

HMH Education Company

English Language Arts and Reading, 1

HMH Into Reading Texas Version 2 Grade 1

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Full-Subject, Tier-1	9798202118883	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%	Compliant	Flags Addressed	0	Flags Not in Report	Flags in Report	1

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	28 out of 28	100%
2. Progress Monitoring	26 out of 26	100%
3. Supports for All Learners	27 out of 27	100%
4. Phonics Rule Compliance	31 out of 31	100%
5. Foundational Skills	135 out of 135	100%
6. Knowledge Coherence	33 out of 33	100%
7. Text Quality and Complexity	34 out of 34	100%
8. Evidence-Based Tasks and Responses	53 out of 53	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	22
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 grade 1 *Implementation Guide* includes visual representations of how concepts are introduced, developed, and expanded vertically across grades K–5. The materials present an intentional sequence that supports spiraling instruction and promotes student mastery over time. The materials include a year-long scope and sequence that outlines the order in which English Language Arts and Reading (ELAR) concepts are taught. In grade 1, the scope and sequence is organized by nine modules, with four weeks of instruction in each module. Concepts and skills are sequenced systematically to build on one another across the school year. Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS) are referenced throughout the materials in a supplemental TEKS and ELPS Correlation document. The document identifies how and where each standard is addressed across multiple modules and includes hyperlinks to instructional resources. The *Teacher's Guides* also include "TEKS Correlation" charts that list the module, volume, and activity where individual standards are taught.

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).

The grade 1 *Implementation Guide* includes a "Pacing Guidance" section that offers three instructional block options: 90-minute, 120-minute, and 150-minute. Each block allocates time to foundational skills, reading and vocabulary, writing and grammar, and small group instruction. This flexibility allows teachers to adjust instructional time based on campus schedules. The pacing calendar outlines how the standard 180-day plan can be adapted to fit 165-day or 210-day calendars. For example, a 165-day calendar

reduces the number of modules by omitting Modules 11 and 12, while a 210-day plan extends each module from 15 to 17 instructional days with additional time for inquiry and research. The guide supports coherent implementation across instructional calendars and offers editable templates that allow teachers to plan according to district guidelines while ensuring instructional alignment.

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

The grade 1 materials include a "Module at a Glance" page that outlines weekly components—Build Knowledge, Foundational Skills, Reading and Vocabulary, and Writing and Grammar—organized by skills. This preview supports lesson planning and instructional focus. The materials include an example of how one skill, story structure, is introduced and spiraled across the year. This skill begins in Module 1 and reappears in Modules 3, 5, 6, 9, and 12. The *Implementation Guide* and *Unit Order Rationale* state this repetition supports mastery through review and reinforcement. The materials provide a rationale for unit order and explain how concepts build across the course. Each school year, module topics are revisited with increasing complexity in background knowledge, text selections, and vocabulary.

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

The grade 1 materials include a "Module at a Glance" and a "Week at a Glance," which summarize daily lesson components—Building Knowledge, Foundational Skills, Reading and Vocabulary, and Writing and Grammar—broken down by skills and instructional focus. The editable Weekly Plan includes a bulleted guide for lesson internalization that identifies objectives, pacing, and small-group considerations. Teachers also receive support for planning instruction for English learners and independent practice. The *Teacher's Guides* and Weekly Lesson Plans preview key standards, vocabulary, unit objectives, and assessments. These tools guide teachers in preparing and internalizing instructional content each week.

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

The materials for grade 1 include an *Implementation Guide* and a *Navigation Guide* that outline the program structure, planning tools, pacing options, and curriculum overview. These resources support both classroom implementation and broader program planning. The *Implementation Guide* provides support in understanding literacy components, instructional routines, and lesson objectives. It familiarizes instructional staff with how the program builds skills across modules and content areas. The materials include dedicated tools and role-specific guidance for instructional leaders. Administrators and coaches may reference an "Instructional Look Fors Checklist" and a *Reflection Guide* to help them support their teachers throughout the school year.

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 materials in grade 1 provide the academic vocabulary necessary to effectively teach the concepts in the unit on the "Module at a Glance" page. The modules provide teachers with "Big Idea Words" during the launch of each module and 'power words' during the Reading and Vocabulary components. For example, in Module 3 the "Big Idea Words" include: *camouflage*, *characteristics*, and *mammal*.

The materials for grade 1 include information at the beginning of each module, in paragraph form, that explains in detail the big ideas that students will discover in that module. This paragraph also explains how these ideas fit into a broader context of science or social studies. For example, on the first page of the *Module 4 Teacher's Guide* the text explains what students will learn, including that "they will also learn about the importance of playing fairly" and also makes a broader social studies connection, "These skills are part of being good citizens." This gives the teacher the background information they need to explain the module content in a way that is meaningful to the students.

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

The materials for grade 1 include support for families in English and Spanish. Family letters provide families with an overview of each module and suggested activities. The letters introduce the topic and goals, provide the module's Big Idea Words, and suggest word play activities to support literacy development. For example, in Module 5, caregivers are encouraged to "Write and say rhyming words with the long i vowel sound, such as *Mike/Ike*, *hide/ride*, *kite/bite*, *time/dime*. Write words in pencil, erasing only the letters that change."

Each module contains editable family letters in both English and Spanish to help families support their student's progress. The family letters contain a brief synopsis of the module objectives and student learning, a section for academic vocabulary to reinforce in reading and speaking, questions to incorporate in their daily activities, activities to try when they are reading together, and three different weekly word games to develop important reading skills. For example, in Module 1, families are told that during the next three weeks their children will be learning how making new friends and learning new

things will help them grow. The Big Idea words, which are the academic words, are *friendship*, *emotions*, and *challenge*. Parents are asked to incorporate these words into their daily conversations with the student through questions such as, How did you show friendship to your classmates today? Parents are encouraged to find a special time and place to read each day, and they are given a bulleted list of three activities to do with their child when they are reading together, like tell about a character who faced a challenge. The final part of the letter gives one word play activity for each three-week module, such as Rhyme Time, I Spy, and Ten Red Hens. These activities help the parents continue developing their student's reading skills at home.

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 materials for grade 1 include a *Teacher's Guide* for each module. The *Teacher's Guides* include a description of the module and the literacy instruction organized by a module overview, weekly overview, and then a lesson explanation. Within each of the types of overviews, the instruction is divided into three literacy skill types: Foundational Skills, Reading and Vocabulary, and Writing and Grammar. The lessons include lesson objectives, Planning Support directions, and Assessment Resources. The grade 1 lesson plans include daily objectives that align to lesson standards along with tasks to promote mastery of the lesson objectives. For example, in Module 7, Week 1, Lesson 2, the lesson objective is to "Use verbs with will to tell about the future correctly in speaking and in writing." The lesson's task requires students to show evidence of their understanding by writing a sentence that uses will to help describe a future action.

The materials in the *Module 7 Teacher's Guide*, Week 1, Lesson 1, have "a list of resources the teacher will need for each portion of the lesson. These are easily identified in the left margin by a blue box heading with the title, 'Lesson Resources.'" The resource list is further broken down by subheadings in bold black letters to help a teacher identify the specific type of resource, such as "Display and Engage: Knowledge Map 7.1." In the "We Do: Apply to Text of the Reading and Vocabulary" portion of Module 7, Week 1, Lesson 1, the teacher is guided to the "Teaching Pal" for prompts to guide discussion. The questions correlate with the lesson objectives on opinion writing. A task to promote mastery of a lesson objective can be found in the Writing and Grammar portion of the lesson, where students are tasked with identifying verbs and their tenses in a sentence.

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 *Implementation Guide* for grade 1 includes general pacing guidance for each component of the ELAR instructional block. "In addition, the grade 1 'Implementation Guidance' includes the Grade K–2 "Pacing

Guidance' 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."

The materials for grade 1 include a descriptive explanation and overview of each lesson in each *Teacher's Guide* that states the teacher materials and the student resources that are used during instruction. For example, "Lesson Resources Whole-Class Presentation: HMH Class Craft Essential Session, Articulation Video, Lesson Slides: Irregular Words. Student Practice: Handwriting Models, Elkonin Boxes, and Know It, Show It."

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

In the grade 1 materials, extension activities are embedded within the lessons in the Supporting All Learners sidebar. For example, in the Reading and Vocabulary lesson of Module 2, Week 1, Lesson 1, teachers are encouraged to challenge students who have already shown that they have met the grade level standard, TEKS 1.9D(iii): Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and description with adult assistance. The materials state, "If children are ready for an additional challenge, then have them read an informational text to find the topic and supporting details. Have children categorize the details as fact or opinion."

The materials for grade 1 include a teacher's guide for each module. In each module, there is a section called "Inquiry and Research Project" for student enrichment. The "Inquiry and Research Project" correlates with the module theme and supports students' learning of building content knowledge. For example, the title of Module 7 is "The Big Outdoors," and the project is "Get Weather Wise." This project includes the learning objectives, materials, and is organized by lessons that include specific student tasks and task directions for the teacher and student.

The materials for grade 1 have a teacher's guide for each module that includes a section with activities for students during collaborative centers and independent practice. The section includes specific student activities organized in the categories of Inquiry and Research Project, Reader's Theater, Creative Corner, Partner Reading and Choice Board. The categories include task directions and materials. For example, the section says, "While you meet with children in small groups, provide the following collaborative centers and independent practice." The section includes specific activities.

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 materials for grade 1 include diagnostic assessments at the unit level that vary in types of tasks and types of questions. In the "Diagnostic Assessments" section of the grade 1 "Intervention Assessments" file, there is a Print Concepts inventory. The teacher gives the student a short picture book. Then, the teacher asks, "Where is the front of the book?" and "Where is the back of the book?" The student responds by pointing to the appropriate part of the book. Included in the "Diagnostic Assessment" section, there is a Letter-Sound Correspondence assessment. The teacher shows the student a page of lowercase letters. The teacher tells the student, "I want to see how fast you can tell me the sounds of these letters." Then the teacher points to each letter, and the student says the sound of the letter.

The materials for grade 1 include summative assessments at the unit level that vary in types of tasks and types of questions. In the Module 7 assessment, the teacher says, "Follow along as you listen to the article 'Passage 1: Symbols of Our Country.' After the article is read, you will answer some questions." After listening to the teacher read the story, the students answer multiple-choice questions, such as, "What does the word soar mean in the sentence?" Also, in the Module 7 Foundational Skills, the teacher reads a word, and the student chooses that word from a list.

The materials for grade 1 include formative assessments at the lesson level that vary in types of tasks and types of questions. For example, in Module 7, Week 1 Lesson 1: "Foundational Skills," the teacher says, "Your turn. The sounds are /b/ /ă/ /ch/." The students respond verbally with the phonemes blended, "batch." The *Teacher's Guide* says, "If children have difficulty with blending, support them in using connected phonation by emphasizing stop sounds and stretching continuous sounds until the next sound." This is an informal formative assessment of the student's ability to blend phonemes. The

materials for grade 1 include summative assessments at the lesson level that vary in types of tasks and types of questions. For example, in Module 7, Lesson 5, Foundational Skills, the teacher says, "Let us review the sounds and words we used this week." Then, the teacher leads the class in an informal summative assessment of the phonological awareness skills taught in Week 1.

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

In grade 1, the materials define diagnostic assessments to provide information on the essential skills and strategies necessary to prepare to become a successful reader. The definitions are provided for the print concepts inventory, letter-sound correspondence, and phonological awareness. Directions for interpreting the test are included to guide teachers in determining which students are on grade-level and which students will require additional instruction. Teachers use a student's total score and compare it against the performance level to determine the appropriate recommendation.

In grade 1, the "Intervention Assessments" introduction and "Test Overview" define and include the intended purpose of multiple assessments; for example, the "Screening Assessment" is used to screen all students for reading difficulties at the beginning and middle of the year. It enables teachers to determine whether students would benefit from intervention instruction or require additional diagnostic testing.

The "Intervention Assessments Guide" for grade 1 defines screening assessments; it says that screening assessments "assess quickly and efficiently several areas that are highly related to success in beginning reading." The intended purpose is to provide information on a student's performance in the skills necessary to become a successful reader. This section also gives the purpose of each part of the screening assessments: letter identification, phoneme segmentation, nonsense-word reading, word identification, and oral reading fluency. For example, the guide states that oral reading fluency passages "provide important information about the student's decoding strategies by using specific grade-level targeted vocabulary."

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

The materials for grade 1 include a "Module Inventory Administration Guide" to provide support for understanding the purpose and how to administer the test. The "Module Inventory Administration Guide" is organized by categories: Purpose and Use, Skills Assessed, Sections, Preparation for Administration, and Guidelines for Administration. For example, it says, "The child should be allowed to progress through the questions at a comfortable pace. Offer the child the opportunity to skip a question if it becomes obvious that the skill is too difficult and the child is unable to respond."

In grade 1, the "Intervention Assessments" include a section, "Administering and Scoring," that provides general guidelines and directions for consistent and accurate administration of assessments. For

example, the general guidelines and directions apply to all assessments and include guidance such as finding a quiet setting, becoming familiar with directions and items on individual assessments, duplicating copies of record forms, and not helping students with test items.

In grade 1, the "Intervention Assessments" include a section, "Administering and Scoring," that provides consistent and accurate guidance for individual assessments and their tasks. For example, in the "Screening Assessment," the "Letter Identification Task," guides teachers on the materials needed, such as a stopwatch or clock with a second hand, a copy of a Blackline Master, and a Recording Form. Further guidance is provided on what to say before and during the test, how to record student responses, when to discontinue, scoring, and how to interpret the score.

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

In grade 1, the materials include TEKS-based diagnostic assessments that align with unit objectives, helping clarify what students know and can do, such as the Nonsense-Word Reading test, which aligns with TEKS 1.2.B.i: "decode words in isolation and in context by applying common letter-sound correspondences."

In grade 1, the "Weekly Assessment Administration Guide" and answer keys provide assessment items that align with the TEKS of the course, such as the Module 1, Week 2 assessment, which aligns with TEKS 1.3.C, "identify the meaning of words with the affixes -s, -ed, and -ing." The materials include TEKS-based formative assessments that align with the objectives of each week to evaluate student learning.

In grade 1, the Module assessment materials provide assessment items that align with the TEKS of the course, such as the Module 1 assessment, which aligns with TEKS 1.3.D, "identify words that name actions, directions, positions, sequences, categories, and locations." The materials include TEKS-based summative assessments that align with the objectives of each module to provide clarity about what students know and can do.

In grade 1, the materials include a "Module Assessment Administration Guide" and answer keys for summative tests that are aligned to the TEKS and objectives of the module. In addition to the answers, the answer key for the Module 8 assessment includes the program skill assessed and the TEKS for each question. For example, Question 13 in the listening portion is identified as a central idea comprehension question and aligns with TEKS 1.9Di—recognize characteristics of informational text, including the central idea with adult assistance. This information aligns with assessment Question 13: "What is the central idea of the article?" This also aligns with the learning objective in Module 3, Week 3: "Reading and Vocabulary" is to "Identify the topic and central idea of a text using text evidence and relevant supporting details."

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

In grade 1, the Selection Quizzes include TEKS aligned items with Depth of Knowledge levels 1, 2, and 3. For example, the Selection Quiz "Step-by-Step Advice from the Animal Kingdom," includes questions to identify word meanings (TEKS 1.3.A), describe the plot's main events (TEKS 1.8.C), and determine the author's purpose (TEKS 1.10.C).

In grade 1, the module assessments include TEKS aligned items with Depth of Knowledge levels 1, 2, and 3. For example, the Module 2 assessment includes items that require students to identify adjectives, determine a complete sentence, and write to a prompt.

The "Weekly Assessments Guide" for grade 1 includes information on the complexity of each item in the weekly instructional assessments. The assessment for Module 8, Week 2: "Listening" has four TEKS-aligned questions related to 1.9.C, one question that requires the student to recall information, two questions that require the student to apply knowledge, and one question that requires the student to think strategically.

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 Texas has instructional assessments, and scoring guides help teachers interpret student performance and tailor instruction. In grade 1, the "Administering and Scoring Assessments Guide" provides procedures for screening, diagnostic, and progress monitoring assessments. Screening assessments (e.g., letter identification, phoneme segmentation) include interpretation charts to identify students needing foundational skill support. Diagnostic assessments (e.g., Print Concepts Inventory, Letter-Sound Correspondence, Phonological Awareness Inventory) include scoring guides to determine if students meet grade-level expectations.

In grade 1, "teachers will use the Summary Recording Form located in the Administering and Scoring Guide to assess phonological and phonemic awareness, guiding further instruction for students below benchmarks. Teachers are encouraged to document observations, especially when students struggle or need prompting, to personalize instruction."

The grade 1 screeners include an "Interpretation" section that provides a chart to help teachers analyze results and determine next steps. These charts support data-informed instruction by identifying which students need additional support in foundational skills. Diagnostic assessments include the Print Concepts Inventory, Letter-Sound Correspondence, and Phonological Awareness Inventory. Each inventory has a "Scoring and Interpreting the Results" section. This section helps teachers determine whether students meet grade-level expectations or require additional support.

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 Texas materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments. In grade 1 instructional materials include a "Recommendations for Data-Driven Instruction Guide" that supports teachers in using a structured five-step process to respond to student performance. "Teachers begin by identifying needs through screening assessments. If difficulties are observed, diagnostic assessments help pinpoint specific skill gaps. Based

on results, teachers use 'Foundational Skills and Word Study Studio' resources to deliver targeted instruction and scaffold core lessons with Tier I and Tier II supports."

In grade 1, teachers progress monitor using both the program and progress monitoring assessments. If students do not show improvement, the materials recommend re-assessment, collaboration with specialists, and, when appropriate, assessing English learners in their native language. The "Recommendations in Detail" section outlines specific steps for supporting students who score below goal in areas such as letter identification and phoneme segmentation.

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

HMH Into Reading Texas materials include tools for teachers to track student progress and growth, and tools for students to track their own progress and growth. In grade 1, materials include tools that support both teachers and students in tracking progress. For example, "students use the My Progress Graph during Cumulative Review and Fluency sessions to record successful readings and reflect on their growth."

In the grade 1 materials, "teachers use the Summary Recording Form to collect assessment data, monitor individual and class-wide trends, and adjust instruction accordingly." For example, the "Intervention Assessments Guide" provides additional recording forms for tracking diagnostic assessment results, such as Print Concepts, Letter-Sound Correspondence, and Phonological Awareness. Students will also engage in reflective wrap-up activities.

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.

HMH Into Reading Texas 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. In the *Teacher's Guide* for each module, after every "Week at a Glance," the section on "Differentiation and Practice" tells the teacher which sessions of the "Foundational Skills and Word Study Studio" and the "Tabletop Minilessons: Reading" are most pertinent to that week's instruction. The materials state, "Based on program assessment data and observations made during your whole-class instruction, flexibly group children to provide additional targeted instruction." For example, the "Differentiation and Practice" chart in Module 2, before Week 2, guides teachers to use "Foundational Skills and Word Study Studio," Session 143: Words with Double Final Consonants, to provide additional instruction to students who have not mastered reading words with double final consonants.

The materials for grade 1 include teacher guidance for differentiated instruction for students who have not yet reached proficiency on grade-level content and skills. The teacher's guidance is in the sidebar, in Module 2, Week 1, Lesson 1, in the Continuous Blending activity; the sidebar says, "Correct & Redirect: If a child reads fill as fīl-l, point to the ll spelling on the slide. Remind them that double consonants at the end of a word stand for just one consonant sound."

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 Texas materials include pre-teaching or embedded support for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). The materials for grade 1

include consistent opportunities for pre-teaching vocabulary in text. Every lesson's "Introduce Oral Language" section guides the teacher to introduce academic vocabulary. For example, in Module 6, Week 1, Lesson 2, the lesson says, "Use the steps I do, we do, and you do with the information in the chart below to teach the oral Power Words from the Big Book, *You're a Grand Old Flag*." The teacher introduces the Power Words, *forever, peace, emblem, true, and flag*.

The materials for grade 1 include embedded support for unfamiliar references in text. For example, in Module 7, Week 3, Lesson 14: "We Do: Apply to Media," the students follow along in their *My Book* while the teacher plays the video, "Water Cycle." The sidebar guides the teacher in pre-teaching the multiple meanings of the word *cycle* and how it applies to the text in *My Book*. The sidebar says, "Help children understand that the word 'cycle' has several meanings. Discuss the more common meaning of words like bicycle and motorcycle. Then help them understand that in the context of the water cycle, the word *cycle* means a series of events that repeat over and over again."

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.

HMH Into Reading Texas 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, in the grade 1 *Implementation Guide*, teachers will utilize a "Teacher-led Differentiation" section. This section includes guidance to help the teacher identify students who are ready for enrichment. The guidance states, "Based on program assessment data and observations made during your whole-class instruction, flexibly group children to provide targeted instruction with adaptable resources that meet each child's needs." The right side of the page provides a section called: "Supporting Children's Needs," including the recommendation, "On-level/Accelerated: Support children who are on or exceeding grade-level expectations to keep them engaged and thriving." The options listed under the heading On-level/Accelerated guide the teacher to use decodable texts, HMH Readers, and the Take and Teach: Book Club to meet the needs of students who have demonstrated proficiency.

The materials for grade 1 include teacher guidance for enrichment and extension activities for students who have demonstrated proficiency in grade-level content and skills. For example, the Tabletop Minilessons for Reading provide options for small-group instruction for various ability levels with scaffolding from Almost There to Ready for More. For example, in Tabletop Minilessons: Reading Lesson 24, Elements of Poetry, the lesson says, "As appropriate, tailor instruction to need by prompting children to . . ." and offers this prompt for students who are ready for more: "Write an original poem, using poetic elements."

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.

HMH Into Reading Texas materials include explicit (direct) prompts and guidance to support the teacher in modeling and explaining the concept(s) to be learned. In the *Module 2 Teacher's Guide*, Week 1, Lesson 4, for example, during the Reading Workshop component, the teacher introduces the concept by projecting or displaying Anchor Chart 11, connecting the learning goal to the mentor text "Dan Had a Plan." The materials prompt the teacher to say, "Tell students that they will read 'Dan Had a Plan' and think about how the setting impacts the way the characters help their community." The teacher is directed to explain, "The setting of a story is where and when the story takes place. The setting can be the place, time of day, time of year, or season where the story takes place." To support student understanding, the teacher is guided to model how to identify and describe a setting using both textual and visual details. The materials state, "To know what the setting is like, they can look for small pieces of information, or details, in the text and the pictures." The lesson extends this explanation by prompting the teacher to help students analyze how the setting influences the events of the story.

