

HMH Education Company

English Language Arts and Reading, 2

HMH Into Reading Texas Version 2 Grade 2

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Full-Subject, Tier-1	9798202118890	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	0

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	150 out of 150	100%
6. Knowledge Coherence	32 out of 32	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	21
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 materials include a comprehensive scope and sequence that outlines the order in which English Language Arts and Reading (ELAR) concepts are taught throughout the year. In grade two, Module one details the concepts covered in Weeks 1–3. For example, Week 2 includes spelling instruction on words with the Floss Rule and word families such as *-all*, *-oll*, and *-ull*. The grade two Implementation Guide includes graphics showing how concepts are developed and expanded vertically across grades kindergarten through five. It presents an intentional sequence in which concepts are introduced, revisited, and spiraled to support mastery. The Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS) are listed at the beginning of each module and at the start of every lesson. Each module includes a Week at a Glance that outlines the week's focus and references the TEKS and ELPS. For example, Module 1, Week 1, Day 1, Reading and Vocabulary lists TEKS 2.9D(i), 2.9D(ii), and ELPS 3E, 3C. This structure helps ensure alignment with state standards across instructional planning.

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 2 Implementation Guide includes a Pacing Guidance section outlining instructional blocks of 90, 120, and 150 minutes per day. Each option provides suggested time allocations for foundational skills, reading and vocabulary, writing and grammar, and small-group instruction. The Modified Yearly Plan offers pacing options for instructional calendars of 165, 180, or 210 days. For example, the 210-day

calendar recommends 17 days per module across 12 modules, with six flex days built in. Editable pacing templates and module-based planning tools help teachers adjust instruction based on district calendars while maintaining sequence and lesson coherence across the year.

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 2 Implementation Guide includes the section, Learning That Builds, which describes how students explore meaningful topics through curated texts, media, and projects. Each three-week module focuses on a central theme. For example, Module 9 centers on Home Sweet Habitat. The materials include a visual showing how skills increase in rigor over time. For instance, the skill author's purpose begins in Module 1 and appears again in modules 2, 3, 4, 7, and 11. Concepts reappear across genres to support long-term mastery. The materials include a visual showing increasing rigor of specific skills and insight as to how vocabulary builds throughout the curriculum. Scope rationale explains how and why concepts and vocabulary are scoped and connected within the curriculum.

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

The grade 2 Module at a Glance supports internalization by summarizing weekly content and learning goals. For example, Module 1, Be a Super Citizen, outlines the focus texts, skills, and pacing for each week. The materials provide detailed lesson components, including objectives, vocabulary, scaffolds for English learners, and needed resources. Each strand—Foundational Skills, Reading and Vocabulary, and Writing and Grammar—includes support for daily lesson preparation. The Implementation Guide includes a section on lesson internalization protocols. Teachers are guided to review module routines, instructional goals, and assessments while referencing planning tools such as the HMH Classcraft Session Organizer.

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

The grade 2 materials include an Implementation Guide that supports program launch and outlines daily instructional blocks, assessment types, and available resources. The guide also includes pacing flexibility and curriculum design features. Planning tools within the Implementation Guide include whole-class and small-group routines, assessment guidance, differentiation suggestions, and weekly planning resources. Guidance for teachers and instructional leaders includes specific information about setting up a classroom with *HMH Into Reading Texas* and questions for post-classroom visits. The materials include instructional leadership support in the form of classroom Look Fors and reflection questions. The questions ask school leadership to think further in successful implementation of the curriculum and develop next steps for individual teachers.

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 provide support for teachers to build background content knowledge or connect new content to previously learned concepts. Each module begins with a lesson called "Module Launch." For example, in grade 2, Module 1, Lesson 1, Module Launch includes the sections titled "Access Prior Knowledge" and "Build Background." These sections offer specific guidance to help teachers effectively introduce the concepts within the module. Under "Build Background," the materials state, "Build Knowledge: As you read the "myBook" selections in this module with children, use the yellow Build Knowledge notes in your Teaching Pal to discuss how the selections relate to the module topic, the Essential Question, and other selections in the module."

Each module includes a comprehensive unit overview provided in the section, Module at a Glance. This document offers guidance to help teachers understand the academic vocabulary essential for teaching the unit's concepts. For example, in grade 2, Module 1, the Module at a Glance lists academic vocabulary within the reading section for each week. The vocabulary is organized into categories such as "Oral Language," "Power Words," and "Generative Vocabulary." The materials also support connections to previously learned concepts, helping to reinforce and extend student understanding.

In grade 2, the materials include academic vocabulary necessary to effectively teach the concepts of the unit. The first lesson for each module builds background knowledge and language for the topic. Each module also includes an inquiry and research project that guides teachers in teaching learning objectives as students progress through the module's topic. For example, Module 1 guides teachers with how to aid students in setting goals, gathering information, developing ideas, and practicing, presenting, and reflecting on a project centered on the Module 1 topic Citizenship.

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

In grade 2, Family Letters contain support for families in both Spanish and English for each unit. These letters include suggestions on supporting the progress of their student and include home connection

activities such as "Discussion Topics," "Genre Exploration," and "Vocabulary Builders" for at-home practice.

The Family Letters included in the curriculum are designed to help families reinforce their child's learning and progress at home. For example, in grade 2, Module 2, Look Around and Explore, the family letter offers strategies and activities to reinforce key learning. Sections include "Big Idea Words," to reinforce key vocabulary, "Let's Read Together," for reading strategies, and "Word Play" to develop word-related skills.

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).

Each module in grade 2 includes a Week at a Glance organizer that outlines the week's instructional plan. This organizer is broken down into key sections: Build Knowledge and Language, Foundational Skills, Reading and Vocabulary, and Writing and Grammar. Within each section, the organizer lists the tasks students will complete, the texts they will read, and the assessment resources to be used throughout the week, for both teacher and students. Questioning stems are embedded in the "I Do," "We Do," and "You Do" lesson format.

Aligned with both the Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS), the materials include detailed lesson plans. For example, Module 9, Home Sweet Habitat, Week 1, Lesson 1 provides clearly defined learning objectives for each section of the lesson plan. In the Reading and Vocabulary section, the content objectives include TEKS-aligned statements, such as, "Explain what an author is trying to persuade a reader to think or do."

The materials outline questions to check for understanding and language usage of students, aligning to the TEKS and ELPS. For example, in Module 9, Week 1, Writing and Grammar, Lesson 1, the materials include questions related to the language objective, such as, "What questions could we ask if you wanted to learn more?" and content-related questions, "Why is it important to think about the relationship between people and animals?"

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 grade 2 materials include a list of required teacher and student resources in each lesson overview to support effective lesson delivery. For example, in Module 9, Week 1, Lesson 1, Writing and Grammar: Introducing the Focal Text, the materials clearly outline the specific resources needed. These include: "Whole-Class Presentation: HMH Classcraft Essential Session, Anchor Chart W5, Display and Engage:

Research Report 9.0, Focal Text: The Great Kapok Tree: A Tale of the Amazon Rainforest, Classroom materials: notebook, and myBook, Book 3 (student resource)."

The materials include a list of teacher and student materials for each daily lesson for all lesson components. For example, Module 3, Week 1, Lesson 4, Foundational Skills states routines the teacher should use in the lesson, while two student resources are listed as "handwriting paper and a 'Know It Show It' page for students." The teacher's guide references where these can be found.

In grade 2, the Implementation Guide, Pacing Guidance provides the suggested daily pacing of an instructional block and flexibility of local education agencies to choose between 90-, 120-, and 150-minute pacing. Within this "Pacing guidance, each lesson component has a further breakdown of timing of the instructional blocks that are divided into basic reading times, reading and vocabulary, writing and grammar, and small group instruction.

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

The grade 2 materials provide guidance on daily lesson activities that support student practice through multimodal learning, including visual, auditory, and kinesthetic approaches. For example, in Module 9, Week 2, Lesson 6, Introduce Oral Language, instruction follows an "I Do, We Do, You Do" model. In the "You Do" portion of the lesson, students demonstrate and extend their learning by drawing, writing, and role-playing the content covered within the lesson.

HMH Into Reading Texas includes sidebar sections throughout the materials labeled "Challenge," where teachers can extend students. For example, in Module 9, Week 1, Lesson 2, Reading and Vocabulary, the "Challenge" section states, "If children are ready for an additional challenge, then have them find examples of figurative language and explain the difference between the figurative and literal meaning."

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.

HMH Into Reading Texas includes a variety of instructional diagnostic, formative, and summative assessments, used to guide instruction at designated stages of learning progressions, including both at the module and lesson levels. In grade 2, Module 3: Meet in the Middle, a range of assessments are outlined in the Module at a Glance section. These include formative and summative assessments throughout both the whole module and weekly lessons. Formative assessments appear in multiple formats, such as "Selection Quizzes, Responding to Texts, Spelling Assessments, and Weekly Assessments." These assessments vary in both task types and question formats. Weekly assessments include multiple choice questions with and without passages. Summative assessments are included at both the lesson and module levels, such as "Selection Quizzes and Module Assessment," which evaluate mastery of key skills and concepts. The materials also include diagnostic assessments, which are accessed under the "Diagnostic Assessments" link in online HMH Resources. These are available across grade levels and include tools such as "Print Concepts, Letter-Sound Correspondence, and Phonological Awareness Inventory."

Within *HMH Into Reading Texas* grade 2, there is a varying number of tasks and questions found in the printable screening and diagnostic assessments. The materials state grade 2 has "Screening Assessments including word identification and oral reading fluency." Diagnostic assessments are used "to follow up with students who demonstrated reading difficulties on the Screening Assessments and are used to inform targeted instruction." The diagnostic assessments include a "Print Concepts Inventory, a letter-sound correspondence assessment, and a Phonological Awareness Inventory," which consists of a series of individual oral tests. The inventory contains three sections: Section 1: Irregular Words, Section 2: Phonics, Section 3: Oral Reading Fluency. The inventory for Module 3: Meet in the Middle covers irregular

word reading, blending of nonsense and real words, and an oral reading fluency passage. There are editable formative assessments with various question types and complexities at the lesson level for Week One and Week Two of each module, which test Texas Essential Knowledge and Skills (TEKS) learned within that module for that week. A sampling of assessment questions from Module 7: Everyone Has a Story include: a passage with a question covering the meaning of the "suffix -less," multiple-choice questions surrounding the use of commas, and dictated irregular words and words for the vowel consonant/consonant vowel (VC)/(CV) spelling pattern. At the summative level, editable module assessments include all three strands: foundational skills, reading and vocabulary, and grammar and writing.

HMH Into Reading Texas includes weekly editable assessments that vary in question and complexity. Summative assessments are divided into three sections: "irregular words, phonics blending, and oral reading fluency." Weekly assessments have reading, vocabulary, grammar and foundational skills sections. In the Module 1: Be A Super Citizen weekly assessment, a one page passage titled Big Blue is used with four varying comprehension questions, including one that asks "Which sentence shows that the setting of the story has changed?" In the same weekly assessment the passage, *Look! An Inuksuk!*, asks students the open-response write-in question of, "What is the central idea of the article? Tell what supporting evidence helps you know the central idea."

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

In *HMH Into Reading Texas* Implementation Guide lists the purpose and benefits for each assessment type included, the skills assessed in each assessment, how to access the assessments using filters on the HMH Ed website, how to administer each assessment, when to administer each assessment, and the length of time it takes to administer the assessments. The assessments include screening assessments, diagnostic assessments, progress monitoring assessments, module assessments, weekly assessments, selection quizzes, module inventories, and performance tasks.

Under HMH Resources within the HMH Ed website, the "Introduction and Test Overview" PDF defines all assessments included, copies of each assessment, the purpose, and the intended grade level. For example, "Word Identification" tests intended for grades 1 and 2 are defined as "individually-administered oral tests designed to assess a student's ability to read high-frequency and multisyllabic words." Other tests include "Phonological Awareness Inventory, Print Concepts Inventory, and Letter Sound Correspondence."

The grade 2 materials include an online section titled "Teacher Support and Reference Materials," which provides access to various teacher resources, including a document called "Glossary of Professional Terms." The glossary defines key vocabulary used throughout the program. For example, the term "formative assessment" is defined as "an assessment process used by teachers and students during

instruction that provides feedback to adjust ongoing teaching and learning with the goal of improving students' achievement of intended instructional outcomes."

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

HMH Into Reading Texas includes clear teacher guidance to support the efficient administration of instructional assessments. The "Weekly Assessment Administration Guide and Answer Key" provides information, including sections titled "General Guidelines for Administering," "Scoring and Interpreting the Results," and "Answer Keys" for each assessment.

HMH Into Reading Texas grade 2 includes an administration guide for instructional assessments including: module assessments, module inventories, weekly assessments, and selection quizzes. The Module Assessment Guide provides an "Overview" section that outlines the purpose of these assessments and how to score and interpret the data from the assessments. Teacher guidance includes the necessary materials, testing location, and pre-reading guidelines before delivering the assessment.

In grade 2, the "Administering and Scoring the Assessments: General Guidelines for Administering" provides teacher guidance to ensure consistent and accurate administration of instructional assessments. The guidelines state, "The assessments must be administered individually as the items require oral responses. Following these general guidelines and directions when administering the assessments will help provide a positive testing atmosphere for both you and the student."

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

HMH Into Reading Texas demonstrates alignment between assessments, the Texas Essential Knowledge and Skills (TEKS) for the grade level, and module objectives. In grade 2, the "Module Assessments Administration Guide and Answer Key" found under "All Resources: Assessment," provides detailed information for each diagnostic and module assessment. The guide includes the TEKS, item types, answer choices, and descriptions of the specific module, week, and program skill each item addresses. The guide states, "The Module Assessments test students' understanding of the major Comprehension, Foundational, Writing, and Grammar Skills in each Module." The document also includes answer keys with instructional context.

The formative and summative assessments in *HMH Into Reading Texas* include clearly stated TEKS and objectives found in "Weekly Assessments Administration Guide and Key" and "Module Assessments Administration Guide and Key," respectively. For both guides, the TEKS location is in an answer key table, grouped by module and week number. For example, Item 1 for the Module 3, Week 2 Assessment has a 'D' for the correct answer, lists 'Generative Vocabulary: Inflections—ed, -ing' as the program skill, has a 2 for Depth of Knowledge, and aligns with TEKS 2.3C. An example for the Module 8 Assessment for item

number 9 lists 'D' as the correct answer, has 'Comprehension: Story Structure' as the program skill, lists a 2 for Depth of Knowledge, and aligns with TEK 2.8C. An appropriate diagnostic assessment for grade 2 is the included "Phonological Awareness Inventory," which assesses foundational skills, such as "Blend Onset and Rime—Assess a student's ability to blend word families to produce a word" aligned to TEKS 2.2.B.i and grade-level phonemic awareness.

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

HMH Into Reading Texas includes formative and summative assessments that are TEKS-aligned and designed to evaluate varying levels of reading and writing complexity. In grade 2, the "Module Assessments Administration Guide and Answer Keys" provides answer keys to each summative assessment. The answer keys show Texas Essential Knowledge and Skills (TEKS) alignment and question complexity. For example, the Module 2 Answer Key highlights the range of question types and their associated "Depth of Knowledge" levels, with questions spanning Level 1–Level 3. Sample question types on this assessment include level 1: understanding vocabulary in context, level 2: synthesizing information by connecting text to visuals, and level 3: demonstrating comprehension of key details through short-answer responses. The assessment includes both multiple-choice and short-answer items, allowing students to demonstrate understanding in various ways.

The instructional assessments of *HMH Into Reading Texas* grade 2 align to the TEKS and reflect different levels of complexity. Assessments include a mix of selected-response and constructed-response items, with options for digital or paper-based formats. For technology-enhanced or adapted items, students engage interactively or provide responses through drawing or writing, depending on their needs. Answer keys are provided for both multiple-choice and technology-enhanced items, each valued at one point. Constructed response items are assigned two points, and a rubric is included to guide consistent scoring.

In grade 2, weekly and module assessment answer keys list the item number, TEKS, and "Depth of Knowledge number, ranging 1–3, according to complexity. For example, on the Module 6 Assessment for Item No. 8 under the "Reading" section, the "Depth of Knowledge is a 1 for TEKS 2.6G." On the same assessment, item No. 6 under "Grammar and Writing" has a "Depth of Knowledge listed as 2 for TEKS 2.11. D.ii. In addition to the levels of complexity required for thinking, the assessments allow students to respond in a variety of ways including selected response, constructed response, and an option for technology or print response. With the technology enhanced adapted response, students can interact to respond or the assessment can be adapted for students to draw or write their response.

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 includes instructional assessments and scoring guidance to support the interpretation of student performance. In grade 2, the Module Inventory Administration Guide provides detailed information not only on how to administer module assessments, but also on how to interpret student performance. The document includes the purpose of the instructional assessments, stating, "The module inventories are a tool to monitor progress of select students who may need extra support while developing foundational skills" and "Each inventory assesses foundational skills taught during the module's three weeks of instruction." Additionally, the Module Inventory Administration Guide includes a section titled "Interpreting Test Results," which offers suggestions for reteaching, next steps when students score below comprehension goals, and oral reading strategies. For example, one recommendation states, "If a student is making many self-corrections, try recording the student's reading and play it back so they can hear their own reading. Provide familiar texts for the student."

The grade 2 Oral Reading Fluency Instructional Assessment Guide provides beginning, middle, and end-of-the-year word count per minute (WCPM) goals for interpreting student performance with a correlating WCPM chart. The Oral Reading Fluency Instructional Assessment Guide also includes progress monitoring passages to monitor fluency throughout the year and instructions for scoring the passages. The materials outline how to proceed if the student performs below or at grade level. For example, if students perform below expectations on the initial oral reading fluency assessment, the materials tell teachers to reteach relevant phonics and decoding skills and offer targeted word lists to reinforce fluency through additional practice.

In *HMH Into Reading Texas*, the Module Inventory Administration Guide's "Interpreting Test Results" section provides guidance for interpreting student performance in the area of comprehension, specifically retelling a story. The guide shows teachers how to score the retell assessment. According to the Module Inventory Administration Guide, the student receives a goal score of 2 if they "include the main idea or problem, significant events or information, supporting details, and if the retelling is organized in sequence and is coherent. The student receives a score of 1 if the retelling is unfocused, not detailed, or requires prompting. The student receives a score of 0 if the student cannot or did not respond."

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 provides included activities to address student needs based on assessment results. The grade 2 Recommendations for Data-Driven Instruction document includes steps for teachers, such as "Identify Student Needs," "Teach to the Need," "Scaffold the Core," and "Monitor Progress." Recommendations for Data-Driven Instruction encompass screening assessments in "Word Identification" and "Oral Reading Fluency." The document states, "Administer prior grades' Screening Assessments, beginning with grade 1 Screening Assessments: Oral Reading Fluency. Follow prior grades' Recommendations in Detail as needed" for below-level students.

In the "Teach the Need" section, the document states, "If student scores "Above Goal" on prior grades' Screening Assessments, administer lessons in Foundational Skills and Word Study Studio, beginning with Session 233." Additional suggestions include scaffolding and progress-monitoring assessments in response to student data.

The materials respond to assessments through the HMH Discover online portal, "Reports" section. Through filters within the reports system, a teacher selects a class, assessment, test level, and creates a flexible group based on the assessment data. The "Growth Report for All Students" helps teachers respond to trends in performance assessments by creating flexible groups from data.

HMH Into Reading Texas provides tasks and additional activities to address student needs based on assessment results. In grade 2, Module 12: Genre Study: Literary Texts, Differentiation and Practice page offers targeted instructional suggestions across key areas, including "Foundational Skills, Reading Skills and Strategies, and Writing and Grammar Skills." The teacher's guide states, "Based on program assessment data and observations made during your whole-class instruction, flexibly group children to provide additional targeted instruction." The Week 3 Differentiation and Practice page of Module 12 recommends using tabletop mini-lessons to reinforce and differentiate poetry elements and theme, as well as implementing graphic organizers to support understanding of poetry and theme.

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 includes tools to help teachers track student progress and growth. The grade 2 Module Inventory Administration Guide details guidance on administering module assessments, interpreting student performance, and recording progress. The guide includes a Module Inventory Scoring Sheet that allows teachers to document assessment data across Modules 1–12. The Module Inventory Scoring Sheet includes fields for the test date, student scores in the areas of irregular words, phonics (blending), and oral reading fluency, as well as a space for teacher notes. The resource supports ongoing progress monitoring and enables teachers to make informed instructional decisions based on

student progress over time. In the "My Progress Graph," found in the Differentiation and Intervention tab of HMH Discover online, students track their own reading.

Teachers and students track progress and growth in *HMH Into Reading Texas*. A Summary Recording Form gathers scores from each assessment type to compare with student progress. The form can also be used to modify classroom instruction. The Summary Recording Form includes areas for screening assessments, progress monitoring assessments, student benchmark goal, student score, and an action box to denote if the student met the goal or still needs intervention.

In grade 2 *HMH Into Reading Texas*, teachers track student data using the Summary Recording Form after administering screening and oral reading fluency assessments. The form includes a total score for high-frequency words and multisyllabic word identifications, and fluency and retell scores for oral reading. All of the fluency passages are listed in a table for the progress monitoring assessments, allowing teachers to track fluency rates and retell scores throughout the year.

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 includes guidance for differentiated instruction and targeted support. In Module 6, Lesson 13, Reading and Vocabulary, students learn about the elements of poetry using the text *Whatever the Weather*. The Supporting All Learners sidebar prompts teachers to ask questions about repetition and rhythm.

The materials provide structured tools for scaffolding based on student readiness. In Module 4, Week 2, Week at a Glance: Differentiation and Practice, the program recommends using tabletop mini lessons. The Elements of Drama lesson uses sentence stems, strategy prompts, and graphic organizers. Teachers guide students with questions about dialogue, setting, and how drama compares to stories.

The materials include guidance for differentiated instruction activities for students who have not reached proficiency on grade-level content. In Module 7, Lesson 11, Reading and Vocabulary, students learn about central idea through the text, *Molly, by Golly!: The Legend of Molly Williams, America's First Female Firefighter*. Teacher guidance in the Supporting All Learners sidebar prompts the teacher with more questions for students who are struggling to learn the concept. Further supporting questions include, "Look at the title. What do you think this text will be about? How can the title help us figure out the central idea?" The materials prompt students who need more scaffolding can "circle the headings, repeated words or ideas and visuals," while the teacher asks, "Do these features have something in common?"

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 includes pre-teaching and embedded supports for unfamiliar vocabulary and references within text. In grade 2, Module 8, Lesson 1, Build Knowledge and Language, the teacher introduces students to the "Big Idea Words: *fertilize, germinate, survive*," that they will encounter throughout the module. The teacher instructs using the "Vocabulary Routine and "Vocabulary Cards included in the materials. The "Vocabulary Routine found in the online resources, teaches the word *fertilize* by saying: "1. Say the word. Ask children to repeat it. 2. Explain the meaning. When you fertilize soil, you add something that helps plants grow. 3. Talk about examples. Use the Image. Father will fertilize the soil to help the vegetables in the garden grow. Act It Out. Mime the steps for planting and fertilizing a garden. I dig a hole, drop in the seed, and cover it with soil. Now, I will fertilize the soil." After learning all the Big Idea Words, students begin a "Vocabulary Network," which grows throughout the module.

