

HMH Education Company

English Language Arts and Reading, 5

HMH Into Reading Texas Version 2 Grade 5

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Full-Subject, Tier-1	9798202118920	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	1	Flags Not in Report	Flags in Report	2

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	13
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 incorporate 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, under "Learning that Builds," a graphic titled "Connecting Concepts Across Grades" illustrates vertical alignment and the progression of concepts. For instance, teachers are provided with an explanation of how the central idea standard is revisited throughout the year using increasingly complex text.

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.

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 5 "Project Earth," 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." Another example appears in Module 5, where the question prompt "What is the opposite of *contaminate*?" is presented in both English and Spanish and helps families reinforce key concepts.

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).

The *HMH Into Reading Version 2* instructional materials include 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.

The "Week at a Glance" section in the *Teacher's Guide* highlights core lesson components that support student mastery of the content: "Build Knowledge," "Word Study," "Reading & Vocabulary," and "Writing & Grammar."

Required instructional materials and resources are clearly listed. For instance, the "Lesson Resources" section on the "Build Knowledge" page of the *Teacher's Guide* includes supports for "Whole-Class Presentation" and "Display and Engage," as well as materials such as "Teaching Pal," *myBook*, *Get Curious* video, "Vocabulary Cards," and "Instructional Routines."

To promote understanding and language development, each week includes an essential question and related discussion prompts. 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 9: "Unexpected and Unexplained," the "Inquiry and Research" component provides a list of the teacher and student materials, including a rubric for assessing the inquiry writing project, tools for student research, and basic supplies such as pencils, notebooks, and computers. Additionally, the "Text Sets" section of the *Teacher's Guide* lists the books required for the module.

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 example, in Module 3, Week 3, Lesson 12, on the "Reading and Vocabulary" page, students are asked to identify three or four additional text features and explain how they support the text. Another example is found in Module 9, Week 2, Lesson 8, where students are encouraged to make and revise predictions by listing them while reading and adjusting them as they are confirmed.

Additionally, in grade 5, the "Teacher-Led Differentiation" page in the *Implementation Guide* offers instructional guidance tailored to students' needs. The "Supporting Students' Needs" section outlines support for: Remediation or Intervention, On-Level/Accelerated, and Emergent Bilingual Learners.

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, in Module 1 "Inventors at Work," the "Grammar Module Assessment" features multiple-choice questions along with short-constructed questions that require students to demonstrate how to combine ideas into a single sentence. Similarly, the "Reading and Vocabulary Module Assessment" includes multiple-choice, multiselect, multipart, and open-ended 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.

In Module 2: "What a Story," the lesson-level "Summative Assessment" targets TEKS 5.6H, which requires students to "synthesize information to create new understanding." This standard is addressed in the "Weekly Assessments," which include a fill-in-the-blank exercise that prompts students to analyze a character's words and identify a character trait that best describes them. Students then record their responses in a chart.

Additionally, in Module 2: "What a Story," the "Word Study" lessons in Week 1 align with fluency TEKS 5.4, which requires students to "use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text." This standard is addressed through the "Partner Reading" independent practice routine, in which students take turns reading a text aloud and providing one another with feedback.

The "Answer Key" found in the "Module Assessments Administration Guide" clearly outlines the specific TEKS associated with each question.

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 4: "The American West," students are required to demonstrate a comprehensive set of knowledge and skills by creating a podcast that explores how westward expansion impacted Native American tribes. As part of this task, students come together to brainstorm, discuss ideas, and share findings from independent research. This "Inquiry and Research Project" serves as a "Performance Task"

with varying levels of complexity and includes a written cause-and-effect response, integration of visuals, and an oral presentation.

Additionally, the "Module Assessment Administration Guide and Answer Keys" explains that the "Module Assessment" includes the following question types:

Selected response: Students choose an answer from several provided options.

Constructed response: Students write or type their own answers.

Technology-enhanced (adapted for print): Items simulate digital interactivity in paper format.

These question types vary in complexity and include basic answer selection; open-ended written responses; interactive tasks that involve clicking, dragging, and dropping for digital; and a drawing of the correct response for paper.

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 6: "Art for Everyone," Week 1 "Reading and Vocabulary," Lesson 2, guidance for students who have not yet reached proficiency reads: "If students have difficulty making inferences, then focus on one idea and break down the details." 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 7: "Above, Below, and Beyond," Week 2, students who have not yet mastered the prefixes *mis-*, *mal-*, *super-*, *micro-*, *mega-*, and *sub-* receive targeted instruction through the "Foundational Skills and Word Study Studio Session 413."

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 9: "Unexpected, Unexplained," teachers are guided to explain the idiom "catch a glimpse" during the reading of *Why People Love Mysteries*. 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 6: "Art for Everyone," Week 1 "Reading and Vocabulary," Lesson 2, guidance for students who have reached proficiency reads: "If students are ready for an additional challenge, then have them find three or four other inferences in the text *Christo and Jeanne-Claude* and explain how text clues and background knowledge help them better understand the story." 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 7: "Above, Below, and Beyond," students research various explorers, create biographies about their lives and achievements, 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: "Inventors at Work," Week 2 "Reading and Vocabulary," Lesson 6, the teacher script in the "I Do" section directs teachers to tell students they will monitor and clarify their comprehension while reading to support their comprehension of the text *Winds of Hope*. Teachers are then prompted to display the "Monitor and Clarify" 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. In Module 5: "Project Earth," Week 1 "Reading and Vocabulary," Lesson 1, the materials provide structured guidance for effective lesson delivery using the "I Do," "We Do," and "You Do" instructional approach. The "I Do" section—titled "Connect and Teach"—includes bulleted guidance for teachers. For example, one bullet point reminds teachers to explain that a central idea may be stated directly in a text or must be inferred by the reader. The "We Do" section directs teachers to use the "Teaching Pal," referencing the blue prompts to guide discussion of the text *The Protective Power of Nature Preserves* as students follow along in their *myBook*. One prompt reads, "Have students explain what they know about efforts that help the environment, such as recycling and conservation."

Additionally, the grade 5 HMH materials offer teacher guidance for implementing a variety of instructional approaches through the "Inquiry and Research Project" embedded in each module. The project is broken into three weeks of instruction, each with explicit support. During the first week, teachers are guided to help students set goals and gather information. In the second week, guidance is provided to help students develop their ideas and choose a way to protect or improve the environment. The final week is spent supporting students in practicing, presenting, and reflecting on their research.

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 4 "The American West," Week 1 "Reading and Vocabulary," Lesson 3, the product instructs the teacher to begin the lesson with modeling how to determine central ideas in the text *Losing the West*. 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. Finally, teachers guide students to write about the hardships of Native Americans based on what they read in the text. Teachers prompt students to exchange their paragraphs with partners and analyze the text structure of their partner's written response.

The module also includes structured opportunities for collaborative and independent practice beyond whole-group instruction. In Week 1 "Collaborative Centers" and "Independent Practice" sections, 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 2: "What a Story," Week 1: "Reading and Vocabulary," Lesson 2, 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 providing sentence frames for students to record information about the topic of storytellers. For "Intermediate" students, teachers are encouraged to provide ahead of time the sentence frames for the questions that will be asked during reading. For "High Intermediate and Advanced" learners, the materials suggest prompting students to write a paragraph about the different types of stories mentioned in each read-aloud section.