In the *Module 2 Teacher's Guide*, Week 1, Lesson 5, the materials include explicit, direct prompts and guidance to support the teacher in modeling and explaining foundational phonics skills. For example, during the "Foundational Skills" lesson, under the "Auditory Review" section, the teacher models how to identify and write the consonant sound /f/. The materials provide clear instructions, stating, "Say: Let us review sounds we have learned and write the letters that match them. Watch and listen as I say the sound. First, you will repeat the sound. Then, you will say the sound as you write the letter or letters that match it." Students follow this modeled routine by repeating the sound /f/ and then saying /f/ as they write the grapheme *f*. The teacher displays the correct grapheme for students to check their work and reinforces the concept by stating, "/f/ is represented by the letter *f* or the letters *ff*: /f/, *f*, *ff*. Check that you wrote the letter *f* and the letters *ff*."

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

HMH Into Reading Texas materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches. In grade 1, the reference materials

include an "Engagement Routines Guide" that provides guidance and recommendations for effective lesson delivery using a variety of instructional approaches. This resource outlines 13 instructional routines designed to support classroom implementation and promote student engagement, including active viewing, letter sounds, vocabulary, and dictation. For example, the active viewing routine activates prior knowledge about topics, provides exposure to target content areas and general academic vocabulary words, and allows students to practice discussion skills while using new vocabulary in meaningful contexts. Teachers are guided through a three-step process that includes setting a purpose for viewing, playing the video, and responding to the video using the think-pair-share routine. Model language is embedded throughout the routine, such as, "Use this frame to respond: I can see darkness and light ____." The guide includes visual supports and an "Implementation Support" section with tips for supporting active viewing. For example, the "Implementation Support" section states, "Rehearse the sentence frame by asking children to repeat it chorally a few times before sharing ideas with their partners."

In grade 1, the reference materials include an "Engagement Routines Guide" located in the "Instructional Routines Guide" that provides teacher guidance and recommendations for lesson delivery using different instructional approaches. The guide begins by stating, "Use routines to strategically structure student engagement so that all children are actively participating, thinking, and responding." It includes seven routines such as echo reading, choral response, turn-and-talk, and think-pair-share, which support whole group, small group, and individual participation. Routines include step-by-step instructions and model language. For example, echo reading is described as an oral reading routine where the teacher reads aloud phrase by phrase and children repeat. The "Routine in Action" section outlines implementation steps. First, teachers are directed to display a short text or directions, read aloud while pointing to each word, and model fluent reading. Then, students are prompted to echo the teacher using expression and accurate pronunciation. The teacher says, "Let us pretend we are in a cave and you all are my echo. That means, when I pause, everyone repeats at the same time what I read." Teachers are also given cues for embedded feedback, such as, "I think we were missing some voices that time. Let us try again with everyone repeating after me."

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.

HMH Into Reading Texas materials include 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. For example, in grade 1, the materials provide editable Weekly Plans for teachers to plan instruction each week. The Weekly Plan includes differentiated and guided instruction while supporting the teacher in providing guided and independent practice. When editing the Weekly Plan, the teacher considers the guidance about which activities should be prioritized and how to adjust support for the needs of her class. For example, the materials say, "As you work with

your students during whole-class instruction, note areas where they need additional teacher-led instruction."

The materials for grade 1 support multiple types of practice, and guidance for teachers and recommended structures to support effective implementation. For example, in the *Teacher's Guides*, at the beginning of the week, the "Collaborative Centers and Independent Practice" page supports teachers in providing opportunities for independent and collaborative practice while the teacher delivers small group instruction. The "Collaborative Centers and Independent Practice" page tells the teacher, "While you meet with children in small groups, provide the following collaborative centers and/or independent practice opportunities." The literacy centers include opportunities for the students to practice at stations such as Knowledge Building, Readers' Theater, Partner Reading, and Creative Corner. Choice Boards are suggested for independent practice, which suggests activities for students to review and practice skills.

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.

HMH Into Reading Texas materials provide teacher guidance for differentiated instruction, targeting students proficient in grade-level content and skills. The grade 1 *Implementation Guide* includes a "Teacher-led Differentiation" section that guides to help the teacher in identifying students who are ready for enrichment. For example, the materials state, "Based on program assessment data and observations made during your whole-class instruction, flexibly group children to provide targeted instruction with adaptable resources that meet each child's needs."

The grade 1 materials include clear teacher guidance for differentiated instruction, enrichment, and extension activities designed to support students who have demonstrated proficiency in grade-level skills. For example, the "Tabletop Minilessons for Reading" offer structured options for small-group instruction that accommodate a range of ability levels. Lessons include scaffolding that ranges from "Almost There" to "Ready for More," allowing teachers to tailor instruction to students' readiness and performance. In Tabletop Minilessons: Reading Lesson 24, "Elements of Poetry," the materials provide specific guidance for enrichment. The lesson states, "As appropriate, tailor instruction to need by prompting children to . . ." and then offers this prompt for students who are ready for more: "Write an original poem, using poetic elements."

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

HMH Into Reading Texas materials for grade 1 include implementation guidance to support teachers in effectively using the program in state-approved ESL settings. For example, "The Tabletop Minilessons: English Language Development," located on the HMH Ed platform, is designed to guide teachers in developing students' listening, speaking, reading, and writing skills. The lessons in "Tabletop Minilessons: English Language Development" are detailed and partially scripted, supporting teachers in differentiating for all levels of English language acquisition. The Introduction to the "Tabletop Minilessons: English Language Development" offers guidance on instructional pacing. The introduction states, "Tabletop Minilessons: English Language Development are designed to be used daily, focusing on one language function per week. Instruction and practice focus on one domain—listening, speaking, reading, writing—per day." The materials can be used flexibly: "In classrooms where less daily small-group time is available, minilessons can be combined and used flexibly to meet students' needs."

The materials for grade 1 include implementation guidance to support teachers in effectively using the program in state-approved ESL settings. The "Tabletop Minilessons: English Language Development" located on the HMH Ed platform is designed to guide teachers in developing students' listening, speaking, reading, and writing skills. Before the minilessons, the "Vocabulary Strategies" section gives the teacher strategies for instruction in four areas: cognates, content words, multiple-meaning words, and phrases. In each area listed above, the materials give the teacher detailed strategies to use with their emergent bilingual students. For example, the Cognates section provides recommendations on how to help students recognize and utilize cognates to establish connections between their two languages. The materials suggest that the teacher instruct students to compare cognates: "Have students circle the letters that differ in cognates. Help students pronounce each word in English, focusing on the various sounds and intonation patterns."

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.

HMH Into Reading Texas grade 1 materials has guidance that supports teachers in developing academic vocabulary, increasing comprehension, and building background knowledge for Emergent Bilingual students through oral discourse. For example, the "Tabletop Minilessons: English Language Development," located on the HMH Ed platform, provides flexible lessons aligned with the ELPS designed to support language development across listening, speaking, reading, and writing. In the "Tabletop Minilesson" introduction, the resource explains its purpose: "Support students' language acquisition in a dedicated, risk-free environment. Introduce, practice, and reinforce key academic language functions. Strengthen language use across the four domains: listening, speaking, reading, writing, and in

collaborative problem solving. Scaffold instruction and practice for students at the five levels of language proficiency: Pre-Production, Beginning, Intermediate, High Intermediate, and Advanced."

The grade 1 materials include guidance that supports teachers in helping Emergent Bilingual students develop academic vocabulary, increase comprehension, and build background knowledge through written discourse. For example, in the "Tabletop Minilessons: English Language Development," Module 5, Lesson 1, the "Recount Information" demonstrates how the materials guide teachers in using written discourse to support language development. During the reading portion, students receive a "Recount Information" organizer to help them identify and record key details. The lesson states, "Provide children with copies of the Recount Information organizer. Explain the organizer to children by reading each label (Who? What? When? Where? Why?)." Teachers read aloud a passage or guide students to read independently, then prompt them to revisit the text to find answers to questions such as, "Who celebrates Groundhog Day?" and "Why do you think we celebrate Groundhog Day?" After completing the organizer, students work in pairs to compare their responses and revise their work as needed. The teacher reads the passage again and says, "Jot down words, phrases, or images that tell who, what, when, where, and why." Students may continue using the organizer to structure their ideas.

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. Phonics Rule Compliance

Materials comply with state requirements for explicit (direct) and systematic phonics instruction.

4.1 Explicit (Direct) and Systematic Phonics Instruction

19 TAC §74.2001(b)(1)(C) / Texas Reading Academies: Module 2E – The Science of Reading

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.1a	All criteria for guidance met.	2/2
4.1b	All criteria for guidance met.	4/4
—	TOTAL	6/6

4.1a – Materials include systematic and sequenced instruction of phonics (sound-symbol correspondence) skills.

HMH Into Reading Texas materials for grade 1 include systematic and sequenced instruction of phonics. The instruction in sound-symbol correspondence starts with letter identification in the *Module 1 Teacher's Guide*, Week 1, Lesson 2. The teacher reviews the grapheme *a* and the short /a/ sound, then reinforces the grapheme with the keyword, a review, and finger writing. Then, the teacher and students practice blending sounds to read VC and CVC words with the short /a/ sound. Phonics instruction becomes increasingly complex as the year progresses. For example, in Module 3, Week 1, Lesson 2, the teacher starts with a review of the grapheme and sound for the digraph *sh*, then reinforces the grapheme with the keyword, a review, and finger writing. In that lesson, the teacher and students also practice blending the sound /sh/ with other previously taught sounds to read words such as *wish*, *shell*, and *fish*.

The materials for grade 1 include systematic and sequenced instruction of phonics. Phonics instruction is increasingly complex throughout the year and builds on previously learned skills. For example, in the *Module 7 Teacher's Guide*, Week 1, Lesson 2, the teacher reviews previously learned graphemes *tch*, *g*, *c*, *e*, *u*, *o*, *i*, *a*, *nk*, *ng*, *th*, *ch*, *wh*, *sh*, *ck*, *s*, *ff*, *ll*, *ss*, and *zz*, and the students practice saying the corresponding sounds. In that lesson, the teacher and students also practice blending the sound /ch/, spelled *tch*, with other previously taught sounds to read words such as *catch*. Phonics instruction continues to increase in complexity as the year progresses. For example, in Module 11, Week 1, Lesson 2, the students write graphemes to represent sounds such as /er/ and /oo/.

4.1b – Materials include explicit (direct) and intentional ongoing practice opportunities for phonics (sound-symbol correspondence) skills, both in isolation and through decodable texts.

HMH Into Reading Texas materials include explicit (direct) and intentional ongoing practice opportunities for phonics (sound-symbol correspondence) skills, both in isolation and through decodable texts. The grade 1 materials are located in the *Teacher's Guides*. For example, grade 1 materials provide a weekly

rotation of lessons to address foundational skills. Each unit includes three weeks of instruction with five lessons per week that focus on five key areas: phonological awareness, phonics, irregular words, spelling, and handwriting. For example, in Module 1, the daily lesson format includes a "Foundational Skills" component that guides teachers to spend approximately 30 minutes on these foundational areas at the beginning of the 90-minute instructional block. Instruction is explicit and intentional, with lessons designed to introduce, model, and practice key skills that support early reading development.

In Module 7, Foundational Skills Lesson 1, students focus on the trigraph *tch*. The teacher introduces the concept by explaining, "This is the trigraph *tch*. A trigraph is a single sound spelled with three letters. When the letters *t-c-h* are together, they work as a team to make one sound." The lesson introduces the Soldier Rule, which states that *tch* appears at the end of a one-syllable word or stressed syllable following a short vowel sound. The teacher explains, "The *tch* soldier protects the short or weak vowel." Students learn the keyword catch and practice articulating and writing the trigraph. The teacher models blending with the word *itch*, saying: "The first grapheme is *i*, /ĭ/. The last grapheme is *tch*, /ch/. Now I'll blend the two sounds to read the word: /ĭ/ /ch/, *itch*. Students then practice with words like *fetch* and *batch* using the same routine."

4.2 Daily Instructional Sequence and Routines

19 TAC §74.2001(b)(1)(D) / Texas Reading Academies: Module 2E – The Science of Reading

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.2a	All criteria for guidance met.	1/1
4.2b	All criteria for guidance met.	3/3
4.2c	All criteria for guidance met.	4/4
—	TOTAL	8/8

4.2a – Daily lessons include explicit (direct) phonics instruction with teacher modeling.

HMH Into Reading Texas lessons include explicit (direct) phonics instruction with teacher modeling. In the grade 1 materials found in the *Module 2 Teacher's Guide*, for example, "students are explicitly taught the Floss Rule." The lesson begins with clear, teacher-led instruction: "Teach the Floss Rule. Reinforce the Floss Rule with the keyword for each grapheme, a review, and finger writing." The teacher explains, "We know that f spells /f/, l spells /l/, s spells /s/, and z spells /z/. When we hear these sounds after a short vowel, we double the final consonant. This is called the Floss Rule."

In Model 2, "students are introduced to keywords for each grapheme—such as cliff for ff, bell for ll, grass for ss, and buzz for zz—and practice air writing each grapheme while articulating the corresponding sound." Students transition to blending instruction using the gradual release model. The teacher begins with an I Do example: "Let's blend the sounds together to read the word," completing an explicit model.

4.2b – Daily lessons include opportunities for explicit (direct) guided instruction with guidance for immediate and corrective feedback.

HMH Into Reading Texas daily lessons include opportunities for explicit (direct) guided instruction with guidance for immediate and corrective feedback. The grade 1 materials found in the *Teacher's Guides* provide daily phonics instruction that is explicit, guided, and include consistent opportunities for immediate and corrective feedback. For example, in Module 1, Lesson 1, the focus is on phonological awareness, specifically identifying rhyme and blending onset and rhyme. During the We Do portion of the rhyme activity, the teacher guides students with prompts and feedback: "Let's do one together. Ready? Go, now repeat the words (go, no). Do go and no rhyme? (yes; thumbs-up)."

In the *Module 7 Teacher's Guide*, Lesson 1, the focus is spelling. The phonics focus is on the trigraph *tch*. During the We Do portion, the teacher and students work together to build and spell words, with the teacher offering real-time support. The materials provide specific guidance for addressing common errors. For example, the lesson notes: "If children say more than one sound for the trigraph (/t/ /ch/), remind them that a trigraph is three letters that stand for one sound (/ch/)."

4.2c – Daily lessons include a variety of opportunities for students to practice phonics skills through collaborative learning and independent practice.

HMH Into Reading Texas daily lessons include a variety of opportunities for students to practice phonics skills through collaborative learning and independent practice. The grade 1 materials in the *Teacher's Guides* include daily lessons that provide explicit phonics instruction through a routine incorporating both collaborative learning and independent practice. For example, in Module 7, Lesson 1, students are introduced to the trigraph *tch*. The teacher begins by explaining, "This is the trigraph *tch*. A trigraph is a single sound spelled with three letters. When the letters *t-c-h* are together, they work as a team to make one sound." The lesson introduces the Soldier Rule: "The trigraph *tch* comes at the end of a one-syllable word or stressed syllable that has the /*ch*/ sound immediately following a short vowel sound. This rule follows the Soldier Rule because the *tch* soldier 'protects' the short or weak vowel." Students learn the keyword catch and practice articulating and writing the trigraph. The teacher models blending with the word *itch*, saying: "Let's blend the sounds to read the word. I'll do the first one. The first grapheme is *i*, /*i*/. The last grapheme is *tch*, /*ch*/. Now I'll blend the two sounds to read the word: /*i*/ /*ch*/, *itch*." Students continue practicing with words like *fetch* and *batch* using the same routine. During the You Do portion, students apply the skill independently as the teacher prompts: "Your turn. Repeat the steps with the word *batch*: /*b*/ /*ă*/ /*ch*/. Blend the word together."

In the grade 1 materials located in the *Module 1 Teacher's Guide*, Lesson 1, students are introduced to the short *a* sound. The teacher begins with explicit instruction: "Let's learn a new sound. Show the grapheme slide *a*. This is the vowel letter *a*. One sound it can make is the short *a* sound, /*ă*/. Say it with me: /*ă*/." Students engage in collaborative practice through finger writing: "Use your finger to write the letter and say the sound with me: /*ă*/. Motion *a*. Have children air write with their finger and say the sound. Repeat the finger writing." The lesson continues with sentence reading using decodable text. During the I Do portion, the teacher models decoding: "Let's read words with the short *a* sound in sentences. I can slide under each word to read the sentences: *Sam sat. You sat.*" In the We Do portion, the teacher and students read together: "Let's do it together. Let's read the second sentence as I slide under the words: *Tab was at bat.*" Students move into independent practice as the teacher prompts: "Your turn. I'll point as you sound out each word and read the sentences."

4.3 Ongoing Practice Opportunities

19 TAC §74.3001(b)(1)(D) / Texas Reading Academies: Module 2E – The Science of Reading

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.3a	All criteria for guidance met.	2/2
4.3b	All criteria for guidance met.	1/1
4.3c	All criteria for guidance met.	1/1
4.3d	All criteria for guidance met.	2/2
—	TOTAL	6/6

4.3a – Materials include intentional cumulative phonics review and practice activities throughout the curriculum.

HMH Into Reading Texas materials include intentional, cumulative phonics review and practice activities throughout the curriculum. The grade 1 materials located in the *Teacher's Guide* include intentional and cumulative review activities embedded throughout the curriculum to reinforce previously taught phonics skills and promote long-term mastery. For example, Module 4, Lesson 7, the "Blending Review," offers structured practice that builds fluency with familiar graphemes and sound-spelling patterns. "Students begin by decoding known graphemes and blending them to read complete words with increasing automaticity. The teacher facilitates the review using a series of guided slides. For instance, when blending the words, the teacher prompts: 'Let's blend sounds we know to read words. What's the first sound? (/th/) What's the middle sound? (/ě/) Blend it. (/th/ /ě/) What's the final sound? (/m/) Blend it. (/th/ /ě/ /m/) Read it: them.'" The routine continues with additional words such as hang, long, slip, drum, cloth, wing, stung, clang, and do not, giving students multiple opportunities to revisit and apply previously taught phonics patterns cumulatively and purposefully.

In Module 4, Lesson 7, students engage in cumulative spelling practice focused on final blends. Using the connected decodable text, "A Gift for Mom," students spell words by saying each word aloud, tapping out the sounds, and writing the corresponding graphemes. Students reread their spelling to check for accuracy. To reinforce learning, students complete a rainbow writing activity, using color to highlight grapheme-phoneme correspondences.

4.3b – Practice opportunities include only phonics skills that have been explicitly taught.

HMH Into Reading Texas has practice opportunities, including phonics skills that have been explicitly taught. The grade 1 materials located in the teacher's guides are intentionally designed to ensure that all student practice is focused exclusively on phonics skills that have been explicitly taught. For example, in Module 4, Lesson 7, the "Auditory Review," prompts students to recall and apply sound-symbol correspondences taught in earlier lessons. The teacher begins the routine by saying, "Let us review sounds we have learned and write the graphemes. First, you will repeat the sound. Then, you will say the

sound as you write the grapheme or graphemes that match it." Students respond to familiar sounds such as /ě/, /ŭ/, /ch/, /th/, and /sh/, reinforcing their understanding of these phonics patterns.

In the *Module 4 Teacher's Guide*, the "Blending Review" follows the "Auditory Review" and provides additional decoding practice with words such as *drum*, *cloth*, and *stung*. These activities offer repeated exposure to previously taught phonics skills, allowing students to build fluency and confidence through structured, intentional practice.

4.3c – Decodable texts incorporate cumulative practice of taught phonics skills.

HMH Into Reading Texas decodable texts incorporate the cumulative practice of taught phonics skills. The grade 1 materials in the *Teacher's Guides* provide daily phonics lessons that focus exclusively on skills that have been explicitly taught, ensuring students consistently practice and reinforce what they have already learned. For example, in Module 3, Lesson 1, students are introduced to the digraph *sh* using the keyword *shark* and articulation guidance. Students practice saying the sound, air-writing the letters, and blending phonemes to read words like *ship*. The lesson culminates in reading the decodable text, "The Wash," which reinforces the digraph *sh* and other familiar sounds through repeated exposure to words such as *Nash*, *sash*, and *shop*.

In the grade 1 materials located in the *Teacher's Guide*, in Module 4, Lesson 7, students read the decodable text "A Gift for Mom," which revisits earlier phonics skills, including the word *gift*, whose sounds were introduced in Module 1.

4.3d – Lessons include an instructional focus with opportunities for practice in isolation and decodable, connected text.

HMH Into Reading Texas lessons include an instructional focus with opportunities for practice in isolation and decodable connected text. The grade 1 materials located in the *Teacher's Guides* are designed to build strong foundational reading skills through daily phonics instruction and the use of decodable texts that provide cumulative, connected practice. For example, in Module 4, Lesson 8, the focus is on the final blend /nk/ as in *nk*. The teacher introduces the sound with clear, explicit instruction: "This is the grapheme *nk*. It makes the sound /nk/. Say it with me: /nk/." Students connect the sound to the keyword *sink*, practice articulating the sound, and write the corresponding letters. Students apply their learning by reading the decodable text "Things to Sell," which includes multiple opportunities to encounter and decode words with the *nk* blend in context.

The grade 1 materials located in the *Module 1 Teacher's Guide*, Lesson 1, instruction begins with a focus on phonological awareness, specifically identifying rhyme and blending onset and rhyme. The lesson follows a gradual release model—"I Do, We Do, You Do"—to guide students from teacher modeling to independent application.

4.4 Assessment

19 TAC §74.2001(b)(1)(F) / Texas Reading Academies: Module 2E – The Science of Reading

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.4a	All criteria for guidance met.	2/2
4.4b	All criteria for guidance met.	2/2
4.4c	All criteria for guidance met.	1/1
—	TOTAL	5/5

4.4a – Materials include a variety of assessment tools that are developmentally appropriate.

