

# CURATE

Curriculum  
Reviews by  
Teachers

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# HELLO AND WELCOME

## TO A CURATE REPORT!

The CURriculum RATings by TEachers (CURATE) project supports the Department's Curriculum Matters: IMplement MA initiative to strengthen curriculum in Massachusetts through educator access to high-quality instructional materials (HQIM) and ongoing curriculum-based professional learning (CBPL). The initiative is rooted in the following theory of action:

- *If* LEAs and prep providers have the information and support they need to give in-service and pre-service teachers the tools to access, evaluate, and adopt, high-quality, standards-aligned, culturally responsive curricular materials
- *and if* sustainable and collaborative professional learning structures help in-service and pre-service teachers use those materials to orchestrate student learning experiences skillfully
- *then* teacher and student experiences, and ultimately student outcomes, will improve.

Through the CURATE project, the Department convenes Massachusetts teachers to review and rate evidence of alignment and quality of comprehensive core curricular materials. CURATE panels' consensus deliberations and decisions are captured in the report. CURATE reports are resources to support local education agencies to make informed local decisions about curricula, as *part* of a robust, inclusive, and equity-centered curriculum evaluation and selection process with input from diverse stakeholders, including families.

High-quality curricular materials exhibit a coherent sequence of lessons that target learning of grade-appropriate knowledge and skills, as defined by the Massachusetts curriculum frameworks, through instructional practices and strategies that are well supported by research and other characteristics, such as rigorous, engaging content and inclusive design. In Massachusetts, high-quality instructional materials (HQIM) should strongly support teachers in their everyday work to be inclusive and culturally & linguistically sustaining, to advance the Educational Vision and

actualize the [Vision of a Massachusetts Graduate](#).

Although CURATE-reviewed curricular products may be found to meet [DESE's definition of "high quality,"](#) it does not mean that the product is "perfect" and without limitations. Local education agencies (LEAs) should consider their local assets, needs, and equity priorities and read the full CURATE report to determine the "substantive" adaptation or supplementation that may be required to serve students well when implementing a specific product since ratings of *Partially Meets Expectations* and areas for growth reported may impact each LEA differently (see *Definitions of Ratings*).

# WE WELCOME YOUR FEEDBACK

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We encourage and thank you for providing feedback on CURATE reports through [this survey](#), to support continuous improvement efforts, ensuring CURATE reports remain a useful resource.

# FULL REPORT INTO READING HMH 2020 \_\_\_\_\_

*Into Reading* is a digital and print resource for Grades K-6. Explore [HMH's website](#) and the publisher-provided information later in this report for product specifications. Grades reviewed: K-5



“The anchor charts for phonics concepts in kindergarten are a real strength. They provide visual support that helps students internalize important foundational skills.”

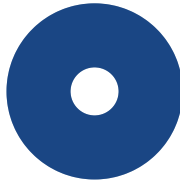
*Massachusetts educator*

# STANDARDS ALIGNMENT



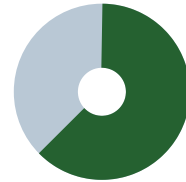
**TEXT QUALITY AND  
ORGANIZATION**

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**CLASSROOM TASKS  
AND INSTRUCTION**

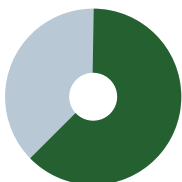
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**FOUNDATIONAL  
SKILLS**

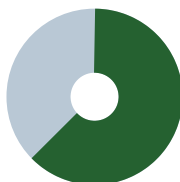
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# CLASSROOM APPLICATION



**ACCESSIBILITY FOR  
STUDENTS**

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**USABILITY FOR  
TEACHERS**

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**IMPACT ON  
LEARNING**

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# ALIGNMENT TO MASSACHUSETTS STANDARDS AND SUPPORTING INCLUSIVE AND CULTURALLY & LINGUISTICALLY SUSTAINING PRACTICE

<i>MA Priorities</i>	<i>The materials include/ provide...</i>	<i>Teachers will need to augment materials with integrity to include/provide...</i>
MA-Specific Mathematics Standards	<ul style="list-style-type: none"> <li>• Alignment with grade-appropriate texts that include a variety of complexity levels in sentence structure and vocabulary</li> <li>• Lessons in foundational skills, phonemic awareness, and advanced phonics, particularly for Grades K-2</li> <li>• Vocabulary instruction integrated throughout each lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Diverse perspectives and identities with multidimensional representation</li> <li>• Consistent scaffolding for text complexity</li> <li>• Differentiation in phonics instruction across grade levels</li> <li>• Consistent and explicit writing instruction in K-2, especially around writing tasks aligned to reading</li> <li>• Assessments that align with what is being learned in the unit</li> </ul>
Students with Disabilities (SWDs)	<ul style="list-style-type: none"> <li>• Tools to support data-driven grouping</li> <li>• Core instruction designed around grade-level content for all students</li> <li>• Vocabulary flash cards that include pictures and the option to have definitions read aloud</li> <li>• Options for students to hear text read aloud, highlight the text, and record notes in a provided note catcher</li> </ul>	<ul style="list-style-type: none"> <li>• Visual or motor cues for students to increase accessibility to materials</li> <li>• Differentiated materials to help all students access the core text</li> <li>• Explicit scaffolds for students at different levels of understanding</li> </ul>

MA Priorities	The materials include/ provide...	Teachers will need to augment materials with integrity to include/provide...
English Learners (ELs)	<ul style="list-style-type: none"> <li>• Background knowledge and language supports, especially around idioms and multi-meaning words</li> <li>• Sidebars within each lesson that provide students access based on substantial, moderate, and light support</li> <li>• Videos in modules to increase accessibility to content</li> <li>• Additional supports for multilingual learners within the fluency component of Foundational Skills lessons</li> <li>• Strategies, such as sentence frames, to support multilingual learners' discussions and academic language development embedded throughout instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Diverse supports to ensure access for different levels of multilingual learners</li> <li>• Audio translations of texts in multiple languages</li> <li>• Supports for multilingual learners that are consistently aligned with English language development (WIDA) standards</li> <li>• Work samples from multilingual learners at various English language proficiency (WIDA) levels</li> <li>• More accessible End-of-Module assessments</li> <li>• Instructional support that focuses on English learners who speak languages other than Spanish</li> <li>• Strategies to further collaboration and comprehension for English learners</li> </ul>
Students Working Above or Below Grade Level	<p><b>Working Above Grade Level</b></p> <ul style="list-style-type: none"> <li>• Weekly spelling lists specifically selected for "ready for more" student groups</li> </ul> <p><b>Working Below Grade Level</b></p> <ul style="list-style-type: none"> <li>• Options for a multisensory approach to support students in building sound-spelling relationships</li> <li>• Program structures, such as shared reading, to foster broad participation and collaboration among</li> </ul>	<p><b>Working Above Grade Level</b></p> <ul style="list-style-type: none"> <li>• Learning opportunities, in addition to the provided worksheets, for students to extend their thinking and activate higher order thinking skills</li> <li>• Differentiated lessons, rather than materials from the next grade level</li> <li>• Opportunities to progress independently</li> </ul> <p><b>Working Below Grade Level</b></p> <ul style="list-style-type: none"> <li>• Pacing suggestions to adjust</li> </ul>

MA Priorities	The materials include/ provide...	Teachers will need to augment materials with integrity to include/provide...
	all students	<p>instruction for students who benefit from additional time or re-teaching</p> <ul style="list-style-type: none"> <li>• Support for students reading below grade level during independent and group reading</li> <li>• Evidence-based inclusive practices for reading</li> <li>• Differentiated lessons that maintain grade-level expectations rather than reliance on below-grade-level materials such as Rigby readers, which do not reflect current evidence-based practices</li> </ul>
Diverse Representation & Perspectives	<ul style="list-style-type: none"> <li>• Representation of students from diverse racial and ethnic backgrounds</li> <li>• Some texts representing various cultures and perspectives</li> <li>• Multiple texts that are written or illustrated by Latino authors and artists</li> </ul>	<ul style="list-style-type: none"> <li>• Broader representation of ability, gender, and sexuality</li> <li>• Tools for teachers to recognize their own pedagogical biases</li> <li>• Instruction inclusive and responsive to students' diverse identities</li> <li>• Asset-based and inclusive learning experiences</li> <li>• Texts that center diverse perspectives and backgrounds beyond tokens and stereotypes</li> </ul>



# STRENGTHS AND AREAS FOR GROWTH

## STANDARDS ALIGNMENT

### Text Quality and Organization



Students engage daily with grade-appropriate complex texts through teacher read-alouds or partner work. Materials include texts of varying genres and types of complexity with stronger coherence and knowledge-building in Grades 3-5. Teachers may need to supplement materials in Grades K-2 to ensure coherent sets and sequences of texts help students build knowledge systematically around specific topics. Although materials include some texts that feature diverse figures, teachers will need to supplement lessons with texts that represent nuanced culturally sustaining perspectives.