The materials include pre-teaching and embedded supports to build vocabulary and clarify references within the text. In Module 1, Lesson 12, Reading and Vocabulary, the teacher supports references made in *Picture Day Perfection*. For example, a line from *Picture Day Perfection* says, "Breakfast was "Picture Day Pancakes," a family tradition." Teacher guidance in a Teaching Pal: Reading for Understanding sidebar states, "briefly explain the meaning of *tradition* in this context. Say: If you have a family tradition, family members do something meaningful over and over again." Further vocabulary building occurs around the word *unearth* when the teacher says, "The text says that the boy "unearthed" his favorite shirt. The word *unearth* tells me his shirt was buried, and he had to dig through his hamper to find it. I can picture him searching, tossing clothes out of the hamper, and I can see all the dirty clothes piling up on the floor around him. The text also says that the shirt was at the "very bottom" of his hamper. I can see the boy with his head practically inside the hamper, tossing out more clothes until nothing is left but that shirt."

The materials include pre-teaching and embedded supports to build vocabulary and clarify references within the text. Module 2, Lesson 2, Reading and Vocabulary, Oral Language Instruction, introduces Tier 2 vocabulary words with visuals and student-friendly explanations. The teacher frontloads conceptual words, such as *hollow, petals, ticklish, tender*, by giving students a definition and a real life example. For the word *hollow*, the materials state, "Something that is *hollow* has space inside it. Use a prop: Hold up and point to the inside of a drinking straw. Say: The straw is *hollow*, so I can use it to drink milk." The teacher engages students in questions using the vocabulary words, such as "What things in the classroom are hollow? Can petals be tender? Explain why or why not."

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 includes teacher guidance for differentiated and enrichment activities for students who have demonstrated proficiency in grade-level content and skills. For example, Reading Remake in online resources within HMH Discover, extends student learning. Reading Remake provides "engaging response activities that can be used flexibly with a variety of texts." Reading Remake includes step-by-step, student-friendly, picture directions. The Make a Mural lesson includes a definition of a mural, a picture, and step-by-step directions on making a mural. The directions state, "Look closely at the artwork in a story and think about how the artwork tells a story, gather materials, plan and sketch the mural, draw a few ideas, and then create a masterpiece to make sure you understand what the story is about." The other activities include making a map, an ad, a news story, a trading card, a movie, a field guide, an invention, a postcard, or a poem.

The materials include teacher guidance for differentiated and enrichment activities for students who have demonstrated proficiency in grade-level content and skills. For example, in Module 7, Lesson 1, the Support For All Learners teacher guidance sidebar states, "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." In Module 7, Lesson 2, the next Challenge states, "IF children are ready for an additional challenge, THEN have them find 1 or 2 examples that signal chronological order in a text and explain how they help them understand it."

The grade 2 Implementation Guide features a page titled, Teacher-Led Differentiation, which outlines the various ways teachers can support students in need of additional support. The subheading, Supporting Children's Needs, outlines support for On-Level/Advance, and states, "Support children who are on or exceeding grade-level expectations to keep them engaged and thriving through Decodable Books, HMH Readers, and Take and Teach: Book Club." The "Take and Teach: *A Ship is Coming!*" lessons extend students with multiple options, such as, "Observe how someone in your school works (such as your teacher, principal, lunchroom worker, or custodian). Draw and take notes about what you see. Discuss the work you saw. Share your favorite picture of work with the group," or, "Research how telescopes work by searching online or reading nonfiction books. Write about how telescopes work. Draw a telescope and label its parts."

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 provides clear, direct prompts and instructional guidance to support teachers in effectively modeling and explaining the concepts students are expected to learn. In the Module 12, Get Ready! section, the teacher engages students in the content they will explore over the coming weeks. Get Ready! offers structured teacher guidance on introduce key concepts and goals. Under the subheading, Set Goals with Children, the materials prompt the teacher, "Tell children that over the next few weeks they will build and strengthen their reading, writing, listening, and speaking skills as they explore literary texts." Also included are specific bullet points to support modeling and explanation of content. Teachers are guided to create a K-W-L chart with students using sentence prompts such as, "I know that literary texts are fiction texts," and "I want to learn about poetry." Sentence stems include, "I want to learn ____."

The materials include explicit prompts to support the teacher in modeling and explaining the concepts to be learned. In Module 10, Lesson 2, Reading and Vocabulary, the teacher reads *Trombone Shorty*, models fluency reading, and models looking for figurative language. The materials state, "Remind children that they can use the details in figurative language to form a picture in their minds. For example, after reading the hyperbole example, they can ask themselves: What do I picture in my mind when I think of a smile that is a mile wide? Explain that children can use the mental image to determine that the girl must have a really big smile. Tell children that as you read, you are going to use proper intonation. Remind them that you will do that by changing the pitch of your voice from high to low or low to high to reflect the different end marks: periods, question marks, and exclamation points. Demonstrate using proper intonation, including sentences that end with exclamation points and the recurring question in the text, "Where y'at?"

HMH Into Reading Texas includes explicit prompts and guidance to support teachers in modeling and explaining the concepts to be learned. In Module 7, Get Ready, the teacher sets goals with students. The teacher says, "Over the next few weeks you will build and strengthen their reading, writing, listening, and speaking skills as they explore the lives and experiences of important people." Teacher guidance encourages students to reflect on their prior learning from other modules to set goals for Module 7. The teacher creates a K-W-L chart to set the goals and help students reflect on their background knowledge. The headings of the K-W-L chart include, "What I Know. What I Want to Know. What I Learned." The

materials state, "Model examples, such as: I know who some important people are. I want to learn how their experiences shaped their life." Teacher guided sentence stems for student goals include, "I know____, and I want to learn____."

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

The Instructional Routines Guide, found under the All Resources tab of *HMH Discover*, offers a comprehensive list of instructional, engagement, and classroom management routines. The Instructional Routines Guide includes the purpose of each instructional routine and step-by-step directions in implementing routines effectively. The Teaching with Instructional Routines page includes a chart outlining each routine and its purpose. For example, the materials state, "Active Viewing routine builds and extends children's knowledge about the module topic by actively viewing and responding to Get Curious Videos." The materials provide detailed guidance for using each routine, including materials needed, implementation strategies, and examples. For the "Active Viewing routine," teachers "activate prior knowledge and build knowledge about the topic," and "provide exposure to target content-area and general academic vocabulary words." Under Implementation Support, the materials state, "Consider these tips for supporting active viewing: Rehearse the sentence frame by asking children to repeat it chorally a few times before sharing ideas with their partners," and "Replay the video and pause when you hear Big Idea Words so you can point out how they are used in context."

The materials provide teacher guidance for effective lesson delivery and instruction. In Module 4, Lesson 4, Reading and Vocabulary, the materials use the gradual release method to support explicit instruction as the teacher reminds students that events in stories happen in a certain order and students will write down the steps they follow when reading a story. During the We Do portion, the lesson includes strategies like a "targeted close read," with guiding questions and possible student responses to encourage collaborative peer discussion, such as "Why do you think the author does not include a heading with every numbered step? (Possible response: Some of the headings go with more than one step. The information in these steps all fit under what you do after you open the book, which is the heading for Step 5.)" After reading, students use the turn-and-talk strategy and "Use details from How to Read a Story to answer these questions with a partner. 1. Make Inferences Why is it important to find just the right book for you and your reading buddy? 2. How are the numbered steps in the text connected? What does the author want you to learn from them?"

In Module 7, Week 1, Differentiation and Practice, the teacher uses program assessment data and observations made during instruction for flexible small groups. Flexible groups in "Reading and Vocabulary" target "key ideas and support, chronological order, synthesize, and text features." Students participate in the flexible groups through a Read and Respond Journal, Tabletop Mini Lessons with the teacher and peers, or utilizing graphic organizers with a previously read text.

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 includes guidance for teachers and recommended structures to support effective implementation and student learning. For example, in Module 8, Lesson 6, Foundational Skills, the lesson begins with a whole-group Warm Up during Phonological Awareness Blending and Segmenting Phonemes. The Warm-Up includes explicit teacher guidance, such as "Let's blend phonemes. I will hold up my fingers as I say the sounds. Then I will slide my fingers as we blend the sounds to make a word. I DO Say: I'll do the first one. Listen as I say the sounds. Hold up a finger for each sound: /p/ /er/ /s/." During the Decodable Text practice, students practice reading as a whole group and then apply their learning in small groups. Teacher guidance states, "For additional practice with r-controlled vowels er, ir, and ur /er/, have children continue reading *Seeds in the Dirt* in small groups." Independent practice includes students using small balls of clay to represent the sounds they hear in a word. After modeling the sounds, students write the word on their whiteboards.

The materials support multiple types of student practice and guidance for teachers. For example, in Module 7, Lesson 1, Reading and Vocabulary, the teacher explicitly teaches opinions and persuasive arguments. Teacher guidance states, "Review that authors give reasons to support their opinions and persuade readers to agree with them. Those reasons may include facts, or information that can be proved, details, and examples about the topic. Model explaining an opinion and supporting details: It is my opinion that spring is nicer than winter. My reason is that the weather is warmer, and I can work outside in my garden." As the lesson continues, "Prompt children to set their own purpose for reading *Get to Know Biographies*" If children struggle, remind them that readers of opinion essays need to think about what the writer believes or wants them to do and why. As needed, use this model: I will read to find out what the reviewer thinks about biographies and the reasons for his opinion." As students discuss the text with peers, prompted sentence frames include, "An experience that shaped my life is _____. It changed me by _____." The lesson concludes, "Have children look back at *Get to Know Biographies* to see if the writer's opinion about biographies and the information he included can help them answer the question. Ask children to work in pairs to use the think-pair-share routine to discuss their ideas and then share with the group. Remind children to be good listeners and to take turns sharing their responses."

Module 6, Lesson 11, Foundational Skills, the lesson begins with a whole-group Warm Up during Phonological Awareness Blending and Segmenting Phonemes. The Warm-Up includes explicit teacher guidance, such as "Let's blend phonemes. I will hold up my fingers as I say the sounds. Then I will slide my fingers as we blend the sounds to make a word. I DO Say: I'll do the first one. Listen as I say the sounds. Hold up a finger for each sound: /k/ /r/ /ō/. Repeat the sounds, holding up one finger for each sound. Slide all three fingers to blend: /k/ /r/ /ō/, *crow*." During the "Decodable Text" practice, students practice reading as a whole group and then apply their learning in small groups. Teacher guidance states, "For additional practice with the vowel teams *ie* and *igh*, have children continue reading *A Thump in the Night* in

small groups." Independent practice includes students using small balls of clay to represent the sounds they hear in a word. After modeling the sounds, students write the word on their whiteboards.

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 provides teacher guidance on delivering linguistic accommodations for various levels of language proficiency, with the goal of supporting students' engagement and encouraging the use of increasingly more academic language. In Module 8, Lesson 2, Reading and Vocabulary, teacher guidance in a sidebar differentiates instructional strategies tailored to language proficiency levels. For example, in the From Seed to Pine Tree: Following the Life Cycle: Text Features section, a sidebar titled, Emergent Bilingual Learners, is located beside the We Do section of the lesson and outlines support for students at Pre-Production/Beginning, Intermediate, and High Intermediate/Advanced Emergent Bilingual Learners. For Pre-Production/Beginning learners, the materials suggest, "Guide children to complete these frames: First, _____. Next, _____. Then, _____. Finally, _____. Refer back to the text as needed." For Intermediate learners, the materials state, "Ask questions to guide writing: What happens when the seed falls to the ground? What happens after the seed opens? What grows from the seed?" Finally, for High Intermediate/Advanced learners, the materials suggest, "Have children write using the time-order words *first*, *next*, *then*, and *finally*."

HMH Into Reading Texas provides teacher guidance on delivering linguistic accommodations for various levels of language proficiency, with the goal of supporting students' engagement and encouraging the use of increasingly more academic language. For example, in Module 9, Lesson 1, Reading and Vocabulary, the teacher facilitates academic discussions based on the English Language Proficiency Standards (ELPS) and the text read in students' myBook, *The Best Habitat for Me*. After reading, the materials prompt the teacher to support emerging bilingual students by asking, "Pre-

Production/Beginning: Have children raise their hands when you name a living thing that the red panda needs. Ask: Does he need trees? bears? fruit? acorns? birds? insects? Intermediate: Supply this frame: The red panda depends on blank for blank. High Intermediate/Advanced: Prompt children to list reasons why."

The materials provide teacher guidance on delivering linguistic accommodations for various levels of language proficiency. In Tabletop Mini Lesson 16.1, listening and speaking sections support different levels of language proficiency. The teacher reads a text aloud, reviewing highlighted vocabulary as he or she reads. At the end of the text, students hold up cards to answer yes or no to the questions. The teacher explains how people seek information by asking questions and rereads the text. Support for students at a pre-production level includes, "Identify elements in the image, such as thermometer, tube, and temperature. Have children draw, or use their primary language to tell what thermometers are for." Support for Beginning level students is, "Use the image to ask each other questions about thermometers." Intermediate level students use sentence frames, such as, "I knew____. I learned____." High Intermediate students, "Use complete sentences to express what they knew before and what they learned from reading the passage." Advanced students, "Partners talk about what else they would like to know about thermometers and where they might look for information."

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

HMH Into Reading Texas includes implementation guidance to support teachers in effectively using the materials in state approved bilingual or English as a Second Language (ESL) programs. The grade 2 Implementation Guide includes a page titled, "Teacher-Led Differentiation," and 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 subsection titled, Supporting Children's Needs, includes information on emergent bilingual learners. The materials state the types of support in the materials, which include Tabletop Mini Lessons: English Language Development, and emergent bilingual learners support notes in the Teacher's Guide.

HMH Into Reading Texas includes implementation guidance to support teachers in effectively using the materials in state approved bilingual or ESL programs. Tabletop Mini Lessons: English Language Development for Emergent Bilingual Learners Guide references lessons intended to be used daily, focusing on one language function per week. The materials state, "Instruction and practice focus on one domain—listening, speaking, reading, writing—per day. A weekly culminating collaborative problem-solving activity encourages students to experiment with language and to bring together both receptive and productive language skills. In classrooms where less daily small-group time is available, minilessons can be combined and used flexibly to meet students' needs."

The materials include implementation guidance to support teachers in effectively using the materials in state approved bilingual or ESL programs. In all Modules 1–12, emergent bilingual learner notes in

Teacher's Guides support effective use of ESL strategies. For example, in Module 3, Lesson 6, Reading and Vocabulary, students practice new vocabulary after reading *Three Hens and a Peacock*. Support for a student at the Pre-Production/Beginning level includes, "Ask yes/no questions to be answered in sentences: Should you tell an adult if trouble is brewing? (Yes, I should tell an adult if trouble is brewing.)" Support for a student at the Intermediate level includes the sentence frames: "My Friend struts into school because _____. I feel exhausted when I _____." High Intermediate/Advanced students, "Expand on other's ideas: Running on the soccer field makes Jake exhausted; running in the hot sun makes me exhausted on the field."

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.

In Tabletop Mini Lessons 18.1 and 18.2: Describe, the teacher supports emergent bilingual students in building academic vocabulary, strengthening comprehension, and using descriptive language through all four language domains. The lesson incorporates visuals, real-world examples, and sentence frames to guide students in describing sensory details about weather, while also including differentiated supports aligned to five levels of language proficiency. Teachers use structured prompts and suggestions throughout the lesson, such as, "Ask children to name words that describe what something looks like; for example, red, round, cute, or tiny. Have children repeat the word, correcting as needed for difficult vowel sounds or letter combinations. Repeat this procedure for the other senses." After listening to or reading a short passage about an icy day, students write to describe, "Things they may see, hear, smell, or feel the day after the ice storm. Encourage them to use information from the passage or their Describe organizers as a guide."

In the Tabletop Mini Lesson Guide: English Language Development Guide, a dedicated features section outlines key instructional components including "Visual, Contextual, and Language Support, Minilessons, and Vocabulary Strategies." Within the Vocabulary Strategies section, the guide provides instructional support for teaching cognates, content words, multiple-meaning words, and phrases. For example, under the "Content Words," the materials state, "Content words are academic vocabulary words that appear in content-specific texts. Students may need auditory and visual support (e.g., songs and videos), and examples to fully understand the meanings of such words." The guide also offers practical strategies such as "Preteach Content Words," "Teach Context Clues," and "Teach Word Parts." Each strategy includes specific examples to help teachers effectively support vocabulary development for emergent bilingual learners. In Tabletop Mini Lesson 2.2: Recount Information, the teacher reads a short passage about students planting trees. In the Writing section, the materials state, "Have children work with a partner. Explain that they can begin by comparing notes and adding new ideas to each other's organizer. Then have them use the organizers to write a few sentences to recount the information in the text."

In Tabletop Mini Lessons 27.1 and 27.2: Solving Problems, the teacher supports emergent bilingual students in building academic vocabulary, strengthening comprehension, and using descriptive language. The lesson incorporates visuals, real-world examples, and sentence frames to guide students in describing problems and solutions in the world. Teachers use structured prompts and suggestions throughout the lesson, such as, "Ask children to listen for the problem and possible solutions as you read the passage about coral reefs. Model pronouncing the long e sound in the word reef. Have children repeat. Have children think about the answers to these questions: What is the problem? What are two solutions to the problem?" Students then read a short passage about animals in Africa that do not have food and write a response to comprehension questions with support as needed.

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 includes systematic, sequenced instruction of phonics skills through daily Foundational Skills lessons. In Module 4, phonics instruction progresses from simple suffixes, such as -s, -es, and -ed, in Week 1 to more complex suffixes, including -ing, -er, and -est, in Week 3. Lessons follow a consistent routine with blending practice and explicit instruction in sound-symbol correspondence. For example, teachers model decoding words such as *sets* by blending individual sounds and suffixes.

The materials include systematic phonics instruction in Module 6: Weather Wise, progressing from vowel teams ai and ay in Week 1 to *ow*, *oa*, and *oe* in Week 2, and *e*, *igh* /ɪ/ in Week 3. Decodable texts such as *Set Sail at Sunset* and *Boats on the Coast* reinforce these skills. Students apply phonics knowledge with increasing fluency and spiraled content.

The grade 2 Scope and Sequence details systematic and sequenced instruction of phonics skills. Instruction begins with closed and open syllables and progresses to more complex patterns, such as vowel teams, r-controlled vowels, and syllable division. Skills build across Modules 1–12 in a clear, grade-level progression.

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 explicitly teaches phonics skills in isolation and with decodable texts. In Module 8, Lesson 1, Foundational Skills, students receive direct instruction on "r-controlled vowels (or)" with scripted language and visual support, such as: "The r-controlled vowel or makes the /or/ sound. Our keyword is fork. Say it with me: /or/, *fork*, or." Students build words such as torch, cord, and force to reinforce the skill in isolation. Next, students apply the skill in the decodable text *Sailing For Home*, which

includes controlled sentences such as "I watched Thor eat a stale cake made of corn" and "And my horse," said Orla.

Foundational Skills and Word Study Studio: Session 170 provides opportunities for students to practice phonics skills. The teacher shows an acorn card which lists the different spelling patterns of long a and uses the card to show the a-e spelling pattern, changing the word mad into made and tap into tape. Students practice reading the word family with the words take, plane, gave, made, lane after the explicit teaching. The lesson continues with bullet points for the teacher that include passing out the decodable text, *Singing Whales*, while stating, "Many words in this story have the a-consonant-e pattern, which often stands for the long a sound. Read aloud the first four sentences of the story as students follow along. Point out that you do not misread, add, or skip words. Lead students in reading the same sentences with fluency and accuracy."

HMH Into Reading Texas includes spiraled, explicit, and intentional ongoing practice opportunities for phonics in isolation and through decodable texts. For example, students receive explicit instruction on r-controlled vowels or, ar, /er/ in Module 8, Foundational Skills, Lesson 11. The materials explicitly state, "This is the r-controlled vowel or. We already know this r-controlled vowel spells /or/. The grapheme /or/ can also spell /er/. It can spell /er/ when it follows the consonant w (like in the words *worm* and *work*) and at the end of a two-syllable word (like *doctor* and *major*). Worm is our keyword. Worm has the /er/ sound, following consonant w, /w/, and it is spelled with the grapheme or. Say it with me: /er/, worm, or." As the lesson progresses, students apply their learning of r-controlled vowels with decoding practice opportunities in Lesson 11's decodable text, *Dollar Bills*, isolated dictated sentence writing in Lesson 14, and additional opportunities for practice in a Know It, Show It activity book.

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 grade 2 incorporates daily phonics lessons with explicit, modeled instruction. For example, in Module 5, Lesson 3, Foundational Skills, the teacher explicitly models blending phonemes. The teacher states, "Let's blend phonemes. I will hold up my fingers as I say the sounds. Then I will slide my fingers as we blend the sounds to make a word. I'll do the first one. Listen as I say the sounds. Hold up a finger for each sound: /t/ /r/ /ī/ /d/. Repeat the sounds, holding up one finger for each sound. Slide all four fingers to blend: /t/ /r/ /ī/ /d/, *tried*." The teacher continues the process as he or she repeats the process with the word *tries* and asks students to participate.

In Module 4, Lesson 2, Foundational Skills, the teacher explicitly teaches inflectional suffixes -s and -es. The teacher says, "Let's review inflectional suffixes -s and -es. Remember, when we add -s or -es to the end of a singular noun, the noun becomes plural." The teacher explicitly points to the visual slide as he or she models using a finger to write the graphemes for the word *dogs*.

In Module 1, Lesson 12, Foundational Skills, Spelling Word Building Practice the phonics focus skill is the "digraph /wh/." The teacher models how to build words with /wh/ before asking students to build words. The teacher says, "I'll do the first word: *when*. The first sound is /wh/. The grapheme wh makes the /wh/ sound. Write wh in the first box. The middle sound in when is /ě/. The grapheme e makes the /ě/ sound. Write e in the next box. I'll blend these two sounds together: /wh/ /ě/. The last sound in when is /n/. The grapheme n makes the /n/ sound. Write n in the next box. Now I'll blend all the sounds together: /wh/ /ě/ /n/, *when*."

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

HMH Into Reading Texas grade 2 includes explicit, guided instruction with immediate and corrective feedback. In Module 8, Lesson 1, Foundational Skills, the teacher explicitly instructs on "r-controlled vowel or /or/." The teacher says, "Let's learn a new sound. Show the grapheme slide or. This is the r-controlled vowel or. Remember, when the letter r follows a vowel, it changes the way we say the vowel sound. We call this vowel + r combination an r-controlled vowel. The r-controlled vowel or makes the /or/

sound." As the lesson progresses the teacher continues, "Use your finger to write the grapheme and say the sound with me: /or/. Motion or. Have children air write with their finger and say the sound. Repeat the finger writing." Throughout the lesson, guidance outlines specific suggestions for responding to student errors. For example, the sidebar "Correct and Redirect" offers specific targeted feedback strategies, "If children spell fork with a ck at the end (forck), remind children that the digraph ck follows a short vowel in a single-syllable word. The word fork contains an r-controlled vowel sound, not a short vowel sound." Additionally, the materials prompt for immediate feedback, such as "If children misspell a word, give immediate feedback. Provide explicit instruction with each sound as you work through building words."

