

# Core Program Summary

HMH Education Company, HMH Into Reading, 2025



**COLORADO**  
Department of Education

## Information

The Colorado Reading to Ensure Academic Development Act (READ Act), passed by the Colorado legislature in 2012, focuses on early literacy development for all students, kindergarten through third grade and especially for students at risk of not reaching grade-level proficiency in reading by the end of third grade.

Included in the READ Act is the requirement that the department shall create an advisory list of evidence-based or scientifically based instructional programming in reading, pursuant to C.R.S. 22-7-1209.

The main purpose of the READ Act Advisory List of Instructional Programming is to provide districts and schools with a choice of instructional programming that adequately enhances teacher quality and is a major vehicle that schools/districts can utilize to upgrade their capacity as it relates to the implementation of the evidence-based literacy practices.

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## CDE Core Program Rating Summary

**Kindergarten:** Meets Expectations in all reading components

**First Grade:** Meets Expectations in all reading components

**Second Grade:** Meets Expectations in all reading components

**Third Grade:** Meets Expectations in Phonics and Word Study, Vocabulary, Text and Reading Fluency. Partially Meets Expectations in Reading Comprehension

**Usability:** Meets Expectations

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## Vendor Information and Program Summary

**Vendor:** HMH Education Company

**Publication year (or edition):** 2025

### Contact Information

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**Vendor provided summary:**

**This program was approved for use in:**


- ✓ **Kindergarten**
- ✓ **First Grade**
- ✓ **Second Grade**
- ✓ **Third Grade**

**Core (Universal) Programming:** A reading program that is used to help guide both initial and differentiated instruction in the regular classroom. It supports instruction in the broad range of reading skills (phonemic awareness, phonics, fluency, vocabulary, comprehension) required to become a skilled reader. It contains teacher's manuals with explicit lesson plans and provides reading and practice materials for students (FCRR, n.d.).

**Please access the scored rubric online to review the specific criteria and feedback for each approved core reading program.**

Rubrics are available for all instructional program reviewed from the CDE upon request.

Please contact [READAct@cde.state.co.us](mailto:READAct@cde.state.co.us).

**HMH**  **Into Reading**<sup>®</sup> *HMH Into Reading* is a comprehensive literacy program built to address the needs of English Language Arts classrooms so that all students can find achievement in the areas of reading, writing, speaking, and listening. The program’s research-backed instructional design includes modeling, guided and independent practice, multimodal activities, diagnostic assessments, and clear, consistent classroom routines. The research-based approach to foundational skills in *HMH Into Reading* provides explicit, direct teaching; skills that are linguistically and logically sequenced from basic to more difficult, with systematic lesson routines. To support teacher planning and student learning, lesson plans found in *HMH Into Reading* follow a consistent and predictable structure with recurring routines. The teacher materials give step-by-step guidance for implementing routines and having students adopt them as their own.

*HMH Into Reading* is a highly rated, evidence-informed program that helps teachers deliver innovative learning experiences built on the foundations of best teaching practices and educational research. The program is a leading choice for districts nationwide, proven through positive learning outcomes, alignment with Science of Reading principles, and ESSA-aligned efficacy supported by third-party classroom studies. Authored by leaders in the field, *HMH Into Reading* is built upon a foundation of research, proven to be effective in raising students’ achievement.

**Explicit, Systematic Foundational Skills Instruction.** *HMH Into Reading* delivers a structured, coherent instructional model that engages students daily in direct instruction, guided practice, and independent and collaborative learning across foundational skills, reading and vocabulary, and writing and grammar. Instruction is supported by an explicit, systematic Teacher’s Guide grounded in a gradual release model, with consistent routines, targeted feedback, multilingual learner supports, and flexible pacing guidance. The program’s systematic and sequential framework builds knowledge and skills from simple to complex across grade levels, offering explicit foundational skills instruction in Grades K–3. Students apply new and previously learned skills in authentic reading and writing experiences, progressing through clear I Do, We Do, and You Do steps that foster independence and reading success.

**Knowledge-Building Throughline.** *HMH Into Reading* connects texts to knowledge building. *HMH Into Reading* provides foundational skills instruction in the service of supporting students in accessing texts. With these foundational skills, students have what they need to build knowledge from texts. *HMH Into Reading* is built around a “book of books” where texts take center stage and skills are taught to help students access the knowledge they need to gain from the text. These text sets provide students with a rich array of trade literature, including fiction, nonfiction, poetry, and media, anchored by strong scaffolding and close reading support.

**Assessment and Differentiation.** *HMH Into Reading* has diagnostic, formative, and summative assessments administered online through the Ed platform that are editable, and skills- and standards-based. These interactive assessments are paired with robust reporting tools that allow teachers to monitor progress and adjust instruction in response to student growth. Clear assessment guidance supports educators in understanding student progress at key points throughout the school year. Designed to meet the needs of all learners, *HMH Into Reading* provides differentiated supports, tiered interventions, leveled activities, and targeted questioning to ensure access to appropriate rigor and instruction for every student. Aligned with the International Dyslexia Association’s Effective Reading Instruction for Students with Dyslexia, the program emphasizes explicit, systematic, cumulative, hands-on, multimodal, and responsive practices that support equitable access and success in reading, writing, and communication.

**Teacher Support.** To support successful implementation of *HMH Into Reading*, HMH offers professional learning services that include complimentary implementation planning, district program training, guided learning pathways, and on-demand resources. In addition, HMH offers optional professional learning course modules, job-embedded coaching, and leadership advisory services. HMH’s approach includes both in-person and interactive online learning for a blended model that builds capacity, deepens content and pedagogical knowledge, and improves instructional practice.