

HMH Education Company

English Language Arts and Reading, 3

HMH Into Reading Texas Version 2 Grade 3

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Full-Subject, Tier-1	9798202118906	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	1	Flags Not in Report	Flags in Report	2

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	28 out of 28	100%
2. Progress Monitoring	26 out of 26	100%
3. Supports for All Learners	27 out of 27	100%
4. Phonics Rule Compliance	31 out of 31	100%
5. Foundational Skills	132 out of 132	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	55 out of 55	100%

Breakdown by Suitability Noncompliance and Excellence Categories

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

SUITABILITY EXCELLENCE FLAGS BY CATEGORY	IMRA REVIEWERS
Category 2: Alignment with Public Education's Constitutional Goal	15
Category 6: Promoting Sexual Risk Avoidance	0

IMRA Quality Report

1. Intentional Instructional Design

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

1.1 Course-Level Design

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

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

The grade 3 *Implementation Guide* includes graphics that show how concepts are developed and expanded vertically across grades kindergarten through five. The materials present an intentional sequence in which concepts are introduced and spiraled to support student mastery. The materials include a comprehensive scope and sequence outlining the order in which English Language Arts and Reading (ELAR) concepts are taught throughout the year. In grade 3, the scope and sequence for Module 1 details the concepts addressed in Weeks 1–3. Week 2 identifies specific skills taught in "Reading and Vocabulary," "English Language Development," "Foundational Skills," and "Writing and Grammar." The materials provide Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS) references within each module. These standards are accessible via hyperlinks in separate *TEKS Correlation* and *ELPS Correlation* documents, which organize the standards by the seven ELAR strands.

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 3 *Implementation Guide* presents a clear instructional model with daily pacing options for 90-minute, 120-minute, and 150-minute literacy blocks. Each block includes time allocations for foundational skills, reading and vocabulary, writing and grammar, and small-group instruction. The "Modified Yearly Plan" includes pacing suggestions for 165, 180, and 210-day instructional calendars. For example, a 210-day plan uses 17 days per module over 12 modules and provides six flex days for additional instruction

or project-based learning. The materials support flexible implementation through editable weekly plans and clear guidance for how content components are distributed across whole group, guided, and small-group rotations.

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 3 *Implementation Guide* describes how each module builds knowledge through a central topic, using varied texts and media. For example, Module 6: "Animal Behaviors" connects thematically to grade 2's "Home Sweet Habitat," supporting cross-grade coherence. The materials describe vertical alignment and spiraling of skills and topics related to science, social studies, and the arts. Modules build on one another to support students in becoming informed learners with deep background knowledge. The materials include a visual showing increasing rigor of specific skills and insight as to how vocabulary builds throughout the curriculum. For example, identifying literary elements is introduced in Module 1 and reappears in Modules 3, 4, 5, 7, 8, 10, and 12. Guidance explains how and why concepts are scoped and connected within the curriculum.

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

The grade 3 "Module at a Glance" outlines pacing and skills across three weeks. For example, in Module 1: "What a Character!," teachers preview content and identify instructional goals across all lesson strands. Teachers are supported in lesson planning through weekly overviews that include objectives, key content ideas, text complexity, and summaries of instructional activities. The "Inquiry and Research" section also maps learning targets and supporting materials across multiple weeks. The materials include lesson internalization tools, such as embedded prompts for emergent bilingual students, and guidance within each module strand. The *Implementation Guide* outlines internalization routines and highlights key standards, vocabulary, and assessments.

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

The materials for grade 3 include an *Implementation Guide* that outlines program structure, instructional components, and pacing suggestions. The *Implementation Guide* supports teachers and instructional staff in planning and organizing instruction across content areas. Additional guidance in the *Implementation Guide* includes assessments, progress monitoring tools, and a "Getting Started" section that offers practical suggestions for beginning the year. For example, the *Implementation Guide* recommends breaking implementation into actionable steps to stay organized and establish routines. 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.

Each module includes a comprehensive unit overview provided in the section titled "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 3, Module 1, the "Module at a Glance" lists academic vocabulary within the lessons for each week. The vocabulary is organized into categories such as "Critical Vocabulary" and "Vocabulary Strategy."

The materials provide academic vocabulary for each daily lesson taught for each module (e.g., instructional vocabulary for Module 1, Week 1, Lesson 1, "Reading and Vocabulary" are *narrator* and *point of view*). There is a sidebar note that explains the definitions of these two words for the teacher. Also included in the *Teacher's Guide* are the categories "Supporting All Learners" and "Emergent Bilingual Learners" to guide teachers in furthering the academic vocabulary and language acquisition of all students.

A sample of the "Critical Vocabulary Words" located in Module 1, Week 2, "Essential Skills Overview" include the words *moody*, *pesky*, *snarled*, *illustrate*, *annual*, *protested*, and *recited*. The materials then support connections to previously learned vocabulary words and concepts, helping to reinforce and extend student understanding.

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

The materials include family support resources for each module, primarily in the form of take-home letters written in English and Spanish. Each module provides a letter designed to help families support their child's learning and progress throughout the module. For example, in grade 3, Module 2: "Use Your Words," the letter offers strategies and activities that families can use at home to reinforce key learning. The strategies on the letter include prompts to "Discuss the Topic" of the module, "Explore the Genre" being taught, and "Build Vocabulary" with their student.

In Module 4 of grade 3, there is an editable version of the parent letter in both English and Spanish that informs parents of the upcoming lessons, which reinforces the learning going on in the classroom. The

letters prompt parents to practice the topic words of the unit: *audition, rehearse, ability, and actor*, and in Spanish, *audición, ensayar, habilidad, y actor*.

1.3 Lesson-Level Design

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

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

The materials for grade 3 include daily objectives, a list of lesson resources, an "I Do, We Do, You Do" lesson format with questioning stems embedded in all components. The materials have weekly assessments for reading, vocabulary, and foundational skills, which assess each week's focus TEKS and ELPS.

The grade 3 materials include detailed lesson plans that are aligned with both the TEKS and the ELPS. For example, Module 9, Week 1, Lesson 1, "From Farm to Table" provides clearly defined learning objectives for each section of the lesson. In "Reading and Vocabulary," the content objectives include TEKS-aligned statements, such as "Evaluate details to determine an author's claim." The lesson also incorporates language support objectives, such as "Language: Articulate the author's claim and support." The lesson plan is aligned with TEKS: 3.6G, 3.9Ei, 3.9Eii, and ELPS 3E, which is found in the top right hand corner of the lesson plan.

To check for understanding, throughout each lesson within the modules, there is a "You Do: Engage and Respond" section. For example, in Module 10, Week 3, Lesson 12, students show mastery of the lesson objectives by responding critically to text in their *myBook*.

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 3 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, Reading Lesson 1, "Great Ideas from Great Parents!: Ideas and Support," the materials clearly outline the specific resources needed. These include "Whole-Class Presentation: HMH Classcraft Essential Session, Anchor Chart 21, Reading Graphic Organizer, Teaching Pal, Book 2" and "*myBook*, Book 2: Great Ideas from Great Parents! (student resource)."

The materials include a list of teacher and student materials for each daily lesson for all sections: "Foundational Skills," "Reading and Vocabulary," and "Writing and Grammar." For example, Module 3, Week 1, Lesson 3: "Reading and Vocabulary" states that a teacher resource is a whole-class presentation found in the "HMH Classcraft Essential Session" guide, while a student resource is a "Know It Show It" application page.

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

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

The grade 3 materials include practice suggestions within the "You Do" section of each lesson. For instance, in Module 11, Week 2, Lesson 6: "Writing and Grammar," the materials state, "Next, have students identify the correct form of the adverb in parentheses to complete this sentence: Lilly arrived (early) of all the students so that she could give Mr. Slinger the note and treats. (earliest) Discuss how they know. Note that sometimes we use the word *the* in front of superlative adverbs and adjectives. Repeat with the remaining sentences."

The materials provide guidance on daily lesson activities that support student practice through multimodal learning, including visual, auditory, and kinesthetic approaches. For example, in Module 11, Week 1, Lesson 2: "T.J. The Siberian Tiger Cub: Central Idea," 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 writing or scripting the content covered within the lesson. The materials state, "Write It/Script It: Have students work on their magazine articles or new reports."

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 guides instruction at designated stages of learning progressions, including at the module and lesson levels, with a variety of instructional diagnostic, formative, and summative assessments. The "Module at a Glance" of Module 3: "Let Freedom Ring" includes formative and summative assessments throughout the module and weekly lessons. Formative assessments appear in multiple formats, such as Selection Quizzes, Responding to Texts, Spelling Assessments, and Weekly Assessments. These vary in both task types and question formats. Weekly assessments include multiple choice questions with and without passages. Lesson and module levels include summative assessments, such as Selection Quizzes and Module Assessments, which evaluate mastery of key skills and concepts. Teachers access diagnostic assessments by clicking on the "Diagnostic Assessments" link on HMH Ed's Discover page, which includes cross grade-level tools such as Print Concepts, Letter-Sound Correspondence, and Phonological Awareness Inventory.

Within *HMH Into Reading*, 3, screening and diagnostic assessments include a varying number of tasks and complex questions. The diagnostic assessments include a Print Concepts Inventory, a letter-sound correspondence assessment, and a Phonological Awareness Inventory. The Phonological Awareness Inventory contains two sections: "Section 1: Phonics Blending" and "Section 2: Oral Reading Fluency."

The modules include editable formative assessments at the lesson level for weeks one and two, and at the summative level, editable module assessments support the "Reading and Vocabulary" lessons and "Writing and Grammar" lessons.

The modules of *HMH Into Reading* include various assessments with varying levels of complexity and questions. To illustrate this, Module 1: "What a Character!" has weekly formative assessments that end

each week of the module through various tasks and complex question types. After students independently read the passage "Something New," they answer various levels of questions. One such question is, "Read the sentence from paragraph 10. 'There must be a million seeds in here,' complained Amy. Why does the author use the words 'a million seeds' in this sentence?" The student then chooses an answer from four multiple choice options. Later in this assessment, using the same passage, students are asked to write a response to "How does Sam help change Amy's mind about working in the garden? Use details from the story in your answer."

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

HMH Into Reading, 3 materials include an online portal through HMH Ed's Discover page titled "Teacher Support and Reference Materials." The subsection provides access to various teacher resources, including the Glossary of Professional Terms. The glossary defines key vocabulary used throughout the program, like formative assessment 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." HMH Ed's Discover page features an Assessment tab that outlines the various assessments in the grade 3 materials.

The *Implementation Guide* for grade 3 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 *Implementation Guide* lists screening assessments, diagnostic assessments, progress monitoring assessments, module assessments, weekly assessments, selection quizzes, module inventories, and "Performance Tasks" as included in the materials.

Under HMH "Resources," an "Introduction and Test Overview" PDF defines all assessments included in *HMH Into Reading*, including copies of each assessment, the purpose, and the intended grade level. For example, "Reading Fluency" passages for grades 1–6 are defined as "individually administered, student-read oral tests to assess a student's oral reading skills. These tests focus on fluency, accuracy, and rate, as well as provide important information about the student's decoding strategies by using specific grade-level targeted vocabulary."

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

HMH Into Reading 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. Under the "Guidelines for Administering" section, teacher directions state, "The Weekly Assessments are group administered and may be taken online or as a

paper-and-pencil version. Students can read the directions and take the tests independently. The Weekly Assessments are not timed."

HMH Into Reading, 3 includes the "Module Assessment Guide" for instructional assessments, including module assessments, module inventories, weekly assessments, and selection quizzes. The "Module Assessment Guide" outlines the purpose of these assessments and offers how to score and interpret the data.

The "Module Inventory Administration Guide" for grade 3 outlines the skills being assessed and guides the preparation for administering the inventories, which includes the necessary materials and testing location.

In grade 3, the "Administering and Scoring the Assessments: General Guidelines" 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 demonstrates alignment between formative, summative, and diagnostic assessments, the TEKS for the grade level, and module objectives. In grade 3, the "Module Assessments Administration Guide and Answer Key" provides detailed information for each diagnostic, formative, and summative module assessment and 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 and Grammar Skills in each Module," showing the alignment between summative assessments and instructional content. Item 2 in "Module 1 Answer Key" is linked to Module 1, Week 1, taught during the "Vocabulary Strategy: Context Clues" lesson and is aligned with TEKS 3.3B.

The formative and summative assessments of *HMH Into Reading* provide TEKS and objectives through the "Weekly Assessments Administration Guide and Answer Key" and the "Module Assessments Administration Guide and Answer Key." For both guides, the TEKS location is grouped by module and week number. For example, Item 1 for the Module 4, Week 1 assessment has a *d* for the correct answer, lists "Comprehension: Elements of Drama" as the program skill, has a one for "Depth of Knowledge," and aligns with TEK 3.9C. From the Module 6 assessment, Item 1 under "Grammar," lists *c* as the correct answer, identifies "Grammar: Adjectives and Articles" as the program skill, assigns a two for "Depth of Knowledge," and aligns with TEK 3.11.D.iv. An appropriate diagnostic assessment for grade 3 would be the "Delete, Add, and Substitute Phonemes" assessment, which aligns to TEKS 3.2.A.i and shows grade-level manipulation of words.

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

HMH Into Reading includes formative and summative assessments that are TEKS-aligned and designed to evaluate varying levels of reading and writing complexity. In grade 3, the "Module Assessments Administration Guide and Answer Key" provides answer keys to each summative assessment. The answer keys show 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 through Level 3. Sample question types on this assessment include Level 1: Understanding types of verbs, level 2: Using text evidence in comprehension, and level 3: Demonstrating point of view through short answer responses. The assessment includes both multiple choice and short answer items, allowing students to demonstrate understanding in various ways.

In *HMH Into Reading, 3*, the instructional assessments align to the TEKS and reflect different levels of complexity. Assessments include a mix of selected-response and constructed-response items, with options for either 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.

For grade 3, the materials list varying levels of complexity as "Depth of Knowledge." The "Depth of Knowledge" numbers, ranging from 1–3, are located alongside the item number and TEKS on the answer keys for both module assessments and weekly assessments. For example, on the weekly assessment for Module 6, Week 1, item number 4 under "Reading and Vocabulary" lists the "Depth of Knowledge as a 2 for TEKS 3.10F." On the Module 7 Assessment under the "Grammar" section, the "Depth of Knowledge for item number 3 lists a 1 for TEKS 3.11.D.v." 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 includes instructional assessments and scoring guidance to support the interpretation of student performance. In grade 3, the "Module Inventory Administration Guide" provides detailed information on how to administer module assessments and how to interpret student performance. The "Module Inventory Administration Guide" explains 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 guide includes a section titled "Interpreting Test Results," which gives suggestions for reteaching, next steps when students score below comprehension goals, and oral reading strategies.

The grade 3 "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.

The "Interpreting Test Results" section of the *HMH Into Reading* "Module Inventory Administration Guide" interprets student performance in the area of comprehension, specifically retelling a story. The guide shows the teacher how to score the retell assessment. For example, 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 provides included activities to address student needs based on assessment results. The grade 3 "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 2 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 says, "If student scores 'Above Goal' on prior grades' Screening Assessments, administer lessons in 'Foundational Skills and Word Study Studio,' beginning with Session 320." Additional suggestions include scaffolding and progress monitoring assessments in response to student data.

The materials respond to assessments through the "Reports" section of HMH ED's Discover page. 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 the teacher respond to trends in performance assessments by creating flexible groups from data.

The *HMH Into Reading*, 3 materials provide guidance on student-aligned activities. In Module 12: "Genre Study: Literary Texts," each week begins with a "Differentiation and Practice," including targeted instructional suggestions across key areas, including "Foundational Skills," "Reading Skills and Strategies," and "Writing and Grammar Skills." "Recommendations for Data-Driven Instruction" states, "Based on program assessment data and observations made during your whole-class instruction, flexibly group children to provide additional targeted instruction." For example, the Week 3: "Differentiation and Practice" page recommends using tabletop mini-lessons to reinforce literary elements, theme, and author's purpose, as well as implementing graphic organizers to support understanding of those same skills.

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 includes tools to help teachers track student progress and growth. The grade 3 "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 tracking 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 Ed's Discover page, students track their own reading.

Teachers and students track progress and growth in *HMH Into Reading*. 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 *HMH Into Reading, 3*, teachers track student data using the "Summary Recording Form" after administering screening and oral reading fluency assessments. The "Summary Recording Form" includes a total score for words per minute, 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 provides guidance for differentiated instruction and scaffolded questioning. In Module 6, Lesson 1: "Reading and Vocabulary," students examine text and graphic features using the informational text *Frozen Alive*. The "Supporting All Learners" sidebar includes prompts that guide teachers to help students highlight titles, subheadings, and specialized words. Additional prompts focus on visuals, captions, and labels to support meaning-making from graphic features.

In Module 4, teacher guidance suggests using "Tabletop Minilessons" for reading skills, such as "Elements of Drama, Retell/Summarize, Media Techniques, and Theme." The "Tabletop Minilessons" overview explains, "Support children at varying reading skill levels—from Almost There to Ready for More—using differentiated instruction to build independence." In the "Almost There–Ready for More" section, the materials suggest, "Scaffold understanding with concrete tasks tailored to children's levels and needs." The "Tabletop Minilesson: Theme" uses sentence stems, such as "I think the theme is ____ because the text says ____," and also uses a graphic organizer, vocabulary connections, and strategy prompts. Teachers guide students in understanding the theme by asking, "How do the characters grow or change in the story? What is the author trying to teach the reader by telling this story? What evidence from the text makes you think so?"

The materials support students with differentiated instruction and activities for students who have not yet reached grade-level proficiency. For example, in Module 7, Lesson 9, "Reading and Vocabulary," the teacher teaches point of view using the text *Energy Island*. After reading the text, the "Supporting All Learners" sidebar provides teacher guidance. The material scaffolds the lesson by stating, "IF students have difficulty with the first-person point of view, THEN have them circle pronouns outside of the

dialogue to focus on how the story is told. Ask: Is the narrator a character? Does the narrator use 'I' statements? Explain that narrators using 'I' statements see events from a first-person point of view. Ask: Which pronouns does the narrator use? Is the narrator part of the events? Can the narrator tell the thoughts and feelings of all the characters?"

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)

In Module 9, Lesson 8: "Reading and Vocabulary," the teacher supports references made in *How Do You Raise a Raisin?* For example, a line from *How Do You Raise a Raisin?* says, "What do raisins lie on while they are basking in the sun?" Teacher guidance in a "Teaching Pal: Language" sidebar states, "Explain that basking means 'to relax in a bright, warm place.' Remind students that writers give human characteristics to an animal or object to enrich descriptions, called personification. In this story, the raisins are being portrayed as happy beachgoers to describe their drying process." The teacher further explores language and vocabulary, asking students, "Why might the author have used the word *raise* instead of *grow* or *produce*? (*Raise* has the same beginning sound as *raisin*. This is a fun play on word sounds.)"

HMH Into Reading includes pre-teaching and embedded supports for unfamiliar vocabulary and references within text. In Module 8, Lesson 1: "Build Knowledge and Language," the teacher introduces students to the "Big Idea Words": *invention*, *brilliant*, *productive*, and *original*. 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 *productive* by saying: "1. Read the word and its meaning above. 2. Read this sentence: The most productive student will finish his daily tasks and more in a regular school day. 3. Use the word *productive* in your own sentence. 4. Make a list of synonyms and antonyms for the word, *productive*."

In Module 1, Lesson 7: "Reading and Vocabulary," the teacher supports references made in *Judy Moody, Mood Martian*. For example, line 31 from *Judy Moody, Mood Martian* says, "Bingo!" Teacher guidance in a "Teaching Pal: Read for Understanding" sidebar states, "The word *Bingo!* seems unfamiliar. First, I sound it out to read it again. Then I look for clues in the words around it. Judy is saying it in response to Stink saying she is in a mood. That is what she has been trying to tell him. I think '*Bingo!*' here is like '*Right!*' If I replace '*Bingo!*' with '*Right!*' it makes sense. I will use a dictionary to make sure." Further vocabulary building using figurative language occurs around the simile, "The house is like a toothpick," when the teacher asks, "Is a house literally 'like a toothpick'? (no) Why does the author use this simile? (to tell how easily a giant monster might be able to pick up their house; a toothpick is very easy for a person to pick up.)"

