



Publisher Response to The Reading League Review

Introduction

We would like to extend our sincere gratitude to The Reading League for conducting a thorough review of *Reading Mastery Transformations*. Your commitment to advancing evidence-aligned reading instruction is deeply appreciated, and we value the opportunity to receive constructive feedback on our program.

We are pleased to see that the review highlighted several strengths of *Reading Mastery Transformations*, including its clear instructional guidance, consistent routines, effective scaffolding, and comprehensive approach to literacy instruction. These features reflect our dedication to providing educators with tools that support student success in reading and literacy development.

Response to Identified Strengths

The review commended *Reading Mastery Transformations* for its teacher scripting, which offers clear and explicit guidance for instruction. We are proud of this feature, as it ensures consistency in lesson delivery and supports educators in implementing evidence-aligned practices. The streamlined nature of the program was also noted as a strength, and we believe this design helps educators maximize instructional time while fostering predictability for students.

Additionally, the review highlighted the program's pacing and embedded review sessions, which reinforce target skills through intentional repetition. This approach is rooted in research on long-term retention and skill mastery, and we are pleased to see its effectiveness recognized.

The scaffolding provided in *Reading Mastery Transformations* was another area of strength, as it gradually increases complexity to build student confidence. This design ensures

learners experience success at each stage, which is critical for developing foundational literacy skills.

Finally, we are encouraged by the recognition that *Reading Mastery Transformations* addresses all elements of literacy instruction, including reading, spelling, handwriting, oral language, and language arts. While the separation of these components was noted as a challenge, we believe this structure allows educators to focus on specific skills while maintaining flexibility in their instructional approach.

Response to Identified Challenges

We acknowledge the challenges outlined in the review and appreciate the opportunity to address them.

Scope and Sequence Clarity

The review noted that the scopes and sequences for reading, language arts, and spelling lack clarity in how they complement one another. While the program's design allows educators flexibility in tailoring instruction, we recognize the importance of ensuring alignment across components. We will continue to refine the support materials provided to educators to help them better navigate and integrate these elements.

Writing Skills Integration

While Reading Mastery Transformations includes writing instruction, the review identified a lack of meaningful integration between reading and writing elements. We value the feedback and will explore ways to further emphasize connections between reading and writing tasks, ensuring students can deepen their comprehension and apply their learning across literacy domains.

Differentiated Instruction and Placement Guidance

The review highlighted challenges with tailoring instruction based on placement test results and providing differentiated support for struggling or advanced learners. We are committed to supporting educators in using placement data effectively and will continue to enhance the guidance provided for grouping, pacing, and scaffolding to address diverse student needs.

Pre-Lesson Expectations

The review noted that the expectation for students to complete pre-lessons before entering the core program may not be realistic for all schools. We understand that schools operate

under varying constraints, and we encourage educators to adapt the pre-lessons to fit their instructional time and resources while maintaining the integrity of skill development.

Assessment Limitations

The review identified gaps in assessment, including limited phonemic awareness measures beyond kindergarten and the absence of nonsense word decoding assessments. While the program's assessments are designed to support foundational skill development, we will continue to evaluate opportunities to expand assessment tools to provide a more comprehensive view of student progress.

Conclusion

We deeply value The Reading League's feedback and are committed to continuously improving *Reading Mastery Transformations* to better serve educators and students. Your insights will guide our efforts to refine the program and ensure it aligns with the science of reading while addressing the practical needs of schools and districts.

Thank you again for your thoughtful review and for your dedication to advancing literacy education. We look forward to continuing this important dialogue and working together to support student success.

For more information regarding the *Reading Mastery Transformations* program, its research basis, and its history of success, please visit www.mheducation.com/RMT-brochure