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 "Classify Tabletop Minilesson," teachers are guided to use total response signals—such as "clap hands" or "do not clap hands"—during read-alouds to check for understanding. The lesson provides differentiated

supports for each proficiency level: for "Pre-Production and Beginning" learners, draw pictures to classify types of technology and appliances; "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 "Synthesize Tabletop Minilesson" includes another total response signal—green card or red card—to engage students during a read-aloud. "Pre-Production and Beginning" learners are prompted to use drawings and short phrases to describe causes and effects. "Intermediate" students are given guided reminders of critical vocabulary. "High Intermediate and Advanced" students receive rephrasing opportunities.

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 that provide instructional scaffolds and prompts to support oral and written discourse across lessons. In Module 8: "A New Home," Week 1: "Reading and Vocabulary," Lesson 1, the "Emergent Bilingual: Support Comprehension" sidebar helps students expand their oral discussion using evidence from the text. In Lesson 2, the "Build Vocabulary" sidebar guides teachers to support students in incorporating newly acquired concepts into their text-based discussions to build background knowledge. Additionally, in Week 3, Lesson 11, the "Critical Vocabulary" sidebar includes Spanish cognates paired with English vocabulary words to support cross-linguistic connections. During the "I Do" portion of this lesson, teachers are prompted to have students read aloud and discuss student-friendly definitions and analyze each word in context.

The materials also include embedded guidance for supporting written discourse. For example, in Module 8: "A New Home," Week 1: "Build Knowledge and Language," Lesson 3, the "Build Vocabulary" sidebar provides targeted questions and sentence stems that include critical vocabulary to support academic writing. In Lesson 2, the "Support Comprehension" sidebar encourages the use of sentence frames and text evidence to help students expand written responses. In Lesson 3, the "Guide Discussion" sidebar supports background knowledge development by prompting students to incorporate newly acquired concepts into their written responses. Finally, in Week 3, Lesson 12, the "Critical Vocabulary" sidebar again includes Spanish cognates, and during the "We Do" portion of the lesson, teachers guide students to use the new vocabulary and cognates in original sentences as part of their "Four-Square Map" activity.

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 3.1," the "Speaking" section offers guidance on helping emergent bilingual students express opinions. Emergent bilingual students work with a partner to discuss opinions about a science experiment. Teachers are then prompted to have them take turns saying if they agree or disagree.

Additionally, in Module 1: "Inventors at Work," Week 2 of the "Inquiry and Research Project" lessons, direct instruction is provided 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, teachers lead students in describing the goal of their invention and what it is designed to do. Students then brainstorm what materials they will need and draft a business plan for their presentation using their notes.

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 in Module 4: "The American West," Week 1 "Build Knowledge and Language," Lesson 5, where students practice both listening to and giving oral instructions. In the "Apply the Skill" component of the lesson, students work in groups and imagine they are living in the American West during the 1800s. They are tasked with giving oral directions to a group of travelers who have arrived at their school and need help finding a destination but are unfamiliar with the area. Each group collaborates to create clear, effective instructions, and then one member from each group presents their directions to the class.

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 "Inventors at Work," 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 the texts *Wind of Hope*, *Wheelchair Sports*, or 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 3: "Natural Disasters," Week 1: "Build Knowledge and Language," Lesson 1, students use the "Active Viewing Routine" with the video *Nature's Dark Side*. Following the video, they engage in a think-pair-share discussion to answer questions such as, "What improvements did the people of Japan make in order to better prepare for the next natural disaster?" The lesson concludes with a "Connect to Experience" activity, where students use insights from peer discussions to make personal connections to their own experiences.

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: "Inventors at Work," Week 1 begins with basic patterns such as short vowels. In Module 6: "Art for Everyone," students learn complex vowel patterns, including *schwa* sound, and by Module 10: "The Lives of Animals," 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 to more advanced patterns, like diphthongs.

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 3: "Natural Disasters," Week 1: "Word Study," the "Phonics Skill Review" section provides a script for the direct teaching and guided practice of the long *e* 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 *e* 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, Spanish, Cantonese, Korean, Vietnamese, and Tagalog sound-spelling. It notes that emergent bilingual students may require additional support discerning vowel sounds between the

languages. To scaffold instruction and support understanding of the long *e* sound-spelling variations, the materials suggest using a rapid word reading activity that emphasizes medial vowel sounds.

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 "Teach/Model" section of "Foundational Skills and Word Study Session 330" guides teachers in developing the sound-spelling pattern for the sound *ou*. Teachers are directed to display a word that contains *ou* and underline the pattern in the word. Then, teachers will model blending the sounds to read the word by "stretching out the word while pointing to each letter." Students will use this same process as they independently decode other words with the pattern.

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 *all, does, here, me, my, and who* and gradually advances to more complex words like *"almost, dear, door, from, money, pushed, remember, sometimes, together, and years."* Lessons also progress from single-syllable words—such as *I, to, like, a, see, the, we, go, is, and are*—to multisyllabic words like *always, different, enough, happy, and stories*.

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 141" focuses on high-frequency words such as *away, call, come, every, hear, and said*. 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 181," the teacher displays the High-Frequency Word Cards—*about, by, car, could, do not, maybe, sure, and there*—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 97," students use word cards to map and spell high-frequency words such as *no*, *he*, *away*, *must*, *by*, and *there*. 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 3.3.3" provides extended practice with irregular past-tense verbs. 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/or resources for students to read and write high-frequency words in isolation and in connected text. In "Foundational Skills and Word Study Studio Session 141," 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 *The Farm*, which also features words with the *ar* pattern, 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 2: "What a Story," Week 1, phonics instruction begins with long vowel patterns *a*, *ai*, *ay*, *ey*, and *igh*. As students advance through the modules, instruction builds toward more complex syllable types. By Module 8: "A New Home," Week 3: "Word Study," Lesson 6, students receive explicit instruction on building multisyllabic words with the prefixes *mono-*, *uni-*, *bi-*, and *tri-*.

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 352," instruction focuses on final syllables such as *-sion*, *-ture*, and *-sure* within connected texts, including sentences. Later in the sequence, "Foundational Skills and Word Study Studio Session 388" introduces syllable division patterns VCCCV. Instructional guidance supports teachers in modeling how to divide words between vowels and consonants and apply that understanding in connected texts.

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 instructional support to help teachers guide students in spelling, writing, and reading multisyllabic words. For

example, in "Foundational Skills and Word Study Studio Session 327," the "Teach/Model" section includes a structured routine for teaching the VCV syllable pattern. Teachers are guided to review short and long vowel sounds in VCV words such as *eagle*, *acorn*, and *ocean*, followed by explicit instruction on how to divide these words into syllables to support decoding and encoding.

Building on this instruction, "Foundational Skills and Word Study Studio Session 337" focuses on instruction with *r*-controlled spelling patterns. Teachers receive modeling strategies for decoding multisyllabic words such as *dessert* and *workbench* in isolation and in sentences like "My sister sat in the third row at the concert." In the "Guided Practice" section, there are scripts for teaching encoding of *r*-controlled vowels. The "Connect to Spelling and Writing" section prompts students to apply their understanding by writing words such as *birthday* and composing sentences with words that include the 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: "Project Earth," Week 2: "Word Study," Lesson 8, students are introduced to the prefixes *com-*, *con-*, and *cor-*. 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 with the text *Why Build a Transcontinental Railroad?*

To strengthen encoding skills, students participate in word-building activities by manipulating 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 compile a list of words containing the previously learned prefixes and write a sentence with each word on their list.

As part of a cumulative review, students echo read, partner read, and complete a close reading activity to apply their knowledge of encoding and decoding with multisyllabic words.

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 363" students develop decoding skills with the VCCV syllable pattern using the "Syllable Division VCCV Pattern Instructional Routine." Students begin by decoding multisyllabic words in isolation, such as *nervous*, *adjust*, *ignite*, and *compose*. This practice is then extended to decoding in a connected text titled *Grandpa's Story*.