The materials for grade 1 include weekly assessments that progress from simple to more complex tasks. The texts that are used for Listening Comprehension are more complex in Module 9 at the end of the year than in Module 1. The questions about the text also move from simple to more complex. For example, one of the questions for listening comprehension in the Module 1, Week 1 assessment asks, "What happens at the beginning of the story?" which is a simple question about the plot. One of the listening comprehension questions in the Module 10, Week 2 assessment asks, "What is the theme of the story?" The question complexity goes from a question about a plot that is multiple choice with a two- or three-word answer to an open-ended question.

The weekly assessment for Module 1, Week 2, Lesson 1, is a formal summative assessment. In the "Listening" section of the weekly assessment, the students listen to a story, and they answer multiple-choice comprehension questions.

4.4b – Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills.

In grade 1, the materials include progress monitoring tools that systematically measure students' acquisition of grade-level phonics. For example, the "Progress Monitoring Assessment Form 1" measures students' ability to identify upper-case and lower-case letters and read irregular words, including *l* and *like*. The "Progress Monitoring Assessment Form 17" measures students' ability to decode words with initial digraphs, including *sh*, *th*, and *ch*, and read sentences with 5 to 7 words. A "Summary Recording Form" is included to compare students' progress with the curriculum-based goals.

The materials for grade 1 include weekly assessments that focus on consistent literacy skills and administration guidelines throughout the school year: listening comprehension, foundational skills, and grammar. The weekly assessments are aligned to the content taught in the current module so that the student data is an accurate measure of students' abilities. For example, in Module 1, Week 1, Assessment 1, students decode the irregular word *was*. In Module 1, Week 1, Foundational Skills Lesson 1, students

are taught to decode the irregular word *was*. The lesson says, "Say: Let's say the word and tap the sounds. Was. /w/ /u/ /z/. We know how to spell the first sound. W spells /w/. The middle sound is the tricky part that we need to remember by heart. In the word the /u/ sound was spelled with the letter a. We know how to spell the last sound. S spells /z/."

In the "Intervention Assessments Guide" for grades K and 1, "Progress Monitoring Assessments" accurately measure skills acquisition. For example, Sessions 56–62 measure phonemic awareness, letter identification, letter-sound correspondence, and sentence reading. The next assessment, for Sessions 63–67, also measures these same skills. The tool measures similar skills each time, making it easier to track student progress with discrete skills.

4.4c – Materials include assessment opportunities across the span of the school year aligned to progress monitoring tools.

In grade 1, the materials include weekly assessments and end-of-module assessments, targeting specific foundational skills, which align with progress monitoring tools embedded within weekly lessons. For example, TEKS 1.3.D, "identify and use words that name actions, directions, positions, sequences, categories, and locations," is informally assessed in Lesson 5 of Module 1. It is then assessed again in the Week 2 quiz and finally on the Module 1 Assessment.

In grade 1, the materials include assessment opportunities across the span of the school year aligned with progress monitoring tools. For example, the grade 1 weekly assessment for Module 1, Week 2, assesses identifying short high-frequency words and decoding CVC words. The progress monitoring assessments for Sessions 82–85 assess decoding CVC words, along with supporting phonological awareness and phonics skills. The weekly assessment for Module 5, Week 1, assesses decoding CVCe words. The progress monitoring assessments for Sessions 108–110 assess decoding CVCe words, along with supporting phonological awareness and phonics skills. This alignment supports the continued monitoring of previously taught skills to ensure retention and mastery.

The materials for grade 1 include diagnostic assessments that provide guidance on which students need progress monitoring based on formal assessment data throughout the year. The "Interventions Assessments Guide" supports the teacher using assessments to make data-driven instructional decisions. A table for grade 1 explains recommendations in detail. For example, if a student shows a need for instruction in decoding nonsense words, the table recommends the teacher administer the diagnostic letter-sound correspondence test "to identify missing skills and knowledge about phonic elements," followed by the recommendation to "identify the phonic elements the student struggled with and administer the corresponding lessons in "Foundational Skills and Word Study Studio."

4.5 Progress Monitoring and Student Support

19 TAC §74.2001(b)(1)(G) / Texas Reading Academies: Module 2E – The Science of Reading

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.5a	All criteria for guidance met.	1/1
4.5b	All criteria for guidance met.	2/2
4.5c	All criteria for guidance met.	2/2
4.5d	All criteria for guidance met.	1/1
—	TOTAL	6/6

4.5a – Materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction.

HMH Into Reading Texas grade 1 materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction. Teachers use "Summary Recording Forms" and the "Intervention Assessments Guide" to document student performance on screening, diagnostic, and progress-monitoring assessments, including print concepts, letter-sound correspondence, and phonological awareness. These forms include scoring guides to inform next steps using the "Recommendations for Data-Driven Instruction Guide."

In grade 1, screening assessments are given at the beginning and middle of the year to check basic reading skills. Examples of screening tests include letter identification, phoneme segmentation, nonsense-word reading, word identification, and oral reading fluency. This information is found in the *Implementation Guide*.

In grade 1, digital tools on the HMH Ed platform, such as the Assessment Summary, Standards, and Growth Reports, provide teachers with clear visuals to help them identify student strengths and areas for improvement. Teachers use this data to adjust lessons and give students the support they need. This online view is set up when a teacher inputs their class information and is used daily.

4.5b – Materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students.

HMH Into Reading Texas materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students. The *Implementation Guide* of the grade 1 materials includes information about digital data-management tools for tracking whole-class student progress. The digital tool, HMH Ed, enables teachers to track class progress using the "Assessment Summary, Standards," and "Growth Reports." For example, teachers can see a color-coded circle graph and a bar graph on the "Assessment Summary Report." The circle graph displays the assessment proficiency in percentage of students below level, on level, and above level, and the bar graph shows the assessment

average in percentages. The different reports identify gaps and guide instruction, enabling teachers to make flexible grouping decisions.

In the grade 1 materials, the *Implementation Guide* includes information about digital data-management tools for tracking whole-class student progress. The digital tool, HMH Ed, provides teachers with a "Standards Report for All Students," which is a comprehensive view of student performance aligned to the standards. For example, the Standards Report allows teachers to view a color-coded bar, by domains or standards, divided into the percentage of below-level, on-level, and above-level students.

4.5c – Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.

HMH Into Reading Texas materials include specific guidance on determining the frequency of progress monitoring based on students' strengths and needs. For example, in grade 1, materials include an *Implementation Guide* with a "Program Assessments at a Glance" chart that outlines each assessment's purpose, timing, and measured skills. Teachers use this chart to plan and adjust instruction based on student needs. The "Screening, Diagnostic, and Progress-Monitoring Assessment Guide" provides detailed guidance on when and how to administer assessments, interpret results, and determine next steps.

The "Intervention Assessments Guide" for grade 1 includes a section on administration and scoring, specifically of progress monitoring assessments. The guide tells the teacher to consider how a student's score compares with the section goals and decide whether that student needs additional intervention or can transition back to core instruction only. The teacher uses the progress monitoring assessment results to evaluate the overall effectiveness of the current intervention.

4.5d – Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.

HMH Into Reading Texas materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts. For example, grade 1 materials include detailed guidance found in the "Recommendations for Data-Driven Instruction Guide" to support targeted instruction based on assessment data. Teachers begin by using screening assessments found in this guide (e.g., letter identification, phoneme segmentation, nonsense-word reading,) to identify students "below goal." For these students, the guide outlines a four-step process: identify needs using diagnostic tools, teach to the need identified using "Foundational Skills and Word Study Studio" lessons, provide scaffolded support, and monitor progress through ongoing assessments.

In grade 1, the "Interventions Assessments Guide" and the "Recommendations for Data-Driven Instruction" guide teachers as they progress, monitor, and use data to make instructional decisions that accelerate student learning of specific concepts. The guide states, "If a student shows a weak area on the

Screening Assessment, administer a more specific, diagnostic test to pinpoint the missing skills." A table for grade 1 explains detailed recommendations for identifying student needs, teaching to the need, scaffolding with core instruction, and monitoring progress. For example, if a student scores below goal on the Nonsense-Word Reading Screening Assessment, the table recommends the teacher first administer the diagnostic letter-sound correspondence test "to identify missing skills and knowledge about phonic elements," then "identify the phonic elements the student struggled with and administer those lessons in Foundational Skills and Word Study Studio."

5. Foundational Skills

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

5.A Print Awareness

5.A.1 Print Awareness K–1

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

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
—	TOTAL	6/6

5.A.1a – Materials include teacher guidance to provide explicit (direct) and systematic instruction in print awareness and for regular review of print concepts, including how print has different purposes (K–1) (T)

HMH Into Reading Texas grade 1 materials include teacher guidance to provide explicit and systematic instruction in print awareness, as well as regular review of print concepts, including the various purposes of print. The *Module 4 Teacher's Guide*, "Reading and Vocabulary," Week 1, Lesson 2, contains a gradual release lesson titled "Baseball Hour: Topic and Central Idea." Within the lesson's "We Do, Apply to Text" portion, the teacher's guidance prompts the teacher, "As you read, reinforce the concept of sentences by pointing out the first word of a sentence and its end mark, and have children repeat with a different sentence."

In grade 1, the materials include teacher guidance to provide explicit and systematic instruction in print awareness, as well as regular review of print concepts, including the various purposes of print. The "Foundational Skills and Word Study Studio," Session 3, "Print Concepts: What is a Book?" is a targeted, gradual release lesson. The teach/model portion of the lesson includes eight bullet points, providing specific guidance for teacher actions and what the teacher should say to the students. For example, the first bullet point provides the following: "Display a book from the classroom library. Say: 'What am I showing you? Yes, it is a book. Look at the book.' Show the front cover. 'This is the front cover of the book.'"

5.A.1b – Materials include frequent opportunities for students to apply print awareness knowledge while engaging with a variety of texts in a variety of formats. (K–1) (S) .

In *HMH Into Reading Texas*, the grade 1 materials provide frequent opportunities for students to apply their print awareness knowledge while engaging with a variety of texts in a range of formats. These opportunities are in the "Foundational Skills" lessons, particularly through the "Concepts of Print" section,

which is designed to build complexity across Module 2. For example, in the *Teacher's Guide*, Module 2, Week 1, Lesson 1, students begin with foundational print concepts using the weekly decodable text "Up the Hill." The teacher models and guides students through identifying basic elements of print. The lesson states, "Model identifying letters, words, and sentences of a text. Have children demonstrate their understanding of print concepts using the decodable text or another familiar text. Have children do the following: point to letters, use their fingers to frame words and sentences, identify the spacing between letters in a word, and point out spacing between words in a sentence."

In the following week, the instruction progresses to a more complex concept. In the *Module 2 Teacher's Guide*, Week 2, Lesson 8, the teacher uses the decodable text "The Ball" to introduce the function of commas. The lesson states, "Model identifying commas in sentences of a text. Have children demonstrate their understanding of print concepts using the decodable text or another familiar text. Explain that a comma is often used before a person's name. Remind children that commas can show readers where to pause when reading aloud. Read aloud the sentence to model." This builds on earlier lessons by connecting punctuation to reading fluency and meaning.

5.B Oral Language

5.B.1 Oral Language Development

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.B.1a	All criteria for guidance met.	8/8
5.B.1b	All criteria for guidance met.	4/4
5.B.1c	All criteria for guidance met.	4/4
—	TOTAL	16/16

5.B.1a – Materials include explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice). (T)

In *HMH Into Reading Texas*, the grade 1 materials include explicit and systematic instructional guidance on developing oral language and oracy through various methods. For example, *Module 2 Teacher's Guide*, "Writing and Grammar," Week 3, Lesson 15, "Descriptive Essay Sharing," "Share Writing" is one example. Along with the "Anchor Chart W16: Be Great When You Participate!," the materials provide explicit guided practice prompts for the teacher during students' collaborative discussion. For example, bullet four says, "After the child finishes reading, tell the group that next, they will be able to point out what they liked and ask questions of the writer. Remind children that during their discussions, they should give specific feedback related to the writing."

The materials in grade 1 include explicit and systematic instructional guidance on developing oral language and oracy through various methods. For example, *Module 1 Teacher's Guide*, "Reading and Vocabulary," Week 2, Lesson 6: Academic Vocabulary Introduce Oral Language, prompts the teacher to use "I Do, We Do, and You Do" with information provided in a chart to teach power words from the read aloud book, *You Will Be My Friend!* The chart provides each power word, its meaning, and examples. The teacher reads through the examples, and the students repeat when given guidance.

5.B.1b – Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. (S)

In *HMH Into Reading Texas*, the grade 1 materials include opportunities for students to engage in social and academic communication for different purposes and audiences. At the end of each "Week at a Glance," there are "Collaborative Centers and Independent Practice," where students participate in various activities that require communication. For example, in the *Module 4 Teacher's Guide*, the "Collaborative Centers and Independent Practice" section in Week 1 contains an "Inquiry and Research Project" in which groups of students work together to set a goal and gather information for the rules of

various games, a Reader's Theater activity where students are assigned a part and work in a group of five and practice reading their lines loudly, and a Creative Corner center in which students plan how to turn a text they read as a class into a movie and share with a partner how their movie shows their understanding of the text.

Grade 1 materials include opportunities for students to engage in social and academic communication for different purposes and audiences. For example, throughout the modules, students have the opportunity to engage in academic discussions through routines such as turn-and-talk and think-pair-share. In the *Module 6 Teacher's Guide*, "Reading and Vocabulary," Week 1, Lesson 3: Monument City: Make and Confirm Predictions, there is a "You Do: Engage and Respond" section in which the teacher is prompted to have students use the turn-and-talk routine. Students turn to their partner and take turns sharing predictions they made and pointing out evidence that helped them make those predictions.

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

HMH Into Reading Texas, in the grade 1 materials, has authentic opportunities for students to listen actively, ask questions, engage in discussions to understand information, and share their ideas. In the *Module 4 Teacher's Guide*, "Reading and Vocabulary," Week 1, Lesson 1: Good Sports: Ideas and Support, there is a "You Do: Engage and Respond" section that is an example of students engaging in a discussion, listening actively, asking questions, and sharing information. The teacher prompts students "to discuss how being a good sport and getting along with others prepares them to be good citizens." Student partners then use the think-pair-share routine to discuss their ideas and share them with the group. The students utilize their active listening skills to engage in conversation and ask questions.

The materials in grade 1 provide authentic opportunities for students to listen actively, ask questions, engage in discussions to understand information, and share their ideas. The *Module 6 Teacher's Guide*, "Writing and Grammar," "Sharing" lesson prompts teachers to have students share their opinion essays by reading aloud and reminding listeners to listen actively. When the writers have finished reading, students ask the writers questions.

5.C Alphabet

5.C.2 Letter-Sound Correspondence

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.C.2a	All criteria for guidance met.	4/4
5.C.2b	All criteria for guidance met.	2/2
5.C.2c	All criteria for guidance met.	6/6
—	TOTAL	12/12

5.C.2a – Materials explicitly (directly), and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. (PR 2.A.1)

HMH Into Reading Texas grade 1 materials systematically introduce letter-sound relationships in a sequence that supports immediate application to basic decoding and encoding. The lesson begins with consonants and short vowel sounds, allowing students to quickly begin reading and spelling simple one-syllable words. For example, in mModules 1 and 2 of the "Foundational Skills" lessons, the phonics focus introduces letter-sound relationships in a deliberate order: m, t, short /a/, s, b, n, d, and short /i/. This sequence is designed to ensure that once students have learned a few consonants and a short vowel, they can begin blending and segmenting sounds to decode and encode words such as mat, sat, bin, and sad. The materials provide daily opportunities for students to apply these skills through guided phonics instruction, decodable texts, and word-building activities. Each new letter-sound correspondence is introduced explicitly, with teacher modeling, followed by guided practice, and immediate feedback.

The grade 1 daily "Foundational Skills" lessons provide explicit and systematic instruction on letter-sound relationships, introducing them to the application to basic decoding and encoding. Throughout mModules 1–9, the materials guide teachers to introduce graphemes from least to most complex, beginning with short vowel sounds and progressing through digraphs, VCe long vowels, blends, trigraphs, alternative consonant sounds, and vowel teams. In the Teacher's Guide, Module 1, Week 1, the phonics focus lesson introduces the short /ă/ sound spelled with the letter "a." The teacher begins by saying, "Let's learn a new sound. Show the grapheme slide a. This is the vowel letter a. One sound it can make is the short a sound, /ă/. Say it with me: /ă/." The lesson continues with articulation support and visual reinforcement: "Look at how the mouth is shaped and where the tongue is placed when we say /ă/. As needed, use the Articulation Video and Articulation Support." The teacher then connects the sound to a keyword: "Our keyword for the /ă/ sound is apple. Apple begins with /ă/. Say it with me: /ă/, apple, a." Students review the sound and practice writing: "Use your finger to write the letter and say the sound with me: /ă/. Motion a. Have children air write with their finger and say the sound. Repeat the finger writing."

5.C.2b – Materials include teacher guidance to provide explicit (direct) instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2) (T)

HMH Into Reading Texas grade 1 materials include "Foundational Skills" lessons that provide explicit and systematic instruction focused on connecting phonemes to letters within words. Teachers are guided step-by-step to model decoding strategies and respond to common student errors with clear, explanatory feedback that supports phonics development. For example, in Module 4, Week 1, Lesson 1, during the "Continuous Blending" portion of the lesson, the teacher models how to decode words with initial s-blends. The scripted instruction says, "I'll do the first one. The first letter is s, /s/. The next letter is l, /l/. Now I'll blend the two sounds: /s/ /l/. The next letter is u, /ü/. Now I'll blend the three sounds: /s/ /l/ /ü/. The last letter is g, /g/. Now I'll blend all the sounds to read the word: /s/ /l/ /ü/ /g/, slug." During guided practice, the materials include "Correct and Redirect" features in the margins to help teachers address common decoding errors. For example, if a student reads *spot* as *sot* or *pot*, the materials advise, "Say the word correctly. Frame each letter in the consonant blend. Remind the child that in a consonant blend, each consonant keeps its own sound and the sounds are said closely together. Have the child blend the word with you: /s/ /p/ /ö/ /t/, spot."

The grade 1 materials include "Foundational Skills and Word Study Studio" lessons that provide explicit and direct instruction focused on connecting phonemes to graphemes within words, with clear teacher guidance and built-in feedback for addressing common student errors and misconceptions. In Session 116, the phonics focus is on consonant blends /*st*/, /*sp*/, /*sl*/, and /*sn*/. The lesson begins with sound recognition using visual aids. The teacher is directed to "Display the Alphafriends Card for Serena Seahorse. Name the picture and say the beginning sound. Have students repeat after you. Say: Listen: seahorse, /s/. Now you say it." This is followed by a similar activity with the Alphafriends Card for Tyra Tiger, reinforcing the /t/ sound. The teacher then introduces the concept of consonant blends by saying, "When s and t are side by side in a word, we say them together and their sounds blend together, /s/ /t/. Say it with me: /s/ /t/." Students are guided to say and spell the blend three times, and the process is repeated for /*sp*/, /*sl*/, and /*sn*/. The teacher models decoding a word with an *st* blend: "Display and read *stem*. Say: This is the word /*stem*. The letters s and t stand for the sounds /s/ and /t/ in *stem*. We blend /s/ and /t/ together when we say *stem*. The letter e stands for the sound /ě/ in *stem*. The letter m stands for the sound /m/ in *stem*. Read with me: /s/ /t/, /st/, /st/ /ě/, /stě/ /m/, /stem/, stem." During guided practice, the "Formative Assessment and Corrective Feedback" feature provides teachers with specific strategies to address decoding errors. The materials state, "If a student makes an error, then follow this model: Correct the error and guide the student to perform the task correctly by modeling. Check for understanding by having the student repeat the task. Reinforce: Make a note to review the skill during the student's next session."

5.C.2c – Materials include a variety of activities and/or resources for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one syllable and multisyllable words in isolation and decodable connected text. (PR 2.A & 2.A.3) (S)

HMH Into Reading Texas grade 1 materials include daily "Foundational Skills" lessons that offer a variety of activities and resources for students to develop, practice, and reinforce their understanding of applying letter-sound correspondences to decode both one-syllable and multisyllable words in isolation and in decodable texts. For example, in the *Module 1 Teacher's Guide*, Week 3, during the "Continuous Blending" lesson, the teacher models how to decode a word with an open syllable. The lesson states, "I'll do the first one. The first letter is g, /g/. The next letter is o, /ō/. Now I'll blend the sounds to read the word: /g/ /ō/, go." The modeling helps students connect individual phonemes to their corresponding graphemes and blend them to read a complete word. During guided practice, the teacher and students work together to decode additional words that include the letter "o" in both open and closed syllables, such as "no" and "not." Students apply and reinforce the skills learned in context during the Decodable Text portion of the lesson. The teacher says, "Let's read words with open and closed syllables in sentences." Together, the teacher and students read the decodable text, "Have You Met?," which provides connected reading practice using the same phonics patterns introduced earlier in the lesson.

The "Foundational Skills" lessons in the Teacher's Guides include a variety of activities and resources that support students in developing, practicing, and reinforcing their understanding of applying letter-sound correspondences to decode both one-syllable and multisyllabic words. The lessons are structured to provide explicit instruction, guided practice, and review opportunities that build decoding skills over time. For example, in the *Module 1 Teacher's Guide*, Week 3, the phonics focus lessons emphasize decoding the short e sound /ĕ/, identifying open and closed syllables, and recognizing closed syllable exceptions. In Lesson 15, during the "Phonics Focus Skill Review," the teacher begins by saying, "Let's review the skills and rules we learned this week." This signals an opportunity for students to revisit and apply phonics concepts they've been learning. During guided practice, the teacher and students work together to read a word list that includes examples such as "not," "met," "most," and "cold." The words are selected to reinforce students' understanding of vowel sounds in different syllable types and to help them apply decoding strategies to both regular and exception words.

