

HMH Education Company

English Language Arts and Reading, 4

HMH Into Reading Texas Version 2 Grade 4

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Full-Subject, Tier-1	9798202118913	Digital	Static

Rating Overview

TEKS SCORE	ELPS SCORE	PHONICS RULE COMPLIANCE	THREE-CUEING	ERROR CORRECTIONS (IMRA Reviewers)	SUITABILITY NONCOMPLIANCE	SUITABILITY EXCELLENCE	PUBLIC FEEDBACK (COUNT)
100%	100%	Not Applicable	Not Applicable	10	Flags Not in Report	Flags in Report	1

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	28 out of 28	100%
2. Progress Monitoring	26 out of 26	100%
3. Supports for All Learners	27 out of 27	100%
4. Foundational Skills	93 out of 93	100%
5. Knowledge Coherence	29 out of 29	100%
6. Text Quality and Complexity	29 out of 29	100%
7. Evidence-Based Tasks and Responses	55 out of 55	100%

Breakdown by Suitability Noncompliance and Excellence Categories

SUITABILITY NONCOMPLIANCE FLAGS BY CATEGORY	IMRA REVIEWERS	PUBLIC	Flags NOT Addressed by November Vote
1. Prohibition on Common Core	0	0	0
2. Alignment with Public Education's Constitutional Goal	0	0	0
3. Parental Rights and Responsibilities	0	0	0
4. Prohibition on Forced Political Activity	0	0	0
5. Protecting Children's Innocence	0	0	0
6. Promoting Sexual Risk Avoidance	0	0	0
7. Compliance with the Children's Internet Protection Act (CIPA)	0	0	0

SUITABILITY EXCELLENCE FLAGS BY CATEGORY	IMRA REVIEWERS
Category 2: Alignment with Public Education's Constitutional Goal	14
Category 6: Promoting Sexual Risk Avoidance	0

IMRA Quality Report

1. Intentional Instructional Design

Materials support educators in effective implementation through intentional course, unit, and lesson-level design.

1.1 Course-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.1a	All criteria for guidance met.	4/4
1.1b	All criteria for guidance met.	2/2
1.1c	All criteria for guidance met.	2/2
1.1d	All criteria for guidance met.	2/2
1.1e	All criteria for guidance met.	2/2
—	TOTAL	12/12

1.1a – Materials include a scope and sequence outlining the TEKS, ELPS, and concepts taught in the course.

The *HMH Into Reading Version 2* product includes a yearlong *Scope and Sequence* located in the "Program Overview" section. It features twelve learning modules, each centered on a specific theme and guided by an essential question. Each module spans three weeks and includes a "Module Progression" chart that outlines the key concepts and comprehension skills for each week.

The *Scope and Sequence* specifies the required texts and incorporates a vocabulary study; writing, grammar, and language development focus; comprehension skills; and assessment options, such as a performance task and research project.

These standards are available via hyperlinks in separate *TEKS Correlations* and *ELPS Correlations* documents that organize the Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS) by the seven strands of essential knowledge and skills for English language arts and reading.

1.1b – Materials include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days–165, 180, 210).

HMH Into Reading Version 2 provides a *Pacing Guide* for twelve-week learning modules, each spanning three weeks with five lessons per week. It includes recommendations for adapting instruction to three varying school calendars, offering options for 165-, 180-, and 210-day schedules.

Additionally, the *Pacing Guide* supports flexible planning by allowing alignment with various instructional time blocks—90, 120, or 150 minutes per day.

1.1c – Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.

HMH Into Reading Version 2 helps users visualize the unit order and how concepts connect across grade levels, content, and other units through an illustration found in the *Implementation Guide* under the section titled "Learning that Builds."

Another example of how the materials support teachers' understanding of the learning progression is located in the "Building and Assessing Student Proficiency" section of the *Implementation Guide Unit Order Rationale*. There is a graphic titled "Build to Mastery" that helps teachers visualize how concepts spiral in select modules and also demonstrates the continuous process of instruction and progress monitoring.

Additionally, the "Rationale for Module Order" explains the progression of the modules and requires students to think about themselves beginning in the first module, progresses to going beyond themselves, and concludes with reminding students to take a broader view of the world.

1.1d – Materials include protocols with corresponding guidance for unit and lesson internalization.

HMH Into Reading Version 2 offers a detailed plan and clear explanation of the progression of lessons from week to week and day to day. The *Implementation Guide* outlines the program's structure and supports instructional planning and prioritization.

Within the *Implementation Guide*, the "Getting Started" page breaks learning tasks into steps and walks teachers through key components such as the "Module at a Glance" and "Week at a Glance." The "Module at a Glance" presents the unit's essential question and a brief overview of the concepts to be studied in the unit, while the "Week at a Glance" illustrates how learning progresses throughout the unit.

Additionally, the materials include a "Teaching Pal" resource, which provides step-by-step lesson procedures, outlines lesson progression and learning objectives, and suggests teaching methods.

There are instructional routines in the resources that explain how to establish consistent procedures during different parts of the instructional block. The materials include protocols with corresponding guidance for unit internalization, which previews the skills and routines for the unit and identifies key standards, vocabulary, objectives, and assessments.

1.1e – Materials include resources and guidance for instructional leaders to support teachers with implementing the materials as designed.

HMH Into Reading Version 2 offers resources to assist instructional leaders in supporting teachers with curriculum implementation through the "Getting Started" section of the *Implementation Guide Look-Fors and Reflection Questions*. A checklist outlines actions for instructional leaders to take before and during the school year to help teachers implement the materials.

The checklist has labels such as "Start Here," "What Should I Do?," "What More Can I Do?," and "What Can I Aspire to Do?" The "Navigation Guide" tab labeled "Instructional Leaders Support" redirects users to the same *Implementation Guide* provided to teachers.

Additionally, the *Reflection Guide* provides Look Fors in the form of checklists and questions for literacy leaders as they support the implementation of the program and teacher planning.

1.2 Unit-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.2a	All criteria for guidance met.	2/2
1.2b	All criteria for guidance met.	2/2
—	TOTAL	4/4

1.2a – Materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit.

The *HMH Into Reading Version 2* product provides an overview of each unit, along with background knowledge and academic vocabulary needed to teach key concepts. For example, a resource found in the "Teaching Pal" includes discussion questions to activate prior knowledge, while vocabulary cards featuring "Big Idea Words" are integrated throughout the modules.

In the *Teacher's Guide*, the "Build Knowledge and Language" section outlines the specific knowledge students will develop during the week's instruction. The "Module at a Glance" section further supports vocabulary instruction by dividing terms into two categories: content-based "Big Idea Words" and text-specific "Critical Vocabulary." This section also includes a "Vocabulary Strategy" to help teachers engage students with the content.

For instance, in Module 5: "Art Everywhere," students learn terms such as *simile*, *metaphor*, and *imagery* before engaging with text, helping them grasp key literary concepts. Similarly, Module 10 "Communication Nation," which focuses on communication, introduces terms like *broadcast*, *publication*, and *blog*, along with Latin roots such as *port-* and *dict-*.

1.2b – Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.

HMH Into Reading Version 2 offers family support in both English and Spanish for each module, including suggestions to help families support their child's learning. For example, in Module 6: "Marvels of Nature," the "Family Letter" explains the unit's key concepts and provides guidance through sections such as "Discuss the Topic," "Explore the Genre," and "Build Vocabulary." These "Family Letters" are accessible for all twelve modules via the "HMH Into Reading Portal." In Module 9: "Unexpected, Unexplained," the letter helps families reinforce key concepts through prompts such as "What factors can change your mood?" and "Is suspense exciting? Why?" presented in both English and Spanish.

1.3 Lesson-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.3a	All criteria for guidance met.	8/8
1.3b	All criteria for guidance met.	3/3
1.3c	All criteria for guidance met.	1/1
—	TOTAL	12/12

1.3a – Materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson (aligned with the TEKS and the ELPS).

HMH Into Reading Version 2 includes weekly lesson plans located under the "All Resources" tab. Each *Teacher's Guide* provides daily lesson plans aligned to the TEKS and ELPS, outlining clear learning and language objectives, and also lists the required materials and resources needed for instruction.

The "Week at a Glance" section in the *Teacher's Guide* outlines key lesson components designed to help students master the content objectives: "Build Knowledge," "Word Study," "Reading & Vocabulary," and "Writing & Grammar." To support comprehension and language development, each week includes an essential question and related discussion prompts.

A variety of assessments are provided to measure student progress toward standards. For example, the "Module at a Glance" offers assessment options such as:

Selection Quizzes

Respond to Texts

Spelling and Weekly Assessments

Inquiry and Research Project

Performance Tasks

Module Assessment

1.3b – Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson, and the suggested timing for each lesson component.

The *HMH Into Reading Version 2* materials include an outlined list of resources needed for effective instruction and learning. For example, in Module 7, Lesson 1, required materials include the "Focal Reader," *myBook*, and student notebooks.

Additionally, in Module 7, Week 1, the "Lesson Resources" section on the "Build Knowledge" page of the *Teacher's Guide* lists items such as the *Get Curious* video, "Big Idea Words," and "Knowledge Map."

In addition, the *Implementation Guide* includes a *Pacing Guide* for 90-, 120-, and 150-minute instructional blocks that are divided into basic reading times, reading and vocabulary, writing and grammar, and small-group instruction.

1.3c – Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).

The *HMH Into Reading Version 2* materials include guidance and resources to support extended practice and provide differentiated instruction. For example, differentiation strategies are provided in the "Emergent Bilingual Learners" and "Supporting All Learners" sections. The "Emergent Bilingual Learners" section organizes guidance by English proficiency levels while the "Supporting All Learners Section" uses if-then statements to address student needs.

Within the "Supporting All Learners" section, the "Challenge" subsection offers enrichment opportunities. For instance, in Module 2, Lesson 10 on the "Reading and Vocabulary" page, students are prompted to select a new text and identify three or four places where they can apply a newly learned strategy. Another example appears in Module 7, Week 1, Lesson 3, where students are challenged to find literary devices and explain the difference between literal and figurative meanings.

In addition, the "Differentiation and Practice" page provides targeted practice based on assessment data in the following areas:

Word Study

Reading Skills and Strategies

Writing and Grammar Skills

Emergent Bilingual Learners

2. Progress Monitoring

Materials support educators in effective implementation through frequent, strategic opportunities to monitor and respond to student progress.

2.1 Instructional Assessments

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.1a	All criteria for guidance met.	9/9
2.1b	All criteria for guidance met.	2/2
2.1c	All criteria for guidance met.	2/2
2.1d	All criteria for guidance met.	6/6
2.1e	All criteria for guidance met.	2/2
—	TOTAL	21/21

2.1a – Materials include a variety of instructional assessments at the unit and lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions.

The *HMH Into Reading Version 2* materials include a range of assessments:

Screening

Diagnostic

Progress Monitoring

Module

Weekly

Selection Quizzes

Module Inventories

Performance Tasks

At the unit level, students are assessed both formatively and summatively through "Module Assessments," "Module Inventories," and "Performance Tasks," which feature a variety of question and task types. For example, the "Reading and Vocabulary Module Assessment" in Module 5: "Art Everywhere" includes multiple-choice, multiselect, multipart, open-ended, and short-constructed questions.

At the lesson level, students are formatively assessed through "Weekly Assessments" and are both formatively and summatively assessed via "Selection Quizzes." The "Weekly Assessment" incorporates multiple-choice, open-ended, and matching questions.

"Screening Assessments" are used to identify students with reading difficulties and determine whether intervention is needed. "Progress Monitoring Assessments" are administered routinely to track the effectiveness of interventions over time.

2.1b – Materials include the definition and intended purpose for the types of instructional assessments included.

HMH Into Reading Version 2 clearly articulates the purpose and definitions for each type of instructional assessment: diagnostic, formative, and summative.

The "Test Overview" in the "Introduction and Test Overview" document provides a one-paragraph synopsis explaining the purpose of "Screening Assessments," "Diagnostic Assessments," and "Progress Monitoring Assessments." For example, the "Screening Assessments Overview" notes that these assessments "provide information on a student's performance on the essential skills and strategies necessary to be a successful reader with grade-level instruction." It further explains that screening results help determine whether intervention or additional diagnostic testing is needed.

Following the "Screening Assessment," teachers can administer one of three "Diagnostic Assessments." As outlined in the "Diagnostic Assessments Overview," users may choose from "Print Concepts," "Inventory Letter-Sound Correspondence," and "Phonological Awareness Inventory," depending on the needs of the student. In addition, the *Implementation Guide* includes a chart titled "Program Assessments at a Glance," which outlines the purpose and benefits of the various assessments.

For instance, the chart defines "Weekly Assessments" as tools to "monitor understanding and progression toward mastery of key skills taught each week" and notes that they "inform data for small-group placement and reteaching needs."

2.1c – Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments.

HMH Into Reading Version 2 provides clear and detailed guidance on administering assessments, including straightforward instructions for explaining tasks to students. The "Administering and Scoring the Assessments" document, under the heading "General Guidelines for Administering," outlines specific requirements for testing conditions, including the appropriate atmosphere for both teacher and student.

The "General Directions" section offers step-by-step instructions for supervising and conducting each assessment. For example, the first bullet point states, "Duplicate a copy of the Recording Form for each task you will be administering. You will record an individual student's responses on the Recording Form."

Additionally, scripts are included for each assessment type—"Screening," "Diagnostic," and "Progress Monitoring"—to ensure consistency in administration.

Guidance on assessment timing is provided at both the unit and lesson levels. The chart titled "Program Assessments at a Glance," located in the *Implementation Guide*, includes a column labeled "When to Administer/Length," which specifies the recommended administration points and estimated duration for each assessment type. For instance, "Module Assessments" are administered at the end of each module and take approximately 30–60 minutes, while "Module Inventories" require 15–25 minutes, and "Performance Tasks" take 30–45 minutes. "Weekly Assessments" are administered at the end of Weeks 1 and 2, with a suggested duration of 15–25 minutes.

2.1d – Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson.

HMH Into Reading Version 2 clearly identifies alignment with the TEKS in the type of assessment, content taught in the module lessons, and individual assessment items.

The lesson-level summative assessment targets TEKS 4.6F, which requires students to "make inferences and use evidence to support understanding." This standard is also reinforced in the "Weekly Assessments," which include short constructed response questions that prompt students to infer using text evidence. TEKS 4.6F is further addressed in Module 9: "Global Guardians," Week 1. Similarly, in Module 4: "Heroic Feats," Week 1, the "Word Study" lessons align with phonics and fluency TEKS 4.2A(ii), 4.2A(iv), and 4.4 U. The corresponding "Module Inventory" assesses these same standards by requiring students to decode multisyllabic words and read a passage aloud with appropriate fluency.

The "Answer Key" found in the "Module Assessments Administration Guide" clearly outlines the specific TEKS associated with each question. For example, in the first module, the "Answer Key" indicates that Question 4 aligns with TEKS 5.3B, and Question 10 aligns with TEKS 5.6E.

2.1e – Instructional assessments include TEKS-aligned items at varying levels of complexity.

HMH Into Reading Version 2 is aligned to the TEKS and includes a diverse bank of test questions that incorporate a variety of item types ranging from multiple-choice to open-ended responses.

For example, in Module 3: "Rise to the Occasion," the "Summative Assessment" in Week 3 requires students to compose an opinion essay. In this task, students analyze a focal text, formulate a clear claim, select text evidence, incorporate persuasive language, and participate in discussions to defend their position.

Similarly, Module 9: "Global Guardians" includes a summative "Inquiry and Research Project" in which students collaborate to raise public awareness about an environmental issue. As part of the project,

students generate research questions, develop a research plan, gather evidence from various sources, and present their findings through a product such as an informational pamphlet, poster, or brochure.

2.2 Data Analysis and Progress Monitoring

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.2a	All criteria for guidance met.	2/2
2.2b	All criteria for guidance met.	1/1
2.2c	All criteria for guidance met.	2/2
—	TOTAL	5/5

2.2a – Instructional assessments and scoring information provide guidance for interpreting student performance.

HMH Into Reading Version 2 includes scoring information and guidance for interpreting student performance on the assessments, supporting teachers in making informed instructional decisions.

For example, the "Administering and Scoring the Assessments" document provides specific direction for conducting the "Phonological Awareness Inventory Assessments." In the "Scoring and Interpreting the Results" section, teachers are guided on how to use the goals listed on the "Summary Recording Form" to determine the student's phonological and phonemic awareness level and how to use those levels to inform instruction.

Additionally, the "Module Assessments Administration Guide and Answer Key" includes a "Scoring and Interpreting the Results" section that outlines how each question type is scored. A "Constructed-Response Rubric" is also provided to assist teachers in scoring students' written responses to prompts.