Similarly, in "Foundational Skills and Word Study Studio Session 333," which focuses on vowel diphthongs *oi* and *oy* in multisyllabic words, students first divide syllables in isolated words such as *poison*, *rejoice*, *destroy*, and *appoint*. Then, they decode multisyllabic words within the context of a sentence, for example, "Sarah poured boiling water on the soil to try to thaw out the ground."

To apply encoding skills, students write words like *loyal*, *noisy*, *employ*, and *punish*, and then compose a full sentence.

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 3: "Natural Disasters," Week 1: "Word Study" introduces the prefixes *mis-* and *dis-*. By Week 3, students are working with multisyllabic words that contain the affixes *mis-*, *dis-*, *-tion*, and *-sion*.

This systematic approach continues in Module 5: "Project Earth." In Week 1, morphological instruction begins with the prefixes *sub-* and *for-*. The upcoming week builds on this basic foundation by introducing multisyllabic words with the affixes *subr-*, *fore-*, *-ful*, *-ous*, and *-less*.

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 294" focuses on prefixes *re-*, *un-*, *over-*, *pre-*, *mis-*, and *dis-*, both in isolation and within sentences and connected text. By "Foundational Skills and Word Study Studio Session 411," instruction advances to Latin roots, reflecting a cumulative progression of morphological instruction. To further apply morphological skills, students read a connected text containing these roots and make meaning.

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. 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.

Instruction also includes the following teacher-led decoding and word-building routines designed to reinforce how morphemes affect word meaning:

"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 406," the teacher is guided to provide explicit instruction using suffixes such as *-en*, *-ic*, *-ity*, and *-ty* 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 *Heroic Firefighters* 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.

In Module 4: "The American West," students are introduced to the prefixes *com-*, *con-*, and *cor-*. 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 compile a list of words containing the prefixes *com-*, *con-*, and *cor-* and write sentences using the words they generated.

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, learn its meaning, and then build onto it by adding prefixes and suffixes. Students then manipulate graphemes to construct new words and write them 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 376" focuses on decoding root words with the suffixes *-y*, *-ly*, and *-ous*. Students begin by breaking each word into syllables, identifying the suffix and base word, and reading the words aloud. Following this, students apply what they learned about morphemes by reading a connected text. To further build on this skill, students complete a word study activity where they predict the meaning of words using what they know about suffixes, then compose an original sentence that uses the word accurately in context.

Similarly, Module 3: "What a Story," Week 1: "Word Study" centers on the prefixes *post-* and *fore-* and the suffixes *-ment* and *-ness*. Students first engage in encoding practice by building words such as *postgame*, *forgiveness*, *agreement*, and *excitement*. 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 7: "Above, Below, and Beyond," Week 3 "Reading and Vocabulary," Lesson 12, the teacher script explains the use of print and digital reference sources, including dictionaries, thesauruses, glossaries, and online tools. Teachers are prompted to guide students through the purpose of each resource using the "Display and Engage: Vocabulary Strategy 7.12a" resource and are provided with instructions to model how to use each one. In the "We Do" section, teachers guide students in selecting the appropriate resource for replacing a word in a sentence. In the "You Do" section, students apply their learning by using the resources to investigate vocabulary from the lesson text *The Mighty Mars Rovers*.

Similarly, in Module 8: "A New Home," Week 2: "Writing and Grammar," Lesson 9, the teacher script focuses on the use of print and digital dictionaries and thesauruses during the writing process. The script explains that writers use these resources to find synonyms and clarify definitions as they revise their work. Teachers then guide students to apply this strategy by using reference tools to revise their own poems.

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 7: "Above, Below, and Beyond," Week 3: "Reading and Vocabulary," Lesson 12, students are prompted to use print or digital resources to look up definitions of critical vocabulary words and verify that the meanings align with their use in the context of the text. This lesson also introduces

students to accent markings in dictionary entries that denote syllabication, using the "Display and Engage: Vocabulary Strategy 7.12a and 7.12b" resources.

To support correct pronunciation, Module 8: "A New Home," Week 1: "Reading and Vocabulary," Lesson 3 introduces homophones and guides students in using dictionaries to check for accurate pronunciation of targeted words. Word origin is addressed in Module 7: "Above, Below, and Beyond," Week 1: "Reading and Vocabulary," Lesson 3, where students work with partners to investigate the etymology of vocabulary words from the lesson text *Potatoes on Rooftops* using print or digital dictionaries.

Additionally, "Vocabulary Strategy 7.12a" explicitly teaches students that reference materials such as dictionaries, thesauruses, and glossaries can be used to identify information about word origin and part of speech.

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 language arts TEKS. The materials align with the grade-level TEKS by supporting students in using context to determine the meaning of unfamiliar words, including homophones and homographs. For example, in Module 4: "The American West," Week 1: "Reading and Vocabulary," Lesson 3, students work independently or in pairs to identify homophones and homographs in the text *Losing the West*. They use contextual clues to determine each word's correct meaning within the passage.

Similarly, in Module 6: "Art for Everyone," Week 2: "Reading and Vocabulary," Lesson 7, the teacher script explicitly reviews the differences between homophones and homographs and reinforces how meaning is determined by context. As students read an excerpt from *The Transcontinental Railroad*, they work in pairs to apply this knowledge, using print or digital dictionaries to confirm their understanding and verify that the words are interpreted correctly within the context of the text.

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 5: "Project Earth," Week 2: "Word Study," Lesson 8, students use the informational fluency passage *My Favorite Hobby: Gardening* to practice the skill of self-correction. In Module 8: "A New Home," the poem "A Movie in My Pillow" supports practice with reading with expression and attention to punctuation as students use line breaks as cues of when to pause. Similarly, in Module 9: "Unexpected, Unexplained," students focus on phrasing and intonation while reading the mystery passage *A Mysterious Ending*. In that same module, *Mr. Linden's Library* is used to help teach students how to change their tone, volume, and pace to reflect the character's feelings.

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, while 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 4: "The American West," 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 8: "A New Home," students engage with the text *From Scratch*. 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, 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 3: "Natural Disasters," the "Think Aloud" text is *Between the Glacier and the Sea: The Alaska Earthquake*. Teachers are prompted to ask questions such as "What caused the Great Alaska Earthquake?" and "What happened to the town of Valdez as a result of the Great Alaska Earthquake?"

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 5: "Project Earth," Week 1, students practice building prosody with the informational fluency passage *Going Green*. They are prompted to observe punctuation in order to read with appropriate intonation and expression, which supports overall fluency and understanding. Module 2: "What a Story" includes the read-aloud selection *The Gift of Story* to emphasize fluency through expression. In this lesson, students learn how to

adjust their tone, volume, and pace to reflect the characters' feelings in the text. The materials support instruction with scripted teacher prompts, including comprehension-focused questions like, "Why do you suppose people are shunned if they tell someone else's story?"

In Module 9 "Unexpected, Unexplained," Week 3: "Word Study," Lesson 13, fluency is further developed when students read the realistic fiction fluency passage *Proceed With Caution*. Students are guided to 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 5 Resources" book includes teacher guidance for the teaching of appropriate handwriting skills. For example, the book includes teacher scripts for instruction of stroke and letter formation, writing position, and directionality. The "Writing Position" teacher script asks teachers to establish proper posture, pen/pencil grip, and paper position with students. The script provides guidance for adjusting student posture (lean and slouch) and ensuring students are properly aligned to their writing surface.