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 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 Ed's Discover page 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 "Making an Infographic" lesson uses pictures, graphics, and words to show information in a way that is interesting and easy to understand. The steps on each activity card help students complete the enrichment activity on their own. The steps state, "First, choose a question that answers something about the topic. Next, plan the infographic, and ask, 'How can pictures and words work together to show the answer to your question? How can you use colors and graphics?' Then, 'Picture It! Write your question at the top of your paper. Next, use your sketches to create your infographic. As you work, ask yourself how each part of your infographic communicates information. Finally, put everything together and have your group give feedback about whether or not it answers the question.'" Other activities include making a trading card, flipbook, documentary, invention, mural, poem, book trailer, field guide, or a news story.

In Module 7, Lesson 1, the "Support For All Learners" teacher guidance sidebar states, "IF students are ready for a challenge, THEN have them choose two different texts and compare and contrast the author's purpose based on the genre and features." In Module 7, Lesson 2, the next challenge states, "IF students are ready for a challenge, THEN have them make and adjust predictions in a new text. Have students list predictions as they read and edit them as they confirm."

The grade 3 *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: Butterflies Below Freezing" lessons extend students with multiple options, such as, "Choose a butterfly you would like to learn about. Look online or use reference books to collect facts about your butterfly. Find out what the butterfly looks like, where it lives, what it eats, and other interesting information. Create a fact card for your butterfly, with facts on one side and a drawing on the other."

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 provides clear, direct prompts and instructional guidance to support teachers in effectively modeling and explaining the concepts students are expected to learn. In Module 12: "Get Ready!," the teacher engages students in the content they will explore over the coming weeks. "Get Ready!" offers structured teacher guidance on introducing 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." The teacher creates 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 6: "Reading and Vocabulary," the teacher reads *Why the Sky Is Far Away* and models visualization as a comprehension strategy. The materials state, "Readers use their senses to help them visualize the text. Discuss the types of questions related to each sense readers might ask themselves. Readers can use clues from the text to help them know what they would see, smell, hear, taste, and feel. Having a mental image of an action or a scene helps a reader better understand the text." Teacher guidance includes questions for students such as, "Do you think this story is important to pass down through generations? Why or why not? Why do you think folktales and similar stories are told in countries and cultures all around the world?"

In Module 5: "Notice & Note," teacher guidance involves the recurring "Anchor Chart" "Contrasts & Contradictions." The materials state, "Remind students that they have already encountered the Contrasts and Contradictions Signpost. If students successfully applied the Signpost, focus on Look for Clues! and the Anchor Question. Tell students that sometimes the way a character acts contrasts—or is different from—the way the reader would expect someone to act. The character may also act in the opposite way he or she has been acting up to that point. These contrasts tell something important about the character, plot, setting, or theme." The materials include a chart of lessons that will utilize the Anchor Chart, such as in Lesson 8 with the text *Running Rivals*. Teacher guidance in "Teaching Pal, Notice & Note, Lesson 8," prompts the teacher with questions and correct student responses, such as, "Have students explain how

Madison acts in an unexpected way. (Madison recognizes Amy. Madison says she should be asking Amy for advice. Madison admires Amy's form.)"

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

HMH Into Reading provides teacher guidance and recommendation for effective lesson delivery and facilitation using a variety of instructional approaches. The "Instructional Routines Guide," found under the "All Resources" tab of HMH Ed's Discover page, 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, "the 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."

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. In the "I Do" section of the lesson, teacher guidance states, "Tell students they will look at different literary elements in *The Saga of Pecos Bill* to better understand how a drama tells a story with characters, conflict, and resolution," and "Remind students that both stories and dramas include characters, settings, plot, and events. These pieces of a story are called literary elements." During the "We Do" portion, the lesson includes strategies like a "Targeted Close Read," with guiding questions and possible student responses to encourage collaborative discussion, such as "In line 3, what are the first five words of dialogue, and who is speaking them? (The first five words are 'Now as you all know.' Narrator 1 speaks them.)" After reading, students use the Collaborative Discussion Routine and "Look back at what you wrote on page 296. Tell a partner what you learned about tall tales. Then work with a group to discuss the questions below. Use details in *The Saga of Pecos Bill* to explain your answers. Take notes for your responses."

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 "author's purpose, make and confirm predictions, text structure, and point of view." Students participate in the flexible groups through a "Read and Respond Journal," "Tabletop Minilessons"

with the teacher and peers, reading "HMH Readers," 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 includes guidance for teachers and recommended structures to support effective implementation and student learning. For example, in Module 5, Lesson 6: "Foundational Skills," the lesson begins with a whole-group blending warm-up where the teacher explicitly teaches using the example word airstrip. The teacher asks students to identify and say the first and last syllable of the word. During the "Decodable Text" practice, students practice reading as a whole group and then apply their learning in small groups through word building. As students practice cursive handwriting, teacher guidance states, "If students need additional support, use a multimodal approach such as finger writing in sand or air writing with you. Then, have students use a pencil and paper to continue to practice."

The materials support a variety of practice types, including guided, independent, and collaborative learning. For example, in Module 8, Lesson 9: "Reading and Vocabulary," "*Rosie Revere, Engineer*: Literary Elements," the teacher instructs through a guided, shared reading experience. Teacher guidance includes, "In your Teaching Pal, use the purple prompts to help students apply the Literary Elements skill to *Rosie Revere, Engineer* and to find evidence to support their responses." Prompts from "Teaching Pal" include questions and possible student responses, such as, "What type of figurative language is used in stanzas 9 and 10? (personification) How do you know? (A daring idea cannot actually creep and questions cannot actually hold on tight. Those are things people do.)" After reading, students participate in a collaborative discussion and share the literary elements they identified in the reading. Then, students independently engage in a "Write a Response: In *Rosie Revere, Engineer*, you read about a girl who wanted to become an engineer. How did Rosie's personality change throughout the story? Who inspired Rosie to keep pursuing her dream? How did Rosie's attitude toward failure change? Cite evidence from the text to support your response."

In Module 11, Lesson 6: "Foundational Skills," the teacher explicitly leads the class in a blending warm-up with the example word agreement. Students move into word building with words such as *endless*, *careless*, and *darkness* with teacher support as needed. Teacher guidance states, "Offer students grapheme cards to move along with you as you move the digital grapheme tiles into the proper boxes. If students misspell a word, give immediate feedback. Provide explicit instruction with each sound as you work through building words." During the "Decodable Text" practice, teacher guidance states, "Have students practice reading sentences with words with the suffixes *-less* and *-ness*. Have students continue reading these sentences in small groups."

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 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 4, Lesson 3: "Reading and Vocabulary," teacher guidance sidebars offer differentiated instructional strategies tailored to language proficiency levels. For example, in the "Review Critical Vocabulary" section, an emergent bilingual learners sidebar outlines support for students at Pre-Production/Beginning, Intermediate, and High Intermediate/Advanced levels of language. The materials state, "Use tiered supports as needed to help students as they answer questions about the Critical Vocabulary and generate ideas for their Four-Square Maps." For Pre-Production/Beginning learners, the materials suggest, "Ask: Can a rope be coiled? Can a ladder be coiled?" For Intermediate learners, "Ask: If something is coiled, does it look bigger or smaller? Why?" For High Intermediate/Advanced learners, "Ask: What are some things that are often coiled?"

HMH Into Reading 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. Module 6, Lesson 2: "Writing and Grammar" includes differentiated vocabulary practice opportunities embedded in writing instruction. Teacher guidance states, "Elicit Participation in Pre-Production/Beginning to help students write sentences for the Engage and Write activity; have them share what they found interesting in *In November*. Students may point, answer in simple words or phrases, or respond in their home language. For Intermediate students, supply this sentence frame: The author of *In November* kept readers interested by _____. High

Intermediate/Advanced: Allow additional time to recite their sentences before sharing them with a partner."

The materials include a variety of linguistic accommodations with varying levels of language development. In "Tabletop Minilessons" 27.1 and 27.2, the teacher reads a passage about food and asks students to listen for examples of vegetables, fruits, protein, grains, and dairy. Students then complete a graphic organizer and classify the foods on their organizers. Support for students at the Pre-Production level includes "Guide students to find the words *food*, *kinds*, *types*, and *examples* in the passage. Then have them copy the words." For Beginning level student support, "List the new foods in groups. Ask: Where do peas grow? Have students write the answer: blank grow blank. Continue with the other foods." For High Intermediate students, "Write complete sentences to answer the question: Where does your favorite food grow?" For Advanced students, "Challenge students to write an additional sentence for the passage listing which foods grow on trees."

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

HMH Into Reading includes implementation guidance to support teachers in effectively using the materials in state approved bilingual or ESL programs. The grade 3 *Implementation Guide* includes a page titled, "Teacher-Led Differentiation," which 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 Minilessons: English Language Development" and emergent bilingual learners support notes in the *Teacher's Guide*.

HMH Into Reading includes implementation guidance to support teachers in effectively using the materials in state-approved bilingual or ESL programs. "Tabletop Minilessons: 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."

In all Modules 1–12, "Emergent Bilingual Learner" notes in the *Teacher's Guide* support effective use of ESL strategies. For example, in Module 3, Lesson 6: "Reading and Vocabulary," students practice language after reading *Why We Celebrate the Fourth of July*. Support for students at Pre-Production/Beginning levels include the following sentence stems: "The Fourth of July celebrates _____. On the Fourth of July you might _____." Intermediate student support asks, "What is one reason to celebrate the Fourth of July? What is one

thing people do to celebrate the Fourth of July?" For High Intermediate/Advanced students, "Encourage students to rephrase the main ideas of the video in their own words as they summarize."

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

HMH Into Reading includes guidance 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 Minilessons 1.1 and 1.2: Agree and Disagree," students learn signal words like *agree*, *disagree*, *I think*, and *because* through listening, speaking, reading, and writing tasks. The lesson begins with a listening activity. Students listen while the teacher reads about two boys playing soccer. The teacher asks questions as a comprehension check with gestures like thumbs up/thumbs down and moves into structured partner talk using sentence frames, such as "I agree with ____ because ____." The materials state, "Direct students to think about whether they agree or disagree that soccer is exciting, and why. Ask students to share their agreements and disagreements." The lesson continues with students reading a passage about picking a new mascot for a sports team. Students write their opinions of the mascot with support from visuals and a graphic organizer. The materials state, "You may provide the following sentence frame to help students paraphrase and express their opinion using a simile: The mascot should be _____. The basketball team is _____ like (animal name)."

In "Tabletop Minilesson 2.2: Classify," students look at various types of costumes and work together to sort them. In the "Writing" section, the teacher scaffolds "students to share words and phrases that signal how things are sorted, or classified (*an example of, sort, fits into, belongs to, types, kinds*). Help students spell and pronounce the words. Tell students they will work to write sentences that explain how various costumes can be classified. You may provide copies of the Classify organizer to help students sort costumes by similar characteristics."

In "Tabletop Minilessons 12.1 and 12.2: Cause and Effect," students listen as the teacher reads a story about animals that cause problems in a kitchen. Students, "Work together to write cause and effect sentences that express what a dog does and why he does it. Provide copies of the Cause and Effect organizer." Writing support for students at the Pre-Production language level includes, "Have students point to Franco on the image. Demonstrate shaking and twisting your body like Franco. Ask: What happened to Rumi? Have students choose between *wet* or *dry* to answer." Writing support for students at the Beginning level of language includes "These frames: Franco ____ because _____. The reason Franco ____ is _____. Direct students to pantomime sentences to confirm correct cause and effect." Intermediate students, "Ask questions to prompt appropriate use of signal words: Why does Franco shake and twist?" For High Intermediate students, "Rewrite sentences with alternate *because* words." For Advanced

students, "Write sentences with alternate effects for one cause (Franco brings his brush to me because his back is itchy. The reason Franco rubs against the fence is his back is itchy.)"

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 includes systematic, sequenced instruction of phonics skills. The "Module at a Glance" of Module 8: "Imagine, Invent!" outlines a clear progression of phonics instruction across the three-week unit, moving from simpler to more complex skills. For example, in Week 1 of "Foundational Skills," students learn prefixes *un-*, *re-*, *pre-*, *in-*, *dis-*, *mis-*. During Week 3 of "Foundational Skills," the materials expand with more complex prefixes *intro-*, *inter-*, and *trans-*. The lessons begin with a review of previously learned graphemes and blending, followed by direct instruction on prefixes. During the "Phonics Focus Skill" section of Lesson 1, students explicitly learn sound-symbol correspondence. The materials instruct the teacher, "Teach students the common prefixes *un-*, *re-*, and *pre-*. Say: Let's learn about the common prefix *un-*. Show the slide *un-*. This is the prefix *un-*. A prefix is a letter or group of letters added to the beginning of a word to change its meaning. Point to the prefix *un-* on the slide. *Un-* is a prefix that means 'not' or 'opposite.'"

Module 6: "Animal Behaviors" builds student knowledge in complex vowel teams. In Week 2, "vowel teams *au*, *aw*, *ough*, *al*, *ough*" provides the focus of instruction. Students apply their new and background knowledge in a line from Lesson 8's decodable text, *Austin the Playful Puppy*: "He loved playing, but sometimes he could be a bit naughty. He had once knocked over a pile of straw in the barn while playing chase with Aubrey, and he had been scolded." Week 3 builds in complexity and application through the diphthongs *ou*, *ow*, *oi*, and *oy*. A line from Lesson 13's decodable text, *Roy's Joyful Day with His Pup*, illustrates the high level of application of phonics skills: "As Roy walked into the living room, he saw Scout lounging on the couch, looking sleepy but ready for fun. Roy picked up one of Scout's toys and tossed it across the room. In an instant, Scout leaped up, pouncing on the toy with all his puppy energy."

The grade 3 *Scope and Sequence* includes a systematic, sequenced instruction of phonics. The phonics lessons increase in complexity, follow a logical grade-level order, and move from simple to more complex skills across Modules 1–12. In Modules 1–4, skills from grade 2 spiral and increase in complexity through application in multisyllabic words. Modules 6 and 7 spiral syllable division patterns and vowel teams in

multisyllabic words. Modules 9, 10, and 11 build on suffix knowledge, while Module 12 links Latin roots, such as *-ject* and *-spect*, to base words.

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 includes explicit, intentional ongoing practice opportunities for phonics in isolation and through decodable texts. For example, in Module 8, Lesson 1: "Foundational Skills," students receive explicit instruction on the prefixes *un-*, *re-*, *pre-*. The materials state, "This is the prefix *un-*. A prefix is a letter or group of letters added to the beginning of a word to change its meaning. Point to the prefix *un-* on the slide. *Un-* is a prefix that means "not" or "opposite." The instruction continues, "Show the slide unhappy. This word contains the base word *happy*. Underline *happy*. It also has the prefix *un-*. Circle the prefix *un-*. The prefix *un-* means "not" in words like *unhappy* or *unwell*. *Unhappy* means "not happy." As the lesson progresses, students apply their learning of prefixes with decoding practice opportunities using the words *fair/unfair*, *knot/unknot*, *even/uneven*, *play/replay*, *turn/return*, *charge/recharge*. Students apply their learning through reading decodable sentences, such as "They were unable to rewind the video."

The materials include direct instruction and phonics practice opportunities in "Foundational Skills and Word Study Studio, Session 374, Decoding Base Words and Inflectional Endings *-ed*, *-es*, *-ing*." The lessons utilize a "Teach/Model Section" where the teacher displays *-ing*, *-ed*, and *-es*, "reminding students that these are added to the base word." The teacher models identifying and reading base words with their inflectional endings, such as *belonging*, *constructed*, and *crashes*. Students apply and practice the lesson with the words *grinning*, *staring*, *worried*, and *refreshes*. The lesson continues with bullet points for the teacher that include passing out the decodable text, *Lani's Concert*, and stating, "Have students follow along as you read aloud the first two sentences. Point out that you do not misread, add, or skip words. Have students read the text aloud."

HMH Into Reading includes spiraled, explicit, and intentional ongoing practice opportunities for phonics in isolation and through decodable texts. For example, students receive explicit instruction on "prefixes *inter-*, *intra-*, and *trans-*" in Module 8: Foundational Skills, Lesson 11. The materials state, "Let's learn about the affix *inter-*. *Inter-* is a prefix. A prefix is a letter or group of letters added to the beginning of a word to change its meaning. Point to the prefix *inter-*. *Inter-* is a prefix that means "between" or "among." The instructions continue, "Show the slide *interact*. Say: The word *interact* contains the base word *act*. Underline *act*. It also has the prefix *inter-*. Circle the prefix *inter-*. Remember, the prefix *inter-* means "between" or "among." *Interact* means the "act of talking or working among people." As the lesson progresses, students apply their learning of prefixes with isolated practice opportunities with the words *lock/interlock*, *change/interchange*, *muscular/intramuscular*, *mural/intramural*, *plant/transplant*, and

act/transact." Students continue with a decodable text, *The Homework Robot*, and a practice page from the "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, 3 includes daily, explicit phonics lessons with teacher modeling. For example, in Module 5, Lesson 6, the teacher explicitly models how to blend phonemes with the phonics focus skill, "r-controlled vowels *or, our, ore*." The teacher says, "Let us blend the sounds together to read the word. I will do the first one. Point to the *f* and say the sound: /f/. Slide over and point to the *or*. The next grapheme is the r-controlled vowel *or, /or/*. Slide over, point to the *k*, and say the sound: /k/. Now I will blend all the sounds to read the word: /f/ /or/ /k/, *fork*." After blending the word, the teacher supports comprehension by "using the word in a sentence to support learners in making meaningful connections. Say: I use a fork to eat my salad."

The materials include explicit phonics instruction with teacher modeling. For example, in Module 8, Lesson 3: "Foundational Skills," the teacher focuses instruction on prefixes *in-, dis-, and mis-*. The teacher explicitly instructs by modeling how to split the syllables in the word *incorrect*. The teacher identifies the base word *correct* and the prefix *in-*, which means "not." The teacher thinks aloud as he or she writes the base word and adds the prefix at the beginning, blends the word, and reads *incorrect*.

The materials include daily, explicit phonics instruction with teacher modeling. In Module 3, Week 1, Lesson 1, the phonics focus skill applies the suffixes *-ed, -er, -ing*. The teacher shows an included slide with the word *bake*. The teacher says, "Say this word with me: *bake*. This is a VCe word. If we want to add a suffix that starts with a vowel to the end of a VCe word, we need to drop the silent *e* before adding the suffix. Point to the first line on the slide. To make the word *baked*, we start with *bake* and add the suffix *-ed*."

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

HMH Into Reading, 3 includes explicit, guided instruction with immediate and corrective feedback. In Module 4, Lesson 13: "Foundational Skills," the teacher explicitly teaches "long *u* spelling patterns" by stating, "This is the vowel team *ew*. We already know that this vowel team can spell /ū/, but it can also spell /yū/, like in the words *few* and *pew*. Say it with me: *ew, /yū/*. Use your finger to write the grapheme

and say the sound with me: /yū/.¹ Motion *ew*. Have students air write with their finger and say the sound. Repeat the finger writing." Throughout the lesson, teacher supports for feedback include the sidebar "Correct and Redirect." In the sidebar, the materials suggest students might need a multimodal approach with air writing or sand. Additionally, the materials include prompts for immediate feedback, such as "If students misspell a word, give immediate feedback by providing explicit instruction with each sound as you work through building words."

In Module 7, Lesson 3: "Foundational Skills" the teacher explicitly teaches "syllable division VC/V" by saying, "Let us learn about the Camel Rule. The Camel Rule applies when there is one consonant between two vowels. When a word has one consonant between two vowels and the Tiger Rule does not work, the Camel Rule tells us to divide after the consonant (VC/V)." For students having trouble with the vowel patterns, the teacher guidance "Correct and Redirect" says to "Have them label the Letter and Grapheme Cards with a V or C to help them see the VCV pattern and divide the word appropriately." Other teacher feedback guidance includes, "If students read a word and it does not sound right, remind them to flex the vowel sound and try it a different way. If needed, remind students that an unstressed vowel will make the schwa sound heard as /ǘ/ or /ī/."