The materials support daily phonics instruction with explicit teacher modeling and immediate, corrective feedback. In Module 11, Lesson 6, Foundational Skills, Correct and Redirect boxes in the sidebar guide the teacher to give feedback to students as he or she explicitly teaches the phonics focus skill "diphthongs ou, ow /ow/" by saying, "Let's blend the sounds together to read the word. I'll do the first one. The first grapheme is h, /h/. The next grapheme is ou, /ow/. Now I'll blend the two sounds: /h/ /ow/. The next tile is se, and the e is silent, /s/. Now I'll blend all three sounds to read the word: /h/ /ow/ /s/, house." The teacher guidance 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." The materials state, "Use the arrow on each slide while sliding your finger to show children the sounds. As needed, stretch the sounds for extra support. As needed, remind children that the silent e at the end of *house* and *mouse* is there so that words do not appear to be plural."

Daily, explicit phonics lessons include opportunities for immediate and corrective feedback. In Module 3, Week 2, Lesson 6, Foundational Skills the teacher explicitly teaches the "soft c sound," by saying, "Let's learn a new sound. Show the grapheme slide soft c. This is the grapheme c. When c is followed by e, i, or y, it makes the soft c sound /s/. Say it with me: soft c, /s/. Look at how the mouth is shaped and where the tongue is placed when we say /s/." Guidance for the teacher includes, "Use the arrow on each slide while sliding your finger to show children the sounds. As needed, stretch the sounds for extra support. Remind children that in vowel consonant e (VCe) words, the final e makes the preceding vowel long."

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 grade 2 incorporates a variety of opportunities for students to apply phonics skills, independently and in collaborative settings. In Module 12, Lesson 3, Foundational Skills, the teacher explicitly teaches "silent letter combinations wr /r/, gh /g/." In the You Do portion of the lesson, instruction shifts from modeling and applying the skill to independent practice. Students demonstrate phonics skills in "Word Chains, where they collaborate and manipulate letters in different ways and then orally blend words such as *wrong*, *wreath*, *ghost*, *ghoul*, *gherkin*. In addition, the materials support

collaborative application through small group "practice with silent letter combinations wr /r/ and gh /g/, have children continue reading *The Write Story* in small groups" or independent practice with "Know It, Show It, Book 2: p. 273."

In Module 8, Lesson 15, Foundational Skills, the teacher reviews phonics skills taught in the module. After reviewing with the teacher, students independently show mastery of the module's phonics skills by completing a "Spelling Assessment, which states, "Use the following words and dictation sentences to deliver a spelling assessment. Say each spelling *word*, and then read the dictation sentence. Repeat the word, and then have children write it. Remind them to use their best handwriting." A sampling of words includes *worst, worth, doctor, vendor, cellar*. The materials state students may complete a Know It, Show It, Book 2: pp. 131, 135 for further independent practice. To collaboratively practice the phonics skills of the module, students practice by reading decodable texts, "In pairs and practice phrasing and intonation with automaticity."

In Module 9, Lesson 6, Foundational Skills, the teacher explicitly teaches "vowel team oo (oo) and the /oo/ sound for u." In the You Do portion of the blending lesson, the materials state, "Show the slide book. Say: Your turn. Repeat the steps with children using the word book, /b/ /oo/ /k/. Have children respond orally to blend the word as you listen." The blending process continues with additional words "*wood, brook, hook, good, and put*." Students then demonstrate phonics skills in "Word Chains, where they manipulate letters in different ways to make new words. In addition, the materials support collaborative application through small group reading of "the Decodable Text and guide them to highlight the words with vowel team oo or vowel u and the /oo/ sound, have children continue reading *The Perfect Day* in small groups" or independent practice with Know It, Show It, Book 2: p. 161."

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 incorporates phonics practice activities and cumulative review opportunities. "Module 8, Lesson 3, Foundational Skills" provides practice activities for content previously taught. Students read the previously taught graphemes *or, are, air, ear, ar, igh, ie, ow, oa, oe, ey, eigh, ai, ay, ee, ea, er, ng, y* in the "Warm Up, Visual Review" section of Lesson 3. The teacher reminds students these are previously learned graphemes. Once students review the graphemes, the new portion of the lesson, "r-controlled vowels *ore, our, or*" is taught. Students practice the new lesson through structured "We Do" and "You Do" components, the decodable text *Hack Your Chores*, and the practice "Know It, Show It" activity page.

The materials include cumulative phonics review and practice activities throughout the curriculum. All Foundational Skills lessons begin with blending, segmenting, visual, and auditory reviews of previous graphemes and phonemes taught.

Previously taught content reviews occur in Blending and Segmenting Phonemes; students review the sounds and words learned in past modules and the current module. In Visual Review, students spiral through graphemes learned as the teacher shows them on included slides. Auditory Review pushes students to listen to previously learned phonemes and use pencil, paper, or air writing to write the corresponding graphemes. After all review sections, the teacher introduces a new skill with explicit teaching. For example, in Module 10, Week 2, Lesson 6, the teacher introduces vowel teams **au, aw, ough* /aw/* and students practice through decodable texts, word building, irregular word writing, and "Know It, Show It" activity pages.

HMH Into Reading Texas includes cumulative phonics review and practice activities throughout the curriculum. Daily "Warm-ups within Foundational Skills lessons provide students various modalities in which to practice previously learned phonics skills. Students write, listen to, and read graphemes and phonemes spiraled from previous modules before learning a new, sequenced skill. For example, Module 3, Week 2, Foundational Skills lessons teach and review "the soft c, soft g, trigraphs -tch and -dge." The

text states to, "Reinforce the graphemes with the keywords, a review, and finger writing. Say: Let's review the skills we learned this week. Remember, when the letters c and g are followed by e, i, or y, they make their soft sounds: /s/ and /j/. We also learned about the trigraphs tch /ch/ and -dge /j/."

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

Practice opportunities in *HMH Into Reading Texas* include only phonics skills explicitly taught. In grade 2, Module 7, Week 2, students learn the phonics focus skills "r-controlled vowel ar." In practice opportunities during the We Do and "You Do" components, students only practice building and reading words with the ar pattern, such as shark, far, jar, farm, dark, part, start, garden, marbles. The materials state, "Garden, marbles, and carpet are challenge words for when students are ready."

The materials incorporate phonics practice activities that are explicitly taught in a lesson. Module 8, Week 1, "Foundational Skills explicitly teaches the phonics focus skill "r-controlled vowels ore, our, and or." In the "Learn" subsection of Lessons One–Five, teachers show an articulation video and slides around the "r-controlled vowels ore, our, and or," showing students the correct mouth formation and a picture to connect the skill. Students apply their learning by reading the decodable text, *Hack Your Chores*, aligned to the focus skill. Students build the words chore, wore, your, four, court, source, course to demonstrate mastery of the skill.

Practice opportunities in *HMH Into Reading Texas* include only phonics skills explicitly taught. In Module 3, Week 3, students learn the phonics focus skill vowel consonant e (VCe) syllables. The teacher shows an example word, *cupcake*, and *models*, "The syllable cake follows the VCe pattern. A vowel, a, is followed by a consonant, k, and an e. We know that the final e in a VCe word is silent. The silent e makes the previous vowel long: /ā/. *Cupcake* has a VCe syllable because the second syllable, *cake*, follows the VCe pattern." Students apply this knowledge to practice words *invite*, *excuse*, *lifelong*, *reduce*, *placemat*, *pinhole*, *grapevine* and the decodable text, *Pancakes at Sunrise*.

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

HMH Into Reading Texas includes decodable texts that incorporate cumulative practice of phonics skills. In grade 2, Module 4, "Foundational Skills lessons, students receive explicit instruction on various suffixes, including -s, -es, -ed, -ing, -er, -est. Students then apply these suffixes through decodable texts including words such as yelled, crushed, picked, to support application of that skill. As the module progresses, students receive further instruction on additional suffixes. Lesson 13 provides cumulative practice in the decodable text *Frogs of All Sizes* with words like spotted, bigger, branches, biggest, distances.

The materials incorporate cumulative phonics skills through application in decodable texts. For example, in Foundational Skills and Word Study Studio: Session 175: Phonics Digraphs kn, wr, gn, and mb," students review sound spelling cards for kn, wr, gn, and mb. After review, the materials state, "The teacher will read aloud the first four sentences of the decodable story as students follow along. The

students practice their phonics skills by, after reading the text, choosing a few sentences to review which may focus on sentences that include words containing the target phonics skill." Sentences from the decodable text, *Go Fly a Kite*, include, "Wind can knock it down, too."

In Module 8 Foundational Skills lessons, students receive explicit instruction on r-controlled vowels, including or, ore, our, er, ir, ur, ar. After learning, students read the decodable text for the lesson including words such as chores, bore, store, to support application of that skill. As the module progresses, students receive further instruction on r-controlled vowels. At the conclusion of the module, students read the decodable text, *The Worst Morning*, featuring words such as *work, collar, shirt, pouring, cellar*.

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

HMH Into Reading Texas provides phonics skills practice in isolation and in decodable texts. For example, in grade 2, Module 2, Week 2, Foundational Skills lessons, students learn the phonics focus skill "Three Consonant Blends: scr–, str–, spr–." After the teacher explicitly teaches and models reading these blends in the "I Do" component of Lesson 6, students practice the blends in the decodable text, *A Stroll in Spring*, reading sentences like, "They sprint into the pit. It has mud in it," and "'Do not stress,' Meg said. 'We can scrub them when we get back.'" Students practice the blends in isolation through building the words scruff, sprint, string, script, scram, strap.

HMH Into Reading Texas provides phonics skills practice in isolation and in decodable texts. Module 4, Week 3, Foundational Skills Lesson 11 teaches students the phonics focus skill "consonant doubling for adding suffixes –ed, –ing." Students practice the doubling of consonants in "Know It, Show It activity book page 188" by correctly doubling consonants and adding the -ed, -ing endings for ten different words, such as clap, shred, nap, grab. Students practice the phonics focus skill in the decodable text, *At the Ice Rink*, with sentences like, "Ty's friends had been chatting, but they stopped when they spotted Ty's skates."

HMH Into Reading Texas grade 2 supports student phonics skills practice in isolation and in decodable texts. In Module 5, Week 2, Foundational Skills lessons, students learn the phonics focus skill "Consonant + le." After the teacher explicitly teaches and models reading words with consonant + le in the "I Do" component of Lesson 6, students practice reading the pattern in the decodable text, *Apple Picking*, reading sentences like, "'When can we sample the apples?' I asked," and "'Then we can gobble them up!'" Students practice in isolation through building the words "title, handle, sniffle, maple, uncle, and sample."

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.

HMH Into Reading Texas includes a variety of instructional assessments that are developmentally appropriate for grade 2 learners. The grade 2 Implementation Guide features a section titled, Program Assessments at a Glance, which provides an overview of the available assessments. The chart organizes information under headings such as "Assessment," "Purpose/Benefits," "Skills Assessed," "How to Access on HMH," "How to Administer," and "When to Administer." This section highlights a range of assessments, including screening tools, module assessments, weekly assessments, selection quizzes, module inventories, and progress-monitoring assessments. The skills assessed, such as word identification, fluency, reading, vocabulary, foundational skills, and comprehension, are developmentally appropriate for grade 2 students.

HMH Into Reading Texas includes a variety of developmentally appropriate assessment tools for grade 2 learners, designed to measure student learning and inform next steps for instruction. These tools are offered in multiple formats, including formative and summative assessments, individual assessments, and progress-monitoring tasks. For example, "Module Inventories are administered individually and assess foundational skills taught over a three-week period. The Module Inventory for grade 2, Module 8, Time to Grow, evaluates skills such as irregular word recognition, blending, decoding real words, and oral reading fluency.

The materials offer multiple developmentally appropriate formats for administering assessments, including paper-based, digital, and one-on-one options. For example, the "Weekly Assessments include the following developmentally appropriate question types for grade 2: selected response, constructed response, and/or technology enhanced questions adapted for print. When taken online, these questions require students to click, drag, or order to respond. For print administration, the questions require students to draw or write to respond.

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

For grade 2, the materials contain progress monitoring tools that measure students' acquisition of grade-level oral reading fluency. In the "Introduction and Test Overview" section under HMH Resources, the materials state, "In grades 2–6, there are grade-level biweekly Oral Reading and Fluency Passages." The teacher administers assessments to individual students approximately every two weeks. The materials include a retelling rubric for comprehension and a word count per minute chart that gives grade-level norms of students' oral reading ranges at the beginning, middle, and end of the year.

HMH Into Reading Texas includes phonics skill lessons. For example, in the phonics lesson Foundational Skills and Word Study Studio: Session 195: short vowel ea," the teacher observes students to provide redirection if the student makes an error. The teacher corrects the error, then guides the student to perform the task correctly. Afterwards, the teacher is to check for understanding and make a note to review the skill in the next lesson.

In Module 4, Module Inventory Assessment, the teacher progress monitors students with irregular word reading, blending ability, real word reading, and oral reading fluency. After students read the oral reading fluency passage, the teacher asks students to retell what they read, and the teacher records their retell score. Irregular and regular word reading links to the phonics focus skills taught during the Foundational Skills lessons of Module 4.

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

The materials include assessment opportunities across the school year that align with progress monitoring tools. In grade 2, the Introduction and Test Overview located in HMH Discover: All Resources: Assessment tab, provides detailed guidance for administering Screening, Diagnostic, and Progress-Monitoring Assessments across a school year. The Progress-Monitoring Assessments Overview states, "The Progress-Monitoring Assessments provide biweekly checks on students' progress. These oral reading tests are administered individually and assess students' growth or problems in pre-reading/reading skills throughout the school year." The modules also include opportunities for students to practice fluency across a school year. For example, in Module 4, "Once Upon a Time, students receive explicit instruction and regular practice in oral reading fluency through weekly foundational skills lessons during the three-week module.

In grade 2, each module of *HMH Into Reading Texas* includes weekly assessments for the first two weeks of a module to assess understanding, as well as an end-of-module assessment that targets specific foundational skills, comprehension skills, and grammar and writing skills taught over the three weeks. The skills align with the progress monitoring tools for tracking student progress over time, particularly in oral reading fluency and comprehension. For example, The Progress Monitoring Summary Form includes

screeners assessment information, a place to write the date and goal of the student, as well as the ability to track high-frequency words, word identification with multisyllabic words, and oral reading fluency.

In the Module Inventory Guide for grade 2 includes a chart that spans all 12 modules with recording spaces for test dates, correctly read irregular words, blended words, and oral reading fluency with a retell component. A teacher section provides a place to record year-long student observations within this chart. There are 415 Progress Monitoring Assessments-Sessions for Fluency available for the school year.

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.

The grade 2 Implementation Guide features a section titled, Student Progress and Learning Goals, which provides an overview of how assessments are used to monitor student growth and guide responsive instruction. The materials state, "Throughout each module, a variety of assessments can be used to track students' progress toward learning goals. This data helps teachers track students' progress, identify gaps, and target instruction. HMH Ed also enables flexible grouping based on assessment results, supporting students' learning goals, mastery, and growth throughout the school year." Within the Reports section of the HMH Discover online platform, teachers view detailed data and filter reports down to individual students using tools such as Growth Report and Program Activity Report.

The materials provide recommendations for data-driven instruction that accelerates student growth after students are identified as below-level and above-level on the screening assessments. The recommendation for students who scored below-level on the screening assessments is "Identify the high-frequency words and phonics elements the student struggled with and administer those lessons in Foundational Skills and Word Study Studio, Sessions 56–312." The recommendation for students who scored above-level is "administer lessons in Foundational Skills and Word Study Studio, beginning with Session 233."

Teachers track student progress for accelerated instruction in *HMH Into Reading Texas*. Grade 2 Implementation Guide Week 3 Student Progress and Learning Goals offers online, editable selection quizzes, weekly assessments, and module assessments. The included Summary Recording Form tracks individual student mastery on the assessments to make decisions about accelerated instruction.

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

HMH Into Reading Texas includes data-management tools for tracking whole-class progress and supporting teachers in making instructional decisions based on patterns and needs of learners. The

grade 2 Implementation Guide features a section titled, Get the Big Picture, which provides an overview on using data to evaluate student performance and guide instruction. The materials state, "Understand where your students are starting and how you can use *HMH Into Reading* to take them to the next level." Additionally, in the Teacher-Led Differentiation section, the materials relate how assessment data supports classroom remediation, on-level instruction, or accelerated learning. For example, based on the assessment results, a teacher may decide to reteach specific skills to the class using targeted lessons from the Foundational Skills and Word Study Studio.

In grade 2, the materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students. The Implementation Guide informs teachers of "HMH Ed Reports, a dynamic, goal setting progress tracker" that analyzes student data overtime and "automatically grades online assessments and provides insights." HMH Ed also enables flexible grouping based on assessment results, supporting children's learning goals, mastery, and growth throughout the school year.

In the Implementation Guide, the Assessment Summary Report shows whole-class and individual student progress to analyze the patterns and needs of students. The report states "strengths and areas for growth, and breaks down results by standards assessed, helping to guide instruction and communicate with families to support students' success."

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

HMH Into Reading Texas includes guidance on frequency of progress monitoring based on student strengths and needs. Grade 2 Administering and Scoring the Assessments provides details on administering module assessments and the frequency of administration. For example, in the section, Progress-Monitoring Assessments: Grades 2–6, the materials state, "Administer each assessment orally to individual students approximately every two weeks. Review the patterns in the student's oral reading errors to help you identify instructional needs and plan specific support." Specific suggestions for students who struggle with the Oral Reading Fluency Assessment include, "administer the Screening Assessments: Word Identification tests . . . to determine whether they would benefit from additional high-frequency word instruction, letter-sound instruction, or testing." Administering and Scoring the Assessments recommends adjusting instruction for reteaching, review, and extra practice for below-level students.

The grade 2 Implementation Guide lists the progress monitoring and assessments included within the materials. Weekly and summative assessments are given to all students, while progress monitoring "occurs every two weeks with different intervention focuses available," depending on the needs of students. The Implementation Guide states, "HMH Ed also enables flexible grouping based on assessment results, supporting children's learning goals, mastery, and growth throughout the school year."

Grade 2 *HMH Into Reading Texas*, provides recommendations for driving instruction based on student data. The recommendations for grade 2 include scaffolding core instruction by providing support, "which may include small group work and/or strategic intervention, to help students access core instruction." The materials also state that progress monitoring assessments "provide biweekly checks on students' progress." The Implementation Guide includes a spiral graphic of the minimum amount of progress monitoring occurring routinely throughout the year.

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 includes guidance on accelerating learning based on data from assessments to help students reach grade-level mastery of concepts. In grade 2, Recommendations for Data-Driven Instruction outlines specific steps to support targeted interventions based on assessment results. The overview includes the steps: "Identify Student Needs," "Teach to the Need," "Scaffold the Core," and "Monitor Progress." It offers clear recommendations following screening assessments, such as, "If 'Below Goal' on Screening Assessment, Then . . ." and provides suggestions for teachers. For students who score below the benchmark in word identification, the guide recommends administering a Diagnostic Assessment to determine specific needs with phonics skills. Teachers are advised to address those gaps by identifying the high-frequency words and phonics skills the student struggled with and deliver targeted lessons from the "Foundational Skills and Word Study Studio."

In grade 2, the materials include guidance on how to accelerate learning based on progress monitoring data to reach mastery of specific concepts. For example, Progress-Monitoring Assessments Grade 2–6 states, "Fluency goals are based on grade-level norms to measure a student's fluency ability. Review the patterns in the student's oral reading errors to help you identify instructional needs and plan specific support. Administer the Screening Assessments: Word Identification tests to students who struggle on the Oral Reading Fluency Assessment to determine whether they would benefit from additional high-frequency word instruction, letter-sound instruction, or testing." Teachers use the progress monitoring data and accelerate the closing of gaps identified by the assessments.

Foundational Skills and Word Study Studio Sessions support below-level students with phonics skills and high-frequency words needed to access grade-level instruction. Each session includes instructions on how to provide correct feedback by following a model of "correct," "guide," "check," and "reinforce" as the teacher teaches, provides guided practice, and has the students apply the taught skill. For example, the objective of Session 233 is "recognize and read high-frequency words." High-frequency word cards are provided, and the model for feedback states, "Correct the error. Guide the student to say the word correctly. Check for understanding by having the student reread the word from among other randomly displayed high-frequency words. Reinforce: Make a note to review the word during the student's next session."

5. Foundational Skills

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

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)

HMH Into Reading Texas includes explicit and systematic instructional guidance on developing oral language and oracy through a variety of strategies. In Module 4, Lesson 6, Reading and Vocabulary," the lesson includes directions and a chart to introduce the oral Power Words from the text, *Rabbit's Snow Dance*. The chart lists each vocabulary word along with the corresponding page number, meaning, and suggested instructional strategies, such as using props, making connections, or acting out the word. The teacher explicitly uses a systematic vocabulary routine and vocabulary cards to introduce the Power Words. Teacher guidance supports students in making connections between each word's meaning and how students can use it in their own lives.

The materials include explicit and systematic guidance on developing oral language and oracy through a variety of methods. In Take and Teach Book Club Discussion Guide: Just a Dream, students meet together, discuss, and share the reading in five sessions. The teacher observes, listens, and supports meaningful discussions. In each meeting, the materials include prompts and discussion starters to guide students, such as, "Why does Walter make fun of his neighbor watering her tree?"

In Module 10, Lesson 3, Reading and Vocabulary, the teacher implements the explicit Turn -and Talk routine to build oral language. Students follow a structured process to engage in peer discussion, including prompts for speaking clearly and listening actively. This guided routine promotes both comprehension and oral fluency through repeated modeling and practice.

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

HMH Into Reading Texas includes opportunities for students to engage in social and academic communication for different purposes and audiences. Grade 2, Module 8, Inquiry and Research Project guides students through a collaborative project that spans a three-week period. As a group, students research various environments and the types of plants, then present a book explaining how to care for a plant that lives in that specific setting. Throughout the project, students engage in meaningful academic conversations as they collaborate on research and presentation tasks. Groups answer questions about the plants and environments, such as, "How does this plant thrive in its environment? What is the soil/sand like where this plant grows?"

The materials provide opportunities for students to engage in social and academic communication. In the Module Launch for Module 10, Week 1, students set goals using a K-W-L chart when sharing their background knowledge on the topic of culture. At the end of the lesson, students answer the questions: "What parts of your culture would you like to share with someone? What is something you saw today that you have seen before? Tell us about that." During the active listening part of the lesson, students watch a video about Mexican culture and are asked to use academic language to respond to these questions: "What does the food chiles en nogada show about Mexican ideas and beliefs? How does the video connect to our Essential Question?"

HMH Into Reading Texas provides opportunities for students to engage in social and academic communication. In Module 7, Week 1, Collaborative Centers, student groups work on the module project, "What's in Your Autobiography?" In the "Creative Corner Reading Remake," students write a poem and explain their poem to their peer partner using social and academic language. In "Reader's Theater," teachers assign students parts of a text with discussion questions after reading.

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 includes authentic opportunities for students to listen, engage, and share information. In grade 2, Module 10, Inquiry and Research Project: Celebrate Our Traditions Book, students use the "Think-Pair-Share" routine to brainstorm research questions about their heritage while practicing turn-taking, asking questions, and listening to peers. Students organize findings, create a book page, and prepare visual elements to support the communication of their heritage. Students rehearse and present their work using the "Share Chair" routine. Presenters practice formal language, clear volume, and pacing. The audience demonstrates active listening and asks questions about the presentations.