The "Spelling: Review" section of the "Word Study" lessons provides teacher guidance for connecting handwriting skills to current student learning. For example, in Module 1: "Inventors at Work," Week 1: "Word Study," Lesson 5, the "Spelling Review" section guides teachers to encourage students to write spelling words in cursive as they review morphological units. This section also includes teacher guidance on providing lined handwriting paper for students to use while they practice both spelling and handwriting skills together.

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 5 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 build proper handwriting strokes. The resource book also includes reproducible lined handwriting paper for additional student practice. Students are further supported through targeted tasks such as checking their cursive handwriting for

proper word spacing by leaving a space the width of a pencil between words. They practice spacing by writing phrases on various topics and then verifying appropriate spacing using the pencil-width guideline.

Handwriting practice is also embedded throughout the modules. In Module 1: "Inventors at Work," Week 1: "Word Study," Lesson 5, students are encouraged to write their weekly spelling words in cursive to reinforce both spelling and handwriting skills. In Module 8: "A New Home," students are asked to write the final draft of their performance task opinion essay in cursive as part of their *myBook* assignments. Additionally, each module's "Collaborative Centers and Independent Practice" section include a choice board option that allows 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.

Module 5: "Project Earth" develops scientific understanding by exploring how caring for Earth and its living things improves life now and in the future. The module concludes with an "Inquiry and Research Project" in which students create an environmental public service announcement to share with their community, applying both science content and writing skills.

In Module 2: "The American West," students explore the westward expansion through a variety of texts, deepening their understanding of the various experiences of the different groups. They then collaborate on an "Inquiry and Research Project" to design a podcast script discussing the impact the westward expansion had on Native American tribes.

Literary knowledge is emphasized in Module 2: "What a Story," where students read a variety of literary texts such as fantasy, adventure, realistic fiction, drama, and poetry. Through these texts, they explore how and why authors write literature. The module ends with a research project in which students create a proposal for a film adaptation of one of the texts studied in the module.

In Module 6: Art for Everyone," students engage with texts about famous musicians, visual arts, architects, dancers, and storytellers to build their understanding of the arts. For the final project, they synthesize this knowledge to write a brief biography of a famous artist and create a piece of art in their chosen artist's style, 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 4: "The American West" centers on the essential question "How did U.S. westward expansion affect different groups in the nation?" Students explore the theme of pioneer living by reading texts such as *The Santa Fe Trail* and *The Transcontinental Railroad* and about Native American tribes. Knowledge is reinforced and extended in a research project.

The "Learning that Builds" section of the *Implementation Guide* further illustrates how topics progress across grade levels. For instance, the theme of animal habitats is introduced in grade 3, Module 6 : "Animal Behaviors," revisited in grade 4, Module 9: "Global Guardians," and expanded in grade 5, Module 10: "The Lives of Animals," 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 7: "Above, Below, and Beyond" focuses on exploration across land, sea, and space. In Week 1, students read biographies of daring explorers. In Week 2, they deepen their understanding by reading about significant discoveries, including lost civilizations, prehistoric peoples, and ancient artifacts. In Week 3, students extend their learning by exploring texts about space exploration, learning about topics such as the Mars Rover and its data collection.

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 and build knowledge over time. For instance, in Module 5: "Project Earth," students engage with a different, but thematically related, text each week over three weeks, all centered on the topic of conserving Earth's habitats and resources. Similarly, in Module 10 "The Lives of Animals," students explore animal behaviors, drawing on their prior knowledge of conservation. These modules work together to support an overarching theme of how observing and interacting with animals can inform and inspire humans to protect the environment.

Another example of how the instructional materials connect lessons through anchor texts appears in Module 2 : "What a Story." In this module, students explore the many ways stories can be told by engaging

with a variety of genres, including poetry, myth, and fantasy/adventure. Texts such as *The Mesmer Menace*, *Many Ways to Tell a Story*, and *Airborne* build literary knowledge across different styles.

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 practice in grammar, vocabulary, discussion, and writing, all closely connected to the unit's topic or anchor text. This allows students to apply their learning meaningfully in Module 8: "A New Home."

In Week 1, the grammar lesson uses an anchor text from students' *myBook*, centered on the theme of moving and adapting to a new home, to teach perfect and present perfect tenses. For example, students identify present perfect tense sentences in the text *Moving to a New Country: A Survival Guide*.

Vocabulary instruction is also tied to the anchor text *A Movie in My Pillow* and introduces words such as *yearning*, *civil*, *flourishing*, *fortunate*, *dedicate*, *relatives*, and *discarded*. Students engage in the "Vocabulary Routine" using "Vocabulary Cards" to build word knowledge in context.

To support language development, students participate in the "Collaborative Discussion" routine, using the focal text *Moving to a New Country: A Survival Guide* to share and discuss ideas related to the module's essential question.

After reading poetry based on personal memories, students apply their learning to write a lyric poem that connects to the module's theme of moving and adapting to a new home or place.

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 4, students explore the idea that eating healthy, sustainable food benefits both our bodies and the environment. In grade 5, Module 5: "Project Earth," students revisit and expand on this concept. They review their prior knowledge about healthy eating and deepen their understanding by exploring the importance of caring for Earth and its living things. Topics include conservation methods and creative practices, such as growing gardens on rooftops.

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 animal habitats is introduced in grade 3, Module 6: "Animal Behaviors," revisited again in grade 4, Module 9: "Global Guardians," and further explored in grade 5, Module 10: "The Lives of Animals," 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* materials support making connections across units by clearly showing how each unit builds on previously taught content and sets the stage for future learning. In addition, the materials include concepts and texts that reinforce and deepen understanding within each module. For example, the "Learning that Builds" section of the *Implementation Guide* outlines how the three-week modules focus on a central topic, allowing students to explore ideas through a series of connected texts. In grade 5, Module 10: "The Lives of Animals," students read the fiction novel *The One and Only Ivan* alongside related narrative nonfiction and informational texts—all centered on the topic of animal behaviors.

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 through the use of videos, visuals, images, diagrams, and pre-teaching vocabulary. For example, each module includes a *Get Curious* video designed to activate interest and build foundational knowledge. In Module 8: "A New Home," students watch a video titled *A New Kid in Town* and make connections by responding in a think-pair-share to questions related to the module's essential question.

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 1: "Inventors at Work" focuses on the topic of innovation and is anchored with the essential question "What kinds of circumstances push people to create new inventions?" Students read a variety of texts—expository, informational, narrative nonfiction, fantasy, and a persuasive essay—all centered on creating new inventions. To apply their learning and respond to the essential question, students work in groups to research and create their own invention. As a culminating task, students write an expository essay explaining how inventors work hard to make their ideas a reality.

The module's essential question supports student discourse about the big idea or theme. In Module 4: "The American West," the essential question "How did U.S. westward expansion affect different groups in the nation?" is revisited throughout the unit. For instance, in Week 1 "Reading and Vocabulary," Lesson 2, students read *Why Go West* and *Removal and Return*. 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: "What a Story," students explore the essential question, "How does genre affect the way a story is told?" After reading *Airborn*, they engage in a collaborative discussion with peers. At the end of the module, and after reading additional texts, students combine their learning to compare and contrast two selections using a Venn diagram.

Another example from Module 2: is where the module begins with a read-aloud text that introduces the theme and lays the foundation for subsequent texts. For example, students listen to *From Mount to Page*

during the read-aloud. Later, they revisit this information when reading *Airborn*, 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 7: "Above, Below, and Beyond" focuses on exploration across land, sea, and space. In Week 1, students read biographies of daring explorers. In Week 2, they deepen their understanding by reading about significant discoveries, including lost civilizations, prehistoric peoples, and ancient artifacts. In Week 3, students extend their learning by exploring texts about space exploration, learning about topics such as the Mars Rover and its data collection.

