

HMH INTO READING
ADOPTION
RECOMMENDATION
OVERVIEW

Geneva CUSD 304 BOE
March 16, 2026



Language Comprehension

Background Knowledge

facts, concepts, etc.

Vocabulary

breadth, precision, links, etc.

Language Structures

syntax, semantics, etc.

Verbal Reasoning

inference, metaphor, etc.

Literacy Knowledge

print concepts, genres, etc.

Word Recognition

Phonological Awareness

syllables, phonemes, etc.

Decoding

alphabetic principle, spelling-sound correspondence

Sight Recognition

of familiar words

Many Strands Are Woven into Skilled Reading

increasingly strategic

increasingly automatic

Skilled Reading

Fluent execution and coordination of language comprehension and word recognition

Recap:

Learning

Piloting

Learning & Questioning

Evaluating

Selection

Illinois Comprehensive Literacy Plan:

7 COMPONENTS OF LITERACY

Oracy

Phonological
Awareness

Word
Recognition

Fluency

Vocabulary

Comprehension

Writing

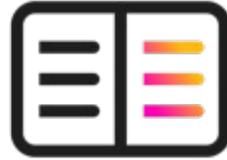
What HMH Into Reading offers:

What is offered that aligns with the ICLP and language comprehension strands of learning to read?



Foundational Skills

Get an **explicit lesson** for every day of the week, scaling at upper grades to address grade-level standards.



Texts You Love

Discover that magic combination of diverse texts and **knowledge building** connections within & across grades.



Differentiation

Quickly **group and reach students** of all backgrounds to foster gains aligned to each literacy strand.



Assessments

Inform instructional needs with **ongoing, real-time insights** & module assessments.

KEY PROGRAM COMPONENTS



Diverse Literature and Writing

Incorporates diverse texts to build knowledge and vocabulary, with embedded writing instruction across genres.

Comprehensive Assessment Tools

Uses formative, interim, and summative assessments with data dashboards to track student progress and needs.

Integrated Digital and Print Resources

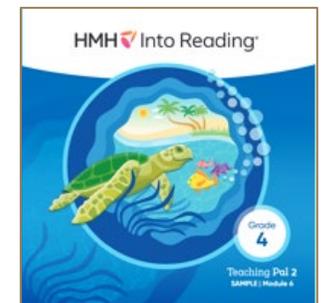
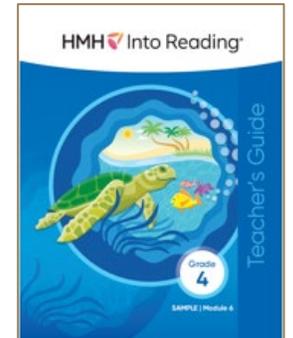
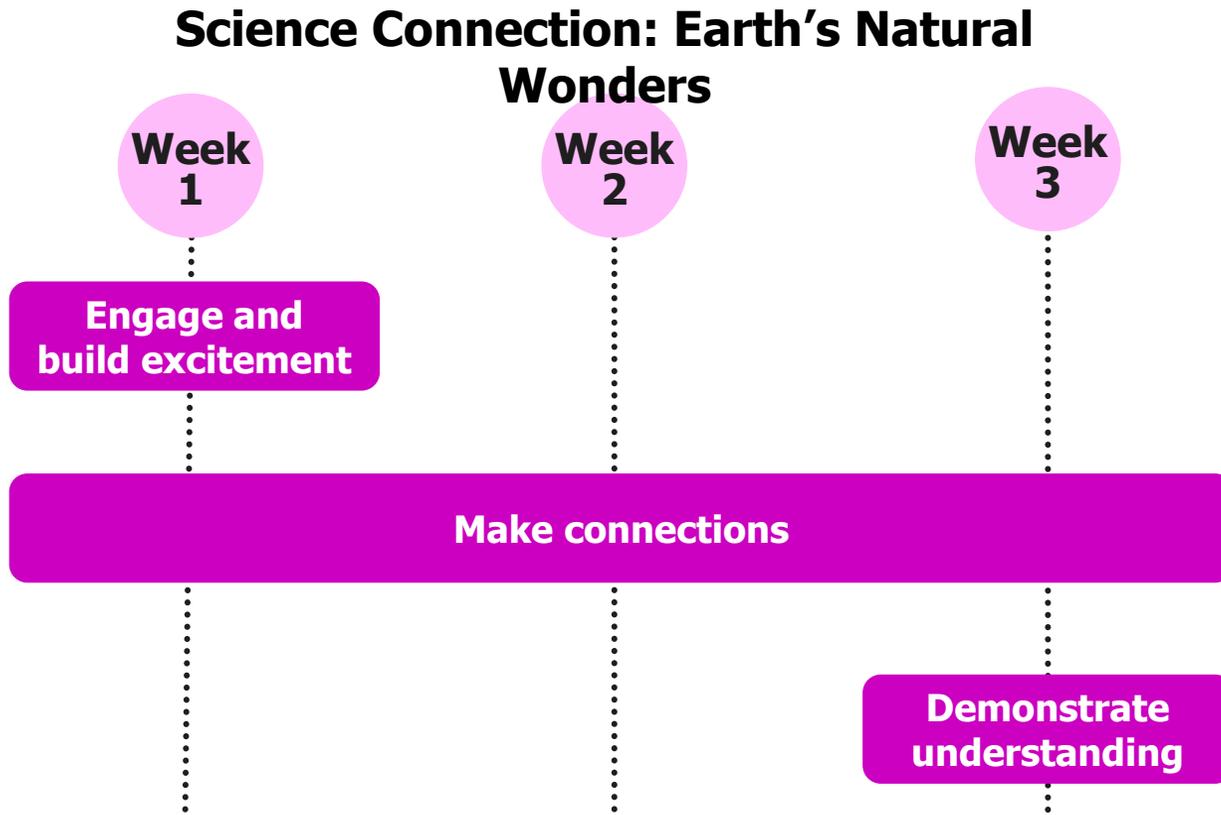
Blends digital and print materials to provide flexible yet coherent literacy instruction across classrooms.