5.D Phonological Awareness

5.D.1 Phonological Awareness (K–2)

TEKS Correlation: Strand 1 / Texas Reading Academies: Module 6E – Phonological Awareness

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.D.1a	All criteria for guidance met.	2/2
5.D.1b	All criteria for guidance met.	2/2
5.D.1c	All criteria for guidance met.	4/4
—	TOTAL	8/8

5.D.1a – Materials include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS that begins with simple skills and larger units of sound (e.g., identifying and producing rhyming words, recognizing spoken alliteration, identifying the individual words in spoken sentences) and gradually transitions to more complex skills and smaller units of sound (e.g., adding, deleting, and substituting syllables). (PR 2.A.1)

HMH Into Reading Texas grade 1 materials "Foundational Skills and Word Study Studio" provides a wide range of sessions that reflect a systematic sequence of instruction. The studio includes sessions such as "Recognize and Produce Rhyming Words" (Sessions 36–37), "Blend and Segment Onset and Rime" (Sessions 39–40), and "Segment and Identify Syllables" (Session 217).

The materials include a systematic sequence for introducing phonological awareness activities in grade 1 that aligns with TEKS and follows a progression from simple to more complex skills. Instruction begins in the *Module 1 Teacher's Guide*, Week 1 with larger sound units, such as blending syllables and recognizing rhyming words. As the year progresses, the focus shifts to smaller units of sound and more advanced skills. In Module 2, Week 3 students blend onset and rime, and by Module 5, Week 1, they engage in syllable manipulation by changing syllables.

5.D.1b – Materials include explicit (direct) instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2) (T)

In *HMH Into Reading Texas*, grade 1 the "Foundational Skills and Word Study Studio" provide explicit instruction and recommended feedback for teaching phonological awareness skills. In the "Phonological Awareness: Blend Syllables" lesson, teachers are guided to model how to count, clap, and blend syllables in spoken words such as *David*, *carrot*, and *basket*. The lesson includes a clear progression from modeling to guided and independent practice using familiar classroom objects. To support accurate student responses, a "Formative Assessment and Corrective Feedback" feature in the margin offers step-by-step

teacher guidance. If a student makes an error, teachers are prompted to correct the mistake, model the task, check for understanding, and revisit the skill during a future session.

In grade 1 of the *Module 1 Teacher's Guide*, Week 3, Lesson 11, the phonological awareness lesson provides explicit instruction and recommended feedback to support students in identifying rhyming words. In the "Rhyme and Blending Onset and Rime" activity, teachers model how to recognize rhymes using a gradual release model. Students give a thumbs-up or thumbs-down to indicate whether two words rhyme, such as help/yelp or pig/pen. To support students who struggle with the concept, the lesson includes a "Correct & Redirect" feature that guides teachers to emphasize and repeat the rime (e.g., *mat, at, at; pat, at, at*), reinforcing how rhyming words share the same ending sounds.

5.D.1c – Materials include a variety of activities and/or resources (including the use of memory-building strategies) for students to develop, practice, and reinforce phonological awareness skills connected to grade-level TEKS (through cumulative review). (PR 2.A & 2.A.3) (S)

HMH Into Reading Texas grade 1, the "Fun with Sounds, Letters, and Words" resource includes a variety of engaging, memory-building activities that reinforce phonological awareness skills aligned to kindergarten TEKS. In the *Teacher's Guides*, activities such as Birthday Hop and Echo Chants provide auditory repetition and kinesthetic movement to help students practice syllable recognition and rhythm. For example, in the Echo Chants routine, students clap once for each syllable as they repeat lines of verse, building awareness of syllable segmentation through physical engagement. In Name Bingo, students reinforce phonological skills by replacing syllables in names with claps, offering repeated opportunities to identify and manipulate syllables in a meaningful and playful context.

The *Module 1 Teacher's Guide*, Week 3, Lesson 12 includes a hands-on clapping activity to support the development and reinforcement of phonological awareness skills through blending. Using a gradual release model, the lesson guides students to blend familiar spoken words into compound words such as *homework, football, and sunflower*. The teacher models how to clap for each word and then clap quickly to signal the blended word.

5.D.2 Phonemic Awareness (K–2)

TEKS Correlation: Strand 1 / Texas Reading Academies: Module 6E – Phonological Awareness

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.D.2a	All criteria for guidance met.	3/3
5.D.2b	All criteria for guidance met.	2/2
5.D.2c	All criteria for guidance met.	2/2
5.D.2d	All criteria for guidance met.	3/3
—	TOTAL	10/10

5.D.2a – Materials include a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes. (PR 2.A.1)

The *HMH Into Reading Texas* grade 1 "Scope and Sequence" outlines the systematic sequence for introducing phonemic awareness activities. For example, skills practiced in Module 1, "Foundational Skills," include blending and segmenting phonemes. Later, in Module 8, "Foundational Skills," students blend, segment, and substitute phonemes during phonological awareness lessons.

In the grade 1 material, the "Foundational Skills and Word Study Studio" provides a range of sessions for the systematic introduction of phonemic awareness activities. In Session 41, students isolate the initial sound in words. In Session 49: Blending Phonemes, students blend individual phonemes to make words. Session 51 teaches segmenting phonemes in one-syllable words. Phonemic awareness lessons in "Foundational Skills and Word Study Studio" gradually increase in complexity to meet grade 1 expectations. Sessions 53–55 teach the concepts of deleting, adding, and substituting phonemes.

5.D.2b – Materials include explicit (direct) instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2) (T)

HMH Into Reading Texas grade 1 materials include explicit instruction in phonemic awareness skills, accompanied by recommended explanatory feedback for students based on common errors and misconceptions. Direct instruction for teaching phonemic awareness skills, accompanied by recommended explanatory feedback, is provided in the Phonological Awareness sections of the "Foundational Skills" lessons in the *Teacher's Guides*. For example, in the *Module 7 Teacher's Guide*, Week 1, Lesson 2: Foundational Skills, Phonological Awareness, Blending Phonemes, the teacher models identifying the final sound in a word. During guided practice, the margin box titled "Correct and Redirect" states, "If children have difficulty with blending, support them in using connected phonation by emphasizing stop sounds and stretching continuous sounds until the next sound." This suggestion

addresses a common error students make when they repeat back the segmented phonemes instead of saying the word. By using connected phonation and emphasizing stop sounds, the teacher corrects both the error and the misconception.

The grade 1 materials include explicit instruction in phonemic awareness skills, accompanied by recommended explanatory feedback for students based on common errors and misconceptions. Direct instruction for teaching phonemic awareness skills, accompanied by recommended explanatory feedback, is provided in the "Phonological Awareness" sections of the "Foundational Skills" lessons in the *Teacher's Guides*. For example, in the *Module 5 Teacher's Guide*, Week 1, Lesson 1: Foundational Skills, Phonological Awareness, Substituting Phonemes, the teacher models substituting initial phonemes in CVC words. During guided practice, the margin box titled "Correct and Redirect" says, "If children have difficulty substituting phonemes, have them use color cards to represent individual sounds as you practice. The visual and tactile support will help children connect sounds to their positions in words." This suggestion addresses a common error students make when they add the phoneme instead of substituting it.

5.D.2c – Materials include explicit (direct) guidance for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding. (PR 2.A.1) (T)

HMH Into Reading Texas grade 1 materials include explicit guidance on connecting phonemic awareness skills to the alphabetic principle, supporting students in the transition from oral language activities to basic encoding. "Foundational Skills" lessons in the *Teacher's Guides* include "Blending Review" lessons, which connect phonemic awareness to letters when decoding. For example, in the *Module 5 Teacher's Guide*, Week 1, Lesson 1: Blending Review, the teacher says, "Let us build another word: made. Let us say the first sound in made: /m/. Let us name the grapheme that makes the /m/ sound: m. Let us say the middle sound in made: /ā/. Let us name the grapheme that makes the /ā/ sound: a. Let us blend them together: /m/ /ā/. Let us say the last sound in made: /d/. Let us name the grapheme that makes the /d/ sound: d. What do we need to add to make the vowel say its long vowel sound? (silent e) Let us blend all the sounds together: /m/ /ā/ /d/, made," while adding letter tiles one at a time. Next, in the "You Do" section, students use grapheme cards to build words while the teacher segments the phonemes.

The grade 1 materials include explicit guidance on connecting phonemic awareness skills to the alphabetic principle, supporting students in the transition from oral language activities to basic decoding. "Foundational Skills" lessons in the *Teacher's Guide* include "Blending Review" lessons, which connect phonemic awareness to letters when decoding. For example, in the *Module 5 Teacher's Guide*, Week 1, Lesson 1: Blending Review, the teacher says, "Let us blend sounds we know to read words. Ready? What is the first sound? (/s/) What is the next sound? (/n/) Blend it. (/s/ /n/) What is the next sound? (/ā/) Blend it. (/s/ /n/ /ā/) What is the last sound? (/k/) Blend it. (/s/ /n/ /ā/ /k/) Read it. (snack)," while displaying the word on slides, adding one letter at a time. The Correct & Redirect box in the margin tells the teacher,

"Stretching sounds (connected phonation) is important for connecting phonemes and promoting blending skills. If children have trouble, help them segment the sounds, but quickly redirect to connecting sounds to blend and read the word."

5.D.2d– Materials include a variety of activities and/or resources for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review). (PR 2.A & 2.A.3) (S)

HMH Into Reading Texas grade 1 materials include a variety of activities to reinforce phonemic awareness skills connected to grade-level TEKS through cumulative review. This is evident in the "Foundational Skills" section, where warm-up activities are included in each lesson to revisit previously taught phonemic awareness skills. For example, in the *Module 9 Teacher's Guide*, Week 3, Lesson 15, the materials state, "Say: 'Let's review the sounds and words we used this week.' Use the following lists to practice one or more phonological awareness skills from earlier lessons." The teacher leads a listening activity in which students blend, segment, or substitute phonemes in one-syllable words. These review activities use only previously taught sounds.

5.E Phonics (Encoding/Decoding)

5.E.1 Sound-Spelling Patterns

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.E.1a	All criteria for guidance met.	1/1
5.E.1b	All criteria for guidance met.	1/1
5.E.1c	All criteria for guidance met.	3/3
5.E.1d	All criteria for guidance met.	4/4
—	TOTAL	9/9

5.E.1a – Materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. (PR 2.A.1)

HMH Into Reading Texas the grade 1 materials include a systematic sequence for introducing grade-level sound spelling patterns, aligned with the TEKS. Instruction begins in Module 1 with frequently used consonants, short vowels, and the distinction between open and closed syllables. For example, in the *Module 2 Teacher's Guide*, Week 1, students are introduced to the Floss Rule. The lesson begins with a connection to prior knowledge: "Say: Let us learn a new phonics rule. Let us start with something we already know. We know that f spells /f/, l spells /l/, s spells /s/, and z spells /z/." The teacher introduces the rule: "When we hear these sounds after a short vowel sound, we double them up. This is called the Floss Rule. The Floss Rule applies to one-syllable words that have a short vowel followed by the sounds /f/, /l/, /s/, and sometimes /z/. In words with the Floss Rule, the final sound is spelled with a double consonant."

The grade 1 materials include a systematic sequence for introducing grade-level sound spelling patterns, as outlined in the TEKS. For example, the "Scope and Sequence" for Module 2 shows sound-spelling instructions for words that follow the Floss Rule. Later in the year, in Module 8, the "Scope and Sequence" designates sound-spelling instruction for more complex spelling patterns like inflectional suffix -ed.

5.E.1b – Materials include teacher guidance to provide explicit (direct) instruction for grade-level sound-spelling patterns. (PR 2.A.1) (T)

HMH Into Reading Texas grade 1 materials include detailed teacher guidance that supports explicit and direct instruction of grade-level sound spelling patterns. Each module's teacher's guide features daily "Foundational Skills" lessons with a "Phonics Focus Skill" section that provides clear language and instructional steps for teachers. In Module 8, Week 1, Lesson 1, the "Phonics Focus Skill" introduces the inflectional ending -ed. The lesson begins by connecting to prior knowledge and clearly defining the new concept: "Let us learn about the inflectional suffix -ed. Let us start with something we already know. We know a verb is a word that names an action or state of being, like skip, jump, and rush. When we add -ed

to the end of a verb, it changes to past tense, meaning the action happened in the past." The teacher is guided to explain the three different sounds that -ed can represent. The script continues, "The inflectional suffix -ed represents three sounds: /t/, /d/, and /əd/. Let us learn about each of these sounds." The lesson uses visuals and keywords to support understanding.

The grade 1 materials provide structured teacher guidance to support explicit and direct instruction of grade-level sound spelling patterns. For example, in the *Module 8 Teacher's Guide*, Week 1, Lesson 1, the "Phonics Focus Skill" introduces the inflectional suffix -ed. The lesson begins with, "Have children practice blending the sounds for the inflectional suffix -ed and other sounds into words. The teacher models decoding the word called. Say: 'Let us blend the sounds together to read the word. I will do the first one. The first grapheme is c, /k/. The next grapheme is a, and it is followed by the double consonant /ll/. We know that when we see the double consonant ll after the vowel a, it can change the sound of the vowel. In the word family with -all, the vowel a followed by ll spells /ô/. Now I will blend the two sounds: /k/ /ô/. The next grapheme is ll, /l/. Now I will blend the three sounds: /k/ /ô/ /l/. The last grapheme is the inflectional suffix -ed, and it follows a voiced sound. I know that when -ed follows a voiced sound, it spells /d/.'"

5.E.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). (PR 2.A.1) (T)

HMH Into Reading Texas grade 1 materials include a variety of activities and resources that support students in developing, practicing, and reinforcing grade-level sound spelling patterns through cumulative review. For example, in the *Module 8 Teacher's Guide*, Week 1, Lesson 1, the "Phonics Focus Skill" introduces the inflectional ending ed. The lesson begins with blending practice, where the teacher models decoding the word *called*. In the Continuous Blending Practice, students practice blending the word yelled with the teacher. The lesson says, "Let's do one together. Let's name the first grapheme: y. Let's say the sound /y/. Let's name the next grapheme: e. Let's say the sound: /ě/. Now let's blend the two sounds: /y/ /ě/. Let's name the next grapheme: ll. Let's say the sound: /l/. Now let's blend the three sounds: /y/ /ě/ /l/. Let's name the final grapheme: -ed. The inflectional suffix follows a voiced sound, so it spells /d/. Let's blend all the sounds to read the word: /y/ /ě/ /l/ /d/, yelled. We read the word yelled." The lesson transitions to the "Spelling: Word Building" section, where students manipulate graphemes to build and spell words with the inflectional ending ed. Students independently build the word wished.

The grade 1 materials include a variety of activities and resources that help students develop, practice, and reinforce grade-level sound spelling patterns through cumulative review. For example, in the *Module 8 Teacher's Guide*, Week 1, Lesson 1, the "Phonics Focus Skill" introduces the inflectional ending ed. In this lesson, students practice building and spelling words like *yelled* and *wished* using letter tiles and writing. After the "Continuous Blending" section, the lesson moves to the "Spelling: Word Building" section, which supports encoding practice and blending instruction, giving students multiple ways to engage with the

pattern. In addition to the core lesson, the materials include a student resource called the *Know It, Show It* book, which aligns with the phonics instruction and provides additional opportunities for cumulative review. One activity in Module 8 focuses on the *-ed* ending and says, "The *-ed* ending tells that an action happened in the past: I help my mom. I helped her last week, too. Write the word that completes each sentence. 1. The cat _____ on the mat – rested, rented, rusted. 2. Mom _____ me make the bed – hinted, helped, hunted."

5.E.1d – Materials provide a variety of activities and/or resources to support students in decoding and encoding words that include taught sound-spelling patterns, both in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A.1 & 2.A.3) (S)

HMH Into Reading Texas grade 1 materials provide a variety of activities and resources that support students in developing, practicing, and reinforcing their ability to encode and decode words with taught sound spelling patterns, both in isolation and in connected text. For example, in the *Module 7 Teacher's Guide*, Week 1, Lesson 1, students focus on decoding the trigraph *tch*. Students practice decoding the word *fetch* with the teacher. The lesson says, "Let's do the next word together. Let's name the first grapheme: f. Let's say the sound: /f/. Let's name the next grapheme: e. Let's say the sound: /ě/. Now let's blend the two sounds: /f/ /ě/. Let's name the last grapheme: tch. Let's say the sound: /ch/. Now let's blend all three sounds to read the word: /f/ /ě/ /ch/, fetch. We read the word fetch." Students independently decode additional words with the trigraph *tch*. The teacher prompt says, "Show the slides for batch. Say: Your turn. Repeat the steps with children using the word batch, /b/ /ă/ /ch/. Have children respond orally to blend the words as you listen." The lesson is repeated with the words *ditch* and *notch*, giving students multiple opportunities to apply the sound spelling pattern in isolation.

The grade 1 materials provide a range of activities and resources that support students in developing, practicing, and reinforcing their ability to encode and decode words with taught sound spelling patterns, both in isolation and in connected text. For example, in the *Module 7 Teacher's Guide*, Week 1, Lesson 1, students focus on encoding words with the trigraph *tch*. To extend the lesson, teachers use the *Know It, Show It* activity book. The activity provides students with additional encoding practice in context. One activity titled "Trigraph 'tch'" explains, "The trigraph 'tch' comes at the end of a one-syllable word that has the /ch/ sound immediately following a short vowel sound. The words match and ditch end with the /ch/ sound immediately following a short vowel sound." Students are then prompted to "Choose and write the word that names the picture—itch or ice, chat or patch."

5.E.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
5.E.2a	All criteria for guidance met.	2/2
5.E.2b	All criteria for guidance met.	4/4
5.E.2c	All criteria for guidance met.	12/12
5.E.2d	All criteria for guidance met.	4/4
—	TOTAL	22/22

5.E.2a – Materials include a systematic sequence for introducing regular and irregular high-frequency words. (PR 2.A.1)

HMH Into Reading Texas grade 1 "Foundational Skills and Word Study Studio" outlines the systematic sequence for introducing regular and irregular high-frequency words. For example, Sessions 64–71 teach regular high-frequency words, such as *like*, *and*, and *we*, as well as irregular high-frequency words including *the* and *to*. Later, in Session 100, the "Foundational Skills and Words Study Studio" lesson teaches regular high-frequency words such as *went* and *just*, as well as irregular high-frequency words, including *do*.

The grade 1 materials include a systematic sequence for introducing irregular high-frequency words. The modules introduce irregular high-frequency words systematically, in the Foundational Skills block. For example, in the *Module 1 Teacher's Guide*, Week 1, Lesson 1: Foundational Skills, "Irregular Words," the teacher says, "Let us practice reading new words. Some of these words do not follow the spelling rules." The teacher explains how to use the heart word strategy to read the irregular words *was*, *of*, and *you*, by decoding the parts that follow phonics rules and remembering the irregular spelling "by heart" in the *Module 10 Teacher's Guide*, Week 1, Lesson 1: Foundational Skills, "Irregular Words," the teacher says, "Temporary heart words may follow spelling rules we do not know yet. We can talk about those rules and spellings." The teacher explains how to use the heart word strategy to read the irregular words *work*, *word*, and *world*.

5.E.2b – Materials include teacher guidance to provide explicit (direct) instruction for decoding and encoding regular and irregular high-frequency words. (PR 2.A.1) (T)

HMH Into Reading Texas grade 1 materials include teacher guidance to provide explicit instruction for decoding and encoding regular high-frequency words. The "Foundational Skills" lessons teach decoding regular high-frequency words along with the appropriate phonics skills. For example, in the *Module 5 Teacher's Guide*, Week 1, Lesson 1: Foundational Skills, Continuous Blending, the teacher uses the gradual release of responsibility to teach students how to decode words with the long /a/ sound in a VCe syllable,

including the high-frequency word *made*. In Module 5, Week 1, Lesson 11: Foundational Skills, Spelling: Word Building, the teacher and students spell the word *made* together during guided practice.

The grade 1 materials include teacher guidance to provide explicit instruction for decoding and encoding irregular high-frequency words. For example, in the *Module 5 Teacher's Guide*, Week 1, Lesson 1: Foundational Skills, Irregular Words the teacher explains how to use the heart word strategy to read the irregular word *have* by decoding the parts that follow phonics rules and remembering the irregular spelling by heart. Next, students practice writing the word *have*, saying each sound as they write.

5.E.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). (PR 2.A.1 & 2.A.3) (S)

HMH Into Reading Texas grade 1 materials include a variety of activities for students to develop, practice, and reinforce skills to decode and encode regular and irregular high-frequency words. The "High Frequency Words" sessions inside the "Foundational Skills and Word Study Studio" teach students decoding and encoding of regular and irregular high-frequency words. Each lesson includes teacher modeling and a chance for students to practice reading and spelling the words in that lesson. For example, in Session 97, the students learn the words *no, he, away, must, by, there*, then practice writing and spelling those words using the High-Frequency Word Cards. On the back of each card, there are instructions for analyzing the word's sound-spelling relationships, both irregular and regular.

The grade 1 materials include a variety of activities for students to reinforce skills to decode and encode regular and irregular high-frequency words through cumulative review. The "High Frequency Words" sessions inside the "Foundational Skills and Word Study Studio" include Cumulative Review lessons throughout the year. For example, in Session 99, "Cumulative Review and Fluency," students review reading and spelling previously taught words, both regular and irregular, using the high-frequency words routine and flashcards.

The grade 1 materials include a variety of activities and resources that support students in developing, practicing, and reinforcing skills to decode and encode both regular and irregular high-frequency words. The "Foundational Skills and Word Study Studio" provides a consistent structure for instruction using the steps Teach and Model, Guided Practice, and Apply, which are applied across multiple lessons that target high-frequency word recognition and spelling. Students encounter high-frequency words in isolation through high-frequency word cards, which support visual recognition and spelling through repeated practice and teacher modeling. Encoding is reinforced using handwriting models and letter formation routines, helping students internalize the spelling of high-frequency words through both visual and kinesthetic channels. These resources allow students to apply decoding and encoding skills in connected sentences and short passages. The materials integrate cumulative review activities and fluency passages that spiral previously taught words back into instruction.

5.E.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 or decodable texts). (PR 2.A.1) (S)

HMH Into Reading Texas grade 1 materials provide students with a variety of activities to practice reading and writing high-frequency words in connected text. For example, the Dictation activities throughout Module 5 include practicing writing high-frequency words. For example, in the *Module 5 Teacher's Guide*, Week 1, Lesson 4: Dictation, the students practice reading and writing high-frequency words such as *can*, *he*, and *the* in sentences like, "Can he ride the bike?" After writing the sentences, the students read them and check their spelling.

