to other tools. Students can take notes and highlight. They can ask questions about parts of the text. And they can have the text read aloud.

The screenshot shows a digital reading platform interface with a colorful, patterned background. At the top, there are icons for "Play Audio", "Review", "Notes", and "More". A green arrow points to the "Play Audio" icon.

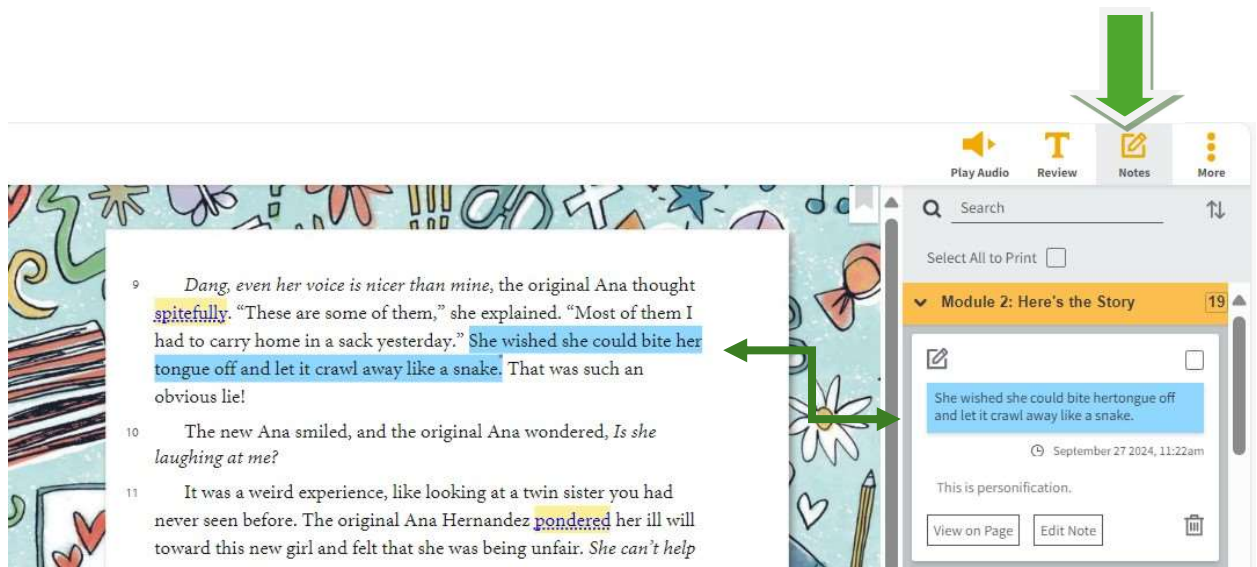
The text is displayed in a white box with a light blue border. The text is as follows:

9 Dang, even her voice is nicer than mine, the original Ana thought spitefully. "These are some of them," she explained. "Most of them I had to carry home in a sack yesterday." She wished she could bite her tongue off and let it crawl away like a snake. That was such an obvious lie!

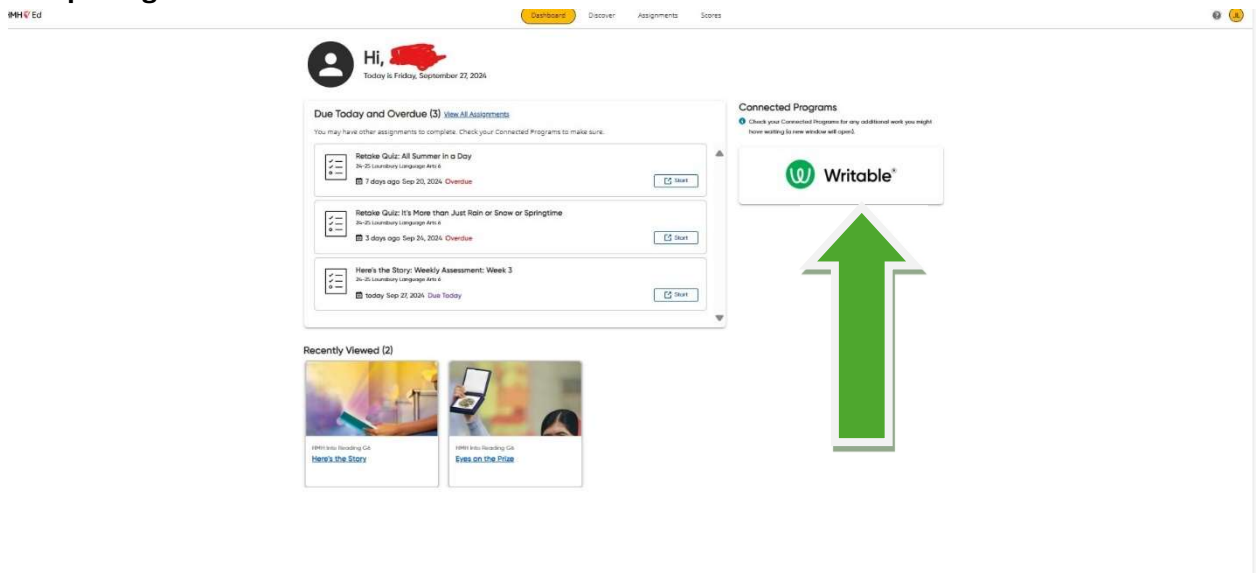
10 The new Ana smiled, and the original Ana wondered, *Is she laughing at me?*

11 It was a weird experience, like looking at a twin sister you had never seen before. The original Ana Hernandez pondered her ill will toward this new girl and felt that she was being unfair. *She can't help it*, Ana figured, *that she has my name.*

Annotations include yellow highlights on "spitefully", "pondered", and "she can't help it". Blue highlights are on "Most of them I had to carry home in a sack yesterday." and "She wished she could bite her tongue off and let it crawl away like a snake".



7. Students will also have assignments on writable. This is where they will write essays or complete grammar activities.



8. Students can find their activities by clicking on their writeable. They will need to log in through Microsoft using their Westgate emails (first.lastname@westgateschool.net) and passwords.

Previewing as Writer

Preview as Reviewer

Change Prompt

Close Preview

Moduel 3 Opinion Writing

PROMPT

Read the question below and answer with complete sentences.

After you submit your response, click on peer review and provide two students with feedback.



MY SUBMISSION

You haven't started this assignment. Jump in!

READ the following sentence: Inventions and innovations in technology can lead to profound changes in our daily lives. THINK about all of the technology in your world and determine which invention or technological innovation is the most important to your daily life. WRITE an opinion essay arguing that the invention or innovation of your choice is the most important.

Be sure to —

- clearly state your opinion
- support your opinion with reasons, facts, and examples.
- use persuasive language

Set Goals for Writing Use your rubric, writing prompt, and brainstorming exercise to help set your goals for writing.

Be sure your research report includes —

My Submission

After completing all questions in this section of the assignment, press 'Submit' to turn in your work.

Submit