HMH Into Reading, 3 includes explicit phonics instruction with immediate and corrective feedback. In Module 11, Lesson 11: "Foundational Skills," the teacher explicitly teaches "different spellings of long *a*" by stating, "'Several graphemes can spell the long *a* vowel sound, /ā/. Let us learn these long *a* graphemes.' Show the grapheme slide *ai*. 'This is the vowel team *ai*. A vowel team is a combination of letters that represent a single vowel sound. When the vowels *a* and *i* are together, they work as a team to make one sound. The vowel team *ai* spells /ā/. Say it with me: /ā/. Point to the visual on the slide. 'Our keyword for the vowel team *ai* is *train*. *Train* has the vowel team *ai* in the middle of the word. Say it with me: /ā/, *train*, *ai*. Let us review. What is the sound? (/ā/) What is the keyword for vowel team *ai*? (train).'" Teacher guidance for feedback includes, "If a student reads *claim* as *clam*, frame the vowel team *ai* and remind them that *ai* stands for the long *a* sound, /ā/. Model blending the word and then blend it together: /k/ /l/ /ā/ /m/, *claim*."

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

HMH Into Reading, 3 incorporates a variety of opportunities for students to apply phonics skills, independently and in collaborative settings. In Module 9, Lesson 1: "Foundational Skills," the teacher explicitly teaches the prefixes *non-* and *over-* by saying, "Let's learn about the affix *non-*. *Non-* is a prefix. A prefix is a letter or group of letters added to the beginning of a word to change its meaning. Point to the prefix *non-*. *Non-* is a prefix that means "not." Have students write *non-* on their whiteboards." The collaborative blending process continues with additional words: *violent/nonviolent*, *react/overreact*, *flow/overflow*, *seas/overseas*, *paid/overpaid*. Students then demonstrate phonics skills in "Word Building," collaborating and manipulating letters in different ways, such as manipulating tiles or letter cards, using a

digital word mat, or using pencil and paper. The materials also support collaborative application through small group—"practice with words with the prefixes *non-* and *over-*, have students continue reading the sentences in small groups and decodable text, *On the Egg Farm*"—or independent practice with "Know It, Show It, Book 2."

In Module 7, Lesson 10: "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 the words includes *knight*, *gnome*, *thumb*, *calm*, *wrench*, and *ghost*. The materials state students may refer to "Know It, Show It, Book 2" for further independent practice. To collaboratively practice the phonics skills of the module, students practice by reading the decodable text, *Take Action*: "In pairs, practice reading with proper phrasing and intonation. Circulate and listen to help students read fluently with phrasing and intonation."

In Module 2, Lesson 3: "Foundational Skills," the teacher explicitly teaches "the VCe pattern." In the "We Do" portion of the lesson, the collaborative blending process occurs with the words *pinecone*, *flagpole*, *lifetime*, *reduce*, and *invite*. Students then demonstrate phonics skills in "Word Building," collaborating and manipulating letters in different ways. The materials state, "Project the slide with the sound boxes. Have students write graphemes in boxes as you model." Students participate in further collaborative application through small groups as they "read the next sentences of the Decodable Text. For additional practice with VCe syllables, have students continue reading Pen Pal Stories in small groups" or independent practice with "Know It, Show It, Book 1."

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 incorporates phonics practice activities and cumulative review opportunities. Module 8, Lesson 3: "Foundational Skills" provides practice activities for content previously taught. To warm up in the lesson, the teacher reminds students of previously learned graphemes such as *mb (/m/)*, *ou (/ow/)*, and scrolls through slides with students calling out the graphemes. Once students review the graphemes, the teacher explicitly teaches the new lesson about prefixes. Students practice the new lesson through structured "We Do" and "You Do" components, the decodable text *How to Build a Sandbox*, and the practice "Know It, Show It" activity page.

All "Foundational Skills" lessons begin with blending, segmenting, visual, and auditory reviews of previous graphemes and phonemes taught. 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 are completed, the teacher introduces a new skill with explicit teaching. For example, in Module 8, Lesson 6, the teacher introduces the r-controlled vowels *or*, *our*, and *ore*, and students practice through decodable texts, word building, irregular word writing, and "Know It, Show It" activity pages.

HMH Into Reading includes cumulative phonics review and practice activities. In Module 11, Lesson 13: "Warm-Up" covers a morpheme visual, auditory, and blending review. In "Visual Review," students spiral through previously learned affixes and their meanings, shown in slides by the teacher. In "Morpheme Auditory Review," students listen and use a paper and pencil to spell previously learned affixes as the teacher says them. Within "Blending Review," students decode graphemes and blend sounds to read words. The new lesson focuses on the suffixes *-er*, *-or*, and *-en*. Students practice new and reviewed skills through decodable texts, word building, handwriting, and "Know It, Show It" activity pages as the module progresses.

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

The materials incorporate explicitly taught phonics practice activities. In Module 8, Week 1: "Foundational Skills," lessons provide practice activities for the phonics focus skill prefixes *fore-* and *pro-*. Students engage in guided and independent practice through the structured "We Do" and "You Do" components of the lesson. Students apply their learning by reading *Albert Einstein*, a decodable text aligned to the focus skill, which includes the line, "He achieved his greatness through his work in the field of physics and was at the forefront of many scientific discoveries." Students also use the "Know It, Show It" activity to complete sentences with the correct prefix word, such as "The group has been making great ____ on our team project," with the answer from the word bank being *progress*.

HMH Into Reading includes practice opportunities only for phonics skills explicitly taught. In Module 4, Week 2, students learn the phonics focus skills "long o spellings *o*, *oa*, *ow*, and *oe*." In practice opportunities during the "We Do" and "You Do" components, students only practice building and reading words with the long o pattern, such as *blow*, *grown*, *toe*, *doe*, *soak*, *coast*, *rowboat*, and *solo*.

Practice opportunities in *HMH Into Reading* include only phonics skills explicitly taught. For example, grade 3 materials include "Foundational Skills and Word Study Studio" differentiation and intervention lessons for students who are below grade level. The materials covered the short *i* sound explicitly in Module 2: "Foundational Skills" for grade kindergarten, but for students needing intervention in grade 3, "Foundational Skills and Word Study Studio: Session 83: Phonics: Review Short *i*" provides more opportunities to learn short *i*. In the session, students review the short *i* sound and practice decoding the words *sit*, *fit*, *sip*, and *pit*. Then, students build and write words with short *i* with their letter cards and read the decodable text *Fit in the Cab*.

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

HMH Into Reading includes decodable texts that incorporate cumulative practice of phonics skills. In Module 4: "Foundational Skills" lessons, students receive explicit instruction on various long vowel spellings, specifically "long *u*, long *o*, and long *e*." Students then practice reading the vowel spellings in decodable text aligned to each lesson's focus. For example, students receive instruction on the long *e* spelling in Lesson 3. The decodable text for Lesson 3 includes words such as *meet*, *speakers*, and *deeper*. At the conclusion of the module, students read the decodable text in Lesson 13, *A Big Performance*. The text features cumulative practice words with all taught vowel sounds, such as *music*, *team*, *feud*, *roses*, and *rescue*.

The materials incorporate cumulative phonics skills through application in decodable texts. For example, in the "Foundational Skills and Word Study Studio, Session 155, Phonics Final Blends" lesson, students review final blends *-mp*, *-nd*, *-sk*, *-st*, *-nt*. After review, students practice reading final blends in the decodable text *Find Scamp*. A sampling of cumulative practice sentences includes, "Clint is at his desk" and "Clint went past the plant stand. At last, Clint can see Scamp."

Decodable texts included in *HMH Into Reading* incorporate cumulative practice of phonics skills. In Module 8: "Foundational Skills" lessons, students receive explicit instruction on various prefixes, including *un-*, *re-*, *pre-*, *in-*, *dis-*, *mis-*, *fore-*, *pro-*, and *intra-*. Lesson 3 instruction specifically focuses on the prefixes *in-*, *dis-*, and *mis-*. The decodable text for Lesson 3, *How to Build a Sandbox*, supports the skill with words such as *dislodge* and *miscalculate*. Another decodable text included in Module 8, *The Homework Robot*, provides cumulative practice with prefix words such as *international*, *reprogram*, *transmit*, *interlock*, and *research*.

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

HMH Into Reading provides phonics skills practice in isolation and in decodable texts. For example, in Module 2, Week 2: "Foundational Skills" lessons, students learn the phonics focus skill "digraph /ch/ sounds like /k/ and /sh/" in various forms. The teacher says, "This is the digraph *ch*. We already know this digraph spells /ch/. The grapheme *ch* can also spell /k/, like in the words *chorus* and *character*." After the teacher explicitly teaches and models reading the digraph in the "I Do" component of Lesson 6, students practice the blends in the decodable text, *A Class Trip to the Zoo*, reading sentences like, "At lunch, we sat down to eat. One of my friends had a sandwich made by their mom, who is a chef!" Students practice the digraph's multiple sounds in isolation through building the words *chrome*, *school*, *chord*, *chute*, *echo*, *mustache*, *charade*, and *chaperone*.

In the differentiation and intervention materials "Foundational Skills and Word Study Studio," below grade-level students review phonics patterns. "Session 343" focuses on "phonics vowel sounds in spoon and wood." Students practice reading the vowel sounds in isolation in the words *moody*, *wooden*, *cookie*, *grouping*, and *plume*. Students also read the decodable text, *Good Rain*, and practice the vowel sounds in a sentence from the text: "When you finish reading a book, you would wish for a big storm. Then you could get a new book out of the sky."

Module 3, Lesson 11: "Foundational Skills" teaches students the phonics focus skill long *a* spellings *a*, *ai*, *ay*, *ey*, and *igh*. Students practice building and writing the various long *a* spellings in isolation with the words *rain*, *stray*, *prey*, *weigh*, *acorn*, *display*, *explain*, *eighty*, and *obey*. Students continue practicing and applying long *a* spelling patterns in the decodable text, *America's Bird*, with sentences like, "These nests can get very large and can weigh a lot!" and "They have a strong aim and never miss!"

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 includes a variety of instructional assessments that are developmentally appropriate for grade 3 learners. The grade 3 *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." The chart 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 oral reading fluency, grammar, vocabulary, reading comprehension, and foundational skills, are developmentally appropriate for grade 3 students.

The materials include a variety of developmentally appropriate assessment tools for grade 3 learners, including formative and summative assessments, individual assessments, and progress-monitoring tasks. "Module Inventories" are administered individually and assess foundational skills taught over a three-week period. For example, the "Module Inventory" for Module 1: "What a Character," evaluates skills taught such as blending and oral reading fluency.

HMH Into Reading offers 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 3: 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 3, 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.

The materials include progress monitoring tools that support ongoing assessment of student learning. In grade 3, the "Administering and Scoring the Assessments Guide" offers detailed guidance on delivering individual progress monitoring assessments, including directions for administration, recording, and the scoring of the individual assessments. The guide recommends, "Administer each assessment orally to individual students approximately every two weeks." The materials also include "Summary Recording Forms" to help teachers track individual student progress in acquiring grade-level fluency skills throughout the year.

In the Module 6: "Module Inventory Assessment," the teacher progress monitors students with blending ability 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. The teacher also calculates words correctly read in one minute to find the student score.

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 3, the "Introduction and Test Overview" located in HMH Ed's Discover: All Resources: Assessment tab provides detailed guidance for administering Screening, Diagnostic, and Progress-Monitoring Assessments. 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."

In grade 3, each module of *HMH Into Reading* 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 screener 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.

The "Module Inventory Guide" for grade 3 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 yearlong student observations within the 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 3 *Implementation Guide* features a section titled, "Student Progress and Learning Goals," which provides an overview on 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 HMH ED's Discover page, teachers can view detailed data and filter reports down to individual students using tools such as "Growth Report" and "Program Activity Report."

The materials include recommendations for data-driven instruction that accelerates student growth in the area of oral reading fluency after being identified below-level and above-level on the screening assessments. The "Recommendations for Data-Driven Instruction" document states teachers must "administer prior grades' Screening Assessments, beginning with G2 Screening Assessments: Oral Reading Fluency. Follow prior grades' Recommendations in Detail as needed" for students who scored below-level on the screening assessments. The recommendation for students who scored above-level is to "administer lessons in Foundational Skills and Word Study Studio, beginning with Session 320."

Teachers track student progress for accelerated instruction in *HMH Into Reading*. The grade 3 *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 on 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 includes data-management tools for tracking whole-class progress and supporting teachers in making instructional decisions based on patterns and needs of learners. For example, the

grade 3 *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 include how assessment data supports classroom remediation, on-level instruction, or accelerated learning. Based on the assessment results, "Foundational Skills and Word Study Studio" lessons reteach specific skills using targeted lessons.

The grade 3 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 over time 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 progress and analyzes the patterns and needs of students. The report shows "strengths and areas for growth, and breaks down results by standards assessed, helping to guide instruction and communicate with families to support students' success." The "Assessment Summary Report" shows whole-class data or individual student data based on parameters selected by the teacher.

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

HMH Into Reading includes guidance on frequency of progress monitoring based on student strengths and needs. Grade 3 "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 3 *Implementation Guide* provides a list of the progress monitoring and assessment components found in the materials. The 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."

HMH Into Reading, 3 provides recommendations for driving instruction based on student data. The recommendations for grade 3 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 includes guidance on accelerating learning based on data from assessments to help students reach grade-level mastery of concepts. Grade 3 "Recommendations for Data-Driven Instruction" supports targeted interventions and outlines specific steps forward based on assessment results. The overview includes: "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 oral reading fluency, the guide recommends administering the prior grade's "Screening Assessment" to determine specific needs.

The grade 3 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.

To teach to the need of accelerated instruction, the materials state the teacher should "administer lessons in Foundational Skills and Word Study Studio, beginning with Session 320," when an accelerated paced student is identified through benchmark assessments. Each session includes instructions on how to provide correct feedback by following a model of "correct, guide, check, and reinforce" as the teacher teaches and extends the taught skill.

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 includes explicit and systematic instructional guidance on developing oral language. In Module 10, Lesson 6: "Reading and Vocabulary," the teacher utilizes the explicit turn-and-talk routine to facilitate discussions. The turn-and-talk routine builds oral language and comprehension through structured peer conversation. Each step includes a script for the teacher to provide to students. The steps include, "Turn toward your partner. Look your partner in the eye. One partner talks. One partner listens. Switch!" The teacher reminds students to speak clearly and with correct pacing.

The materials include explicit and systematic guidance on developing oral language. In "Take and Teach Book Club Discussion Guide: *Weslandia*," the students come together, discuss, and share the reading over five sessions. The teacher observes, listens, and supports meaningful discussions. A teacher prompt states, "Mention that a story's main character appears on most pages and is who the story is mostly about. Ask students why they know Wesley is the main character in the story."

In Module 4, Lesson 6: "Reading and Vocabulary," the materials include structured routines for summarizing lesson content. This lesson guides students through meaningful oral expression that reinforces comprehension and supports the development of oral language and oracy. Teachers follow scripted prompts and guided discussion steps, ensuring students participate in purposeful conversations that extend vocabulary and conceptual understanding.

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

HMH Into Reading provides opportunities for students to engage in social and academic communication. Module 4: "Inquiry and Research Project" guides students through a collaborative project that spans a three-week period. Students research folktales, fairy tales, and legends, then work together to discuss and determine which story would best translate into a play. Students use social communication to talk to one another and academic language to write their plays. The materials state, "Have the group meet to share their research with each other. After hearing or reading all the examples, ask the group to come to a consensus about which story they will rewrite as a play."

The materials provide opportunities for students to engage in social and academic communication for different audiences. In Module 10, Week 1: "Module Launch," students use a K-W-L chart when sharing their background knowledge on the topic of cultural tales. Students respond to questions to engage in discussion, such as "What story did you inherit from your family? Why do you think there are so many versions of The Tortoise and the Hare?," and "How does the video connect to our Essential Question?"

The materials include opportunities for students to engage in social and academic communication for different purposes and audiences. In the Module 3: "Inquiry and Research Project," the teacher introduces a group project, assigns groups, and supports where necessary. Students brainstorm and research with each other about national symbols and write an informational pamphlet with the information. Students present the pamphlet and the information learned using academic language.

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 provides authentic opportunities for students to actively listen, ask relevant questions, participate in discussions, and express their ideas. In Module 12, Lesson 4: "Reading and Vocabulary," students engage in active listening as the teacher models how authors use figurative language in realistic fiction. The teacher reads a page from the student *myBook* while thinking aloud to demonstrate how the author used figurative language within the text. Students engage in guided practice by reviewing examples and responding to targeted discussion prompts.

HMH Into Reading provides authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information. In Module 7, Lesson 2, Teaching Pal: "Read and Comprehend," the teacher guidance includes stopping the read aloud to gauge understanding and make or confirm predictions. After the reading, the teacher asks questions about the text, such as "What are some reasons farmer Will Allen wanted to start a farm on the land with old, empty greenhouses?" Students discuss the question with each other before sharing responses with the whole group.

The materials provide authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information. In Module 6: "Inquiry and Research Project: Create a Wildlife Blog," students engage in collaborative work, brainstorming, and discussions to create a blog about an animal of their choice. Students build content knowledge and language about unusual behaviors and characteristics of wild animals through generating questions for inquiry and developing a research plan. Students share their findings and blog through a whole-class presentation.

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)

HMH Into Reading "Foundational Skills" lessons provide explicit and systematic instruction in letter-sound relationships that support decoding and encoding. Module 2 begins "Foundational Skills" lessons with a review of "vowel-consonant-e" patterns. The teacher explicitly teaches and models all long vowel sounds, using slides and boxes to show graphemes. As the module progresses, the materials increase the level of complexity and application by teaching digraphs with multiple sounds and then consonant doubling rules with endings, such as *-er*, *-ing*, and *-est*.

HMH Into Reading provides explicit and systematic instruction of letter-sound relationships. The "Foundational Skills" lessons include explicit teacher instruction and modeling. For example, Module 6: "Foundational Skills" lessons begin with vowel teams for /aw/, such as *au*, *aw*, *ough*, *al*, and *augh*. The material builds in complexity to teach the diphthongs *ou*, *ow*, *oi*, and *oy*.

The materials explicitly and systematically introduce letter-sound relationships that support student application of 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, for instance, students receive systematic instruction on long vowel spellings, beginning with long *e*, long *o*, and long *u*. The materials progress within the module to instruction on different spelling patterns that sound like long vowel patterns, such as *oo*.

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 includes teacher guidance to provide explicit instruction focused on connecting phonemes to letters within words with immediate feedback. In Module 11, Lesson 8: "Foundational

Skills," the teacher explicitly teaches the suffixes *-less* and *-ness* by stating, "A suffix is a letter or group of letters added to the end of a word to change its meaning or part of speech." Feedback to students includes reminding students that a suffix changes the part of speech of a word. The teacher prompts students to think about what words mean or become as they add and delete suffixes.

"Foundational Skills and Word Study Studio, Session 349" includes teacher guidance for connecting phonemes to letters with explicit instruction on the suffixes *-less*, *-ness*, and *-able*. The teacher models spelling changes and provides corrective feedback using a structured process: Correct the error, model the task, check for understanding, and review the skill in the next session.

"Foundational Skills" lessons for Module 10 include explanatory feedback during explicit instruction focused on connecting phonemes to letters within words. The teacher provides direct instruction on the prefixes *mid-* and *post-*, then spirals back to *mid-* and *post-* during the "Warm-Up" portion of "Foundational Skills" lessons. Teacher feedback guidance throughout the module states, "If students misspell a word, give immediate feedback. Provide explicit instruction with each sound as you work through building words."

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)

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. Daily lessons incorporate encoding and decoding practice, as well as reading within decodable texts to reinforce learning in context. For example, in Module 4, Lesson 3: "Foundational Skills," the lesson begins with a "Warm-Up" section that includes "visual, auditory, and blending review." The lesson then transitions into explicit instruction on one-syllable and multisyllabic words with long *e* spellings. Practice opportunities are embedded throughout the lesson in sections such as "Continuous Blending," "Handwriting," "Spelling," and "Decodable Text." Students practice blending multiple one- and two-syllable words before progressing to the spelling component, followed by instruction with decodable text. The lesson concludes with application of the day's skills in a decodable connected text, reinforcing phonics knowledge within meaningful reading practice.