The "Texas Weekly Assessments Administration Guide and Answer Key" document explains that "Weekly Assessments" can be administered either online or on paper and are untimed. This guide also includes information about the question types and a "Scoring and Interpreting the Results" section that describes where to find answer keys and how to score and interpret student responses.

2.2b – Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments.

HMH Into Reading Version 2 includes guidance on how to use tasks and activities to respond to trends in student performance based on instructional assessments. For example, the "Overview" section of the "Recommendations for Data-Driven Instruction" document instructs teachers to consult the "Summary Recording Form" and follow five steps to ensure data-driven instruction and target specific skills: identify student needs, teach to the need, scaffold the core, monitor progress, and problem-solve with colleagues.

In the "Interpreting Test Results" section of the "Module Inventory Administration Guide," teachers are prompted to review student data to determine whether students need reteaching in phonics/decoding or retelling skills.

Additionally, the "Recommendations in Detail" section of the "Recommendations for Data-Driven Instruction" document identifies specific lessons to use based on "Screening Assessments" results. For instance, if a student shows need based on the "Oral Reading Fluency" screening, teachers are directed to administer lessons in the "Foundational Skills and Word Study Studio" during the "Teach To The Need" stage.

2.2c – Materials include tools for teachers to track student progress and growth, and tools for students to track their own progress and growth.

The *HMH Into Reading Version 2* materials include a system for both teachers and students to record and track progress and growth. The "Assessment Summary Standards and Growth Reports" section in the *Implementation Guide* breaks results down by standard, highlighting student strengths and areas for improvement. This allows teachers to provide timely interventions and adjust instruction to meet student needs.

Additionally, the materials include a "My Progress Graph" to help students track their progress over time as they read texts of increasing difficulty. Teachers are instructed to provide individual copies of the graph so students can use it during "Cumulative Review/Fluency" sessions. Each time a student completes a "Practice Page," they record the achievement by plotting the session number on the y-axis and the date on the x-axis. At the point where these values intersect, students mark the spot with a star, checkmark, or another symbol of their choice. They then draw a line connecting each symbol to show their progress over time.

The "Student Progress and Learning Goals" section of the *Implementation Guide* explains that teachers can use the "HMH Ed Reports," "Assessment Summary," "Standards," and "Growth Reports" to track student progress, target instruction, and identify gaps, areas for growth, and overall learning trends.

3. Supports for All Learners

Materials support educators in reaching all learners through design focused on engagement, representation, and action/expression for learner variability.

3.1 Differentiation and Scaffolds

Guidance marked with a (T) refers to teacher-facing components. Guidance with an (S) refers to student-facing components.

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.1a	All criteria for guidance met.	3/3
3.1b	All criteria for guidance met.	2/2
3.1c	All criteria for guidance met.	2/2
—	TOTAL	7/7

3.1a – Materials include teacher guidance for differentiated instruction, activities, and paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.

The *HMH Into Reading Version 2* materials include teacher guidance for differentiated instruction, activities, and paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills. For example, the "Supporting All Learners" sidebar within the *Teacher's Guide* offers two categories of differentiation—"Access" and "Challenge"—and uses an if-then format to guide instructional decisions. In Module 4: "Heroic Feats," Week 1 "Reading and Vocabulary," Lesson 1, guidance for students who have not yet reached proficiency reads: "If students have difficulty understanding text features, then have them highlight titles, subheadings, or other specialized words." Scaffolded follow-up questions are also included to further support students' understanding of the concept.

In addition, the "Differentiation and Practice" page within the *Teacher's Guide* directs teachers to specific lessons and activities based on assessment data and informal classroom observations. It outlines targeted support for each instructional component: "Word Study," "Reading Skills and Strategies," "Writing and Grammar Skills," and "Emergent Bilingual Learners." For example, in Module 1: "Becoming Yourself," Week 1, students who have not yet mastered the prefixes *un-* and *re-* receive targeted instruction through the "Foundational Skills and Word Study Studio Session 229," which focuses on segmenting syllables in words containing these prefixes. Scaffolded guidance provides step-by-step teacher instructions—from introducing the prefix to applying it in context.

To further support differentiation, the program's "Tabletop Minilessons" offer additional targeted activities for students who have not yet reached proficiency in grade-level content and skills, allowing for flexible, focused small-group instruction.

3.1b – Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). (T/S)

HMH Into Reading Version 2 includes pre-teaching and embedded supports for unfamiliar vocabulary and references in the text. Each module introduces "Big Idea" words using a structured "Vocabulary Routine" that includes: (1) Say the word and ask students to repeat it; (2) Explain the meaning by reading aloud a student-friendly definition; and (3) Talk about examples by using an image, context sentence, or instructional strategy to reinforce understanding. The materials also include "Vocabulary Cards" to accompany the routine and provide teacher language and prompts to support implementation of each step.

In addition to vocabulary instruction, each module's "Teaching Pal" provides embedded support for unfamiliar references students may encounter in the text. For example, in Module 4: "Heroic Feats," teachers are guided to explain the idiom "done a number on" during the reading of *Prince Charming Misplaces His Bride*. The teacher is prompted to clarify the meaning of the expression and discuss how it functions within the context of the story.

3.1c – Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.

The *HMH Into Reading Version 2* materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills. For example, the "Supporting All Learners" sidebar within the *Teacher's Guide* offers two categories of differentiation—"Access" and "Challenge"—and uses an if-then format to guide instructional decisions. In Module 4: "Heroic Feats," Week 1: "Reading and Vocabulary," Lesson 1, guidance for students who have reached proficiency reads: "If students are ready for an additional challenge, then have them find three or four other features in the text *Who's a Hero?* and explain how those features support the text." Scaffolded follow-up questions are also included to further extend students' understanding of the concept.

Additionally, each module's "Inquiry and Research" project provides enrichment opportunities for students who are already proficient with grade-level content. For example, in Module 5: "Art Everywhere," students research an art project proposal to present to their campus and are given a variety of options in how they present their argument, including digital formats, physical models, or paper form. This research project supports critical thinking and fosters a richer understanding of the text.

3.2 Instructional Methods

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.2a	All criteria for guidance met.	4/4
3.2b	All criteria for guidance met.	2/2
3.2c	All criteria for guidance met.	3/3
—	TOTAL	9/9

3.2a – Materials include explicit (direct) prompts and guidance to support the teacher in modeling and explaining the concept(s) to be learned.

The *HMH Into Reading Version 2* materials include explicit (direct) prompts and guidance to support the teacher in modeling and explaining the concept(s) to be learned. The *Teacher's Guide* provides scripted prompts and instructional guidance for each lesson within the module. For example, in Module 1: "Becoming Yourself," Week 1: "Reading and Vocabulary," Lesson 2, the teacher script in the "I Do" section directs teachers to tell students they will ask and answer questions while reading to support their comprehension of the text *Flora & Ulysses*. Teachers are then prompted to display the "Ask and Answer Questions" anchor chart and explain that readers check their understanding as they read. In the "We Do" section, teachers are guided to model the strategy using the "Read for Understanding" routine, reinforcing the concept through shared application.

Additionally, each lesson plan features clearly structured bulleted steps and procedures, with bolded instructional language throughout key components—particularly in the "I Do—Connect and Teach," "We Do—Apply to Text," and "You Do—Engage and Respond" sections of the "Reading and Vocabulary" lessons—ensuring consistent, explicit instruction and effective lesson delivery.

3.2b – Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches.

The *HMH Into Reading Version 2* materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches. The product's *Teacher's Guide* provides explicit, step-by-step directions to support lesson delivery across key components, including topic introduction, "Inquiry and Research" projects, "Word Study," "Reading and Vocabulary," and "Writing and Grammar." For example, in Module 8: "Food for Thought," Week 1, Lesson 1, teachers receive clear procedures for introducing the topic of nutrition. To build background knowledge, the materials include explicit instructions for implementing the "Active Viewing Routine" while using the *Get Curious: Cupcake vs. Apple* video.

The "Reading and Vocabulary" lesson structure reinforces vocabulary development through a three-step process: First, students engage in academic discourse by using newly introduced words in spoken sentences. Next, they work in pairs to complete "Four-Square Maps" by drawing, defining, and writing

sentences for each vocabulary word. Finally, teachers use the "Know It, Show It" page to assess understanding through comprehension questions and opportunities for students to generate original sentences using target vocabulary.

3.2c – Materials support multiple types of practice (e.g., guided, independent, collaborative) and include guidance for teachers and recommended structures (e.g., whole group, small group, individual) to support effective implementation.

The *HMH Into Reading Version 2* materials support multiple types of practice and include guidance for teachers and recommended structures to support effective implementation. Each module's teacher's guide provides clear guidance on how to facilitate various types of practice throughout the lesson cycle. For example, in Module 6: "Marvels of Nature," Week 1: "Reading and Vocabulary," Lesson 4, the product instructs the teacher to begin the lesson with modeling how to identify different text structures in the passage *Mariana Trench*. Students then engage in guided practice by reading the text in chunks and working with a partner to answer targeted questions using the corresponding "Know It, Show It" page. To extend learning, students independently write about a topic they found interesting in the text, exchange their writing with a partner, and analyze the text structure used in their peer's response.

The module also includes structured opportunities for collaborative and independent practice beyond whole-group instruction. In Week 1 "Collaborative Centers" and "Independent Practice," teachers are guided to facilitate skill development in small groups, collaborative centers, and independent work time. Activities include working on an "Inquiry and Research Project," responding to a creative writing prompt, reading fluency passages or performing a "Reader's Theater" with a partner, and engaging in independent tasks such as self-selected reading, vocabulary practice, keyboarding, and handwriting. These varied formats ensure students can apply and reinforce skills through multiple modes of practice.

3.3 Support for Emergent Bilingual Students

An emergent bilingual student is a student who is in the process of acquiring English and has another language as the primary language. The term emergent bilingual student replaced the term English learner in the Texas Education Code 29, Subchapter B after the September 1, 2021 update. Some instructional materials still use English language learner or English learner and these terms have been retained in direct quotations and titles.

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.3a	All criteria for guidance met.	2/2
3.3b	All criteria for guidance met.	1/1
3.3c	All criteria for guidance met.	8/8
3.3d	This guidance is not applicable to the program.	N/A
—	TOTAL	11/11

3.3a – Materials include teacher guidance on providing linguistic accommodations for various levels of language proficiency [as defined by the English Language Proficiency Standards (ELPS)], which are designed to engage students in using increasingly more academic language.

The *HMH Into Reading Version 2 Teacher's Guide* includes guidance on providing linguistic accommodations for various levels of English language proficiency, as defined by the ELPS, with the goal of engaging students in using increasingly academic language. For example, in Module 8: "Food for Thought," Week 1: "Reading and Vocabulary," Lesson 1, the "Emergent Bilingual Learners: Build Background" sidebar offers differentiated linguistic accommodations for "Pre-Production and Beginning," "Intermediate," and "High Intermediate and Advanced" students. For "Pre-Production and Beginning" learners, the guidance recommends using visuals to support understanding of foods in each food group and prompting students to name any foods they recognize. For "Intermediate" students, teachers are encouraged to ask questions that prompt explanations about what makes certain foods healthy. For "High Intermediate and Advanced" learners, the materials suggest prompting students to share what they know about nutritious foods.

Similarly, in Module 10: "Communication Nation," Week 1: "Build Knowledge and Vocabulary," Lesson 1, the "Emergent Bilingual Learners: Elicit Participation" sidebar provides tailored supports for the same proficiency levels. For "Pre-Production and Beginning" students, simple questions are included, such as, "What is one other way we can communicate besides speaking?" For "Intermediate" students, two sentence frames are provided to support structured responses. For "High Intermediate and Advanced" learners, open-ended questions such as, "What did you learn from the video?" and "Can you think of any other ways we can communicate?" are suggested to encourage deeper engagement and language development.

3.3b – Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.

The *HMH Into Reading Version 2* materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs. The "English Language Development Tabletop Minilesson" book includes embedded implementation guidance through small group lessons that incorporate scaffolds for multiple language proficiency levels. For example, in the "Infer Tabletop Minilesson," teachers are guided to use total response signals—such as thumbs-up or thumbs-down—during read-alouds to check for understanding. The lesson provides differentiated supports for each proficiency level: for "Pre-Production and Beginning" learners, teachers use images and gestures to convey action vocabulary; "Intermediate" learners receive sentence frames to support oral responses; and "High Intermediate and Advanced" learners are supported with reinforcement prompts to encourage the use of academic language.

Similarly, the "Sequence Tabletop Minilesson" includes another total response signal—palms-up or palms-down—to engage students during a read-aloud. "Pre-Production and Beginning" learners are prompted to identify sequence words. "Intermediate" students are given sentence frames to support language production. "High Intermediate and Advanced" students receive reinforcement prompts to extend their responses and demonstrate comprehension.

3.3c – Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.

The *HMH Into Reading Version 2* materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse. Each module's teacher's guide includes "Emergent Bilingual" sidebars in every lesson that provide guidance for supporting student oral discourse. For example, in Module 3: "Rise to the Occasion," Week 1: "Build Knowledge and Language," Lesson 1, the "Emergent Bilingual: Elicit Participation" sidebar guides teachers to build academic vocabulary by using targeted questions and sentence stems that incorporate critical vocabulary. In Week 2 "Writing and Grammar," Lesson 10, the "Support Comprehension" sidebar offers scaffolds for students to collaborate in identifying supporting details before sharing responses with the class. Similarly, in Week 2 "Reading and Vocabulary," Lesson 9, the "Build Vocabulary" sidebar encourages students to incorporate newly acquired concepts into oral discussions about the text. This same sidebar also supports cross-linguistic connections by guiding teachers to highlight cognates, such as *immigration* and *inmigración* and prompt students to use these words during discussion.

In Module 4: "Heroic Feats," Week 1: "Reading and Grammar," Lesson 2, the "Support Comprehension" sidebar provides scaffolds for expanding sentence frames and prompts into generating original, written

responses based on texts. In Week 1 "Reading and Vocabulary," Lesson 3, the "Guide Discussion" sidebar builds background knowledge by encouraging students to incorporate new concepts into their written responses. Finally, in Week 2 "Reading and Vocabulary," Lesson 7, the "Utilize Language Transfer" sidebar promotes cross-linguistic transfer by having teachers highlight Spanish cognates for text structure words, such as *solution/solución* and *problem/problema*, and have students apply them in written responses.

3.3d – If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language.

This guidance is not applicable because the program is not designed for dual language immersion (DLI) programs.

4. Foundational Skills

Materials include guidance for explicit (direct) and systematic instruction in foundational skills, instructional routines, student practice, and cumulative review.

4.A Oral Language

4.A.1 Oral Language Development

TEKS Correlation: Strand 1 / Texas Reading Academies: Module 5E – Oral Language

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.A.1a	All criteria for guidance met.	4/4
4.A.1b	All criteria for guidance met.	6/6
4.A.1c	All criteria for guidance met.	4/4
—	TOTAL	14/14

4.A.1a – Materials include teacher guidance to support students in expressing an opinion and organizing presentations for specific purposes and audiences according to grade level TEKS. (T)

The *HMH Into Reading Version 2* materials include teacher guidance to support students in expressing an opinion and organizing presentations for specific purposes and audiences according to grade-level TEKS. For example, in "Tabletop Minilesson 9.1," the "Justify the Speaking" section offers guidance on helping students share opinions with a partner by using sentence starters such as *I think*, *because*, and *reason* to signal opinion-based responses. Teachers are then prompted to engage students in justifying what they like about where they live while reinforcing listening and response expectations.

Additionally, Module 2: "Come to Your Senses," Week 3, Lesson 14 provides direct instruction on organizing effective presentations. A teacher script models how to first identify the presentation's purpose and then determine how to communicate that purpose to an audience—for example, explaining that the purpose is "to communicate how technology has improved people's lives," followed by the specific way to get the message across: "I want my audience to see a hearing-impaired child get a cochlear implant and be able to hear for the first time." The lesson concludes by guiding teachers to give students time to clarify their own purposes and develop strategies for reaching their audiences.

4.A.1b – Materials include guidance and opportunities for students to follow, restate, and give oral instructions as directed by the grade-level English language arts TEKS. (S)

The *HMH Into Reading Version 2* materials include guidance and opportunities for students to follow, restate, and give oral instructions as directed by the grade-level English language arts TEKS. For example, the materials include a "Following and Giving Instructions" anchor chart that supports students in both interpreting and delivering written and oral directions. The "Following Oral Instructions" column outlines four steps: (1) Listen for the materials you may need, (2) Listen for sequence words, (3) Restate each step

in your own words, and (4) Follow the instructions as given. Meanwhile, the "Giving Written or Oral Instructions" column advises students to (1) List the needed materials, (2) Use numbers or sequence words to organize the steps, and (3) Present the steps in order when giving oral directions.