The materials include authentic opportunities for students to listen and engage in discussions while sharing information. In Module 7, Lesson 3, the teacher reads along with students in their myBook. The teacher stops periodically to gauge student understanding and have students synthesize their learning. Students turn-and-talk to listen and respond to questions, such as, "Why do you think Helen Keller's life still inspires people today?" The materials include talking tips such as, "Be polite. Wait for your turn to talk. Then tell your idea to your partner. I think that ____."

The materials provide authentic opportunities for students to listen actively, ask questions, and discuss to build understanding. In Module 12, Lesson 5, Reading and Vocabulary, students listen as the teacher models how story structure supports the author's purpose. The teacher rereads two pages while thinking aloud and then prompts students with discussion questions, such as, "What event does the author tell about?" and "Why does the author include this event in the plot?"

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.	12/12
—	TOTAL	18/18

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)

The materials explicitly and systematically introduce letter-sound relationships that support student application of these skills in both decoding and encoding. For example, each module's Foundational Skills lessons follow a structured progression in which each skill is explicitly taught and practiced, with subsequent skills building on prior learning to reinforce student application. In Module 4, students receive systematic instruction on inflectional suffixes, beginning with simpler forms such as -s, -es, and -ed, and building to more complex sounds like -ing, -er, and -est.

HMH Into Reading Texas Foundational Skills lessons provide explicit and systematic instruction in letter-sound relationships that support decoding and encoding. Module 2 begins Foundational Skills lessons with digraphs ck, ng, and ph. To introduce each digraph, the teacher explicitly models the sound and reads examples in context, such as "*duck, ring, phone.*" The material builds in complexity by then teaching three consonant blends and blends with a schwa after students learn the more common digraphs.

The materials explicitly and systematically introduce letter sound relationships. For example, in Module 3, Foundational Skills, the teacher explicitly teaches the "vowel-consonant-e patterns" first. The teacher models decoding and encoding with long vowel sounds in Week 1. Weeks 2 and Week 3 build in complexity as the materials systematically introduce harder phonics patterns, including the soft c sound, soft g sound, and trigraphs.

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 provides teacher guidance for explicit instruction connecting phonemes to letters with immediate, explanatory feedback. In Module 11, Lesson 6, Foundational Skills, the teacher models decoding by sounding out and blending words such as *wash*. Students repeat the process with teacher

support. The "Correct & Redirect" sidebar prompts teachers to guide segmentation and reblend the sounds to read a word.

In Foundational Skills and Word Study Studio: Session 295: Phonics: Silent Consonants, the teacher introduces silent consonants *kn*, *gn*, *wr*, and *mb* using sound/spelling cards and word modeling. During decodable reading, teacher guidance states, "If a student makes an error: correct the error, model the task, check for understanding, and review in the next session."

Module 10, Foundational Skills lessons includes explanatory feedback during explicit instruction focused on connecting phonemes to letters within words. The teacher models each vowel team that represents the long /u/ sound using words such as *new*, *fruit*, and *blue*. Teacher feedback prompts include, "Remind children that when spelling *juice*, we do not spell the /s/ sound with the letter *s*. In order to avoid making the word look plural, we spell *juice* with a *c* followed by a silent *e*. The silent *e* makes the *c* soft and represents the /s/ sound."

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 provides opportunities for students to develop, practice, and review letter-sound correspondence. "Module 6, Week 1 and Week 2," Foundational Skills" lessons begin with a spiraled review of previously taught phonics skills, then teaches vowel teams such as *ai*, *ay*, *oa*, and *ow*. The teacher models phoneme blending, decoding, and reading practice. Students work with decodable texts and participate in word blending and word building routines. The spelling assessments include multisyllabic words such as *railway* and *yellow*.

The materials include a variety of activities and resources for students to develop, practice, and reinforce their understanding of applying letter-sound correspondence. For example, in Module 3, Lesson 11, "Foundational Skills," students learn the vowel-consonant-e pattern in multisyllabic words through explicit teacher modeling. The teacher points to multisyllabic words on the slide and claps the syllables. Students continue the lesson by breaking down multisyllabic vowel consonant e (VCe) words with guidance from the teacher, reading a decodable text, writing dictated sentences, and participating in word chaining application of phonics skills.

Each module's "Foundational Skills" lessons follow a consistent, daily routine that includes explicit instruction, guided practice, and opportunities to apply both cumulative and newly acquired skills. For example, in Module 4, Lesson 3, "Foundational Skills," the lesson begins with a "Warm Up" section that includes Phonological Awareness, Visual, and Auditory Review. After reviewing, the teacher explicitly instructs on the inflectional suffix -ed, using one-syllable and multisyllabic words. Practice opportunities

are embedded throughout the lesson in sections such as "Continuous Blending," "Handwriting," "Spelling," "Irregular Word," and "Decodable Text."

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)

Module 2 of *HMH Into Reading Texas* provides a progression of phonological awareness instruction that systematically builds from larger to smaller sound units. Weeks 1–3 of the Foundational Skills lessons contain a gradual, Texas Essential Knowledge and Skills (TEKS)-aligned sequence that moves from broader to more specific sound awareness. In Week 1, foundational skills instruction includes blending and segmenting phonemes with digraphs. Week 2 builds by integrating three-consonant blends, and Week 3 moves to the "schwa" sound.

Module 6 teaches phonological awareness in a structured, developmentally aligned sequence. Week 1 instruction uses visual and oral routines for students to blend and segment sounds. By Week 2, students apply visual skills to decode regular and spell vowel teams, which reinforces sound-to-symbol correspondence. Week 3 introduces less predictable vowel patterns, such as ie and igh.

All modules of *HMH Into Reading Texas* Foundational Skills lessons begin with phonological awareness warm-up activities. The warm-up activities include teacher modeling and explicit instruction with student practice in rhyming, blending, segmenting, and syllabication. The activities build in complexity, beginning with short and long vowels in the early modules and irregular vowel teams and multisyllabic words in later modules.

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)

The Foundational Skills lessons of Module 10 include guided prompts in the phonological awareness lessons to guide feedback. For example, Lesson 1 teacher guidance states, "If children have difficulty with segmenting, model the correct response and have them repeat it after you. Then ask for a choral response without teacher support." Later in the materials, teacher guidance reminds teachers that native Spanish speakers may need additional support with specific phoneme pronunciation. Articulation pictures are included, as well as the suggestion of students watching their mouths make the correct sound in a mirror.

The Foundational Skills lessons provide Correct and Redirect opportunities for teachers to give feedback. In Module 4, Foundational Skills lessons begin with phonological awareness warm-ups. The materials state to teachers, "If children have difficulty with blending, support them in using connected phonation by emphasizing stop sounds and stretching continuous sounds until the next sound." The teacher listens to student responses and remodels and reteaches segmenting and blending until he or she hears all correct blending.

Module 11 spirals phonological awareness activities, such as rhyming, blending, and segmenting phonemes. The teacher explicitly models vowel teams and takes care to keep the phonemes clipped and clear. Teacher guidance in a sidebar states, "The /oi/ sound can be challenging for some learners, including native speakers of Hmong. Provide extra support by pronouncing /oi/ several times while children focus on your mouth."

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 includes the use of memory-building strategies and opportunities for practicing phonological activities. The Fun with Sounds, Letters, and Words document in HMH Resources includes a variety of activities that are repeatable and hands-on, to develop, practice, and reinforce phonological awareness skills. Foundational Skills lessons use Elkonin Boxes, which allow students to, "Move a counter representing a given sound into an initial, medial, or final box, depending upon the sound's position in a word."

The modules of *HMH Into Reading Texas* include memory-building strategies, such as repeated oral routines when learning and reviewing grade-level phonics. Daily, explicit Foundational Skills lessons follow a predictable, consistent pattern to promote memory-building. Students participate in the same

sequence of instruction each day: warm-ups, learn the focus skill, blending, handwriting, word chaining and building, with decodable text and irregular word practice in the phonics focus skill of the day.

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)

Foundational Skills and Word Study Studio for grade 2 includes targeted lessons that address adding, deleting, and substituting phonemes. In all phonemic awareness skill lessons, the teacher explicitly models and teaches the skill; then, the teacher and students work with the skill in guided practice. The lessons end with students applying the skill through substituting phonemes. Teacher guidance for formative assessment and feedback is included in a sidebar.

Foundational Skills and Word Study Studio: Sessions 161, 169, and 178 provide systematic, sequenced phonemic awareness instruction. In Session 161, the teacher explicitly instructs on blending, segmenting, and substituting the initial phoneme of words. Session 169 builds on Session 161 and pushes students to blend, segment, and substitute the medial phoneme of words. By Session 178, students use all their phonemic awareness skills to substitute final phonemes. Teacher support includes lesson objectives, English language support, and feedback for students.

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)

Module 2 phonemic awareness lessons include explicit instruction with recommended explanatory feedback for students based on common errors and misconceptions. In Lesson 1, a sidebar notes a misconception for the use of the letter k and states, "The Soldier Rule does not apply to words where the short vowel is followed by a sound other than /k/. The vowel does not need protection, and the word will end in k (*bunk, milk, desk, honk*)." Later in the lesson, a sidebar prompts teachers to remind students that a vowel followed by a consonant has a short sound.

Module 6 Foundational Skills lessons include feedback for students based on common errors and misconceptions. After teaching vowel teams ai and ay, teacher guidance informs, "The letter e in Spanish stands for the sound /ā/. Spanish speakers will not have difficulty pronouncing the long a sound but may need reinforcement when spelling it." Later in the module, a sidebar notes, "If a child reads claim as clam, frame the vowel team ai and remind them that ai stands for the long a sound, /ā/."

Foundational Skills and Word Study Studio: Session 105 includes teacher guidance for feedback. After teaching words with v and z, a sidebar states, "Some English learners (including speakers of Spanish or Korean) may have trouble distinguishing /v/ from /b/. Cantonese speakers may also have trouble with /v/. Say both sounds several times as ELs study your mouth positions."

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)

Module 8, Lesson 12, Foundational Skills provides direct support for applying learned phonemic awareness to decoding and encoding skills. As students learn the r-controlled vowel focus skill, the materials prompt the teacher to show a slide with the word *work*. The teacher explicitly models saying each phoneme sound while pointing to the correct grapheme in the word. The lesson continues with explicit instruction in the "We Do" section, followed by students decoding and encoding other words like *solar* and *motor*.

Module 4, Lesson 6, Foundational Skills includes opportunities for students to apply encoding principles, specifically targeting words in which the letter *y* represents the short *i* sound. The materials offer clear instructional support for word-building activities, stating, "Have children manipulate graphemes to build words with *y* as /i/ as you model manipulating the sounds and tiles on the slide. Reset the letter tiles after you spell each word." The lesson models the process using the word "*crypt*," guiding students to segment and spell the word based on its individual phonemes.

Module 10, Lesson 13, Foundational Skills teaches vowel *a* as the /o/ sound and includes activities that support students from oral language to basic decoding and encoding. The teacher connects the vowel *a* making an /o/ sound through the words *quad*, *want*, and *wash*. Students practice the mouth position for the /o/ sound as they decode and encode words by looking at the graphemes, such as *squat* and *squad*.

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)

Each module of *HMH Into Reading Texas* follows a consistent routine for phonological awareness instruction, with daily repetitions designed to develop and reinforce phonemic awareness skills. Each

lesson provides a structured approach using the I Do, We Do, You Do model to support developing, practicing, and reinforcing skills. Lessons continue with opportunities for cumulative review through visual, auditory, decoding, and encoding of graphemes and phonemes.

The fifth Foundational Skills lesson of every module provides students with cumulative review over material learned that week. The teacher follows the scoped, sequenced materials and spirals back all graphemes and focus skills learned that week. Students show mastery through dictated sentences, a spelling assessment that applies the focus skills, and the option of completing an additional Know It, Show It activity page.

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 Start Right Readers introduce grade-level sound-spelling patterns through a systematic, weekly sequence across multiple modules. Each reader targets specific phonics skills, such as short and long vowels, vowel teams, blends, digraphs, and affixes. The Readers use decodable words in isolation and connected text. Word lists and decodable stories build on previously taught patterns week to week, reinforcing phonics skills through cumulative review.

The materials include a systematic sequence for introducing grade-level sound-spelling patterns. The grade 2 Scope and Sequence outlines the spelling focus skills, which increase with rigor as the modules progress. For example, Module 1 spelling lessons teach digraphs and closed and open syllables. In Module 3, students learn words with vowel consonant e (VCe) long vowels, plurals, and possessives. In Module 7, students spell multisyllabic words with the vowel consonant/consonant vowel (VC)/(CV) pattern and r-controlled vowel spelling words.

In Module 4, the Module at a Glance outlines the weekly sound-spelling patterns, which align directly to the designated phonics focus skill. In Week 1, students receive instruction on the inflectional suffixes -s, -es, and -ed, and apply those same patterns in their spelling practice. In Week 2, students focus on spelling words that demonstrate "the job of y." By Week 3, instruction shifts to consonant doubling when adding suffixes, such as -ed, -ing, -er, and -est.

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

Module 2 of *HMH Into Reading Texas* includes teacher guidance to provide explicit instruction on grade-level sound-spelling patterns. During phoneme blending and segmenting, word-building routines, and decodable text practices, the teacher directly instructs on how to encode and decode words. For example, the teacher says, "Let us blend the sounds together. The first grapheme is ch, /ch/. The next

grapheme is e, /ě/. Now I'll blend the two sounds: /ch/ /ě/. The next grapheme is ck, /k/. Now I'll blend all three sounds to read the word: /ch/ /ě/ /k/, *check*."

Module 6 includes teacher guidance to provide explicit instruction on the long a sound-spelling pattern. During the blending routine, the teacher models blending together words like wait and hay as students learn ai and ay make the long a sound. Guidance reminds the teacher to, "Use the arrow on each slide while sliding your finger to show children the sounds," as the teacher instructs.

In Module 7, the teacher explicitly instructs on syllable division patterns. The teacher states, "The Rabbit Rule applies when there are two consonants between two vowels. When a word has two consonants between two vowels, the Rabbit Rule tells us to divide between the consonants (VC/CV)." The teacher then demonstrates the rule with the word *rabbit*, pointing out the double consonants between the vowels.

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)

Grammar Extension Lesson 6.1.4 includes multiple integrated components that support the development and cumulative review of grade-level sound-spelling patterns. The lesson features a spelling routine that introduces and reinforces targeted patterns through direct instruction, guided practice, and independent practice. Students begin by reviewing previously taught sound-spelling patterns within words that include various vowel teams (i.e., ai, oa, ew) and endings (i.e., ed, ing). Guided practice opportunities, such as writing dictated sentences, checking for spelling errors, and extra practice with a spelling worksheet, allow students to practice the routines of decoding and encoding. At the end of the lesson, students edit a writing draft for any misspelled words.

Module 2 Foundational Skills lessons introduce and revisit phonics patterns such as digraphs, three-consonant blends, contractions, and words with schwa. Students develop and practice the phonics patterns through explicit spelling instruction, decodable text routines, and practice in decoding and encoding words. Activities such as dictation, sentence writing, and collaborative exercises offer repeated exposure to target skills. Fluency routines and handwriting lessons further integrate the sound-spelling patterns and spiral back into previously taught patterns to support mastery.

In Module 8, students develop and practice the phonics skill of r-controlled vowels, ore, our /or/. Students engage in word chain activities to build and manipulate r-controlled words, such as *fork*, *thorn*, and *court*. Students also participate in dictation practice during which they not only apply the current spelling pattern, but also previously taught sound-spelling correspondences.

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)

The materials provide a variety of activities to support students in decoding and encoding words in isolation and in decodable connected text. In Foundational Skills and Word Study Studio: Session 380: Sound/Spelling Changes with suffix -age, students learn to encode and decode words with -age. The teacher explicitly teaches the pattern using the words *marry* and *marriage*. Students apply the decoding and encoding skills to the words *band/bandage*, *carry/carriage*, and *slip/slippage*. The teacher monitors student work and gives students the decodable text, *The Exodusters*. In reading *The Exodusters*, students decode and encode words in the text like *acreage*, *baggage*, and *lineage*.

In Module 3, students learn the VCe long a and i sound-spelling pattern. After the teacher explicitly teaches the spelling patterns, students apply the pattern in building words like *sprite*, *shape*, and *time*. Students read the decodable text *Made by Kate* to practice sentences with VCe long a and long i, such as, "Kate led Mike to a crate."

Module 10 includes a structured sequence of activities designed to help students develop their phonics skills through explicit instruction of vowel teams ew, ui, and ue. Students engage with word lists and targeted spelling practice to reinforce sound-spelling in isolation with words such as *juice* and *stew*. The materials also include application-based activities, such as oral dictation, sentence writing, and decodable texts that allow students to practice the patterns in context. Instruction supports include structured routines, collaborative exercises, and opportunities for students to self-correct as they decode and encode words.

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 includes a systematic sequence for regular and irregular high-frequency. Word Lists under Teacher Support and Reference Materials on HMH Discover online provides a chart that organizes vocabulary into four categories: High-Frequency Words, Oral Power Words, Power Words, and Instructional Vocabulary. The High Frequency Word List clearly follows a structured progression that increases in complexity over the course of the year. For example, in Module 1, Week 1, high frequency words include a, and, go, got. By Module 12, Week 3, the words include busy, different, important, mind, next. Each module begins with a "Module at a Glance" that outlines the sequence of irregular words per module.

Module 10 includes a weekly sequence for introducing both regular and irregular high-frequency words. The sequence of irregular words links to the phonics skill for the week. For example, as students learn how to decode regular words with the vowel patterns for the /aw/ sound, Week 1 introduces the irregular words often and listen; Week 2 adds the irregular word laugh; and Week 3 introduces through. Regular high-frequency words included in the module are *against, going, ride, sky*.

In the "HMH Discover" online resources, under Reference Materials, teachers access two high-frequency word lists. One word list cites high-frequency words by module order and the other is The Start Right Word List. The Start Right Word List includes HMH Readers with the page number, decodable words, previously taught skills, new high-frequency words, and previously taught high-frequency words. For example, in Module 3, the HMH Reader is *Sad King Ben* and includes the high-frequency words *hand, hands, kept, king, long*. Previously taught words include *do, find, give, have, said, she*.

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)

The materials include teacher guidance for providing explicit instruction in decoding and encoding regular high-frequency words. The Instructional Routines Guide in HMH Discover online provides clear,

step-by-step guidance for introducing and practicing high-frequency words, including model language to support teacher delivery. Throughout the six steps, the teacher displays and says the high-frequency word and then reads it in a sentence. The teacher taps out and counts the sounds while encouraging students to tap too on their fingers. In the final steps, the teacher writes the high-frequency word on lines while students write the word in the air. The teacher practices this multiple times with students to allow opportunities for decoding and encoding of the word.

Module 2 utilizes the irregular high-frequency word routine from the Instructional Routines Guide for the word *nothing* when the teacher says, "This word does not follow spelling rules. We have to learn it by heart, so we call it a heart word." The teacher keeps the word displayed and taps out the sounds. Students participate in tapping sounds as well as identifying the irregular part of the word. The teacher and students practice repeated writing and spelling of the word while saying the word.

Foundational Skills and Word Study Studio: Session 185: High Frequency Words provides explicit instruction through teacher modeling. In the Teach/Model portion of the lesson, the teacher displays the high-frequency words *first, food, ground, right, sometimes, these, under*, and explains that recognizing these words will make reading easier. The lesson guides teachers to display the word card for "*first*," say the word aloud, blend it, and spell it while pointing to each letter. The teacher also provides a simple sentence using the word in context, such as, "Casey was the first student in line." Students repeat after the teacher when prompted, and the explicit sequence is repeated with the remaining words listed in the lesson.

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)

The Instructional Routines Guide lists a routine, Write and Reveal, that provides the framework for decoding, encoding, and/or reviewing regular and irregular words. Students use the routine throughout all modules of *HMH Into Reading Texas* to listen to a word spoken by the teacher, write their answer, reveal the answer, and check for errors or misunderstandings. The materials prompt the teacher to use this routine with regular and irregular words during the "Foundational Skills" lessons.

The materials include a variety of activities for students to develop, practice, and reinforce skills to decode and encode regular and irregular high-frequency words through cumulative review. Module 2 "Know It, Show It" workbook pages include activities for decoding and encoding irregular words. For example, the Irregular Words: Read and Spell pages practice reading and spelling irregular words like *women, around, about*. The directions state, "Read and spell this word to be a better reader." Other Know It, Show It pages include decodable texts that students can read to practice decoding and encoding regular high-frequency words.

Foundational Skills and Word Studio: Session 67: Cumulative Review: High-Frequency Words provides a cumulative review for the regular high-frequency words *I, and, like, the*. The teacher displays the words and uses the High Frequency Word Routine to have students read and write the word. After reading the words in isolation, the teacher writes the high-frequency words in sentences that students read. The teacher guides students to point at the high-frequency words as they read the sentences and then complete a practice page by choosing the right high-frequency word to complete each sentence. Students track their progress on their My Progress line graph included in the materials.

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 includes a variety of activities for students to read and write high-frequency words in isolation and in connected text. For example, in Foundational Skills and Word Study Studio: Session 134: Phonics: High-Frequency Words, students read, write, and practice the high-frequency words *all, does, here, me, who*. The teacher presents the high-frequency words using the predictable, structured High Frequency Word Routine and word card that students are familiar with. Students follow the explicit routine and read, trace, blend, and write the words repeatedly. A simple sentence using each high-frequency word is on the word card for students to read and remember. Teacher guidance prompts the teacher to immediately correct any errors made and to spiral back to the missed word in the next lesson.

The Module 7 Foundational Skills lessons for irregular words includes various activities for students to read and write high-frequency words in isolation and connected text. The teacher explicitly teaches the irregular words *beauty, beautiful, heart, together, toward* in Module 7 through the "Heart Words Instructional Routine." Students practice writing and reading the irregular words multiple times in isolation before reading the words in a text. When students begin reading their decodable text, the materials state, "Children can underline or mark the heart part in irregular words found in the decodable text. Have children count the number of words they found. Did all children find the same number? Have children self-correct their markings as you review each word."

Foundational Skills and Word Study Studio: Session 230: Cumulative Review uses many strategies for students to read and write high-frequency words. Session 230 includes students reading and writing the high-frequency words *brothers, people, always, heard, should*, in isolation. During guided practice, students read repeated readings of three sentences that include high-frequency words and the decodable text, *Night Noise*.

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.	2/2
5.E.3b	All criteria for guidance met.	8/8
5.E.3c	All criteria for guidance met.	12/12
5.E.3d	All criteria for guidance met.	8/8
—	TOTAL	30/30

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)

The grade 2 Scope and Sequence outlines the progression of instruction across modules, beginning in Module 1 with foundational concepts such as closed syllables, closed syllable exceptions, and open syllables. As the year progresses, instruction builds in complexity. In Module 3, students learn VCe syllables, and in Module 5, vowel team instruction begins with patterns such as "ee," "ea," and "ey." By Module 7, students receive instruction on syllable division using the VD/CV principle. In Module 8, instruction focuses on syllables containing r-controlled vowels. Module 9 introduces syllable division using V/CV and CV/V patterns, and in Module 11, students explore a range of division patterns including V/V, VC/CV, V/CV, and VC/V.

The grade 2 Scope and Sequence outlines skills broken down by module, with each module showing three weeks of foundational skill topics. Module 1 teaches open and closed syllables, through words such as *find*, *host*, *bus*. Module 5 teaches various vowel teams, using words like *sheep*, *leaf*, *chimney*. Syllable types and divisions progress to Module 7, where students learn VC/CV syllable division through words like *submit*, *napkin*, *penny*.