HMH Into Reading includes opportunities for practice and application of letter-sound correspondence in isolation and connected text. For example, Module 10: "Foundational Skills" instruction includes teacher modeling, word analysis, and guided practice with decoding and spelling words, such as *midday* and *postcard*. Students engage in spelling routines, dictation, and fluency practice focused on phrasing and intonation. Decoding practice for Lesson 3 of the module gives an example sentence: "My uncle cast his line midstream to catch the big trout." Students practice reading the prefix *mid-* and other words within

the sentence that contain previously taught spelling patterns. The foundational lessons are paired with connected texts and a cumulative review of previously taught patterns, offering structured opportunities for students to apply decoding strategies to both one-syllable and multisyllabic words in isolation and connected text.

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 "Foundational Skills and Word Study Studio, Session 383 VCCV Pattern, Prefixes, and Suffixes," students explicitly learn the VCCV pattern by dividing syllables, decoding words, and reading a decodable text. The teacher explains how to divide a VCCV word that has an affix, separate it from the base word, and divide the remaining syllables. Students participate in guided practice decoding VCCV words, such as *affection* and *collection*. Students circle the prefixes and suffixes in the words and underline the vowels in the uncircled syllable(s) of the word. Students then read the decodable text *Wilderness School*.

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)

The materials include a systematic and sequential sequence for introducing grade-level sound-spelling patterns. The grade 3 *Scope and Sequence* outlines the progression of spelling instruction across modules. Instruction begins in Module 1 with foundational patterns such as short vowels, open and closed syllables, and three-consonant blends. As the modules progress, so do the sound-spelling patterns. In Module 5, students spell words with r-controlled vowels, and in Module 10, students spell words with prefixes, irregular past tense words, plural words, and words with suffixes.

In Module 4, the "Module at a Glance" outlines the weekly sound-spelling patterns, which align directly to the designated phonics focus skill. For example, in Week 1, students learn words spelled with the long *e* sound and apply those same patterns in their spelling practice. In Week 2, students focus on spelling words with long *o* spellings. By Week 3, instruction shifts to words with long *u* spellings.

Module 2 includes a systematic sequence of phonics instruction that supports the development of grade-level sound-spelling patterns. Week 1 of Module 2 introduces words with VCe syllables, Week 2 introduces words with digraphs, and Week 3 introduces words with consonant doubling. The lessons provide corresponding decoding and encoding practice through word lists, dictation, sentence writing, and connected decodable texts.

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

HMH Into Reading includes teacher guidance on explicit instruction for grade-level sound-spelling patterns. For example, in "Foundational Skills and Word Study Studio, Session 322, Phonics, Words with VCe Patterns," the teacher models finding the VCe pattern in the word *home*. The teacher explains the first vowel is long, making the *e* silent, and gives more example words using the "Continuous Blending Routine," such as *cave*, *drive*, and *cube*.

Module 2 includes teacher guidance to provide explicit instruction on grade-level sound-spelling patterns. For example, during the blending routine in Lesson 1, the teacher says, "Let's blend the sounds together to read the word. This word has two syllables. The first syllable has a vowel-consonant-*e* pattern. This means the vowel *i* represents /ī/, and the *e* is silent. I'll read the first syllable: /ī/ /s/, *ice*." The lesson continues until the teacher directs students to blend and say the word *icebox*.

In Module 4, the teacher explicitly teaches long *u* spellings through direct phonics instruction. The teacher says, "Listen closely to each sound. Then we will build a word." The teacher then models moving tiles into boxes to spell the word *food* while clearly pronouncing each phoneme.

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)

Module 2 includes multiple opportunities for students to develop, practice, and reinforce grade-level sound-spelling patterns through cumulative review. Across the three weeks of "Foundational Skills" lessons, students develop and practice patterns such as VCe syllables, digraphs, and consonant doubling. The students learn 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 to previously taught patterns to support mastery.

In Module 8, students develop, practice, and review the phonics skill of using prefixes *inter-*, *intra-*, and *trans-*. Students engage in a hands-on word building activity by writing morphemes in boxes to construct complete words. After the teacher models building words with prefixes, students apply the process to spell additional words, such as *interstate*, *international*, and *transatlantic*. By the end of the module, students spell the prefixes and write how the prefix affects the meaning of the word. The materials spiral to include previously taught prefixes.

In "Foundational Skills and Word Studio: Session 222 Phonics: Words with Long *i* Spelling," students develop, practice, and review sound-spelling patterns. After the teacher explicitly instructs and models on the phonics patterns *igh*, *y*, and *ie*, students read the decodable story *Ty and Ike*. Students read the decodable text looking for words with the long *i* pattern and for previously taught high-frequency words. Students highlight or circle words with the correct phonics pattern as they read fluently and accurately.

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

HMH Into Reading provides 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*.

Module 6 includes a structured sequence of activities designed to help students develop their phonics skills through explicit instruction of vowel teams for the /aw/ sound: *au*, *aw*, *ough*, *al*, and *ough*. Students engage with word lists and targeted spelling practice to reinforce the sound-spelling with words like *straw*, *pause*, and *launch*. The materials also include application-based activities, such as oral dictation, handwriting, and decodable texts that allow students to encode words and practice those patterns in context. Instruction supports include structured routines, collaborative exercises, and opportunities for students to self-correct their work as they decode and encode words.

In Module 12, students focus on the phonics skill of words with Latin roots including *port* and *form*. After the teacher explicitly teaches the Latin roots, students continue learning in isolated word practice by building examples such as *formless*, *transform*, *transport*, and *porter*. Students practice reading decodable sentences and texts in small groups to reinforce their understanding and meaning of words with Latin roots in context.

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 includes a systematic sequence for regular and irregular high-frequency words. "Word Lists" under "Teacher Support and Reference Materials" on HMH Ed's Discover page provides a chart that organizes vocabulary into four categories: High-Frequency Words, Critical Vocabulary, 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 *baby*, *brother*, *son*, and *teacher*. By Module 12, Week 1, the words include *either*, *finished*, and *gone*. Each module begins with a "Module at a Glance" that outlines the sequence of irregular words per module.

In Module 8, sequenced Week 1 high-frequency words include *difference*, *length*, *square*, and *sum*. By Week 3, the words build to include *anything*, *everything*, and *outside*. The materials prompt the teacher to spiral review any previously taught irregular words or choose words from texts in the module that students will have trouble decoding or encoding.

HMH Into Reading includes a sequenced order for teaching regular and irregular high-frequency words. In Module 10 students learn about past tense verbs and plural nouns in "Foundational Skills" lessons and "Writing and Grammar" lessons. The high level of complexity of irregular past tense verbs like *buy/bought* and *tell/told* puts the lessons near the end of the year. Students practice using correct verb form in conversation and in writing with redirection from the teacher as needed.

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. "Foundational Skills and Word Study Studio: Instructional Routines Guide" provides clear, step-by-step guidance for introducing and practicing high-frequency words, including model language to support teacher delivery. Throughout the nine steps, the teacher displays and says the high-frequency word and then reads it in a sentence. The teacher blends and segments the word

while encouraging students to blend and segment. In the final steps, the teacher writes the high-frequency word on lines while students also write the word. The teacher practices this multiple times with students to allow opportunities for decoding and encoding of the word.

Module 4 includes explicit teacher guidance when teaching irregular words. In Lesson 3 of "Foundational Skills," the teacher explicitly instructs on long *e* spellings. The teacher explains that when *y* is at the end of a two-syllable word, the *y* makes the long */e/* sound, like in the word *baby*. Teacher guidance in the sidebar cautions, "The letter *y* usually spells the long *e* sound, */ē/*, when it appears at the end of a multisyllabic word. Some exceptions to this rule include *defy*, *deny*, *reply*, and *apply*."

"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*, and *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)

"Foundational Skills and Word Study Studio, Session 67" provides a cumulative review for the regular and irregular high-frequency words *I*, *and*, *like*, and *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's Guides students to point to 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.

"Grammar Extension Lessons: Spelling: High Frequency Words" includes the opportunity to develop, practice, and reinforce high-frequency words. The teacher explains that most words follow a spelling pattern, but there are some words you have to learn by heart. The teacher shows "Display and Engage Grammar 7.1.3a" and explains the practice words *finally*, *question*, *country*, and *weather*. Students work with the teacher to memorize, read, and use the words in oral language and in writing. Students also practice editing a writing draft using their high-frequency word knowledge.

"Foundational Skills and Word Study Studio, Session 230, Cumulative Review/Fluency" reviews previously taught regular and irregular high-frequency words. The materials prompt the teacher to "use the High-Frequency Word Cards and Instructional Routine: High-Frequency Words to review these words," with a

lesson objective of recognizing and reading irregular high-frequency words. During the review, the teacher displays three sentences and the high-frequency words *always*, *brothers*, *heard*, *people*, and *should*. Students practice reading the sentences, such as "The playing field got muddier and messier as people chased the ball." During the application piece of the lesson, students read a practice text, *Night Noise*, with accuracy, appropriate rate, and expression, and identify the high-frequency words in the story.

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 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.

In "Foundational Skills and Word Study Studio, Session 114, Cumulative Review/Fluency," students develop, practice, and review the regular and irregular high-frequency words *must*, *put*, *down*, and *to*. Students work with the teacher to blend, read, and write the words multiple times in practice opportunities in isolation and then in sentences, identifying the words by pointing or highlighting. The teacher immediately corrects or redirects any errors made as students read the decodable text *What Can We Do?*

"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*, and *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 3 *Scope and Sequence* outlines the progression of instruction across modules, beginning in Module 1 with foundational concepts such as closed and open syllables. As the year progresses, instruction builds in complexity. In Module 2, students review VCe syllables to revisit and extend prior learning. Module 3 introduces consonant + *le*, providing explicit instruction and practice with reading and identifying these final stable syllables. By Module 5, students explore r-controlled syllables, starting with simpler patterns like *-ar* and progressing to more complex patterns such as *-ear* and *-eer*.

The grade 3 *Scope and Sequence* outlines skills broken down by module, with each module showing three weeks of "Foundational Skills" lessons. Module 1 teaches a review of short vowels and open and closed syllables through words such as *jet*, *strong*, and *thrill*. In Module 3, students read consonant + *le* in words like *bubble*, *maple*, *handle*, and *middle*. As the sequence progresses to Module 6, students learn VC/CV syllable division in words like *oatmeal*, *bathtub*, and *napkin*.

In Module 5, the "Module at a Glance" outlines the weekly "Foundational Skills" lessons, including identifying when syllable types or division patterns are taught. For example, in Week 1, students begin with instruction on r-controlled vowels. In Week 2, instruction continues with multisyllabic words such as *airstrip*, guiding the teacher with prompts that ask students to identify the first and last syllable. By Week 3, instruction extends to more complex r-controlled patterns, including *-eer* and *-ear* words.

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

HMH Into Reading includes explicit instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. In Module 1 of grade 3, the teacher explicitly teaches students that closed syllables have one vowel that makes a short sound followed by a consonant, and an open syllable has a long vowel sound at the end of the word. Then, the

teacher thinks aloud as he or she uses letter tiles or letter cards to blend, build, and read words like *jet*, *cab*, *donut*, and *acorn*.

In Module 7 of *HMH Into Reading*, the teacher explicitly teaches the Tiger Rule to decode and encode the V/CV pattern. The teacher explains to students that when one consonant is between two vowels, the syllables divide after the first vowel. The teacher models reading, breaking apart, and blending words that follow the Tiger Rule, such as *frozen*, *human*, and *pilot*.

"Foundational Skills and Word Study Studio, Session 206" 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*.

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)

Module 6 includes a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode one-syllable and multisyllabic words. "Foundational Skills" lessons include opportunities for students to apply knowledge through spelling practice, word building, dictation, and fluency practice of the syllable division VC/CV pattern, vowel teams for the /aw/ sound, and vowel team diphthongs for *oi* and *ow*. The materials also include a multimodal way to learn the vowel team diphthong *ow* by having students air write, finger write, and use Elkonin boxes.

Module 2: "Foundational Skills" lessons include opportunities for students to apply knowledge through spelling practice, word and sentence dictation, and decodable text fluency practice of the words with VCe syllables, the digraphs *ch*, *ph*, and *gh*, and consonant doubling with *er*, *est*, *ed*, and *ing*. Sentences and the decodable text include one-syllable and multisyllabic words that apply and spiral back phonics focus skills.

In Module 8, students learn and apply the prefixes *un-*, *re-*, and *pre-*. Students are introduced to the concept through explicit instruction, such as "A prefix is a letter or group of letters added to the beginning of a word to change its meaning." Students build and break apart words as they apply their knowledge to the new meanings of words with prefixes. In the "Spelling" portion of the lesson, students practice encoding multisyllabic words like *return*, *preheat*, and *preschool*.

To provide additional practice, the materials include a "Know It, Show It" consumable activity titled, "Prefixes *un-*, *re-*, and *pre-*."

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 that provide practice using knowledge of syllable types and syllable division principles. Students participate in a variety of activities, including using syllable segmentation to decode and encode words with the digraph *ch* (/k/ and /sh/ sounds). Some of the words used for the continuous blending and word-building activities during the guided practice include *school*, *chute*, and *charade*. Students clap and separate syllables as they write and spell words spoken by the teacher. During the decodable text activity of the lesson, the materials state, "Have students use the decodable text, *A Class Trip to the Zoo*, to practice reading sentences with the digraphs *ch*, *ph*, and *gh*."

In Module 7, students practice blending words like *power*, *toilet*, *royal*, *noisy*, *faucet*, *author*, and *sawdust*, which apply all the syllable division principles learned, such as V/V, V/CV, and CVVC. Students practice the division principles while reading the decodable text, *Why Our Oceans Are Important*. At the end of the module, students complete a spelling assessment that includes a dictated sentence. The teacher reminds students to write clearly and legibly.

In Module 1, instruction begins with a focus on open and closed syllables. Students engage in encoding practice with both one-syllable and multisyllabic words, such as *jet*, *cab*, *win*, *we*, *donut*, and *acorn*. Students read a decodable passage in small groups to apply their understanding of syllable types in connected text. "Know It, Show It" consumable activities provide additional practice of decoding and encoding multisyllabic words.

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 3 *Scope and Sequence* outlines the progression of morpheme instruction across modules through the "Foundational Skills" section. In Module 2, instruction begins with the introduction of the suffixes *-ed*, *-ing*, *-er*, and *-est*, with a focus on consonant doubling. In Module 3, the focus shifts to understanding how spelling changes when applying the suffix additions of dropping the final *e* and changing *y* to *i*. Module 9 adds to the learning of prefixes, by adding *non-*, *over-*, *sub-*, *super-*, *semi-*, and *anti-*. Module 12 focuses on the Latin roots *port*, *form*, *ject*, *spect*, *dict*, *tend*, and *fer*.

In Module 8, the "Module at a Glance" outlines the weekly lessons across content areas, including "Foundational Skills," and clearly identifies the progression of morpheme instruction within the module. In Week 1, instruction begins with the prefixes *un-*, *re-*, *pre-*, *in-*, *dis-*, and *mis-*. Week 2 adds onto the learning, with focused instruction on the prefixes *fore-* and *pro-*. By Week 3, students learn and apply more complex prefixes, including *intra-*, *inter-*, and *trans-*.

HMH Into Reading includes a systematic sequence for introducing morphemes in Module 10. The "Module at a Glance" outlines the morphemes included in the lessons for each week of the module. Students learn the prefixes *mid-* and *post-* in Week 1. In Week 2, students learn and read words with the suffixes *-y*, *-ly*, and *-ful*.

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 that 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 11, the teacher explicitly teaches on the suffixes *-ment* and *-hood*.

The teacher states, "Let us learn about the suffix *-ment*. A suffix is a letter or group of letters added to the end of a word to change its meaning or part of speech. The suffix *-ment* means 'act of.'" The lesson continues with the teacher using the example word *agreement* to model a think aloud of realizing the word *agreement* means "the act of agreeing." The teacher blends, breaks apart, and reads other words such as *adult/adulthood* and *move/movement* while discussing the words in vocabulary terms.

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*, and *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.

Grammar Lesson 4.2.1 includes activities for students to develop, practice, and reinforce morphological skills. After the teacher explicitly teaches the concept of adding *-er* and *-ier* at the end of adjectives, students work with a partner to choose and write the correct form of the adjectives and create a new sentence with one of the adjectives. The lesson continues as students complete a printable worksheet and edit a writing draft to include comparative adjectives with the correct endings.

Module 10 includes activities for students to develop, practice, and reinforce morphological skills. In the "Foundational Skills" lessons, the teacher utilizes previously learned morphemes for a visual and auditory review. Students call out the prefix or suffix they see on the slide, such as *anti-*, *semi-*, *super-*, and then move into reading complete words like *supervision*, *antifreeze*, and *semifinal*. As the lesson continues, the

teacher explicitly teaches the prefixes *mid-* and *post-*, which include decoding, word building, blending, "Know It, Show It: Book 2," and decodable text practice.

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.

"Foundational Skills and Word Study Studio, Session 291, Phonics, Suffixes *-y*, *-ly*, and *-est*" 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 by 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*, and *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)

HMH Into Reading provides teacher guidance to help students determine the meaning of unfamiliar words by using illustrations, texts, and context. Each module begins building background knowledge and introducing key vocabulary words. For example, 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 for the module. Each vocabulary card outlines a structured teaching process, such as reading the word and meaning, reading the sentence, and using the vocabulary word in a sentence. The cards each include a final practice step in the routine, which varies from card to card. For instance, the card *productive* includes a picture and states, "1. Read the word and its meaning above. 2. Read this sentence: The most productive student will finish his daily tasks and more in a regular school day. 3. Use the word *productive* in your own sentence. 4. Make a list of synonyms and antonyms for the word *productive*."

The materials provide teacher guidance to help students determine the meaning of unfamiliar words by using illustrations, texts, and context. Module 8, Lesson 2: "Reading and Vocabulary" includes teacher guidance for supporting students with unfamiliar words using the text *Timeless Thomas: How Thomas Edison Changed Our Lives*. The teacher begins with the vocabulary "Display and Engage" card, which contains the critical vocabulary words from the text. The chart lists each vocabulary word, meaning, and word used in context. During the "I Do" portion of the lesson, the teacher models using the "Vocabulary Routine" to introduce the vocabulary words students will encounter in the text. The materials suggest using the vocabulary card as you discuss each word. The directions state, "1. Read aloud each word and have students repeat it. 2. Read aloud and discuss each word's student-friendly explanation. 3. Point out the example for the word. Have students suggest other examples." In the "We Do" portion of the lesson, teacher guidance supports students as they interact with words by using discussion questions. Sample guiding questions include, "If you could take only one device on a camping trip, which one would you

take? Explain." In the same lesson, a teacher guidance sidebar supports emergent bilingual learners in building vocabulary. For example, at the Pre-Production proficiency level, the materials state, "Ask students to point to a device in your classroom."

The materials provide teacher guidance to help students determine the meaning of unfamiliar words by using illustrations, texts, and context. For example, in Module 3, Lesson 1: "Building Knowledge and Language," the teacher uses the "Vocabulary Routine" and Vocabulary Cards 3.1–3.4" to introduce the words *loyal*, *sovereignty*, *democracy*, and *civic*. The students then read the text *American Places, American Ideals*. The text includes highlighted vocabulary words, which are hyperlinked if reading from the digital *myBook*. The materials define sovereignty as "the right and power a nation has to rule itself or another country or state."

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 provides explicit instruction on digital and print resources. In Module 8, Lesson 7: "Reading and Vocabulary," students review critical vocabulary. The teacher states, "Reference sources, such as a dictionary and glossary, can help find the meanings of unknown words and better understand what you read." The teacher models using a reference source to look up the meaning of the word *helium*: "I can look up *helium* in a glossary. I will look under *h*, since a glossary is organized alphabetically, just like a dictionary. Here is the definition: a light, colorless inert gas found especially in natural gases. Unlike a dictionary, a glossary may have only one definition for words in that text. If a word has more than one definition, the glossary gives the definition that applies to the particular text."

