

HMH Into Reading®

HMH's Responses to The Reading League's Curriculum Evaluation of *HMH Into Reading Structured Literacy: Foundational Skills*

Introduction

HMH is dedicated to providing educators with high-quality instructional materials. We deeply value evidence-based literacy instruction, which is why we ensure our HMH Into Reading program aligns with best practices, is responsive to the latest research on how students learn, and has a positive impact on student learning. In that spirit, in 2023, HMH released Structured Literacy: Foundational Skills to all Into Reading users free of charge within our online platform, Ed. With this release, HMH provided implementation support on how to incorporate these lessons alongside the other literacy strands for a comprehensive literacy solution.

HMH appreciates the opportunity to have HMH Into Reading Structured Literacy: Foundational Skills reviewed by The Reading League (TRL) to ensure our alignment and continued commitment to the Science of Reading.

HMH is committed to research on the efficaciousness of our programs with ongoing research for Into Reading through third-party research studies, including a QED efficacy research study from 2021-2022 demonstrating that Into Reading significantly improved students' reading skills in comparison to other programs. Our full library of Into Reading efficacy research can be found [here](#). Additionally, numerous case studies are available and highlight teacher success and student growth using Into Reading, such as Laurens County School District 55's success as outlined [here](#).

HMH Into Reading has become a leading choice for districts across the country. It is proven to support educators in creating positive student learning outcomes in an affirming learning environment that makes each and every student feel respected, important, and proud.

Responses

1B: Phonological and Phoneme Awareness

The Reading League's Rubric Indicators and Scores	
1.7: Instruction only attends to larger units of phonological awareness (syllables, rhyme, onset-rime) without moving to the phoneme level (e.g., blends such as /t/ /r/ are kept intact rather than having students notice their individual sounds).	2

1.10: Phonological and phoneme awareness is not assessed or monitored.	2
HMH's Response	
<p>1.7 HMH Into Reading Structured Literacy: Foundational Skills moves to phoneme level at all grades. While phonological awareness activities extend into later modules, we also include activities at the phoneme level within earlier modules. The first lesson where the focus is on phonemic awareness rather than phonological awareness is found in Kindergarten Module 1 Week 3 Lesson 13 with isolating phonemes and blending phonemes. Kindergarten Module 1 Week 3 Lesson 14 teaches blending phonemes and segmenting phonemes.</p> <p>1.10 Into Reading includes observational assessments during core instruction that enable teachers to monitor students' phonological awareness in real-time, capture insights into students' skill levels, identify areas that need targeted support, and track their progress. This allows teachers to adjust instruction within the context of the week/module and select activities from the Foundational Skill and Word Study Studio to provide additional practice. The Screening, Diagnostic, and Progress-Monitoring Assessments, included as part of Into Reading, formally assess phonological and phonemic awareness skills.</p>	

1C: Phonics and Phonic Decoding

The Reading League's Rubric Indicators and Scores	
1.23: Few opportunities for word-level decoding practice are provided.	2
HMH's Response	
<p>1.23 Word-level decoding practice occurs daily in both the Warm Up and the Continuous Blending portions of the lesson. During the daily blending warm up, students practice word-level decoding with previously taught graphemes. This practice includes at least 10 words daily. During the continuous blending portion of the lesson, students practice word-level decoding through application of the new phonics focus skill of the day following a gradual release model. The Teacher's Guide provides full teacher scripting for the first word and then a list of words to continue decoding practice. The Teacher's Guide and Lesson Slides, (which include a slide for each word), are intended to be used together. Once students finish the decoding portion of the lesson, they move to encoding with the same phonics focus skill. All lessons include approximately the same number of words to practice decoding and encoding.</p> <p>There is additional daily small-group practice on word-level decoding of the day's phonics focus skill.</p>	

1D: Fluency

The Reading League's Rubric Indicators and Scores	
1.42: Word-level fluency practice to automaticity is not provided, or fluency is viewed only as text-reading fluency.	2
1.43: Fluency is practiced only in narrative text or with repeated readings of patterned text.	2
HMH's Response	
<p>1.42 Students regularly engage in word-level instructional routines to build from phoneme-grapheme fluency to word-level reading. In the Warm-Up Blending Review portion of the lesson, students practice word-level reading daily. Additionally, small-group activity suggestions include word-level games/practice as well as the pre-reading pages of the Start Right Readers which contain word-level fluency practice prior to reading the text.</p> <p>In fall of 2025, HMH will release a new decodable library free of charge to all Into Reading users within our online platform, Ed. Each decodable reader includes a Practice Words page in which students practice word-level reading. This library of 345 decodable texts will also be available in print.</p> <p>1.43 HMH Into Reading does not include patterned text and the decodable texts are both fiction and nonfiction.</p>	

2C: Vocabulary

The Reading League's Rubric Indicators and Scores	
2.9: Tier 2 words are not taught explicitly and practiced; students are not given opportunities to use them in their speech, see them in print, and use them in writing.	2
2.11: Explicit instruction in morphology is not present and/or not taught according to a scope and sequence (i.e., simple to complex) consistently throughout K-5 instruction.	2
HMH's Response	
<p>2.9 HMH Into Reading is a comprehensive curriculum covering all the literacy strands. The Vocabulary strand is included in the Core Teacher's Guide. Students are engaged in lessons that deepen their understanding of Tier Two vocabulary words and are tasked to apply these words in new contexts, including their writing in response to text. Additionally, there are interactive vocabulary practice activities online where students demonstrate their</p>	

understanding of vocabulary words each week. To support ease of implementation, the practice workbook includes all literacy strands.

2.11

Morphology begins at the end of Grade 2 with instruction on common prefixes and suffixes. Morphology is a major instructional focus in Grades 3-5.