In Module 3, the Module at a Glance outlines the weekly Foundational Skills lessons, including identifying when syllable types or division patterns are taught. As students learn VCe syllables, the teacher prompts students to recall previously taught syllable types, such as closed syllables (*cap*) and open syllables (*cape*). By Week 3, instruction extends to include reading and spelling words with VCe syllables.

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)

The materials include teacher guidance to provide explicit instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. In Module 3, students learn the spelling pattern VCe. The teacher writes the word *cape*, and states, "The word *cape*

has a vowel, a, followed by a consonant, p, and an e. The final e is silent, but it lets us know that the first vowel stands for its long vowel sound." The teacher explicitly models building and reading more VCe words, thinking aloud as he or she teaches. As the module progresses, the teacher continues the same process with multisyllabic words.

Foundational Skills and Word Study Studio: Session 206: Phonics: Syllable Pattern CVC, focuses instruction on blending, building, reading, and decoding two-syllable words with the CVC and VCCV pattern. The teacher explicitly teaches breaking apart syllables using the word *yellow* and reminds students that words split between the two consonants because each side must have a vowel. The teacher models how to blend, build, decode, and read the word. The teacher repeats the process with the words *pillow*, *rabbit*, and *velvet*. The materials prompt the teacher to use Instructional Routine: Syllable Division VCCV Pattern with students to correctly divide the word *napkin*.

In the Foundational Skills lessons for Module 7, the teacher explicitly teaches syllable division principles using the Rabbit Rule to decode VC/CV words. The teacher models how to break apart words into smaller chunks, blend them back, and read the words. Words like *rabbit*, *submit*, and *magnet* illustrate the VC/CV pattern, and the teacher calls attention to the one-syllable words within the larger compound word.

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)

In Module 8, students learn the r-controlled vowel "or". In the Spelling portion of the lesson, students practice encoding words with r-controlled vowels, including *fork*, *north*, *torch*, *short*, *thorn*, and *force*. Students then move into reading decodable text that applies the r-controlled vowel *or* and spirals back previously learned phonics skills. Students also have the opportunity to complete a "Know It, Show It" consumable page for additional targeted cumulative practice.

Module 7 includes a variety of activities for students to develop, practice, and reinforce skills to decode and encode one-syllable and multisyllabic words. Foundational Skills lessons include teacher-guided activities that focus on VC/CV syllable division principles and words with r-controlled vowel patterns. Each lesson provides students with opportunities to apply knowledge through spelling practice, word building, word dictation, and fluency practice. The materials also include a multimodal way to learn the VC/CV syllable division by stating, "To practice VC/CV syllable division, write VC/CV words on strips of paper. Provide children with these word strips, pencils, and scissors."

Module 10 Foundational Skills lessons include opportunities for students to apply knowledge through spelling practice, word and sentence dictation, and decodable text fluency practice of vowel teams *ew*, *ui*, *ue*, *au*, *aw*, *augh*, *ea* for the sound of short *e*, and vowel *a* with the sound of short *o*. By Lesson 15 of the module, students review any of the skill-focused activities by "highlighting words with the focus skill, rainbow writing by sound, and word building with letter and grapheme cards."

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)

Module 2 includes foundational lessons, specifically in phonics and decodable text instruction, that provide practice with syllable types and syllable division principles. Students use syllable segmentation to decode and encode words with digraphs such as ck, ng, and ph. Some of the words used for the continuous blending activity during the guided practice and for the spelling assessment include chick, thing, sundeck, dolphin. The teacher also leads the class in dictated spelling of words with digraphs. The materials prompt teachers to spiral back the decodable texts from Lessons 1–4 to allow students to improve fluency.

Module 6 provides materials that support student practice in decoding and encoding one-syllable and multisyllabic words through syllable type and syllable division instruction. Students write, spell, and blend one-syllable and multisyllabic words such as weigh, obey, railway in the continuous blending and dictation activities. During the decodable text practice, the material states, "Have children use the decodable text *Eagles* to practice repeat reading sentences with vowel teams ey and eigh and with other sounds and words they know."

In Module 1, instruction focuses on open and closed syllables. After direct instruction, students engage in word-building activities using word chains to apply their learning during encoding practice. The lesson also provides decoding practice, where students practice fluently reading sentences and practice decoding both one-syllable and multisyllabic words, such as we, donut, acorn, unit.

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)

The grade 2 Scope and Sequence outlines the progression of morpheme instruction across modules through both the Foundational Skills and Vocabulary sections. In Module 3, instruction begins with the introduction of the prefixes un- and re-. In Module 4, the focus shifts to inflectional suffixes. In Module 5, instruction increases in complexity to changing y to i, as well as introducing the suffixes -y and -ly and the prefix dis-. In Module 8, prefixes mis- and dis- are introduced, followed by mis- and pre- in Module 9. Module 10 covers suffixes such as -ion, -tion, -sion, -y, and -ly. Finally, Module 12 provides comprehensive review and application through instruction on the prefixes un-, re-, pre-, in-, dis-, and mis-.

HMH Into Reading Texas includes a systematic sequence for introducing morphemes in Module 6. The Module at a Glance outlines the morphemes included in the lessons for each week of the module. In Week 1, the teacher explicitly teaches suffixes -er and -est. Students learn prefixes un- and re- in Week 2 through various word building and blending activities and reading. In Week 3, the teacher explicitly teaches inflectional endings -ed and -ing.

In Module 4, the Module at a Glance outlines the weekly lessons across content areas, including Foundational Skills and Vocabulary, and clearly identifies the progression of morpheme instruction within the module. In Week 1, instruction begins with inflectional suffixes -s, -es, and -ed. Week 2 shifts focus to the various functions of the letter y. By Week 3, students learn and apply more complex spelling patterns, such as consonant doubling when adding suffixes like -ed, -ing, -er, and -est.

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)

Foundational Skills and Word Study Studio: Session 229: Phonics: Prefixes un- and re- provides explicit instruction for supporting recognition of common morphemes and using their meanings to support

decoding, encoding, and reading comprehension. The teacher explicitly teaches the prefixes un- and re- by using the base word zip and telling students the meaning of a word changes when adding a prefix. The lesson continues as the teacher models more examples, and the students practice segmenting syllables, blending, building, and decoding words with the prefixes un- and re-. By the end of the lesson, students read on-level text that includes the prefixes.

In Foundational Skills and Word Study Studio: Session 358: Phonics: Prefixes im- and in-, the teacher provides explicit instruction on the prefixes im- and in-. The teacher uses the example word impolite and circles the prefix while explaining that im- means "not." The lesson continues with the teacher modeling this process again while thinking aloud as he or she breaks apart, blends, and reads words with prefixes.

In Module 4, Lesson 4, Reading and Vocabulary, the teacher explicitly teaches the suffixes -ful and -less. The teacher uses the word clueless to model to students how to decode a word. The teacher explains that the suffix -less means "without," and how adding a suffix changes the meaning of the base word. Using the word hopeful, the teacher repeats the process to read, decode, and remind students that any unknown word can always be looked up in a dictionary.

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)

In Foundational Skills and Word Study Studio: Session 414: Decoding: Prefixes and Suffixes, students engage in guided practice focused on breaking words into syllables and identifying affixes. For example, students analyze words such as procession, antibiotic, semiaquatic, prosperous, segmenting each word into syllables and identifying the prefix or suffix. Students then apply their knowledge to reading a passage containing multiple examples of words with prefixes and suffixes. Students read aloud and explain the meaning of sentences in their own words to the teacher. For additional reinforcement, the materials recommend using Fun with Words activities from the HMH Resources section, offering hands-on engagement with morphological skills.

In Grammar Lesson 4.2.2, students develop, practice, and reinforce morphological skills. After the teacher explicitly teaches the concept of using -er and -est with adjectives, students compare different numbers of items in the classroom. Students speak using the correct adjective form of -er or -est depending on the item and the amount. Students then complete a printable worksheet applying and reviewing the skill and edit a writing draft to include using adjectives that end with -er and -est.

Grammar Lesson 6.1.2 includes activities for students to practice and review morphological skills. In the lesson, students review different spelling rules of adding suffixes. Students work in pairs to rewrite a list of base words with correct suffixes added on. Base words include make, hide, run, pin with suffixes -ed and -ing. Base words include *use*, *thank*, *slow*, *kind* for suffixes -less, -ly, and -ful.

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)

Foundational Skills and Word Study Studio: Session 289: Phonics: Base Words with Endings -er and -est includes a variety of activities for students to decode and encode words with morphemes in isolation and in decodable connected text. The lesson focuses on base words with the endings -er and -est. Students engage in a variety of decoding and encoding activities, including a phonological awareness warm-up, a guided practice blending routine using a word list, word-building practice with graphemes, and decoding practice. The decodable text, *Train Your Brain*, reinforces previously taught high-frequency and morphemic vocabulary.

Session 291: Phonics: Suffixes -y, -ly, and -est of Foundational Skills and Word Study Studio "includes a variety of activities for students to decode and encode words with morphemes. Students learn base words with the endings -y, -ly, and -est. After learning, students engage in a variety of decoding and encoding activities, including a guided practice blending routine using a word list, word-building practice with graphemes, and decoding practice with sentences. The materials prompt the teacher to call on sentences for repeated, correct readings of the sentences as students practice their learning.

In Foundational Skills Word Study Studio Session 225: Phonics: Suffixes -ful, -less, -ly, -y, students warm-up with clapping out syllables and remembering the definition of suffixes and how they change the meaning of words. Students decode and blend words like peaceful, slowly, cloudy, safely, while talking with peers about what the words mean. The practice component includes example sentences using words with -ful, -less, -ly, -y, before students read the larger decodable text, *Jake's Beans*.

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	All criteria for guidance met.	4/4
—	TOTAL	11/11

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)

Module 8, Lesson 1, Build Knowledge and Language includes teacher guidance for supporting students with unfamiliar vocabulary. As teachers introduce the Big Idea Words for the module, the materials recommend using the "Vocabulary Routine" and vocabulary cards to teach the words "*fertilize, germinate, and survive*." Each vocabulary card outlines a structured routine with the word and an illustration. The card *germinate* states, "Say the word. Ask children to repeat it. Explain the meaning. Seeds germinate when they begin to grow. Talk about examples. Use the Image—The seeds will germinate if we water them. Make a Connection—Relate *germinate* to children's lives."

Module 4, Lesson 2, Reading and Vocabulary includes teacher guidance for supporting students with unfamiliar words using the text *Goldilocks and the Three Dinosaurs*. A vocabulary chart lists each power word along with the corresponding page number, meaning, and suggested instructional strategies to teach, such as using props, making connections, or acting out the word. The teacher models how to determine word meaning using context from the text and supports students in making connections between word meanings.

HMH Into Reading Texas provides teacher guidance to help students determine the meaning of unfamiliar words by using illustrations, texts, and context. In Module 3, Lesson 1, Building Knowledge and Language, the teacher uses the Vocabulary Routine and vocabulary cards 3.1–3.3 in introducing the Big Idea Words for the lesson. The cards include the word, an illustration of the word, and a structured teaching routine on the back. Big Idea words for this lesson include *compromise, decision, and disagreement*. The students add the words to their "Vocabulary Network in their myBook," which is a graphic organizer to write the word, draw a picture or write an explanation with synonyms and antonyms. A myBook text, "Meet Me Halfway," has a comic strip with dialogue that shows an illustration of *compromise*.

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 includes explicit instruction on digital and print resources. In Tabletop Mini Lesson 31: Digital References Sources, the teacher guides students to explore an unknown visual and states, "When you come across a word you do not know, you can use digital reference sources to help you find the meaning of the word. Dictionaries provide more words and their definitions than glossaries. A glossary will only include the words in the book you are reading. When using print reference sources, search for words using alphabetical order. Digital reference sources are easy to use. Simply type your word into the search field. Remember to spell it correctly." There are questions and prompts for teacher use with students, such as "Where should you type the word to look it up in a digital dictionary?" Students point out unfamiliar words in their reading, identify and locate digital reference sources, and navigate the digital reference resources by typing the correct words into the search field to locate the definitions.

The materials include teacher guidance on the use of print and digital resources. In grade 2, Module 8, Lesson 5, Reading and Vocabulary, the teacher provides explicit instruction on using glossaries and dictionaries to determine meanings, pronunciations, and spellings. The teacher says, "You can use a dictionary or a glossary to find out what a word means, how to pronounce it, and how to spell it correctly. The words in a dictionary or glossary are listed in the order of the letters in the alphabet, or alphabetical order." Students use their myBook to locate the glossary and notice how words are listed in alphabetical order. In independent practice, students use a list of words and find their meaning, pronunciation, and spelling in the glossary of their myBook and then use an online or print dictionary to locate any words not listed in the glossary.

The materials include teacher guidance on providing explicit instruction on the purpose and use of print and digital resources. In Module 8, Lesson 14, Reading and Vocabulary, the teacher explicitly teaches identifying the meanings of words with the prefix "dis-." As students learn about the meaning of "dis-" and base words, the materials connect to the earlier instruction in Lesson 5 on using reference sources by stating, "If a base word or an affix is unfamiliar, students can look up its meaning in a print or digital dictionary." At the end of the lesson, students apply their learning by adding the prefix "dis-" to the words place and agree and, "Tell partners to use the meaning of the word parts or a dictionary to determine the meanings of the new words *displace* and *disagree*."

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)

HMH Into Reading Texas includes activities for students to determine word meanings and pronunciations from print and digital resources. In grade 2, Module 9, Lesson 5, Reading and Vocabulary, students work in pairs, looking up words in an online dictionary, and share the word meaning and pronunciations with their partners. In independent practice, students find three unknown words from a book they are reading and look those words up in an online dictionary. The materials state, "Ask children to look at the pronunciation of the word to say it aloud and read the definition given. Then, students use their own words to write a definition for each word on their list."

The materials include print and digital resource activities to determine word meanings and pronunciations. In Module 8, Lesson 5, Reading and Vocabulary students use their myBook to locate the glossary and notice how words are listed in alphabetical order. The materials state, "Work with children to look up *protect* in a classroom or online dictionary . . . After you find the word, read aloud the pronunciation and the definition. Have children spell the word with you. Encourage children to use the word in a sentence." In independent practice, students use a list of words, find their meaning, pronunciation, and spelling in the glossary of their myBook. Then, students use an online or print dictionary to locate any words not listed in the glossary.

HMH Into Reading Texas includes activities for students to determine word meanings and pronunciations from print and digital resources. In Module 8, Lesson 8, "Reading and Vocabulary," students use their myBook glossary to find definitions and pronunciations of words from the text, *Experiment with What a Plant Needs to Grow*. Students alphabetize the words, "*breathe, survive, photosynthesis, provides, bloom, process,*" find their meanings, spellings, and pronunciations as independent practice.

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)

In grade 2, Module 4, Lesson 4, Foundational Skills, the teacher provides explicit instruction focused on the "suffix -ed and fluency development." In the Fluency with Decodable Text section of Foundational Skills, the teacher explains, "When we read, we group words into chunks called phrases to better understand what we read. We use our voice to group words by making the tone rise or fall and creating rhythm. Let us practice how to read with fluency." The teacher models fluent reading, and students participate in guided and independent fluency practice. During this time, the teacher asks reflective questions about phrasing and intonation, guiding students to notice how their voice changes as they read. For additional fluency practice, students read sentences from their decodable text. A sidebar labeled Correct & Redirect provides teacher support for addressing fluency challenges, suggesting strategies such as "using paper strips with simple phrases to build and practice fluent sentence reading."

The materials provide lessons that support the development of fluent reading skills through in-context and out-of-context practice, accompanied by teacher modeling. In grade 2, Module 4, Lesson 9, Foundational Skills, the teacher builds on the fluency instruction provided in Lesson 5. In Lesson 9, students engage in fluency practice using a decodable sentence pyramid. The teacher provides clear, explicit instruction on using the pyramid to build fluency, stating, "It is important to read words and sentences correctly so we understand what we read. If we misread something, we should stop and correct it. Let us practice reading with fluency." The teacher models and provides feedback during the We Do portion of the lesson by saying, "Read the first line with me: I. (Continue reading each line.) I want. I want to. I want to try. I want to try out. I want to try out my. I want to try out my kite. Good job!" During this time, the teacher asks students reflective questions about accuracy and self-correction as they practice sentences or phrases from their decodable texts in pyramids to practice fluency.

HMH Into Reading Texas includes lessons, activities, and tasks with modeling and practice of fluent reading skills in and out of context with suggestions for teacher feedback. In Module 7, Lesson 4, students use a

sentence to scoop phrases fluently. The teacher says, "Listen to my voice as I read." The teacher uses a finger to "scoop" the sentence and says, "Now listen again. (As you read, point to and chop each word without intonation or phrasing.) The. Red. Van. Zigs. And. Zags. How do the two readings sound different? (The first uses phrases.) Which sounds nicer?" As the lesson progresses to the We Do portion, the teacher says, "Let us read together. Look at the phrases and think about how your voice might change." The teacher repeats reading as needed to model automaticity of phrasing and intonation. After repeated readings, the materials state, "Your turn! I will point as you read. Remember to think about grouping words, using your voice. Ready? Read." In the Correct & Redirect sidebar for the teacher, the materials state, "As children progress, make the connection to punctuation and how it can signal phrasing and intonation."

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 embeds practice and reading opportunities in word lists, sentences, and decodable texts. In Module 10 Foundational Skills lessons, the teacher explicitly teaches decoding, blending, and reading words with long u spelled with *ew*, *ui*, and *ue*. During Lesson 3, students read and build words that follow the taught long u pattern, such as *bruise* and *drew*. The lesson continues with students building in complexity reading sentences, such as, "Look, Mom!" Lewis said. "It is a map with clues. I think a pioneer crew drew it!" The teacher then guides students into the decodable text of the lesson, *Clues to the Loot*, for further reading practice.

The materials include modeling and guided practice using decodable phrases, sentences, and texts within lessons. In Module 4 Foundational Skills lessons, the teacher provides explicit instruction and modeling focused on the sounds of *y* as *i*.

The teacher models reading the decodable text as he or she slides her finger under the words. Students practice the skill with the words, *system*, *myth*, *physics*, *yak*, *oxygen*, *yell* before reading the decodable text, *Crystal the Gymnast*, in small groups.

HMH Into Reading Texas includes practice and reading opportunities in word lists, sentences, and decodable texts. In Module 7 Foundational Skills lessons, the teacher explicitly teaches decoding, blending, and reading words with "vowel teams *ey* and *eigh*." During the Word Building section of Lesson 3, "Foundational Skills," students read and build words that follow the taught vowel team pattern, such as *weigh*, *weight*, *hey*. The lesson continues with students building in complexity reading sentences, such as, "From tip to tip, an eagle's wings can reach almost eight feet." The teacher then guides students into the decodable text of the lesson, *Eagles*, for further reading practice.

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 classroom routines provide students with multiple opportunities to develop word reading fluency across varied instructional settings. Each week, students practice reading decodable words, sentences, phrases, and texts within Collaborative Centers, such as "reader's theater scripts and partner reading." The Module 2 Collaborative Centers and Independent Practice choice board states, "Remind children to read their lines loudly and clearly" during the reader's theatre collaborative center. On the choice board, students also have the option of partner reading. The materials state, "Children use the Partner Reading routine to practice the week's fluency skill or another area of need. Use the Decodable Text or another familiar text." During the Foundational Skills section of all lessons, students independently practice fluency using sentences from the decodable text of the lesson.

HMH Into Reading Texas includes practice activities and tasks designed to develop reading fluency. In the Module 8, Lesson 4, Foundational Skills section, the teacher provides explicit instruction and modeling focused on fluency. During the Fluency with Decodable Text section, the teacher utilizes a structured pace as students choral read using a fluency pyramid. Later, students independently practice reading phrases without teacher support. Additional opportunities to practice word reading with partners include the Fluency with Decodable Text section of Lesson 5 and the Collaborative Centers and Independent Practice choice board. The choice board includes Reader's Theater with an emphasis on appropriate pacing and expressive reading and Partner Reading with an emphasis on fluency skills or specific areas of need.

The materials include practice activities and tasks to develop word reading fluency in a variety of settings. In Module 3, Week 2, Lesson 10, Foundational Skills, students choral read the decodable text, *Which One?*, with the teacher in the We Do section. In the You Do section, students read the decodable text in pairs, specifically practicing their phrasing and intonation. The materials state, "Students continue building fluency in choral readings or repeated readings of the decodable text."

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

HMH Into Reading Texas classroom routines provide students with multiple opportunities to develop word reading fluency across varied instructional settings. Each week, students practice reading decodable words, sentences, phrases, and texts within Collaborative Centers, such as "reader's theater scripts and partner reading." The Module 2 Collaborative Centers and Independent Practice choice board states, "Remind children to read their lines loudly and clearly" during the reader's theatre collaborative center. On the choice board, students also have the option of partner reading. The materials state, "Children use the Partner Reading routine to practice the week's fluency skill or another area of need. Use the

Decodable Text or another familiar text." During the Foundational Skills section of all lessons, students independently practice fluency using sentences from the decodable text of the lesson.

HMH Into Reading Texas includes practice activities and tasks designed to develop reading fluency. In the Module 8, Lesson 4, Foundational Skills section, the teacher provides explicit instruction and modeling focused on fluency. During the Fluency with Decodable Text section, the teacher utilizes a structured pace as students choral read using a fluency pyramid. Later, students independently practice reading phrases without teacher support. Additional opportunities to practice word reading with partners include the Fluency with Decodable Text section of Lesson 5 and the Collaborative Centers and Independent Practice choice board. The choice board includes Reader's Theater with an emphasis on appropriate pacing and expressive reading and Partner Reading with an emphasis on fluency skills or specific areas of need.

The materials include practice activities and tasks to develop word reading fluency in a variety of settings. In Module 3, Week 2, Lesson 10, Foundational Skills, students choral read the decodable text, *Which One?*, with the teacher in the We Do section. In the You Do section, students read the decodable text in pairs, specifically practicing their phrasing and intonation. The materials state, "Students continue building fluency in choral readings or repeated readings of the decodable text."

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 includes explicit instruction on handwriting skills. In grade 2, Module 2, the teacher supports handwriting skills in all foundational skills lessons. For example, Week 1 lessons focus on forming lowercase letters r, j, k, q, v, and y. Week 2 revisits capital letters M, T, D, C, E, and I. In Week 3, students continue handwriting practice with E, L, S, A, O, and U. The lessons include directionality instructions on forming the letters, such as, "Letter r. Start in the middle. Pull down straight. Push up straight and curve forward short."

HMH Into Reading Texas includes explicit instruction on handwriting skills. For example, in Module 5, Lesson 6, Foundational Skills, the teacher explicitly teaches letters C, c, O, o, A, a by stating, "Have children practice the formation of the letters in this lesson. Model and practice with finger writing, and then have children practice writing. As time allows, review any previously taught letters. Say: Letter C. Start just below the top. Curve back and around. Letter c. Start just below the middle. Curve back and around." In a Correct & Redirect sidebar, teacher guidance states, "Establishing the correct posture, pen or pencil grip, and paper position for writing will help prevent handwriting problems. Tell children to sit with both feet on the floor and with hips to the back of the chair. They can lean forward slightly but should not slouch. Ask them to make sure their writing surface is smooth and flat. It should be at a height that allows their upper arms to be perpendicular to the surface and their elbows to be under their shoulders."