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 9: "Unexpected, Unexplained," students collaborate to create a welcome packet for new employees at a detective agency 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 "Think about a TV show, a movie, or a book that shows a detective solving a mystery. What type of skills does the detective need to solve the mystery?" In Week 2, they consider "What process do you follow when you solve a mystery, such as finding a lost item?" In Week 3, students reflect on "How does your welcome packet change what you know about solving mysteries?"

In Module 10: "The Lives of Animals," students create a spread for a science magazine. The spread will include the animal's most notable characteristics, what it eats, how it gets its food, and interesting facts. Students will use what they learned about the animals featured in the unit's texts to help their readers feel more connected to the animals in their magazine spreads.

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" lesson page includes Spanish cognates to reinforce understanding of the module's "Critical Vocabulary" for English language learners.

In Module 7: "Above, Below, and Beyond," Week 1, Lesson 3, students are provided a list of words to include in their research report. The teacher facilitates understanding of vivid, descriptive words by asking, "What images do these words suggest?"

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 the vocabulary cards and the turn and talk instructional routine. For example, in Module 1: "Inventors at Work," 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 writing activities as well. For example in "Reading and Vocabulary," Lesson 3, students create "Four-Square Maps" for each "Critical Vocabulary" word. In the first section, they draw a picture that represents the word. In the second section, students write the meaning of the word. In the third section, students create an original sentence using the word, and in the fourth section, they write the word.

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: "A New Home," a "Vocabulary Card" features an image of two people shaking hands to visualize the meaning of *civil*, defined as "people who are polite, but not friendly to each other" or "things relating to people who live in a country."

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. For example, this resource features an anchor chart with images of an eye, nose, ear, mouth, and hand to show that when teaching the term *visualize*, which you do when you "use your senses to create pictures in your mind as you read."

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 4: "The American West," the "Inquiry and Research Project" page outlines the following learning objectives: (1) Generate questions for inquiry and develop a research plan. (2) Gather information from sources, record information in writing, and present findings.

In Lesson 1 "Clarify Project Goals," the teacher begins by facilitating a discussion about the impact the Westward Expansion had on Native American Tribes. In Lesson 2, students brainstorm and begin developing their ideas by creating an "Idea Board"—a document to record questions, ideas, and relevant information. Their inquiry is guided by the following questions:

"What do we know about where and how the tribe lived before the Westward Expansion?"

"How did Westward Expansion impact the tribe?"

"Where did the tribe move and what caused the move?"

"Where does the tribe live today?"

Students' research is supported by the focus statement "The people who moved out west from the east in the 1850s had much to learn."

In Lessons 3–7, students explore a variety of sources for their research, including selections from their *myBook*, approved websites, and informational books. During this phase, students collaborate to identify

causes and effects of the westward expansion on a Native American tribe and begin drafting their podcast script.

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 7: "Above, Below, and Beyond," Week 2 "Writing and Grammar," Lesson 6, students receive direct instruction on the differences between primary and secondary sources using the "Display and Engage" resource. The teacher reads aloud two excerpts and explains that a direct quote from a person who is actually present when an event takes place is considered a primary source, while written information from sources is considered secondary because the writer was not actually there when an event happened.

In the "Continue the Research Process" section, students classify which of their information is credible based on what they know about primary and secondary sources.

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, Module 4: "The American West," Week 3 features the text *A Pioneer Sampler: The Daily Life of a Pioneer Family in 1840*, which has a Lexile level of 860L, is described as moderately complex, and includes varied sentence structures along with critical vocabulary such as "frolic," "stubble," and "indispensable."

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 6: "Art for Everyone," for instance, the text *Let's Get Creative* has a Lexile measure of 930L, while *Play, Louis, Play!* is measured at 860L. These Lexile levels reflect appropriate and consistent text complexity for grade five 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 3: "Natural Disasters," the informational text *Quaking Earth, Racing Waves* includes an infographic that shows the correlation between coral heads and ocean earthquakes and introduces students to Tier 2 and Tier 3 vocabulary to deepen content knowledge.

Later, in Module 8: "A New Home," students read *A Movie in My Pillow*, a text with a collection of poems that uses rich imagery and figurative language to show how the poet misses his life and family members he had to leave behind in El Salvador.

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. For example, in Module 1: "Inventors at Work," Weeks 2 and 3, students engage with informational texts such as *Winds of Hope* and *Wheelchair Sports: Hang Glider to Wheeler-Dealer*, alongside the fantasy *Captain Arsenio*. These texts center on how challenging circumstances can push people to create new inventions. The module also includes the drama *The Miracle of Spring*, which tells the story of a king who cancels spring and upsets Mother Nature. This text highlights the connection between the spring season and the food cycle, encouraging real-world application.

Module 2: "What a Story" introduces a classic literary text about the struggles of an orphan girl, paired with both a play and a drama. This combination helps students examine how different genres shape storytelling, deepening their understanding of narrative structure.

By Module 6: "Art for Everyone," the focus shifts to the arts. Students read a biographical text from *Rita Moreno—Portraits of Hispanic American Heroes* about Puerto Rican actress Rita Moreno, which celebrates ethnic diversity while highlighting the cultural and social differences she experienced in pursuit of achieving her dreams.

Toward the end of the course, in Module 8: "A New Home," students explore themes of cultural adjustment, war, and immigration through the contemporary free-verse text *"Inside Out and Back Again."*

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 8: "A New Home," students engage with culturally relevant texts such as *From Scratch*, which tells the story of a South Asian girl and her experiences with missing her home in India after moving to America. This narrative supports meaningful connections and deeper engagement while helping teachers foster a more inclusive learning environment.

In Module 5: "Project Earth," texts such as *Living Green* connect real-world concepts to learn how our day-to-day actions can help reduce negative effects on the environment. For instance, students read about conservation, allowing them to relate global issues to practices in their daily lives.

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 5: "Project Earth," Lesson 2, students listen to a teacher read aloud about electronic waste and steps people have taken to reduce the pollution created when old electronic equipment is thrown away. Think-aloud scripts and sidebar discussion questions are provided to guide comprehension and prompt reflection. Questions such as "Why is e-waste a problem?" and "How have computer makers worked to reduce pollution from e-waste?" 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 *Potatoes on Rooftops: Farming in the City* and respond to questions like "How are these urban gardens improving life for people in the city?" and "What are some of the long-term benefits of cities building green spaces?" using text evidence in their written responses.

Additionally, in Module 9: "Unexpected, Unexplained," students engage with the mystery text *Mr. Linden's Library* in Week 1 "Reading and Vocabulary," Lesson 3. This close reading lesson includes embedded prompts that guide students in analyzing the plot, with questions such as "What does Carol notice about Mr. Linden's book?" and "What problem does Carol want to solve?" 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 is it about the book that makes it mysterious?" 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 2: "What a Story," "Reading and Vocabulary," Lesson 5, students read *Airborn* 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 the author's use of dialogue helps reveal character traits and motivations in a story.

Further opportunities are included in Module 7: "Above, Below, and Beyond," Week 2 "Reading and Vocabulary," Lesson 10. Students shift focus to analyzing the author's craft. The teacher begins by explaining how understanding an author's purpose will help them better understand the exploration and discovery presented in the text. During a read-aloud of *Space Ship One*, students are prompted to reflect on questions such as "How does the first-person account contribute to the text?" and "What is the author's purpose in writing this text? How do you know?"

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. For example, in Module 4: "The American West," students are supported with guiding questions that help them generate their own inquiries, make and confirm predictions, and draw inferences using textual evidence while reading *Losing the West*. At the start of the lesson, students use a sentence frame—"I see the title, and I think _____. Based on this information and my previous knowledge, I think I will read about _____."—to make predictions about the text. As the lesson progresses, they continue to engage with the text by generating questions using the "Notice and Note: 3 Big Questions" strategy.