The materials include explicit instruction on the purpose and use of digital resources. In Module 8, Lesson 3: "Reading and Vocabulary," the teacher uses print and digital resources as vocabulary tools. The materials state, "Tell students that using reference sources, such as a dictionary and glossary, can help them better understand what they read. Discuss the purpose of dictionaries and glossaries to ensure that students know how and when to use each one." The teacher models using a reference resource for the word *phonograph* from the text *Timeless Thomas: How Thomas Edison Changed Our Lives*. The teacher reads the definition, part of speech, syllabication, pronunciation, and definition.

The materials include explicit instruction on the purpose and use of digital resources. In Module 9, Week 3, Lesson 12, "Reading and Vocabulary," the teacher uses print and digital resources as vocabulary tools. The teacher displays the "Vocabulary Strategy 9.12a" visual aid as students explore unknown words from the text *It's Our Garden: From Seeds to Harvest in a School Garden*. The teacher models using a dictionary for the word *castings*, stating, "The dictionary entry gives several definitions. The first one is 'something (such as the droppings of an earthworm) that is cast off or out.' That must be the right one, since the text talks about earthworms!"

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 includes activities for students to determine word meanings and pronunciations from print and digital resources. In Module 8, Lesson 3: "Reading and Vocabulary," students utilize the text *Timeless Thomas: How Thomas Edison Changed Our Lives* and "use a print or online dictionary to look up the word *fluoroscope*. Ask volunteers to share the word's pronunciation, syllabication, and definition." For independent practice, students use the words *kinetograph* and *kinetoscope* to look up the word, definition, syllabication, pronunciation, and part of speech in a print or digital dictionary.

The materials include teacher guidance on the use of print and digital resources. In Module 8, Lesson 7: "Reading and Vocabulary," students locate and write the definition of *gizmo* from the *myBook* glossary. Students then use a print or digital dictionary to write the syllabication, pronunciation, and part of speech of *gizmo*. For independent practice, the materials state, "Refer students to a classroom text containing a glossary, or project a glossary for students' use. Ask students to write the glossary definitions for three words. Then have them look up the same words in a print or online dictionary and write additional information, including pronunciation and syllabication."

The materials include explicit instruction on the purpose and use of digital resources. In Module 9, Lesson 12: "Reading and Vocabulary," students use print and digital resources as vocabulary tools. After reading *It's Our Garden: From Seeds to Harvest in a School Garden*, students explore words with multiple definitions from the text. The materials state that in independent practice, students will "Use a print or online dictionary to look up the definitions of the words *coat* and *ears* as they are used in the text and to note the pronunciation of each word. Then have them write their own context sentence for each word."

5.G Fluency

5.G.1 Reading Fluency (1–3)

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

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

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

HMH Into Reading supports the development of fluent reading skills through in-context and out-of-context practice, teacher modeling, and feedback. In Module 4, Lesson 5: "Foundational Skills," the teacher provides explicit fluency instruction focused on reading with expression. In the "Fluency" section of "Foundational Skills," the teacher explains, "When we read, we can use our voice to express feelings or emotions. Punctuation helps us know when or how to use expression when we read. Let us practice how to read with fluency." As the teacher models fluent reading, the materials prompt, "Listen to my voice as I read. (Model reading without expression.) That did not sound right. I was monotone and it did not sound expressive. I will read again, paying attention to punctuation, and read with expression. (Model reading fluently and with expression)." Students participate in guided and independent fluency practice during the "We Do" and "You Do" components. During this time, the teacher asks reflective questions about expression and if his or her voice matched the punctuation in the sentence. For additional fluency practice, students chorally read using the "Choral Read Routine." The materials prompt the teacher to listen in as students are choral reading and "help students read fluently, pausing where appropriate and using expression."

HMH Into Reading provides lessons that support the development of fluent reading skills through in-context and out-of-context practice, accompanied by teacher modeling. In Module 4, Lesson 15: "Foundational Skills," the teacher builds on previous fluency instruction in Lesson 5, this time focused on reading rate and automaticity. In the "Fluency" section of "Foundational Skills," the teacher explains, "Decoding and recognizing words easily help us read a text smoothly and at the right speed—not too fast or too slow—so we understand what we read. Let us practice reading with fluency." As the teacher models fluent reading, the materials prompt, "Listen to my voice as I read. (Model reading the text at a very fast or slow rate.) That was hard to follow. It is difficult to understand the message the author is trying to communicate when we do not read at a smooth rate. I will reread it in a way that helps me understand. (Reread at a smooth and even rate)." The materials suggest teachers ask reflective

questions, such as, "Did my reading seem smooth, and was the sentence easy to understand? Did I have to stop and think about the words? Did it sound like how we speak?"

The materials include 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, Week 1: Lesson 5, the teacher fluently models and reads the decodable text, *Why Our Oceans Are Important*. The teacher says, "Decoding and recognizing words easily helps us read a text smoothly and at the right speed—not too fast or too slow—so we understand what we read. Let us practice reading with fluency." The teacher models reading at a fast rate, showing students how difficult it is to follow. The teacher then rereads the text at a smooth, even rate to show students that it is easier to follow. After the teacher modeling, students read the text aloud, while the teacher circulates and listens to the phrasing and intonation of students. The "Correct & Redirect" sidebar for teachers prompts, "If students come across an unknown multisyllabic word, have them divide the word into syllables. As needed, remind students that when dividing syllables, it is important to locate each vowel grapheme in the word."

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 embeds practice and reading opportunities in word lists, sentences, and decodable texts. In Module 10, Week 1: "Foundational Skills," the teacher explicitly teaches decoding, blending, and reading words with the "affixes mid- and post-." During the "Practice Decoding" section of Lesson 3, "Foundational Skills," students read words that have the affixes mid- and post-, such as *midfield*, *midpoint*, *postscript*, and *postwar*. The lesson continues with students building in complexity reading sentences, such as, "My uncle cast his line midstream to catch the big trout." As the lesson progresses, the materials state, "For additional practice with words with the prefixes *mid-* and *post-*, have students continue reading the decodable text, *What Happens at an Auction?*, in small groups."

The materials include modeling and guided practice using decodable phrases, sentences, and texts within lessons. In Module 8, Lesson 2: "Foundational Skills," the teacher explicitly instructs and models reading words with prefixes. The teacher says, "Let us read words with the prefixes *in-*, *mis-*, and *dis-*." As part of the modeling process, the teacher points to each word and slides his or her finger under words. Students practice the skill with words like *disconnect*, *inexpensive*, and *invisible*. Students build in complexity to practice reading sentences with prefixes, such as "When checking my work, I realized I wrote the incorrect answer, so I erased it to fix it." To conclude the lesson, students practice reading fluently within the decodable text, *How to Build a Sandbox*.

HMH Into Reading embeds practice and reading opportunities in word lists, sentences, and decodable texts. In Module 2, Week 3, Lesson 13: "Foundational Skills," the teacher explicitly teaches reading words with "long *i* spellings (*i*, *y*, *igh*, *ie*)." During the "Practice Spelling" section of Lesson 13: "Foundational Skills," students read words with the long *i* spelling patterns, such as *pie*, *tie*, *light*, *sigh*, *rely*, and *deny*. The lesson continues with students building in complexity reading sentences, such as, "Bald Eagles love to fly

high in the sky, where they can use their sharp sight to look for food." As the lesson progresses, the materials state, "For additional practice with silent letter combinations, have students continue reading the decodable text, *America's Bird*, in small groups."

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 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, "assign parts to mixed-ability groups of five students" 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."

HMH Into Reading includes practice activities and tasks designed to develop reading fluency. In the Module 8, Lesson 2: "Foundational Skills," the teacher provides explicit instruction and modeling focused on fluency. During the "Fluency with Decodable Text" section, the lesson provides a structured "I Do, We Do," pace with students engaged in reading a decodable text, focusing on the skill words from that day. The materials state, "For additional practice with words with the prefixes *in-*, *dis-*, and *mis-*, have students continue reading decodable text, *How to Build a Sandbox* in small groups." 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 reading "their lines loudly and clearly" 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. The Module 9 Collaborative Centers choice board offers students fluency practice in reader's theater. The students read *At the Farm* and the materials guide the teacher to "assign parts to mixed-ability groups of five students. The part of Cleo is ideal for struggling readers, and the part of Farmer Mac can be read by a proficient reader. Remind students to read their lines loudly and clearly." "Independent Practice" is an option for students to "self-select or continue reading an independent reading book. Students can record their progress using the Reading Log and use the Reading Graphic Organizer to practice skills and strategies." Students also practice fluency in "Partner Reading-Read for Fluency" on the choice board stating, "Have students use the Partner Reading Routine to practice the week's fluency skill or another area of need while reading a familiar text."

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

HMH Into Reading 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, "assign parts to mixed-ability groups of five students" 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."

HMH Into Reading includes practice activities and tasks designed to develop reading fluency. In the Module 8, Lesson 2: "Foundational Skills," the teacher provides explicit instruction and modeling focused on fluency. During the "Fluency with Decodable Text" section, the lesson provides a structured "I Do, We Do," pace with students engaged in reading a decodable text, focusing on the skill words from that day. The materials state, "For additional practice with words with the prefixes *in-*, *dis-*, and *mis-*, have students continue reading decodable text, *How to Build a Sandbox* in small groups." 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 reading "their lines loudly and clearly" 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. The Module 9 Collaborative Centers choice board offers students fluency practice in reader's theater. The students read *At the Farm* and the materials guide the teacher to "assign parts to mixed-ability groups of five students. The part of Cleo is ideal for struggling readers, and the part of Farmer Mac can be read by a proficient reader. Remind students to read their lines loudly and clearly." "Independent Practice" is an option for students to "self-select or continue reading an independent reading book. Students can record their progress using the Reading Log and use the Reading Graphic Organizer to practice skills and strategies." Students also practice fluency in "Partner Reading-Read for Fluency" on the choice board stating, "Have students use the Partner Reading Routine to practice the week's fluency skill or another area of need while reading a familiar 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 includes consistent opportunities to develop handwriting skills with grade-appropriate tools to support students that reflect authentic writing. In Module 2, Lesson 6: "Foundational Skills," the teacher explicitly teaches the cursive letters *u* and *w*. The materials state, "Have students practice the formation of the letters *u* and *w* in this lesson. Model and practice with finger writing, and then have students practice writing. As time allows, review any previously taught letters." The lesson includes a "Correct & Redirect" teacher guidance sidebar that states, "Point out the characteristics of cursive writing and the differences from the manuscript alphabet as needed. Then duplicate for each student the model of the cursive alphabet. Have students trace each lowercase and uppercase letter. Then have students write each letter in both lowercase and uppercase on a separate sheet of lined paper."

The materials include consistent opportunities to develop handwriting skills with grade-appropriate tools to support students that reflect authentic writing. In Module 6, Lesson 3: "Foundational Skills," the teacher teaches the cursive capital letters *V* and *J*. The material states, "Have students practice the formation of the letters *V* and *J* in this lesson. Model and practice with finger writing, and then have students practice writing. As time allows, review any previously taught letters." A "Correct & Redirect" teacher guidance sidebar states, "If students need additional support, use a multimodal approach such as finger writing in sand or air writing with you. Then have students use a pencil and paper to continue to practice."

In grade 3, the materials include explicit instruction on the teaching of handwriting skills, including handwriting strokes, as appropriate for each grade level and, when possible, connected to current student learning. For example, in Module 9, Lesson 1: "Foundational Skills," the teacher teaches the cursive letters *D*, *d*, *G*, and *g*. The materials state, "Have students practice the formation of the letters. Model and practice with finger writing, and then have students practice writing. As time allows, review any previously taught letters." Authentic practice involves using the phonics focus skill of the week, the prefixes *non-* and *over-*, in Lesson 5. The materials state, "Have students spell the prefixes *non-* and *over-*,

and then have them write their meanings. Remind them to use their best handwriting." Lesson 5 also encourages students to take their spelling assessment using cursive handwriting.

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

HMH Into Reading includes consistent opportunities to develop handwriting skills with grade-appropriate tools to support students that reflect authentic writing. For example, Module 10, Lesson 15: "Writing and Grammar" includes an "Opinion Essay Performance Task" in which students construct an opinion essay that "explains whether or not the stories in this module should be shared with others and why." In Step 6, the materials state, "Have students prepare final drafts of their essays by keyboarding or handwriting in fluent and legible cursive. Tell students they will know their writing is legible if they or their peers can read the text fluently."

The materials include opportunities to develop handwriting skills through authentic practice. In the Module 7, Week 1, "Collaborative Centers and Independent Practice" choice board, the teacher displays "Anchor Chart 37: Cursive Handwriting," and students practice cursive. In Lesson 1, students practice the formation of cursive letters S and G. The teacher models and students practice with finger writing and pencil paper writing. In Lesson 3, students continue to practice these letters, and teacher guidance states, "As students continue to practice writing in cursive, guide them in making each letter in a continuous motion. With continued practice and modeling, students will transfer these steps into a continuous stroke."

HMH Into Reading includes consistent opportunities to develop handwriting skills with grade-appropriate tools to support students that reflect authentic writing. Module 10, Lesson 15: "Foundational Skills," includes a spelling review practice activity that states, "Have students spell the suffixes -y, -ly, and -ful, and then have them write their meanings. Remind them to use their best handwriting." Teacher guidance states, "Encourage students to write the words in cursive as they review. If students are ready, use these words to deliver a spelling assessment of the week's focus skill."

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 includes modules that build knowledge in science, history, literature, and the arts. The grade 3 *Implementation Guide* includes a section titled "Learning That Builds," which highlights how cross-content knowledge is integrated throughout the curriculum. For example, the text states, "Throughout each module of *HMH Into Reading*, students build knowledge and language about meaningful topics, from different authors, through varied genres, and in multiple formats." The text also states, "Topics connect across the grade levels so that students continue to grow their knowledge as they progress through the program. Through this practice, students become engaged, informed learners with a deep knowledge of topics in science, social studies, and the arts." Each module is built around a knowledge content. For example, the grade 3 materials include *From Farm to Table* (science), *Let Freedom Ring* (history), and *Tell a Tale* (literature). Modules also incorporate elements of the arts, such as Module 4: "Stories on Stage," which includes a student text titled *That's Entertainment*.

The grade 3 *Implementation Guide* includes a section titled "Learning That Builds," which highlights how cross-content knowledge is integrated throughout the curriculum. The subheading "Connecting Throughout a Module" explains, "Each three-week module is focused on a central topic, which children explore through carefully curated texts, media, and projects." One example of a knowledge-based module is Module 3: "Let Freedom Ring," which connects to social studies content. The module is built around the "Essential Question," "How do historic places, documents, and symbols represent the United States?" and includes texts such as *American Places*, *American Ideals*, *Why We Celebrate the Fourth of July*, and *Why is the Statue of Liberty Green?* At the conclusion of the module, students are asked to synthesize their learning through questions such as "What did you learn about U.S. places, documents, and symbols

in this module?" and "How did the selections in this module give you a new understanding about the United States?"

In Module 9: "From Farm to Table," knowledge is built through science. The "Essential Question" for students in this module is, "How does food move from a farm to your plate?" Students read multiple texts within their *HMH Into Reading myBook* such as: *How Do You Raise a Raisin?*, *How Did That Get in My Lunchbox?*, *Carrots*, *Farm to Fork*, and *It is Our Garden: From Seeds to Harvest in a School Garden* to answer the "Essential Question" upon completion of the module.

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 includes resources that demonstrate the knowledge-building structure across a school year and across grade levels. The grade 3 *Implementation Guide* includes a section titled "Learning That Builds," which 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." Grade-level modules are listed alongside a key that indicates if the modules are science, social studies, or language arts focused. Not only does this document showcase the knowledge units within and across a school year, but also highlights how the knowledge-building themes connect across the grade levels. For instance, science content knowledge connects from grade 2, Module 9: "Home Sweet Habitat," builds in grade 3 with Module 6: "Animal Behaviors" and continues into grade 4 with Module 9: "Global Guardians."

The materials for grade 3 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.

The *Implementation Guide* of *HMH Into Reading* shows the connecting 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.

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.

The materials feature modules designed for students to engage with a knowledge-building topic over a three-week period. Each module integrates texts that support and deepen understanding of the overarching theme. In grade 3, Module 6: "Animal Behaviors" connects to the science knowledge-building topic of animals. Throughout this module, students engage with texts that connect to the central topic of animal behaviors and adaptations, such as *Octopus Escapes Again*, *This is Your Life Cycle*, and *T.J. The Siberian Tiger Cub*. At the conclusion of the three-week module, students participate in an inquiry and research project titled "Create a Wildlife Blog," allowing students to apply their knowledge in a meaningful, real-world context.

The modules are designed to spend three weeks on a topic to effectively build knowledge. There are 12 total modules within *HMH Into Reading*. The modules each pose an "Essential Question" that is taught through integrated texts. For example, in Module 8: "Imagine Invent," the "Essential Question" is "What does it take to make a successful invention?" Students explore this question through a wide variety of texts across different genres such as *Timeless Thomas: How Thomas Edison Changed Our Lives*, *Edison's Best Invention*, and *Rosie Revere, Engineer*.

In grade 3, Module 6: "Animal Behaviors," students spend three weeks reading across multiple genres centered around the topic and the "Essential Question," "What behaviors help animals survive?" *HMH Into Reading* includes opportunities to learn in various modalities including a video for students to learn about animal survival, a magazine article about the functions of animal noses in their personal *myBook*, and a narrative nonfiction text about survival behaviors of an octopus.

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

The lessons within each *HMH Into Reading* module are connected by text sets that are intentionally designed to support the central knowledge concept and build students' background knowledge over the course of a three-week module. Module 3: "Let Freedom Ring" includes an anchoring video, *American Landmarks*, to support connections and build the curiosity of students throughout the module. Throughout the three-week module, students engage with texts to build on the "Essential Question," "How do historic places, documents, and symbols represent the United States?" Over the course of the module, students read a carefully curated set of texts, including *American Places*, *American Ideals*, and *The U.S. Constitution*. These texts build knowledge and reinforce the central theme of United States history. At the conclusion of the unit, students can participate in a "Performance Task" that connects the knowledge built across the module. Students are asked, "Think of the people, places, holidays, documents, and symbols that you learned about in this module. Each of these means something, such as freedom, liberty, or independence, to the United States. Choose three things you read about. Write an expository essay

that tells about each one, what it means, and why. Use evidence from the module selections to support your informative essay."

The materials are connected by anchoring texts and intentionally building knowledge over time. In Module 7: "Make a Difference," the "Essential Question" posed to students is, "How can one person make a difference in their local or global community?" To introduce the topic, there is a video called *Kids Change the World*. The connected text set includes *Let's Build a Park*, *Energy Island*, *The Storyteller's Candle*, *Growing Table*, and *One Plastic Bag*. Included in this module is an ongoing research project where students research someone who has made a difference in their community and then hold a "Person of the Year Award" ceremony to present information about the candidates.

In *HMH Into Reading*, students practice connected reading skills using related text sets that build knowledge over time. The lessons within a module have coherence and continuity featuring a focal text related to the module's topic for writing, as well as a read-aloud text for each week of the module, all of which center around the module's topic. For example, in grade 3, Module 10: "Tell a Tale," the folktale *Why the Sky is Far Away* is used to teach students the comprehension skill of visualizing. Later in the module, this knowledge is built on using the fairy tale *Cinder Al and the Stinky Footwear* to continue to teach visualization with a different genre. In the writing section of the module, students use the multiple varieties of texts, folktales, fairy tales, informational texts, legends, and fables as guides when composing their own narrative stories.

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

HMH Into Reading connects grammar, vocabulary, discussion, and writing activities to knowledge-building topics. In Module 2: "Use Your Words," students use the designated vocabulary "Power Words" *snarled*, *recited*, and *protested* for a variety of activities. Students first discuss these vocabulary words together in a think-pair-share routine. The teacher reminds students to think about base words. The materials state, "Tell students to think of other words in the same word family. Explain that these are words with the same base word but different prefixes, suffixes, or endings." Students use their knowledge of grammatical prefixes and suffixes to evolve the vocabulary word *snarled* into other parts of speech. To continue to apply this skill, the *Teacher's Guide* states, "Have students choose one of their word families and write sentences using each of the words in that family."