### Strengths

- Students engage daily with grade-appropriate complex texts through teacher read-alouds or partner work. Core materials prioritize high-quality, complex texts rather than leveled texts. While Rigby Readers are included, they are not intended to replace core texts for instruction. Each unit includes a range of text complexities. The Program Guide provides information on the levels, genres, and complexity of each text. In Kindergarten, of the 36 read aloud books, 12 are rated as slightly complex, 23 are moderately complex, and 1 is exceedingly complex. Core materials include texts that are worthy of students' attention. In Grade K, students read *Last Stop on Market Street* by Matt de la Pena, which has earned multiple honors, including the Coretta Scott King Illustrator Honor, Caldecott Honor, and the Newbery Medal. In Grade 5, Module 2, students read *The Secret Garden*, a classic novel, *The Miracle of Spring* and the play *Airborn* by Kenneth Oppel, a Printz Honor winner. Text complexity increases across grade levels and modules. In Grade 3, a majority of texts fall within the stretch band of 420-820L. While some texts exceed the quantitative measures appropriate for Grade 3, the reader and task and qualitative measures make them appropriate for Grade 3 students (EdReports, 1D). In Grade 5, texts range from 710-1150L, with the most complex text appearing in Module 10.
- Materials include texts of varying genres and types of complexity. Across Kindergarten to Grade 2, students engage with a variety of text types and genres. Kindergarten leans more heavily on literary texts but also includes a nearly even balance of informational texts. Texts include complex knowledge demands, layers of meaning, and use of conventions, diction, and syntax. In Grade 3, Module 7, Week 3, "The Storyteller's Candle" explores Puerto Rican migration to New York during the Great Depression

and includes figurative language such as “like luceros in the night sky” (page 169) and “the room bubbled” (page 176). In Grade 5, Module 1, Week 1, the story “The Inventor’s Secret” includes short and simple sentences with key vocabulary words defined at the bottom of the page. In Grade 4, Module 4, Week 2, the myth “Perseus and the Fall of Medusa” is presented as a drama with characters, dialogue, and action. Students encounter interrogative dialogue, such as the line “Who are you, kind sir?” and challenging syntax such as “Are you so lazy that you spend your time gazing up at the stars and wishing on them for your fortune?” Texts have the appropriate level of complexity for the grade according to quantitative analysis, qualitative analysis, and relationship to their associated student task. Read-aloud texts are above the complexity levels of what most students can read independently (EdReports, 1B).

- Materials include some texts featuring various cultures and perspectives. In Grade 1, Module 10, texts explore stories of historical figures from diverse backgrounds including Dr. Mae Jemison, Amelia Earhart, Guglielmo Marconi. In Grade 2, Module 5, the texts feature individuals of different abilities, ethnicities, and cultural backgrounds, such as Wilma Rudolph, Lonnie Johnson, and Thomas Edison. In Grade 3, students engage with multiple texts that are written or illustrated by Latino authors and artists, including *Marisol McDonald Doesn’t Match* by Monica Brown in Module 1, Lesson 2 and *The Storyteller’s Candle* by Lucia Gonzalez in Module 7, Lesson 11. In Grade 5, Module 1, Week 2 students read *Wheelchair Sports: Hang Glider to Wheeler-Dealer* by Simon Shapiro and learn about athletes who are physically disabled and use wheelchairs in sports.
- Materials include coherent sets and sequences of texts that help students build knowledge systematically, particularly in Grades 3-5. In Grade 3, Module 3, “Let Freedom Ring” materials ask the essential question, “How do historic places, documents, and symbols represent our nation?” Week 1 begins with two informational texts, *American Places*, *American Ideals* and *The U.S. Constitution* by Norman Pearl. Week 2 uses an educational video and a narrative nonfiction text, *The Flag Maker* by Susan Campbell Bartoletti. Week 3 students are using another narrative nonfiction text, *Why is the Statue of Liberty Green?* by Martha E. H. Rustad. These texts provide a variety of entry points to the topic of freedom. Materials include multiple methods to engage students around an overarching topic. In Grade K, Module 6, Lesson 1, materials focus on the theme “Home of the Free and the Brave” and pose the question, “What makes the US special?” This unit later connects to Grade 1, Module 6, which focuses on the theme “Celebrate America.” In Grade 4, Module 8, materials pose the essential question “What can we do to make healthful food choices?” Students analyze texts that discuss eco-friendly food, eating insects, and a cooking competition to answer this essential question.

## Areas for Growth

- Although various genres are represented, teachers will need to supplement materials to include folk tales and fables in accordance with Massachusetts-specific standards. In Grade 2, Module 9, there is only one folktale, *Abuelo and the Three Bears* by Jerry Tello.

- Teachers will need to supplement materials to include texts that center diverse perspectives and backgrounds beyond tokens and stereotypes. Materials do not include nuanced perspectives in texts. In Grade K, Module 6, “Land of the Free and Home of the Brave,” materials provide a one-sided perspective of the merits of America. In Grade 2, Module 5, a passage on Wilma Rudolph highlights her childhood health struggles but omits mention of the historical context of the 1960s or the significance of her identity as a Black female athlete. Without the accompanying illustration, readers would not know Rudolph was African American. In Grade 3, Module 4, *The Saga of Pecos Bill* by Anthony Fredericks and *Gigi and the Wishing Ring* by Gail Herman center on White protagonists. The only culturally diverse story, *Two Bear Cubs*, is a Miwok legend retold by a White author. In Grade 5, Module 4, which focuses on the Wild West, the narrative primarily reflects the perspective of White settlers, with little mention of Native American perspectives or the impact of westward expansion on Indigenous communities.
- Teachers may need to supplement materials in Grades K-2 to support knowledge building through more coherent text sets. In Grade K, Module 6, texts such as *America the Beautiful* and *In Our Country* are more loosely connected thematically than topically, limiting opportunities to build deep knowledge on a specific aspect of America. Similarly, in Grade 2, Module 6, the culminating assessment does not fully align with the content and vocabulary of the anchor texts about qualities of leadership, which may dilute opportunities for students to apply knowledge developed across the unit.

# STANDARDS ALIGNMENT

## Classroom Tasks and Instruction



Materials provide structured opportunities for students to develop speaking, listening, and writing skills through grade-appropriate activities, including collaborative discussions, read-alouds, and research. Materials focus on building knowledge through text-based tasks and assignments that require analysis, such as writing responses or annotating texts. Teachers will need to supplement materials to ensure alignment between tasks and unit objectives, and support for knowledge-building and authentic writing opportunities, particularly in Grades K-2.