This skill is further reinforced during "Module 5: Art Everywhere," Week 3, Lesson 14, where students practice both listening to and giving oral instructions. In the "Apply the Skill" component, students work in pairs to create simple instructions for an artistic task—such as a drawing, poem, dance, or performance—and then exchange instructions with another pair, taking turns to give and follow the directions.

4.A.1c – Materials include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. (S)

The *HMH Into Reading Version 2* materials include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. For example, in Module 1: "Becoming Yourself," the "Collaborative Centers" and "Independent Practice" sections incorporate a "Listening Log" that guides students in setting a purpose for listening, tracking their thoughts, taking notes, and recording questions as they engage with a self-selected text from their *myBook* or *HMH Reader*.

Additionally, each module includes an "Active Viewing Routine" to accompany the introductory *Get Curious* video, helping students practice active listening, generate questions, participate in discussions, and share ideas. This routine walks students through setting a purpose for viewing, reflecting on content as they watch and listen, and responding thoughtfully. For instance, in Module 2: "Come to Your Senses," Week 1, Lesson 1, students use the "Active Viewing Routine" with the video *Super Senses*. Following the video, they engage in a think-pair-share discussion to answer questions such as, "Why do you think an eagle's super sense is important to its survival?" The lesson concludes with a "Connect to Experience" activity, where students use insights from peer discussions to make personal connections to their own five senses.

4.B Phonics (Encoding/Decoding)

4.B.1 Sound-Spelling Patterns (4–5)

TEKS Correlation: Strand 1 / Texas Reading Academies: Module 8E – Decoding, Encoding, and Word Study

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.B.1a	All criteria for guidance met.	1/1
4.B.1b	All criteria for guidance met.	1/1
4.B.1c	All criteria for guidance met.	3/3
—	TOTAL	5/5

4.B.1a – Materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS.

The *HMH Into Reading Version 2* materials provide consistent, sequential word study instruction on sound-spelling patterns, including single-syllable, advanced-syllable, and multisyllabic word decoding, that builds within and across lessons. For example, the *Scope and Sequence* shows that phonics instruction in Module 1 "Becoming Yourself," Week 1 begins with basic patterns such as short vowels. In Module 5 "Art Everywhere," students learn *r*-controlled vowels, and in Module 9 "Global Guardians," they are working with multisyllabic words that include complex vowel sound-spelling patterns.

Another example of increasing complexity in phonics instruction is the progression from vowel teams such as *ai*, *ay*, *ey*, and *igh* to more advanced patterns like the *schwa* sound.

4.B.1b – Materials include teacher guidance to provide explicit (direct) instruction for grade-level sound-spelling patterns. (T)

The *HMH Into Reading Version 2* materials include clear explanations and guidance for systematically delivering instruction on sound-spelling patterns. Each module's teacher's guide includes a teacher script to support modeling, practice, and scaffolding of sound-spelling instruction. For example, in Module 2: "Come to Your Senses," Week 1: "Word Study," the "Phonics Skill Review" section provides a script for the direct teaching and guided practice of the long *a* vowel sound-spelling pattern. The script prompts teachers to activate students' prior learning of the long *a* sound and includes step-by-step instructions for modeling the different spellings of long *a* and blending those sounds when reading words that contain the pattern.

The materials also offer specific guidance for scaffolding sound-spelling instruction. In the same "Word Study" lesson, the "Emergent Bilingual Learners: Facilitate Language Connections" section explains how to connect English and Spanish sound-spelling. It notes that Spanish emergent bilingual students may require additional support discerning vowel sounds between the two languages and suggests using a word sort activity to scaffold instruction and support understanding of the long *a* sound-spelling variations.

4.B.1c – Materials include a variety of activities and/or resources for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). (S)

The *HMH Into Reading Version 2* materials include a variety of practice opportunities, including cumulative review, for students to apply their learning and solidify their understanding of sound-spelling patterns. The "Foundational Skills and Word Study Studio" sessions offer a range of activities designed to develop, practice, and reinforce sound-spelling patterns.

The "Application" section supports decoding at the word and phrase level, as well as within connected texts, and the "Resources" section provides additional opportunities for students to engage with sound-spelling patterns through interactive activities. For example, in the "Seek and Sort" activity, students identify and spell words that follow specific patterns.

Other hands-on options, such as blending and building words with letter cards, support learning and reinforce grade-level sound-spelling patterns.

4.B.2 Regular and Irregular High-Frequency Words

TEKS Correlation: Strand 1 / Texas Reading Academies: Module 8E – Decoding, Encoding, and Word Study

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.B.2a	All criteria for guidance met.	2/2
4.B.2b	All criteria for guidance met.	4/4
4.B.2c	All criteria for guidance met.	12/12
4.B.2d	All criteria for guidance met.	4/4
—	TOTAL	22/22

4.B.2a – Materials include a systematic sequence for introducing regular and irregular high-frequency words.

The *HMH Into Reading Version 2* materials include a systematic sequence for introducing regular and irregular high-frequency words. The "Foundational Skills and Word Study Studio Table of Contents" outlines a clear progression of high-frequency words throughout the program. Lessons begin with regular high-frequency words such as *see, we, a, and to* and gradually advance to more complex words like *above, enough, falling, happened, lived, loved, should, sorry, want, and while*. Lessons also progress from single-syllable words—such as *this, find, from, came, but, and on*—to multisyllabic words like *city, family, myself, party, and seven*.

In addition, the *Teacher's Guide* includes a "Differentiation and Practice" document that connects weekly texts to the "Word Study Studio Sessions." For example, "Foundational Skills and Word Study Studio Session 157" focuses on high-frequency words such as *blue, cold, far, little, live, their, water, and where*. During the "Guided Practice" portion of the lesson, students blend and spell each word aloud with teacher support. In the "Apply" section, they read each word aloud and use it in a sentence.

4.B.2b – Materials include teacher guidance to provide explicit (direct) instruction for decoding and encoding regular and irregular high-frequency words. (T)

The *HMH Into Reading Version 2* materials include teacher guidance to provide explicit (direct) instruction for decoding and encoding regular and irregular high-frequency words. In "Foundational Skills and Word Study Studio Session 104," the teacher displays the "High-Frequency Word Cards"—*look, out, very, their, and saw*—in random order. Students are prompted to read the words aloud, write them, and then compare their spelling to the words on the cards, making corrections as needed.

Additionally, in "Foundational Skills and Word Study Studio Session 347," the materials provide explicit instruction to support teachers in modeling the decoding and encoding of irregular high-frequency words such as *lives, thieves, halves, and calves*. Each lesson is structured into three components—"Teach/Model," "Guided Practice," and "Apply"—with bullet points and scripted teacher guidance. For example, when modeling how to encode the word *calves*, teachers are instructed to "point out that the final *f*

changed to *v* and *-es* was added to make the plural *calves*. Model how to blend the sounds and read the word *calves*. Guide students to read the word aloud." The decoding script for loaves reads: "Display the word *loaves* and underline the ending *-ves*. Model how to decode the word. Say: 'I see the *-ves* ending on the word, so I know the singular word is *loaf*. I blend the word '/l/ /ō/ /v/ /z/,' *loaves*.'"

4.B.2c – Materials include a variety of activities and/or resources for students to develop, practice, and reinforce skills to decode and encode regular and irregular high-frequency words (through cumulative review). (S)

The *HMH Into Reading Version 2* materials include a variety of activities and/or resources for students to develop, practice, and reinforce skills to decode and encode regular and irregular high-frequency words. The program consistently applies a structured routine to help students develop, practice, and reinforce high-frequency words. This routine includes the following steps:

"Display the high-frequency word.

Read the word aloud.

Spell the word.

Use the word in a sentence.

Point out familiar spelling patterns.

Blend the sounds in the word.

Point to the letters on the card as students spell.

Read the spelling aloud while sounding out.

Have students write the word.

Have students compare their writing to the displayed word."

Additionally, in "Foundational Skills and Word Study Studio Session 160," students use word cards to map and spell high-frequency words such as *like*, *been*, *brown*, *know*, *never*, *off*, *out*, *own*, and *very*. Students then practice spelling the words aloud as the teacher points to each letter, blend the sounds, and read the words from the cards. They conclude the activity by writing each word in isolation and creating a sentence for each.

The materials also include regular opportunities for students to reinforce decoding and encoding of both regular and irregular high-frequency words through "Cumulative Reviews" in the "Foundational Skills and Word Study Studio Sessions." For example, in "Foundational Skills and Word Study Studio Session 67," the "Practice Page" includes tasks such as reading high-frequency words in isolation and in context,

completing sentences using appropriate high-frequency words, and orally telling a story that incorporates them.

In addition, "Grammar Minilesson 3.5.1" provides extended practice with irregular past-tense verbs such as *thought* and *brought*. Students apply this learning by revisiting their own writing to edit and ensure all irregular past-tense verbs are correctly spelled.

4.B.2d – Materials include a variety of activities and/or resources (including the use of memory-building strategies) for students to read and write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences). (S)

The *HMH Into Reading Version 2* materials include a variety of activities and resources for students to read and write high-frequency words in isolation and in connected text. In "Foundational Skills and Word Study Studio Session 104," students engage in an activity that requires them to analyze high-frequency words by reading them in isolation from word cards, practicing blending and spelling each word, and using them in a sentence.

The materials also include cumulative review opportunities where students read a connected text and apply decoding skills to self-correct errors made during reading. In another activity, students interact with high-frequency words in the decodable story *A Big Ant Picnic*, which features words with short vowel sounds *a* and *i*, reinforcing phonics and decoding skills in context.

4.B.3 Decoding and Encoding Multisyllabic Words

TEKS Correlation: Strand 1 / Texas Reading Academies: Module 8E – Decoding, Encoding, and Word Study

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.B.3a	All criteria for guidance met.	2/2
4.B.3b	All criteria for guidance met.	4/4
4.B.3c	All criteria for guidance met.	6/6
4.B.3d	All criteria for guidance met.	8/8
—	TOTAL	20/20

4.B.3a – Materials include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS.

The *HMH Into Reading Version 2* materials systematically introduce grade-level individual syllable types and division principles from simple to complex, allowing students to master one skill before moving on to the next.

The *Scope and Sequence* details a systematic progression of phonics instruction, demonstrating how skills increase in complexity across the modules. For instance, in Module 1: "Becoming Yourself," Week 1, phonics instruction begins with short vowel patterns. As students advance through the modules, instruction builds toward more complex syllable types. By Module 9: "Global Guardians," Week 2: "Word Study," Lesson 6, students receive explicit instruction on *schwa* syllables in the context of the morpheme *-ic*, illustrating the increasing sophistication of phonics content.

This progression is further supported in the "Foundational Skills and Word Study Studio" *Teacher's Guide*, which outlines a clear path from phonological awareness to advanced syllable division. For example, in "Foundational Skills and Word Study Studio Session 330," instruction focuses on the vowel diphthongs *ow* and *ou*, first in isolation and then within connected texts, including sentences. Later in the sequence, "Foundational Skills and Word Study Studio Session 386" introduces syllable division patterns VCV and VCCV. Instructional guidance supports teachers in modeling how to divide words between vowels and consonants and apply that understanding when adding affixes such as *un-* and *-ist*.

4.B.3b – Materials include teacher guidance to provide explicit (direct) instruction for applying knowledge of syllable types and syllable division principles to decode and encode multisyllabic words. (T)

The *HMH Into Reading Version 2* materials include teacher guidance to provide explicit, direct instruction for applying knowledge of syllable types and syllable division principles to decode and encode multisyllabic words.

The "Foundational Skills and Word Study Studio" *Teacher's Guide* offers clear, step-by-step support for teaching the decoding and encoding of multisyllabic words. For example, in "Foundational Skills and

Word Study Studio Session 331," the "Teach/Model" section includes a structured routine for introducing the /aw/ spelling pattern. Students decode words such as *August*, *author*, *belong*, and *autographed* both in isolation and within context, as in the sentence, "Mrs. Dawson almost brought her daughter the wrong doll." During "Guided Practice," teachers support students in encoding words with the same pattern, and the "Connect to Spelling and Writing" section extends the lesson by having students write words like *laundry* and compose sentences such as "All will applaud if I sing my song without a flaw."

Similarly, "Foundational Skills and Word Study Studio Session 328" focuses on instruction with the VCCV syllable division pattern. Teachers are provided with detailed modeling strategies to demonstrate how to divide multisyllabic words by syllable. Students then practice syllabifying and decoding words such as *struggle*, *describe*, and *scratchy* in isolation. The "Connect to Spelling and Writing" portion engages students in composing words like *ostrich* and *scratched* using the VCCV pattern.

4.B.3c – Materials include a variety of activities and/or resources for students to develop, practice and reinforce skills to decode and encode multisyllabic words (through cumulative review). (S)

The *HMH Into Reading Version 2* materials include, through cumulative review, a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode multisyllabic words. More specifically, the "Word Study" lessons support teachers in delivering research-based, evidence-informed instruction in morphology, spelling, and fluency. For example, in Module 5: "Art Everywhere," Week 1, students are introduced to the prefixes *sub-* and *fore-*. They begin by learning the meanings of these prefixes and examining multisyllabic words that contain them. Students then apply decoding strategies by breaking apart these words to determine their meaning. This practice continues within sentence-level context, where students decode with prefixes *com-*, *con-*, and *cor-*.

To strengthen encoding skills, students participate in word-building activities using the prefixes *sub-* and *fore-*. They manipulate graphemes to form multisyllabic words and then segment syllables to determine accurate spelling. This learning is reinforced with the "Know It, Show It" worksheet, where students complete sentences using a word bank of multisyllabic words, applying encoding knowledge in context.

To further reinforce encoding skills, the "Word Study" "Sounds in Sequence Dictation Instructional Routine" provides structured encoding practice with multisyllabic words. The routine includes reviewing sound-spelling patterns, segmenting target words by syllable and sound, and writing decodable sentences one word at a time. This step-by-step process ensures students engage in both phonemic and syllabic analysis before spelling full sentences, building on foundational skills with writing application.

As part of a cumulative review, students complete a writing activity that requires application of previously learned morphemes. They write a paragraph about an event in their school or town and are instructed to include words with the prefixes *dis-* and *mis-*, encouraging students to draw on their morphological knowledge.

4.B.3d – Materials include a variety of activities and/or resources for students to practice decoding and encoding multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists) and in connected text that builds on previous instruction. (S)

The *HMH Into Reading Version 2* materials include a variety of activities and resources for students to practice decoding and encoding multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation and in connected text that builds on previous instruction. In "Foundational Skills and Word Study Studio Session 361" students develop decoding skills with the VCV syllable pattern using the "Syllable Division VCV Pattern Instructional Routine." Students begin by decoding multisyllabic words in isolation, such as *lady*, *library*, and *project*. This practice is then extended to decoding in context with sentences such as, "I have a recipe for chocolate cake." Finally, students apply their knowledge in connected text by reading the fluency passage *Never Forget the Eggs*, which reinforces decoding with the VCV syllable pattern.

Similarly, in "Foundational Skills and Word Study Studio Session 327," which also focuses on decoding multisyllabic words with the VCV pattern, students start by dividing syllables in isolated words such as *president*, *promise*, *calendar*, and *gravel*. Then, they decode multisyllabic words within the context of a sentence, for example, "Jason's story was about a wizard who could vanish into thin air." To apply encoding skills, students write multisyllabic words like *Friday*, *human*, *talent*, and *punish*, followed by composing a full sentence, "The clever knight played music to make the dragon sleep." This gradual progression from isolated word work to sentence-level encoding supports mastery of encoding multisyllabic words.

In addition to syllable division practice, the materials include lessons that target word endings in multisyllabic words. For instance, in Lesson 8.1.2 "Spelling Words with Endings," students encode words with *-er*, *-or*, and *-ar* endings, such as *skyscraper*, *jeweler*, *decorator*, *director*, *burglar*, and *scholar*. Using the printable "Grammar 8.1.2," students complete sentences by selecting the correct word and writing it with accurate spelling. They then revisit and revise their writing to ensure all targeted word endings are spelled correctly.

4.B.4 Morphological Awareness

TEKS Correlation: Strand 1 / Texas Reading Academies: Module 8E – Decoding, Encoding, and Word Study

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.B.4a	All criteria for guidance met.	1/1
4.B.4b	All criteria for guidance met.	4/4
4.B.4c	All criteria for guidance met.	3/3
4.B.4d	All criteria for guidance met.	4/4
—	TOTAL	12/12

4.B.4a – Materials include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS.