HMH Into Reading provides opportunities for integration of grammar, vocabulary, discussions, and writing activities through a knowledge-building topic. In Module 6: "Animal Behaviors," science concepts are woven into literacy instruction. Vocabulary "Power Words" included in this module are *keener*, *nostrils*, *trumpet*, *flexible*, *siphon*, *lurking*, and *invisible*. Students are shown a list of these words throughout the module and asked to engage in discussions with peers to define them. For the "Power Word" *trumpet*, the materials list the Spanish cognate *trompeta* next to *trumpet* for a cross-linguistic connection. The teacher then says, "The author uses the word *trumpet* to refer to a loud sound an elephant makes. *Trumpet* is

typically used to describe a musical instrument that you blow to play loud notes, as in 'Each morning, Marty practices playing the trumpet before his performance in the marching band.'" In independent writing practice with clear, grammatically correct sentences, students are asked to continue the use of vocabulary words and "Brainstorm other words that come to mind when you hear the word *trumpet*."

In Module 3: "Let Freedom Ring," the activities of grammar, vocabulary, discussion, and writing connect to the knowledge-building topic of the lesson. Students are asked to reflect and discuss different questions, including "If you could create a landmark or a monument, what would it be? And where would you put it?" Students are encouraged to use the vocabulary words *loyal*, *sovereignty*, *democracy*, and *civic* in their discussions. After reading the text *All the Places to Love*, students identify present and past tense verbs in the story. The writing activity paired with this book is to think about historic places around the United States and *All the Places to Love* and write about a place the student loves.

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.

HMH Into Reading shows background knowledge being called upon within the modules. In Module 4: "Stories on Stage," students dive into the world of drama and plays and utilize background knowledge learned in grade 2. In Week 1, Lesson 2, the teacher asks for and discusses background knowledge with students by saying, "Tell students that they will be listening to a text you will read aloud about a kid who is an actor in a well-known musical play called *The Lion King*. Ask students whether they are familiar with the particular play or whether they have ever seen a play. Have them share what they know in general about how plays are performed."

In grade 3, Module 6, "Animal Behaviors," *HMH Into Reading* asks teachers to introduce the module's topic and "Essential Question" and ask students to complete a K-W-L chart to discuss what they already know about animal behaviors. To further support knowledge building, the teacher presents a video to expand students' understanding of the module's central theme of animal behaviors and build on background knowledge learned in grade 2, Module 9: "Home Sweet Habitat."

The materials provide opportunities for students to make connections from background knowledge. In Module 11: "Genre Study: Nonfiction," Lesson 1: "Reading and Vocabulary" section supports teachers in activating background knowledge from earlier instruction. The materials instruct the teacher to "Review the characteristics of informational texts. Remind students that the purpose of informational text is to inform an audience about a topic and central idea by using facts." During the lesson, students are asked to refer to their *myBook* and have a discussion about informational texts they have read during the year. Students are encouraged to "use the titles and text clues they remember from the selections to explain how they know which ones are informational texts."

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

HMH Into Reading provides opportunities for students to make connections across modules within grade 3. In Module 11: "Genre Study: Nonfiction," the "Reading and Vocabulary" section in Lesson 1 supports

teachers in activating background knowledge from earlier instruction. The materials instruct the teacher to "Review the characteristics of informational texts. Remind students that the purpose of informational text is to inform an audience about a topic and central idea by using facts." During the lesson, students are asked to refer to their *myBook* and have a discussion about the informational text students have read during the year. Students are encouraged to "use the titles and text clues they remember from the selections to explain how they know which ones are informational texts."

In Module 10: "Tell a Tale, Foundational Skills, Grammar," students review previously taught affixes in Lesson 1. As students move to learn the new affixes *mid-* and *post-*, the teacher begins the lesson by spiral-reviewing previously taught affixes and their meanings, such as "*anti-* (against, opposite), *sub-* (under, beneath, below), and *super-* (more, better, bigger, beyond)." This spiral review continues into the "Blending Review" section, where students are to review previously taught affixes and sounds by decoding graphemes and blending sounds together.

In grade 3, the materials activate students' background knowledge by making connections across modules within a grade level. Poetry is spiraled back to students in Module 12: "Genre Study: Literary Text." In the "Reading & Vocabulary" sections of *HMH Into Reading*, students are prompted to "Turn to the Table of Contents in *myBook*, Book 1 and Book 2, and have a discussion about the poetry students have read. Encourage students to use the titles and text clues they remember from the selections to explain how they know which ones are poetry." Students use previously read text within the grade level to show mastery of the lesson objectives, "Recognize and describe the characteristics of poetry. Analyze texts for characteristics of poetry. Determine the author's purpose for using specific genre features."

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)

The materials provide students with relevant background knowledge to engage meaningfully with text. Module 5: "Teamwork" in grade 3 launches with a knowledge map and K-W-L chart to show what students know and want to know about Teamwork. Then, throughout the module, students engage with a variety of text and genres to explore the module's "Essential Question," "What can sports teach us about working together?" The text set includes *Don't Feed the Geckos!*, representing a persuasive letter; *Soccer Shootout*, representing realistic fiction; and *Brothers At Bat*, representing narrative nonfiction. Students apply a variety of literacy skills while engaging with the texts, including "TEKS 3.8A Infer the theme of a work, distinguishing theme from topic, TEKS 3.8D Explain the influence of the setting on the plot, and TEKS 3.10F Discuss how the author's use of language contributes to voice."

HMH Into Reading provides students with knowledge-building learning through engagement with texts. In Module 8: "Imagine! Invent!" the learning objective of the lesson provides focused support for teachers in using the anchor text, *Timeless Thomas: How Thomas Edison Changed Our Lives*, to "identify and use the text and graphic features of informational text to gain understanding of the topic." Content suggestions highlight specific pages within the reading, such as "The text compares the present-day technologies with

Edison's historical discoveries, giving the reader a connection to the past." Other texts used in this module include *Rosie Revere, Engineer*, *A Bumpy Ride*, and *Now & Ben*.

HMH Into Reading creates meaningful work and exposure to curated text sets meant to build knowledge over time. Module 2: "Use Your Words" asks the "Essential Question," "How do people use words to express themselves?" Students are presented with a text set that builds literature, vocabulary, and grammar through everything students read to meet lesson objectives. In the "Grammar and Writing" portion of the lesson, students work with "TEKS 3.11A to plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping." Students read and engage with the texts *Dear Dragon* and *Dear Primo: A Letter to My Cousin* and then put into practice drafting their own letters for a specific audience. The text set supports the overall lesson objective and the "Essential Question" as students explore expressing themselves through letters.

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 requires students to engage with questions centered around the overarching big ideas, topics, and themes of each module. In Module 4: "Stories on Stage," the "Essential Question" asks, "In what ways might a play be an effective way to tell a story?" The question encourages students to think deeply about the genre of drama and serves as the foundation for all instruction and learning throughout the module. In the "Reading and Vocabulary" section of Lesson 2, students explore the topic of tall tales and are asked, "What might be challenging about presenting a tall tale as a play on stage?" The question connects directly to the topic of how tall tales can also work as a drama. Through the end of the module, students revisit the big idea through culminating questions about making connections with texts. In Lesson 14, under "Reading and Vocabulary," students are asked, "Was the drama effective in portraying what the characters are feeling, and how the little measuring worm's kindness and courage saved the day?" The question prompts students to analyze the theme, spiraling back to the "Essential Question."

Students engage with big ideas in *HMH Into Reading* Module 6: "Animal Behaviors" with the "Essential Question," "What behaviors help animals survive?" After watching a "Get Curious" video from the module launch lesson, students are instructed to use think-pair-share to respond to the following questions: "What behaviors help the animals in the video to survive? How does a 'dance' help bees get food? How does the video connect to our Essential Question?" In Week 1, Lesson 1, Reading, students read an informational text, *Frozen Alive*, with the prompt of reading to find information that answers the "Essential Question."

Each module of *HMH Into Reading* provides 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. For example, in Module 3: "Let Freedom Ring!," the teacher uses an "Anchor Chart" called "Make Connections." The teacher refers to the Anchor Chart as questions are asked, such as "How did the selections in this module give you a new understanding about the United States?"

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

Students engage and synthesize knowledge across and within Module 11: "Genre Study: Nonfiction" in three different genre studies: informational text, narrative nonfiction, and opinion text. In Week 1, Lesson 1, students are prompted to "Turn to the Table of Contents in *myBook*, Book 1 and Book 2 (pages 5–9), and have a discussion about the informational texts students have previously read." When the lesson moves to "We Do," students fill in a genre map about a previously read informational text, *T.J. The Siberian Tiger Cub*. The genre map is used throughout the module as students reflect on the different genres.

In grade 3, questions and tasks prompt students to synthesize knowledge and concepts within and across modules. For example, in Lesson 1 of Module 1: "What a Character," students synthesize knowledge gained from the week's texts in a discussion about interesting characters. Students build their own "Knowledge Map" about characters, first using *Scaredy Squirrel* as a whole-class example. As the module progresses through Lesson 15, students use and add to their "Knowledge Map" to summarize the different characters read and their characteristics.

HMH Into Reading, 3 includes questions and tasks that prompt students to synthesize knowledge and concepts across texts within and across modules. Module 10: "Tell a Tale" includes a module wrap-up of the "Essential Question," "Why is it important to pass stories down to the next generation?" Students synthesize new knowledge and "think about the different kinds of stories you read in this module and the messages and lessons they gave. Write an opinion essay that explains whether or not the stories in this module should be shared with others and why." They are also prompted to "use evidence from the module selections to support" their opinion essay.

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

The materials feature modules designed for students to engage with a knowledge-building topic over a three-week period. Each module integrates texts that support and deepen understanding of the overarching theme. In grade 3, Module 6: "Animal Behaviors" connects to the science knowledge-building topic of animals. Throughout this module, students engage with texts that connect to the central topic of animal behaviors and adaptations, such as *Octopus Escapes Again*, *This is Your Life Cycle*, and *T.J. The Siberian Tiger Cub*. At the conclusion of the three-week module, students participate in an inquiry and research project titled "Create a Wildlife Blog," allowing students to apply their knowledge in a meaningful, real-world context.

The modules are designed to spend three weeks on a topic to effectively build knowledge. There are 12 total modules within *HMH Into Reading*. The modules each pose an "Essential Question" that is taught through integrated texts. For example, in Module 8: "Imagine Invent," the "Essential Question" is "What does it take to make a successful invention?" Students explore this question through a wide variety of

texts across different genres such as *Timeless Thomas: How Thomas Edison Changed Our Lives*, *Edison's Best Invention*, and *Rosie Revere, Engineer*.

In grade 3, Module 6: "Animal Behaviors," students spend three weeks reading across multiple genres centered around the topic and the "Essential Question," "What behaviors help animals survive?" *HMH Into Reading* includes opportunities to learn in various modalities including a video for students to learn about animal survival, a magazine article about the functions of animal noses in their personal *myBook*, and a narrative nonfiction text about survival behaviors of an octopus.

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

HMH Into Reading provides opportunities for students to apply new understandings to real-world contexts. Lesson 15 of Module 9: "From Farm to Table" offers an example of this through a culminating "Performance Task." In this activity, students revisit a previously read informational text, *From Farm to Table*. The assignment directs students to consider the following: "Think about the selections in this module that explain how the food you eat gets to your plate. Where does the food come from? What kinds of processes need to happen? What are the steps in those processes? Write an expository essay that tells how food goes from the farm to your plate. Use evidence from the module selections to support your ideas." While this lesson focuses on a culminating module activity, it also prompts students to engage in connections from the topic to contexts outside of the classroom.

In *HMH Into Reading*, students engage in real-world application through an "Inquiry and Research Project" in Module 8: "Imagine! Invent!" This multi-week project is woven throughout the three-week module and aligns closely with the "Essential Question," "What does it take to make a successful invention?" The materials introduce the project by stating, "Tell students that over the next few weeks, they will work in groups to research how famous inventors worked to create a new invention, and then plan one of their own. Encourage students to begin observing their surroundings this week, looking for problems that could be solved with a new invention." Students engage in generating research questions, developing a plan, drafting, publishing and presenting their material over a real-life connection to their learning in all the "Writing and Grammar" lessons of the module.

Grade 3, Module 6: "Animal Behaviors" includes meaningful opportunities for students to apply their understanding to real-world contexts beyond the classroom through the "Inquiry and Research Project: Create a Wildlife Blog." In Module 6, students "work in groups to create a website about unusual behaviors and characteristics of wild animals." In the "Writing and Grammar" section of the lessons, students conduct research using texts from the module for their websites. At the conclusion of the module, students present their projects by combining the introductions from their blogs with a visual poster, practicing public speaking as they share what they learned about animal behaviors.

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

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

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

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

HMH Into Reading includes a comprehensive scope and sequence that outlines the specific order in which academic vocabulary is taught throughout the year. In grade 3, this information is available in a document titled "Word List," located under "Teacher Support and Reference Materials" within HMH Ed's Discover page. The grade level "Word List" 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," "Critical Vocabulary Words," and "Instructional Vocabulary Words." The "Big Idea Words" and "Critical Vocabulary Words" include words that connect to the knowledge component of each module. For example, "Module 8: Imagine! Invent!" includes the "Big Idea Words" *brilliant*, *invention*, *original*, and *productive*. The "Instructional Vocabulary Words" listed on the chart connect to academic vocabulary students need to be successful for the module. For example, a few of the "Instructional Vocabulary Words" listed for Module 8 include the words *central idea*, *label*, *suffix*, *sequence*, *timeline*, and *inform*, which are all highly transferable between content areas.

In grade 3, 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 the vocabulary words in a cohesive, yearlong scope and sequence "Word List," as well as at the beginning of each module and each individual lesson. For example, in Week 2 of Module 10: "Tell a Tale," students learn the "critical vocabulary words: *ominously*, *proclamation*, *pungent*, *quantities*, *snickered*, *tempting*, *upcoming*."

HMH Into Reading, 3 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, the entire Module 7: "Make a Difference" utilizes the "Big Idea Words: *communal*, *fellowship*, *outreach*, *residents*." Some of the specific Week 3 Critical Vocabulary Words are *flickered*, *gallant*, *preparations*, *slender*," while some Instructional Vocabulary Words are *narrator*, *point of view*, *prediction*, *primary source*."

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

HMH Into Reading includes opportunities for teachers to provide content and language scaffolds, as well as support for differentiation of vocabulary development. Lesson 1 of Module 4: "Stories on Stage" 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, teachers are instructed to use the "Vocabulary Routine" and "Vocabulary Cards" to introduce the big idea words of the module. Students record those words to their *myBook* and revisit them throughout the module. The materials state, "Have students use the ideas and words you have discussed to help them answer questions about their own experiences." As Lesson 1 continues, teacher supports are included in the sidebar of the materials and provide definitions and examples to guide vocabulary instruction. In the "Reading and Vocabulary" section, the materials provide explicit instruction and application for academic vocabulary such as *claim* and *audience*. For example, the materials state, "Explain that in an argumentative text, authors make a claim and support it with evidence using reasons and details. Authors will try to appeal to the audience with their reasons and details. Discuss how an author's claim is often an opinion and that the supporting reasons will usually include facts that reinforce it." As students apply meaning to text, the materials prompt students to read the selection and then "Discuss the author's intended audience for the selection."

The grade 3 materials include practice and application opportunities with appropriate content and language scaffolds to differentiate vocabulary development. In Lesson 1 of Module 5: "Teamwork," teachers use the "Vocabulary Routine" and "Vocabulary Cards 5.1–5.4" to introduce the "Big Idea Words": *collaboration*, *symbiosis*, *determination*, and *unity*. The teacher asks, "Are you on a team? What kind of teamwork do you enjoy watching or taking part in? Why? Tell about a teamwork event that you watched or took part in." Students at varying proficiency levels in the ELPS are provided the following sentence frames: "Pre-production/Beginning: Ask a question, such as: Does collaboration mean working with others or working alone? Intermediate: Provide a sentence frame, such as: Collaboration means working blank rather than working blank. High Intermediate/Advanced: To elicit participation in the topic discussion, ask open-ended questions: What does collaboration mean? How can it help people reach their goals?"

Additional scaffolds are embedded within lesson sidebars to support vocabulary instruction for all learners. In the "Supporting All Learners Access" section, "If/Then" statements support teacher guidance for differentiated instruction. For instance, Module 4: "Stories on Stage" reads, "If students have difficulty identifying ideas in a text, then have them focus first on the topic. Ask: What is this text mostly about? If the topic is blank, which sentences tell more about that?"

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

HMH Into Reading includes tasks designed to engage students in using key academic vocabulary in a purposeful way. In "Module 4: "Stories on Stage," students are provided explicit instruction using key vocabulary words that connect to the knowledge component of the module. The "Reading and Vocabulary" section of Lesson 2 includes purposeful opportunities for students to engage in academic vocabulary. Teachers are instructed to use the "Vocabulary Cards" to follow a three-step routine: "1) Read aloud each word and have students repeat it, 2) Read aloud and discuss each word's student-friendly explanation, and 3) Point out the example for the word. Have students suggest other examples." The materials ask teachers to, "Guide students to interact with the words by discussing questions such as these," and include questions, such as "If something is genuine, should you be suspicious that it is fake? Why or why not?" and "Could a saga be about what happened today at lunch? Why or why not?" During the application of independent practice, students complete steps 3 and 4 on the "Vocabulary Cards." These tasks include making a list of synonyms and antonyms for a specific word and using the word in a sentence.

The grade 3 materials include tasks designed to engage students in the purposeful use of key academic vocabulary. Module 2: "Use Your Words" includes structured, engaging, purposeful academic vocabulary tasks. Vocabulary words such as *express*, *convey*, *chronicle*, and *creative* are introduced as "Big Idea Words" and revisited across the three-week module. Lessons incorporate vocabulary strategies like the "Four Square Map": "In the first section, draw a picture that stands for the word. In the second section, write the meaning of the word. In the third section, write a sentence using the word. In the fourth section, write the word. Have students use the Collaborative Discussion routine to discuss the sentences they wrote on their Four-Square Maps. Call on pairs to share their sentences. Positively reinforce students' correct word usage." Students use the "Critical Vocabulary" *steep*, *speed*, *breezy*, and *conductor* for this activity.

HMH Into Reading includes cumulative vocabulary building with a variety of activities to engage students with academic vocabulary. Week 3, Lesson 14 of Module 7: "Make a Difference" spirals all vocabulary learned in the module. The materials state, "Have partners choose three verbs from the Vocabulary Cards and work to create a word web for each word. Tell students to use the Vocabulary Cards to remind them of the words' meanings and to use a dictionary or thesaurus to help them find synonyms." After choosing their words, students are prompted to "create a sentence stem for each web to show the difference in the synonyms' meanings. Allow time for students to share their word webs with peers." Some possible vocabulary words students could use are *chimed*, *concluded*, *confessed*, *converted*, and *flickered*.

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

HMH Into Reading includes a variety of teaching techniques, verbal and nonverbal, to support the learning of key academic vocabulary. In Module 8: "Imagine! Invent!," vocabulary instruction includes the use of visuals to aid student understanding. "Vocabulary Cards" feature both the word and a 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 *invention* includes the word, a picture, and the following teaching routine: "1) Read the word and its meaning above. 2) Read this sentence: The invention of the telephone changed the way people communicate. 3) Use the word *invention* in your own sentence. 4) Brainstorm other words that come to mind when you hear the word *invention*." As teachers use the "Vocabulary Cards," the materials state, "Use the vocabulary routine and Vocabulary Cards 8.1–8.4 to introduce the Big Idea Words. Discuss the meanings and how they tie to the module topic."