The materials include explicit instruction on handwriting skills. For example, in Module 11, Lesson 11, Foundational Skills, the teacher models the cursive letters L, l, F, f, H, h, and students practice the letters. The teacher says each cursive stroke of the letter, such as, "Letter L. Start just above the middle. Swing up to the right. Loop around to the left and pull down to the bottom. Loop around to the left. Swing up."

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)

The materials provide opportunities, resources, and activities for students to authentically practice and develop handwriting skills. In grade 2, Module 12, Week 1, Lesson 1, students receive explicit instruction on cursive handwriting for the letters K, k, R, r, S, and s. Students apply handwriting skills through dictated sentences that incorporate the phonics focus skills taught that week and in using their best handwriting on spelling assessments. Authentic handwriting practice occurs in Lesson 2, Writing and Grammar as the materials state, "Have children sign their drawings. Tell children that artists usually sign their work by writing their name in cursive. Help children to write their first and last names in cursive, using capital and lowercase letters."

HMH Into Reading Texas includes consistent opportunities to develop handwriting skills with authentic writing. In Module 7, Week 1, Lesson 1, Foundational Skills, students learn the lowercase cursive letters c, a, d, g, q, o. The teacher models with finger writing while saying the strokes as students practice the letters. In Lesson 2, students continue practicing the letters learned in Lesson 1, and teacher guidance states, "If children need additional support, use a multimodal approach such as finger writing in sand or air writing with you. Then have children use a pencil and paper to continue to practice." The materials include a Write and Reveal Routine, which is defined as, "A routine that allows all children to write a short response and reveal it to the teacher at the same time. Use this routine to write upper- or lowercase letters, sound-spellings, high frequency words, and words for spelling dictation." The routine uses dry-erase boards and markers or paper and pencil to complete handwriting tasks.

HMH Into Reading Texas includes consistent opportunities to develop handwriting skills with authentic writing. In grade 2, the materials include printable handwriting models for manuscript and cursive writing. The handwriting models offer a model for each letter of the alphabet and space for students to practice. Included Handwriting Paper gives lines and space for student practice and use. Students utilize the Handwriting Paper in Module 2, Week 3, Lesson 15, Foundational Skills, Spelling Assessment, in writing the spelling words and dictated sentences for the week.

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.

HMH Into Reading Texas includes modules that build knowledge in science, history, literature, and the arts. The grade 2 implementation guide section titled Building Knowledge & Language Through Instruction highlights cross-content knowledge integration throughout the curriculum. For example, the text states, "Wide and deep knowledge of meaningful topics is essential to reading success and helps children become engaged, informed members of their communities. The three-week modules in *HMH Into Reading Texas* focus on content topics explained through texts, media, and projects." Each module is built around a knowledge content. For example, the grade 2 materials include modules including Weather Wise (science), Many Cultures, One World (history), and Once Upon a Time (literature). Modules also incorporate elements of the arts, such as Module 2: Look Around and Explore, which includes a student text titled, *Looking at Art*.

HMH Into Reading Texas includes the knowledge-based Module 5: Lead the Way, which connects to social studies through the theme of leadership. The module is built around the essential question, "What are the qualities of a good leader?" and includes texts such as *Wilma Rudolph*, *Great Leaders*, *Whoosh! Lonnie Johnson's Super-Soaking Stream*, and a video on Thomas Edison. At the conclusion of the module, students reflect on their learning by completing sentence stems like "Leaders can . . ." "Leaders are. . ." and "Leaders influence . . ."

In Module 10: Many Cultures, One World, history, the arts, and literature build knowledge. Week 1 uses a read-aloud book, *Trombone Shorty*, that tells the history of a jazz player from New Orleans. In Module 10,

Week 2, May Day Around the World builds knowledge through exploring geography and cultures across the globe.

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

HMH Into Reading Texas includes resources that demonstrate the knowledge-building structure across a school year and across grade levels. The grade 2 Implementation Guide section "Learning That Builds" highlights how cross-content knowledge is integrated throughout the curriculum and across grade levels. A section at the bottom of the page titled, "Connecting Concepts Across Grades" states, "Topics are developed and expanded within and across grade levels." Symbols next to each module indicate if the modules are science, social studies, or language arts focused. The document outlines modules within and across a school year and highlights how the knowledge-building themes connect across the grade levels. For example, science content knowledge connects from grade 1, Module 3: Amazing Animals, builds in grade 2 with Module 9: Home Sweet Habitat, and continues into grade 3 with Module 6: Animal Behaviors.

The Implementation Guide of *HMH Into Reading Texas* connects the concepts of the materials across kindergarten through grade 5. For example, the social studies theme of community starts in grade Kindergarten with Module 3: My Community Heroes, builds to grade 1, Module 2: My Family, My Community, continues in

grade 2, Module 1: Be a Super Citizen, and blooms into grade 3, Module 7: Make a Difference, where students learn a person can make a difference in a community, both locally and globally. The idea of community spirals from the developmentally appropriate area of "locally" in grade Kindergarten to a global impact in grade 3.

The materials for grade 2 include a graphic that depicts how module topics are connected across grade levels. For example, grade Kindergarten, Module 8: From Plant to Plate links to grade 1, Module 9: Grow, Plants, Grow! Students use knowledge learned in previous grade levels to continue to explore science content with an emphasis on plants in grade 2, Module 8: Time to Grow!, grade 3, Module 9: From Farm to Plate, and grade 4, Module 8: Food for Thought. Within each grade level, modules build from week to week, incorporating grade-level appropriate text, discussions, vocabulary, and writing lessons to build and increase knowledge over time.

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.

Module 6: Weather Wise connects to the science knowledge-building topic of weather. Throughout the module, students engage with texts that connect to the central topic of weather, such as *Freddy the Frogcaster*, *Weather Through Seasons*, and *Get Ready for Weather*. At the conclusion of the three-week

module, students participate in an inquiry and research project titled "Extreme Weather Safety," allowing students to apply their knowledge in a meaningful, real-world context.

Students spend multiple weeks reading across multiple genres centered around different concepts in literature, history, science, and the arts in all 12 modules of *HMH Into Reading Texas*. Each module incorporates three weeks of instruction on an essential question related to the module's topic, encompassing lessons such as grammar, vocabulary, and comprehension exercises with rich, on-topic text that focus on the module's theme. For example, in Module 7: Everyone Has A Story, the essential question students must answer is, "How do our experiences shape our lives?" Over the next three weeks of instruction, students set goals and gather information to write their own autobiographies using literacy skills such as writing a focal point, correctly using commas, editing and completing a draft, and identifying the central idea of a text.

The 12 modules of *HMH Into Reading Texas* each spend three weeks on an essential question to build knowledge and connect to topics and themes. In Module 5: Lead the Way, the essential question is, "What are the Qualities of a Good Leader?" Over the next three weeks and 15 lessons, students read various genres over the topic, such as biographies, informational texts, and opinion writing texts.

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

Module 9 includes an anchoring video, "Creature Comforts," to support connections at the start of the unit. Throughout the three-week module, students engage in texts to build on the essential question, "How do living things in a habitat depend on each other?," and read texts like *Nature's Patchwork Quilt* and *At Home in the Wild*. The texts build background knowledge and reinforce the central theme of habitats. At the conclusion of the unit, students participate in a performance task that connects the background knowledge built across the module as they choose one animal from the module and write a report on the animal's habitat. The teacher prompts students to use texts from the module to support their report.

The lessons of modules in *HMH Into Reading Texas* connect by anchoring texts and intentionally building knowledge over time. In "Module 8: Time to Grow," the essential question is, "What do plants need to live and grow?" To introduce the topic of plants, the teacher uses a knowledge map and a video called "Totally Growing Live." The connected texts for this module, *From Seed to Plant*, *The Growth of a Sunflower*, *From Seed to Pine Tree*, and *Plants Need to Grow*, build and enforce new knowledge about plants.

In *HMH Into Reading Texas*, students practice connected reading skills using related text sets that build knowledge over time. For example, in Module 6: Weather Wise, *Weather Through the Seasons* is used to teach text features, while in Week 2, *Get Ready for Weather* is used to teach the same concept. Within the module, the texts align to student compositions during the writing section of the lesson.

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

In Module 9, science concepts weave into literacy instruction. In Week 1, Lesson 1, students view the video, "Creature Comforts," to build background knowledge for the module. After viewing the video, the teacher teaches the vocabulary words ecosystem, habitat, species. Students then make connections to those words from previous experiences. After connections are made, students use the "Think-Pair-Share" routine to discuss ideas with peers about the essential question of the module, "How do living things in a habitat depend on each other?" In the "Writing and Grammar" section of Lesson 1, students begin planning a research project by drafting questions such as, "We read about a red panda's habitat. What questions could you ask if you wanted to learn more?" In the grammar portion of the lesson, students apply their learning about contractions by identifying examples in *The Great Kapok Tree*, or in their myBook. *The Great Kapok Tree* also serves as a key anchor text that supports the module's science theme.

In grade 2, *HMH Into Reading Texas* provides opportunities for the module's knowledge-building topic to be integrated into grammar, vocabulary, discussion, and writing activities over a three-week period. In Module 5: Lead the Way includes various vocabulary "Power Words" such as *rare, relay, honored, success, politics, advice, earned, equal*. Students specifically use the vocabulary word "*relay*" to understand multiple meaning words. Students discuss with peers that a word can have a meaning as a noun and as a verb, linking grammar into the vocabulary discussion. In independent practice, students "Write a few sentences about a time when two friends got an equal amount of something," using a different vocabulary word *equal*.

In grade 2 Module 10: Many Cultures, One World, integrates grammar, writing, discussions, and vocabulary into the exploration of world cultures. After viewing a Get Curious module starter video called, "Fiesta!!" students engage in a "Think-Pair-Share" routine to discuss questions such as, "What does the food 'chiles en nogada' show about Mexican ideas and beliefs?" Following the discussion, the teacher is guided to introduce the vocabulary words culture, harmony, heritage. Students add their learning to the Vocabulary Network in their myBook and connect learning from the texts read to support their writing. The materials state, "Tell children they can use these stories to inspire their own writing, and that in this module they will write a note thanking someone for sharing in a cultural tradition or experience with them." After a lesson on pronouns, students practice identifying possessive pronouns in simple sentences using a decodable text, *The Name Jar*, or a story from their myBook.

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 2, Module 9: Home Sweet Habitat, Lesson 1 begins with Module Launch: Introduction the Topic: Animal Habitats that provides multiple opportunities to build background knowledge around the module's central science theme. The materials state, "Tell children that the texts they will read all relate to animal habitats. Use the Knowledge Map to point out some things that children can expect to read about in this module." Students participate in a class discussion using a K-W-L chart to identify what they know and want to learn about animal habitats. To further support knowledge building, the teacher presents a video to expand students' understanding of the module's central theme of animal habitats and activate background knowledge from grade 1, Module 3: Amazing Animals.

HMH Into Reading Texas shows background knowledge being called upon within the modules. In Module 4: Once Upon A Time, Week 2, Lesson 7, students are given a sampling of vocabulary power words, such as *plain*, *bind*, *narrow*, *journey*, and *fulfill*." Students use a peer to discuss and make connections to these words before reading a text, *A Crow, a Lion, and a Mouse! Oh, My!*. This text builds upon other fables read in grade 1, such as *Thank You Mr. Aesop*.

In Module 7: Everyone Has a Story, the Welcome to the Module overview supports teachers in activating the background knowledge of students. The materials state, "Remind children that you already introduced them to the Again and Again Signpost in a previous module," and "Remind children that an author may repeat certain things, such as events, images, or words." This reference to prior knowledge reinforces students' understanding of the author's purpose and craft. Additionally, in the Lesson 7 "Foundational Skills," students practice reading and spelling irregular words. The materials state, "As needed, review the irregular words *people*, *watch*, *work*, *some*, *one*, and *love*."

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

HMH Into Reading Texas provides opportunities for students to make connections across modules within grade 2. In Module 5: Lead the Way, the Notice & Note: Welcome to the Module overview supports

teachers in building knowledge and language around the module's content. The materials state, "Remind children that you already introduced them to the Contrasts and Contradictions Signpost in a previous module. If children successfully applied the Signpost to that module's text, you may choose to shorten the lesson by just calling their attention to the clues in the texts and the Anchor Question." The connection to prior instruction reinforces learning and supports students in recognizing opposing ideas in text.

Module 12 makes connections and utilizes background knowledge across modules with the essential question, "What are the characteristics of realistic fiction?" The teacher tells students "they will revisit one or more of the following realistic fiction texts from earlier in the year for a week-long focus on genre: *Picture Day Perfection*, *Pepita and the Bully*, or *Big Red Lollipop*." Students use what they already know about these texts to expand their knowledge of realistic fiction.

Module 11: Genre Study: Nonfiction includes a Foundational Skills section where students review and connect to previously taught graphemes and phonemes. The teacher says, "Let us review sounds we have learned and write the graphemes 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 grapheme or graphemes that match it. Ready? The first sound is /ō/." This repetition builds and reviews knowledge taught within this grade level. Students move through an "I do, we do, you do" routine with the teacher until they show mastery of the graphemes and phonemes taught.

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)

HMH Into Reading Texas provides students with background knowledge and targeted context to enhance engagement with texts. In Module 10: Many Cultures, One World, the Preview Lesson Texts section offers teacher guidance to build background knowledge and language before reading. The section outlines how to prepare students for the anchor text *Hello, World!* by offering key content ideas, learning objectives, and text details. The materials explain that students will learn common greetings from different cultures. Content suggestions highlight specific pages with the reading, such as, "Throughout the world, there are many different languages, music, food, cultures, and traditions. Understanding the traditions of different countries helps us live in harmony." The learning objectives provide focused support for teachers, such as, "Build knowledge and language about world cultures, understanding their common greetings, when reading and discussing *Hello, World!*"

The modules in *HMH Into Reading Texas* fuse background knowledge and student engagement. Module 6: "Weather Wise" in grade 2 launches with a knowledge map and a K-W-L chart to show student background knowledge of weather and weather events. Then, throughout the module, students engage with a variety of text and genres to explore the module's essential question, "How does weather affect us?" The text set includes *When the Moon is Full* representing poetry, *Weather Through the Seasons* representing informational texts, *Freddy the Frogcaster* representing fantasy, and *Wild Weather* representing narrative

nonfiction. Students apply a variety of literacy skills while engaging with the texts including "Texas Essential Knowledge and Skills (TEKS) 2.10C Discuss the author's use of print and graphic features to achieve specific purposes, TEKS 2.10E Identify the use of first or third person in a text, and TEKS 2.6F Make inferences and use evidence to support understanding."

HMH Into Reading Texas engages students meaningfully in text sets across the modules. In Module 4: Once Upon a Time, the anchor text is *How to Read a Story*. Students reflect on and write about the steps they take as readers and think about why the author picked these as the best steps to follow when reading a story. The teacher guides students to "make connections to *How to Read a Story* by thinking about their own reading experiences, such as favorite times and places to read or how they choose a book," and then, "Prompt children to recall that authors use numbers or clue words like first, next, then, finally, and last to help show how one event is connected to the next."

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 requires students to engage with questions centered around the overarching big ideas, topics, and themes of each module. In Module 4: Once Upon a Time, the essential question asks, "What lessons can we learn from characters in stories?" The question encourages students to think deeply about the larger meaning of stories and character lessons and serves as the foundation for all instruction throughout the module. In the "Writing and Grammar" section of Lesson 1, students explore the topic of storytelling elements and are asked, "In *Recipe for a Fairy Tale*, we read about how to make a fairy tale. How do these ingredients help us understand storytelling?" The question connects directly to the topic of how stories are told and provides meaning to readers. As the module continues, students read a variety of texts to analyze how character actions and choices communicate a lesson learned.

Module 6: Weather Wise of *HMH Into Reading Texas* engages students with the essential question, "How does weather affect us?" After looking at a "Get Curious" video, students use the think-pair-share routine to respond to the questions: "What does the sun do to water droplets and snow when it shines? What details in the video can you use to answer our Essential Question?" Later, in Lesson 10, Reading and Vocabulary, students learn how to use text features while reading *Get Ready for Weather*. Afterward, they engage and respond by revisiting the module's topic of weather and discuss how different kinds of weather affect our environment.

Each module of *HMH Into Reading Texas* includes a Wrap-up the Topic section where students engage with big ideas, topics, and themes. Students reflect on topics or big ideas by comparing, summarizing, and synthesizing texts read with new information. Students are given the opportunity to choose a Performance Task to show what they know about the big idea, topic, or theme of the material. The Performance Task for Module 3: Meet in the Middle asks students to write a response to, "Explain how you would solve this problem: A friend took your pencil without asking. Explain your opinion and give reasons that support it. Use ideas from the texts in the module to support your response."

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

In *HMH Into Reading Texas* grade 2 Module 11: Genre Study: Nonfiction, students engage in three different genre studies: biographies, opinion writing, and informational text, to synthesize knowledge across and within modules. In Week 1, Lesson 1, students "circle the title of each biography they read in Modules 7–8," then fill in a genre map about some of the features of a biography read in Module 7, *I Am Helen Keller*. Students repeat filling out the genre map for Lessons 2, 3, 4, and 5 with different texts from previous modules, and at the end of Lesson 5, they "synthesize their knowledge of the biography genre by discussing the information they recorded on the Genre Study 1 map."

HMH Into Reading Texas grade 2 asks students to synthesize knowledge and concepts across texts within and across modules. For example, Module 10: Many Cultures, One World includes a module wrap-up that prompts students to synthesize information learned from the module. Module Wrap-Up Activity 1 prompts students to "write a paragraph to explain why it is important to learn about people and traditions from different parts of the world, and use text evidence from the module's texts to support their response. Module Wrap-Up Activity 2 prompts students to draw or find pictures from the module's texts to show what was learned about different people and cultures."

In Module 5, students synthesize information by choosing an end of module activity to show what they learned. The materials prompt the teacher to guide students in choosing an activity that fits them and can be shared with a partner. The teacher reminds students that when they present, they must speak clearly and with appropriate pacing. The materials state students will synthesize topic knowledge within "Lessons 1, 2, 4, 5, 6, 7, 9, and 10."

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

Module 6: Weather Wise connects to the science knowledge-building topic of weather. Throughout the module, students engage with texts that connect to the central topic of weather, such as *Freddy the Frogcaster*, *Weather Through Seasons*, and *Get Ready for Weather*. At the conclusion of the three-week module, students participate in an inquiry and research project titled "Extreme Weather Safety," allowing students to apply their knowledge in a meaningful, real-world context.

Students spend multiple weeks reading across multiple genres centered around different concepts in literature, history, science, and the arts in all 12 modules of *HMH Into Reading Texas*. Each module incorporates three weeks of instruction on an essential question related to the module's topic, encompassing lessons such as grammar, vocabulary, and comprehension exercises with rich, on-topic text that focus on the module's theme. For example, in Module 7: Everyone Has A Story, the essential question students must answer is, "How do our experiences shape our lives?" Over the next three weeks of instruction, students set goals and gather information to write their own autobiographies using literacy

skills such as writing a focal point, correctly using commas, editing and completing a draft, and identifying the central idea of a text.

The 12 modules of *HMH Into Reading Texas* each spend three weeks on an essential question to build knowledge and connect to topics and themes. In Module 5: Lead the Way, the essential question is, "What are the Qualities of a Good Leader?" Over the next three weeks and 15 lessons, students read various genres over the topic, such as biographies, informational texts, and opinion writing texts.

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

In *HMH Into Reading Texas*, students apply real-world connections through an "Inquiry and Research Project" from grade 2, Module 8: Time to Grow. The multi-week project is woven throughout the three-week module and aligns closely with the essential question, "What do plants need to live and grow?" The teacher introduces the project by telling students they will research an environment, what plants grow in the environment, and how they grow. After researching, students write and present a book about caring for plants in their specific environment for peers to take and apply in their real life.

Module 12 includes connections to real-world applications beyond the classroom. Students revisit a previously read text from Module 5, *My Dream Playground*, analyzing the story's problem, important events, and resolution. During independent practice, the materials state, "Have children write about the different jobs that need to be done to build a playground. Encourage them to use the text and illustrations to guide them."

In grade 2, Module 6: *Weather Wise* includes meaningful opportunities for students to apply their understanding to real-world contexts beyond the classroom through the Inquiry and Research Project: *Extreme Weather Safety*. In the Performance Task for this module, students "choose a type of extreme weather, conduct research using texts from the module, and create a safety brochure." In Week 3 of the module, students "present their brochures to the class, practicing speaking in front of an audience and sharing information that could help their peers and families prepare for severe weather events."

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.

The grade 2 Word List in HMH Discover online details the words taught for each week across Modules 1–12. For each module, the document provides a chart that categorizes vocabulary into Big Idea Words, High-Frequency Words, Oral Power Words, Power Words, and Instructional Vocabulary. The Big Idea Words, Oral Power Words, and Power Words include words that connect to the knowledge component of each module. For example, Module 8: Time to Grow includes the Big Idea Words *fertilize*, *germinate*, *survive*. The Instructional Vocabulary listed on the chart connects to academic vocabulary students need to be successful for the module, including noun, label, heading, graphic, diagram, and affix.

In grade 2, the modules incorporate vocabulary routines and targeted strategies, such as word webs and context clue practice, to strengthen students' comprehension and retention of key vocabulary. The materials list out the vocabulary words in a cohesive, year-long scope and sequence Word List, as well as at the beginning of each module and each individual lesson. For example, in Module 3, Week 2 students learn Power Words *argue*, *blame*, *booming*, *persuade*, *practice*, *respectful*.

HMH Into Reading Texas grade 2 provides yearlong, tiered academic vocabulary embedded within modules. A charted, yearlong Word List is provided to teachers with all modules listed, broken down into weeks, and specific categories. For example, Module 5 utilizes the Big Idea Words *admire*, *inspire*, *pioneer*. Specific "Week 3 Power Words include *capital*, *charge*, *council*, *laws*, while "Instructional Vocabulary Words" include *chronological order*, *compare*, *context clue*, *contrast*, *noun*.

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)

In Tabletop Mini Lesson 6.1, Analyze Listening and Speaking, the teacher reads a short paragraph which describes a pond and explains how words are similar, different, connected, and related when analyzing texts. The teacher also discusses how ponds relate to lakes, rivers, and oceans. Students at varying proficiency levels in the English Language Proficiency Standards (ELPS) use the sentence frames: "Pre-production: reread parts of the text to help children complete this frame: A pond is similar to a _____. Beginning: Provide frames for children to complete: A pond is similar to _____. A pond is different from _____. Intermediate: Provide these frames: A pond is _____ a lake. A pond is _____ an ocean. High Intermediate: Provide this frame: A pond is _____ because _____. Advanced: Encourage children to use the phrases connected to and related to as they analyze the text."

Additional scaffolds support differentiated vocabulary instruction within lesson sidebars. In the "Supporting All Learners Access" sidebar, if/then statements support teacher guidance for differentiated instruction. One support in Module 4: Once Upon a Time reads: "If children have difficulty identifying chronological order, then have them circle clue words that signal the order of the information. Ask: Which word tells about something that happens at the beginning of the text? In the middle? At the end? How do the clue words show you how the information is organized?"