Section 4B: Writing - Spelling

The Reading League's Rubric Indicators and Scores

4.10: Students practice spelling by memorization only (e.g., rainbow writing, repeated writing, pyramid writing).	2
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HMH's Response

Into Reading Structured Literacy: Foundational Skills practice pages do not practice spelling by memorization or rainbow writing in the traditional sense of writing where each grapheme would be a different color like, **coat**. In the Know It Show It workbooks students are writing in different colors by sound, not letter. The focus of this activity is identifying the graphemes that spell the sound, as in **coat**.

Section 5: Assessment

The Reading League's Rubric Indicators and Scores

5.10: Decoding skills are assessed using real words only.	3
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5.13: Multilingual Learners are not assessed in their home language.	4
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HMH's Response

5.10

HMH recommends assessment of decoding nonsense words be given through Amira, a key component of Into Reading's comprehensive literacy suite.

Additionally, for back to school 2025, there will be an Into Reading phonics survey assessment that will include nonsense word decoding items.

5.13

HMH is committed to best practices for multilingual students.

An assessment accommodation for multilingual learners could be assessment in home language, but with this accommodation, an assessment in home language would not show students' proficiency in the target content foundational skill acquisition in English.

A full suite of program assessments in Spanish are available in Arriba la Lectura, which is a parallel Spanish Language Arts program to Into Reading. Additionally, HMH provides universal and dyslexia screening in Spanish through Amira as part of our comprehensive biliteracy suite.

Final Report Summary- Challenges

Challenge #1

Into Reading's Structured Literacy strand's keywords lacked cohesiveness. Reviewers first had difficulty locating the program's keywords and recommended the creation of a standalone teacher resource to streamline the process of locating the keywords and their corresponding letter sounds. Furthermore, it was difficult to understand whether keywords were consistent across grade levels due to the inclusion of the Alphafriend Cards resource. The publisher did clarify that the keywords are, in fact, those listed on the slide decks and teacher scripting; however, this may serve as an area of confusion for educators.

HMH's Response

Keywords are used consistently across K-2 within the Structured Literacy lessons and are located within the Teacher's Guide lessons and on the lesson slides. Alphafriends are an optional Kindergarten resource that can be used for engagement activities.

Challenge #2

While word blending is taught and practiced, Into Reading's Structured Literacy strand would benefit from additional opportunities to practice fluency at the word level. Additionally, guidance on how to structure student practice opportunities overall would be beneficial. For example, teachers are told to use choral and/or echo reading as practice activities; however, there is little to no guidance on how to do this. Thus, clearer guidelines on how to structure student practice would provide educators with the tools they need to facilitate these activities more effectively.

HMH's Response

In the Warm-Up Blending Review portion of the lesson students practice word-level reading daily. Additionally, small-group suggestions include word-level games/practice and pre-reading pages of the Start Right Readers contain word-level fluency practice prior to reading the text.

In fall of 2025, HMH will release a new decodable library free of charge to all Into Reading users within our online platform, Ed. Each decodable reader includes a Practice Words page in which students practice word-level reading. This library of 345 decodable texts will also be available in print.

Stepped out, explicit instructional routines are instrumental to the design of Into Reading. All routines are provided in an Instructional Routines resource that is linked throughout the Core Teacher's Guide within each lesson.

Challenge #3

Into Reading's Structured Literacy strand is designed as an explicit, systematic program to build students' foundational word-reading skills, focusing on word recognition, including phonological awareness, decoding, sight recognition, and fluency. While language comprehension, reading comprehension, and writing are addressed in the core Teacher's Guide, reviewers noted that the program would benefit from increased clarity regarding the implementation of the core Teacher's Guide and connected materials as they relate to the Structured Literacy strand. This additional guidance would help support educators to integrate all necessary components effectively.

HMH's Response

Into Reading implementation support is provided to all users ensuring clear guidance on how best to implement Into Reading based on each district's unique needs. Current users have access to Teacher's Corner and Teacher's Success Pathways; both provide self-paced resources for implementation via our online platform, Ed. Additionally, we host free live topic-based events for all users to join to further support their implementation of *Into Reading*.

Coachly for HMH Into Reading also provides teachers unlimited access to a dedicated instructional coach through virtual coaching sessions and messaging.

Challenge #4

Into Reading's Structured Literacy strand could be enhanced by adding activities and strategies that deepen student knowledge of the high-utility, Tier Two words used for decoding instruction. Additionally, connections to morphology and meaning could be deepened to support learners in making meaningful connections between word structure and comprehension.

HMH's Response

Into Reading's Structured Literacy Foundational Skills strand is intended to be used in tandem with the other strands of the program (Vocabulary, Comprehension, etc.). Connections to morphology and meaning are vital parts of Into Reading's vocabulary instruction, which focuses on the vocabulary words that are critical to making meaning from the program's texts. Some of the robust Tier Two words included in decoding instruction are also included in the Vocabulary instructional strand (for example, "pretend" and "limit" in Grade 1).

Challenge #5

Into Reading's Structured Literacy strand's title may cause some confusion as the "structured literacy" approach encompasses foundational decoding skills, morphology,

semantics, and syntax, which are not all represented within this strand. As such, it is essential that adopters of Into Reading's Structured Literacy strand tap into all of the curriculum's core components to deliver a comprehensive reading program that supports students' development across all areas of literacy.

HMH's Response

HMH agrees that the term "structured literacy" applies across all literacy strands. The title of the print Teacher's Guide is *Into Reading Structured Literacy: Foundational Skills* and online it is referenced as Structured Literacy Lessons: Foundational Skills to indicate it only covers foundational skills.

Structured Literacy: Foundational Skills is available only as part of the comprehensive HMH Into Reading program offering.