The grade 3 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 3: "Let Freedom Ring!," the texts in each students' online *myBook* incorporate detailed photographs, illustrations, and labeled diagrams to reinforce the meaning of vocabulary terms. For example, in the online *myBook* text, *The Flagmaker*, the "Critical Vocabulary" is *broad*, *gritty*, and *hoisted*. Within the story, these words are clickable, hyperlinks that immediately give students each word's pronunciation, definition, and an example sentence.

HMH Into Reading incorporates the use of "Vocabulary Cards" as a tool to support students in the purposeful use of academic vocabulary. Visual "Vocabulary Cards" are included as part of the "Power Word Routine" to support targeted vocabulary instruction. The cards include the vocabulary word, a student-friendly definition, a sentence that models usage, and an image or symbol that represents the word. Teachers access the vocabulary display cards within their online module display resources. The materials introduce 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)

HMH Into Reading supports students in asking and generating questions for inquiry. Modules 1–10 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. The Module 4 "Inquiry and Research Project" states that students will "work in groups to research a traditional story and then rewrite and perform it as a play." Teachers support student inquiry and research with questions like, "What traditional stories are you already familiar with? Do the elements of a play remind you of elements found in other types of stories? How does writing your play change what you know about how people can tell a story? How are plays different from the texts in previous modules?"

The grade 3 materials support instruction that encourages students to ask and generate questions to guide inquiry. Module 6 engages students in an "Inquiry and Research Project" called "Create a Wildlife Blog." Within the research project, the materials state students will "work in groups to create a website about unusual behaviors and characteristics of wild animals." Teachers guide student inquiry into autobiographies with questions like, "When have you had an experience related to animals and the habitats in which they live? Have you ever used a blog or other resource to learn more about how an animal lives in its habitat? How does your website change your understanding of the different ways animals are able to survive in different places? What animals do you want to learn more about? What interesting facts and examples can you find?"

HMH Into Reading provides students with opportunities for generating questions and inquiry. In Module 9, students engage with an "Inquiry and Research Project" with two objectives: "Build content knowledge and language about what makes a healthy lunch" and "Generate questions for inquiry." To fulfill the objectives, students will "work in groups to create a healthy lunch menu and research the origins of the foods on their menu." The materials ask students, "Have you ever made your own lunch? What did you put in it? Have you ever seen foods at the grocery store that you did not recognize? Do you think you will make the healthy lunch you created for yourself for someone else someday? Why or why not?" Once

students present their healthy lunch menu, groups discuss with each other what they learned and any questions they have for a group.

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

HMH Into Reading supports students to generate and follow a research plan. Modules 1–10 include opportunities for students to engage in an "Inquiry and Research Project." For example, the "Inquiry and Research Project" for Module 8 is "Create Your Own Invention." One of the learning objectives is "Generate questions for inquiry and develop a research plan." The materials state that students will "Research how famous inventors worked to create a new invention, and then plan one of their own" and "Guide groups to create an Idea Board or group document for brainstorming, answering questions, recording and discussing ideas, and sharing quotations and other information from their research." Teachers support students in generating a plan by asking, "What kind of problems do inventions solve? What problems could I solve?" The "Inquiry and Research Project" extends in the "Writing and Grammar" section of Week 2 of the module, where student focus becomes researching their reports during writing time. Students follow a research plan during "Writing and Grammar" in Lesson 6: "Choosing a Topic," Lesson 7: "Conducting Research," Lesson 8: "Beginning the Draft," "Lesson 9: Draft II Elements of Research Reports," and Lesson 10: "Completing the Research Report."

HMH Into Reading supports students to generate and follow a research plan. In the Module 3 "Inquiry and Research Project," students "collaborate to create a national symbols pamphlet." Students generate a plan for their pamphlet by "brainstorming, recording and discussing questions and ideas, answering questions, and sharing quotations" about national symbols with peers. As the module progresses, students follow their research plan by beginning their research of their chosen national symbols, posting interesting findings on a class "Idea Board," and "compiling and organizing all of the group research about one or more specific symbols." Groups continue to edit and revise their pamphlets until groups present their information at the end of the module.

In grade 3, the materials support instruction for students to generate and follow a research plan. For example, in the Module 5 "Inquiry and Research Project," students generate a research plan to "invent a new team sport or game." The materials state, "Make a list of skills that are important to have when working on any team. Create a list of team activities they could research. Ask each student to choose a different activity from the list to research independently." After students choose a sport, they come together with their collaborative group to share the information. The group works together to "come to a consensus on the team sport or game they will invent. Using desktop publishing software, have students write instructions for the game or sport." Groups then test and revise their written rules and sport/game until they have fully developed a new game. At the end of the module, students present their sport/game to other groups by simulating how the new sport/game is played.

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 supports the development of research skills through primary and secondary sources. In the "Writing and Grammar" section of Module 8, Week 2, Lesson 6, students receive explicit instruction on identifying primary and secondary sources. Throughout the lesson, students and teachers reference an Anchor Chart titled "Research is Using Sources to Find Information." The "Anchor Chart" defines and outlines various types of sources, including primary and secondary sources. As the lesson continues, students compare the descriptions of the two kinds of resources and "Select a topic and have students suggest types of primary and/or secondary sources they might use to research that topic." The instructions then state, "Have students share and make a list of possible sources they might use for their research report." As the module continues, the Lesson 7 "Writing and Grammar" section includes gathering and evaluating sources. Students participate in a task of finding sources that are the most useful. The teacher states, "When you evaluate a source, you look at it carefully to decide whether or not it gives you useful, factual information." Then, students gather and evaluate resources and determine the two or three that are the most useful sources for their research plan.

The materials support students in gathering information from a variety of sources including primary and secondary resources. In the Module 3, Week 1, "Build Knowledge and Language" sections, students develop a personal research question around the module's "Essential Question," "How do historic places, documents, and symbols represent the United States?" The teacher models how to develop a research question around the module topic, then students research various sources and select two print or digital sources that could answer their research question. The teacher defines the difference between primary and secondary sources by stating, "You can find the text of the original U.S. Constitution online. That is a primary source. The selection we read this week, *The U.S. Constitution*, is about the Constitution, but it is not the original document, so it is a secondary source." In the Lesson 5 "Build Knowledge and Language, Apply the Skill" section, students "use notecards to take notes on their chosen source and share their notes with the class, and how each fact helped to answer their research question."

HMH Into Reading provides instruction on differentiating between primary and secondary sources through guided lessons, activities, and tasks. In Module 12: "Genre Study: Literary Texts," students research a person from history and write a biography about him or her. In the Week 2 "Writing and Grammar" sections, students conduct research over their chosen person. The teacher displays "Anchor Chart W2," which defines primary and secondary sources, as students research. The teacher asks

students, "What kind of information will you need about your subject?" as they gather sources. The materials explain, "In their biographical essays, students should include facts gathered from two or three sources. Suggest that as students research, they might want to jot down more than ten facts. Refer to Anchor Chart W2 as needed." After researching, editing, and revising their biographies daily, students choose one way to "publish" their biographies from choices, such as "a. Research photographs on the internet, selecting one or more to print and include with your essay. b. Turn your essay into a book. Make a book cover out of construction paper or cardboard. Include photographs or illustrations. Add features such as a "Fun Facts" box, a map, or a timeline. c. Include your essay as one chapter in a Class Heroes book."

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 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 Text" section before the weekly lessons. This section outlines the texts 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. For example, in Module 4, Week 1, the preview for "That's Entertainment" includes "Lexile Measure: 730L, Overall Rating: Slightly Complex," and a note stating, "This text has a clearly stated and sequential organization of main idea and details."

The materials include core texts written at grade level. Module 6 includes core text selections and their Lexile level score, such as *Frozen Alive* and *This is Your Life Cycle* with Lexile measures of 700L. The level is within the recommended range for grade 3. The module includes vocabulary instruction, comprehension strategies, and oral language routines that help scaffold understanding of these core texts.

In Module 5, Week 1, students read texts of varying but appropriate complexity. *Teamwork = Victory!* has a Lexile measure of 700L and is rated "Moderately Complex." *Soccer Shootout* has a Lexile of 670L and the same complexity rating. A teacher note for *Soccer Shootout* explains that it includes an implicit problem/solution structure and increased clearly assigned dialogue.

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

HMH Into Reading includes texts that are well-crafted and of publishable quality. In Module 10, students read a variety of genres, including *When the Giant Stirred*, *Why the Sky is Far Away*, and *Cinder Al and the Stinky Footwear*. These texts demonstrate clear narrative structure, vivid language, and culturally rich

themes that support engagement and comprehension. The module blends traditional tales, modern adaptations, and fables that are written with purposeful figurative language and varied sentence structures.

HMH Into Reading includes well-crafted, publishable texts for use in instruction. In Module 3, students read the narrative nonfiction text *Why Is the Statue of Liberty Green?* The text uses dialogue, which is unusual to nonfiction. The learning objectives state students will build language surrounding US history and symbols, identify the author's purpose, and identify parts of a narrative story.

The materials include texts that are well-crafted and of publishable quality. Module 8, Week 2, "Preview Lesson Texts" outlines the text *Rosie Revere, Engineer*. The materials note, "This text has a simple, familiar poetic structure and some unfamiliar or academic words," highlighting the text's deliberate use of poetic structure and vocabulary to support comprehension and learning of content.

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

HMH Into Reading uses a wide variety of traditional, classic tales as instructional tools for literacy development. Traditional, classic tales provide connections for students as familiar tales while they learn new reading strategies. For example, texts like *Cinder Al and the Stinky Footwear* and *Compay Mono and Comay Jicotea* allow students to compare and contrast the "traditional" fairy tale or folktale with a slightly altered, more diverse retelling. Students build connections between stories as they analyze each tale and apply their comprehension strategies.

The modules of *HMH Into Reading* include contemporary, high-quality texts for students to read. Students read contemporary texts, such as *Judy Moody*, *Mood Martian*, *Stink and the Freaky Frog Freakout*, and *Running Rivals*. After reading, students respond to the texts through collaborative discussions and short answer responses using text evidence to show comprehension.

Diverse, high-quality texts introduce students to a wide range of genres and cultures. In *HMH Into Reading*, students read from a variety of genres including poetry, argumentative, narrative nonfiction, informational, and drama. The informational short read *A Century of Amazing Inventions* presents timelines as a text feature. *Gigi and the Wishing Ring* utilizes dialogue and multiple stage directions as students learn about dramas.

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

HMH Into Reading includes content that is relevant, engaging, and authentically reflects students' diverse backgrounds and experiences. The texts included in Module 2 support the theme "Use Your Words" by including text that connects students' experiences with different communication styles. Selections such

as *Dear Primo*, *The Upside Down Boy*, and *Dear Dragon* include various cultural contexts and incorporate topics like language, community, identity, and creativity.

HMH Into Reading includes relevant, engaging texts for use in instruction. In Module 7, students read an opinion essay focused on community titled "Let's Build a Park!" Teachers prompt students to make connections about having a safe space to play, areas to run around and explore, and a place to go to join with others just like their school playground.

The materials utilize relevant, engaging texts to reflect diverse backgrounds and experiences. For example, Module 6: "Animal Behaviors" teaches the scientific topics of life cycles and survival traits. To learn about scientific topics, students read engaging selections such as *Octopus Escapes Again!* and *T.J. the Siberian Tiger Cub*. The texts offer students opportunities to engage with science-based content that connects to their interests and experiences.

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 provides opportunities for students to engage with grade-level texts by listening, reflecting, and responding critically, orally, and in writing. In Module 12, students listen as the teacher instructs on elements of a story, specifically plot, using the text *Picture Day Perfection*. Students think about and discuss the sequence of the text and how changing the sequence would affect the story. Using text evidence, students show mastery by having a collaborative discussion about the story's ending, writing a caption for the photo at the end of the text, and filling out their "Genre Map" with text characteristics from the story.

The materials include opportunities for students to listen to, think about, and critically respond to grade-level texts. In Module 7, students read *I Am Helen Keller* from their student *myBook* with embedded opportunities to respond to text through collaborative discussion and writing. Students turn and talk with a partner about Helen Keller and the point of view of the story. A speaking tip reminds students to be polite as they speak, or wait and listen. Students provide a written response with text evidence, and a connection to themselves, by answering the question, "What is the most important life lesson you learned from *I am Helen Keller*? How can that lesson be helpful to you and others?"

The Module 2 text *Uncommon Traveler* offers opportunities for students to engage in listening, thinking, and critical response to a grade-level text. Students listen and think as the teacher reads the text and then orally answer questions around the author's craft and proper nouns. Students use the instruction on nouns and the text in their own writing when they are asked to write one to two things that happened in the story to show comprehension.

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 provides opportunities for students to discuss grade-level texts. In Module 12, Lesson 6, the learning objectives include recognizing plot elements, story structure, conflict, and resolution.

Students participate in discussions with peers using the turn-and-talk routine," answering questions, such as "How does the author use story structure to achieve her purpose for writing *My Dream Playground*? Why does the author include this event in the plot?"

HMH Into Reading includes structured opportunities for students to explore specific aspects of grade-level texts and deepen their understanding through discussions. Across Module 6, the teacher pairs texts, such as *Weather Through the Seasons*, *Cloudette*, and *Rain Cloud in a Jar*, with focused comprehension routines that prompt students to discuss text features, point of view, text organization, content-area words, and vocabulary. Students participate in the think-pair-share routine, small group discussions, and whole-class conversations about reading skills, such as making inferences, evaluating information, and analyzing print and graphic features.

The materials include opportunities for students to discuss grade-level reading strategies. In Module 3, Week 1, students learn new vocabulary, comprehension strategies, and point of view around the text *Big Red Lollipop*. In Lesson 3, students learn "Vocabulary Power Words" and the "Monitor and Clarify Strategy." The teacher teaches students to think as they read to make sure they clearly understand everything being read. Lesson 4 involves reading the text again as the teacher instructs on point of view. While reading *Big Red Lollipop*, students stop and talk to each other to ensure understanding and clarity of the text, while synthesizing new knowledge and vocabulary.

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 includes opportunities for students to use a variety of reading skills. In Module 7, students demonstrate mastery of objectives in various ways. For example, in Lesson 6, students complete the "Vocabulary Routine" with discussion questions between peers. Students discuss items they have recycled at home and animal behavior around food, synthesizing knowledge before reading the text *One Plastic Bag*. After reading *One Plastic Bag*, students share inferences about ways to help the community and recycle, as learned through the text.

The materials provide opportunities for students to engage in a variety of reading skills with grade-level text. In Module 4, Lesson 14, the teacher reviews the characteristics of drama and discusses the drama *Two Bear Cubs*. Students use a "Knowledge Map" to chart the story and then use the "Knowledge Map" as a guide when discussing the text and making predictions with peers. As the lesson closes, the teacher stretches students to synthesize the text and their understanding to answer the module's "Essential Question," "In what ways might a play be an effective way to tell a story?"

HMH Into Reading includes opportunities for students to use a variety of reading skills. In Module 8, students read texts to make and confirm predictions and evaluate learning. Teacher guidance states,

"Use the Read for Understanding Routine as you guide students to read the selection. Use the prompts in your Teaching Pal to gauge students' understanding and have them make, correct, and confirm their own predictions." Students discuss together what predictions they made, if they were correct or not, and what would make them correct if their predictions were wrong.

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)

"Reading and Vocabulary" lessons of the materials include "Anchor Chart Signposts," such as Module 8's "Words of the Wiser and Word Gaps" and Module 4's "Contrasts and Contradictions." The "Anchor Charts" promote deeper understanding of texts, 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.

HMH Into Reading provides supports and guidance for access to grade-level texts. In the grade 3, Module 3 *Teacher's Guide*, there is teacher guidance, support, and embedded scaffolds that 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 use in order to meet diverse learner needs, including emergent bilingual learners and students requiring additional decoding support.

For emergent bilingual learners, the materials include supports and teacher guidance for facilitating language connections, such as the Module 2 prompt, "Provide sentence frames for students to discuss text and graphic features: I think this emoji means blank." Teacher guidance sidebars scaffold differentiated supports for all learners. The materials scaffold down for students who show difficulty and scaffold up for those who need to be challenged. Teacher guidance prompts frequent questioning of grade-level text to understand mastery of students.

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

In Module 4, Lesson 15: "Building Knowledge and Language," students extend their understanding by making connections to support deeper analysis of grade-level texts. In the "Compare and Contrast Texts"

activity, students complete a Venn diagram to analyze the texts *A Crow, A Lion, and a Mouse! Oh My!* and *Hollywood Chicken*. Using the graphic organizer, students explore how each author approaches similar themes with questions, such as "How do the texts show different kinds of kindness?"

In HMH "Resources," a "Read and Response" Journal provides additional opportunities to further analyze and interact with text in all modules. In Module 7, after reading *Climbing the Slopes*, students use their journals to answer the point of view question, "Who is telling this story? How do you know?"

"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.

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 the 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, the teacher can discuss it when reading.

In Module 8, *Now & Ben: The Modern Inventions of Benjamin Franklin* 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 text within the module. The "Take and Teach Guide" explains the text's instructional value within the module, stating, "In this text, clever side-by-side illustrations support and enhance the text by showing how Franklin's inventions and ideas affected life in the 1700s and how they still do in the modern world. Features include a timeline of Franklin's accomplishments, colorful typeface, and a diagram of his ingenious musical instrument."

In Module 5, students read *Brothers At Bat* from their *myBook*. *Brothers At Bat* teaches teamwork and family unity while students learn how to distinguish first-person point of view from third-person point of view, analyze sound devices and imagery, and make and confirm predictions. The text's Lexile measure is 700L and is rated moderately complex.

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

HMH Into Reading connects quantitative and qualitative analysis to student tasks. In Module 7, students read the biography *Farmer Will Allen and the Growing Table*. Using the grade-level text, students learn identifying text structure and point of view, and how to make and confirm predictions. The text connects to Social Studies through community and sharing ideas with others. Student tasks include responding to questions after reading, such as "What are the two types of text features on the page? What are some reasons farmer Will Allen wanted to start a farm on the land with old, empty greenhouses?"

In Module 2, students read *A LOL Story*, an informal letter between two friends who use emojis and abbreviations to talk. The grade-level text contains language, experiences, and emojis that students are familiar with. Student tasks include identifying and explaining the purpose of text and graphic features. The structure of analysis prepares students for a culminating "Performance Task" of writing an opinion essay by the end of the module.

The Saga of Pecos Bill in Module 4 serves as the anchor text for the "Reading and Vocabulary" lessons of Week 1. It teaches figurative language, elements of plays, and visualization of characters and setting. The grade-level text explores tall tales and geographic locations as Pecos Bill travels the United States of America. Tasks include a "Know It, Show It" activity, which asks students to respond to "Pages 304–305 of *The Saga of Pecos Bill*. What type of figurative language is used in lines 44–48? How do you know?"

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 alouds and shared reading texts that meet the criteria of grade-level complexity, age appropriateness, and structural variety, supported by targeted scaffolds. Text selections include *Frozen Alive* (Lexile 700L), *This Is Your Life Cycle* (700L), and *Octopus Escapes Again!* (680L). The text genres include informational articles, narrative nonfiction, and science-based texts aligned to the module's theme of animal survival. Each text selection incorporates features like graphic elements and critical vocabulary, with comprehension scaffolds such as Anchor Charts, graphic organizers, and guidance for emerging bilingual learners.

Module 10 includes a selection of read-aloud and shared reading complex texts. Text selections include *When the Giant Stirred* (Lexile 980L), *Cinder Al and the Stinky Footwear* (870L), *Why the Sky Is Far Away* (790L), and other cultural tales that utilize graphic elements and critical vocabulary. The reading lessons for these texts include comprehension scaffolds such as Anchor Charts, graphic organizers, and teacher guidance for differentiation.

The Module 2 grade-level read alouds and shared reading texts allow students to explore the module's "Essential Question," "How do people use words to express themselves?" Shared reading opportunities include *Energy Island*, *One Plastic Bag*, and *The Storyteller's Candle*, all a variety of genres and Lexile levels. Teacher and student scaffolds include the turn-and-talk routine to improve comprehension and sentence stems for writing prompts, as well as the think-pair-share routine to analyze text features.

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 reading texts 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 3, 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* reflects the student's 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 by recording the date, book title, pages read, reading purpose, a brief summary, and the time spent reading.