### Strengths

- Materials provide for structured discussions that address grade-level speaking and listening standards. In Grade K, Module 1, Lesson 3, students read the story *Places in My Community* by Bobbie Kalman, turning and talking to their peers utilizing the provided sentence frame: One key detail is \_\_\_\_\_. Another key detail is \_\_\_\_\_. Students practice listening comprehension with teacher read-alouds and students practice Collaborative Discussions during the Engage and Respond portion of the daily mini-lesson. The program includes a Weekly Overview that outlines the speaking and listening standards that will be targeted throughout each lesson (EdReports, 1J). In Grade 4, Module 10, Collaborative Discussion guidelines direct students to tell a partner two things they learned from the text, then work with their group to discuss and take notes on specific questions. Students are prompted to refer to details and examples to support their answers and to use these notes when speaking. Questions for students include: “What does the growth of the printing business tell you about people’s interests at the time?” and “What features made radio an improvement over the telephone and the telegraph?” Materials provide students with multiple opportunities to develop speaking and listening skills through discussions, read-alouds, and research tasks. Clear guiding principles and strategies, such as Turn and Talks and Share Chair, support structured discussions.
- Most questions, tasks, and assignments are text-based, work to support knowledge building of a topic or theme and require literary or other textual analysis. Many lessons include “Engage and Respond” sections that are tied to read-alouds, helping students build knowledge through discussion and reflection. Each unit in Kindergarten through Grade 2 includes a “Knowledge Map” which prompts students to reflect on key topics and figures from the module. Teachers are guided to point to parts of the “Knowledge Map” and prompt students to recall texts and share what they have learned. In Grade 1, Module 7, Lesson 6, students write a set of steps for how to turn a yard into a meadow,

using evidence from the text to support their responses. In Grade 3, Module 8, the selection quiz on the text *Timeless Thomas* aligns directly with the week's reading about Thomas Edison and includes vocabulary taught in the week's lesson. In Grade 5, Module 3, Lesson 1, students read "Who Studies Natural Disasters?" and are asked to identify words or phrases that help them understand the main message and annotate the text to highlight word choices that convey mood and tone. The included discussion and written response routines support comprehension and content retention to build students' knowledge.

- Materials address grade-level language standards (conventions of standard English, knowledge of language, vocabulary acquisition and use) through both explicit instruction and authentic application. Lessons specifically target oral language. In Grade 1, Module 1, Lesson 6, students practice oral language around meeting new friends. Students are encouraged to engage with the language used in stories through thoughtful discussion prompts and each lesson includes three "Power Words" to support vocabulary development. In Grade 2, Module 9, teachers are provided with a vocabulary overview that categorizes terms into oral language, power words, generative vocabulary, and vocabulary strategies. Grammar and conventions lessons are primarily found during the Writing Workshop in Grammar mini lessons. Throughout the year, all grammar and conventions standards are covered (EdReports, 1N). Vocabulary acquisition is integrated throughout the modules, particularly in Critical Vocabulary sections where students apply new words during activities. Vocabulary routines, such as "Power Words," reinforce academic language in both oral and written tasks which panelists noted. Explicit grammar instruction is also embedded within lessons, combining direct instruction with opportunities for students to apply grammar skills in their independent writing. Classroom discussions further reinforce vocabulary use in meaningful contexts.
- Materials include authentic writing and explicit instruction in writing skills and strategies in Grades 3-5. In Grade 3, Module 3, Lesson 8, the teacher models writing the middle of a story; students identify the events in the middle of the story before writing their own with the support of provided anchor charts and story maps. In Grade 4, Module 3, Lesson 3, after a close reading of *Rent Party Jazz* by William Miller, students engage in independent writing practice using the Writing Response Routine to plan, cite evidence, and complete their responses. In Grade 5, Module 7, the Explorers Hall of Fame Inquiry and Research Project, students collaborate to generate ideas, conduct research explorers, and write biographies to present to the class.
- Materials have students engage in a range and volume of in-class and independent reading. Across Grades K-2, students read a variety of literary and informational texts throughout each unit. Daily reading is integrated into instruction through MyBook selections and stand-alone stories. In Kindergarten, Module 3, students read three informational texts, three realistic fiction texts, one fable, and one poem. In Grade 2, Module 5, Week 2, instructional routines and suggestions for independent student reading include partner reading routine, text annotation using sticky notes, and written reflections in response journals. Independent reading log and book choice materials are provided,

along with resources for students to discuss independent reading books in groups.

## **Areas for Growth**

- Teachers will need to supplement end-of-module tasks and knowledge-building activities to ensure they are closely aligned with the content and skills developed throughout the unit. In Grade 2, the Module Assessments focus primarily on isolated skills and do not require students to apply knowledge gained from the module texts. In Grade 2, Module 7, the assessment prompt—“Write an imaginative story that takes place in the future”—is disconnected from the module’s focus on biographies.
- Teachers will need to supplement materials in Grades K-2 to include authentic writing opportunities that allow students to engage with audiences outside of the classroom. Teachers will need to supplement materials to provide explicit instruction in writing skills and strategies for Grades K-2. While students are led through the writing process, there is a missed opportunity for an explicit instructional plan that clearly defines the actions that the teacher should take. In Grade 2, Module 2, anchor charts outline elements of descriptive essays and include a model essay. Students are prompted to identify the introduction and conclusion in the model; however, there is limited explicit instruction on how students and authors craft these components in the writing process. Teacher guidance focuses primarily on circulating and offering support as needed, rather than directions to provide explicit instruction and targeted feedback for students in the writing process.
- Teachers will need to supplement materials in Grades 3-5 to ensure students have instruction and support in reading to foster a gradual release of responsibility. In Grade 3, Module 1, Week 1, Literacy Centers, one printable log instructs students to read independently for fiction or nonfiction and note key ideas. However, explicit instruction is not provided to build knowledge of what fiction or nonfiction genres entail. In Grade 4, teachers may need to supplement materials with additional independent reading texts to balance the time spent in shared reading.

# STANDARDS ALIGNMENT

## Foundational Skills



Structured Literacy Foundational Skills Lessons offer explicit instruction and consistent practice in phonological and phonemic awareness, phonics, and advanced phonics, with a progression that builds on prior knowledge and becomes increasingly complex across grade levels. Fluency-building activities are incorporated throughout the curriculum, though some areas, like decodable texts, may require supplementation for additional practice. Teachers will need to supplement lessons and activities to include decodable text options and more consistent differentiation—especially for multilingual learners—to ensure all students are able to access the materials.

## Strengths

- Materials include explicit instruction and regular practice in phonological and phonemic awareness. The scope and sequence outlines how lessons build on prior knowledge and increase in complexity over time. Phonological awareness is embedded in daily lessons in Grades K–2. In Grade K, Module 8, Lesson 1, students begin by blending at the syllable level before progressing to isolate individual phonemes. In Grade 1, instruction begins with single consonant sounds, builds to digraphs, and advances to more complex vowel patterns. Instruction is both explicit and consistent across grade levels. In Grade 2, students use digital grapheme tiles for word-building practice, with the option to use physical tiles for additional visual support—a strategy that remains consistent across lessons. The materials also include opportunities for review and reinforcement. In Grade 3, materials provide explicit instruction and assessment in phonics and word recognition that demonstrate a research-based progression to address all phonics and word recognition standards. Decoding skills lessons over the course of the year include explicit instruction, review, and practice in morphology, vocabulary, and word recognition (EdReports, 10). This progression continues in upper grades, such as in Grade 4, Module 2, Lesson 1, where students sort words by long and short /o/ sounds using explicit teacher modeling. This learning builds on Grade 3 short vowel lessons and lays the foundation for Grade 5 lessons on distinguishing between long and short vowel sounds.
- Materials include explicit instruction and regular practice in phonics and advanced phonics. In Grade K, materials also provide explicit instruction in print concepts, such as identifying uppercase vs. lowercase letters in Module 1, letter formation in Module 2, and reading left to right in Module 4. Print concepts are also modeled during read-alouds. Lessons follow a logical progression, building on one another throughout the year. Phonics instruction increases in complexity across grade levels. In Grade

1, the scope and sequence begins with a review of short vowels, followed by spelling patterns like the floss rule, digraphs, and blends—giving students ample practice with short vowel sounds before moving on to long vowels. In Grade 4, lessons in decoding skills over the course of the year include explicit instruction, review, and practice in morphology, vocabulary, and word recognition. Weekly Generative Vocabulary lessons focus on determining new or unknown words and word parts through Greek and Latin roots and affixes. Materials build in complexity to review and/or provide instruction in phonics; logical progression of phonics and word recognition skills increases in complexity across the school year (EdReports, 10). This progression continues in Grade 5, Module 6, with lessons that explicitly teach spelling rules for base words with suffixes, followed by opportunities for independent practice.