The grade 1 materials provide students with a variety of activities to practice reading and writing high-frequency words in isolation. For example, the "Irregular Words" activities throughout Module 4 include practice writing high-frequency words in isolation. In the *Module 4 Teacher's Guide*, Week 1, Lesson 4, the students practice writing *out* and *about*. The margin instructions tell the teacher to have students write high-frequency words on notecards "to allow for additional practice of reading and spelling these words."

5.E.3 Decoding and Encoding One-Syllable or Multisyllabic Words

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.E.3a	All criteria for guidance met.	1/1
5.E.3b	All criteria for guidance met.	2/2
5.E.3c	All criteria for guidance met.	12/12
5.E.3d	All criteria for guidance met.	4/4
—	TOTAL	19/19

5.E.3a – Materials include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. (PR 2.A.1)

HMH Into Reading Texas grade 1 materials include a systematic sequence for introducing grade-level syllable types, as outlined in the TEKS. The "Foundational Skills" section of the "Scope and Sequence," under the headings "Phonics Focus" and "Spelling," illustrates how the program incorporates practice on syllable types and syllable division throughout the curriculum. For example, in Module 1, the materials introduce the short /a/ and short /i/ sounds to blend in CVC words. Skills progress through the modules, through VCe syllables in Module 5, vowel teams in Module 8, and finally *r*-controlled vowels in Module 10.

The grade 1 materials include a systematic sequence for introducing grade-level syllable types, as outlined in the TEKS. The "Foundational Skills" sections of the lessons in the *Teacher's Guides* introduce decoding syllable types in increasing complexity. For example, in Module 1, Week 1, Lesson 1: Foundational Skills, Continuous Blending, students practice blending the Focus Skill short /a/ in closed syllables such as *at* and *mat*. Later, in Module 11, Week 1, Lesson 1: Foundational Skills, Continuous Blending, students practice blending the Focus Skill vowel team *oo* in closed syllables such as *look* and *book*.

5.E.3b – Materials include teacher guidance to provide explicit (direct) instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. (PR 2.A.1) (T)

HMH Into Reading Texas grade 1 materials include guidance for teachers to provide explicit instruction on applying knowledge of syllable types to decode one-syllable words. For example, in the *Module 1 Teacher's Guide*, Week 3, Lesson 13: Foundational Skills, Phonics Skill: Open and Closed Syllables, the teacher explains and models reading the open syllable, *no*, then the closed syllable, *not*. In "Continuous Blending," the teacher has students practice blending sounds in single-syllable words that demonstrate open and closed syllables, such as *go* and *got*.

The grade 1 materials include guidance for teachers to provide explicit instruction on applying knowledge of syllable types to decode one-syllable words. For example, in the Teacher's Guide, Module 4, Week 3, Lesson 13: Foundational Skills, Spelling: Word Building, the teacher explains and models spelling the word *basic* using open and closed syllable spelling patterns. The teacher says, "The first syllable in basic is ba-. This is an open syllable because it has one vowel that makes the long vowel sound." The teacher and students practice spelling the word *unit*. The margin notes direct the teacher to use the "'Anchor Chart: Open Syllables' to help the child recognize the syllable pattern."

5.E.3c – Materials include a variety of activities and/or resources for students to develop, practice and reinforce skills to decode and encode one-syllable or multisyllabic words (through cumulative review). (PR 2.A.1 & 2.A.3) (S)

HMH Into Reading Texas grade 1 materials include a variety of activities designed to help students develop, practice, and reinforce skills in decoding one-syllable or multisyllabic words. Students practice decoding words displayed on slides during direct instruction, in decodable readers, and in phrases and sentences. At the end of each "Foundational Skills" lesson, the materials suggest multimodal practice activities. In the *Module 1 Teacher's Guide*, Week 1, Lesson 2: Foundational Skills, Multimodal Practice, the materials state, "Have children push the flattened balls together as they blend the sounds together."

The grade 1 materials include a variety of activities designed to help students develop, practice, and reinforce their skills in encoding one-syllable and multisyllabic words. Throughout the modules, students practice encoding words during direct instruction using Elkonin sound boxes, in word chain activities, and in dictation sentences. At the end of each "Foundational Skills" lesson, the materials suggest multimodal practice activities. In the *Module 1 Teacher's Guide*, Week 1, Lesson 2: Foundational Skills, Multimodal Practice, the students make small balls of modeling clay to represent each sound they hear, then write the letters to spell the words on the whiteboard.

The grade 1 materials include a variety of activities designed to develop, practice, and reinforce students' skills in decoding and encoding one-syllable or multisyllabic words through cumulative review. In the "Foundational Skills and Word Study Studio," students have the opportunity for cumulative review of previously taught skills. For example, Session 114, students read decodable sentences both chorally and independently during direct instruction. Students read the decodable passage, "What Can We Do?" In Session 114, the students also use the high-frequency words routine to read previously taught partially decodable high-frequency words.

5.E.3d – Materials include a variety of activities and/or resources for students to practice decoding and encoding one-syllable or multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A & 2.A.3) (S)

HMH Into Reading Texas grade 1 materials include a variety of activities for students to practice decoding one-syllable or multisyllabic words, using their knowledge of syllable types and syllable division principles in isolation. For example, in the *Module 1 Teacher's Guide*, Week 3, Lesson 13: Foundational Skills, Phonics Skill: Open and Closed Syllables, the students practice decoding open and closed syllables displayed on slides, with the Anchor Charts "Open Syllables" and "Closed Syllables" available for reference. In "Decodable Text," the students practice blending sounds in single-syllable words that demonstrate open and closed syllables in the decodable text, "Have You Met?" During "Additional Practice," students point to the words with open and closed syllables in their decodable text, count the number of words they found, and discuss which words include open and closed syllables. During "Multimodal Practice," students write closed syllable words on index cards, then cut the words to create open syllables, such as "be|g" and "so|b." In Collaborative Centers, students use the partner reading routine to practice reading familiar decodable texts.

The grade 1 materials include a variety of activities for students to practice decoding and encoding one-syllable or multisyllabic words, using knowledge of syllable types and syllable division principles in decodable, connected text that builds on previous instruction. For example, in the *Module 1 Teacher's Guide*, Week 3, Lesson 13: Foundational Skills, Spelling: Word Chaining, the students practice spelling open and closed syllables, with the Anchor Charts "Open Syllables" and "Closed Syllables" available for reference. Students practice spelling closed syllable words in isolation, such as *hot*. The teacher says, "Adding the consonant changes the sound of the vowel. I will sound out my new word: /h/ /ō/ /t/, hot." Then, students practice spelling open syllable words in isolation, such as *hi* and *he*. In the *Module 1 Teacher's Guide*, Week 3, Lesson 14: Foundational Skills, students learn the closed syllable exceptions (-*ild*, -*olt*, -*ost*, -*ind*, -*old*) during the Phonics Focus lesson, practice spelling open syllables, closed syllables, and closed syllable exceptions, in sentences, such as "He put the old colt to bed."

5.E.4 Morphological Awareness (1-3)

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

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

5.E.4a – Materials include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. (PR 2.A.1)

In *HMH Into Reading Texas* grade 1, the "Foundational Skills" sections of the "Scope and Sequence" indicate the systematic sequence for introducing morphemes, such as prefixes, suffixes, and root words, as outlined in the TEKS. The "Generative Vocabulary" lessons in Modules 4 and 5 present the suffixes *-er* and *-est*. In Module 9, lessons teach the prefix *re-* and in Module 10, students learn the prefix *un-*.

The grade 1 table of contents for the "Foundational Skills and Word Study Studio" outlines a systematic progression of morpheme instruction, including base words, roots, prefixes, and suffixes, across sessions. Session 115 teaches "Phonics: Inflection -s /s/ and -s /z/." Session 159 covers "Phonics: Base Words and Endings -s, -es, -ed, -ing." Session 229 addresses "Phonics: Prefixes un-, re-."

5.E.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. (PR 2.A.1) (T)

HMH Into Reading Texas grade 1 materials include teacher guidance to provide explicit instruction for supporting the recognition of common morphemes and using their meanings to facilitate decoding. For example, in the *Module 10 Teacher's Guide*, Week 1, Lesson 4: Reading and Vocabulary, Prefix *re-*, the teacher shows the "Display and Engage" projectable slide and explains the prefix *re-*, then models determining the meaning of *retell*. During guided practice, students use the meanings of the base words and the prefix to determine the meanings of words such as *revisit*. For practice, partners add the prefix *re-* to base words and explain the meanings of each new word.

The grade 1 materials include teacher guidance to provide explicit instruction for supporting recognition of common morphemes and using their meanings in encoding. Multiple sessions in the "Foundational Skills and Word Study Studio" provide teachers with explicit guidance for delivering direct instruction on morphemes. For example, in Session 159, "Phonics: Base Words and Endings -s, -es, -ed, -ing," the

teacher models using letter cards to spell words with the target suffixes, then guides the students to identify sounds in words with suffixes and build them using letter cards.

5.E.4c – Materials include a variety of activities and/or resources for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). (PR 2.A.1 & 2.A.3) (S)

HMH Into Reading Texas grade 1 *Teachers' Guides* include a variety of practice activities designed to help students develop and practice morphological skills. For example, in Module 10, Week 1, Lesson 4: Reading and Vocabulary, Prefix *re-*, students use the meanings of the base words and the prefix to determine the meanings of words such as *revisit*. For practice, students partner up to add the prefix *re-* to base words and discuss the meanings of each new word. In Module 10, Week 3, Lesson 14: Reading and Vocabulary, Prefix *re-*, students build words using base words and the prefix *re-* written on a strip of paper.

The grade 1 "Foundational Skills and Word Study Studio" includes several activities to reinforce students' practice of morphological skills through cumulative review. For example, in Session 223, "Phonics: Base Words and Inflections—ed, -ing, -er, -est, -es," students blend, build, and decode words with previously taught inflectional endings. Students read words in isolation, such as *splashes* and *hoped*, then decodable sentences such as "The ball kept rolling for a while before it stopped." Then, students read the decodable passage, "Benches! Benches!" Lastly, students spell words like *wishes* using letter cards.

5.E.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 decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A.1 & 2.A.3) (S)

HMH Into Reading Texas grade 1 "Foundational Skills and Word Study Studio" includes a variety of activities that enable students to encode words with morphemes in isolation and in decodable, connected text. For example, in Session 115, "Phonics: Inflection -s /s/ and -s /z/," students use sound-by-sound blending to read each word in a word list, then they read sentences, such as, "Pam tips the cans." Next, students identify sounds in words like "pats" and spell them with letter cards. Finally, students read the decodable story "Pip Taps and Naps," and the teacher chooses individual sentences for students to read and restate in their own words.

The grade 1 materials include a variety of activities that enable students to decode and encode words with morphemes in isolation and in connected text. For example, in the *Module 7 Teacher's Guide*, Week 3, Lesson 12: Foundational Skills, the "Phonics Focus Skill" is "Inflectional Suffixes -s, -es." Students decode words with morphemes from a word list, then practice spelling words with the -s and -es endings, such as *brings* and *glasses*. In the "Decodable Text" section of the lesson, students read decodable sentences that

contain words with -s and -es endings, as well as the decodable passage, "Thanks, Mom." For additional practice, students rainbow write words from their decodable text. In "Multimodal Practice," students spell words with morphemes, using balls of clay to represent individual sounds before writing the words on a whiteboard. Later, in Module 7, Week 3, Lesson 14: Foundational Skills, Dictation, students write sentences that contain words with inflectional endings, such as, "The pups are pugs."

5.F Vocabulary Support

5.F.1 Vocabulary Development

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.F.1a	All criteria for guidance met.	3/3
5.F.1b	All criteria for guidance met.	4/4
5.F.1c	This guidance is not applicable to the program.	N/A
—	TOTAL	7/7

5.F.1a – Materials include teacher guidance to support students in determining the meaning of unfamiliar words with illustrations, texts, and guidance in the use of context according to grade-level TEKS. (S)

HMH Into Reading Texas materials include teacher guidance to support students in determining the meaning of unfamiliar words with illustrations, texts, and guidance in the use of context according to grade-level TEKS. For example, in the *Module 2 Teacher's Guide*, Week 1, Lesson 3, the materials support students in determining the meaning of unfamiliar words through a vocabulary routine that incorporates teacher modeling, oral practice, and contextual support. Teachers use the "I Do, We Do, You Do" framework to introduce Power Words from the text "Dan Had a Plan." Each word is explicitly taught using student-friendly definitions, example sentences, and multimodal strategies, such as acting it out, making connections, or using props. For example, the word *mess* is defined as "not neat," and students act it out by making a mess with classroom objects. The word *market* is explained as "a place where people can buy things," with students connecting it to familiar items like fruit or juice. For the verb *sell*, teachers model the concept using a prop by exchanging a coin for a piece of paper. Other words, such as *help*, *neighbors*, and *set*, are similarly reinforced through real-life connections or physical demonstrations.

The grade 1 materials include consistent and intentional support for pre-teaching unfamiliar vocabulary and references in text, particularly for figurative and academic language. The supports are in every lesson through the "Introduce Oral Language" section, which guides teachers in introducing key vocabulary before students encounter it in context. For example, in the *Module 6 Teacher's Guide*, Week 1, Lesson 2, the routine for teaching oral Power Words from the Big Book *You're a Grand Old Flag* states, "Use the steps I do, we do, and you do with the information in the chart below to teach the oral Power Words from the Big Book, 'You're a Grand Old Flag.'" The Power Words introduced in this lesson are *forever*, *peace*, *emblem*, *true*, and *flag*. Each word has a student-friendly definition and a strategy to help students connect the word to their own experiences. For example, the lesson defines *forever* as "If something lasts forever, it lasts a long time and does not end," and encourages teachers to "Compare forever to a familiar unit of time. If a school day lasted forever, it would never end!" For *peace*, the definition is "Peace is a time when there is no fighting or war," and the guide suggests, "Connect the concept to familiar experiences."

When the sisters started reading, there was peace in the living room." The word *emblem* is defined as "An emblem is something that is used to mean something else," and the teacher is prompted to "Sketch a familiar emblem, such as your school's or a familiar sports team. This emblem stands for blank." For true, the lesson explains, "When you act in a way that is true, you do what you think is right," and adds, "Give examples that relate to children's activities. If you read a book that interests you instead of a book that everyone else wants you to read, you are acting true to yourself." The word *brag* is introduced with the definition, "When you brag, you say something about yourself that makes you seem too great," and the guide encourages teachers to "Talk boastfully about something you do: I am so good at basketball, I could beat a team all by myself!"

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

HMH Into Reading Texas in grade 1 materials include clear and consistent guidance for teachers to provide explicit instruction on the purpose and use of both print and digital reference resources. In the *Module 1 Teacher's Guide*, Week 1, Lesson 3, teachers model how to use a picture dictionary through a think-aloud strategy, guiding students to search by initial letters and syllables. The materials state, "I know the words in a dictionary are in ABC order. If I want to look up the word remind, I need to find the section where the words begin with r. I know that r is toward the end of the alphabet, so I will start there. After I find the r section, I need to look for words beginning with re-." Students are then invited to work with partners to explore definitions and illustrations together.

In Module 2, Week 1, Lesson 3, students engage in a vocabulary writing lesson that includes the use of dictionaries. Teachers model how to look up unfamiliar words, such as *bustling*, by demonstrating how to use alphabetical order to locate the word and understand its meaning. Students use picture dictionaries to look up additional words from the lesson's Word Bank. Digital tools are introduced and explicitly taught in Module 5, Week 1, Lesson 5. Teachers explain how digital tools like computers and tablets can be used for research, writing, and presentations. The materials identify specific digital resources and provide safety tips and usage instructions for entering text, inserting clip art, and checking spelling. Students are also introduced to digital texts, including articles, songs, and videos, as part of their learning experience. In Module 6, Week 1, Lesson 5, students revisit the text "You're a Grand Old Flag" to explore the use of reference sources. Teachers project Anchor Chart 48: Reference Sources to support instruction and explain how to use dictionaries and glossaries to find word meanings. Students are introduced to digital resources, such as online dictionaries and search engines, with explicit modeling of how to use search fields to locate information without relying solely on alphabetical order. The materials state, "Explain that another way to find the meaning of an unknown word is to use a digital resource, like an online dictionary or search engine. You use a search tool, or engine, to find the information. You can type a word into a search field of an online dictionary to find the definition without having to use ABC order. You can also use a search tool, or engine, to find information about a topic."

5.F.1c – [2nd grade only] Materials include activities and tasks for students to use print and digital resources to determine the meaning of words and their pronunciations. (S)
[3rd grade only] Materials include activities and tasks for students to use print and digital resources for determining the meaning of words and their pronunciation and syllabication. (S)

This guidance is not applicable to kindergarten and grade 1 because it only applies to grades 2–3.

5.G Fluency

5.G.1 Reading Fluency (1–3)

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.G.1a	All criteria for guidance met.	3/3
5.G.1b	All criteria for guidance met.	3/3
5.G.1c	All criteria for guidance met.	1/1
5.G.1d	All criteria for guidance met.	4/4
—	TOTAL	11/11

5.G.1a – Materials include lessons, activities and tasks with modeling and practice of fluent reading skills in and out context with suggestions for teacher feedback. (T)

HMH Into Reading Texas materials include lessons, activities, and tasks with modeling and practice of fluent reading skills in and out of context with suggestions for teacher feedback. The grade 1 materials are located in the *Teacher's Guides*, for example, in Module 1, Week 1, Lesson 2, "the teacher models fluent reading by self-correcting while reading a story aloud. Students practice fluency by reading sentences aloud to a partner, applying the modeled strategies."

The grade 1 materials are located in the *Teacher's Guides*, for example, in Module 4, Lesson 4, the teacher models phrasing and intonation using the sentence: "The red van zigs and zags." Students compare fluent phrasing to choppy reading and discuss the difference. During the guided practice portion of Lesson 4, students read sentences with scooped phrases (e.g., "She has come about the job") and then practice independently with lines like: "What can I do?" Flo said." Finally, students apply these skills in the decodable text "Fix the Wall," which provides repeated opportunities to practice phrasing and intonation in a meaningful context.

The grade 1 materials include fluency instruction using isolated sentences to build foundational skills. In "Foundational Skills and Word Study Studio," Session 196, located in the *Teacher's Guides*, the teacher models fluent reading by reading three unconnected sentences. The teacher explains "that good readers do not skip hard parts; they slow down, self-correct, and reread to ensure understanding. The teacher demonstrates this by intentionally making an error and correcting it with appropriate phrasing and expression. Students practice by reading similar unconnected sentences aloud with a partner."

5.G.1b – Materials include embedded modeling and practice with word lists, decodable phrases/sentences, and decodable connected texts in the lesson. (S)

HMH Into Reading Texas materials include modeling and practice with word lists, decodable phrases/sentences, and decodable connected texts in the lesson. The grade 1 materials are located in the

teacher's guides, for example, Module 4, Lesson 7, students focus on decoding words with final blends. The teacher begins with a word list aligned to the phonics focus, including *lamp*, *mint*, *fast*, and *help*. Students move to sentence-level practice with: "Trent has a gift for his mom." The teacher will model fluent reading using appropriate phrasing and intonation, as she guides students through another sentence: "It is a lamp with a shell on it." Students apply their decoding and fluency skills in the decodable text "A Gift for Mom," reinforcing accuracy and expression in context. This sequence from isolated words to connected text supports fluency development and comprehension.

The grade 1 materials included in the teacher's G=guides, for example, in Module 3, Lesson 5, "students practice fluent reading using the decodable text 'The Wash.' The teacher models reading at different rates—first too quickly or choppy, then with smooth, appropriate pacing. During guided practice, students choral read with the teacher, adjusting their pace. Students read the full text with a partner, focusing on smooth, accurate reading while the teacher circulates to provide feedback and support."

5.G.1c – 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)

HMH Into Reading Texas grade 1 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.). In grade 1, materials located in the *Teacher's Guides* offer multiple opportunities to develop word reading fluency in whole group, partner, and small group settings. For example, in Module 3, Week 1, Lesson 5, "[s]tudents choral read the decodable text, The Wash, with the teacher, practice reading the text in pairs while the teacher circulates to provide feedback."

The grade 1 materials are located in the *Module 3 Teacher's Guide*, Week 2, Lesson 6. "Students decode and read sentences aloud with teacher support and continue fluency practice in small groups using the decodable text 'Chop the Logs.'"

5.G.1d – Materials include various texts for the building of accuracy, fluency, prosody, and comprehension.

HMH Into Reading Texas grade 1 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.). In grade 1, materials located in the *Teacher's Guides* offer multiple opportunities to develop word reading fluency in whole group, partner, and small group settings. For example, in Module 3, Week 1, Lesson 5, "[s]tudents choral read the decodable text, The Wash, with the teacher, practice reading the text in pairs while the teacher circulates to provide feedback."

The grade 1 materials are located in the *Module 3 Teacher's Guide*, Week 2, Lesson 6. "Students decode and read sentences aloud with teacher support and continue fluency practice in small groups using the decodable text 'Chop the Logs.'"

5.H Handwriting

5.H.1 Handwriting Development

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

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

5.H.1a – Materials include explicit (direct) instruction on the teaching of handwriting skills, including handwriting strokes, as appropriate for each grade level and, when possible, connected to current student learning. (T)

HMH Into Reading Texas grade 1 materials have explicit instruction on the teaching of handwriting skills that are appropriate for the grade level and connected to foundational literacy learning. For example, in the *Module 1 Teacher's Guide*, Week 1, Lesson 1, the handwriting lesson "Handwriting: Manuscript m, s, t, b, a, and i," teachers model the correct formation of each letter through a step-by-step process. Students first engage in finger writing before transitioning to writing with pencils. For each letter, the teacher provides specific directional language. For example, when teaching the letter *m*, the teacher says, "Start at the middle. Pull down straight. Push up, curve forward, and pull down straight. Push up, curve forward, and pull down straight." The lesson includes similar explicit guidance for forming the letters *s*, *t*, *b*, *a*, and *i*.