For grade 3, "Anchor Chart 35: Choosing a Book" provides a framework to help students make informed choices when self-selecting texts for independent reading. The "Anchor Chart" guides students to consider factors such as their interests, whether the book makes sense as they read, and whether they can read most of the words independently. 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)

The materials include 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 7, students read *Farmer Will Allen and the Growing Table* to identify the author's purpose and cite evidence to support their responses. As students read, the teacher stops to monitor comprehension and ask questions as students fill out sticky notes with evidence about the author's purpose of the story. Students discuss the reasons Farmer Will built his garden using the "Collaborative Discussion Routine" and evidence from the text to justify their thinking.

Module 2 includes text-dependent questions and tasks that require students to use evidence from the text. For example, after reading *Dear Primo*, students respond to the text by answering questions. Students look back at a previously written prediction and "Tell a partner why your ideas were correct or incorrect. Use details and examples from *Dear Primo* to support your answers. Take notes for your responses. Follow the rules for a polite discussion." Students continue with a written response comparing and contrasting the cousins in the story using text-based evidence to support their writing.

Module 6 includes questions and tasks that require students to use evidence from the text. For example, while reading *The Nose Awards*, the teacher stops to monitor comprehension and asks questions about the central idea of the text. Teacher guidance reminds students that not every detail in a text supports the central idea; students must find and cite relevant details when answering questions.

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 2 includes a variety of questions and tasks that require students to use text evidence to evaluate the language, key ideas, details, craft, and structure of high-quality texts. For example, in the text selection *A LOL Story*, students examine text messaging abbreviations like LOL, BRB, and JK to interpret how informal language conveys meaning and tone. Students identify key ideas and details of the text using graphic features as text-based evidence. Students read *Dear Primo* and evaluate the author's craft and story structure through questions like, "Why does the author place the cousins' letters and the illustrations side by side? Cite examples from text evidence in your answer."

Module 10 texts offer students opportunities to respond to high-quality literature with text evidence. *When the Giant Stirred* asks students to identify and analyze types of figurative language, such as the simile "like a giant mumbling in his sleep," and describe the effects of the author's use of this language. Students examine the author's craft through the question, "Why does the author have the word 'Then' appear on a separate line in the text?" In another text from the module, *Why We Share Stories*, students identify key ideas, details, and the central idea of the text. Text-dependent questions also guide students to cite details about setting, mood, and character motivations in both selections in collaborative discussions and written responses.

In Module 8, *Timeless Thomas: How Thomas Edison Changed Our Lives* includes comprehension prompts that encourage students to examine the author's language and craft used within the text. For example, the materials include questions such as "What tone does this illustration help create for the biography? Why?" and "Can I find clues to understand words I do not know?" In addition to the author's craft, students are prompted to identify and analyze key ideas and details. A sidebar includes the question, "Which idea in the text do the details in the illustration support?," encouraging students to connect key ideas to illustrations.

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. Students make text-to-text connections and comparisons between *This Is Your Life Cycle* and *Frozen Alive*. Through a collaborative discussion, students answer, "How is the life cycle of a dragonfly similar to the life cycle of a frog? How are their life cycles different?" using text evidence from both texts to support their answers.

Students respond to questions, tasks, and text with evidence in Module 1. Students read *Marisol McDonald Doesn't Match* to explore characters, setting, and imagery through narration of the story. After

reading, the teacher asks students to summarize Marisol's actions through her clothing. Students use text evidence in their discussions and cite why a character would act the way she did.

The materials provide questions and tasks that ask students to respond to text with evidence. In Module 2, students read and analyze *The Upside Down Boy*. Using their knowledge and instruction of figurative language, students respond to text with evidence from the story about the poetic voice of the author. Drawing from comparisons in the text, students claim how the author's words make them feel and support their writing using figurative language from the text.

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 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 *Edison's Best Invention* offers instructional guidance with each question labeled with its corresponding "Depth of Knowledge" (DOK) level, with 3 being the highest rigor. For example, students answer DOK Level 3 questions such as "What is the author's claim about the light bulb? How will the author use relevant details to persuade the audience?" As the text progresses, a DOK Level 2 set of questions include "What does the caption explain?" and "According to the author, what would our world be like without the invention of the light bulb?"

Let's Build a Park in Module 7 utilizes different levels of complexity of questions and opportunities to engage in the text. As students read, the teacher asks students a variety of DOK Level 2 questions, including "Why does the author include words from a new resident?" As the rigor and text increase, DOK Level 3 questions ask, "What does the author want readers to know about the empty green space? What details help support this?"

One Plastic Bag in Module 7 provides different levels of complexity of questions. Questions range from DOK Levels 2 to 3, the most rigorous. A DOK Level 2 question from *One Plastic Bag* asks, "How does the author describe what happens when Isatou's plastic bag breaks?" Students make connections to the text through the DOK Level 3 question, "What pattern of words is similar to what you have already read?"

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 includes guidance for teachers on modeling and using text evidence to generate evidence-based claims and construct text-based responses. For example, in Module 3, Lesson : "Reading and Vocabulary," the teacher models and instructs on "central idea" using the text *The U.S. Constitution* and "Anchor Chart 17: Central Idea." The teacher reminds students that relevant text details support the central idea of a text and asks students to write why the United States Constitution is an important document using evidence from the text. Prompts for students include, "The first paragraph sets up the text. James Madison says these rules are known as the Constitution. I can use this evidence to support my response."

In Module 4, Lesson 13: "Reading and Vocabulary," the teacher models and introduces recognizing and understanding literary elements of drama using *Two Bear Cubs*. Teacher prompts in the "Teaching Pal" include modeling literary elements—such as dialogue and stage directions—to students as they read, and prompting students to use stick notes to identify and cite dramatic literary elements. The teacher asks students to write a text-based response, citing evidence from the story about how stage directions help the reader to better understand the actions of characters.

In Module 8, Lesson 7: "Reading and Vocabulary," the teacher models and teaches identifying the author's purpose of a text. As students read *A Bumpy Ride*, the materials prompt the teacher to model reading for a purpose and identifying parts of the text that illustrate the author's purpose. Students work with the teacher on identifying the author's purpose until the reading concludes, then students write a response to "What details in the text explain how bicycles became very popular in the 1890s?" Additional directions state, "Refer to details in *A Bumpy Ride* to support your ideas."

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)

Module 6 includes guidance for teachers on the use of structured opportunities to engage students in evidence-based discussions. After reading *This Is Your Life Cycle*, the teacher prompts students to discuss the module's "Essential Question": "What behaviors help animals survive?," citing evidence from the text

in their answers and speaking in a clear tone. In their discussion, the teacher listens and encourages students to use the "Big Idea Vocabulary Words": *hatch*, *universal*, *span*, and *growth*.

Module 10 includes guidance for teachers on the use of structured opportunities to engage students in evidence-based discussions. After reading *Compay Mono and Comay Jicotea*, teacher guidance prompts student discussion over cultural tales and their importance. Students discuss passing stories down from generation to generation and use the "Big Idea Vocabulary Words": *myth*, *folklore*, *recount*, and *inherit*, to answer the questions clearly and with correct syntax.

Students engage in a collaborative discussion using academic vocabulary and correct syntax over point of view using the Module 7 text *Energy Island*. Students discuss point of view, narrator, and graphic features of the text using text-based examples and the turn-and-talk routine." Teacher guidance tells teachers to listen as students talk to each other and correct examples, vocabulary, and syntax when needed.

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	All criteria for guidance met.	2/2
8.B.1e	All criteria for guidance met.	1/1
—	TOTAL	8/8

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

HMH Into Reading includes mentor texts that serve as models for students to compose a variety of texts according to grade-level TEKS. *What If Everybody Did That?* serves as the focal text as students learn to write an opinion essay. As students read the text, the Teacher's Guides students to think about the actions, both good and bad, of people in the text. Students pick out one action that is the most impactful to them and write an opinion essay about the action and its importance.

Module 3 of *HMH Into Reading* includes mentor text for students as they compose a variety of writing. *All the Places to Love* serves as the writing focal text in Module 3 as students explore imagery in their narrative writing. Throughout Week 1 of the module, students refer to *All the Places to Love* as they learn about rich descriptions of places and people. The Teacher's Guides students to notice verb usage and word choice and apply what they have learned to their own writing about a place that is special to them.

In Module 6, students read *In November* as a mentor text for writing an expository essay about an animal that they love. The teacher and students read *In November*, paying specific attention to articles, sensory words, and adjectives used in the text. The teacher encourages students to vary their word usage when describing their animal in their expository essay.

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 includes opportunities for students to compose narrative and literary texts. In Module 4, the teacher introduces elements of a narrative, including setting, characters, plot, and theme, using the mentor text *Crossing Bok Chitto*. After reading, students begin drafting their own imaginative story about

someone who helped make a difference in someone else's life. The teacher reminds students to describe the setting, introduce the main characters, and use dialogue in their writing.

In Module 10 of *HMH Into Reading*, students compose imaginative stories after reading and analyzing the focal text *The Plot Chickens*. During the writing process, students learn how to revise for verbs and improve organization. After the writing goes through the publishing stage, students share their stories with their classmates using the "Author's Chair Routine."

Gone Fishing serves as the writing focal text for poetry in Module 9. Students read and analyze the stanzas, voice, and structure used in *Gone Fishing* and apply what they learned to their own poem. Students write what they like to do at their favorite time of year, in verse form, paying particular attention to the figurative language they choose to use.

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 includes opportunities for students to compose informational texts. In Module 6, students compose an essay comparing and contrasting the behavior of two animals. Students choose the two animals from the wide variety of informational texts read in the module. The teacher reviews the features of an expository essay and guides students as needed with their research before students publish their final writings.

The "Inquiry and Research Project" of Module 6 guides students to create an informational wildlife blog. Throughout the three weeks of the module, students work in groups to brainstorm ideas, investigate choices, draft, revise, and present their blogs to the class. Students write their blogs to inform others about animal behaviors, habits, and habitats.

In Module 8 of *HMH Into Reading*, students write a research report.

Students engage in prewriting and drafting, with a focus on research skills such as selecting a topic, gathering relevant facts through research, and adding information in a clear and concise way. The Teacher's Guides students to revise their drafts by focusing on correct sentence structure. In Week 3, students edit, publish, and share their informational text, "in a read-around in which all students read their own research report to the group."

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)

Module 2, Lesson 15, "Build Knowledge and Language" includes the opportunity for students to compose an argumentative text for multiple audiences and purposes. The "Performance Task" for the module states that students will "write an opinion essay about whether or not words matter." The lesson guides teachers to discuss and analyze the written "Performance Task" with the class. The teacher explicitly guides students to prewrite, plan a draft, revise, edit, and publish their writing. The lesson notes that students will share their writing in small groups.

In Module 5, students read the argumentative writing focal text *Don't Feed the Geckos!* Students use the text as a framework for writing their own argumentative letters. Throughout the module, students write a persuasive letter to a new student trying to persuade him or her to be their new friend. Students plan drafts, revise, edit, and revisit their argumentative letters in "Writing and Grammar" lessons and "Build Knowledge and Language" lessons.

The "Performance Task" for Module 10 provides the opportunity to write argumentative essays for multiple audiences and purposes. Students write an opinion essay that argues for or against the sharing of the stories read in the module. The materials outline that students plan, draft, edit, and revise their essays before publishing them to a wider audience, including all classmates or small groups.

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. In Module 2, a read-aloud book, *The Lemonade War*, provides the focal text for writing a letter. The teacher reads the text and leads students to analyze pages from the book to understand its structure and style, then uses it as a model to have students write letters to their future selves. The "Writing and Grammar" lessons guide students through prewriting, drafting, revising, editing, and publishing their letters, with explicit grammar instruction integrated.

In Module 5, students compose a letter to a new student in their school, persuading the new student to be their friend. In the "Writing and Grammar" lessons, the teacher explicitly teaches "hooks" in letters and how to write in a friendly tone. Students apply the learning to their own friendly, persuasive letters through revising and editing before publishing their letters.

In Module 10, the "Writing and Grammar" lessons include explicit instruction around the parts of a formal letter, including the date, heading, greeting, body, closing, and signature. Through class discussion, students explore why letters are an effective form of communication and how they compare to other formats such as emails and text messages. Following this discussion, students receive guided practice in

formatting their own letters to include a heading, date, greeting, and salutation as they begin drafting their own correspondence.

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* 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 2 of *HMH Into Reading*, the teacher models and teaches the components of a letter. The teacher provides explicit instruction on elements of a letter by thinking aloud how to plan and draft a

letter. The teacher models revising for punctuation and capitalization in their own writing, then conferences with small groups on the same skill. The Teacher's Guides students in using a checklist to edit for grammar and mechanics. During publishing time for the class, the teacher models how to check over the final copy of a letter and how to sign it legibly in cursive. During sharing, the teacher models and encourages students to ask questions about the writing of others.

In Module 4, the teacher explicitly models planning for an informational research report using the "Elements of Informational Text Anchor Chart." The materials guide the teacher to explain and draft a strong topic sentence that tells the subject of the research and summarizes the main idea. The teacher models the revising and editing process, thinking out loud specifically for transitions and sentence structure, and conferences with students on revising for structure before publishing and sharing reports.

In the Module 10 "Writing and Grammar" lessons, the teacher models and teaches the components of an imaginative story. The teacher provides explicit instruction on elements of a narrative and how to conclude a narrative by thinking aloud through his or her teaching while planning and drafting an imaginative story. The teacher models how to revise for verbs and how to improve organization while holding small-group conferences. After conferences, the Teacher's Guides students in using a checklist to edit for spelling, mechanics, punctuation, and grammar. Instruction also includes how to proofread with a partner while the teacher conferences with small groups. During publishing and sharing time, the teacher models how to write down a short detail or make a note about a story while students share.

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

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

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

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

HMH Into Reading includes guidance for teachers to provide explicit instruction on sentence-level writing, focusing on vocabulary. In Module 3, the teacher explicitly instructs on descriptive language using the writing focal text *All the Places to Love*. The materials prompt the teacher to read aloud parts of the text and think aloud about the rich vocabulary that describes the places in the text. The teacher models using descriptive language by writing sentences to describe historic places in United States history and adding the words valley, river, hilltop, barn, rafter, meadows, and hayfields to an "Anchor Chart."

In Module 5, the teacher provides direct instruction on sentence-level writing, focusing on using correct subject-verb syntax in sentences. The teacher reminds students that verbs show actions and instructs that present-tense verbs happen now. The lesson continues, utilizing the sentence, "Carlos (overhear/overhears) that his cousin is coming to stay with them." The teacher models identifying the subject in the sentence and tells students that a singular subject means a singular verb form, while a plural subject means a plural verb form.

In Module 8, the teacher explicitly instructs on sentence-level writing and revising for sentence structure. The teacher explains how transition words can be used in a sentence, between sentences, or linking a paragraph to another paragraph. The teacher models linking sentences with various transition words before instructing on independent clauses. The teacher tells students independent clauses can stand alone, but dependent clauses must have a connecting word, such as *because*, *after*, *when*, or *if*, and models writing sentences with the example connecting words.

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 3 *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 TEKS. Each module utilizes structured writing lessons that integrate grammar instruction, starting with

subjects and predicates in Module 1, and advancing through different sentence types, verb usage, punctuation, and pronouns by Week 3 of Module 4. As the modules progress, the materials incorporate genre-based composition writing such as personal narratives, letters, descriptive essays, and expository texts.

Module 6 includes systematic and explicit guidance for teachers to develop student writing. In Week 1 of "Writing and Grammar" lessons, the teacher explicitly teaches adjectives that tell what kind and how many, and the use of articles. In Lesson 5, students apply their learning and write two sentences about animals that include what kind of animal or how many animals there are. In Week 2, students identify adjectives that compare and identify correct usage in writing. By Lesson 10, the materials state, "Have students return to a piece of their writing. In pairs, have them look for instances where they can compare two or more nouns. Have them write a sentence using an adjective that compares the nouns."

In the Module 4, Week 1, "Writing and Grammar" lessons, the teacher introduces students to mentor texts and the craft decisions authors make. The teacher models answering questions in complete, clear sentences about the author's craft using the text *Crossing Bok Chitto*. Students then respond to their own writing prompt about the author's craft in complete sentences. The module continues as the teacher explicitly teaches the key features of narrative writing and introduces the writing process. Teachers explain that students will write a narrative story over the course of the module. By the end of Lesson 5, students begin freewriting their narrative, which they will continue to develop throughout the module.

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

Module 2 includes systematic and explicit opportunities for students to develop increasingly complex sentence-level writing through a structured letter composition process. Grammar instruction focuses on identifying and capitalizing common and proper nouns and helping students form basic sentence structures. As students begin drafting letters, instruction expands to include the construction of compound sentences, integrating conjunctions, and punctuation to connect related ideas. In Week 2 of the module, the teacher explicitly instructs on plural noun rules and the use of commas in a series. By Week 3, instruction incorporates action and being verbs alongside subject-verb agreement. Students revisit their learning through revising and editing lessons, peer conferencing routines, and grammar connections, all of which support students in developing more complex sentence structures.

In Module 4, the "Differentiation and Practice" section includes "Grammar Extension" lessons to support targeted instruction as needed. For example, the lesson "Complex Sentences" focuses on identifying complex sentences and the function of nouns and verbs within sentences. The teacher provides direct instruction and models how a complex sentence has two parts; one is the independent clause, and the other is the dependent clause. In the "Engage and Apply" portion of the lesson, students identify independent and dependent clauses and then complete a handout for additional practice. Students continue to apply their learning and edit a writing draft for complex sentences and comma usage.

In Module 10, students work through the writing process to plan, draft, revise, edit, and publish their own stories, with help from a focal text, teacher-led modeling, and guided practice of grammar skills. As students write, they learn and apply grammar skills including pronouns, prepositions, and combining sentences. "Writing and Grammar" lessons also focus on adding details, organizing ideas clearly, and checking for spelling and grammar errors. Throughout the module, the materials provide students opportunities to improve their sentence writing with guidance and practice, building to a final composition of an imaginative, narrative story.

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 includes opportunities for practice in and out of context of the conventions of academic language in sentences and short paragraphs. In Module 8, students write complex sentences with correct capitalization, punctuation, subject-verb agreement, and identify independent and dependent clauses. Students apply their learning by practicing with new sentences and naming clauses and correct subject-verb agreement. The materials extend the learning into context by identifying complex sentences within the text *Now and Ben*.

In the "Grammar Extension" lesson "Commas in Quotations," the teacher models how to identify and use correct punctuation and capitalization of quotations. The lesson begins with an out-of-context sentence using dialogue. Through guided discussion and modeling, the teacher highlights which words should be capitalized and where punctuation should be placed. Students practice together using isolated sentences, then apply their learning in context by revising their own writing drafts to ensure proper punctuation and capitalization in quotations.

Module 6 provides opportunities for students to practice and apply academic language conventions in isolated grammar instruction and integrated composition writing. Isolated grammar skills include learning adjectives that tell what kind or how many, and using articles like *a*, *an*, and *the*. Students also practice using helping verbs, learn how to compare using adjectives, and use abstract nouns. In context, students use their learning to improve their expository essay drafts. Students combine sentences, add details, and check punctuation and capitalization during revising and editing writing lessons.

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 3 of *HMH Into Reading*, students learn correct comma usage in a series or list, in an address, and in a date. The teacher guides students through isolated practice in revising sentences such as "We saw hawks, bears, and turkeys." Students then edit and revise their own writing for correct comma usage and craft their own sentences with objects in a series.

In the "Grammar Extension" lesson "Quotation Marks," the teacher models adding quotation marks to dialogue. Students practice the skill in isolation in a printable worksheet containing a group of sentences and add quotation marks at the beginning and the end of a character's exact words. After completing isolated practice, students edit one of their own pieces of writing to include correct quotation marks around pieces of dialogue.

In the "Grammar Extension" lesson "Review Simple Sentences," the teacher explicitly instructs on identifying and building complete simple sentences with correct subject-verb agreement. Students apply their learning in isolated guided practice using a chart and a printable worksheet. Within context, students edit an existing writing draft to review for subjects, predicates, and sentence fragments.