- Materials include frequent opportunities for students to practice and gain automatic word recognition (Grades K-3) and for teachers to model fluency and for students to practice building fluency (Grades 1-5). In Grade 2, Module 4, Lesson 2, irregular words are introduced using a consistent, explicit routine: students say a word, spell it, then identify the part that must be memorized or does not follow a typical spelling pattern. These words are connected to the skill being taught in the lesson; in Grade 2, Module 4, Lesson 2, the word “says” is matched with a lesson on the inflectional -s ending. In Grade 3, Module 7, Week 1, materials emphasize expression throughout fluency instruction. Teachers first model expressive reading for students before the class engages in choral reading and later partner reading to practice expressive reading. In Grade 4, Module 8, teachers point out high-frequency words in text passages and remind students that high-frequency words appear often in texts they read. To help students learn to recognize, rather than decode high-frequency words, students are given word cards that they can use independently or in pairs to build automaticity.
- Materials include resources for differentiated instruction of foundational skills. In Grade K, Module 9, the Structured Literacy lesson recommends using Foundational Skills and Word Study Studio sessions for additional support. Session topics include Phonemic Awareness: Blend Phonemes, Phonemic Awareness: Segment Phonemes, and Phonics: Long I. Materials guide teachers in selecting appropriate lessons based on student needs, with a box at the end of the Structured Literacy manual that lists recommended sessions aligned to the targeted skill. In Grade 1, small group instruction includes decodable texts aligned to student phonics levels to support targeted reinforcement of foundational skills. In Grade 3, Module 5, Lesson 1, students raise their hands when they hear a new word during a read-aloud. Lessons include a discussion guide, corrective feedback prompts, and word cards that can be used independently or in pairs to reinforce their understanding of high-frequency words.

## **Areas for Growth**

- Teachers will need to supplement materials with additional decodable texts to ensure sufficient practice for students. The length and variety of provided decodable texts may limit student



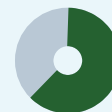
opportunities to apply skills in context. In Grade K, Module 9, Lesson 3, the decodable text for the long /l/ sound is only five lines long, offering limited opportunities for students to apply the skill within a connected text.

- Teachers will need to supplement lessons and activities to allow for high quality, daily differentiation so all students achieve mastery of foundational skills. While small group instruction materials are included, materials lack opportunities for activities that reinforce foundational skills. The Structured Literacy component primarily relies on basic worksheets to practice skills, with hands-on activities limited to small group instruction and limited options for independent practice. In Grade K, Module 4, Lesson 18, students are directed to highlight and count words that illustrate the short /e/ phonics skill in their Decodable Text. This activity reinforces phonics concepts but does not provide opportunities for students to independently build automaticity and fluency. Small group instruction guidance is also limited. In Grade 4, Module 6 Foundational Skills, partner practice is suggested, but materials do not specify whether partners should be selected by ability or self-selected, leaving differentiation to teacher discretion. Although Foundational Skills and Word Study Studio sessions offer targeted support for multilingual learners with sidebars providing additional scaffolds, supports primarily focus on Spanish-speaking students. Teachers will need to supplement materials to meet the needs of students who speak languages other than Spanish and English.

# STRENGTHS AND AREAS FOR GROWTH

## CLASSROOM APPLICATION

### Accessibility for Students



Materials provide varied means for accessing content. Students have limited lesson-embedded opportunities to demonstrate learning in varied ways and engage in tasks that reflect their personal experiences and identities. Guidance for differentiating instruction for students reading below grade level is limited, and supports for multilingual learners are not consistently aligned with English language development (WIDA) standards. While some tasks affirm and value students' diverse identities, teachers will need to supplement materials to elevate diverse backgrounds, challenge dominant narratives, and ensure broader cultural representation.

### Strengths

- Materials provide for some means of accessing content, helping teachers meet the diverse needs of students with disabilities and those working above or below grade level for Grades K-2. Throughout each module, there are varied opportunities for students to access content. In Grade 1, Module 5, Lesson 2, the small group instruction sidebar offers a multisensory approach for building sound-spelling relationships for students such as using sandpaper, whiteboards, and clay to provide multiple entry points for learning. In Grade 3, Module 4, Week 3, vocabulary flash cards include pictures that accompany each word and the option to have definitions read aloud. In Grade 5, Module 9, students have the option to hear the text read aloud, highlight the text, and record notes in a provided note catcher. These types of integrated supports allow for multiple entry points within grade-level content instruction.
- Materials help teachers ensure that students at various levels of English proficiency have access to grade-level content, cognitively demanding tasks, and opportunities to develop academic language in English. Each lesson includes an English Learner Support section offering scaffolds at three levels: substantial, moderate, and light. In Grade 1, Module 7, Lesson 2, students writing about text organization receive options such as drawing (substantial support), using sentence stems (moderate), or discussing with a partner before writing (light). In Grade 5, Module 1, Lesson 2, substantial support involves drawing and labeling ideas from a read-aloud, moderate support offers sentence frames, and light support encourages connecting railroad terms to students' experiences (e.g., "get off track"). Materials provide grade-level resources, English audio support, and differentiated tasks aligned to

varying English proficiency levels. In Grade 3, Module 5, Lesson 1, students have access to an English audio version of the text with synchronized highlighting and definitions of key vocabulary. The teacher guide suggests strategies, such as sentence frames, to support multilingual learners' discussions and academic language development is embedded throughout instruction.

- Materials include some questions and tasks that affirm and value students' backgrounds. In Grade 1, Module 2, students describe what they love about where they live; in Module 6, they write about a favorite holiday memory; and in Module 10, they write a biography about someone who inspires them. These tasks encourage students to connect learning to their own experiences. In Grade 4, Module 9, Lesson 11, while reading *Seeds of Change* by Jen Cullerton Johnson, guiding questions prompt students to consider how Wangari's experiences in America influenced her views on women in science. In Grade 5, Module 8, Lesson 6, students reflect on different ways people move to new homes, highlighting varied life experiences across populations.

## Areas for Growth

- Teachers will need to supplement materials to provide for varied means of accessing content and meet the diverse needs of students with disabilities and those working above or below grade level, particularly in Grades 3-5. Materials lack guidance on how to support students reading below grade level during independent and group reading. Teachers will need to supplement materials to provide visual or motor cues for students in Grades 3-5. Materials do not include options for students working above grade level to progress independently. Many supports focus on teacher-led follow-up questions or small-group instruction. However, there are limited examples of differentiated materials that help all students access the core text. While the Qualitative Spelling Inventory Feature Analysis allows teachers to assign weekly spelling lists for "on level," "almost there," and "ready for more" groups, differentiation is limited at grade level. In Grade 4, Module 4, Week 2, the on-level list focuses on homophones, while the "almost there" list revisits Grade 3 content and the "ready for more" list introduces Grade 5 content, rather than offering differentiated work within the Grade 4 standard. In Grade 5, Module 10, Lesson 4, support for students learning about figurative language involves prompting students to circle literary devices and answer follow-up questions (e.g., "What figures of speech did you circle?" "How did they help you understand the text?"). However, additional scaffolds for students at different levels of understanding are not provided.
- While materials include some opportunities—such as the Wrap Ups and module-level performance tasks, lesson-embedded opportunities for students to demonstrate learning in varied ways are limited. Teachers will need to supplement writing prompts to support multiple means of action and expression. In Grade 1, Module 7, Lesson 1, students participate in a think-pair-share about "How do things in nature change?" after reading about storms. Later, in Lesson 2, students are asked to write about a season mentioned in the text. In Grade 5, Module 9, Lesson 15, students have greater flexibility,

choosing a project medium and incorporating visual, audio, or multimodal elements to support environmental advocacy. However, such choice is not consistent across lessons; assessments frequently rely on written responses. In Grade 3, Module 4, Week 1, students complete printable exit tickets requiring written reflections on two facts learned, two interests, and two questions.