Later, in Module 6: "Art for Everyone," Week 1: "Reading and Vocabulary," Lesson 2, students apply a range of reading skills to synthesize ideas across multiple texts. The lesson opens with another sentence frame—"Based on what the author says about ____ and what I know about ____, I can infer _____."—to support students in drawing inferences as they read "*Christo and Jeanne-Claude: Through the Gates and Beyond*." To synthesize their understanding, students respond to the "Teaching Pal" prompt: "How would you describe this artwork? What impact did The Gates have on the people who visited it?"

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 7: "Above, Below, and Beyond," the "Teaching Pal" provides embedded teacher guidance within the "Read for Understanding" sidebar, located alongside each text selection. For example, while reading *Into the Unknown: Above and Below*, teachers are supported with scripted think-aloud prompts. One script instructs teachers to model making and confirming predictions: "The author describes the dangers of the stratosphere and then says the Piccard family faced these dangers and triumphed. This makes me think we will read about an experiment. I predict . . ." Additional scripted prompts are provided to help teachers support students in making and confirming their own predictions using text evidence.

The *Teacher's Guide* also includes embedded scaffolds through the "Emergent Bilingual Learners" and "Supporting All Learners" sidebars. For instance, in Module 7, 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:

"Auguste Piccard was a ____ man."

"Piccard's journey to the bottom of the ocean was ____."

The "Supporting All Learners" sidebar equips teachers with strategies to help students who need additional support accessing the text. For example, students may be prompted to use their background knowledge to fill in gaps in understanding.

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 Minilessons" offer opportunities for students to engage in deeper text analysis. Specifically, the "Synthesize" 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 explain orally or in writing how their thinking has changed after they synthesized ideas, 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: "What a Story," Week 2: "Reading and Vocabulary," Lesson 6, the "Supporting All Learners" section includes additional opportunities for students to analyze grade-level texts. For example, students who have demonstrated proficiency in reading *The Secret Garden* are guided to list the sensory details that help them visualize and explain in writing how those details help them better understand 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 *Mr. Linden’s Library* from Module 9: “Unexpected, Unexplained” is listed with a Lexile level of 990 and is rated as “complex.” This rating is attributed to its narrative structure, which shifts in chronology and presents intricate story elements. It has an implied purpose of building knowledge and language about unsolved mysteries, and supporting students in recognizing how authors develop characters and use sensory words to create imagery. 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 for Module 2: “What a Story” explains that the text *The Poem That Will Not End* has a Lexile level of 700, placing it appropriately within the grade 5 text complexity band. The document describes the text as moderately complex due to its unfamiliar poetic structure and use of figurative language.

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 1, students write a response supported with text evidence about the different ways a story can be told. In Lesson 3, students view *Close-Read Screencast: Airborn* and use the “Response Writing” routine, with text evidence to explain the characteristics that make *Airborn* a fantasy. In Lesson 4, students independently create a list of figurative language found in the text *Airborn*. Then, they exchange lists with a partner to determine which of the

figurative language develops the setting and the characters. At the end of the lesson, students engage in a class discussion about what they have learned about how figurative language helps to develop a story.

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, "What questions do you have about this section of the text?" and "Are there any text features or images that help you clarify?" 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 5: "Project Earth," Week 1: "Reading and Vocabulary," Lesson 2, teachers implement the "Collaborative Discussion Routine" to help students annotate while independently reading the text *Potatoes on Rooftops*. 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 1: "Inventors at Work," students independently read texts with Lexile levels ranging from 710 to 1020. In Week 1, students read *The Inventor's Secret*, a slightly

complex text with a 710 Lexile level. The following week, they encounter *Winds of Hope*, which has a higher Lexile level of 1020 and a higher rating of moderately complex due to its multiple text 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 4: "The American West," independent reading texts range from a 650L Lexile level, such as in *The Rainbow Serpent*, to a 1120L Lexile level, as seen in *Dust Bowl Survivors*. 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.

Additionally, 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 4: "The American West," students read the informational text *Losing the West* and respond to the questions "What were three specific hardships that Native American nations faced during this time period?" and "What events or actions caused these hardships?" Students are expected to demonstrate comprehension by citing evidence from the text to support their responses.

In Module 5: "Project Earth," after reading *Potatoes on Rooftops*, students cite evidence to justify their thinking and support a claim. The prompt states: "How are these urban gardens improving life for people in the city? What are some of the long-term benefits of cities building green spaces?"

In Module 7: "Above, Below, and Beyond," students read *Into the Unknown: Above and Below*, an informational text, and respond to the prompt: "Think about why Auguste and Jacques Piccard wanted to explore these extreme locations. What did they hope to learn? How did their explorations contribute to their learning?" 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: "Inventors at Work," Weeks 1 and 2 "Reading and Vocabulary" lessons, students read *Artificial Intelligence Is a Great Invention* and *Winds of Hope* and use text evidence to respond to prompts and analyze text structure. For example, after reading *Artificial Intelligence Is a Great Invention*, students use key ideas and details to answer the question, "What kinds of circumstances push people to create new inventions?" and explain how the author uses imagery in the selection. Following their reading of *Winds of Hope*, students identify the text structure used in a particular section and justify their reasoning with evidence from the text. In Week 3, the "Engage and Respond" section of the "You Do" lesson component provides an opportunity for students to browse science fiction or fantasy texts and analyze techniques the author uses—such as language, mood, and voice—to reveal craft and bring the text to life.

In Module 3: "Natural Disasters," students read *Eruption! Volcanoes and the Science of Saving Lives* and identify words or phrases that show how the author uses chronological order to organize information. Guided by the "Targeted Close Read" questions in the "Teaching Pal," students highlight signal words and phrases that indicate the use of chronological text structure.

In Module 5: "Project Earth," students read *The Good Garden* and respond to "Targeted Close Read" questions that prompt them to select words or phrases that help them visualize Maria Luz's walk to school. For example, they cite descriptive language such as "dust in the air" and "wispy clouds high above" to support their responses. In the same module, students read *Potatoes on Rooftops* from the "Know It, Show It: Author's Craft" activity page and use text evidence to describe how the author uses exaggeration to appeal to readers' emotions.

In Module 10: "The Lives of Animals," students read *Winter Bees and Other Poems of the Cold* and respond to the question: "Why do you think the author includes a poem, an illustration, and a paragraph for each topic?" They are also asked to consider how the text might differ if it did not include text features such as informational boxes and illustrations. Students support their thinking with evidence from the text.

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 4: "The American West," students read and annotate "*A Pioneer Sampler*." They then engage in a discussion about how learning about the daily life of a pioneer family connects to the module topic, using details and visuals from their annotations to explain their responses and guide the conversation.

Module 5: "Project Earth" provides several opportunities for deep text analysis. In this module, students participate in a collaborative "Inquiry and Research Project," working in groups to create a public service

announcement script that informs their community about green living and ways to improve the environment. They analyze articles, gather information, and synthesize their findings before presenting their public service announcements to the class.

In another activity, students evaluate three posters for their effectiveness in encouraging others to grow and harvest crops. They examine each poster's central idea as well as the persuasive words and phrases used to promote participation in victory gardens. Ultimately, students compare and contrast the primary sources—the posters—with a secondary source, such as a narrator's account.

The module also includes a "Performance Task" in which students synthesize ideas from multiple texts to write an essay explaining why it is important to care for Earth and its resources. They then make a personal connection by sharing their opinion on what people can do to improve the planet now and in the future, supporting their views with text evidence.