The grade 1 materials have explicit handwriting instruction in the "Foundational Skills" section located in the teacher's guides. For example, Module 7, Week 1, Lesson 1 focuses on explicit instruction of manuscript *c*, *o*, and *a*. The teacher models the formation of letters and practices with finger writing while saying the strokes. For letter *c*, the teacher says, "1. Start just below the middle. Curve back around." For letter *o*, the teacher says, "1. Start just below the middle. Circle back." For letter *a*, the teacher says, "1. Start just below the middle. Circle back. 2. Pull straight down."

5.H.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)

HMH Into Reading Texas grade 1 materials have frequent opportunities and tasks for students to authentically practice and develop grade-level appropriate handwriting skills. For example, in the *Module 1 Teacher's Guide*, Week 1, Lesson 4, the dictation segment of the lesson, students apply their phonics focus skills and handwriting through writing full sentences such as "Sam sat" and "You sit." The dictation routine follows an "I Do, We Do, You Do" structure. The teacher begins by modeling how to count the

words in a sentence, then writes each word while speaking it aloud. Students participate in guided sentence writing with the teacher and finally write a sentence independently. Throughout the dictation routine, the teacher provides prompts to support handwriting accuracy and conventions, including spelling, spacing, capitalization, and punctuation.

The grade 1 instructional materials have frequent opportunities, resources, and activities that support students in authentically practicing and developing handwriting skills. Handwriting instruction is explicitly taught and developmentally appropriate, directly connected to current student learning. For example, in the *Module 3 Teacher's Guide*, Week 1, Lesson 1, the "Foundational Skills" lesson focuses on reviewing and practicing the letters *Bb*, *Aa*, and *li*. After students complete the phonics and handwriting portions of Lesson 1, the *Teacher's Guide* provides recommendations for additional practice that connects directly to the letters taught. The guide states, "Multimodal Practice: To practice letter formation, have children write the letters B, b, A, a, l, and i in shaving cream or on sandpaper, or use magnetic letters to build words." Students receive direct instruction on how to form each letter. For example, the guide provides step-by-step directions such as, "B: 1. Start at the top. Pull down straight to the bottom. 2. Lift to the top. Curve forward to the middle. 3. Curve forward to the bottom."

6. Knowledge Coherence

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

6.A Connected Knowledge Topics

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

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

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

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

In grade 1, the materials within each module center on a theme to build knowledge. For example, Module 6 centers around the theme "Celebrate America" and includes the informational text, "The Statue of Liberty" by Tyler Monroe, and the drama, "Monument City" by Jerdine Nolen.

In grade 1, Module 6, knowledge is built in arts and literature using big books, the student text, *myBook*, and the inquiry and research project. The Big Book, *You're a Grand Old Flag*, and the selection, "Monument City," in the student book are two examples. In addition, "You're a Grand Old Flag," is a song in book format with illustrations, and "Monument City" is a drama that helps students learn about the elements of drama.

In grade 1, Module 3: "Amazing Animals" builds knowledge in science through the Essential Question, the reading texts, and vocabulary. The Essential Question, "How do animals' bodies help them?" connects to the science topic of how animals live. Students read texts such as "The Nest" and "Step-by-Step Advice from the Animal Kingdom," and use vocabulary words such as *prey*, *predators*, and *school* while building background knowledge in science.

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

In grade 1, the *Implementation Guide* demonstrates how knowledge is built across grade levels. For example, students build knowledge on the topic of animals throughout grades K–5. This progression begins in kindergarten with Module 9: Animal Habitats and continues in grade 1, Module 3: "Amazing

Animals"; grade 2, Module 9: "Home Sweet Habitat"; grade 3, Module 6: "Animal Behaviors"; grade 4, Module 9: "Global Guardians"; and grade 5, Module 10: "The Lives of Animals."

In grade 1 the Implementation Guide includes a scope and sequence across grade levels under the heading, "Connecting Concepts Across Grades." The "Scope and Sequence" is laid out in columns by grade level, with the topics listed beneath. Teachers can see which topics connect to help students build knowledge. For example, the topic "Amazing Animals" in grade 1 is a continuation of the kindergarten topic "Animal Habitats" and connects to "Home Sweet Habitat" in grade 2. Another example is the grade 1 topic "My Family, My Community," which is a continuation of the kindergarten topic "My Community Heroes" and connects to the topic "Be a Super Citizen" in grade 2.

The *Implementation Guide* for grade 1 includes a "Scope and Sequence" that shows teachers how knowledge is built within the grade level. The "Scope and Sequence" lists the skills learned in knowledge, language, reading, vocabulary, foundational skills, writing, and grammar. The teacher can follow the color-coded headings to learn how the current unit is related to the knowledge and skills taught previously and in upcoming units.

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

In grade 1, the materials within each module center around a theme to build knowledge. For example, Module 1 centers around the theme "Amazing Animals" and includes three weeks of connected lessons with texts that build knowledge. The "Scope and Sequence" illustrates how each unit builds knowledge around its central theme and lists the text sets used in each module.

In grade 1, the materials are designed for students to spend three weeks on connected knowledge-building topics and texts. For example, Module 9 focuses on the theme of plants. Students listen and read multiple genres centered around the plant theme. They listen to a procedural text about how to grow taco ingredients, a folktale in which the main character refuses to help neighbors build a farm, and haiku poetry about foods native to the Americas.

In grade 1, the materials are designed for students to spend three weeks on connected knowledge-building topics and texts. For example, Module 2 focuses on the theme of community. Students listen and read multiple genres centered around the community theme. They engage with opinion writing in which first graders share their thoughts about why their town is great, compare photographs and maps of different kinds of communities in informational text, and listen to a read-aloud fantasy about a young girl and her grandmother who celebrate their home and relationship as they fly over the streets, sights, and people of New York City.

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

In grade 1, the materials include text sets designed to help them build knowledge through reading and writing skills. For example, students read, view, and interact with Module 1 texts, building knowledge around the theme "New Friends and New Experience." The text set includes an informational text about how to make friends, a fantasy text about a character making new friends titled "You Will Be My Friend" by Peter Brown, and a realistic fiction story about when a shy first-grade girl and a friendly classmate take a class trip to a butterfly garden.

The materials for grade 1 include texts that are planned to support the module topic. The texts feature varied genres and are used to teach students' literacy skills. For example, in grade 1, Module 3, the topic is "Amazing Animals," and the varied texts support building students' reading and writing. Some of the texts in Module 3 include *myBook Animal Q&A*, *Big Book Best Foot Forward*, *Read Aloud Whose Eye Am I?*, and *myBook* video *Beaver Family*.

The *Module 3 Teacher's Guide*, Week 1, Preview Lesson Texts for Animal Q & A states, "In this text, children will learn how particular features of animals' bodies, such as wings or a trunk, help them function and stay safe." While students are learning science content during instruction, they are learning about genre characteristics. For example, the literacy learning objectives for Animal Q&A are identifying characteristics of informational texts and using text and graphic features to locate and understand information.

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

In grade 1, the materials include text sets designed to help them build knowledge through reading and writing skills. For example, students read, view, and interact with Module 3 texts, building knowledge around "Amazing Animals." The module includes vocabulary words to build students' language skills around the topic, including camouflage, characteristics, and mammals. Discussion activities are also connected as students answer the question, "How do animals' bodies help them?"

The materials for grade 1, Module 9: "Grow, Plants, Grow," use an anchor text as a mentor example in the grammar lessons, and practice examples are connected to the module's topic. For example, the teacher refers to the focal text, "One Bean," and asks students to determine whether each sentence is an exclamation or a statement. The materials relate writing activities to the module's knowledge-building topic; for example, in Module 9, Week 1, Lesson 2 the students write in their notebooks in response to a prompt to write additional questions they might have when doing an experiment with plants.

In grade 1, Module 6, Lesson 1, the teacher uses a focal text, "The Thanksgiving Door," to connect the module topic, holidays and symbols, with the grammar and writing activity. After reading the text and

discussing how holidays and celebrations bring people together, the teacher uses the gradual release model and the text to teach about questions. Students then write a question.

6.A.2 Context and Student Background Knowledge

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

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

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

In grade 1, the *Implementation Guide* has a visual demonstration of how knowledge building connects topics across grade levels as well as "The Connecting Concepts Across Grades," which shows a list of topics for grades K–5 in the materials. For example, under the grade 1 heading, the topic "Amazing Animals" is highlighted. There is a dashed line connecting it to the highlighted topic of "Animal Habitats" in grade K, and another dashed line connecting it to the highlighted topic of "Home Sweet Habitat" in grade 2.

"The Connecting Concepts Across Grades," section in the *Implementation Guide* shows a list of module topics for grades K–5 in the materials. There are topic connections across all the grade levels. For example, the grade 1 topic "Grow Plants Grow" connects to previously learned content in the grade K topic, "From Plant to Plate," and also to the grade 2 topic "Time to Grow."

In grade 1, the materials supply the background knowledge needed for students to build upon in future grade levels and activate background knowledge from previously learned content in prior grade levels. Each grade level includes an Essential Question for each module, with questions that build on one another across grade levels. For example, Module 6 builds students' background knowledge around the Essential Question, "What do special symbols, monuments, holidays, and celebrations tell us about the United States?" This question builds on the previous grade level question, which was "What makes the USA special?" Both questions build students' knowledge about the United States of America. At the beginning of the module, teachers use a Knowledge Map to preview what students can expect to learn. This map is revisited after reading each text and again at the end of the Module to synthesize their learning.

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

The materials for grade 1 include an *Implementation Guide*, which has a section "Building and Assessing Student Proficiency" where the resource's instructional design is explained, "*HMH Into Reading* is a

spiraling curriculum in which skills and strategies are introduced and revisited with increasingly complex texts throughout the year." The teaching, review, and reinforcement helps children reach mastery of skills at the end of the school year. The section "Resource's Instructional Design" elaborates, "Teach and Review: Story Structure. The skill is introduced in Module 1 and then reappears across genres with increased rigor in Modules 3, 5, 6, 9, and 12."

In the *Module 9 Teacher's Guide*, "Get Ready!," the teacher and students create a K-W-L chart to activate students' background knowledge related to plants and what they need to grow.

The "Building and Assessing Student Proficiency" section of the *Implementation Guide* explains the program instructional design. "*HMH Into Reading* is a spiraling curriculum in which skills and strategies are introduced and revisited with increasingly complex texts throughout the year." This design builds and reinforces skills over time, so they can achieve mastery by the end of the school year.

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

In grade 1, each module provides teachers with background information on the theme, an Essential Question, and an introductory video for the unit. For example, the theme of Module 3 is "Amazing Animals," which contains an introductory video about animals and camouflage, as well as think-pair-share questions for students to discuss the Essential Question, "How do animals' bodies help them?" The introductory lesson presents the module goals and academic vocabulary, including the words *camouflage*, *characteristics*, and *mammal*.

The materials for grade 1 include individual lessons that highlight the lesson's instructional vocabulary. This section of the lesson is at the beginning with the lesson objectives. The instructional vocabulary includes a student-friendly definition, and a vocabulary routine is suggested to teach the word. For example, in "Module 6, Week 1, Lesson 1, Reading and Vocabulary: Text Features," the lesson has instructional vocabulary: *picture*, *label*, *map*. The lesson reinforces the vocabulary and background knowledge and says, "Project and display Anchor Chart 30: Text Features."

In the *Module 9 Teacher's Guide*, "Grow, Plants, Grow!," Week 1, Lesson 1, the teacher provides students with four experiences that build their background knowledge on the topic. The images on the vocabulary cards are photos that support student understanding of the words *vegetation* and *emerge*. The teacher asks a discussion question during the vocabulary lesson, "Have you worked in or visited a garden? What was it like?" and "What are some plants you know about?" The teacher uses the K-W-L chart from "Get Ready" to discuss what children know and want to know about the module topic "How Plants Grow." Finally, the students watch the Get Curious video, "A Seed Grows," to learn about how a seed sprouts underground and becomes a tree.

6.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
6.A.3a	All criteria for guidance met.	1/1
6.A.3b	All criteria for guidance met.	2/2
6.A.3c	All criteria for guidance met.	1/1
6.A.3d	All criteria for guidance met.	1/1
—	TOTAL	5/5

6.A.3a – Questions and tasks require students to engage with big ideas, topics, and themes.

HMH Into Reading Texas includes questions and tasks that are designed and require students to engage with big ideas, topics, and themes. In grade 1 materials found in the *Teacher's Guides* are organized into 12 three-week modules, each centered on a theme and Essential Question. Students explore big ideas through daily lessons and end-of-module reflections that integrate listening, speaking, reading, and writing. For example, in Module 4, "students explore 'Why is it important to do my best and get along with others?' by reading *Good Sports*, writing procedural texts on making friends, and discussing good citizenship."

In the *Module 6 Teacher's Guide* "students examine U.S. symbols and holidays. They read *Monument City*, rewrite scenes as short dramas, and reflect on symbols like the Statue of Liberty and the White House." In Module 9, students investigate "What do plants need to live and grow?" through texts like *One Bean* and *Amazing Plant Bodies*, using both text and graphic features to build understanding."

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

HMH Into Reading Texas includes questions and tasks designed to prompt students to synthesize knowledge and concepts across texts within and across lessons and units. The grade 1 materials found in the *Teacher's Guides* have thematic modules that integrate literacy with content knowledge across disciplines such as science, social studies, and the arts. Each module begins with a Knowledge Map and an Essential Question, which are revisited throughout the unit to help students build and visualize their understanding. For example, in the *Module 9 Teacher's Guide*, students explore "What do plants need to live and grow?" by reading multiple texts and using a Venn diagram to compare "The Talking Vegetables" and "The Curious Garden."

In grade 1 materials students engage in reading, writing, speaking, and listening tasks that deepen comprehension and support synthesis across texts. In Module 6, "students reflect on U.S. holidays and symbols by comparing 'Monument City' and 'Hooray for Holidays!' using a T-chart and revisiting the Knowledge Map and K-W-L chart." While students synthesize information within modules, there is no evidence of opportunities to synthesize content across multiple modules.

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

In grade 1, the materials within each module center around a theme to build knowledge. For example, Module 1 centers around the theme "Amazing Animals" and includes three weeks of connected lessons with texts that build knowledge. The "Scope and Sequence" illustrates how each unit builds knowledge around its central theme and lists the text sets used in each module.

In grade 1, the materials are designed for students to spend three weeks on connected knowledge-building topics and texts. For example, Module 9 focuses on the theme of plants. Students listen and read multiple genres centered around the plant theme. They listen to a procedural text about how to grow taco ingredients, a folktale in which the main character refuses to help neighbors build a farm, and haiku poetry about foods native to the Americas.

In grade 1, the materials are designed for students to spend three weeks on connected knowledge-building topics and texts. For example, Module 2 focuses on the theme of community. Students listen and read multiple genres centered around the community theme. They engage with opinion writing in which first graders share their thoughts about why their town is great, compare photographs and maps of different kinds of communities in informational text, and listen to a read-aloud fantasy about a young girl and her grandmother who celebrate their home and relationship as they fly over the streets, sights, and people of New York City.

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

HMH Into Reading Texas materials provide opportunities to apply new understanding based on the topic to contexts beyond the classroom. The grade 1 materials found in the *Teacher's Guides*, are intentionally designed to help students apply their learning to real-world contexts. For example, in the *Module 4 Teacher's Guide* "students apply their learning about citizenship by writing ideas for a Community Day celebration." In Module 6, students reflect on U.S. symbols by writing a story explaining the meaning of national symbols for a child visiting the U.S. for the first time. In Module 9, students write about the importance of plants, connecting their learning to everyday life.

In grade 1, writing and grammar lessons located in the *Teacher's Guides* support real-world application. In Module 6, Lesson 4, "students begin crafting an opinion essay about a favorite celebration, learning to

express personal viewpoints with supporting reasons." The teachers guide students through the writing process using anchor charts and vocabulary tools, helping them develop clear, purposeful communication skills.

6.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
6.A.4a	All criteria for guidance met.	2/2
6.A.4b	All criteria for guidance met.	2/2
6.A.4c	All criteria for guidance met.	1/1
6.A.4d	All criteria for guidance met.	1/1
—	TOTAL	6/6

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

HMH Into Reading Texas materials include a year-long scope and sequence for building Tier 2 and 3 academic vocabulary in the context of intentional knowledge-building. The grade 1 materials found in the *Teacher's Guides* feature a comprehensive, year-long scope and sequence that supports academic vocabulary development within the context of knowledge-building. For example, in Module 3: "Amazing Animals," students encounter words like *camouflage*, *characteristics*, and *mammal*. These words are introduced at the beginning of the module and revisited throughout, reinforcing their meanings through repeated exposure and contextual use. Teachers follow a consistent three-step vocabulary routine: Say the word and have students repeat it; explain the meaning using child-friendly language; discuss examples to connect the word to students' experiences.

In the grade 1 materials each module includes a "Teach Big Idea Words" section, which introduces vocabulary aligned with the module's theme. For example, in Module 6: "Building Knowledge and Language," students learn words such as *participate*, *duty*, and *appreciate*. Teachers use the vocabulary routine and vocabulary cards to introduce these words, then guide students in building a vocabulary network on designated pages in *myBook*, encouraging ongoing engagement throughout the module.

The grade 1 materials do not explicitly label words as Tier 2 or Tier 3, the integration of vocabulary into thematic instruction supports the development of both general academic and domain-specific language.

6.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)

HMH Into Reading Texas materials include practice and application opportunities with appropriate content and language scaffolds and support for teachers to differentiate vocabulary development for all learners. The grade 1 materials found in the Tabletop Minilessons provide consistent opportunities for vocabulary

development through routines, scaffolded instruction, and differentiated supports tailored to meet the needs of all learners, including Emergent Bilingual (EB) students. For example, in the *Module 3 Teacher's Guide*, Lesson 1, "students are introduced to new vocabulary through a three-step process: The teacher says the word and prompts students to repeat it. The teacher explains the meaning using a child-friendly definition. Students engage in a discussion to explore examples and make connections."

In grade 1 *Teacher's Guides* the lessons include sidebar support labeled "Emergent Bilingual Learners" that offers targeted strategies for students at various levels of English proficiency—Pre-Production/Beginning, Intermediate, and High-Intermediate/Advanced. For example, in Module 6, Week 1, Lesson 3, Pre-Production/Beginning learners show how they look when they feel grouchy and identify a classroom symbol. Intermediate learners use a sentence frame to express their understanding. High-Intermediate/Advanced learners are challenged to think of synonyms or antonyms for *grouchy*.

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

HMH Into Reading Texas materials include tasks designed to engage students in purposeful use of key academic vocabulary. For example, in the *Module 6 Teacher's Guide*, "Building Knowledge and Language, "students learn the words *participate*, *duty*, and *appreciate*." After the initial introduction, students begin a vocabulary network in their *myBook*, which they continue to build on throughout the module. This ongoing engagement reinforces word meaning and encourages deeper connections.

In grade 1 students have opportunities to apply academic vocabulary through speaking, writing, and collaborative tasks. For example, in Module 9, Week 1, Lesson 3, students engage in a series of activities that promote vocabulary use: Responding to discussion questions such as, "How do farmers harvest their crops?" and "If you dig in the soil, what might you find there?"

6.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)

HMH Into Reading Texas materials include nonverbal teaching techniques to support students in the acquisition of key academic vocabulary, such as the use of images and visualization. In the grade 1 materials, daily lessons incorporate a consistent vocabulary routine students use to internalize new words designed to support vocabulary development through routines, visual aids, and differentiated instructional strategies. These elements work together to ensure that all students, including EB students and those with varying language needs, can access and apply academic vocabulary in meaningful ways. For example, in Module 3, Lesson 1, students are introduced to vocabulary such as *camouflage*, *mammal*, and *characteristics*. Teachers use vocabulary cards and props to support comprehension. To teach *camouflage*, for instance, a teacher might place a brown paper cutout on a brown desk and explain, "The color of the paper acts as camouflage and makes the cutout hard to see." This visual comparison helps students grasp the concept in a concrete, memorable way.

In the grade 1 materials located in the *Teacher's Guides*, visual tools are embedded throughout the curriculum to reinforce vocabulary and support conceptual understanding. A key resource is the Knowledge Map, which is introduced at the beginning of each module and revisited after each text. For example, in Module 4, the "Being Good Citizens" Knowledge Map is used to build understanding of civic responsibility and community roles. In Module 9, the "Plants and Gardens" Knowledge Map supports vocabulary related to plant life cycles, gardening, and food sources.

6.B Inquiry and Research

6.B.1 Recursive Inquiry Process

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
6.B.1a	All criteria for guidance met.	1/1
6.B.1b	All criteria for guidance met.	2/2
6.B.1c	All criteria for guidance met.	4/4
—	TOTAL	7/7

6.B.1a – Materials support instruction for students to ask and generate questions for inquiry. (S)

HMH Into Reading Texas materials support instruction for students to ask and generate questions for inquiry. The grade 1 materials support instruction for students to ask and generate questions for inquiry through consistent use of modeled routines and embedded prompts. The *Teacher's Guide* for each module begins with an Essential Question that introduces the central topic and encourages curiosity. In Module 3, Week 1, the Essential Question is "How do animals' bodies help them?" Throughout the module, students build knowledge and connect to their experiences by considering a question per week. In Week 1, students are asked, "What is your experience with animals at home and in nature?" In Week 2, students consider, "What other inventions have you made or seen?" before answering, "How does your invention change what you know about how animals move?" in Week 3. Instructional guidance prompts teachers to engage students in discussions that lead to generating questions and exploring answers, fostering an early foundation for inquiry-based learning.

In grade 1, the materials support instruction for students to ask and generate questions for inquiry. For example, in the Module 3 "Inquiry and Research Project," students participate in a class research project to develop an idea for an invention that mimics an animal feature. In Module 3, Lesson 2, the students brainstorm ways different animals use their body parts to solve a problem. Students explain what questions they have about the body parts that they hope their research will help answer. Students will revisit these questions after they have completed their projects.