The *HMH Into Reading Version 2* materials provide a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. The *Scope and Sequence* clearly outlines how morphological skills progress in complexity across the modules. For example, Module 1: "Becoming Yourself," Week 1 "Word Study" introduces the prefixes *un-*, *in-*, and *im-*. By Module 6: "Marvels of Nature," students are working with multisyllabic words that contain Greek and Latin roots.

This systematic approach continues in Module 2. In Week 2, instruction begins with the suffixes *-s*, *-es*, *-ed*, and *-ing*. The following week builds on this basic foundation by introducing multisyllabic words with the prefixes *re-* and *pre-*.

This progression can also be found in the "Foundational Skills and Word Study Studio" *Teacher's Guide*, which details the development from basic prefixes to more complex Greek and Latin roots. For example, "Foundational Skills and Word Study Studio Session 291" focuses on suffixes *-y*, *-ly*, and *-ful*, both in isolation and within sentences and connected text. By "Foundational Skills and Word Study Studio Session 404," instruction advances to Greek and Latin roots, reflecting a cumulative progression of morphological instruction.

4.B.4b – Materials include teacher guidance to provide explicit (direct) instruction for supporting recognition of common morphemes and using their meanings (e.g., affixes, roots, and base words) to support decoding, encoding, and reading comprehension. (T)

The *HMH Into Reading Version 2* materials include teacher guidance to provide explicit instruction for supporting recognition of common morphemes and using their meanings to support decoding, encoding, and reading comprehension.

The "Word Study" lessons are organized into three key instructional sections that offer detailed teacher guidance: "Learn Skill," "Practice Decoding," and "Practice Spelling." In the "Learn Skill" section, teachers are guided in introducing specific morphemes, such as the prefix *un-*. The "Practice Decoding" section provides support for helping students break words into parts, guiding them to divide words by

morphemes and understand how those parts help them to understand the meaning of words. In the "Practice Spelling" section, teachers receive guidance to help students manipulate graphemes and build words using prefixes like *un-*, *in-*, and *im-*.

Instruction also includes teacher-led decoding and word-building routines designed to reinforce how morphemes, such as suffixes and prefixes, affect word meaning. For example, in a lesson on the suffixes *-ion* and *-ation*, teachers model using the word *donation* and the following procedure:

"Display the suffixes and full word.

Pronounce it.

Circle the suffix.

Decode by segmenting root and suffix.

Blend the entire word.

Have students repeat it aloud."

Further support for reading comprehension using morphemes is embedded in the "Foundational Skills and Word Study Studio" sessions. For example, in "Foundational Skills and Word Study Studio Session 375," the teacher is guided to provide explicit instruction using prefixes such as *be-*, *com-*, *de-*, *pre-*, *a-*, *con-*, and *pro-* within a connected text to determine word meaning. In the "Apply" section of this session, teachers are supported in helping students decode and analyze the meaning of the text *A Home for the President* by applying morphological knowledge.

4.B.4c – Materials include a variety of activities and/or resources for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). (S)

The *HMH Into Reading Version 2* materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level morphological skills through cumulative review. Students engage in repeated and varied practice with affixes to support fluency, decoding, and comprehension. For example, students read sentences containing the prefixes *un-*, *in-*, and *im-* to build fluency and deepen understanding of how these prefixes influence word meaning. As part of a cumulative review, students read a decodable text that reinforces these same prefixes, supporting both word recognition and reading comprehension.

In Module 7: "Tricksters and Tall Tales," students are introduced to the prefixes *inter-* and *intra-*. They begin by learning the meanings of the prefixes and examining multisyllabic words that contain them. Students then manipulate graphemes to build new words using the prefixes, followed by encoding practice where they segment syllables to determine accurate spelling. This skill is further developed with a corresponding "Practice Page," where students complete a word web for *inter-* and *intra-* and write

sentences using the words they generated. By Week 3 of the module, students engage in a cumulative review of all affixes introduced, including the prefixes *inter-* and *intra-* and the suffixes *-ty* and *-ity*.

There are additional activities that reinforce morphological skills in a game-based format. The "Fun with Sounds, Letters, and Words" activity includes twenty-one different exercises designed to help students decode and encode multisyllabic words through repeated practice. In another example, the "Suffix Hop," students shuffle two sets of cards—one with words and one with the number of hops. A student draws a word card, reads it aloud, and identifies the base word and suffix. If correct, the student draws a hop card and moves accordingly.

4.B.4d – Materials include a variety of activities and/or resources for students to decode and encode words with morphemes in isolation (e.g., word lists) and in connected text that builds on previous instruction (e.g., within sentences). (PR 2.A.1 & 2.A.3) (S)

The *HMH Into Reading Version 2* materials include a variety of activities and resources for students to decode and encode words with morphemes in isolation and in connected text that builds on previous instruction. One activity requires students to break words into parts and identify the base word and affix in each word. Students start with the base word *made*, learn its meaning, and then build onto it by adding the prefix *pre-*. This process is repeated with other root words such as *pay*, *judge*, *test*, *shape*, *play*, *paint*, and *weigh*. Students then manipulate graphemes to construct new words using the prefixes *re-* and *pre-* and write the words on paper. To extend the skill, students read sentences containing those prefixes to practice decoding in context.

In addition, the "Foundational Skills and Word Study Studio Sessions" provide structured opportunities for decoding and encoding with morphemes. For example, "Foundational Skills and Word Study Studio Session 407" focuses on decoding root words with the suffixes *-ion* and *-ian*. Students begin by practicing these suffixes in isolation using a word list that includes *comedian*, *comedy*, *selection*, and *magician*. Following this, students apply what they learned about morphemes by reading a connected text *Benjamin Franklin*.

Similarly, Module 3: "Rise to the Occasion," Week 1: "Word Study" centers on the prefixes *mis-* and *dis-*. Students first engage in encoding practice by building words such as *disappear*, *misbehave*, *mislead*, and *displease*. They then apply their learning by encoding complete sentences using those words in the "Know It, Show It" practice page.

4.C Vocabulary Support

4.C.1 Vocabulary Development

TEKS Correlation: Strand 1 / Texas Reading Academies: Module 5E – Oral Language and Vocabulary

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.C.1a	All criteria for guidance met.	4/4
4.C.1b	All criteria for guidance met.	5/5
4.C.1c	All criteria for guidance met.	1/1
—	TOTAL	10/10

4.C.1a – Materials include teacher guidance to provide explicit (direct) instruction on the purpose and use of both print and digital resources such as dictionaries, glossaries, eBooks, and online dictionaries. (T)

The *HMH Into Reading Version 2* materials include teacher guidance to provide explicit, direct instruction on the purpose and use of both print and digital resources, such as dictionaries, glossaries, eBooks, and online dictionaries. For example, in Module 6: "Marvels of Nature," Week 1 "Reading and Vocabulary," Lesson 3, the teacher script provides guidance on the use of print and digital reference sources, with a specific focus on dictionaries. Teachers are prompted to explain that the purpose of dictionaries is primarily to look up the meanings of words. They are then instructed to model how to use one by looking up the word *autonomous*. In the "We Do" section, students practice locating critical vocabulary words in a dictionary and verify that the definitions align with how the words are used in the context. In Week 3 "Reading and Vocabulary," Lesson 12, the teacher script focuses on the use of thesauruses and explains how they help to "understand shades of meaning," or intensity. The lesson then guides teachers to model how to use a print or digital thesaurus to find synonyms for critical vocabulary words, deepening students' understanding of word choice and meaning.

4.C.1b – Materials include print and digital resources to support students in determining the meaning, syllabication, pronunciation, word origin and part of speech of vocabulary. (S)

The *HMH Into Reading Version 2* materials include print and digital resources to support students in determining the meaning, syllabication, pronunciation, word origin, and part of speech of vocabulary. For example, in Module 6: "Marvels of Nature," Week 1: "Reading and Vocabulary," Lesson 3, students are prompted to use a dictionary to look up the definitions of critical vocabulary words and verify that the meanings align with how the words are used in the text. Students work in pairs to determine the part of speech of vocabulary words found in the lesson text, *Mariana Trench*. The materials include both print and digital resources to support students in developing additional vocabulary skills, such as syllabication, pronunciation, and identifying parts of speech. In Week 2 "Reading and Vocabulary," Lesson 9, students learn how pronunciation marks in dictionary entries can be used to determine correct pronunciation.

Teachers model this process, and students are prompted to use the entries to check their own pronunciation.

In Module 7: "Tricksters and Tall Tales," Week 3: "Reading and Vocabulary," Lesson 12, students are introduced to accent marks in dictionary entries that indicate syllabication. They are then tasked with determining the number of syllables in critical vocabulary words based on those entries.

4.C.1c – Materials support students in using context to determine the meaning of unfamiliar words according to grade-level TEKS. (S)

The *HMH Into Reading Version 2* materials support students in using context to determine the meaning of unfamiliar words according to grade-level TEKS. In the "Tabletop Minilesson" on context clues provides teacher guidance for emphasizing four key points as students engage with the text. First, it explains that context clues are words and pictures in a text that help readers determine the meaning of unknown words. Second, it encourages students to look for word parts, examples, definitions, labels, synonyms, and antonyms as they read. Third, it notes that difficult words often include roots, prefixes, or suffixes, and understanding part of a word can help unlock its full meaning. Finally, the lesson reinforces that synonyms and antonyms in surrounding text can offer important clues to a word's meaning.

In Module 4: "Heroic Feats," Week 1 "Writing and Grammar," Lesson 2, students are prompted to compile a list of words they encountered while reading the focal text "Love Will See You Through: Martin Luther King Jr.'s Six Guiding Beliefs." Students are then tasked with using the context in which the words appear to determine their meanings.

4.D Fluency

4.D.1 Reading Fluency

TEKS Correlation: Strand 1 / Texas Reading Academies: Module 9E – Reading Fluency

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.D.1a	All criteria for guidance met.	1/1
4.D.1b	All criteria for guidance met.	1/1
4.D.1c	All criteria for guidance met.	1/1
4.D.1d	All criteria for guidance met.	4/4
—	TOTAL	7/7

4.D.1a – Materials include a variety of grade-level texts to support students to read fluently according to the reading purpose. (S)

The *HMH Into Reading Version 2* materials include a variety of grade-level texts to support students to read fluently according to the reading purpose. Students have frequent opportunities to practice fluent reading across a range of genres, including biographies, informational texts, and fairy tales. These texts are paired with specific fluency skills to reinforce students' ability to read with accuracy, expression, and understanding.

For example, in Module 2: "Come to Your Senses," Week 1: "Word Study," Lesson 3, students use the informational fluency passage *A Cool Eyeful* to practice the skill of self-correction. Similarly, in Module 4: "Heroic Feats," students focus on phrasing while reading another informational passage *Heroes Come in All Shapes and Sizes*. In Module 5: "Art Everywhere," the fluency passage *Dr. Seuss* supports practice with reading with expression and attention to punctuation. Later in the year, Module 10: "Communication Nation," Week 3 "Word Study," Lesson 13 uses the biography *America's Top Dog* to help students develop an appropriate reading rate.

In addition to structured fluency lessons, the "Collaborative Partner Reading Center" provides students with additional practice. In one week, students work on phrasing and intonation, and in another week, they focus on accuracy and self-correction. These ongoing opportunities to read connected texts for different purposes support the development of fluent reading.

4.D.1b – Materials include practice activities and tasks to develop word reading fluency in a variety of settings (e.g., independently, in partners, in teacher-facilitated small groups, etc.). (S)

The *HMH Into Reading Version 2* materials include practice activities and tasks to develop word reading fluency in a variety of settings: independently, with partners, and in teacher-facilitated small groups. Throughout the course, students are regularly prompted to engage in whole-group reading, partner reading, and independent reading, ensuring fluency is supported through multiple modes of instruction

and practice. For example, in Module 2: "Come to Your Senses," Week 1 "Word Study," Lesson 1, students participate in a "Choral Reading Routine," where students engage in repeated read-aloud practice within a small group setting to build fluency. First, they follow along as the teacher models fluent reading. Then, the class reads the text together, starting at the same time and maintaining a consistent pace. Finally, students listen to the teacher read once more, reinforcing proper rate, expression, and phrasing.

The "Collaborative Centers" and "Independent Practice" components of the module lessons provide opportunities for students to apply their fluency skills during partner and independent reading tasks. In the "Partner Reading" routine, students read a familiar text with a classmate, focusing on that week's targeted fluency skill. Additionally, in the "Choice Board" section, students are encouraged to self-select an independent reading book to practice fluent reading on their own.

4.D.1c – Materials include materials and tools for teachers, with strategies to support students through self-sustained reading with high-quality grade-level texts. (T)

The *HMH Into Reading Version 2* materials include materials and tools for teachers, with strategies to support students through self-sustained reading with high-quality, grade-level texts. Each module's "Teaching Pal" offers guidance for modeling strategies that foster independent reading. For example, in Module 3: "Rise to the Occasion," students engage with the text *Rent Party Jazz*. The "Read for Understanding" sidebar provides guiding questions that teachers use to conduct think-alouds. Teachers are supported in modeling metacognitive strategies while reading aloud and then gradually releasing responsibility to students for independent reading using those same strategies.

In addition, each module lesson includes a "Read-Aloud" section with teacher scripts in the margins. Text-evidence-based prompts are clearly marked within the passage to guide discussion and comprehension. For instance, in Module 2: "Come to Your Senses," the "Think Aloud" text is *The Man Who Climbed Everest*. "Teacher Prompt A" asks, "What makes Erik Weißenmayer so remarkable?"—with the corresponding sentence in the text also labeled "A" to signal the answer: "That he is remarkable is quite an understatement—not in the least because Erik Weißenmayer is blind."

To further support the reading of high-quality texts, each module includes a "Preview Lesson Text" page. This resource provides teachers with important information such as genre, key content ideas, learning objectives, and Lexile level for every selection in the text set.

4.D.1d – Materials include various texts at different levels of complexity for the building of accuracy, fluency, prosody, and comprehension.

The *HMH Into Reading Version 2* materials include various texts at different levels of complexity to support the development of accuracy, fluency, prosody, and comprehension. For example, in Module 10: "Communication Nation," Week 1, the targeted fluency skill is expression. Students practice this skill using the realistic fiction fluency passage *A Picture Is Worth a Thousand Words*. They are prompted to observe punctuation in order to read with appropriate intonation and expression, which supports overall

fluency and understanding. The module's "Read-Aloud" nonfiction selection, *The Unbroken Code of the Navajo Code Talkers*, also emphasizes fluency through intonation. Students first receive direct instruction on the purpose of reading with intonation to help fully comprehend the text. Specifically, they learn how to adjust their tone of voice to reflect the mood conveyed in the text—such as the humility of the Navajo soldiers. The materials support instruction with scripted teacher prompts, including comprehension-focused questions like, "What made the Navajo language perfect for communicating secret messages?"

Similarly, in Module 2: "Come to Your Senses," Week 1 "Word Study," Lesson 3, fluency and comprehension are developed through repeated readings of the informational text *A Cool Eyeful*. During the lesson, students ask questions before, during, and after reading to self-monitor comprehension and reinforce meaning.

Throughout the course, fluency practice passages across genres and modules offer consistent opportunities for students to build their accuracy, fluency, prosody, and comprehension.

4.E Handwriting

4.E.1 Handwriting Development

TEKS Correlation: Strand 1 / Texas Reading Academies: Module 7E – Pre-Reading Skills

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.E.1a	All criteria for guidance met.	2/2
4.E.1b	All criteria for guidance met.	1/1
—	TOTAL	3/3

4.E.1a – Materials include resources to support the teaching of handwriting skills appropriate for each grade level and, when possible, connected to current student learning. (T)

The *HMH Into Reading Version 2* materials include resources to support the teaching of handwriting skills appropriate for each grade level and, when possible, connected to current student learning. The "Handwriting" section of the "Grade 4 Resources" book includes teacher guidance for developing appropriate handwriting skills. For example, the resource provides scripted instruction for teaching stroke and letter formation, writing position, and directionality. In the "Directionality" script, teachers are prompted to draw students' attention to proper paper placement, arm positioning during cursive writing, and correct pencil grip. Teachers are also guided to make adjustments as needed to support individual student needs.

In addition, the "Spelling Review" section of the "Word Study" lessons offers guidance for connecting handwriting practice to current learning. For instance, in Module 1: "Becoming Yourself," Week 1 "Word Study," Lesson 5, the "Spelling Review" section instructs teachers to have students write their spelling words in cursive as they review morphological units. This section also advises teachers to provide lined handwriting paper to support students in practicing both spelling and handwriting simultaneously.

