



HMH Publisher’s Response to *Into Reading* Review

April 2024

NOTE: The Reading League’s review of *HMH Into Reading* is incomplete in its current form since the review was conducted in mid-2023, prior to new program content included in *Into Reading*. For this school year, HMH has a new explicit, systematic, and research-based foundational skill strand called Structured Literacy, which is foundational to the SY23-24 version of *Into Reading*. These new Structured Literacy components have been available digitally, free of charge, to all current *Into Reading* users since the start of the 2023/2024 school year.

HMH advises decisionmakers to consider the SY23-24 *Into Reading* materials, inclusive of Structured Literacy, as part of your adoption review. The Reading League has planned an upcoming review of the Structured Literacy components of *Into Reading* as they are essential to implementation.

HMH is glad to be part of The Reading League’s review of *HMH Into Reading* using the 2023 Curriculum Evaluation Guidelines. *HMH Into Reading* is a **highly-rated, evidenced-informed program** that helps teachers deliver innovative learning experiences built on the foundations of best teaching practices and educational research.

We share The Reading League’s commitment to using evidence to drive content decisions in instructional materials to achieve our shared goal that educators have access to high-quality instructional materials that empower them to make the best instructional decisions for students. We look forward to continued partnership with The Reading League to inform our journey toward ever-better, research-based content. We take all feedback seriously and always strive to incorporate new evidence into our materials.

In that spirit, HMH eagerly awaits The Reading League’s review of the full, current version of *Into Reading*, including Structured Literacy as The Reading League’s own review of *Into Reading* acknowledges that the Structured Literacy content of *Into Reading* would improve the program’s ratings against the non-negotiables. Unfortunately, the timing of The Reading League’s review did not allow for Structured Literacy to be evaluated in the non-negotiables rating. However, HMH program authors and development team heavily consulted The Reading League’s documentation in designing and developing the instruction.

Furthermore, the [evidence base for *Into Reading*](#) outlines the underlying research informing the program design, and we have recent [efficacy research from a 2020-2022 study](#) finding that *Into Reading* **significantly improved students’ reading skills in studied grades 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 55 School Districts success as outlined [here](#).

The following criteria was scored at a “1” (Red Flag statement is False), based on HMH’s alignment analysis, when reviewing *Into Reading*’s complete offering, i.e. including Structured Literacy:

1A. Word Recognition Non-Negotiables

Reading League Criteria	<i>HMH Into Reading</i> Alignment to Criteria, from SY23-24 version of <i>Into Reading</i> (includes Structured Literacy)
1.1 Three-cueing systems are taught as strategies for decoding in early grades (i.e., directing students to use picture cues, context cues, or attend to the first letter of a word as a cue.)	<i>Into Reading</i> does not employ three-cueing systems in any way.
1.2 Guidance to memorize any whole words, including high frequency words, by sight without attending to the sound/symbol correspondences.	<i>Into Reading</i> utilizes the Heart Word Method to support students in attending to all the sound-symbol correspondences they already know.

	For Grades 3 and up, the High-Frequency Word cards in <i>Into Reading</i> prompt students to apply the sound-symbol correspondences they know to decode the words.
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1C. Phonics and Phonic Decoding

Reading League Criteria	<i>Into Reading</i> Alignment to Criteria, from SY23-24 version of <i>Into Reading</i>
1.16 Instruction is typically “one and done;” phonics skills are introduced but with very little or short-term review.	Phonics skills are introduced and then repeatedly reviewed, including in daily auditory, visual, and blending reviews.
1.17 Key words for letter/sound correspondences are not aligned with the pure phonemes being taught (e.g., earth for /ĕ/, any for /ă/, orange for /ō/.)	Key words for letter/sound correspondences were carefully selected to align with the pure phoneme being taught. For example, the keyword for /ă/ is apple, the keyword for /ĕ/ is echo, and the keyword for /ū/ is up. The voiced /th/ sound is represented by the keyword feather. All graphemes and corresponding keyword images are the same throughout K-2.
1.21 Instruction encourages students to memorize whole words, read using the first letter only as a clue, guess at words in context using a “what would make sense?” strategy, or use picture clues rather than phonic decoding.	Instruction explicitly guides students to use known sound-symbol correspondences to decoding words. Instruction does not encourage students to memorize whole words, read using the first letter only, guess at words, or use picture clues.
1.22 Words with known sound-symbol correspondences, including high frequency words, are taught as whole-word units, often as stand-alone “sight words” to be memorized.	<i>Into Reading</i> utilizes the Heart Word Method to support students in attending to all the sound-symbol correspondences they already know. For Grades 3 and up, the High-Frequency Word cards in <i>Into Reading</i> prompt students to apply the sound-symbol correspondences they know to decode the words.
1.23 Few opportunities for word-level decoding practice are provided.	<i>Into Reading</i> lessons feature daily blending reviews and continuous blending practice to provide ample opportunity for word-level decoding practice.
1.24 Early texts are predominantly predictable and/or leveled texts which include phone elements that have not been taught; decodable texts are not used or emphasized.	<i>Into Reading</i> features decodable texts to support lessons on every phonics skill.

1D. Fluency

Reading League Criteria	<i>Into Reading</i> Alignment to Criteria, from SY23-24 version of <i>Into Reading</i>
1.42 Word-level fluency practice to automaticity is not provided, or fluency is viewed only as text-reading fluency.	<i>Into Reading</i> lessons feature daily Blending Reviews to provide practice reading with automaticity. All Blending Review words contain

	previously learned skills and children are given the opportunity to practice those daily to build fluency/automaticity.
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4A. Writing – Handwriting

Reading League Criteria	<i>Into Reading</i> Alignment to Criteria, from SY23-24 version of <i>Into Reading</i>
4.1 No direct instruction in handwriting. / 4.3 Handwriting instruction is an isolated add-on.	<i>Into Reading</i> includes explicit handwriting instruction and practice multiple times per week.

4.B. Writing – Spelling

Reading League Criteria	<i>Into Reading</i> Alignment to Criteria, from SY23-24 version of <i>Into Reading</i>
4.8 No evidence of phoneme segmentation and/or phoneme-grapheme mapping to support spelling instruction.	<i>Into Reading</i> includes phoneme segmentation and phoneme-grapheme mapping practices in all spelling instruction.
4.11 Spelling patterns for each phoneme are taught all at once (e.g., all spelling of long /ā/) instead of a systematic progression to develop automaticity with individual grapheme/phonemes.	<i>Into Reading</i> introduces spelling patterns for each phoneme in a systematic progression that allows students to develop automaticity with individual grapheme/phonemes.

Components Supporting Assessment

As noted in The Reading League’s review, implementation of *Into Reading* is supported by both print and digital resources. Use of digital resources, including assessments, allows districts to take full advantage of HMH’s robust data and reporting to make instructional decisions. HMH believes a variety of resources are best suited to meet the needs of today’s classroom.

HMH Into Reading has become a leading choice for districts across the country because 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.