6.B.1b – Materials support instruction for students to generate and follow a research plan. (S)

HMH Into Reading Texas materials support instruction for students to generate and follow a research plan. The materials for grade 1 give the teacher strategies for supporting students in developing a research plan. For example, the *Module 2 Teacher's Guide*, Week 1, Lessons 2 and 3, "Planning for a Report on the Community," gives clear instructions for the teacher to guide students to develop a research plan: "The teacher guides students to brainstorm a list of places in their community. Then, the teacher asks the

students to generate questions about these places. Last, the teacher prompts students to plan their research, including looking at informational books, magazines, newspapers, and approved websites for information about places in their community." The lesson materials suggest "the teacher bring brochures or newsletters to supplement classroom resources."

The materials for grade 1 give the teacher strategies for supporting students in following a research plan. For example, in Module 2, Weeks 1–2, Lessons 4–7, students plan for a report on the community and the *Teacher's Guide* gives clear instructions for the teacher to guide students to follow their research plan. The teacher guides students to post images, facts, or other ideas about places in their community on a classroom Curiosity Board. The teacher asks the students to think about why each place is important to the community. Last, the teacher prompts students to draw and write about a place in their community and about a person they might find in that place. The lesson materials suggest "the teacher place students in small groups to work together on their writing and drawing."

6.B.1c – K–1• Materials support students in identification of relevant sources based on their questions. (S)• Materials support student practice in understanding, organizing, and communicating ideas and information using multiple media in accordance with the purpose of the research. (S)2–3• Materials require students to gather relevant information from a variety of sources. (S)• Materials provide guidance for students on differentiating between primary and secondary sources. (S)• Materials include activities and tasks which require students to differentiate between primary and secondary sources. (S)

HMH Into Reading Texas materials support students in the identification of relevant sources based on their questions, and support student practice in understanding, organizing, and communicating ideas and information using multiple media in accordance with the purpose of the research. For example, in Module 1, the "Inquiry and Research Project" located in the *Teacher's Guide*, Lesson 2, has students using the think-pair-share routine to brainstorm research questions about friendship and new things they would like to learn. In Lessons 3–5, students develop a research plan, with teacher guidance, and create a class curiosity board. In Week 2, Lessons 6–10, students plan their profiles, using sentence frames provided by the teacher, and create self-portraits. The culmination of the research project is to present their profiles to the class.

The grade 1 materials support student practice in identifying relevant sources based on their questions. The "Tabletop Minilessons for Reading" found on the HMH Ed platform, has teacher guidance on the page "Gather Information." To anchor the concept, the teacher guides students to choose sources such as encyclopedias, nonfiction books, websites, or videos that will give them information to answer their research questions. Further guidance has the teacher ask, "What resources will give you information that you can trust to be true and correct?" and the teacher prompts students to select appropriate resources based on instructional need.

7. Text Quality and Complexity

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

7.1 High-Quality Grade-Level Texts

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
7.1a	All criteria for guidance met.	1/1
7.1b	All criteria for guidance met.	1/1
7.1c	All criteria for guidance met.	4/4
7.1d	All criteria for guidance met.	1/1
—	TOTAL	7/7

7.1a – Core texts used for instruction are written at grade level when evaluated using research-based measures of text complexity.

In *HMH Into Reading Texas*, the grade 1 program is centered around a connected text set comprised of authentic texts. The "Building Knowledge and Language with Text Sets" pages of each of the *Teacher's Guides* provide the Lexile levels for each text in the set. For example, in Module 1, Week 1, the focal text, "Ralph Tells a Story," has a 460L Lexile measure, which falls within the typical Lexile level range for grade 1.

In the *Teacher's Guides* for grade 1, the teacher can view in-depth details of each text on the "Preview Lesson Texts" pages. For example, in Module 5, Week 1, the *myBook* text, "Super Shadows!" has a 290L Lexile measure, which falls in the typical Lexile level range for grade 1.

7.1b – Texts are well-crafted and are of publishable quality.

The materials for grade 1 include a wide variety of trade literature, all well-crafted and of publishable quality, including award-winning children's literature. For example, in the *Teacher's Guide* the narrative non-fiction book for Module 3, Week 2, *Have You Heard the Nesting Bird?* includes quality writing with examples of figures of speech such as, "Blue jay's shriek is as sharp as a drill," and describes the sparrow's call as "a simple jingle."

The materials for grade 1 include a wide variety of trade literature, all well-crafted and of publishable quality, including award-winning children's literature. For example, the Read Aloud book found in the *Teacher's Guide*, Module 2, Week 2, *Maybe Something Beautiful*, includes quality writing using figures of speech such as, "Mira taped a glowing sun onto the wall hiding in the shadows," and describing the character's first mural with, "The wall lit up like sunshine."

7.1c – Materials include traditional, contemporary, classical, and diverse texts across multiple content areas.

HMH Into Reading Texas materials for grade 1 feature a wide variety of reading selections across many genres and from multiple content areas. For example, in the *Module 6 Teacher's Guide*, students read the dramatic play, "Monument City," about a first grader's visit to Washington, D.C. Also in Module 6, the teacher reads aloud, *Can We Ring the Liberty Bell?*, a narrative nonfiction book, and students identify characteristics of opinion writing in "The Contest."

The materials for grade 1 feature a wide variety of reading selections across many genres and from multiple content areas. For example, in the *Module 8 Teacher's Guide*, students read the Big Book fable, *Chicken Little*, and listen to the teacher read aloud the biography of Gabriela Mistral, *My Name is Gabriela*. Also in Module 8, the students read two fantasy stories, "Interrupting Chicken" and "The Kissing Hand."

7.1d – Texts include content that is relevant, engaging, and authentically reflects students' diverse backgrounds and experiences. (S)

HMH Into Reading Texas materials for grade 1 feature a wide variety of relevant, engaging texts that authentically reflect students' diverse backgrounds and experiences. The "Scope and Sequence" for the kindergarten materials lists all the texts that students will interact with in the "Reading" section of each week. The materials for Module 5 include texts related to the module topic, such as "Day and Night," which connects daily images and activities to the Module 5 Essential Question, "Why do light and dark come and go?" The text set for Module 5 also includes "Super Shadows!", which uses photographs to reflect students' authentic personal experiences with how shadows form, while serving as an example of using text and graphic features to locate and understand information.

The materials for grade 1 feature a wide variety of relevant, engaging texts that authentically reflect students' diverse backgrounds and experiences. The "Scope and Sequence" for the kindergarten materials lists all the texts that students will interact with in the "Reading" section of each week. The materials for Module 9 include texts related to the module topic, such as "Amazing Plant Bodies," which connects detailed informational text features with engaging photographs to explore the Module 9 Essential Question, "What do plants need to live and grow?" The text set for Module 9 also includes "So, You Want to Grow a Taco?" which reflects students' authentic personal experiences with everyday foods that come from plants, while also serving as an example of procedural text.

7.2 Interaction with Grade-Level Text

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
7.2a	All criteria for guidance met.	5/5
7.2b	All criteria for guidance met.	1/1
7.2c	All criteria for guidance met.	1/1
—	TOTAL	7/7

7.2a – 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)

HMH Into Reading Texas grade 1 materials include opportunities in each lesson for students to listen to, think about, and critically respond to grade-level texts, justifying their thinking both orally and in writing. "Engage and Respond" activities, which provide students with the opportunity to respond to grade-level texts and justify their thinking, are found throughout the *Teacher's Guides*. For example, in the Module 7 *Teacher's Guide*, "Reading and Vocabulary" section, Week 1, Lesson 1: You Do, Engage and Respond, after students follow along as the teacher reads Storm Report, the teacher reminds students of the Essential Question: "How do things in nature change?" The teacher then guides students to look at the text again and find information that helps them answer the question. Student partners use the think-pair-share routine to discuss their ideas and share with the group.

Materials in grade 1 include opportunities in each lesson for students to listen to, think about, and critically respond to grade-level texts, justifying their thinking both orally and in writing. For example, in the *Module 1 Teacher's Guide*, "Reading and Vocabulary" section, Week 2, Lesson 8: We Do, Apply to Text part of the lesson, the teacher prompts students to apply the author's purpose skill to "My School Trip," to answer and discuss questions. Students are able to add sticky notes to the anchor chart to show which details helped them figure out the author's purpose for writing, "My School Trip."

7.2b – Materials include opportunities in each lesson to discuss specific aspects of grade-level text (e.g., authors' purpose, structure, language, vocabulary, etc.). (S)

HMH Into Reading Texas In grade 1, the materials include opportunities in each lesson to discuss specific aspects of grade-level text. Each module's *Teacher's Guide* consists of lessons in the "Reading and Vocabulary" sections. For example, in the *Module 1 Teacher's Guide*, "Reading and Vocabulary" section for Week 1, Lesson 3: We Do, Apply to Text, the teacher guides students to read the text all the way through and pauses to check for understanding and have them ask and answer questions. Students refer to an anchor chart to help with when, why, and how to ask questions.

The grade 1 materials include opportunities in each lesson to discuss specific aspects of grade-level text. The student text, *myBook*, contains turn-and-talk pages for students to discuss the text read. For example, in Module 7, Week 1 of the *myBook*, on the turn-and-talk page, students use details from "Sam & Dave Dig a Hole" and take turns talking about the following questions: "How can you tell that the boys are good friends? What makes the boys' adventure spectacular?" Students respond to their partner's answer by adding to their partner's idea using the following sentence frame, "My idea is___."

7.2c – 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)

HMH Into Reading Texas grade 1 materials include opportunities in each lesson for students to engage in a variety of reading skills with grade-level text. Each module contains a "Module at a Glance" that lists the texts and reading skills students engage with each week. For example, in the *Module 4 Teacher's Guide*, "Module at a Glance," Week 2: Reading and Vocabulary section lists the *myBook* informational text, "Get Up and Go!," and the fantasy text, "Brontorina," as well as the biography read-aloud, "Pele King of Soccer," as the texts for the week. The "Reading Skills and Strategies" are Topic and Central Idea, Synthesize, Text Features, Retell, Characters.

In grade 1, the materials include opportunities in each lesson for students to engage in a variety of reading skills with grade-level text. The "Tabletop Minilessons: Reading" provides explicit instruction and practice opportunities for comprehension skills and strategies that can be applied to any grade-level text. For example, in the lesson "Make and Confirm Predictions," the teacher provides students with a new or familiar text and prompts them to predict what the text will be about based on its title and cover. Students continue to make, confirm, and adjust their predictions based on information in the text.

7.3 Supporting Access to Grade-Level Text

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
7.3a	All criteria for guidance met.	2/2
7.3b	All criteria for guidance met.	1/1
—	TOTAL	3/3

7.3a – 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)

HMH Into Reading Texas grade 1 materials provide explicit teacher guidance and embedded scaffolds to support all students in accessing grade-level text while maintaining instructional rigor. For example, in the *Module 6 Teacher's Guide*, Week 3, Lesson 11, during a read-aloud of "Brontorina," the teacher is directed to use a think-aloud to explain how to retell a story by identifying events in sequential order. Supports include projecting Anchor Chart 5: Retell, modeling the use of sequence words such as *first*, *next*, and *last*, and prompting students to use both text and illustrations to recount events. During the "We Do" portion, teachers pause during reading to ask targeted questions and encourage students to annotate in their *myBook*, while the notice & note strategy helps children recognize key moments in the story. Scaffolded supports for struggling learners include chunking story information into who, what, when, and where questions and drawing stars next to major events to guide retelling.

In grade 1, the "Tabletop Minilessons: Reading" resource provides teacher guidance and supports to ensure all students can access and engage with grade-level texts. In the lesson "Create Mental Images," teachers are prompted to use guided questioning and scaffolded activities to support comprehension. For example, teachers ask students to draw pictures of the mental images they form while reading or listening and to identify and point to adjectives in the text that help create those images. The materials state, "As applicable, use questions and prompts such as those below to support application of the concept: Draw pictures of mental images when reading or listening."

7.3b – Materials provide opportunities for students who demonstrate proficiency to engage in additional analysis of grade-level texts.

HMH Into Reading Texas grade 1 materials provide opportunities for students who demonstrate proficiency to engage in additional analysis of grade-level texts. For example, in the *Module 4 Teacher's Guide*, Week 2, Lesson 9, after reading "Brontorina," students who are ready for a challenge are prompted to apply their understanding by reading a new story and creating a "retelling tree." This activity requires students to label branches with major events and use the tree structure to retell the events in order. The materials state, "If children are ready for a challenge, have them read a new story and create a

'retelling tree.' Have children label branches with major events from the story and use the tree to retell the events in order."

The grade 1 materials provide opportunities for students who demonstrate proficiency to engage in additional analysis of grade-level texts through the use of targeted extension tasks. In "Tabletop Minilessons: Reading," each lesson includes a "Ready for More" section specifically designed for students who have mastered the initial objective. For example, in the "Create Mental Images" lesson, proficient students are prompted to go beyond creating a mental image by comparing mental images with partners and referring to text to defend the mental images described.

7.4 Analysis of Text Complexity

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
7.4a	All criteria for guidance met.	4/4
7.4b	All criteria for guidance met.	2/2
—	TOTAL	6/6

7.4a – Materials include quantitative and qualitative analysis of each core text, including a rationale for each text’s educational purpose and grade-level placement.

HMH Into Reading Texas includes a quantitative and qualitative analysis of each grade 1 core text selection, along with a rationale for its inclusion in the grade 1 program, available in the Preview Lesson Texts sections of each teacher's guide. For example, in Module 1, Week 1, the "Preview Lesson Text" section features an analysis of "My First Day." The text is rated at a Lexile level of 150L, and the qualitative review highlights its themes, including new friends, and the first day of school. The materials provide the rationale for using the text at this grade level, including its alignment with first-grade goals such as identifying the features of realistic fiction and retelling a story with key details.

A quantitative and qualitative analysis of each grade 1 core text selection, along with a rationale for its inclusion in the grade 1 program, is available in the "Preview Lesson Text" section of each teacher's guide. For example, in Module 6, Week 2, the section features an analysis of "The Contest." The text is rated at a Lexile level of 490L, and the qualitative review highlights its themes, including U.S. symbols, and important values. The materials provide the rationale for using the text at this grade level, including its alignment with first-grade goals such as identifying the characteristics of opinion writing and evaluating details in a text to determine key ideas.

7.4b – Core texts have the appropriate level of complexity for the grade according to their quantitative and qualitative analysis and relationship to student tasks.

HMH Into Reading Texas has core texts included in the grade 1 materials that are appropriately complex, as determined by their qualitative and quantitative analysis, along with accompanying student tasks. For example, in the *Module 3 Teacher's Guide*, Week 1, Lesson 3, students read "The Nest," which has a Lexile level of 260L. The learning objectives align with kindergarten goals, including asking and answering questions. In connection with this text, student activities include discussing the meanings of new vocabulary words, and asking and answering questions as they read.

The core texts included in the grade 1 materials are appropriately complex, as determined by their qualitative and quantitative analysis, along with accompanying student tasks. For example, in the *Module 6 Teacher's Guide*, Week 2, Lesson 7, students read "The Contest," which has a Lexile level of 490L. The

learning objectives align with kindergarten goals, including identifying characteristics of opinion writing and identifying the central idea and key details in informational texts. In connection with this text, student activities include writing an opinion essay and identifying the key details in the book.

7.5 Read-Aloud, Shared Reading, and Independent Reading

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
7.5a	All criteria for guidance met.	6/6
7.5b	All criteria for guidance met.	1/1
7.5c	All criteria for guidance met.	4/4
—	TOTAL	11/11

7.5a – Texts designated for read-aloud and shared reading are at or above grade-level complexity, age-appropriate, and contain a variety of structures with appropriate scaffolds.

HMH Into Reading Texas grade 1 includes texts designated for read-aloud and shared reading. For example, in the Big Book texts, each module is designated for shared reading. The text is at or above grade-level complexity, age-appropriate, and contains a variety of structures with appropriate scaffolds. For example, *Pete the Cat Rocking in My School Shoes*, in the *Module 1 Teacher's Guide*, has a Lexile measure of AD430L as noted on the "Building Knowledge and Language with Text Sets" page for Week 1.

In the "Reading and Vocabulary" section, Week 1, Lesson 2, the teacher uses appropriate scaffolds, such as preteaching vocabulary, using an "Elements of Poetry" anchor chart for preteaching the text structure, and using prompts from the "Supporting All Learners" sidebar to support students needing more access or additional challenges.

The grade 1 read-aloud texts in every module are at or above grade-level complexity, age-appropriate, and contain a variety of structures with appropriate scaffolds. For example, the fantasy, "Ol' Mama Squirrel," in the *Module 3 Teacher's Guide*, has a Lexile measure of AD570L as noted on the "Building Knowledge and Language with Text Sets," Week 3. In the "Reading and Vocabulary" section, Week 3, Lesson 11, the teacher employs various scaffolds, such as preteaching vocabulary, using a story structure anchor chart, and a graphic organizer.

7.5b – Texts designated for independent reading have a range of complexity levels for students to practice reading independently. (S)

The *HMH Into Reading Texas* grade 1 "Into Reading Decodables" are texts designated for independent reading and have a range of complexity levels for students to practice reading independently. The "HMH Into Reading Decodables Quick-Start Guide" states, "The first books in this series use simple text that contains mainly VC (vowel-consonant) and CVC (consonant-vowel-consonant) words. As students learn more 'Phonics Focus Skills' and new Irregular Words, the complexity of the books increases to include more challenging words and sentence structures while retaining full decodability."

In grade 1, the materials include HMH Readers that are texts designated for independent reading and have a range of complexity levels for students to practice reading independently. The Rigby Library by Module resource provides a list of all readers in grades k–5. The list is divided by each module and contains the Lexile level for each reader. For example, in "Grade 1 by Module," Module 1 readers have a Lexile range of 200L to 550L.

7.5c – 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)

HMH Into Reading Texas grade 1 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. The Literacy Centers contain a reading log that prompts students to pick a book that is just right and record what they read. The log includes spaces for the date, title, pages read, purpose for reading, summary of the book, and start and end times for reading.

In grade 1, the 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. The *Module 1 Teacher's Guide* has a section titled "Collaborative Centers and Independent Practice" for Weeks 1–3. Within this section, for all three weeks, is the "Choice Board: Independent Practice," where one of the options is "Have children self-select or continue reading an independent reading book. Children can record their progress using the Reading Log."

8. Evidence-Based Tasks and Responses

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

8.A Text-Dependent Tasks

8.A.1 Use of Text Evidence

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

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

8.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)

HMH Into Reading Texas grade 1 materials include text-dependent questions and tasks that require students to use evidence from the text to demonstrate comprehension, justify their thinking, and support their responses. For example, in the *Module 3 Teacher's Guide*, Week 1, Lesson 1, students participate in a shared reading of the text, "Animal Q & A," with a focus on understanding how text features support comprehension. The lesson begins by setting the purpose: "Tell children they will use the information they learn from the graphics and text features in 'Animal Q & A' to help them understand the special characteristics of different animals." After the teacher introduces what text features are, the class reads the book aloud together, with students following along in their *myBook*. As the lesson progresses, the teacher has the students read the selection all the way through. Pause occasionally, using the prompts in the "Teaching Pal" to gauge children's understanding.

The grade 1 materials include text-dependent questions and tasks that require students to use evidence from the text to demonstrate comprehension, justify their thinking, and support their responses. For example, "The Teaching Pal" includes questions such as, "Why does the author use the big, bold letters Q and A in the text?" and "How can you use the photos and labels to help you answer each question?" The lesson has a task that prompts students to return to the text to find evidence. The teacher asks, "How do animals' bodies help them?" and encourages students to "look at 'Animal Q & A' again to see if they can find any information that helps them answer the question."

8.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)

HMH Into Reading Texas grade 1 materials include questions and tasks that guide students to use text evidence when evaluating the key ideas, details, and author's craft in a high-quality text. For example, in the *Module 6 Teacher's Guide*, Week 2, Lesson 7, students read "The Contest" with an explicit focus on evaluating the author's choices to better understand symbols of the United States. The teacher introduces Anchor Chart 8: "Evaluate" and models how to identify important versus interesting details to determine the key idea of a text. As students read, the teacher pauses at strategic points to prompt evaluation and discussion using prompts from the Teaching Pal. During guided reading, students are asked to reflect on specific details using text-based questions such as: "Jade says that eagles are brave. Is this a detail that helps you understand why the eagle is a good symbol? Tell why or why not." Students engage in the turn-and-talk routine and complete an opinion writing task based on the prompt, "Which American symbol from *The Contest* do you like best? Why?" Students are instructed to use both details from the text and their own reasoning to plan and write a response that expresses an opinion with supporting evidence.

In grade 1, the materials include questions and tasks that prompt students to evaluate the key ideas, supporting details, and structure of high-quality texts using evidence. For example, in the *Module 6 Teacher's Guide*, Week 2, Lesson 9, students read "The Statue of Liberty" and use Anchor Chart 7: "Make Connections" to analyze how the language and structure of the text compare to another previously read selection, "The Contest." The teacher models how to evaluate a nonfiction text by connecting its content to personal experience, prior knowledge, and another text on the same topic. As students read and annotate in their *myBook*, they are guided to think critically about how facts, opinions, visuals, and organization work together to build understanding of the Statue of Liberty as a national symbol. During the Read for Understanding portion of the lesson, students engage with prompts from the Teaching Pal that encourage them to refer directly to the text to make meaningful connections. One prompt asks students, "Both *The Statue of Liberty* and *The Contest* tell about the Statue of Liberty. How are the two texts the same? How are they different?" As a task, students complete a writing piece in which they create an advertisement encouraging people to visit the Statue of Liberty. Students are instructed to use facts from the text in their reasons, describe what the statue stands for, and explain their ideas clearly using persuasive language.

8.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)

HMH Into Reading Texas grade 1 materials include questions and tasks that guide students to support their claims and justify their thinking using a variety of strategies, including evaluating key details, summarizing ideas, and participating in structured discussions. For example, in the *Module 6 Teacher's*

Guide, Week 2, Lesson 7, students read "The Contest" and use Anchor Chart 8: "Evaluate" to learn how to distinguish between important and interesting details. As students read the text together, they are prompted to stop and reflect using text-dependent questions that encourage evaluation and analysis. For example, students are asked, "Jade says that eagles are brave. Is this a detail that helps you understand why the eagle is a good symbol? Tell why or why not." During the turn-and-talk routine, students engage in collaborative discussion, using text details to explain which symbols are most meaningful and why.