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 2: "What a Story," provides multiple levels of question complexity for each text. The "Targeted Close Read" questions that accompany the text *Airborn* begin with a lower-level question—"Where and when do events in this story take place?"—and progress to a higher-level question requiring deeper analysis: "How does the setting contribute to the plot?" 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 9: "Unexpected, Unexplained," students read *Mr. Linden's Library* and respond to questions designed to address multiple levels of complexity:

"What does Peter say about Mr. Linden?" (DOK 1)

"Which words and phrases help you picture Josiah Linden's house?" (DOK 2)

"What are some sensory words and phrases that help you picture what Carol experiences as she enters Mr. Linden's library?" (DOK 3)

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. For example, in Module 3: "Natural Disasters," Week 1: "Writing and Grammar," Lesson 1, there is teacher guidance and a script to support students in writing a persuasive essay about whether they would choose to rebuild or move away after a natural disaster. Using the "Parts of an Argument" anchor chart, teachers focus on the claim and supporting evidence. Later, in Lesson 6, a script is provided in the "Begin to Draft" section to guide teachers in supporting students in identifying the author's argument and supporting evidence in a mentor text.

In Module 3: "Natural Disasters," the "Teaching Pal" guides teachers in supporting students in constructing a response after watching the video *"Between the Glacier and the Sea: The Alaska Earthquake."* The yellow sticky note in the margin guides the teacher to "Review with students the directions and checklist in the 'Write' section" and "Encourage students to use relevant details to explain the cause and effects of the earthquake." Students use text evidence to support their response to the prompt, "How did the city of Valdez, Alaska, change after the earthquake? Cite evidence from the video to support your response."

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 include an anchor chart titled "How to Have a Discussion," which outlines procedures for both speaking and listening, as well as the use of specific vocabulary and language appropriate for the audience.

Additionally, the "Rules of Discussion" resource provides guidance for engaging in discussions and defines for students what a discussion means, which is people sharing their ideas about a topic and learning what others think about a topic. Through this resource, students are informed that a productive discussion involves both speaking and listening, and during a discussion, they should listen actively, ask

questions, and make relevant comments. They should also use eye contact to signal their attentiveness and respect for other speakers.

In Module 8: "A New Home," 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: "One problem people face when moving to a new country is _____. One step the text recommends is to _____." 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: "What a Story," Week 1 "Writing and Grammar," students engage with the focal text *The Mesmer Menace* to explore the features of narrative writing, which will support them later in the unit as they craft their own imaginative stories. In Lesson 4, teachers guide students in analyzing narrative elements by asking the following questions:

"What is the setting?"

"Who are the major characters?"

"What events have happened?"

"What conflicts have you noticed?"

"What do you predict might happen based on the foreshadowing?"

In Lesson 7, students reflect on the names of the characters in *The Mesmer Menace* and consider what makes them memorable as they begin to develop characters for their own stories. In Lesson 9, students revisit the focal text to study the use of dialogue and then revise or add dialogue in their own drafts.

In Module 8: "A New Home," Week 1 "Writing and Grammar," students and teachers analyze the narrative poem "Love That Dog" as a mentor text to support the writing of a lyric poem later in the unit. In Lesson 3, teachers use a provided script to explain that the purpose of poetry is to convey a mood or feeling through word choice—an idea students are prompted to reflect on during the read-aloud of "Love That Dog." In Lesson 4, students are introduced to the characteristics of a lyric poem: a short poem written in lines and stanzas that uses descriptive language to express feelings about a person or thing. In Lesson 6, students revisit the mentor text to explore poetic sound devices such as onomatopoeia and alliteration

and begin incorporating them into their own drafts. In Lesson 7, students examine similes and metaphors in the focal text and then practice writing their own to enhance the descriptive quality of their lyric poems. In subsequent lessons, students continue revising and editing their drafts, with a focus on integrating poetic techniques and figurative language.

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 6: "Art for Everyone," students explore how personal memories can serve as powerful inspiration for writing. In this unit, students craft personal narratives to share with their peers about a time in their lives when they learned a lesson or overcame a challenge. As they write, students are encouraged to incorporate vivid details and sensory descriptions, reflect on their thoughts and feelings, and use transition words that clearly convey chronological order.

In Module 9: "Unexpected, Unexplained," students study the plot elements of mystery and fiction texts and use the "Narrative Structure" anchor chart to plan and draft imaginative stories. Throughout the module's "Writing and Grammar" lessons, students engage in a full writing cycle—from planning and drafting to peer proofreading, and teacher conferences. Their writing focuses on developing a central character whose personality and actions drive the story's plot, while incorporating key narrative elements such as setting and theme.

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 1: "Inventors at Work," students write an expository essay about an inventor who worked diligently to turn an idea into a real invention. Their essay must include a clear thesis statement supported with relevant details, follow a logical organizational structure beginning with a strong introduction, and demonstrate correct spelling, capitalization, punctuation, and grammar. In "Writing and Grammar," Lesson 6, students use the mentor text *A Silly Invention* to study examples of effective thesis statements. Teachers use the "Expository Essay: Organizational Structure" anchor chart to model how to incorporate supporting details into the body paragraphs. Before sharing their essays with the class, students review their drafts for key features of informational writing, such as a hook and thesis in the introduction, as well as body paragraphs supported by facts, examples, quotations, and definitions.

Module 7: "Above, Below, and Beyond," "Writing and Grammar" guides students in composing a research report about a past discovery that impacts life today. As students draft their essays, they are prompted to consider their audience and include informational text structures, a strong thesis and hook in the introduction, clear transition words, and a well-developed 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 3: "Natural Disasters," students write a persuasive essay arguing whether they would choose to stay or relocate if a natural disaster destroyed their town. After reading the mentor text *Green City* and participating in a class discussion on the pros and cons of rebuilding, students create a T-Chart to organize their reasoning. In "Writing and Grammar," Lesson 6, the teacher uses the "Display and Engage: Persuasive Essay" resource to guide students through a model text, prompting discussion with questions such as:

"What does the first paragraph do?"

"What is the writer's argument?"

"What reasons does the author give?"

"What does the last paragraph do?"

Students then draft their essays, incorporating persuasive language, relevant reasons, and a clear stance on the issue.

In Module 10: "The Lives of Animals," students write a persuasive letter to the editor of a local newspaper, encouraging support for an organization that cares for animals. As they draft, students are prompted to include a clear claim, supporting facts and opinions, and to tailor their message to a specific audience. The task reinforces the structure and purpose of persuasive writing, while offering students a meaningful, real-world application.

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 4: "Project Earth," students write a letter to a museum employee requesting information about what it was like to travel west in the 1850s. Teachers support students in crafting their letters by reviewing the "Parts of a Formal

Letter" anchor chart and using a model formal letter. Teachers prompt students with questions such as, "As you read the letter, what do you notice about the tone and the word choices?"

In Module 10: "The Lives of Animals," students write a persuasive letter to the editor of a local newspaper, explaining why people should support organizations that care for animals through time or donations. Teachers guide students in the drafting process by asking questions such as:

"What is the purpose of the letter?"

"How does the writer support the main idea that people should volunteer?"

"Which organizational structure did this writer use?"

As students write, they are reminded to include the proper letter format—date, sender's address, recipient's name and address, greeting, body, and closing—and to make a clear appeal to a specific audience while addressing possible counterarguments.

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. Over the course of fourteen "Writing and Grammar" lessons, students compose an editorial on an environmental topic they are interested in. To build background knowledge and connect to the unit theme, students engage in a guided reading of *The Elephant Keeper*.