Targeted Support and Enrichment

Timely interventions help struggling readers while enrichment challenges advanced learners.

Structure of a Unit:

Create a knowledge building throughline across each 3-week module to help students connect daily lesson elements to the module topic.



WHY HMH INTO READING? (STUDENT FEEDBACK)

Would you give HMH Into Reading a thumbs up or thumbs down?



94%



5%

How many thumbs up would you give HMH Into Reading?

3.35



1%



13%



32%



51%

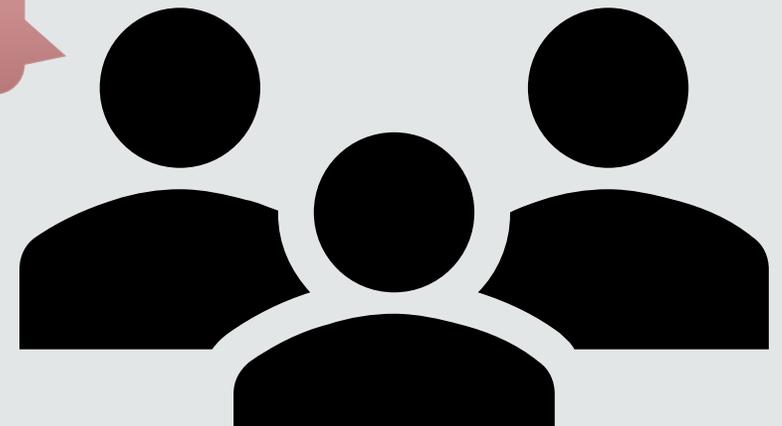
"I liked how you could follow along with the teacher and all of the kids and it was fun and I liked the Quick checks on the computer and the stories because they could read to you. "

"I liked class craft because it has reading goals. I also LOVED the quick checks because the teacher can see the responses and it is a cool 1-2 question mini test. I also liked that you get two books to go with it. Also, you could write your own responses and the whole class could see it but not who wrote it. Plus, there was more technology involved. THEEEEEEEE EEEENNNDDDD"

"I loved class craft. And I love the quick check on the computer. I liked the student picker too."

"I gave HMH a thumbs up because the stories were AMAZING, it was fun, I learned a lot, the books were durable, and I liked the writing response at the end of each story. "

"I think I learned more in HMH because each time after a story you would have to write about the text. I think you could learn more in HMH. "



WHY HMH INTO READING? *(PILOT TEACHER FEEDBACK)*

Which Tier 1 Literacy resource do you recommend for board approval and adoption?

100%
HMH - Into Reading

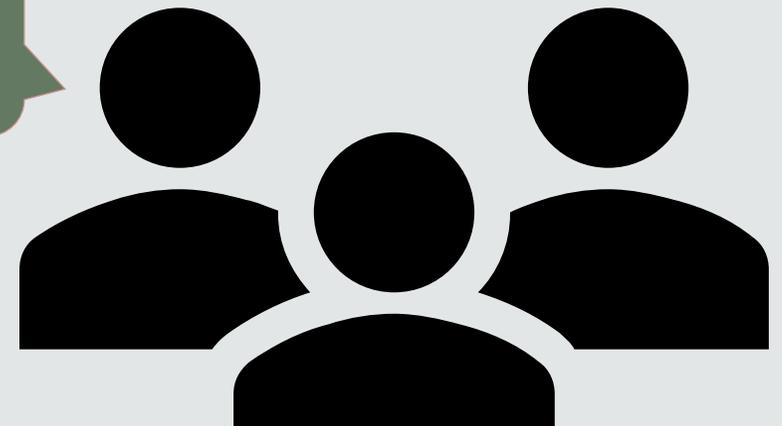
"I appreciate the spiraling comprehension skills, the overarching themes, and the rich text selections chosen for students to read."