4.E.1b – Materials include frequent opportunities, resources, and activities and tasks for students to authentically practice and develop handwriting skills appropriate for each grade level. (S)

The *HMH Into Reading Version 2* materials include frequent opportunities, resources, and activities, and tasks for students to authentically practice and develop handwriting skills appropriate for each grade level. The "Handwriting" section of the "Grade 4 Resources" book includes opportunities, resources, and tasks to support handwriting development. For example, the "Develop Handwriting" section provides manuscript and cursive alphabet tracing pages to help students practice proper letter formation. It also includes reproducible lined handwriting paper for student use. Additionally, students complete tasks to build handwriting fluency, such as checking the slant of their cursive writing by drawing a faint vertical line through each letter to ensure the lines are parallel.

Handwriting practice is also embedded throughout the modules. In Module 1: "Becoming Yourself," Week 1 "Word Study," Lesson 5, students are encouraged to write weekly spelling words in cursive, reinforcing both spelling and handwriting skills. In Module 6: "Marvels of Nature," students use cursive to write the final copy of their informational essay as part of the performance task in *myBook*. Each module's "Collaborative Centers and Independent Practice" section also includes a choice board option for students to practice cursive handwriting by referring to the "Cursive Handwriting" anchor chart and applying the skill to a current piece of writing.

5. Knowledge Coherence

Materials support the development of connected background knowledge and key academic vocabulary within and across grade levels.

5.A Connected Knowledge Topics

5.A.1 Connected Knowledge-Building Units and Lessons

TEKS Correlation: Strand 2 / Texas Reading Academies: Module 10E – Reading Comprehension

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.A.1a	All criteria for guidance met.	4/4
5.A.1b	All criteria for guidance met.	2/2
5.A.1c	All criteria for guidance met.	1/1
5.A.1d	All criteria for guidance met.	1/1
5.A.1e	All criteria for guidance met.	4/4
—	TOTAL	12/12

5.A.1a – Units are designed to build knowledge based in the fields of science, history, literature, and the arts.

The *HMH Into Reading Version 2* materials effectively build interdisciplinary knowledge across science, history, literature, and the arts.

In Module 2 "Come to Your Senses," students explore the five senses through a variety of texts, deepening their understanding of sensory functions. They then collaborate on an "Inquiry and Research Project" to design an advertisement for a sensory invention. As a culminating activity, students describe an animal and explain how it uses its senses to survive—strengthening their scientific knowledge.

Module 10: "Communication Nation," develops historical understanding by examining how communication has evolved over time. The module concludes with a research project in which students write a blog post on a chosen aspect of communication, applying both historical knowledge and writing skills.

Literary knowledge is emphasized in Module 7: "Tricksters and Tall Tales," where students read folktales and myths from diverse cultures. They analyze common literary elements and examine how stories reflect cultural values and beliefs. The module ends with a research project in which students use fables and trickster tales to publish a literary magazine.

In Module 5: "Art Everywhere," students engage with texts about photography, dance, museums, and music to build their understanding of the arts. For the final project, they synthesize this knowledge to create a proposal for a school art installation, applying what they have learned in a meaningful, real-world context.

5.A.1b – Materials provide resources, including a scope and sequence, to demonstrate the approach to knowledge-building within and across grade levels.

The *HMH Into Reading Version 2* materials include a *Scope and Sequence* that connects across grade levels, with topics that are frequently, regularly, and consistently revisited to build and deepen knowledge over time. For example, Module 6: "Marvels of Nature" centers on the essential question "What makes Earth's natural wonders exciting and unique?" Students explore this theme through texts such as *Seven Natural Wonders*, *Mariana Trench*, *Grand Canyon: A Trail Through Time*, and a reading on coral reefs. Knowledge is reinforced and extended throughout the year, culminating in an "Inquiry and Research Project" where students design a museum exhibit focused on an extreme environment.

The "Learning that Builds" section of the *Implementation Guide* further illustrates how topics progress across grade levels. For instance, the theme of sustainable living is introduced in grade 3, Module 9: "From Farm to Table," revisited in grade 4, Module: 8 "Food for Thought," and expanded in grade 5, Module 5: "Project Earth," supporting the development of understanding.

5.A.1c – Units are designed for students to spend extended time (e.g., 3 weeks or more) on connected knowledge-building topics and texts.

The *HMH Into Reading Version 2* materials are organized into three-week units, each centered around a central topic or concept. For instance, Module 2: "Come to Your Senses," explores the topic of the five senses over the course of three weeks. In Week 1, students read an informational article and summarize key ideas about the science of sight. In Week 2, students analyze a personal narrative about a boy who has lost his vision. In Week 3, students study a historical fiction text, focusing on how the author uses sensory language to engage the reader.

Thematic connections are emphasized across units, with a strong focus on building and expanding knowledge. Each module includes "Knowledge Maps," which students revisit regularly to track their understanding. This helps students make connections among texts as they progress through the unit.

5.A.1d – Lessons are connected by anchoring texts or text sets designed to intentionally build connected student background knowledge over time.

The *HMH Into Reading Version 2* materials feature lessons anchored around central texts that support thematic connections. For example, in Module 1: "Becoming Yourself," students engage with a different but thematically related text each week over three weeks, all focused on the concept of being yourself. In Module 3: "Rise to the Occasion," students read texts that explore overcoming challenges. Together, these modules intentionally build around a broader theme of how personal experiences shape a person's life and identity.

Another example of how the instructional materials connect lessons through anchor texts appears in Module 6: "Marvels of Nature," where students explore Earth's natural wonders, through texts such as

Mariana Trench and *Grand Canyon: A Trail Through Time*. These scientific topics are extended in Module 9: "Global Guardians," where students learn about conservation, reinforcing previously introduced science concepts and supporting knowledge building.

5.A.1e – Grammar, vocabulary, discussion, and writing activities are connected to the knowledge-building topic of the lesson.

The *HMH Into Reading Version 2* materials offer consistent and routine grammar, vocabulary, discussion, and writing practice that is closely connected to the unit's topic or anchor text, allowing students to apply their learning in a meaningful context. For example, in Module 6: "Marvels of Nature," students incorporate newly acquired vocabulary in class discussions, written responses, and a formal letter where students request information about a natural wonder from an expert.

Similarly, in Module 10: "Communication Nation," students study a mentor text to understand the correct use of *I* and *me*. They then apply this grammar skill by practicing in context and using it accurately in an expository essay.

5.A.2 Context and Student Background Knowledge

TEKS Correlation: Strand 2 / Texas Reading Academies: Module 10E – Reading Comprehension

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.A.2a	All criteria for guidance met.	1/1
5.A.2b	All criteria for guidance met.	1/1
5.A.2c	All criteria for guidance met.	1/1
—	TOTAL	3/3

5.A.2a – Materials activate or supply background knowledge by making connections to previously learned content from prior grade levels.

The *HMH Into Reading Version 2* materials include concepts and texts that build on ideas introduced in earlier grades and reinforce connections across the current grade level. For example, in grade 3, students explore the importance of passing stories from one generation to the next. In grade 4, Module 7: "Tricksters and Tall Tales," they revisit this idea by reviewing their prior learning on retelling tales and then deepen their understanding by examining what readers can learn from characters in traditional stories.

Additionally, the "Learning that Builds" section of the *Implementation Guide* clearly outlines how topics are developed and expanded across grade levels. For instance, the theme of sustainable living is introduced in grade 3, Module 9: "From Farm to Table," revisited in grade 4, Module 8: "Food for Thought," and further explored in grade 5, Module 5: "Project Earth," allowing students to engage with the topic at increasing levels of complexity.

5.A.2b – Materials activate or supply background knowledge by making connections across units within a grade level. (S)

The *HMH Into Reading Version 2* supports making connections across units by clearly showing how the current unit connects to previously taught content and sets the stage for future learning. The product also includes concepts and texts that build on ideas introduced in earlier grades and reinforce connections across the current grade level. For example, in grade 3, students explore the importance of passing stories from one generation to the next. In grade 4, Module 7: "Tricksters and Tall Tales," they revisit this idea by reviewing their prior learning on retelling tales, and then deepen their understanding by examining what readers can learn from characters in traditional stories.

Additionally, the "Learning that Builds" section of the *Implementation Guide* clearly outlines how topics are developed and expanded across grade levels. For instance, the theme of sustainable living is introduced in grade 3, Module 9: "From Farm to Table," revisited again in grade 4, Module 8: "Food for Thought," and further explored in grade 5, Module 5: "Project Earth," allowing students to engage with the topic at increasing levels of complexity.

5.A.2c – Materials provide students with relevant and targeted context or background knowledge to enhance the student's engagement with the text. (T/S)

The *HMH Into Reading Version 2* materials engage students and build background knowledge using tools such as videos, visuals, images, diagrams, and pre-teaching vocabulary. For example, in Module 7: "Tricksters and Tall Tales," Lesson 1 includes a *Get Curious* video designed to activate interest and build foundational knowledge.

Additionally, the *Teacher's Guide* includes a "Get Ready" page, which recommends a K-W-L chart to activate prior learning and prepare students for the content and concepts introduced in the unit.

5.A.3 Developing Student Comprehension with Connected Topics, Questions, and Tasks

TEKS Correlation: Strand 2 / Texas Reading Academies: Module 10E – Reading Comprehension

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.A.3a	All criteria for guidance met.	1/1
5.A.3b	All criteria for guidance met.	2/2
5.A.3c	All criteria for guidance met.	1/1
5.A.3d	All criteria for guidance met.	1/1
—	TOTAL	5/5

5.A.3a – Questions and tasks require students to engage with big ideas, topics, and themes (S)

The *HMH Into Reading Version 2* materials include learning tasks and discussion questions that require students to engage with broader topics or analyze how details connect to a central idea or overall theme. For example, Module 3: "Rise to the Occasion" focuses on the theme of perseverance and is anchored with the essential question "What does it take to meet a challenge?" Students read a variety of texts—argumentative, informational, historical and autobiographical fiction, a biography, and a play—all centered on individuals who overcame obstacles. To apply their learning and respond to the essential question, students work in groups to research and write a biography about someone who has overcome challenges. As a culminating task, students write an opinion essay on the importance of relying on friends and family when facing adversity.

The module's essential question supports student discourse about the big idea or theme. In Module 6: "Marvels of Nature," the essential question "What makes Earth's natural wonders exciting and unique?" is revisited throughout the unit. For instance, in Week 1 "Reading and Vocabulary," Lesson 2, students read *Amazing Planet Earth* and *Seven Natural Wonders*. After reading the two texts, they are prompted to consider how the information in both texts helps them respond to the module's essential question.

5.A.3b – Questions and tasks prompt students to synthesize knowledge and concepts across texts within and across lessons and units. (S)

The *HMH Into Reading Version 2* materials include connected themes and ideas across multiple texts, with embedded tasks and questions that support students in synthesizing information across texts and units. For example, in Module 2: "Come to Your Senses," students explore the essential question "How do people and animals use their senses to navigate the world?" After reading *The Science Behind Sight*, they engage in a collaborative discussion with peers. At the end of the module, and after reading additional texts, students combine their learning to write an expository essay explaining how people and animals use their senses to navigate the world, using evidence from multiple texts to support their ideas.

Another example is found in Module 9: "Global Guardians," where each module begins with a read-aloud text that introduces the theme and lays the foundation for subsequent texts. For example, students listen to "The Lifecycle of Trash" during the read-aloud. Later, they revisit this information when reading *The Eco Guardians*, drawing connections between the two texts. Students are prompted to compare how the texts are alike and different in the information they present.

5.A.3c – Culminating tasks require students to demonstrate their knowledge of the unit topic by making connections across related texts (S)

The *HMH Into Reading Version 2* materials are organized into three-week units, each centered around a central topic or concept. For instance, Module 2: "Come to Your Senses," explores the topic of the five senses over the course of three weeks. In Week 1, students read an informational article and summarize key ideas about the science of sight. In Week 2, students analyze a personal narrative about a boy who has lost his vision. In Week 3, students study a historical fiction text, focusing on how the author uses sensory language to engage the reader.

Thematic connections are emphasized across units, with a strong focus on building and expanding knowledge. Each module includes "Knowledge Maps," which students revisit regularly to track their understanding. This helps students make connections among texts as they progress through the unit.

5.A.3d – Materials provide opportunities to apply new understanding based on the topic to contexts beyond the classroom. (S)

The *HMH Into Reading Version 2* materials provide "Inquiry and Research" projects that encourage students to apply what they have learned beyond the classroom and in real-world contexts. In Module 8: "Food for Thought," students collaborate to plan a restaurant featuring a healthy menu as part of an "Inquiry and Research" project. The "Connect to Experience" text box includes weekly discussion prompts to help students make personal and real-world connections throughout the module. For example, in Week 1, students respond to "Have you ever eaten at a restaurant? If so, what kinds of foods did you order?" In Week 2, they consider "Did you ever have trouble choosing items from a menu? Why or why not?" In Week 3, students reflect on "How does planning and promoting your own restaurant make you think about choices of nutrition?"

In Module 9: "Global Guardians," the "Think Globally, Act Locally" project requires students to research and participate in a local environmental initiative. As a group, they create a public awareness campaign to inform others at school about ways to care for the environment.

5.A.4 Key Academic Vocabulary and Grade-Level Concepts

TEKS Correlation: Strand 3 / Texas Reading Academies: Modules 5E & 10E – Vocabulary & Reading Comprehension

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.A.4a	All criteria for guidance met.	2/2
5.A.4b	All criteria for guidance met.	2/2
5.A.4c	All criteria for guidance met.	1/1
5.A.4d	All criteria for guidance met.	1/1
—	TOTAL	6/6

5.A.4a – Materials include a year-long scope and sequence for building tier 2 and 3 academic vocabulary in the context of knowledge-building.

The *HMH Into Reading Version 2* materials provide a *Scope and Sequence* with explicit guidance for teaching both Tier 2 and Tier 3 vocabulary. The *Scope and Sequence* includes a dedicated section for vocabulary for each week. This section identifies "Critical Vocabulary"—general academic and domain-specific words—along with a weekly "Vocabulary Strategy." The materials also include a unique set of "Big Idea" words for each week, which are thematically connected to the module's topic.

On the "Reading and Vocabulary" page, teachers are guided to follow the "Vocabulary Routine" to introduce "Critical Vocabulary." The routine includes three steps: read aloud each word and have students repeat it, read aloud and discuss each word's student-friendly explanation, and point out the example for the word and have students suggest other examples.

The "We Do: Guided Practice" section on the "Reading and Vocabulary" page of the *Teacher's Guide* provides a bulleted list of discussion questions teachers can use to support students in engaging with vocabulary through conversation.

5.A.4b – Materials include practice and application opportunities with appropriate content and language scaffolds and supports for teachers to differentiate vocabulary development for all learners. (S)

The *HMH Into Reading Version 2* materials provide content and language scaffolds for all learners. In Step 3 of the "Vocabulary Routine," teachers are instructed to use the image and context sentence from the "Vocabulary Card" to provide examples and support vocabulary development.

The "Emergent Bilingual" text box on the "Reading and Vocabulary" page includes Spanish cognates to reinforce understanding of the module's "Critical Vocabulary" for English language learners.

In Module 7: "Tricksters and Tall Tales," Week 1, Lesson 3, students work in groups to practice and apply newly learned vocabulary. One student in each group gives clues about a "Critical Vocabulary" word

without saying the word itself. The teacher facilitates the activity by encouraging students to come up with words with similar or opposite meanings or describe situations where they have used, or might use, the vocabulary word.

5.A.4c – Materials include tasks designed to engage students in purposeful use of key academic vocabulary. (S)

The *HMH Into Reading Version 2* materials include activities that require students to meaningfully engage with, and practice key academic vocabulary in context. Students use newly acquired words with activities from vocabulary cards to the turn-and-talk instructional routine. For example, in Module 1: "Becoming Yourself" during "Reading and Vocabulary," Lesson 2, students participate in a discussion with a partner using newly acquired vocabulary in response to a prompt.

Beyond discussion-based tasks, students apply vocabulary in written responses as well. Also from Module 1, in "Vocabulary Card" students create original sentences and lists of synonyms and antonyms to demonstrate their understanding of the "Critical Vocabulary." Another example appears in Module 7: "Tricksters and Tall Tales," where students respond to the module text *Thunder Rose*. The prompt instructs them to "Cite evidence from the text to support your response. Try to use some of the Critical Vocabulary words in your response."

5.A.4d – Materials include nonverbal teaching techniques to support students in the acquisition of key academic vocabulary, such as the use of images and visualization. (T)

The *HMH Into Reading Version 2* materials include nonverbal resources that support students in acquiring and understanding academic vocabulary. For example, in Module 8: "Food for Thought," a "Vocabulary Card" features an image of a trash can filled with garbage to help students visualize the meaning of *disposable*, defined as "items that are meant to be thrown away once it has been used."