- Teachers will need to supplement materials to ensure supports for multilingual learners are tied to English language development (WIDA) standards. Additionally, audio translations of texts are limited to English, rather than multiple languages. While specific English Learner Support is included throughout the materials, it often echoes the instruction for the whole group, rather than providing support strategies specific to MLs. Teachers will need to supplement materials to ensure content-language integration and explicit alignment to English language development (WIDA) levels.
- Teachers will need to supplement materials to promote recognition of the validity and worth of all cultures and languages, including varied family structure and LGBTQ+ representation. In Grade K, Module 3, Lesson 1, during a read-aloud of *Places in My Community* by Bobbie Kalman, students are asked, “What other types of homes are there?” with suggested responses such as boats, tents, mobile homes, and huts. While this encourages students to think beyond houses and apartments, materials do not prompt teachers to ensure discussions are inclusive of students’ lived experiences. In Grade 2, Module 10, Week 1, the text, *Where on Earth is My Bagel?* features vivid illustrations of Korean farmland, but accompanying questions do not highlight or explore the cultural background of the characters. Opportunities to affirm diverse identities are often limited to modules on immigration or historical content rather than being integrated throughout the curriculum. Materials do not consistently promote recognition of diverse cultures and languages, nor do they challenge dominant narratives. Teachers will need to supplement materials to ensure that multiple perspectives are included, diverse backgrounds are affirmed, and narratives about historically marginalized groups are critically examined.

# CLASSROOM APPLICATION

## Usability for Teachers



Materials provide a structured and purposeful approach to instruction, with clear learning outcomes, consistent lesson formats, and a wide variety of content to support teaching. Flexible pacing options are included to help teachers adapt instruction to their classroom needs. However, teachers will need to supplement grouping strategies and instructional routines to better support multilingual learners and students with disabilities. Materials lack student work samples—particularly from multilingual learners at various English language proficiency levels (WIDA). Materials also offer limited guidance for teachers to recognize their own pedagogical biases or adapt lessons to reflect and affirm the diverse identities of their students.

## Strengths

- Materials provide some support for teachers through suggested classroom routines designed to enhance instruction and promote student engagement. These include strategies such as turn and talk, read for understanding, collaborative discussion, close reading, and written response. In Grades 3-5, the Instructional Routines section features a “Classroom Management Routines at a Glance” resource, which outlines each routine’s purpose and indicates where it can be found within the program. For example, the “Active Viewing” routine is intended to build and extend students’ knowledge of the module topic through active engagement with and responses to the Get Curious Videos. Program structures, such as shared reading, foster broad participation and collaboration among all students, including those reading below grade level. In Grade 1, Module 10, Lesson 1, the Structured Literacy Small Group Instruction Guide includes targeted suggestions for students working to master r-controlled vowels. While teachers are expected to independently analyze assessment data to group students effectively, the guide provides differentiated instructional suggestions based on student need. While materials offer helpful routines and resources to support classroom management and instructional planning, teachers may need to supplement with their own data analysis and grouping strategies to fully meet the diverse needs of their students.
- Materials offer a wide variety and volume of content to support instruction, along with flexible options that allow teachers to adjust pacing as needed. Weekly Plans outline the recommended instructional focus for each domain on a daily basis. These plans provide clear guidance to help teachers make informed decisions about which resources and lesson components to prioritize. Each Weekly Plan includes small group considerations and uses a helpful color-coded system with lessons in gray boxes identified as lower priority. Because the plans are provided as editable documents and are available

across all grade levels and modules, teachers can easily customize pacing and content to meet the needs of their students—without the added burden of manually copying over page numbers, topics, or sections from the Teacher’s Guide.

- Materials consistently include informal assessments. The Intervention Assessments are used at the beginning of the year. The follow-up Diagnostic Assessments are used for select students, and Progress Monitoring Assessments are used every two weeks as needed (EdReports, 3M). In Grade 4, teachers are instructed to interpret the Weekly Assessment scores and additional classroom information to determine whether students are ready to advance to the next module or may require reteaching of some concepts and skills. For students working below grade level, it is suggested that the teacher duplicate the answer key, circle the question numbers answered incorrectly for each assessment, and compare the corresponding skills (EdReports, 3M). Students are provided an opportunity to demonstrate knowledge through listening and reading throughout assessments. The Grade 1, Module 7, End of Module Assessment provides teachers with a breakdown of how each area of reading, foundational skills, and writing are addressed.
- Materials include rubrics and checklists designed to help teachers set clear and high expectations for students. Provided resources support students in peer and self-assessment. In Grade 2, Module 1, Lesson 11, students use a conferencing checklist that outlines what to include in their writing and what to revise. Students then apply this checklist to revise their own narratives based on peer or teacher feedback. In Grade 4, the Opinion/Argumentative Rubric offers a clear 0–3 rating scale with explicit expectations: organization must be meaningful and appropriate, structure should support the opinion or argument, and the writing should include an effective introduction, conclusion, and logically related ideas. Materials consistently include resources for both teachers and students to evaluate and improve work. In Grade 2, Module 6, Lesson 10, students use a writing conference checklist, a proofreading sheet, and a revisiting goals sheet to assess and refine their writing.
- Materials include some guidance and resources designed specifically to build teachers’ knowledge. In Kindergarten, Anchor Charts are provided for many phonics concepts, including the FLOSS rule and vowel teams. These charts include explanations of the rules and guidance on when to apply them, supporting both teacher and student understanding of phonics. The materials also include Text X-Rays which help prepare teachers to introduce key language in a text by explaining common phrases, idioms, multiple-meaning words, and cultural references. In Grade 1, Module 8, Week 2, a Text X-Ray notes that children from other countries or regions where it does not snow may be unfamiliar with snow angels. It suggests that teachers explain that a snow angel is made by lying in fluffy snow and moving one’s arms and legs back and forth. In the Grade 3 Resources, Tabletop Lessons for multilingual learners include explanations of cognates and multiple-meaning words, why they are important to teach, and suggestions for best practices. These supports help build both language access and conceptual understanding to meet the diverse needs of students. In Grade 5, the Teacher’s Guide, Teaching Pal and Guiding Principles and Strategies resource book are tools that contain full,

adult-level explanations and examples of the more advanced literacy concepts so that teachers can improve their own knowledge of the subject, as necessary (EdReports, 3G).