Module 4 includes opportunities for teachers to connect and teach vocabulary that is directly connected to the knowledge component of the module. During the Build Background section, the teacher uses the vocabulary routine and vocabulary cards to introduce the words: moral, relate, version. Students record the words to their myBook and revisit them throughout the module as part of the Vocabulary Network activity. Teacher supports include a sidebar that provides definitions and examples to guide vocabulary instruction as the teacher explicitly teaches retelling a story using chronological order words.

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

In Module 8: Time to Grow, students connect to the knowledge component of the module through explicit vocabulary instruction. Lesson 3 Reading and Vocabulary offers purposeful opportunities for students to engage in academic vocabulary. For example, teachers use the vocabulary cards to follow a three-step routine: "1) Say the Power Word; 2) Explain the meaning, Discuss a multiple-meaning word; 3) Talk about examples." During independent practice, students complete writing, discussing, drawing, or comparing activities that directly connect to the vocabulary instruction, such as the writing activity, "Write the process for planting seeds and helping them grow into seedlings. Include when to moisten the soil with water and tell what to do when you notice the seeds starting to sprout."

In Module 6: Weather Wise includes tasks that are structured to engage students in the purposeful use of academic vocabulary. These tasks are embedded throughout the reading, writing, and collaborative activities of the module. The module introduces Power Words: *predict, occur, damage, clings* and Oral Language terms: *toasty, accurate, chief*, that students see in texts like *Wild Weather* and *Weather Through the Seasons*. Students use these words during think-pair-share" peer opportunities and "Share Chair" discussions, as well as in writing prompts related to both informational texts and poems.

HMH Into Reading Texas includes purposeful, cumulative vocabulary building with a variety of activities to engage students with academic vocabulary. Module 7: Everyone Has a Story, Week 3, Lesson 15 utilizes a Cumulative Vocabulary section. Students choose between adding to their Vocabulary Network in their myBook, composing a short piece of writing that uses as many of the vocabulary words as possible, or sorting all Power Words into parts of speech or topic ideas. Power Words for this module include *approached, communicate, deal, elders, overflowing, starlit, whirl*.

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)

In grade 2, Module 8: Time to Grow vocabulary instruction includes the use of visuals to aid student understanding. Teachers access the vocabulary display cards within their online module display resources. Vocabulary cards feature the word and corresponding image to help students grasp the word's meaning. Each card also includes a step-by-step vocabulary routine to guide instruction. For example, the card for "seaweed" includes the word, a picture, and the following teaching routine: "1) Say the word: Ask children to repeat it. 2) Explain the meaning—Seaweed is something that looks like a plant and is found in the ocean. 3) Talk about examples. Use the Image: At the ocean, we found seaweed in the water. Make a Connection—Relate seaweed to weeds found in a garden. Tell children that no one plants weeds, just like no one plants seaweed. Like weeds, seaweed forms naturally."

The grade 2 materials include nonverbal teaching techniques to support students in the acquisition of key academic vocabulary, such as the use of images and visualization. In Module 6: Weather Wise, the texts in each students' myBook incorporate detailed photographs, illustrations, and labeled diagrams to reinforce the meaning of vocabulary terms. For example, in the online myBook text, *Cloudette*, the Power Words *average, advantages, front, impressed* are clickable, hyperlinked words that immediately pop up to give students the pronunciation, definition, and example sentence. Students can also click the speaker button to hear how the words are pronounced.

HMH Into Reading Texas incorporates the use of vocabulary cards as a tool to support students in the purposeful use of academic vocabulary. Vocabulary cards support targeted vocabulary instruction as part of the Power Word routine at the beginning of each Reading & Vocabulary lesson. Teachers access the vocabulary display cards within their online module display resources. The cards include the vocabulary word, a student-friendly definition, a sentence that models usage, and an image or symbol that represents the word. The teacher introduces the vocabulary words at the beginning of each week's

instructional routine, and students revisit the words in reading, writing and vocabulary lessons throughout all 15 lessons in the module. Different vocabulary strategies include think-pair-share discussions between peers, written response tasks using vocabulary words, and word/sentence webs.

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.	3/3
—	TOTAL	6/6

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

Modules 1–10 of *HMH Into Reading Texas* include opportunities for students to engage in an "Inquiry and Research Project," designed to foster curiosity and critical thinking. At the beginning of each module, teachers introduce a three-week outline for an inquiry project that students will complete. Module 4 Inquiry and Research Project states students will, "collaborate to develop an idea for an interactive board game based on a traditional tale. The board game will include events, mistakes, and lessons learned from the tale." Teachers support student inquiry and board game creation with questions, such as, "What mistakes does the main character make? What lessons does that character learn? How can we learn from these stories today? What lessons have you learned that are similar to the lesson a character learned? How would you have solved the character's problem?"

The materials support instruction that encourages students to ask and generate questions to guide inquiry. Module 7 engages students in an Inquiry and Research Project called What's in Your Autobiography? Within the research project, the materials state students will, "Collaborate to develop ideas for their autobiography. Over the next few weeks they will be writing and sharing their own autobiographies." Teachers guide student inquiry into autobiographies with questions like, "When have you heard someone tell a story about their life? Have you ever read a biography that reminds you of your own life? What is an important event from your life?" In Lessons 11–13, students present their autobiographies to peers and engage in questions and answers about their lives.

HMH Into Reading Texas provides students with opportunities for inquiry. In Module 8 of grade 2, students engage with an "Inquiry and Research Project" with the objectives of "Building content knowledge and language about animal habitats" and "Generating questions for inquiry." To fulfill this project, students work in small groups and research an animal's habitat, make a diorama of the habitat, and share information learned with the class. The teacher asks students questions like, "What animal habitats have you seen in your city/town? What other dioramas have you made or seen? How does your diorama show what you know about how habitats help animals live?" to build and support inquiry among the small groups.

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

Modules 1–10 of *HMH Into Reading Texas* include opportunities for students to engage in an Inquiry and Research Project. For example, the Inquiry and Research Project for Module 8 is a Plant and Places Book, where students create a book that details plants in different environments. One of the learning objectives includes, "Generate questions for inquiry and develop a research plan." The materials state, "Use partners and the Think-Pair-Share routine to have students brainstorm research questions about plants in different environments that they hope their research will answer. Guide children to come up with a research plan that will help them answer their research questions." The Inquiry and Research Project extends in the Writing and Grammar section of Week 1, Lesson 2 of the module. Instruction in writing focuses on Steps for My Research Plan, which includes, "Pick a Topic, Ask Questions, Find Sources to Answer Your Questions, Take Notes, Write Your Report, Cite Sources, Present Your Report."

In Module 5: Inquiry and Research Project, students generate a research plan to "launch a campaign for a story character who they feel will be a good leader." The materials state, "Use the Think-Pair-Share routine to have children brainstorm research questions about leadership that they hope their research will help answer. Guide children to come up with a research plan that will help them answer their research questions. Suggest that they should look at informational books and approved websites for information about leadership and what makes a good leader." After students generate a research plan, they pick a character to discuss and write about that is a good leader, what characteristics make them a good leader, and what position would be best for the character. In Week 3 of the module, students present their finalized research to peers and listen to others present their information.

In *HMH Into Reading Texas* grade 2, students generate and follow a research plan. In Module 3 Inquiry and Research Project, students, "collaborate to develop a public service announcement about ways to resolve conflicts." Students generate a plan for their PSA by, "brainstorming research questions about working out disagreements that they hope their research will help answer. Students write down their own ideas about resolving conflicts." As the module progresses, students follow their research plan by beginning their research, posting interesting findings on a class Curiosity Board, and "using writing skills to produce a script. Review what a script looks like. Clarify for children that they should include both words to say and directions for acting out ideas in their script."

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 supports the development of research skills through primary and secondary sources. In Module 8, Lesson 5, Reading and Vocabulary, students receive explicit instruction on identifying and evaluating "research sources" with an objective of "determine appropriate sources to locate information." Throughout the lesson, students and teachers reference an anchor chart titled Research Sources. The Research Sources anchor chart outlines and defines various types of sources, including experts, primary, and secondary sources, as well as print and digital materials. The materials direct teachers to, "Ask partners to identify the sources they would need to use for research to find information about their topic. Have partners choose sources from the primary and secondary sources about plants that you have provided in the classroom. Ask them to create a list of the primary and secondary sources and explain why they chose those sources." During Lesson 5, Writing and Grammar, students identify and gather the primary and secondary resources they will use for their ongoing Inquiry and Research Project.

The materials support students in gathering information from a variety of sources, including primary and secondary resources. In grade 2, Tabletop Mini Lesson: Research Sources, students explore different types of resources with guiding questions by the teacher. The materials define, "Experts and primary sources may provide the most true correct information. Secondary sources are written using primary sources. There may be more secondary sources about a topic than primary sources." The teacher guides students to select, differentiate, and choose between research sources with questions like, "What type of source have you located? Who wrote the information? What research question can you answer with the information in this source?" The lesson includes an anchor chart detailing different research sources and how to use those sources.

In Module 9, Lesson 2, Writing and Grammar, students explicitly learn the differences between primary and secondary sources. The teacher displays Anchor Chart W6 and defines, "Primary sources tell about something from direct experience: interviews, journals, letters, personal stories. Secondary sources give information from a primary source: reference books and nonfiction books." Students apply the lesson to their module-long Inquiry and Research Project. Students research and design an animal habitat through "looking at books and approved websites for information and in magazines, newspapers, catalogs, and printable content for pictures." Students continue to gather evidence, draft their report, and finally present their findings in Lesson 15.

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.

HMH Into Reading Texas utilizes core texts that are written at grade level, as determined by research-based measures of text complexity. Each module begins with a Preview Lesson Texts section before the weekly lessons. The section outlines the texts used in the upcoming core lessons and includes details such as key content ideas, learning objectives, and specific text details. The Text Details portion provides the Lexile measure, an overall complexity rating, and a brief description of the text's structure and features. The Module 8, Week 3 preview for *Don't Touch Me* includes, "Lexile Measure: 600L. Overall Rating: Moderately Complex," and a note stating, "The text has an implied purpose that is easy to identify and vocabulary that is mostly familiar."

The materials include complex texts written at grade-level. Texts in Module 4 include *Recipe for a Fairy Tale*, rated at a 490 Lexile Measure, *If the Shoe Fits: Two Cinderella Stories* with a 580L moderately complex rating, and *Hollywood Chicken*, rated 600L, very complex. A note to the teacher about *Hollywood Chicken* states, "The text contains some figurative language and some experiences that may be unfamiliar to readers."

In Module 6, students read texts with Lexile measures within the recommended range for grade 2. Core selections include *Weather Through the Seasons* and *Wild Weather*, both with Lexile measures of 500L. The module provides vocabulary instruction, comprehension strategies, and oral language routines to support student understanding.

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

HMH Into Reading Texas includes texts that are well-crafted and of publishable quality that support engaging, meaningful reading experiences. In Module 10, students read a variety of genres, including

realistic fiction, informational text, an autobiography, poetry, and narrative nonfiction. The texts are well-structured, use age-appropriate language, have engaging themes, and meaningful connections to cultural diversity. The inclusion of Lexile measures supports their alignment with grade-level complexity. For example, *Where on Earth is My Bagel?* follows a story structure with clear settings and a conflict. *Poems in the Attic* uses figurative language to make the characters' experiences more vivid.

The materials include well-crafted, publishable texts in instruction. Module 3 uses fiction text *Pepita and the Bully*, a fiction text, to connect to the Social Studies Texas Essential Knowledge and Skills (TEKS) of solving problems. The text states, "Children will make connections to their own lives while reading about realistic characters. This story models how to solve a difficult problem." The text rating is slightly complex with a Lexile measure of 530L. Students also read the infographic *Be a Hero! Work It Out!* to explore the author's purpose in writing an infographic.

The materials include texts that are well-crafted and of publishable quality. Module 8, Week 2, Preview Lesson Texts outlines the texts read. Information for the book, *Jackie and the Beanstalk*, notes, "The text has graphics that extend the meaning of the text and contains some complex language," highlighting the intentional structure of the text and illustrations.

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

The modules of *HMH Into Reading Texas* include a wide range of traditional and classical texts for instruction. Traditional, familiar tales spark background knowledge and connections in students. Titles like *Abuelo and the Three Bears*, *Goldilocks and the Three Dinosaurs*, and *Jack and the Beanstalk* offer diverse twists on beloved stories as teachers instruct on reading skills, such as retell, point of view, plot, and setting.

HMH Into Reading Texas includes contemporary texts for reading and instruction. Students read *Big Red Lollipop* and *Picture Day Perfection* to learn the characteristics of realistic fiction in Module 1 and Module 3. The contemporary texts offer students the chance to connect to being a good friend or school picture day.

Diverse texts introduce students to different points of view and experiences from around the world. *HMH Into Reading Texas* uses diverse texts, such as *Where on Earth Is My Bagel?*, *Drum Dream Girl*, *May Day Around the World*, and *The Stories He Tells: The Story of Joseph Bruchac*. These diverse texts expose students to biographies, poetry, informational texts, and narrative nonfiction genres while building literacy skills and connections to the world.

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

HMH Into Reading Texas includes relevant, engaging texts for use in instruction. For example, in Module 3, students read the realistic fiction text *Mango, Abuela, and Me*, about a little girl who has trouble communicating with her grandmother. Teacher directions prompt students to imagine and discuss if they did not speak the same language, how they would feel, and how people could help.

The texts included in Module 6: Weather Wise of *HMH Into Reading Texas* are relevant, engaging, and authentically reflect students’ diverse backgrounds and experiences. Selections such as *Weather Through the Seasons*, *Wild Weather*, and *Cloudette* integrate informational text, narrative nonfiction, and fantasy to explore weather patterns, safety, and seasons. The texts include visuals, data charts, and descriptive language that may reflect how students see weather in their environment or their experiences with rainstorms or snow.

The materials include relevant, engaging, and authentically diverse texts. The texts included in Module 2: Look Around and Explore combine science, poetry, and visual arts that give students real-world experiences. Informational texts, fantasy, poetry, and narrative nonfiction support academic content while introducing students to different environments and cultures.

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 includes opportunities for students to listen to, think about, and critically respond to grade-level texts and justify their thinking orally and in writing. In Module 7, students read *One Plastic Bag* from their myBook with embedded opportunities to respond to text, through collaborative discussion and writing. Students talk with a partner about two things learned from the text using text evidence. A listening tip on the side states that a good listener thinks, listens, and looks at their partner. Students respond back and forth and take notes in the Write A Response section of their myBook.

The Module 6 text *In November* offers opportunities for students to engage in listening, thinking, and critical response to a grade-level text. Writing and Grammar Lesson 2 begins with a guided reading of the text, during which students listen and discuss how the text connects to animal survival. While reading, students reflect on questions posed by the teacher and use text evidence to support their thinking. After the discussion, students "write two or three sentences that answer the following questions. Ask: Does the author of *In November* present ideas in an interesting way? Why or why not?" Then, students share their response with a partner.

The materials provide meaningful opportunities to engage with grade-level texts through listening, critical thinking, and response. In Module 10, Lesson 2, students listen to *When the Giant Stirred*. Instructional routines prompt students to follow along in their myBook and annotate the text. The lesson includes a speaking and listening activity in which students talk to a partner about details and events from the text, such as what island life is like and why some people left the island. Students provide a written response with text evidence to the question, "Why might the people on the island share the legend and its message with future generations?"

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 includes opportunities for students to engage in meaningful discussions about specific aspects of grade-level texts. Module 6 uses narrative nonfiction and informational texts such as *Frozen Alive*, *Octopus Escapes Again!*, and *The Nose Awards* to teach students comprehension skills like text features, author's purpose, figurative language, and vocabulary through the use of instructional routines. Throughout the module, lessons include speaking and listening engagement that target reading skills. Think-Alouds and vocabulary routines guide students to connect how language contributes to meaning in whole-group, small-group, and partner discussions.

HMH Into Reading Texas provides opportunities for students to discuss grade-level texts. In Module 12, Lesson 1, the learning objectives include author's purpose and recognizing and describing characteristics of realistic fiction. After reading Marisol McDonald *Doesn't Match*, students discuss and complete a Genre Map with partners or in a small group. The ongoing Genre Map holds all characteristics of realistic fiction that students have learned and read. Students discuss and create a Genre Map for every genre, cataloging, analyzing, comparing, and contrasting genres as they are read.

The materials provide opportunities for students to discuss grade-level reading skills. Throughout Module 7, students learn various reading strategies including synthesizing text, identifying literary elements, text features, and figurative language. After reading *The Storyteller's Candle*, teacher guidance prompts students to synthesize story details with each other that show the beauty of Puerto Rico brought to New York City. The teacher reminds students to use text evidence in their discussion.

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 provides opportunities for students to engage in a variety of reading skills with grade-level text. The Module 8, Lesson 12 learning objectives include, "Synthesize information to understand the author's ideas, identify the main ideas in a text to synthesize information, and share ideas and listen actively as others share ideas." As students read *Don't Touch Me!*, the teacher prompts students to ask questions about plant growth, make predictions about the text, and synthesize important ideas learned through their reading.

The materials include opportunities in each lesson for students to engage in a variety of reading skills with grade-level text. In Module 7, use the grade-level text, *How to Make a Timeline*, to learn about timelines. In Lesson 7, the teacher guides students to read the text carefully, using the prompts in the Teaching Pal to gauge student understanding. The teacher asks questions such as, "Discuss how *How to*

Make a Timeline connects to the module topic and what they learned about timelines and how they can help you understand the important events in a person's life."

The materials include opportunities in each lesson for students to engage in a variety of reading skills. The learning objectives of Module 4 include, "Make and confirm predictions to support understanding of the story. Ask and answer questions to make and confirm predictions and listen actively and politely." In Lesson 12, students use the text *Hollywood Chicken* to make predictions. The teacher reminds students that studying the illustrations, text structure, and genre help readers to make predictions that most likely will be true.

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 provides supports and guidance for access to grade-level texts. In the grade 2, Module 2 Teacher's Guide, teacher guidance, support, and embedded scaffolds help all students access grade-level text while maintaining rigor. Daily lessons include modeling language, guidance prompts, and visuals, such as photographs and anchor charts to support comprehension, vocabulary, and fluency. Features such as "Targeted Support," "Access for All," and academic vocabulary routines give teachers differentiated strategies to meet diverse learner needs, including emergent bilinguals and students requiring additional decoding support.

For emergent bilingual learners, the materials include supports for facilitating language connections, such as the Module 6 sentence stem, "The important thing about ____ is that ____." Differentiated supports for all learners scaffold the materials down for students who show difficulty and scaffolds up for those who need to be challenged. Teacher guidance prompts frequent questioning to understand mastery of students.

Reading and Vocabulary lessons of the materials include Anchor Chart Signposts, such as "Aha Moment," "Quoted Words," and "Again and Again." The anchor charts promote deeper understanding of text, provide a visual, and have repeated use in all 12 modules with different texts and genres. Students build capacity in comprehension by using the anchor charts to support their thinking and questioning of grade-level texts. Teachers introduce the anchor charts through structured academic routines to ensure all students utilize the visuals and prompts included.

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

HMH Into Reading Texas provides additional opportunities to analyze grade-level text. The Module 10 Teaching Pal includes follow-up prompts next to the text selections for additional analysis. For example, during the read for *Hello World!* in Week 1, the follow-up prompt says, "How can you use the red shading and labels on the map to help you understand the text?"

Take and Teach Lessons: Book Club Discussion Guides provide additional opportunities to analyze grade-level texts. The Take and Teach Lessons provide extension opportunities for students in specific comprehension skills through five structured meetings with peers. Teacher guidance prompts students to read various texts and search for literacy elements, such as text features, point of view, plot, and setting. Students collaborate with their group to create a project based on the text after reading.

In HMH Resources, a Read and Response Journal provides additional opportunities to interact with text in all modules. In Module 7 after reading *Game Time!*, students use their journals to answer the questions, "What do you think is the big idea of this text? What clues on this page help you to know?"

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.

The materials include quantitative and qualitative analysis of each core text, including a rationale for each text's educational purpose and grade-level placement. Each module includes a Preview Lesson Text page listing genre, key ideas, learning objectives, text details, the Lexile Measure, and overall rating for books read in the module. The Preview page also states if the text has a Social Studies or Language Arts Connection that the teacher can discuss when reading.

In Module 4, *Aunt Isabel Tells a Good One* serves as the anchor text for Writing and Grammar lessons and functions as a mentor text throughout the module. The Take and Teach: Book Club Discussion Guide provides both quantitative and qualitative evaluations, as well as a rationale for including this AD610L Lexile measured text within the module. The Take and Teach Guide explains the book's instructional value within the module stating, "When Aunt Isabel tells a bedtime story, it is really a lesson about who, what, when, where, and other elements like problems, solutions, surprise, danger, and resolution. In this fiction fantasy story, readers learn about writing stories through sequential events, strong links to writer's craft, and words about emotions."

In Module 3 students read *Meet Me Halfway* from their myBook. The text links to Social Studies through solving problems, is rated very complex, and has a grade-level Lexile Measure of 450L. Students read the informational text to recognize central idea with supporting evidence.

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.

In Module 10, students read the grade-level text, *Where On Earth is My Bagel?*. The quantitative analysis states the text has, "some cultural elements and some language that has a more complex meaning." The qualitative aspect of the text connects to social studies and learning about world cultures by stating the text, "builds knowledge and language about world cultures, understanding their unique and authentic foods." Student tasks include identifying features of realistic fiction, making inferences and using evidence to support understanding, and determining and explaining the theme through collaborative discussions and written responses.

Module 2 uses the text *Many Kinds of Matter*. A quantitative analysis tells the teacher that graphics improve comprehension in this text. The qualitative aspect of the text connects to science by teaching students about the three states of matter.

Student tasks include identifying features of informational text, making inferences using evidence from the text, and using context to determine the meaning of unfamiliar words. Know It, Show It on page 63 asks students to provide a written response to, "How are all solids the same?"

The traditional folktale *Abuelo and the Three Bears* connects to science in Module 9 of *HMH Into Reading Texas*. Students use what they have learned in Module 9 about animal habitats to distinguish fact from fiction while reading *Abuelo and the Three Bears*. Student tasks include describing and using figurative language, idioms, and retelling a story in a logic order through oral discussion. Analysis of the text includes some cultural elements in this Spanish folktale, but mostly familiar language for students. In a written response, students pull a line of figurative language from the text and identify the type of figurative language.

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.

Module 6 includes a selection of read-aloud and shared reading texts that meet the criteria of grade-level complexity, age appropriateness, and structural variety, supported by targeted scaffolds. For example, informational texts such as *Weather Through the Seasons* (Lexile 500L) and *Wild Weather* (Lexile 590L) are listed with more complex read-alouds, *Freddy the Frogcaster* (Lexile 850L) and *The Story of Snow* (Lexile 630L). Text genres include informational, narrative nonfiction, fantasy, and poetry. The reading lessons for the texts include comprehension scaffolds, such as anchor charts, graphic organizers, guidance for all learners, and guidance for emergent bilingual learners.

Module 10 text selections include *Trombone Shorty* (Lexile 760L), *Goal!* (620L), and *Where on Earth Is My Bagel?* (590L). The read-aloud and shared reading genres include autobiography, narrative nonfiction, realistic fiction, and informational text, teaching literary elements such as text and graphic features, story structure, and central idea. Students build knowledge and language about world cultures throughout the readings of the module.