The product also includes "Tabletop Minilessons," which incorporate visual supports such as images, word and phrase banks, and graphic organizers to teach academic vocabulary terms like *compare and contrast*, *analyze*, *infer*, *predict*, and *justify*.

5.B Inquiry and Research

5.B.1 Recursive Inquiry Process

TEKS Correlation: Strand 2 / Texas Reading Academies: Modules 10E – Reading Comprehension

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.B.1a	All criteria for guidance met.	1/1
5.B.1b	All criteria for guidance met.	2/2
5.B.1c	This guidance is not applicable to the program.	N/A
—	TOTAL	3/3

5.B.1a – Materials include opportunities for students to engage in critical inquiry as part of the research process, such as generating questions, developing a plan, identifying and gathering relevant information from a variety of sources, and synthesizing the information (S).

The *HMH Into Reading Version 2* materials include opportunities for students to engage in critical inquiry, such as generating questions, developing a plan, identifying and gathering relevant information from a variety of sources, and synthesizing the information as part of the research process. Each module offers an "Inquiry and Research Project" where students collaborate to create a product. For example, in Module 6: "Marvels of Nature," the "Inquiry and Research Project" page outlines the following learning objectives: (1) Generate questions for inquiry and develop a research plan. (2) Gather evidence from sources, record information in writing, and present findings.

In Lesson 1: "Clarify Project Goals," the teacher begins by facilitating a discussion using examples and non-examples of extreme environments to build background knowledge. In Lesson 2, students brainstorm and begin developing their ideas by creating an "Idea Board"—a document to record questions, ideas, and relevant information that helps them narrow down the type of extreme environment they want to feature. Their inquiry is guided by the question, "What environment is so extreme that only certain animals or plants live there?" and supported by the focus statement, "Earth's natural wonders can teach us a great deal," found on the "Research 6.1" document.

In Lessons 3–5: "Plan Research and Investigate Choices," students explore a variety of sources for their research, including selections from their *myBook*, websites, atlases, informational books, encyclopedias, and first-person accounts from individuals who have lived in or visited extreme environments. During this phase, students collaborate to develop a shared plan of responsibilities, assigning each group member a specific aspect of the environment to research. As they gather information, students are instructed to cite their sources and record relevant details.

To synthesize their learning and complete the project, students create and present a multimodal museum exhibit, demonstrating their understanding of extreme environments through collaborative research.

5.B.1b – Materials include guidance and opportunities for students to differentiate between primary and secondary sources. (S)

The *HMH Into Reading Version 2* materials include guidance and opportunities for students to differentiate between primary and secondary sources. In Module 6: "Marvels of Nature," Lesson 5, students receive direct instruction on the differences between primary and secondary sources using the "Display and Engage Research 6.5" resource, which clearly defines each type of source. During guided practice, teachers are instructed to display examples—such as a diary or letter and a book or article about an event—and explain that one is a firsthand account written by someone who experienced the event, and the other is a secondhand account based on research.

In the "Apply the Skill" section, students work with partners to gather and evaluate information about one of the seven natural wonders. They then identify whether each source they use is primary or secondary, applying the definitions and distinctions they have learned to justify their reasoning.

5.B.1c – Materials include a progression of focused research tasks to encourage students to develop knowledge in a given area by confronting or analyzing different aspects of a topic using multiple texts and source materials (6–8) (S).

This guidance is not applicable to grades 4–5 because it only applies to grades 6–8.

6. Text Quality and Complexity

Materials ensure students spend a majority of their time interacting with increasingly complex grade-level text.

6.1 High-Quality Grade-Level Texts

TEKS Correlation: Strand 2 / Texas Reading Academies: Modules 10E – Reading Comprehension

GUIDANCE	SCORE SUMMARY	RAW SCORE
6.1a	All criteria for guidance met.	1/1
6.1b	All criteria for guidance met.	1/1
6.1c	All criteria for guidance met.	4/4
6.1d	All criteria for guidance met.	1/1
—	TOTAL	7/7

6.1a – Core texts used for instruction are written at grade level when evaluated using research-based measures of text complexity.

The *HMH Into Reading Version 2* materials include core instructional texts that are written at grade level when evaluated using research-based measures of text complexity. The "Preview Lesson Texts" page in the *Teacher's Guide* includes a "Text Details" section that provides brief evaluations of each core text, including information on complexity and language features. For example, the Module 2: "Come to Your Senses," Week 1 lesson features the text *The Five Senses*, which has a Lexile level of 900L, is described as moderately complex, and includes varied sentence structures along with critical vocabulary, such as *tactile* and *perception*, and unfamiliar academic language. In addition, the *Teacher's Guide* includes a "Building Knowledge and Language with Text Sets" section, which lists Lexile levels for each supporting text to help teachers evaluate and scaffold instruction. In Module 3: "Rise to the Occasion," for instance, the text *Rent Party Jazz* has a Lexile measure of 730L, while *My Diary from Here to There* is measured at 820L. These Lexile levels reflect appropriate and consistent text complexity for grade 4 readers.

6.1b – Texts are well-crafted and are of publishable quality.

The *HMH Into Reading Version 2* materials are well-crafted and are of publishable quality. The product incorporates unit texts that reflect authentic cultural origins and feature rich vocabulary, varied sentence structures, vivid imagery, and descriptive language to support both comprehension and engagement. In Module 1: "Becoming Yourself," students explore the folktale *Kitoto the Mighty*, which uses vivid imagery and figurative language rooted in African culture to enhance understanding of the story.

In the adjacent unit, Module 2: "Come to Your Senses," the informational text *What Are Your Five Senses?* includes an infographic on hearing and touch, and introduces students to Tier 2 and Tier 3 vocabulary to deepen content knowledge. Similarly, in Module 6: "Marvels of Nature," students read *Mariana Trench*, a

text supported by color photographs of wildlife, satellite images, insets, sidebars, and diagrams that provide visual scaffolding for complex information.

Later, in Module 7: "Tricksters and Tall Tales," students engage with *Thunder Rose*, a traditional tale with culturally authentic roots, which uses rich imagery and hyperbole to depict how the main character tames a tornado that threatens her town.

6.1c – Materials include traditional, contemporary, classical, and diverse texts across multiple content areas.

The *HMH Into Reading Version 2* materials include traditional, contemporary, classical, and diverse texts across multiple content areas. In Module 1: "Becoming Yourself," Week 1, students begin with the contemporary text *Flora and Ulysses: The Illuminated Adventures*, which features well-developed characters and rich language that help students connect personally with the story. Module 1: also includes the realistic fiction text *The Year of the Rat*, which explores the cultural experiences and aspirations of a Chinese-American family, while highlighting ethnic representation and social diversity.

In Module 2: "Come to Your Senses," students engage with classical literature such as *The Game of Silence*, which portrays the challenges faced by a Native American girl and her family through vivid language and character development. Module 5: "Art Everywhere" shifts focus to fine arts, pairing a contemporary informational text about the importance of art centers with a biography of the iconic rock band, the Beatles, to deepen students' understanding of artistic expression.

By Module 7: "Tricksters and Tall Tales," students examine the values conveyed through traditional tales, including the culturally rich tall tale *Thunder Rose* and the fable *A Pair of Tricksters*, highlighting the moral lessons embedded in folklore.

6.1d – Texts include content that is relevant, engaging, and authentically reflects students' diverse backgrounds and experiences. (S)

The *HMH Into Reading Version 2* materials provide texts that include content that is relevant, engaging, and authentically reflects students' diverse backgrounds and experiences. For example, in Module 3: "Rise to the Occasion," students engage with culturally relevant texts such as *My Diary from Here to There*, which tells the story of a Mexican girl immigrating to America with her family. This narrative supports meaningful connections and deeper engagement while helping teachers foster a more inclusive learning environment.

In Module 8: "Food for Thought," the texts connect real-world concepts to students' personal and cultural experiences by exploring how people can make healthier food choices. For instance, students read about nutrition and the benefits of eating sustainable foods, allowing them to relate global issues to practices in their own communities.

Lastly, in Module 9: "Global Guardians," students read *How Can We Reduce Household Waste?*, which examines the environmental impact of everyday waste and encourages students to consider actionable steps they can take to address environmental challenges.

6.2 Interaction with Grade-Level Text

TEKS Correlation: Strand 2 / Texas Reading Academies: Modules 10E – Reading Comprehension

GUIDANCE	SCORE SUMMARY	RAW SCORE
6.2a	All criteria for guidance met.	5/5
6.2b	All criteria for guidance met.	1/1
6.2c	All criteria for guidance met.	1/1
—	TOTAL	7/7

6.2a – Materials include opportunities in each lesson for students to listen to, think about, and critically respond to grade-level texts and justify their thinking orally and in writing. (S)

The *HMH Into Reading Version 2* materials include opportunities in each lesson for students to listen to, think about, and critically respond to grade-level texts and justify their thinking orally and in writing. For example, in Module 3: "Rise to the Occasion," Lesson 2, students listen to a teacher read aloud about Ellen Ochoa, the first Latina astronaut. Think-aloud scripts and sidebar discussion questions are provided to guide comprehension and prompt reflection. Questions such as "How did Ellen's mother encourage her children to be courageous?" and "Why did not Ellen dream of becoming an astronaut as a young girl?" encourage students to respond orally and justify their thinking with evidence from the text. In the following lesson, students participate in a shared reading of *Rent Party Jazz* and respond to questions like "What was the challenge that Sonny and his family faced?" and "How did Sonny and his community come together to overcome the challenge?" using text evidence in their written responses.

Additionally, in Module 8: "Food for Thought," students engage with the informational text *Eco-Friendly Food* in Week 1, Lesson 3 of the "Reading and Vocabulary" section. This close reading lesson includes embedded prompts that guide students in analyzing the author's argument, with questions such as "What is the author's claim about these foods?" and "What are the reasons the author gives to support this claim?" Students respond both orally and in writing, and conclude the lesson with a "Collaborative Discussion" guided by the "Respond to the Text" section. Finally, in the "Write a Response" activity, students reflect on the prompt "What kinds of eco-friendly food choices can you make every day?" to make personal connections and apply their understanding.

6.2b – Materials include opportunities in each lesson to discuss specific aspects of grade-level text (e.g., authors' purpose, structure, language, vocabulary, etc.). (S)

The *HMH Into Reading Version 2* materials include opportunities in each lesson to discuss specific aspects of grade-level text. For example, in Module 1: "Becoming Yourself," "Reading and Vocabulary" Lesson 10, students read *Year of the Rat* and engage in discussion and analysis of the characters. They deepen their understanding of characterization by examining how authors develop characters through appearance,

traits, behaviors, voice, dialogue, thoughts, and emotions. The lesson also highlights how a character's growth and change can influence the plot.

Further opportunities are included in Module 2: "Come to Your Senses," Week 3: "Reading and Vocabulary," Lesson 13. Students shift focus to analyzing the author's use of figurative language. The teacher begins by explaining how figurative language enhances comprehension of characters' emotions—particularly when they are challenged to remain silent. During a read-aloud of *The Game of Silence*, students are prompted to reflect on questions such as, "What words and phrases does the author use that appeal to the senses?" and "Explain how the author's use of simile helps readers understand Nokomis."

6.2c – Materials include opportunities in each lesson for students to engage in a variety of reading skills with grade-level text (e.g., generating questions at various levels of complexity, making, and confirming predictions, inferencing, analyzing, evaluating, and synthesizing). (S)

The *HMH Into Reading Version 2* materials include opportunities in each lesson for students to engage in a variety of reading skills with grade-level text. In Module 1: "Becoming Yourself," students are supported with guiding questions that help them generate their own inquiries about characters and events, make and confirm predictions, and draw inferences using textual evidence. For example, while reading *Flora and Ulysses: The Illuminated Adventures*, students collaborate with a partner to answer questions such as, "Do you think Donald's wife is excited about her birthday present?" and "What can you infer from Flora imagining words floating above her head?"

Later, in Module 3: "Rise to the Occasion," Week 3: "Build Knowledge and Language," Lesson 15, students apply a range of reading skills to synthesize ideas across multiple texts in the module. The lesson begins with a sentence frame—"At the beginning of this module, I thought ____ about challenges. Now, I think ____"—to guide students in reflecting on how their understanding has evolved. The teacher then supports students in comparing and contrasting key texts using the "Make Connections" graphic organizer.

6.3 Supporting Access to Grade-Level Text

TEKS Correlation: Strand 4 / Texas Reading Academies: Modules 10E – Reading Comprehension

GUIDANCE	SCORE SUMMARY	RAW SCORE
6.3a	All criteria for guidance met.	2/2
6.3b	All criteria for guidance met.	1/1
—	TOTAL	3/3

6.3a – Materials include teacher guidance and supports to ensure all students can access grade-level text while maintaining rigor through the use of embedded scaffolds (e.g., vocabulary support, questioning, think-alouds, sentence frames.). (T/S)

The *HMH Into Reading Version 2* materials include teacher guidance and supports to ensure all students can access grade-level text while maintaining rigor through the use of embedded scaffolds. For example, in Module 8: "Food for Thought," the "Teaching Pal" provides embedded teacher guidance within the "Read for Understanding" sidebar located alongside each text selection. For example, while reading *Are You Wasteful or Waste-aware?*, teachers are supported with scripted think-aloud prompts. One script instructs teachers to model metacognitive reading strategies: "As I read, I pause to make sure I understand. If I do not understand something, I reread the text, read on to get more information, and look for clues in the graphic features." Additional scripted prompts are provided to help teachers support students who struggle with applying the rereading strategy independently.

The *Teacher's Guide* also includes embedded scaffolds through the "Emergent Bilingual Learners" and "Supporting All Learners" sidebars. For instance, in Module 8, Week 1: "Reading and Vocabulary," Lesson 2, the "Emergent Bilingual Learners" section offers sentence frames to promote language development and support content comprehension. Examples include:

"It is wasteful to ____."

"It is waste-aware to ____."

The "Supporting All Learners" sidebar equips teachers to help students who need additional support accessing the text. For example, students may be prompted to identify unfamiliar words that hinder comprehension and use decoding strategies to determine their meaning.

6.3b – Materials provide opportunities for students who demonstrate proficiency to engage in additional analysis of grade-level texts.

The *HMH Into Reading Version 2* materials provide opportunities for students who demonstrate proficiency to engage in additional analysis of grade-level texts. For example, the "Tabletop Minilesson" book offers opportunities for students to engage in deeper text analysis. Specifically, the "Make and Confirm Predictions" lesson provides targeted instruction for students who are ready for more. As

students demonstrate proficiency with grade-level skills while reading, they are prompted to evaluate whether their predictions were confirmed or require adjustment, and to explain their reasoning either orally or in writing. The lesson also includes an immediate application component, where students transfer their skills to a new text, with the option to use a graphic organizer for support.

Similarly, in Module 2: "Come to Your Senses," Week 1: "Reading and Vocabulary," Lessons 1 and 2, the "Supporting All Learners" section includes additional opportunities for students to analyze grade-level texts. For instance, after identifying the central idea in the text *What Are the Five Senses?*, students who have demonstrated proficiency are prompted to find three or four supporting details and explain in writing how those details reinforce the central idea. In another example, students who have mastered reading and discussing *The Science Behind Sight* are guided to identify key headings and visuals, then write an original topic sentence for each—effectively creating a one-sentence summary of each section of the text.

6.4 Analysis of Text Complexity

TEKS Correlation: Strand 2 / Texas Reading Academies: Modules 10E – Reading Comprehension

GUIDANCE	SCORE SUMMARY	RAW SCORE
6.4a	All criteria for guidance met.	4/4
6.4b	All criteria for guidance met.	2/2
—	TOTAL	6/6

6.4a – Materials include quantitative and qualitative analysis of each core text, including a rationale for each text’s educational purpose and grade-level placement.

The *HMH Into Reading Version 2* materials include quantitative and qualitative analysis of each core text, including a rationale for each text’s educational purpose and grade-level placement. Each module’s “Preview Lesson Texts” page in the *Teacher’s Guide* highlights both quantitative and qualitative indicators of text complexity in the “Text Details” section. Quantitative measures include Lexile level, while qualitative factors address elements such as purpose, genre, language features, and an overall complexity rating. For example, the text *Never Give Up!* from Module 3: “Rise to the Occasion” is listed with a Lexile level of 780 and is rated as “moderately complex.” This rating is attributed to its argumentative structure and its implied purpose: “to inspire students to confront challenges and understand the value of pushing themselves.” The analysis also notes the presence of both unfamiliar and academic language. This detailed breakdown helps teachers implement texts that meet the diverse needs of their students, while maintaining high academic expectations.