## Areas for Growth

- Teachers will need to supplement materials to ensure lessons and tasks advance student learning with clear purpose. Although lessons follow a consistent and predictable structure, embedded tasks often do not meaningfully connect to the lesson's purpose. In Grade K, Module 5, Lesson 15, the language objective is for students to answer questions and make connections using text evidence. However, the task asks students to write about something they love and draw a picture, which does not align with the stated objective. In Grade 2, Module 6, students study weather through informational texts during the reading block and write poems about the weather during the writing block. However, the assessment for this module asks students to write about their favorite food. Teachers will need to supplement materials to ensure writing tasks are more aligned to reading instruction. Materials do not consistently set clear expectations for tasks or assessments at the beginning of the module and do not clearly articulate how weekly lessons build toward key learning goals or knowledge acquisition.
- Teachers will need to supplement suggested grouping practices with evidence-based strategies to ensure effective instruction within small groups. In Grade 1, guided reading groups are formed using data from the Guided Reading Benchmark Assessment Kit, Oral Reading Records, and Leveled Reader Quizzes. The program includes Rigby Leveled Readers, Take and Teach Lessons, and Tabletop Mini-Lessons to support instruction in these groups (EdReports, 3R); however, not all of these practices are evidence-based. In Grade 2, engagement routines are listed in the "All Resources—Engagement Routines at a Glance" section and include strategies such as Echo Read, Partner Read, Choral Read, Turn and Talk, Think-Pair-Share, Write and Reveal, and Share Chair. While these routines promote student engagement, there is a missed opportunity to include practices such as annotating text, responding to feedback, and revising and editing writing. Additionally, teachers will need to supplement materials to support the simultaneous development of language and content and to avoid unintentional bias in grouping strategies. The materials do not consistently support collaboration and comprehension for all students—particularly multilingual learners and students with disabilities. Instructions for grouping students, including how to form and structure groups, are not consistently direct or clearly explained. Teachers will need to supplement materials to provide targeted, differentiated support during small group instruction, as the existing resources often lack specific scaffolds tailored to the diverse needs of students.
- Pacing may not be reasonable for effective implementation within a typical school year. Grades 1 and 2 include 12 modules, leaving limited flexibility, particularly in writing instruction. Writing lessons are expected to be completed within 30 minutes and over just three weeks, which may not be feasible given the depth and complexity of tasks. While the program guide for Grades 1 and 2 offers

sample schedules with 90–120 minutes of instructional time, it recommends reducing time from the foundational skills block to make room—an adjustment that would likely require supplementation to ensure effectiveness for early learners. In Grade 1, Module 8, the Foundational Skills block includes five lessons per week over a three-week period. Day five is designated for both assessment and review, but with only 15–30 minutes allocated daily, it is unlikely that both can be completed effectively. This structure leaves little room for teachers to respond to students’ needs in real time. Additionally, pacing does not account for time needed for state testing. Teachers will need to adjust pacing to support all learners and accommodate the realities of the school calendar.

- Teachers will need to supplement materials to ensure assessment results are used to inform and adjust instruction. In Grade 1, Module 9, students respond to 20 multiple-choice questions based on two reading passages about plants. To gain a more complete picture of student understanding, teachers will need to supplement these weekly multiple choice quizzes with assessments in a variety of formats. In Grade 2, Module 6, Lesson 10, a writing conference checklist and self-assessment tools are included, along with guidance for teachers to circulate and provide support as needed. However, materials lack clear protocols for how teachers should conduct writing conferences or provide individualized feedback based on student performance. In Grade 5, Guided Reading Benchmark Assessments are given three times a year or as needed to assess all students’ accuracy but do not provide guidance for teachers to determine a Word Count Per Minute fluency score. The teacher chooses how often these assessments are given and uses them to determine whether a student is ready to move into another Into Reading Guided Reading Level (EdReports, 1Q). While benchmark assessments are included in the materials, they rely on leveled text systems that do not align with current research on how best to assess and support reading development—especially in foundational skills. Additionally, these types of assessments do not offer diagnostic insight into students’ decoding or language comprehension and are not sufficient for informing next steps for instruction. Teachers will need to supplement materials with valid, skill-specific assessments (e.g., fluency measures, screeners) to form effective small groups and plan targeted instruction.
- While materials provide many tools and resources, such as explicit, genre-specific rubrics, student checklists, and on-grade-level writing models to set clear and high expectations, teachers will need to supplement materials to address a lack of annotated student work exemplars across varying levels of achievement and English language proficiency and to recognize their own pedagogical biases. In Grade 1, Module 2, Lesson 4, Writers’ Workshop slides support students in writing descriptive essays about what makes the world wonderful. However, materials do not include annotated exemplars that illustrate varying levels of achievement, as well as non-exemplars or samples representing different levels of language development. In Grade 2, Module 3, the Inquiry and Research Project includes a rubric that assesses collaboration, research and text evidence, content, presentation, and collaborative conversation. While the rubric clearly outlines expectations, it lacks sample student work to guide teachers in understanding what success might look like. Teachers will need to supplement materials as



student work samples, including those of multilingual learners at various English language proficiency (WIDA) levels, are not provided to ensure expectations are inclusive and accessible for all learners.

- Materials provide limited support for teachers in recognizing their own pedagogical biases or customizing instruction to be inclusive and responsive to students' diverse identities. The Grade 1-2 Program Guide does not reference or address racial, ethnic, linguistic, or gender diversity, nor does it offer strategies for culturally and linguistically sustaining practice. Teachers will need to supplement materials to build their sociocultural consciousness and to create more asset-based and inclusive learning experiences, particularly for multilingual learners. Materials do not include additional resources to support teachers in incorporating students' backgrounds, experiences, and identities into instruction in meaningful and affirming ways.

# CLASSROOM APPLICATION

## Impact on Learning \_\_\_\_\_



The curriculum demonstrates alignment to research-based practices.

# WHAT THE PUBLISHER SAYS

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We asked publishers for information on diverse representation in their materials, professional learning for Massachusetts educators, and product specifications. See what HMH had to say about *Into Reading* (2020).

# DIVERSE REPRESENTATION

*Describe how you ensure that students of diverse races, ethnicities, nationalities, socioeconomic classes, family experiences, linguistic backgrounds, abilities, cultures, religions, genders, gender identities, sexual orientations, and other diverse social identity markers see themselves fully reflected, respected, and valued in your curriculum. Describe also how your curriculum challenges existing narratives about historically marginalized and historically centered or normed cultures, including challenges rooted in systemic oppression.*

As a company focused on empowering students and teachers, HMH considers it an honor and a responsibility to provide inclusive, culturally responsive, and bias-free content that fosters a holistic understanding of our world and honors the diverse communities we serve. At HMH, commitment to accuracy and inclusivity in our content is vital to our goal of improving student outcomes for learners of all backgrounds. HMH's program developers follow a robust set of content guidelines to ensure equitable, unbiased, and sensitive treatment and diverse representation for all individuals, communities, systems, and experiences within our curriculum. The program developers' guidelines are continuously updated to reflect and incorporate current scholarship on diversity and equity in education and materials. As part of our content development process, we receive and incorporate input from vetted third-party scholars and subject-matter experts who specialize in the research and practice of cultural responsiveness and equity in education. The work of these trusted experts and academics adds to the content's cultural intelligence, diversity, gender equity, accuracy, and overall quality. In addition to HMH's scrupulous development practices, HMH implements a rigorous review process that calls on internal teams and third-party experts to ensure that content is free from bias, inclusive, accurate, and depictive of diversity and equity.

The content of ***HMH Into Reading*** was designed to be factual, inclusive, and culturally relevant, celebrating the diversity, knowledge, and skills that students bring to school. Students will see themselves in the texts they read and make connections with real-world characters, situations, and themes. They will also acquire knowledge about experiences and cultures that are different from their own. In addition, the program's text selections and multimedia features are from diverse authors and creators.

HMH is dedicated to creating content that reflects our diverse world and provides learners with opportunities to see themselves and beyond. The content development team is mindful that such content has the power to motivate learners and foster a positive self-concept. Thus, HMH makes this an integral part of planning for

every program. Equally integral is HMH's commitment to providing valuable opportunities for learners to acquire knowledge about experiences and cultures that are different from their own, and to do so through content that is free of bias or stereotypes.

Texts have been selected to acknowledge the contributions of historically underrepresented people and to challenge notions of who can be successful. In addition, the program's text selections and multimedia features are from diverse authors. Program author and esteemed scholar Dr. Tyrone Howard was a leader in helping to ensure the content recognized the rich and varied cultural wealth, knowledge, and skills that diverse learners bring to school. Students not only read about characters from diverse backgrounds, but they also learn about the lives of the diverse authors of those books. Students will see themselves in the texts they read and make connections with real-world characters, situations, and topics. For examples of texts in ***HMH Into Reading*** that present diverse, inclusive, and real-world contexts, please visit: <https://hmhco.box.com/v/IntoReadingTextDiversity>.