"I believe that the materials/resources, online resources, and programs are excellent. There are ample resources, many I didn't even get to use during the pilot. Teachers can choose to go high tech or low tech with their instruction and student engagement. In addition, my students were engaged with the texts. They looked forward to writing time, especially writing to respond."

"The stories are engaging and diverse for students. I think overall the reading resources for teachers and the lessons for students are very high quality."

"Classcraft is engaging, giving student choice between stories on the computer vs text."

"This resource is a great way for teachers to all be on the same page across the district while reading high quality text and building common background knowledge."



Access easy-to-use assessments

Screening, Diagnostic, Progress Monitoring

- Early literacy skills
- K-6 alphabet knowledge, phonological awareness, phonics and word study, oral reading fluency
- K-6 spelling

Formative Assessments

- Daily online quick checks
- Weekly and module assessments: reading, writing, grammar, foundational skills
- Knowledge building performance tasks
- myBook selection quizzes

Quick Check

Check what you have learned.

Start Activity

Activity Responses [Launch Teacher Panel](#) [End Session](#)

Quick Check Preview
Use this preview to walk your class through the activity before assigning it.

What topic did you discuss during the Turn & Talk?

- First day of school
- After school plans
- Summer break
- Winter break

Finish

Assign To Students

[Previous](#) 15/17 [Next](#)

Assign Standards-Aligned Lessons in Two Clicks

Back to Standards Report

Reports & Insights

Domain Performance by Standard

Showing standards data for the "Grade 6" & "Reading" domain data for Class 14

Export PDF Print Report

Student: All Students Domain: Reading (Grade 6)

ELA.6.R.1
Reading Prose and Poetry

0% 66% 81% 100%

Below-Level (0) On-Level (0) Above-Level (2)

ELA.6.R.2.2
Analyze the central idea(s), implied or explicit, and its development throughout a text.

0% 66% 81% 100%

Below-Level (0) On-Level (0) Above-Level (2)

ELA.6.R.3
Reading Across Genres

0% 66% 81% 100%

Below-Level (0) On-Level (0) Above-Level (2)

Standard Performance

Create Group

2 Students (Above-Level)

CB Bucket1, Charke 100.0%

AG Cloop1, Augustus 100.0%

Get a **standards-aligned view of student achievement** that updates as students answer standards-based assessment items.

Standard: ELA.3.C.3.1

Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Filtered resources (602)

Program Audience Component Instructional Purpose

1 selected Audience Component Instructional Purpose More Filters

Applied filters: 1991 into Reading Florida Grade 03 Reset all filters

- ELA.3.C.3.1 B.E.S.T. Lesson and Resource Finder
- Spelling: Short Vowels Teacher's Guide
- Citation Sentences 11 Weekly Practice Bundles
- Proofreading 11 Weekly Practice Bundles

View, filter, and assign **standards-aligned resources**.

Group students for convenient **standards-aligned differentiation** and re-teaching.

IMPLEMENTATION PLAN



Professional Learning and Training

Comprehensive training ensures teachers understand program structure, instructional routines, and differentiation strategies.

Materials Distribution and Digital Access

Classroom materials and digital resources are provided before instruction to prepare teachers fully.

Ongoing Coaching and Support

Continuous coaching addresses questions, refines teaching practices, and ensures program fidelity.

Family Communication and Engagement

Clear communication helps families support literacy goals and student learning at home.



COST OF PROGRAM:

Six-year
Contract:

\$724,203

\$38 per
student annual
cost

QUESTIONS?

Gratitude:

Pilot Teachers: Dominique Mehall, Lynn Higgins, Katie Dabkowski, Dawn Gates, Maggie Austin, Rachael Dallke, Kara Beran, Sarah Paulson, Madeline Lauria, Lauren Wagner, Kerrilyn Coffland, Eryn Shannon

Multilingual: Kelly Kanarowski,

Reading Specialists: Michelle Prieboy, Christy Valyou, Sue Turnbull, Lindsay McNally, Wendy Schaper, Monica Luessenhop, Liz Foulkes

Learning Behavior Specialist: Kathy Krella

Student Support Specialist: Julie Klemm,

Instructional Facilitators: Jill Marsh, Anne Hallahan,

Principals: Kimberly Hornberg, Lauri Haugen

Central Office Administrators: George Petmezas, Shonette Sims