Module 5 utilizes grade-level read-alouds and shared reading. Genres include opinion articles, biographies, fantasies, and informational texts as students explore the module's Essential Question, "What are the qualities of a good leader?" Student myBook texts include *Who Are Government's Leaders?*, *Wilma Rudolph Against All Odds*, and *Great Leaders*, which provide teacher and student shared reading opportunities as students analyze and respond to complex, grade-level text.

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

The materials include texts designated for independent reading that span a range of complexity levels. In HMH online resources, *The Building Knowledge with HMH Readers Guide* provides detailed information about readers included with the modules, including the genre, complexity level, instructional context, and key vocabulary. *The Building Knowledge with HMH Readers Guide* states, "The HMH Readers provide a

variety of texts to expose students to concepts and vocabulary. Make the module's HMH Readers available to students for independent reading throughout the module. Students may select books that provide more information about the aspects of the module topic that they would like to learn more about."

In grade 2, each module includes the choice for students to self-select and read an HMH Reader during their independent reading time. According to the Implementation Guide, the HMH Readers "support children who are on or exceeding grade-level expectations to keep them engaged and thriving." HMH Readers have a range of complexity levels to scaffold up or down for students to practice reading independently.

Each module of *HMH Into Reading Texas* reflects the student choice to self-select and independently read a text from their Read and Respond Journals. Each week across Modules 1–12, the Read and Respond Journal provides a grade-level text designed for independent student reading. Texts measure at different Lexile levels, allowing the teacher to match each student with an appropriate challenge. Depending on the text students read, they are prompted to respond in ways that target specific skills, such as making inferences, identifying main ideas, or using text evidence.

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)

The materials include a plan for sustained, independent reading with embedded opportunities for goal setting, planning, and accountability. The "Collaborative Centers and Independent Practice choice board within each week of each module outlines suggestions for both group and individual learning. The Choice Board: Independent Practice subsection encourages students to self-select and read text independently. For example, in Module 4, Week 1, the Choice Board prompts students to "self-select or continue reading an independent reading book," and to track their progress using the Reading Log. The Reading Log guides students to monitor their reading habits through recording the date, book title, pages read, reading purpose, a brief summary, and the time spent reading.

For grade 2, Anchor Chart 62: Choosing a Just Right Book outlines criteria to guide students in self-selecting texts appropriate for independent reading. The chart presents strategies for the student to decide if a book is just right based on interest, understandability, and word recognition. By encouraging students to reflect on their selections and evaluate their understanding, the chart promotes autonomy in reading. Teacher guidance prompts students to log and track their reading in their 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 includes text-dependent questions and tasks that require students to use evidence from the text to demonstrate comprehension, justify their thinking, and support claims. In Module 9, students use the Turn-and-Talk Routine to support claims about the text *Abuelo and the Three Bears*. With a partner, students discuss the events of the story, the narrator, differences in the story versus other fairytales, and connections to other fairytales they know. The teacher reminds students to include details from the text, such as dialogue or stage directions, that support their claims in discussions and in written responses.

Students write a text-based response with cited evidence for the Module 8 text *Do Not Touch Me!* In a teacher guidance sidebar, the materials guide the teacher to lead a class discussion about the various ways plants defend themselves with students citing evidence from the text. Then, students use a graphic organizer to develop their own written opinion claim over which plant has the most extreme defenses, with supporting reasons justifying and supporting their claim.

In Take and Teach Lesson: *Emily's Surprise*, students justify their thinking about character development using text evidence. As students read, the teacher stops to monitor comprehension and ask questions about what the characters are doing, seeing, and feeling. The teacher prompts student attention and citation of illustrations as students support what the characters are doing and how they feel. As the reading continues, students compare and contrast characters with the teacher modeling and reminding students to explain where in the text they found evidence to support their character claims.

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)

Module 10 includes questions and tasks that prompt students to use evidence from the text to evaluate language, key ideas, details, craft, and structure. In the short read *Hello, World!*, students identify words spoken in different languages and use text features and illustrations to understand and articulate the key ideas of the selection. Teacher questions ask students to cite details about greetings, illustrations, and speech bubbles. In the text *Where on Earth Is My Bagel?*, students make inferences about the text using language. Tasks include evaluating descriptive phrases like "smothered with cream cheese" and "buzzing business of bees" to understand the author's craft, repetition, theme, and structure.

The materials provide questions and tasks that require students to use text evidence when evaluating the language, key ideas, details, craft, and structure of high-quality texts. In Module 4, students participate in vocabulary activities that explore the language and craft of *If the Shoe Fits*, focusing on words with obscure meanings. As students read, the teacher asks questions about story structure and key ideas, such as, "What is the conflict Zoey has?" and "Describe how the conflict is resolved and how the story ends." Verbal prompts and sentence frames from the teacher remind students to cite evidence from the text when answering questions and providing details.

Module 2 includes questions and tasks that prompt students to use evidence from the text to evaluate language, key ideas, details, craft, and structure. With the text *What's the Matter?*, students use details and text evidence from the selection to answer, "What questions does the author want you to answer?" and "How does the author want you to answer the question?" Students make inferences and analyze content-area vocabulary words through the science text *Many Kinds of Matter*. As students read *Many Kinds of Matter*, the teacher asks students to evaluate author's craft and structure by asking, "Why do you think the author shows two of the sentences in a different color and size? Why do you think the author includes photos of an iron, rocks, and medicine on this page? Use evidence to cite your answers."

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)

Module 6 includes questions and tasks that require students to support their claims and justify their thinking through a variety of strategies. When reading the text *Wild Weather*, the teacher asks students to compare weather sources. Through a class discussion, students study a map included in *Wild Weather* and compare and contrast the map to the maps of other weather books read in the module. After reading *Wild Weather*, students use what they learned to summarize the migration of birds in a written response.

In Module 10, students compare the celebrations and key ideas of different cultures from the text *May Day Around the World*. The materials prompt the teacher to, "Remind children to use details from the

words and pictures as evidence to explain their responses." Through a partner discussion, then a written response with text evidence, students connect May Day celebrations to the module's Essential Question, "What can we learn from different people and cultures?"

The Module 3 text *Pepita and the Bully* asks students to respond to text with evidence in a variety of ways. While reading *Pepita and the Bully*, the teacher prompts students to retell the story by paraphrasing. The teacher reminds students to use their own words when paraphrasing and to retell the story in the correct order. As students make connections after reading, the materials ask for a text-supported comparison to a previously read text, *Working With Others*, and what pieces of advice would apply to Pepita.

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* provides questioning at different levels of cognitive complexity to provide ample opportunities for students to engage in the analysis of text. In Module 8, the text *Experiment with What a Plant Needs to Grow* offers instructional guidance with a variety of questions and tasks for use during and after reading. To support teacher implementation, each question is labeled with its corresponding depth of knowledge (DOK) level, 3 being the highest level of rigor. DOK level 3 questions for students include, "What is the most important idea on this page? How is this like what you learned in *The Growth of a Sunflower*? How is it different?" As the text progresses, a DOK level 2 question is, "What does the caption explain?"

The Module 2 text *Big Red Lollipop* asks students questions at DOK ranging from levels 2 to 3. DOK level 2 questions include, "Who is Ami? What details help you figure this out?" DOK level 3 questions ask, "Why does Ami change her mind? Use details from the text and the illustration. How do you think the main character feels after the call?"

The Module 4 text *If the Shoe Fits: Two Cinderella Stories* asks questions at a variety of DOK levels. For example, students answer, "Does Kwan go to the festival? How do you know? Use details from the story to explain," a DOK 1 level question. As the text progresses, a set of DOK level 2 questions include, "What happens after the prince arrives at Kwan's farm?" and "Why do you think the birds sang at the end?"

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)

HMH Into Reading Texas includes guidance for teachers on modeling and using text evidence to generate evidence-based claims and construct text-based responses. In Module 3, Lessons 3–5, Reading and Vocabulary, students read *Big Red Lollipop* and construct a text-based response to what the main character says, does, and feels in the story. While modeling pulling details from the text, the teacher fills in a chart with an event from the story and the feelings of characters. The teacher guides students to write a response as though they are the main character, including details from the story.

In Module 8, Lesson 10, Reading and Vocabulary, the teacher models using text evidence to support responses. Prior to reading *Jackie and the Beanstalk*, the teacher reminds students what characters are and teaches the difference between internal and external character traits using Anchor Chart 16: Characters. The teacher instructs and models looking at details in illustrations and sentences to describe the thoughts and feelings of characters. After reading, students write a text-based response with evidence about how the traits of the cow character would change the narration and perspective of the story.

In Module 12, Lesson 9, Reading and Vocabulary, the teacher models and instructs students on finding the theme of a story. Using Anchor Chart 20: Theme, the teacher reminds students, "Authors expect good readers to use clues to infer, or figure out, the theme on their own." Students read *The Great Puppy Invasion* with the purpose of finding and articulating the theme of the story in a written response, citing details from the text, and if they agree or disagree with the theme.

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)

The materials include guidance for teachers on the use of structured opportunities to engage students in evidence-based discussions. The Teaching Pal for Module 3 guides teachers to engage students in discussions through questioning about the text *Pepita and the Bully*. During reading, the teacher asks questions for student discussion, such as, "What does Pepita like about school? What does not she like?"

Look for evidence that tells you." The teacher reminds students to speak in a clear voice, talking how we would talk to a teacher.

In Module 6, the teacher uses structured opportunities to engage students in evidence-based discussions using academic vocabulary and syntax. After reading *Wild Weather*, teacher prompts include guiding student discussion back to the module's "Essential Question: How does weather affect us?" Students discuss the question using text evidence from *Wild Weather* and are encouraged to use the Big Idea Vocabulary Words: *climate*, *precipitation*, and *temperature*.

While reading *Meet Me Halfway* in Module 3, the teacher stops periodically to ask discussion questions surrounding the topic of the text and relevant details that support the topic. An annotation tip prompts students to underline words that help them understand what a compromise is. Students discuss compromise with each other as the teacher listens and corrects syntax or vocabulary.

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.

Writing and grammar lessons in Module 2 include a mentor text that serves as a model for students to compose a text aligned with grade-level Texas Essential Knowledge and Skills (TEKS). A read-aloud book, *Uncommon Traveler*, provides the model for writing a descriptive essay. The teacher reads the focal text and leads students to analyze pages from the book to understand its style. Students use the text as a model to create their descriptive essays throughout the module. Students move through the stages of writing including prewriting, drafting, revising, editing, and publishing their essays, with explicit grammar instruction integrated throughout.

The Module 3 writing focal text, *Mr. Tiger Goes Wild*, teaches persuasive writing to students. Students read and analyze the text with the help of the teacher, as an "Elements of Opinion" anchor chart is created. Students refer to the anchor chart as they compose an opinion, persuasive essay on how Mr. Tiger and the townspeople could come to an understanding based on a problem in the text.

How I Became a Pirate serves as the writing mentor focal text in Module 7 of *HMH Into Reading Texas*. In Module 7, students compose an imaginative narrative with an emphasis on character traits. The teacher guides students through reading the text and points out instances of unique vocabulary from characters and how vocabulary forms a character. The teacher encourages students to develop unique characters as they draft, revise, edit, and publish their imaginative narrative.

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 includes opportunities for students to compose narrative and literary texts. In grade 2, writing and grammar lessons in Module 6 lead students to compose poems after analyzing the

focal text, *When the Moon Is Full: A Lunar Year*. Students learn how to integrate sensory details when revising in Lesson 9 and use first-person point of view in Lesson 11. After the poems go through the publishing stage of the writing process, students share their poems during Lesson 15 of the module with their classmates.

In Module 10 after reading *Where on Earth Is My Bagel?*, students write a story from a different point of view. The teacher guides and challenges students by asking, "How would the pigeon tell the story? How is the pigeon's point of view different from the other characters?" Students use a graphic organizer to brainstorm how *Where on Earth Is My Bagel?* would be different with the pigeon at the center of the story. Students edit and revise their stories with correct time-order words and event sequences.

In Module 4, students learn genre-specific characteristics of literary texts, using the mentor text, *Aunt Isabel Tells a Good One*. In Lesson 2 of Writing and Grammar, the teacher introduces elements of a narrative, such as characters, a plot, and beginning, middle, and end from *Aunt Isabel Tells a Good One*. By Lesson 5, students begin drafting their own imaginative story using the writing prompt, "Use your imagination to write a story. Think about an imaginary friend or an imaginary place. Write about that imaginary friend or place. What story can you tell about that friend or place?"

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 includes opportunities for students to compose informational texts. In Module 2: Inquiry and Research Project, students write a book about matter. The materials state, "Over the course of the module, have children collaborate to create a book describing five objects of their choosing." Throughout the three weeks of the module, students work in groups to build background and language, generate research questions, develop a research plan, create a curiosity board, choose objects, write a book, and present their final product to their classmates using the Share Chair routine.

In Module 8, students learn and apply explicit instruction on genre-specific characteristics of informational texts. In Lesson 2, the teacher introduces key features of informational writing using the mentor text, *From Seed to Plant*. An anchor chart titled Text Features supports instruction by highlighting how authors use visuals, captions, and other elements to help readers locate and understand information. Students apply their learning of text features to their drafts of writing an activity that must happen in a certain order. Students write all the steps of the activity of their choosing and share with classmates.

Module 9 of *HMH Into Reading Texas* includes a student-driven research report. In Writing and Grammar lessons, students brainstorm and research animals after reading the writing focal text, *The Great Kapok Tree*. Students develop questions for inquiry using small groups and the teacher, then begin researching

their specific animal. After the writing process, students review Anchor Chart W21: Publish Your Work to decide how to present their work.

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)

The materials include opportunities throughout the year for students to compose correspondence with genre-specific characteristics and craft. The grade 2 Scope and Sequence outlines the writing genre for each module with specific characteristics and craft. For example, in Module 10, students write a thank-you letter to a person that shared a cultural experience with the student.

In Module 3, Lesson 13, students put themselves in the shoes of the character Babette from *Pepita and the Bully* and write a letter apologizing to Pepita. The materials guide students to begin the letter with "Dear Pepita," and end with "Your friend, Babette." The teacher encourages students to use the word "because" in the apology letter to explain why Babette is sorry.

In Take and Teach: Book Club Discussion Guide: *The Name Jar*, students create a postcard inspired by *The Name Jar*. Students collaboratively choose a location from the story they would like to visit, illustrate the scene, and compose a brief message that uses details from the text to describe the imagined trip.

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)

Module 2 of *HMH Into Reading Texas* supports students' use of the writing process over the three weeks of the module, as students construct a descriptive essay. Students follow the writing process that begins with reading a focal text, identifying descriptive language, and exploring nouns for people, animals, places, and things. Prewriting planning sessions guide students in selecting a topic and generating ideas for a descriptive essay. Drafting lessons focus on elements of informational text and sentence construction. Revision incorporates attention to elaboration and sentence structure through conferencing and peer feedback. The writing process concludes with editing, final publishing, and opportunities to share essays orally.

The materials support students' use of the elements of the writing process to compose text. In Module 3, Week 1, students begin planning for their personal persuasive writing, using a writing focal text as a guide. In Week 2, students begin drafting text while conferring with the teacher about the writing process. In Week 3, students continue revising while integrating adverbs and collaborate in peer editing. Students publish their writing by writing the final copy and sharing the persuasive text with peers.

In Module 4, the Module at a Glance highlights the progression of the writing process that occurs across the three-week module. Students plan and draft an imaginative story using a Know It, Show It page in Week 1 of Writing and Grammar lessons. In Week 2, students revise their writing specifically for sentence length and relevant details with teacher assistance. After editing for capitalization and punctuation, students take turns in the Author's Chair to read and share their work with the class.

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)

In Module 10 Writing and Grammar lessons, the teacher models and discusses the elements of correspondence and letters. The teacher provides explicit instruction on identifying parts of a letter and

using features of a letter while planning and drafting his or her own letter. To model revising, the teacher models how to add parts to his or her own letter and conducts small-group conferences to support students in the skill. The teacher models how to edit writing for spelling and standard English conventions with peer proofreading. During publishing and sharing time, the teacher models writing legibly, and speaking clearly and slowly with expression.

In Module 4, the teacher explicitly models planning for an imaginative story using the Elements of a Narrative anchor chart. The materials guide the teacher to explain and draft that a strong beginning should capture the reader's attention as the teacher introduces various types of leads—action, setting, character, reaction, and dialogue—and provide explanations for each. The teacher models working through the revision process on their own writing and conferences with students as they revise. The teacher models editing for capitalization before reminding students that sharing their work means reading clear, neat writing to their audience.

In Module 2 of *HMH Into Reading Texas*, the teacher models and teaches the components of a descriptive informational essay. To explicitly teach planning and drafting, the teacher models through a think-aloud planning out his or her own piece of informational writing. The teacher models how to revise for complete simple sentences, word order, and run-on sentences and conducts small-group conferences. To model editing sentences, the teacher proofreads his or her own writing for spelling and standard English conventions. At the end of the module, the teacher models how to publish a legibly written piece of writing, how to be a good listener, and how to have collaborative conversations.

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)

In Module 7 of *HMH Into Reading Texas*, the teacher explicitly instructs on syntax at the sentence level by modeling adding irregular plural verbs to sentences. The teacher states, "The sentence is: We have a beach day today. The word *have* in this sentence is a present-tense irregular verb. To check that this is the correct verb to use, I ask myself when the action takes place. The action takes place in the present. Then I ask myself who is doing the action. We are doing the action in this sentence. Therefore, *have* is the correct present-tense irregular verb to use in this sentence." The teacher repeats the think aloud process with more example sentences before students apply their learning.

The materials include guidance for teachers to provide explicit instruction on sentence-level writing, focusing on vocabulary. In Module 3, the teacher uses the focal writing text, *Mr. Tiger Goes Wild*, to explain the emotions and vocabulary of disagreements, arguments, and compromises. The materials prompt the teacher to scaffold the domain-specific vocabulary and discuss the descriptive language used by people in disagreements, arguments, and compromises.

In Module 4, the teacher provides direct instruction on sentence level writing, focusing on revising sentences for length and structure. The teacher presents a simple sentence—"The child sits"—and models how to expand the sentence by asking clarifying questions such as, "How does the child sit?" or "Where did the child sit?" The think aloud process teaches children how to structure more detailed versions that include additional phrases, such as, "The child sits quietly on the couch reading a book."

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)

The grade 2 Scope and Sequence includes systematic and explicit guidance for teachers to develop student writing beginning at the sentence level and progressing toward full compositions, aligned with grade-level Texas Essential Knowledge and Skills (TEKS). Each module utilizes structured writing lessons that integrate grammar instruction; starting with subjects and predicates in Module 1, and advances

through different sentence types, verb usage, punctuation, and pronouns by Week 2 of Module 6. As the modules progress, the materials incorporate genre-based composition writing such as personal narratives, letters, poems, and imaginative stories.

In Module 4 Writing and Grammar lessons, the teacher introduces students to mentor texts and highlights the author's craft and the decisions that go into craft. In Lesson 3, students respond to a prompt with a persuasive response. In Lesson 5, teachers provide direct instruction on the key features of narrative writing, introduce the writing process, and students write an imaginative story with new vocabulary words. Throughout the remainder of the module, students work through each stage of the writing process as they develop their imaginative narrative story.

Module 6 includes systematic and explicit guidance for teachers to develop student writing beginning at the sentence level and progressing toward full compositions. In Week 1 Writing and Grammar lessons, the teacher explicitly teaches object, reflexive, and possessive pronouns, first in sentence form, then in larger compositions. In Week 2 Writing and Grammar lessons, the teacher incorporates verbs, previously taught, and students write verbs and pronouns in their daily writing. By Week 3, students revise pronouns and verb usage in their composition writing of poetry.

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

Module 2 includes systematic and explicit opportunities for students to develop increasingly complex sentence-level writing through a structured descriptive essay composition process. The module incorporates focal writing texts and sentence frames to help students develop and organize their ideas. Grammar instruction focuses on nouns and kinds of sentences and is reinforced during drafting and revision lessons. Writing and Grammar lessons guide students from prewriting to publishing, with peer conferencing and editing activities to write sentences using what was taught during the grammar lessons. Throughout the module, writing complexity builds, with students practicing complete sentences and descriptive word choices.

In Module 4, the Differentiation and Practice section includes Grammar Extension lessons to support targeted instruction as needed. For example, the lesson Forming Compound Sentences focuses on using coordinating conjunctions such as *and*, *but*, and *or*. Teachers provide direct instruction and model how combining related, simple sentences improves sentence fluency. In the Engage and Apply portion of the lesson, students learn different ways to combine sentences and then complete a handout for additional practice. Students continue to apply their knowledge by editing a writing draft with compound sentences, reading for areas that are choppy, and revising the draft for fluency.

In Module 10, students compose a thank-you letter, starting with understanding the purpose of different types of correspondence. As students move through planning, drafting, revising, and editing, they practice using more complex sentences. Grammar instruction focuses on pronouns, possessive

pronouns, prepositions, and prepositional phrases. Students also participate in peer review and learn to use compound sentences. The final stages emphasize editing for spelling and the grammar skills learned throughout the module.

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 includes opportunities for practice in and out of context of the conventions of academic language in sentences and short paragraphs. In Module 4, the teacher explicitly instructs on coordinating conjunctions using multiple texts and example sentences. Students apply their learning by writing simple and compound sentences with correct punctuation and capitalization out of context using the word *and*. Students continue applying their knowledge in context by identifying coordinating conjunctions while reading a decodable text.

In Grammar Extension lesson Using Compound Sentences, the teacher presents two unrelated simple sentences out of context and teaches students how to combine them using a comma and a coordinating conjunction such as *and*, *but*, or *or*. Students practice the skill with a partner, writing and combining their own sentences. To reinforce the concept, students complete a handout featuring a paragraph with six simple sentences and combine the sentences in the best way. At the end of the lesson, students respond to the prompt, "What kind of movies do you like? Write two or three sentences about it. Include at least one compound sentence."

Module 6 provides opportunities for students to practice and apply academic language conventions in isolated grammar instruction and integrated composition writing. Throughout the module, Writing and Grammar lessons address Texas Essential Knowledge and Skills (TEKS)-aligned skills, including correct use of subject-verb agreement, verb tense (with forms of *be* such as *am*, *is*, *are*, *was*, *were*), and use of pronouns (subject, object, reflexive, and possessive). The teacher explicitly teaches the skills in the grammar portions of the lessons and then reinforces the skills during drafting, revising, and publishing sessions in the module's focal writing form of poetry.

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

In Module 7 of *HMH Into Reading Texas*, students learn correct comma usage in dates. The teacher utilizes sample sentences and guides students in isolated practice of identifying the correct usage of commas in a month, date, year format. Students continue practicing the skill by identifying commas in dates in the text, *How I Became a Pirate*, and add to their personal daily writing a date with the correct comma placement.

In Module 11, students use correct punctuation in and out of context through coordinating conjunctions and the combination of simple sentences. In the Writing and Grammar lessons, students learn how to combine simple sentences with a comma and coordinating conjunction and practice the skill in sample sentences. The teacher circles the room, correcting as needed, as students add commas and conjunctions to sentences like, "Jamal feels dizzy, and he feels happy." During writing time, students craft their own compound sentence with correct punctuation of a comma before a coordinating conjunction.

In Grammar Extension Lesson Connect to Writing: Using Subjects and Predicates Correctly, the teacher explicitly instructs on identifying complete subjects and predicates. Out of context, students build simple and compound sentences with subject-verb agreement. Within context, students return to a piece of their writing and edit by combining sentences that have the same predicate.