During prewriting, students use the "Parts of an Argument" anchor chart to learn how to structure their editorial. In Lesson 4, they receive guided instruction on unpacking a writing prompt and begin setting goals and developing a writing plan using the "Display and Engage: Writing Prompt—Editorial 5.4" document. In Lesson 5, students follow a research plan and use the "Generating and Clarifying Questions" anchor chart to create clarifying questions and gather relevant information.

Lesson 6 revisits the "Parts of an Argument" anchor chart to help students begin drafting effective body paragraphs. In Lesson 7, students craft opening paragraphs with support from the "Display and Engage: Write a Strong Introduction—Editorial 5.7" document. Lesson 8 focuses on avoiding plagiarism and writing strong conclusions, guided by the "Types of Conclusions" anchor chart.

Revising for word choice and sentence structure is the focus of Lesson 9, using the "Revising Checklist" anchor chart. In Lesson 10, students participate in group writing conferences using the "Conferencing" anchor chart. Lesson 11 continues revision work, using the "Improving Word Choice and Sentence Structure" anchor chart to support incorporation of peer and teacher feedback.

In Lessons 12 and 13, students address mechanics, spelling, and grammar using the "Editing Drafts" anchor chart and a "Clocking Activity." Finally, in Lesson 14, students publish their essays, patterned after 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* outlines three weeks of structured lessons to guide students through brainstorming, drafting, revising, and publishing an editorial.

Module 5: "Project Earth" Week 1, Lesson 4 introduces students to editorial writing. Teachers are prompted to think aloud as they brainstorm possible topics, using critical vocabulary to initiate the process. They model reflective questions such as, "How do you feel about this topic?" and "What is your position?" before students begin brainstorming and planning their own editorials. In Lesson 5, after reading a mentor editorial text, teachers explain that authors develop their thesis only after using inquiry questions to narrow their focus. Students then practice generating their own questions to begin drafting.

In Week 2, students move into the revision phase. Lesson 9 supports further revision, using mentor sentences and the "Display & Engage: Editorial 5.9a" document to help students ensure their ideas are coherent and clearly expressed.

Week 3, Lessons 12 and 14 focus on editing and finalizing drafts. Teacher guidance is provided on how to model revising sentences using subordinate conjunctions to create complex sentence structures. Once edits are complete, students finalize their work. The teacher then facilitates a class discussion to brainstorm publication ideas, compiling a list of potential outlets for students to share their editorials.

In addition to whole-class instruction, the materials also provide teacher guidance for individualized revising conferences. In Lesson 7, the "Write a Strong Introduction" section includes a teacher script for modeling effective introductions. Students analyze three sample thesis statements before evaluating and revising their own.

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. For example, in Module 1: "Inventors at Work," Week 3 "Writing and Grammar," Lesson 13, teacher guidance is provided for modeling how writers use coordinating conjunctions and commas to combine ideas into compound sentences. The provided script explains, "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 identifying independent clauses and structuring them as compound sentences. Teachers use the following mentor sentences to demonstrate this concept:

"Stephanie put some solution on the spatula."

"She let it flow down freely."

"Stephanie put some solution on the spatula, and she let it flow down freely."

In another example, Module 11: "Genre Study: Nonfiction," Week 2: "Writing and Grammar," Lesson 8 provides teacher guidance for improving writing through stronger word choice and the use of sensory details. The *Teacher's Guide* offers step-by-step support for direct instruction and modeling of how writers revise vocabulary to "show rather than tell." Teachers are prompted to use mentor sentences from the focal text *Love, Amalia* to demonstrate how to enhance writing with sensory language. For instance, they read the sentence: "The first time Carlos tried to ice skate, it did not go very well. He fell a lot. He got wet and cranky," and then think aloud about how to revise it by adding sensory details to show the reader what is happening. The consistent use of model sentences and teacher scripts throughout the lessons supports students in developing sentence-level writing skills, building 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 language arts TEKS. One example of how the instructional materials support teachers in delivering explicit, direct sentence-level writing instruction appears in Module 3: "Natural Disasters." In Week 1: "Grammar and Writing," Lesson 5, guidance is provided for reviewing complete sentences, fragments, run-ons, and comma splices, and using complete sentences correctly in writing. The "I Do," "We Do," and "You Do" instructional model is used, along with bolded scripts to support teachers in clearly explaining and modeling the skill. In addition, model sentences and margin notes offer further guidance and practice in identifying and correcting sentence errors. During the "Daily Write" activity, students are prompted to write two complete sentences about natural disasters, then circle the subject and underline the predicate in each sentence, and check for sentence errors such as sentence fragments, run-on sentences, and comma splices.

The materials continue to build on this foundation in Module 5: "Project Earth," Week 2: "Writing and Grammar," Lesson 9, where teachers are guided in providing direct instruction on sentence structure and word choice during the revising stage of writing. The "Begin Revising for Sentence Structure and Word Choice" component of the lesson plan includes six bullet points to support instruction. One particular bullet point walks teachers through using the "Display and Engage: Editorial 5.9a-5.9b" resource to support students in rearranging and combining ideas for coherence. Students then apply this learning by revising their own writing for elaboration and coherence to draft an editorial 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, Module 3: "Natural Disasters," Week 3: "Writing and Grammar," Lesson 11 includes a "Revising Checklist" that reminds students of the following ways to revise their writing for clarity and coherence:

"Add sentences or words.

Delete unnecessary words or sentences.

Rearrange sentences or words.

Substitute words or sentences for better ones.

Combine ideas for varied and clearer sentences."

Students then return to their essays to replace general language and delete any extra words or ideas.

Additionally, the "Grammar 1.1.2 Sentence Fragments, Run-Ons, and Comma Splices" resource provides students with guided practice in transforming sentence fragments and run-on sentences into complete thoughts and correct comma splices. After the practice, students revisit their drafts to apply their learning and revise their writing to eliminate fragments, run-ons, and comma splices.

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. In Module 3: "Natural Disasters," Week 1: "Writing and Grammar," Lesson 4, students practice identifying sentence fragments, run-ons, and comma splices by locating and correcting errors in model sentences. In the "Daily Write" component, students apply their learning by writing two complete sentences about natural disasters. Later in the unit, in Week 3 "Writing and Grammar," Lesson 13, instruction progresses to include writing sentences with correlative conjunctions, allowing students to build on their foundational understanding of sentence structure.

In Module 9: "Unexpected, Unexplained," Week 1 "Writing and Grammar," Lesson 2, students have the opportunity to practice using contractions with pronouns in both sentences and short paragraphs. After being introduced to the concept, students identify pronoun contractions in excerpts from the focal text *The Egypt Game* and explain how each contraction is formed. They then write original sentences that include pronoun contractions. By the end of the module, in Week 3, Lesson 12, students use an editing checklist to review their essays for correct and effective use of pronoun contractions.

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 within the context of their own writing. For example, the "Grammar 2.1.3" and "Grammar 6.1.1 Quotations" resources guide students through editing mentor sentences for correct capitalization and dialogue

punctuation, followed by applying those edits to their own writing. A similar approach is used in the "Grammar 4.3.3 Comparing with Adverbs" activity, which focuses on the use of comparative and superlative adverbs through the analysis of mentor sentences.

Additionally, in Module 4: "The American West," Week 1 "Writing and Grammar," Lesson 5, students practice identifying and using proper punctuation in direct quotations and interjections. In the "You Do" section, for example, students are prompted to edit the following sentence, "Hold on I shouted the horses need to eat." to "Hold on!" I shouted. "The horses need to eat."

To reinforce this skill, the "Daily Write" activity requires students to write a paragraph about what they learned from a section of the focal text *Along the Santa Fe Trail*, using direct quotations and punctuating them correctly.