6.4b – Core texts have the appropriate level of complexity for the grade according to their quantitative and qualitative analysis and relationship to student tasks.

The *HMH Into Reading Version 2* materials include core texts that have an appropriate level of complexity for the grade according to their quantitative and qualitative analysis, and relationship to student tasks. For example, the “Preview Lesson Texts” page of the *Teacher’s Guide* in Module 10: “Communication Nation” explains that the text *The History of Communication* has a Lexile level of 1070, placing it appropriately within the grade 4 text complexity band. The document describes the text as complex due to its use of multiple text structures and its exploration of the topic of communication—including what communication is and the devices that support it.

In Week 1 of the “Reading and Vocabulary” lessons, students engage in a series of reading response tasks that align directly with the module text and the essential question. In Lesson 2, students write a response supported with text evidence about different forms of communication and those that have improved communication over long distances. In Lesson 3, students infer the central idea of the “Radio” section of the text and list the supporting details that led to that inference. Working with partners, they then exchange their lists to review and compare interpretations of the central or main idea. This leads into a think-pair-share discussion, during which students collaborate to refine their understanding of the

central idea and supporting evidence before sharing their conclusions with the class. In Lesson 4, students locate information in the text and use its graphic features to answer the essential question "What forms can communication take?"

6.5 Self-Sustained Independent Reading

TEKS Correlation: Strand 4 / Texas Reading Academies: Modules 10E – Reading Comprehension

GUIDANCE	SCORE SUMMARY	RAW SCORE
6.5a	All criteria for guidance met.	1/1
6.5b	All criteria for guidance met.	1/1
6.5c	All criteria for guidance met.	4/4
—	TOTAL	6/6

6.5a – Materials include explicit (direct) teacher guidance on how to monitor students' comprehension through structured activities during independent reading. (T)

The *HMH Into Reading Version 2* materials include explicit (direct) teacher guidance on how to monitor students' comprehension through structured activities during independent reading. For example, the "Monitor and Clarify" lesson from the "Tabletop Minilesson" resource supports teachers in checking student comprehension during independent reading. It includes prompts such as, "Does this part of the story make sense to you? If not, what can you do to clarify what is happening?" and "What strategy can you use to figure out the meaning of this word?" These questions help teachers model how to actively monitor understanding while reading. Included with the lesson is a "Monitor and Clarify" graphic organizer for students to use as they read independently. The organizer features three columns: "What Do I Need to Clarify?," "What Strategy Did I Use?," and "How Did It Work?" Teachers prompt students to use this tool with strategies previously taught, such as "Reread," "Use Prior Knowledge," "Look at Visuals," and "Ask Questions," to support self-monitoring and deepen comprehension.

Additionally, the materials include "Instructional Routines" that offer structured guidance for supporting student learning. For instance, in Module 8: "Food for Thought," Week 1 : "Reading and Vocabulary," Lesson 2, teachers implement the "Collaborative Discussion Routine" to help students annotate while independently reading the text *Eco-Friendly Food*. This routine provides both "Routine Steps" and "Model Language" to help teachers facilitate student engagement and reinforce comprehension during independent reading.

6.5b – Texts designated for independent reading have a range of complexity levels for students to practice reading independently. (S)

The *HMH Into Reading Version 2* materials include texts designated for independent reading that have a range of complexity levels for students to practice when reading independently. Throughout the course, students engage with a wide range of genres—including biography, literary nonfiction, informational texts, poetry, argumentative writing, and drama—which exposes them to diverse text structures and multiple points of view. For example, in Module 5: "Art Everywhere," students independently read texts with Lexile levels ranging from 860 to 970. In Week 1, students read *Why Art Centers Matter*, a moderately complex argumentative text with an 890 Lexile level. The following week, they encounter *Let's Dance*

Around the World, which has a higher Lexile level of 970. While this text is also rated moderately complex, it features a different structure—informational rather than argumentative—further broadening students' experience with text types and structures.

Additionally, the *HMH Readers by Module/Rigby Library by Module* document supports independent reading by organizing texts by module and aligning each selection to the module's essential question. Each text's Lexile level is clearly indicated, ensuring appropriate placement within a range of reading abilities. For instance, in Module 2: "Come to Your Senses," independent reading texts range from a 570L Lexile level, such as *Creating a Scene: Painting or Drawing*, to a 980L Lexile level, as seen in *Exploring Caves*. This range allows for differentiation and ensures that all students can access complex texts aligned to the module themes.

6.5c – Materials include a plan for students to self-select high-quality texts and read independently for a sustained period, including planning and accountability for achieving independent reading goals. (S)

The *HMH Into Reading Version 2* materials include a plan for students to self-select high-quality texts and read independently for a sustained period, including planning and accountability for achieving independent reading goals. For example, students practice specific comprehension skills and strategies using the "Read and Respond Journal" alongside their independent reading books. To support self-monitoring and reflection, students complete the "My Progress" graph, which allows them to track their reading progress over time as they engage with increasingly complex texts. Additionally, the "Student-Led Conference Agenda" located in the "Teacher's Corner" guides students in setting and tracking both academic and behavioral goals.

In Module 9: "Global Guardians," the "Collaborative Centers" and "Independent Practice" sections of the *Teacher's Guide* further support student accountability and goal-setting in independent reading. The "Choice Board" features an option for students to read independently and log their progress using a printable "Reading Log." This log prompts students to record the text title, author, genre, number of reading days, pages read, and time spent reading each day. It also includes spaces for students to summarize what they have read and respond to open-ended prompts, such as "What was your favorite part of the text?" and "What did you enjoy about the author's writing?" These tools encourage reflection and ownership of learning throughout the independent reading process.

7. Evidence-Based Tasks and Responses

Materials require students to engage in reading, writing, and speaking grounded in evidence using literary and informational text.

7.A Text-Dependent Tasks

7.A.1 Use of Text Evidence

TEKS Correlation: Strand 3 / Texas Reading Academies: Module 10E – Reading Comprehension

GUIDANCE	SCORE SUMMARY	RAW SCORE
7.A.1a	All criteria for guidance met.	2/2
7.A.1b	All criteria for guidance met.	5/5
7.A.1c	All criteria for guidance met.	1/1
7.A.1d	All criteria for guidance met.	1/1
—	TOTAL	9/9

7.A.1a – Materials include text-dependent questions and tasks which require students to use evidence from the text to demonstrate comprehension, justify their thinking, and support claims. (S)

The *HMH Into Reading Version 2* materials include text-dependent questions and tasks, which require students to use evidence from the text to demonstrate comprehension, justify their thinking, and support claims. In Module 2: "Come to Your Senses," Week 1, students read the informational text *The Science Behind Sight* and respond to three questions:

"What did you learn about the sense of sight in human beings?"

"What did you learn about animal sight?"

"How are the eyes of people and animals alike and different?"

Students are expected to demonstrate comprehension by citing evidence from the text to support their responses.

In Module 5: "Art Everywhere," after reading *How Can Photos Take Us Back in Time?*, students cite evidence from an accompanying video to deepen their understanding of the text. The prompt states: "Think about how the photos are alike and different. How did the photographers impact people's understanding of the past?"

In Module 8: "Food for Thought," students read *Eco-Friendly Food*, an informational text, and respond to the prompt: "What are some of these choices? What kinds of eco-friendly food choices can you make every day?" Students are expected to justify their thinking by citing evidence from the text to support their responses.

7.A.1b – Questions and tasks require students to use text evidence when evaluating the language, key ideas, details, craft, and structure of high-quality texts. (S)

The *HMH Into Reading Version 2* questions and tasks require students to use text evidence when evaluating the language, key ideas, details, craft, and structure of high-quality texts. For instance, there are multiple opportunities across several modules for students to use text evidence to support their analysis of texts.

In Module 1: "Becoming Yourself," students read *Kitoto the Mighty* from the "Know It, Show It: Author's Craft" activity page and use text evidence to explain how the author uses imagery in the selection.

In Module 2: "Come to Your Senses," the "Targeted Close Read" questions in the "Teaching Pal" prompt students to analyze how the author's use of figurative language and imagery contributes to voice and deepens understanding of the text. For example, while reading *The Game of Silence*, students are asked to use text evidence to explain how the author uses a simile to describe the character Nokomis.

In Module 3: "Rise to the Occasion," Week 1, students read *Rent Party Jazz* and are expected to first identify the author's craft and then analyze how the author's language choices contribute to voice. They respond to prompts such as, "Why do you think the author chose to include this sentence in the story?" using evidence from the text to support their thinking. As an extension activity, students use sticky notes to mark examples of the author's craft they identify in *Rent Party Jazz* or in other texts, focusing on the text evidence that supports their examples.

In Module 5: "Art Everywhere," students read *Let's Dance Around the World* and participate in a collaborative discussion centered on specific questions. Students are directed to refer to details and examples from the text to support their answers. Additionally, students evaluate the text structure while being prompted with the "Targeted Close Read" questions in the "Teaching Pal." Students are asked to consider how the text might differ if it were organized using a different structure, such as sequence versus compare and contrast. Students then highlight signal words and phrases in the text that indicate a compare-and-contrast structure. In the same module, students also read the argumentative text *Why Art Centers Matter*, identifying key details that support the central idea.

7.A.1c – Questions and tasks require students to support their claims and justify their thinking through a variety of strategies, such as comparing sources, paraphrasing, summarizing, and discussing key ideas in evidence from the text. (S)

The *HMH Into Reading Version 2* questions and tasks require students to support their claims and justify their thinking through a variety of strategies, such as comparing sources, paraphrasing, summarizing, and discussing key ideas in evidence from the text. For example, in Module 1: "Becoming Yourself," students read *Thunder Rose* and engage in discussions about the key ideas, details, and text structure, citing evidence to support their thinking. The module's "Performance Task" requires students to synthesize ideas across all texts in the module to write an essay analyzing how the attitudes and

behaviors of characters change over the course of the stories. Students are asked to highlight the events that lead to these changes and then make a personal connection by describing an experience that helped shape their own identity, comparing it to the experiences of the characters.

This same Performance Task structure is used in Module 3: "Rise to the Occasion," where students focus on the challenges characters face and overcome. In their essays, students analyze these challenges and share their opinion on which character trait they believe is most important for overcoming challenges, making personal connections to support their reasoning.

In Module 8: "Food for Thought," Week 1 "Reading and Vocabulary," Lesson 2, students listen as the teacher reads aloud a text about the dangers of consuming foods high in sugar. To monitor listening comprehension, students are asked to summarize or paraphrase the main points related to each sugar source.

7.A.1d – Questions and tasks are designed at different levels of cognitive complexity to provide ample opportunities for students to engage in the analysis of text. (S)

The *HMH Into Reading Version 2* questions and tasks are designed at different levels of cognitive complexity to provide ample opportunities for students to engage in the analysis of text. For example, the "Teaching Pal" for Module 4: "Heroic Feats" provides multiple levels of question complexity for each text. The "Targeted Close Read" questions that accompany the text *Perseus and the Fall of Medusa* begin with a lower-level question—"What do the stage directions show about how each character should speak?"—and progress to a higher-level question requiring deeper analysis: "How does the dialogue reveal the problem Perseus faces?" This strategic progression allows students to demonstrate understanding at varying levels of cognitive complexity while engaging meaningfully with grade-level texts.

In addition, the materials include a "Teaching Pal" for each module that features guiding questions at different depth of knowledge (DOK) levels. For instance, in Module 7: "Tricksters and Tall Tales," students read *Thunder Rose* and respond to questions designed to address multiple levels of complexity:

"What details tell you that Rose is an extraordinary character?" (DOK 1)

"What does the illustration show you about the characters?" (DOK 2)

"What do Rose's ma and pa do to show how happy they are about their baby girl's birth?" (DOK 3)

The module also includes scaffolded guiding questions to build comprehension step-by-step. For example, teachers are prompted to begin by focusing students' attention on the title of the selection before posing the following questions: "What do you think this selection will be about based on the title?" and "How might the title help us determine the central idea?"

7.A.2 Teacher Guidance for the Use of Text Evidence

TEKS Correlation: Strand 3 / Texas Reading Academies: Module 10E – Reading Comprehension

GUIDANCE	SCORE SUMMARY	RAW SCORE
7.A.2a	All criteria for guidance met.	2/2
7.A.2b	All criteria for guidance met.	2/2
—	TOTAL	4/4

7.A.2a – Materials include guidance for teachers on the effective modeling of the use of text evidence to generate evidence-based claims and construct text-based responses. (T)

The *HMH Into Reading Version 2* materials include guidance for teachers on the effective modeling of the use of text evidence to generate evidence-based claims and construct text-based responses. In Module 2: "Come to Your Senses," teacher guidance is provided in the "Write a Response" section of the module's "Teaching Pal," where teachers are prompted to read the following writing prompt aloud to students: "What did you learn about the sense of sight in human beings? What did you learn about animal sight? How are the eyes of people and animals alike and different?" Teachers then say, "Cite evidence from the text in your response. Use some of the Critical Vocabulary words in your writing." Before students begin writing, teachers use the provided script to lead a discussion comparing and contrasting sight in animals and people, using text evidence to support their ideas. For instance, teachers ask, "How do humans and animals use their sight?" Students are encouraged to "use their own words as they describe the differences in how people and animals see," and reminded to "use facts and details from the text."

In the next unit, Module 3: "Rise to the Occasion," "Reading and Vocabulary," Lesson 1 uses the text *Never Give Up!* as a mentor text for teachers to model and support students in identifying a claim in an argumentative text. Specifically, the "I Do–Connect and Teach" section directs the teacher to use the "Identify Claim" anchor chart along with scripted bullet points to explain: "Claims are statements that the author will attempt to prove to be true using evidence as support."

Additionally, in "Writing and Grammar," Lesson 3, teacher guidance is provided to support students in drafting an opinion essay that includes a claim supported by text evidence. The "Discuss the Writing Prompt" section includes a teacher script for introducing the "Parts of an Argument" anchor chart, helping students understand how to structure their argument effectively.

7.A.2b – Materials include guidance for teachers on the use of structured opportunities to engage students in evidence-based discussions using academic vocabulary and syntax. (T)

The *HMH Into Reading Version 2* materials include guidance for teachers on the use of structured opportunities to engage students in evidence-based discussions using academic vocabulary and syntax. The materials offer a "Collaborative Discussion" instructional routine that is broken into the following segments:

"Revisit the Text"—"Encourage students to revisit the text as they write answers to the questions in their *myBook*."

"Respond to the Text"—"Guide students to discuss their responses in small groups, taking turns speaking and listening."

Using the "Collaborative Discussion Routine" provides students with structured opportunities to apply effective listening and speaking skills, which, in turn, enhances the quality and productivity of their discussions.

Another example of teacher guidance for facilitating meaningful discourse appears in Module 3: "Rise to the Occasion." The teacher script instructs: "Tell students when they speak before the whole class in a class discussion or in a presentation, they should make adjustments and use formal style, language, and conventions, but when they have a small-group discussion, they can be more informal." It continues: "Explain formal and informal language: When you talk to your friends, you often use informal language that includes slang and sentence fragments. That is OK in a small-group discussion. However, when we are having a whole-class discussion, it is better to use formal language and speak in complete sentences without using slang." Guidance is also provided to support teachers in modeling these types of language. For example, teachers might say: "If you were discussing a challenge in a small group, you might say, 'They tried to figure out the setup,' but in a whole-class discussion, it would be more appropriate to say, 'They analyzed the situation.'"

Additionally, in Module 8: "Food for Thought," Week 1: "Build Knowledge and Language," Lesson 1, the materials support emergent bilingual students by providing sentence frames to promote effective partner discussions about the module topic. The "Emergent Bilingual Learners" sidebar includes examples such as: "Some examples of healthful foods include _____. Examples of foods that are not healthful include _____." Students are encouraged to use their content knowledge to develop text-based oral responses within these structured sentence frames.

7.B Writing

7.B.1 Genre Characteristics and Craft to Compose Multiple Texts

TEKS Correlation: Strand 6 / Texas Reading Academies: Module 11E – Written Composition

GUIDANCE	SCORE SUMMARY	RAW SCORE
7.B.1a	All criteria for guidance met.	1/1
7.B.1b	All criteria for guidance met.	2/2
7.B.1c	All criteria for guidance met.	2/2
7.B.1d	All criteria for guidance met.	2/2
7.B.1e	All criteria for guidance met.	1/1
—	TOTAL	8/8

7.B.1a – Materials include mentor texts that serve as models for students to compose a variety of texts according to grade-level TEKS.