In grade 1, the materials include questions and tasks that require students to support their claims and justify their thinking using strategies such as comparing sources, summarizing important ideas, and discussing evidence from the text. In the *Module 6 Teacher's Guide*, Week 4, students compare the texts "Monument City" and "Hooray for Holidays!" using a teacher-created T-chart to organize and evaluate information from both sources. With teacher prompting, students reflect on similarities and differences between the two texts, such as the fact that "Monument City" is a drama that happens around the Fourth of July while "Hooray for Holidays!" is a story that tells about many different holidays. Students continue to synthesize their learning as they revisit the Essential Question and complete a text-based activity in their *myBook*. With teacher guidance and sentence frames, they articulate how their understanding has changed over the course of the module: "At the beginning of this module, I thought ___ about holidays and symbols. Now, I think ___." For the culminating task, students respond to a performance prompt that asks them to integrate what they've learned from multiple module texts into a written narrative. They plan and draft a story imagining how a new child in the U.S. might learn the meanings of American symbols. As students write, they incorporate key vocabulary and organize events logically to demonstrate understanding.

8.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)

HMH Into Reading Texas grade 1 materials include questions and tasks at varied levels of cognitive complexity, providing opportunities for students to analyze texts through multiple entry points. For example, in the *Module 6 Teacher's Guide*, Week 3, Lesson 12, students read "Hooray for Holidays!" During the Read for Understanding portion, students annotate their *myBook* and respond to blue Teaching Pal prompts that ask them to identify adjectives and descriptive phrases. To extend learning, Notice & Note red prompts guide students to identify deeper elements of craft, such as the "Words of the Wiser" signpost. Students analyze how characters convey important insights or messages, promoting higher-order thinking about language and meaning. The turn-and-talk routine includes both recall- and analysis-based questions, such as, "Which words help you imagine the holidays the cards show and how the children feel?" and "Did Dave finally pick a good holiday for his card? Give reasons why or why not." Differentiated supports ensure access and rigor for all learners. For example, students who need support are guided to focus on one story element (e.g., setting) and circle sensory words to help visualize scenes. Students who are ready for a challenge are prompted to list and explain how sensory details enhance comprehension.

The grade 1 materials include questions and tasks at varying levels of cognitive complexity that support students in analyzing narrative nonfiction texts through multiple entry points. For example, in the *Module 6 Teacher's Guide*, Week 3, Lesson 11, students read "Can We Ring the Liberty Bell?" The teacher begins by discussing the genre and modeling how to read expressively, then guides students to examine and analyze the text and graphic features embedded throughout the selection. During the "Apply to Text" section, students are asked a series of complex questions that prompt both identification and analysis of text features. For example, students respond to the prompt: "Which words are shown in special text? Why do you think the author uses special text for these words?" This two-part question begins with a recall task (DOK 1) and moves into a deeper level of analysis (DOK 3) that encourages students to consider the author's craft. Students evaluate the purpose of a chapter heading and interpret information from a caption. Students continue the lesson by comparing information from visuals and written text, noting similarities and differences in meaning. In the Engage and Respond portion, students synthesize what they learned by gathering additional information about the Liberty Bell using digital tools. Students write responses that combine details from the book and digital sources and are encouraged to revise their writing to include a sense of closure. Students share their work with peers, explaining why they chose specific facts and discussing similarities and differences in their findings.

8.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
8.A.2a	All criteria for guidance met.	2/2
8.A.2b	All criteria for guidance met.	2/2
—	TOTAL	4/4

8.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 Texas* grade 1, Module 9, "Take and Teach" lesson for the HMH Reader, *Tomatoes Everywhere*, includes guidance for teachers on effective modeling of using text evidence to generate evidence-based claims. In the "Key Ideas & Details" section, the teacher uses the prompts to build comprehension of the text. The materials provide teacher guidance on what text evidence supports the answer to each question. For example, the materials guide the teacher to ask, "When did people begin to grow tomatoes? Where?" The materials state, "Explain that the map on page 7 shows where Mexico and Peru are located." The margin notes give the text evidence: "People began to grow tomatoes a long time ago. People in Mexico and Peru had tomato farms," for the teacher to use when modeling for the students.

The margin notes in the grade 1 Teaching Pal, Module 10, include guidance for teachers on the effective modeling of using text evidence to construct text-based responses. For example, in Module 10, Week 2, Lesson 7: "Sky Color: Make Inferences," the margin note in the Teaching Pal resource guides the teacher to think aloud about how to use text evidence to make an inference, "The author says that Marisol is an artist, that she hangs up her art, shares it with the world, and uses it to share her ideas. I can use these key details in the text and pictures to make a smart guess about a key idea that is not explained in the text. I think that Marisol feels very excited about art and wants others to be excited about it, too." After reading the story, students use text evidence to respond to the prompt in their *myBook*: "How does Marisol feel about making the mural? Which details in the text and pictures helped you know?"

8.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)

HMH Into Reading Texas grade 1 materials include guidance for teachers on using structured opportunities to engage students in evidence-based discussions that utilize academic vocabulary and syntax. For example, in the *Module 10 Teacher's Guide*, Week 1, Lesson 3: "Reading and Vocabulary," "Young Frank Architect: Retell," materials instruct the teacher to use the Teaching Pal resource to guide children through the book. Students read the discussion prompts in their *myBook* resource: "Tell the story in your own words. Tell about the main events from the beginning, middle, and end. Describe the

different kinds of things architects do." The *Teacher's Guide* states, "Remind children to use text evidence to support their responses and to use the words first, next, then, and last as they retell the story in their own words." The *myBook* resource provides students with a sentence frame to guide their discussion of the second prompt: "I think that ____."

The grade 1 materials include guidance for teachers on using structured opportunities to engage students in evidence-based discussions that utilize academic vocabulary and syntax. For example, in the *Module 7 Teacher's Guide*, Week 1, Lesson 3: "Reading and Vocabulary," "Sam & Dave Dig a Hole": Make Inferences, materials instruct the teacher to use the Teaching Pal resource to guide children through the book. Students read the discussion prompts in their *myBook* resource: "How can you tell that the boys are good friends? What makes the boys' adventure spectacular?" The *Teacher's Guide* states, "Remind children to use text evidence and what they already know about how friends communicate and solve problems together to make inferences." The *myBook* resource provides students with a sentence frame to guide their discussion of the second prompt: "My idea is ____."

8.B Writing

8.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
8.B.1a	All criteria for guidance met.	1/1
8.B.1b	All criteria for guidance met.	2/2
8.B.1c	All criteria for guidance met.	2/2
8.B.1d	This guidance is not applicable to the program.	N/A
8.B.1e	All criteria for guidance met.	1/1
—	TOTAL	6/6

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

HMH Into Reading Texas grade 1 materials include mentor texts that serve as models for students to compose a variety of texts in accordance with grade-level TEKS. The "Writing and Grammar" section of each module's *Teacher's Guide* introduces and discusses a focal text in the first week of each three-week module. For example, in the *Module 4 Teacher's Guide* the focal text is "Do Unto Otters: A Book About Manners." In Week 1, Lesson 1 of the "Writing and Grammar" section, the teacher introduces the text through prereading activities and uses sentences from the focal text to teach prepositions and prepositional phrases. Students are prompted to write two sentences that include a prepositional phrase that tells where and a prepositional phrase that tells when. In Lesson 2, the teacher uses the focal text to guide children to establish a purpose for reading, reads the text, reminds students that the book can be used for inspiration in their writing, and discusses details. After a turn-and-talk about one way the main character wants to be treated, students write in their notebooks about a way they like to be treated, and for the "Daily Write" they "write a sentence that includes a prepositional phrase that tells where, using the exemplar sentences as models."

In grade 1, the "Writing and Grammar" sections introduce and discuss a focal text in the first week of each three-week module. For example, in the *Module 7 Teacher's Guide* the focal text is "Ask Me," a realistic fiction text. In Week 1, Lesson 1 of the "Writing and Grammar" section, the teacher introduces the text through prereading activities and uses sentences from the text to teach future-tense verbs. Students are prompted to write a sentence that describes a future action. In Lesson 2, the teacher uses the focal text to model future-tense verbs with will, and students are prompted to write a sentence that uses will to help describe a future action. In Lesson 3, the teacher reads the focal text and connects the poetic elements of the book to the module's writing focus: poetry. The teacher reminds students that they can use it as inspiration for their writing. In Lessons 4 and 5, the teacher uses model sentences to review spelling words correctly and to write using the future tense. In Lesson 5, the teacher also

discusses the writing prompt, "Write a poem about things you like in nature," and brainstorms topics with students, using ideas from the focal text.

8.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)

HMH Into Reading Texas grade 1 materials include opportunities throughout the year for students to compose literary texts for multiple purposes and audiences with genre-specific characteristics and craft. The *Module 5 Teacher's Guide*, specifically the "Writing and Grammar" section, offers students the opportunity to write an imaginative story. Students learn about the elements of a folktale and identify the setting in the focal text, "Why the Sun and the Moon Live in the Sky." Students create a list of the types of words used in folktales and use the writing process to write their folktale that explains how something in nature came to be. After reviewing the parts of a book, students publish their stories and read them to the class.

Grade 1 materials offer students opportunities throughout the year to compose literary texts for multiple purposes and audiences, incorporating genre-specific characteristics and literary craft. For example, in the *Module 7 Teacher's Guide*, specifically the "Writing and Grammar" section, offers students the opportunity to write a poem about things they like in nature. After listening to a rhyming and a non-rhyming poem, as well as the focal text about nature, students learn that poets can draw ideas from nature, and that poems can rhyme or be written in free verse. Students write a class poem while learning about the elements of poetry, and then use the writing process to craft their own poem, exploring poetic forms, sound elements, line breaks, and white space. Students prepare their poems, accompanied by an illustration, for display in a poetry museum.

8.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)

HMH Into Reading Texas grade 1 materials provide students with opportunities throughout the year to compose informational texts for multiple purposes and audiences, incorporating genre-specific characteristics. For example, in the *Teacher's Guide*, Module 4, specifically the "Writing and Grammar" section, students write a how-to book on making new friends. After examining real-life examples of how-to texts and discussing the elements and language of a procedural or how-to text, students apply the writing process to create their how-to book, which includes an introduction, a body that explains the steps in chronological order, and a conclusion. Students create a cover for their book and share their how-to texts in small groups.

In grade 1, the materials provide students with opportunities throughout the year to compose informational texts for multiple purposes and audiences, incorporating genre-specific characteristics. For example, in the *Module 10 Teacher's Guide*, specifically the "Writing and Grammar" section, students write a biographical essay about someone who inspires them. Students engage in research to gain factual information about their person and then use the writing process to write essential facts about the person who inspires them in chronological order. Students publish their essays as a digital or printed book and share in small groups.

8.B.1d – [3rd grade only] Materials include opportunities throughout the year for students to compose argumentative texts for multiple purposes and audiences with genre-specific characteristics and craft. (S)

This guidance is not applicable to kindergarten and grades 1–2 because it only applies to grade 3.

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

HMH Into Reading Texas grade 1 materials guide students through the process of composing opinion letters that include genre-specific characteristics and authentic purpose. During this writing task in the *Module 11 Teacher's Guide*, Week 1, Lesson 4, students are introduced to the idea of writing a letter to a character recommending a book for him to read. The teacher sets the context by prompting students to reflect on personal reading experiences. Students are asked to think about their favorite stories, where they were when they read them, which characters stood out, how they felt during the reading experience, and why they would recommend the story to someone else.

In the *Module 11 Teacher's Guide*, Week 2, Lesson 8, the materials introduce students to the genre of correspondence through the composition of thank-you letters. The teacher begins by explaining the purpose of a thank-you letter as a thoughtful way to express appreciation. Sample letters are shared, and multiple formats are discussed to build awareness of authentic purposes and audiences for correspondence. Students then apply these models by drafting their own thank-you letters. Students are reminded to include all structural elements of the genre and are supported with a word bank of appropriate closings (e.g., *Sincerely*, *Yours truly*).

8.B.2 Writing Process

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

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

8.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)

HMH Into Reading Texas grade 1 materials include lessons that guide students through each stage of the writing process, including planning, drafting, revising, editing, and publishing. These lessons also include instruction in writing conventions to support age-appropriate development. In the *Module 6 Teacher's Guide*, Week 2, Lesson 6, students begin drafting an opinion essay about their favorite celebration or holiday. The teacher displays the Anchor Chart W6: Elements of Opinion and they are instructed, "As children move from their notes to their drafts, discuss the ways to make their opinion essays more engaging." The teacher provides a think-aloud model determining an opinion. The teacher encourages students to use descriptive words, verbs, and time words, saying, "Point out that authors use descriptive words, verbs, and time words to make their ideas more specific and interesting for the reader." Students write their drafts using the prompt from the Know It, Show It page: "The Best Celebration. Write your opinion essay on the lines below. Include two reasons for your opinion." During the Writing and Grammar lessons that follow in the module, students complete their opinion piece following the steps in the writing process.

The grade 1 materials include lessons that guide students through each stage of the writing process, including planning, drafting, revising, editing, and publishing. Each lesson includes a writing conventions section to support age-appropriate development. In the *Module 5 Teacher's Guide*, Week 2, Lesson 6, students learn about compound sentences. The teacher says, "We can stay home. We can go out. These are two different choices, so I will use the conjunction or and a comma to join the statements. The compound sentence is: We can stay home, or we can go out." The teacher works with students to combine two questions: "Will Grandmother peel potatoes? Will we cook a turkey?" Students and the teacher discuss combining the two questions with the correct punctuation. Students practice independently by joining two other statements with a conjunction and saying, "They cook a big turkey, but they do not share it."

8.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)

HMH Into Reading Texas grade 1 materials include lessons that provide explicit teacher guidance to model each stage of the writing process, including planning, drafting, revising, editing, and publishing/sharing. In the *Module 8 Teacher's Guide* students write a personal narrative with support from scripted lessons that guide teacher instruction step by step. In Lesson 4, the teacher models how to choose a topic by saying, "One problem I could add to my chart is the time I could not find my dog. I thought he was lost. The solution was that my friend helped me find him." In Lesson 5, the teacher continues modeling with a graphic organizer and says, "It was when I could not find my dog, Jack. My friend helped me look in my yard. We found him in a pile of leaves." In the drafting stage, the teacher models writing the beginning, middle, and end and says, "I chose a surprise ending because the events in my story had built up a lot of excitement." In Lesson 11, the teacher models revising by saying, "Looked does not tell my readers the feeling behind the action; searching has the feeling that we were looking closely all around us, trying to find my dog." In Lesson 14, the teacher displays an anchor chart and says, "Review the parts of a book: front cover, title page, story pages, and back cover." Students use this guidance to prepare their final published narratives. The teacher encourages students to include all book elements when publishing.

The grade 1 materials include lessons that provide explicit teacher guidance to model each stage of the writing process, including planning, drafting, revising, editing, and publishing. In the *Module 4 Teacher's Guide*, students write a procedural text with step-by-step support from scripted lessons. In Lesson 5, the teacher introduces the genre by rereading the prompt and saying, "Write a how-to book about how to make a new friend," and explains, "The steps need to be written in this order so the instructions make sense. I could not invite someone to play before I walked up to them, could I?" In Lesson 6, the teacher models writing a draft and says, "Tell children the next stage is to figure out the introduction, body, and conclusion," using a visual chart to support the structure. In Lesson 9, the teacher models revising and says, "If the instructions do not make sense because words are missing, then the reader will have a difficult time understanding what to do." The teacher continues with a think aloud: "I think my book should have words and not numbers in it. I will use time order words to revise my draft and make it better." In Lesson 12, the teacher models how to revise for grammar, ensuring the writing is both clear and correct. In Lesson 14, the teacher prepares students for publishing by showing book covers and asking, "What does a book cover tell you about a book?"

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

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

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

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

HMH Into Reading Texas grade 1 materials include guidance for teachers to provide explicit instruction on sentence-level writing, focusing on structure and syntax. For example, in the *Module 2 Teacher's Guide*, Week 3, Lesson 12, the materials provide a partially scripted lesson for the teacher to model and provide guided practice in forming complete sentences. In their daily write, students practice writing complete sentences by circling the *who* or *what* the sentence is about and underlining the rest of the words in the sentence. In the *Module 6 Teacher's Guide*, Week 2, Lesson 6: Writing and Grammar, Grammar, the materials provide a partially scripted lesson for the teacher to model and provide guided practice in choosing a conjunction and using correct punctuation to join two simple statements. In their daily write, students write a compound statement, then circle the conjunction and underline each simple statement that makes up the compound statement.

The grade 1 materials guide teachers in delivering explicit instruction on sentence-level writing, with a focus on vocabulary. In the *Module 6 Teacher's Guide*, Week 2, Lesson 9, the teacher models using a list of strong verbs to find synonyms to use when revising a sentence. The teacher circulates around the room to provide support as students revise their sentences to incorporate stronger verbs and synonyms.

8.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)

HMH Into Reading Texas grade 1 materials provide guidance for teachers to deliver systematic and explicit instruction in writing, starting at the sentence level and progressing to compositions, in accordance with grade-level TEKS. The grade 1 "Writing and Grammar" sections show a progression of systematic instruction in writing. For example, in the *Module 2 Teacher's Guide*, Week 2, Lesson 6: Writing and Grammar, Begin Drafting, the teacher displays a model of what student writing should look like. The students focus on writing one sentence about the first specific thing on their list of what makes their world a wonderful place.

The grade 1 materials provide guidance for teachers to deliver systematic and explicit instruction in writing, starting at the sentence level and progressing to compositions, in accordance with grade-level TEKS. Throughout the *Module 9 Teacher's Guide*, the materials in the "Writing and Grammar" sections guide the teacher in providing explicit instruction on writing an opinion essay. Individual lessons are partially scripted and use the "I Do, We Do, You Do" format to teach each part of the writing process over the three weeks in the module.

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

HMH Into Reading Texas grade 1 materials include systematic and explicit opportunities for students to engage in increasingly complex sentence-level writing, revising, and editing. For example, in the *Module 2 Teacher's Guide*, Week 2, Lesson 10, the teacher explains and uses a think-aloud to model improving sentences by adding sensory language. The students practice by improving one of their sentences to include sensory language. In the *Module 2 Teacher's Guide*, Week 3, Lesson 13, "Editing II: Preparing to Publish," the teacher explains and uses a Think Aloud to model editing a sentence for clarity by changing individual words. The students practice in pairs by using the "Know It Show It" page, "Final Touches," to edit their own sentences for clarity. The materials remind students to include spaces between words.

The grade 1 materials provide opportunities for students to practice academic language conventions in and out of context, with a focus on correct capitalization and punctuation in accordance with grade-level TEKS. For example, in the *Module 12 Teacher's Guide*, Week 2, Lesson 7, the students practice using capital letters to write the names of months, days, and holidays. In the *Module 12 Teacher's Guide*, Week 2, Lesson 7, daily write, students practice writing sentences using capital letters to write the names of months, days, and holidays. Throughout Module 12, students use conventions to write sentences during the Dictation lessons and in the context of their opinion essay.

The grade 1 materials provide systematic and explicit opportunities for students to engage in increasingly complex sentence-level writing, revising, and editing by introducing compound questions and statements. For example, in the *Module 6 Teacher's Guide*, Week 2, Lesson 6, "You do," students apply this skill by joining two simple statements, "They cook a big turkey. They do not share it.", using a conjunction and comma: They cook a big turkey, but they do not share it. The materials guide discussion on the chosen conjunction (but), the need for a comma, and correct punctuation at the end of the sentence. Students are prompted to write their own compound statements or questions, with instructions to circle the conjunction and underline each simple sentence. The lesson also connects this practice to authentic texts by having students identify compound sentences and conjunctions in "The Thanksgiving Door" or a decodable text.

8.B.4 Grade-Level Standard English Conventions

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

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

8.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)

HMH Into Reading Texas grade 1 materials include opportunities for practice and application outside the context of academic language conventions in sentences and short paragraphs, using correct capitalization and punctuation according to the grade-level TEKS. The Grammar Extension Lessons offer practice opportunities, such as Printable Grammar: 1.7.3, "Writing Compound Questions and Statements." Students circle the correct conjunction that will combine shorter sentences into a compound sentence, and then they choose a period or a question mark to end the sentence.

The grade 1 materials include opportunities for practice and application inside the context of academic language conventions in sentences and short paragraphs, using correct capitalization and punctuation according to the grade-level TEKS. The Grammar Extension Lessons offer practice opportunities, as illustrated in Lesson 1.7.5, "Connect to Writing: Compound Questions." In the "Engage and Apply" section, students write a compound question about a topic such as recess, cookies, soccer, or puppies, using a conjunction and correct end punctuation. Students work in pairs to identify examples in their own writing where they can construct a compound sentence or question from two simple sentences or questions. Students use a comma and a conjunction such as *and*, *but*, or *or*.

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

HMH Into Reading Texas grade 1 materials include systematic opportunities for practicing and applying grammar, punctuation, and usage, both in and out of context. In the *Module 9 Teacher's Guide*, Week 3, Lesson 12, "Writing and Grammar" section students look through books for different sentence types and record examples on their papers. Out of context, in the Know It, Show It for Week 3, "Types of Sentences," students practice adding end punctuation marks to sentences such as, "Do you like science?"

In grade 1, the materials include systematic opportunities for practicing and applying grammar, punctuation, and usage both in and out of context. The Grammar Extension Lessons provide multiple opportunities for additional practice, both with teacher guidance and independently. For example, in Lesson 1.5.3, "Verbs with -s," the students work with the teacher to identify the verb that agrees with the subject, written in blue, in sample sentences. Students practice by writing two sentences on their own: one with a subject that names one and one with a subject that names two, ensuring they use correct verb usage. Additionally, students identify correct subject-verb usage in a practice worksheet by using proofreading marks to add an -s or remove an -s in sentences.

The grade 1 materials include systematic opportunities for practicing and applying grammar, punctuation, and usage, both in and out of context. The skills get more complex as the year progresses. For example, in the *Module 3 Teacher's Guide*, Week 1, Lesson 3, students practice and apply grammar skills, including identifying the subject of a sentence, in whole-class activities. In Week 1, Lesson 3, students identify the subject in sentences from the focal text, then work together to find the subject in simple sentences in their decodable texts.