# PROFESSIONAL LEARNING

*Describe any professional learning opportunities (materials or experiences, publisher-provided or otherwise) available for Massachusetts educators that are designed to support skillful implementation of your curriculum. If there are professional learning opportunities available specifically to support skillful use of the materials with English learners, students with disabilities, students working above or below grade level, and/or students of other diverse social identity markers, please include this information.*

To support the successful implementation of your new **HMH Into Reading** program, HMH provides complimentary implementation planning, program training, a guided learning pathway, and on-demand resources. In addition, HMH offers optional professional learning courses and job-embedded coaching. HMH's approach includes both in-person and interactive online learning for a blended professional learning model that builds capacity, deepens content and pedagogical knowledge, and improves instructional practice.

HMH professional development meets the "Promising" level for evidence under ESSA criteria (RMC 2021). HMH is also recognized as a Recommended Professional Learning Partner by Rivet Education, a nationwide, independent evaluator of high-quality professional learning. Rivet evaluates organizations from across the country and selects those that provide the best curriculum-aligned professional learning services for inclusion in its Professional Learning Partner Guide. For more information, please visit <https://plpartnerguide.org/>.

HMH collaborates with District leaders to create an implementation plan that includes the scope of work, implementation goals, progress monitoring, and implementation models. Planning meetings at mid-year and end-of-year provide an opportunity to review growth, respond to feedback, and keep the implementation on track.

**Complimentary Professional Learning.** Your HMH subscription includes complimentary Getting Started program training, Teacher Success Pathways, and the on-demand resources of Teacher's Corner.

- **Getting Started Program Training.** Getting Started sessions are streamlined to prepare teachers for the first weeks of instruction. Teachers have opportunities to explore, collaborate, and ask questions to build understanding and confidence.

- **Teacher Success Pathways.** Additional training and support are provided on Ed, where teachers access a Teacher Success Pathway, a recommended sequence of live sessions, on-demand interactive media, and videos. View the [Teacher Success Pathway](#) for **HMH Into Reading**.
- **Teacher's Corner.** HMH provides teachers with complimentary professional learning for the life of the adoption through HMH Teacher's Corner. Located on the Ed platform, Teacher's Corner offers live events and a searchable library of training resources. Please visit us at <https://www.hmhco.com/programs/teachers-corner> for a quick video tour.

**Leader Support.** During the one-hour live online Leader Success session, leaders learn about the design and resources of **HMH Into Reading**. HMH Leader's Corner, located on the Ed platform, provides leaders with program and lesson-integrated tools, and access to a library of resources to support teachers.

**Optional Professional Learning and Coaching.** Partner with HMH for ongoing professional learning and coaching on topics that matter to you and your students. Delivered live online and via asynchronous learning, HMH professional learning builds teacher capacity and strengthens instruction. Options include job-embedded coaching; live, online courses; and program-aligned blended courses.

- **Coaching.** At HMH, we believe coaching is a personalized journey that starts with a shared commitment to ongoing learning. To support District teachers, HMH offers both online and in-person coaching to promote continuous improvement over time. No matter where their journey begins, HMH Coaches support teachers in overcoming instructional challenges, growing their own practice, and making a demonstrable impact on students' success.
- **Live Online Courses.** During HMH's live online courses, teachers learn new skills and focus on topics that matter to your school. See a list of the [available live online course modules](#).
- **Blended Learning Courses. *Building Literacy and Foundational Skills with HMH Into Reading*.** Take the science of reading pedagogy from concept to classroom with our blended course model that connects the science of reading concepts to your new HMH program through engaging in-person learning and online study groups.

For more information about HMH's award-winning professional learning, please visit: <https://hnhco.box.com/v/IntoReadingProfLearning>.

# PRODUCT SPECIFICATIONS

*Describe what a school or district needs to implement your curriculum successfully, including instructional hours and technological infrastructure. Provide basic information about what products are associated with the curriculum (e.g., what texts a typical purchase includes and/or what tools and resources are openly available online).*

**HMH Into Reading** includes all materials needed to implement the program. The solution provides teachers with a user-friendly interconnected system of course content, assessments, reports, customizable resources, collaboration options, professional development, and family support resources. All components of the program are provided digitally on the Ed platform. HMH takes a digital-first approach with **HMH Into Reading**, and the program is offered as a Digital Subscription. With the purchase of a Student Digital Subscription, the District will receive a Teacher Digital Subscription at no additional charge. Therefore, the Digital Subscription includes all digital student and teacher materials for a program. The district can choose to add print materials as “a la carte” items to orders of Digital Subscriptions. Please see the full list of program components at <https://hnhco.box.com/v/IntoReadingComponents>.

The Ed platform on which the digital content resides is a web-based platform compatible with multiple operating systems, browsers, and devices. Ed can be accessed from browsers on laptop and desktop computers, Chromebooks, iPad devices, and tablets. Ed supports single sign-on, and it has simplified rostering options. HMH’s technology complies with federal, state, and local privacy requirements. With impressive functionality and user-friendliness, Ed delivers a fully interconnected system of superior-quality instructional content, assigning and scheduling tools, assessments, reports, videoconferencing tools, professional development, and family support.

HMH’s technology is designed in ways that make it easy for everyone to use, even teachers who are novices with technology. In addition to the guidance provided in HMH’s professional development sessions, HMH provides technology support sites tailored to the type of user (teachers, students/families, administrators). For an illustrated overview of Ed for teacher, student, and administrator roles, please use the following links.

- Ed for teachers: <http://downloads.hnhco.com/Help/Ed/Teacher/>



- Ed for students/families: <http://downloads.hmlt.hmco.com/Help/Ed/Student/>
- Ed for administrators: <http://downloads.hmlt.hmco.com/Help/Ed/Administrator/>

The sites provide illustrated instructions and videos for a wide range of topics. The information is frequently updated, and the landing page of each site gives users a quick view of recent updates and additions.

**HMH Into Reading** is designed so that teachers have to spend minimal time planning lessons. Content is organized by module and lesson. The resources are cited in the lesson plans, so planning and preparation are easy for teachers. Teachers can build lesson plans and assign content right on the Ed platform. Minimal prep time is needed.

**HMH Into Reading** provides customizable daily lesson plans for 180 days of instruction, including whole-class, small-group, and independent work. Sample schedules in **HMH Into Reading's** Program Guide also support planning a consistent schedule to help students know what to expect and how to make the most of instructional time– based on Point of Use prompts in the Teacher's Guide outlining suggested daily time ranges for each instructional strand.

Further, the program's assessment tools generate data-driven resource recommendations from **HMH Into Reading** based on students' individual responses to instruction so that planning time is seamless. To further support teachers with planning, the **HMH Into Reading** teacher materials include pacing suggestions. Pacing is flexible, and teachers can adjust it according to their needs. Teachers can take advantage of the program's flexible 60–120-minute instructional block implementation model that includes direct instruction, guided and independent practice, small-group rotations, and time for wrap-up and reflection. Flexible lessons and practice can be used to meet grade level, student, and schedule need. Teachers consider student needs and class schedule to select an appropriate combination of lessons. Please see the following for details:

- **HMH Into Reading** model with Grades K–2 Structured Literacy Lessons - <https://hnhco.box.com/v/HMHIntoReadingSLLModel>
- **HMH Into Reading** models for Grades 3–5 - <https://hnhco.box.com/v/HMHIntoReadingModel>

# RESPONSE TO REPORT

HMH shares Massachusetts' commitment to use evidence when making instructional material decisions, so educators have High-Quality Curricular Resources that empowers their students.