The *HMH Into Reading Version 2* materials include mentor texts that serve as models for students to compose a variety of texts according to grade-level TEKS. In Module 2: "Come to Your Senses," Week 1: "Writing and Grammar," Lesson 1, students engage with the focal text *Apex Predators* to learn how authors use text structures to organize information. Before reading, teachers direct students' attention to the banner heads at the top of each page and explain how these headings create structure and support understanding of the text. During the read-aloud, students are prompted to observe how the author uses section headings to introduce different animals and how the illustrations enhance comprehension. After reading, teachers ask, "How is the information in the book organized?" and explain that "Facts and illustrations can be used together to write a description that allows readers to learn about an animal and to visualize what the animal is like in real life." By Lesson 3, students begin preparing to write an informational description to inform an audience about an animal. In Lesson 5, using *Apex Predators* as a mentor text, students choose an animal and begin selecting interesting details and specific facts—key elements of descriptive writing—to help readers visualize the animal as they read.

In Module 7: "Tricksters and Tall Tales," Week 2: "Writing and Grammar," Lesson 7, students and teachers analyze the mentor text *The Luck of the Loch Ness Monster*, with a focus on the narrative element of conflict. Teachers revisit this story, first introduced in Week 1, and pose the text-based question: "What is the problem, or conflict, Katerina-Elizabeth experiences in the story?" prompting students to identify text evidence that supports their thinking. Teachers also ask, "Which type of conflict is this?" Later in the lesson, students identify the conflict in their own imaginative stories and continue drafting with this narrative element as the focus.

7.B.1b – Materials include opportunities throughout the year for students to compose literary texts for multiple purposes and audiences with genre-specific characteristics and craft. (S)

The *HMH Into Reading Version 2* materials include opportunities throughout the year for students to compose literary texts for multiple purposes and audiences with genre-specific characteristics and craft. In Module 4: "Heroic Feats," students collaborate in groups to draft a script for a skit based on a selected fairy tale. They begin by identifying the main characters and key events in the original story. As part of the adaptation, students analyze the characters to determine who will serve as the hero—a required component of their script. Their skits must also include essential narrative elements, such as a defined setting, character tags, dialogue, and stage directions.

In Module 7: "Tricksters and Tall Tales," students again work in groups—this time to research traditional fables and trickster tales as the foundation for creating and publishing a literary magazine of original stories. Students are expected to include genre-specific elements, such as animal characters who teach a lesson or moral, and scenarios in which one character tricks another into taking action. This project offers students the opportunity to create narrative texts that both entertain and inform readers, blending the structure of storytelling with visually engaging and well-organized content.

7.B.1c – Materials include opportunities throughout the year for students to compose informational texts for multiple purposes and audiences with genre-specific characteristics and craft. (S)

The *HMH Into Reading Version 2* materials include opportunities throughout the year for students to compose informational texts for multiple purposes and audiences with genre-specific characteristics and craft. In Module 5: "Art Everywhere," students write an expository essay that provides factual information about the achievements of someone who has designed or created something extraordinary. The teacher uses a think-aloud to model the process of selecting a topic. Once students choose a topic, they determine a central idea and gather supporting facts and details. To guide their writing, students reference the "Informational Text" anchor chart and the mentor text *Mary Cassatt, Extraordinary Artist* as models for the key components of an informational essay.

In Module 10: "Communication Nation," students write an essay about an individual discovery that is now featured in a museum. As students draft their essays, they are prompted to consider their audience; include informational text structures, thesis, and hook statements in their introduction; use transition words; and develop a clear central idea.

7.B.1d – Materials include opportunities throughout the year for students to compose argumentative texts for multiple purposes and audiences with genre-specific characteristics and craft. (S)

The *HMH Into Reading Version 2* Materials include opportunities throughout the year for students to compose argumentative texts for multiple purposes and audiences with genre-specific characteristics and craft. In Module 8: "Food for Thought," students write an opinion essay to persuade their peers to try a food they dislike. Their essays must include elements of argumentative writing, such as a clear claim, supporting evidence, a counterclaim, rebuttal, and a call to action in the conclusion, as outlined in the "Parts of an Argument" anchor chart. The mentor text *Fishing for Good Health* helps students identify and analyze these persuasive elements in context.

In Module 3: "Rise to the Occasion," students write an expository essay explaining why it is important to rely on friends and family during challenging times. The writing is explanatory in purpose, and students are also prompted to incorporate argumentative features, such as a claim, supporting evidence, counterclaim, rebuttal, and audience appeal, to strengthen the impact of their ideas using facts and opinions.

7.B.1e – Materials include opportunities throughout the year for students to compose correspondence with genre-specific characteristics and craft. (S)

The *HMH Into Reading Version 2* materials include opportunities throughout the year for students to compose correspondence with genre-specific characteristics and craft. In Module 6: "Marvels of Nature," students write a letter to an expert requesting additional information about a specific natural wonder. As they draft their letters, students are guided to include the correct letter format—date, sender's address, recipient's name and address, greeting, body, closing—and to craft their message with a clear purpose and audience in mind.

As part of the "End-of-Year Activities" in Module 12: "Genre Study: Fiction," found in the "Collaborative Centers and Independent Practice" section, students write a letter addressed to a friend, which they will share with the class. These letters are written as if they were present at a historical event, such as the carving of Mount Rushmore. Students are encouraged to include visuals—such as illustrations, diagrams, or maps—to enhance their letter and convey the setting and experience more vividly.

7.B.2 Writing Process

TEKS Correlation: Strand 6 / Texas Reading Academies: Module 11E – Written Composition

GUIDANCE	SCORE SUMMARY	RAW SCORE
7.B.2a	All criteria for guidance met.	5/5
7.B.2b	All criteria for guidance met.	6/6
—	TOTAL	11/11

7.B.2a – Materials support students’ use of the elements of the writing process (planning, drafting, revising, conferring, editing, and sharing/publishing) to compose text, which includes an age-appropriate progression in the conventions of writing. (S)

The *HMH Into Reading Version 2* materials support students' coherent use of the elements of the writing process to compose text, which includes an age-appropriate progression in the conventions of writing. In Module 8: "Food for Thought," students write an opinion essay over the course of 14 "Writing and Grammar" lessons, with teacher support throughout the process.

The unit begins with an anchor chart titled "Introduce the Prompt," which informs students they will write an essay explaining why people should try a food they think they do not like. During prewriting, the "Parts of an Argument" anchor chart helps students understand how to organize their essay's components. In the following lesson, students establish their opinion using the "Know It, Show It Opinion Essay Model" anchor chart. Lesson 5 features the mentor text *Reasons to Try Sardines*, providing a model that includes clear reasons and supporting evidence, while Lesson 6 revisits the "Parts of an Argument" chart to reinforce idea organization.

In Lesson 7, students add transition words with guided instruction, using the "Transition Words" anchor chart and examples from mentor texts. Lesson 8 focuses on the call to action, supported by the "Call to Action" anchor chart. Peer conferences occur in Lesson 10, guided by the "Editing Checklist" anchor chart, which helps students identify strengths in their writing. After editing, students review the "Opinion Essay" anchor chart to revise their essays, ensuring smooth connections through transition words. Lessons 12 and 13 focus on mechanics and proofreading, with teachers guiding students using the "Editing Checklist" and a "Clocking Activity" to correct spelling and grammar. Finally, in Lesson 14, students collaborate in pairs to publish their essays, using examples provided in the lesson.

7.B.2b – Materials include teacher guidance to provide explicit (direct) instruction to model each element of the writing process (planning, drafting, revising, editing, and sharing/publishing) and to support students during the writing process through conferencing and revising. (T)

The *HMH Into Reading Version 2* materials include teacher guidance to provide explicit (direct) instruction to model each element of the writing process and support students during the writing process through

conferencing and revising. The *Teacher's Guide* offers detailed guidance for three weeks of explicit instruction on teaching and modeling the writing process—for example, in Module 7: "Tricksters and Tall Tales," Week 1: "Writing and Grammar," Lesson 4 prompts teachers to think aloud as they brainstorm sub-genre options for imaginative story writing. Using "Display & Engage: 7.4," teachers review fables, myths, tall tales, and legends, providing examples to help students connect with each sub-genre and narrow their focus for their own stories. In Week 2, Lesson 6, during the drafting phase, teachers model analyzing a freewrite sample by identifying the topic sentence, main characters, and conflict, explaining that freewrites are quick, informal summaries of a story's main idea. Students are then given time to freewrite their story ideas while keeping this structure in mind. By Lesson 9, teachers model revising drafts to ensure events are organized clearly, using mentor sentences to demonstrate how transition words connect events. In Week 3, Lessons 13 and 15, teachers guide students through editing story drafts using a checklist and proofreading marks, supported by the "Use the Clocking Activity" section, which models working through the checklist. After finalizing drafts, teachers model fluent reading of excerpts before grouping students to read their stories aloud.

In addition to this direct instruction, the materials include teacher guidance for individualized revising conferences. For instance, in Week 3, Lesson 11, the "Review Forming Adverbs" and "Revise for Descriptive Language" sections provide a teacher script to model revising for improved word choice using the "Improve Word Choice" anchor chart and mentor sentences. Students are then prompted to identify areas in their writing where adding adverbs could enhance description.

7.B.3 Explicit (Direct) and Systematic Writing Instruction

TEKS Correlation: Strand 6 / Texas Reading Academies: Module 11E – Written Composition

GUIDANCE	SCORE SUMMARY	RAW SCORE
7.B.3a	All criteria for guidance met.	3/3
7.B.3b	All criteria for guidance met.	4/4
7.B.3c	All criteria for guidance met.	6/6
—	TOTAL	13/13

7.B.3a – Materials include guidance for teachers to provide explicit (direct) instruction on sentence-level writing, focusing on structure, syntax, and vocabulary. (T)

The *HMH Into Reading Version 2* materials include guidance for teachers to provide explicit (direct) instruction on sentence-level writing, focusing on structure, syntax, and vocabulary. In Module 3: "Rise to the Occasion," Week 3: "Writing and Grammar," Lesson 11, the lesson provides teacher guidance for modeling how writers use coordinating conjunctions and commas to combine ideas into compound sentences. The provided script states, "A compound sentence is made up of two shorter sentences joined by a coordinating conjunction. In a compound sentence, add a comma before the coordinating conjunction." Additionally, model sentences are included to support direct instruction on independent clauses and how to structure them in compound sentences. Teachers use the following mentor sentences to demonstrate this concept:

"Kee-sup beckoned him."

"They slipped away from the game."

"Kee-sup beckoned him, and they slipped away from the game."

In another example, Module 6: "Marvels of Nature," Week 2: "Writing and Grammar," Lesson 10 provides teacher guidance for modeling how to improve writing through stronger word choice. The *Teacher's Guide* offers step-by-step support for direct instruction and modeling of how writers revise vocabulary to enhance their writing. Teachers are prompted to use the mentor sentences on "Display and Engage 6.10" to model adjusting vocabulary. First, they read the "Before" sentence—"All of these animals are part of the food chain, and each has a job"—then use the provided "Think Aloud" to model how to revise for word choice, resulting in the "After" sentence: "All of these animals interact in a complex web of relationships, and each has its own place in the system." The use of model sentences and teacher scripts throughout the lessons supports students in developing sentence-level writing skills, laying a strong foundation for crafting more complex sentence structures.

7.B.3b – Materials include guidance for teachers to provide systematic and explicit (direct) instruction in writing starting at the sentence-level and building to compositions according to grade-level TEKS. (T)

The *HMH Into Reading Version 2* materials include guidance for teachers to provide systematic and explicit (direct) instruction in writing starting at the sentence level and building to compositions according to grade-level English language arts TEKS. One example of how the instructional materials support teachers in delivering explicit, direct, sentence-level writing instruction appears in Module 3: "Rise to the Occasion." In Week 1: "Grammar and Writing," Lesson 1, guidance is provided for teaching verbs and verb tenses through an "I Do," "We Do," and "You Do" instructional model. Bolded scripts support teachers in clearly explaining and modeling the skill. In addition, model sentences and margin notes offer further guidance and practice in identifying verb tenses. During the "Daily Write" activity, students are prompted to rewrite one of the model sentences twice, using a different verb tense in each version. They then label each sentence as past, present, or future tense, reinforcing their understanding of verb usage.

The materials continue to build on this foundation in Module 8: "Food for Thought," Week 2: "Writing and Grammar," Lesson 9, where teachers are guided in providing direct instruction on combining sentences during the revising stage of writing. The "Discuss Combining Sentences" section of the lesson plan includes six bullet points to support instruction, three of which are scripted explanations with examples of dependent clauses and a "Think Aloud" to help model the process. Another bullet point walks teachers through using the "Display and Engage: Opinion Essay 8.9" resource to offer additional practice. Students then apply this learning by combining simple sentences as they work to draft an opinion essay composition.

7.B.3c – Materials include systematic and explicit (direct) opportunities for students to engage in increasingly complex sentence-level writing, revising, and editing. (S)

The *HMH Into Reading Version 2* materials include systematic and explicit (direct) opportunities for students to engage in increasingly complex sentence-level writing, revising, and editing. For example, in Module 1: "Becoming Yourself," "Writing and Grammar," Lesson 12 includes an "Editing Anchor Chart" that reminds students of capitalization rules and the correct use of punctuation marks. Students then independently edit their writing for spelling, mechanics, punctuation, and grammar, using the chart as a reference tool.

Additionally, the "Grammar 1.3.4 Review Fragments and Run-On Sentences" resource provides students with guided practice in transforming sentence fragments and run-on sentences into complete thoughts. After the practice, students revisit their drafts to apply their learning and revise their writing to eliminate fragments and run-ons.

7.B.4 Grade-Level Standard English Conventions

TEKS Correlation: Strand 6 / Texas Reading Academies: Module 11E – Written Composition

GUIDANCE	SCORE SUMMARY	RAW SCORE
7.B.4a	All criteria for guidance met.	4/4
7.B.4b	All criteria for guidance met.	6/6
—	TOTAL	10/10

7.B.4a – Materials include opportunities for practice and application both in and out of context of the conventions of academic language (e.g., the use of simple and compound sentences with subject-verb agreement, the appropriate use of different verb tenses, nouns, adjectives, adverbs, prepositions, pronouns, and coordinating conjunctions) in sentences and short paragraphs using correct capitalization and punctuation according to the grade-level TEKS. (S)

The *HMH Into Reading Version 2* materials include opportunities for practice and application both in and out of context of the conventions of academic language in sentences and short paragraphs using correct capitalization and punctuation according to the grade-level TEKS. For example, in Module 1: "Becoming Yourself," Week 1: "Writing and Grammar," Lesson 3, students learn to form subject-verb agreement and correctly construct sentence parts in their writing. They are provided with model sentences to support their understanding and practice of subject-verb agreement. In the "Daily Write" component of the lesson, students apply this learning by writing two present-tense sentences—one with a singular subject and one with a plural subject. In the following lesson, Lesson 4, instruction shifts to identifying proper nouns in sentences, and the "Daily Write" activity requires students to write a sentence that includes at least one proper noun.

In Module 7: "Tricksters and Tall Tales," Week 1 "Writing and Grammar," Lesson 4, students practice identifying and using prepositions and prepositional phrases in sentences and short paragraphs. After reviewing these concepts, students work with a partner to find prepositions in short excerpts from the focal text *The Luck of the Loch Ness Monster* and analyze the syntactic patterns of their usage. They then write their own sentences using prepositions and prepositional phrases. By the end of the module, in Week 3, Lesson 13, students use an editing checklist to review their essays for proper usage of prepositions and prepositional phrases.

7.B.4b – Materials include systematic opportunities for practice of and application of grammar, punctuation, and usage, both in and out of context. (S)

The *HMH Into Reading Version 2* materials include systematic opportunities for practice and application of grammar, punctuation, and usage, both in and out of context. The materials provide multiple opportunities for students to practice and apply grammar, punctuation, and usage skills in the context of

their own writing. For example, the "Grammar 2.1.1 Capitalizing Historical Events and Documents" and "Grammar 6.2.2 Capital Letters and Punctuation in Quotations" resources guide students through editing mentor sentences for correct capitalization and dialogue punctuation, then applying those edits to their own writing. A similar approach is used in the "Grammar 4.4.4 Review Comparative and Superlative Adjectives and Adverbs" activity, which focuses on refining adjective and adverb usage.

Additionally, in Module 6: "Marvels of Nature," Week 1 "Writing and Grammar," Lesson 5, students practice combining sentences by repositioning adjectives. For instance, in the "You Do" section, students are prompted to combine the following two sentences by relocating the adjectives: "Each polyp has tentacles," and "There are stinging tentacles." Then, in Week 2, Lesson 8, students learn how to clarify meaning by placing adverbs in different parts of a sentence. To reinforce this skill, the "Daily Write" activity requires students to write a sentence with an adverb either at the beginning of the sentence or before the verb.