***HMH Into Reading* is a highly rated, evidence-informed program with some of the highest levels of ESSA efficacy evidence of any K-5 literacy program in the nation.**

In addition, numerous third-party and more than 30 other state reviews have determined *HMH Into Reading* meets the full criteria of a Science of Reading-aligned instructional resource, including an “all green” rating from EdReports.

For example, **The Reading League's December 2024 report** on the *HMH Into Reading* Structured Literacy Foundational Skills component featured in the CURATE reviewers' own report indicated strong evidence of HMH's alignment to the foundational skills criteria.

Even so, as part of HMH's commitment to ensuring the latest instructional practices and premium classroom experience, **an enhanced iteration of *HMH Into Reading* released for implementation at the start of the 2025-26 school year.**

As with the CURATE-reviewed version, ***HMH Into Reading v3* is already deemed high quality nationwide** - including the Section 35m Tier 1 advisory list in Michigan that features only a select number of programs.

The latest enhancements are also currently under review with The Reading League and EdReports, underscoring HMH's commitment to delivering high-quality instructional materials.

In the meantime, please review **HMH's additional evidence** for each indicator in the CURATE review that received a “Partially Meets.”



## Looking for more information?

Read the full [approved gateway review](#) or find a [Massachusetts district using this product](#).

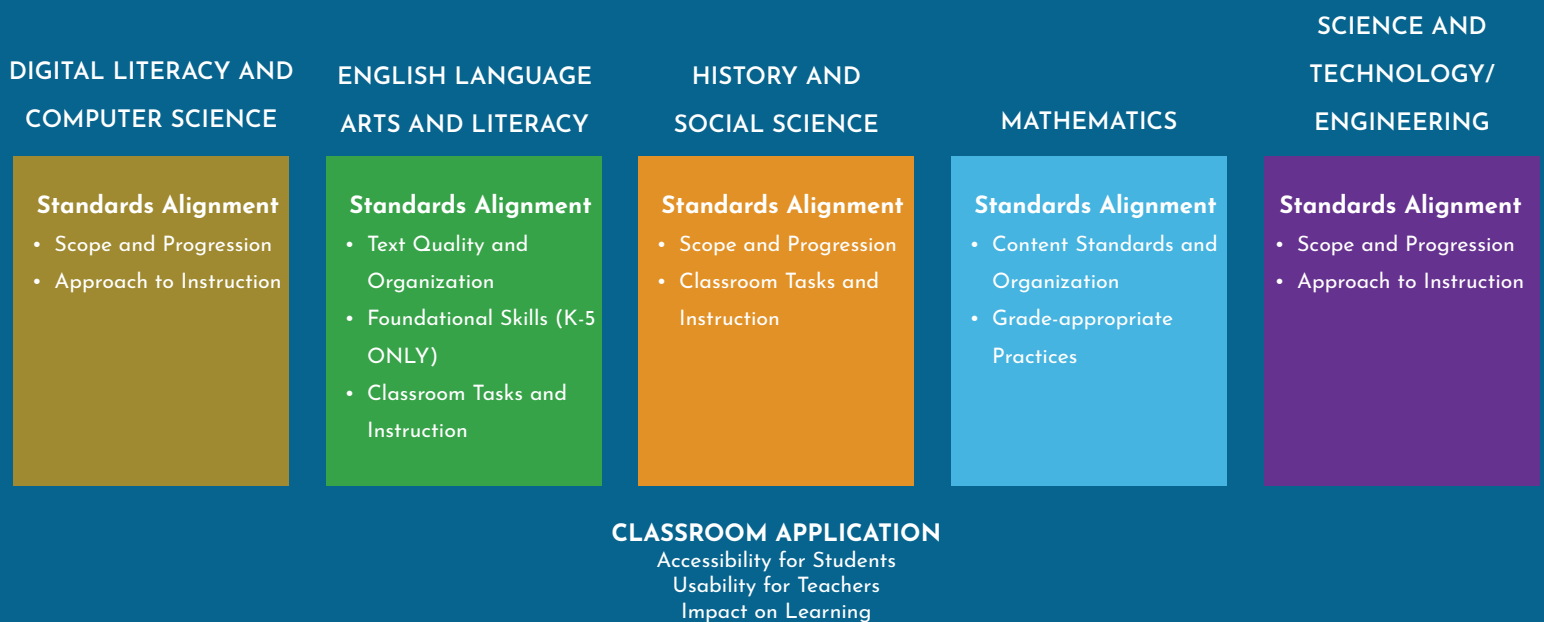
Learn about the [CURATE process](#) and [rubrics](#), or explore [Frequently Asked Questions](#).

# APPENDIX

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# CURATE REVIEWS AND REPORTS

Each CURATE panel uses a content-specific rubric to root their review of evidence of alignment and quality, coherent with the [Massachusetts curriculum frameworks](#) and [Standards of Effective Teaching Practice](#). The content rubric guides each panel's review in two domains: Standards Alignment (specific to each content rubric) and Classroom Application (consistent across all content rubrics).



**Standards Alignment:** Materials eligible for a CURATE review have met a minimum threshold for alignment to national college and career-ready standards, which overlap with the Massachusetts standards, with a few MA differences in emphasis and priorities. These differences or priorities are captured in CURATE content rubric criteria and indicators (e.g., authentic application of grade-level language standards in ELA/Literacy, student academic discourse in mathematics, and affirming and valuing diverse identities, backgrounds, and perspectives in all content areas).

Panel Review Guiding Question: *What are the strengths and areas for growth in the materials when considering the extent to which they meet expectations for alignment to Massachusetts college- and career-ready content, practice, and English language development standards?*

**Classroom Application:** This domain pertains to how well the materials support diverse learners (e.g., students with disabilities, multilingual learners, students working above and below grade level, and students of other diverse identity markers) and the teachers – new and experienced – tasked with doing so (see *MA Effective Teaching Standards I and II*). Schools and districts in the process of investigating which available high-quality instructional materials (HQIM) would best serve and strongly support students and teachers based on their local assets, needs, and equity priorities should use the information in this domain as a starting place for identifying distinctions among standards-aligned products.

Panel Review Guiding Question: *What are the strengths and areas for growth in the materials when considering the extent to which they meet Massachusetts expectations for well serving and strongly supporting accessibility for diverse learners and usability for busy teachers? In other words, to what extent or degree will teachers need to adapt or supplement the materials to well serve the diverse learners and students in Massachusetts?*

**Culturally and Linguistically Sustaining Practice:** A cross-cutting concept across both the Standards Alignment and Classroom Application domains is Massachusetts’ equity priorities (i.e., diversity in representation and perspectives, accessibility, inclusion), particularly for students from historically underserved groups and communities. CURATE panels’ findings of what the materials include or provide to support teachers to implement Massachusetts’ teaching and learning expectations (through design, approach, texts, tasks, practices, guidance, and resources within the core materials) are summarized in a table, followed by the narrative full report.

Panel Review Guiding Question: *To what extent do the materials meet expectations for alignment to Massachusetts college and career-ready content standards AND support inclusive and culturally & linguistically sustaining practices?*

# CURATE RATINGS KEY



**MEETS EXPECTATIONS:** Most or all evidence indicates high quality; little to none indicates low quality. Materials may not be perfect, but Massachusetts teachers and students would be **well served and strongly supported** by them.



**PARTIALLY MEETS EXPECTATIONS:** Some evidence indicates high quality, while some indicates low quality. Teachers in Massachusetts would **benefit from having these materials** but need to supplement or adapt them substantively to serve their students well.



**DOES NOT MEET EXPECTATIONS:** Little to no evidence indicates high quality; most or all evidence indicates low quality. Materials **would not substantively help** Massachusetts teachers and students meet the state's expectations for teaching and learning.



**NOT APPLICABLE (N/A):** Materials are **without foundational skills** and will need to be *paired with* a strong foundational skills resource to address all components of the core literacy block (see [Mass Literacy](#)). This rating is provided only to ELA/Literacy K-5 Foundational Skills, when applicable.



**NOT RATED:** Narrative information is provided.