

HMH Education Company

English Language Arts and Reading, K

HMH Into Reading Texas Version 2 Grade K

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Full-Subject, Tier-1	9798202118876	Digital	Static

Rating Overview

TEKS SCORE	ELPS SCORE	PHONICS RULE COMPLIANCE	THREE-CUEING	ERROR CORRECTIONS (IMRA Reviewers)	SUITABILITY NONCOMPLIANCE	SUITABILITY EXCELLENCE	PUBLIC FEEDBACK (COUNT)
100%	100%	Compliant	Flags Addressed	0	Flags Not in Report	Flags in Report	0

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	28 out of 28	100%
2. Progress Monitoring	26 out of 26	100%
3. Supports for All Learners	27 out of 27	100%
4. Phonics Rule Compliance	31 out of 31	100%
5. Foundational Skills	111 out of 111	100%
6. Knowledge Coherence	33 out of 33	100%
7. Text Quality and Complexity	34 out of 34	100%
8. Evidence-Based Tasks and Responses	52 out of 52	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	23
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 kindergarten *Implementation Guide* includes a year-long scope and sequence that outlines the English Language Arts and Reading (ELAR) concepts and skills taught across nine modules, each consisting of four weeks of instruction. The sequence supports the progression of foundational and literacy-based instruction in a structured and intentional manner. The materials present concepts in a clear, developmentally appropriate order that builds across the instructional year. Instructional routines and focus areas are repeated and expanded to support mastery through spiraling content. Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS) are listed at the beginning of each module in the *Teacher's Guide*. Additional standards references are available through hyperlinks in separate TEKS Correlation and ELPS Correlation documents, which organize the standards by the seven strands of essential knowledge and skills for English Language Arts and Reading.

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

The kindergarten *Implementation Guide* includes a section on pacing that provides guidance for implementing daily instruction across varying block lengths. Suggested models include 90-minute, 120-minute, and 150-minute literacy blocks. Each model allocates time for foundational skills, reading and vocabulary, writing and grammar, and small-group instruction. A pacing calendar supports instructional planning for different school calendars, such as 165, 180, and 210 instructional days. The calendar adjusts the number of days per module and includes flex days to allow for reteaching, enrichment, or

project-based learning. The guide provides recommendations for adjusting instruction to maintain sequence and coherence regardless of the calendar used. The flexible model allows schools and districts to adapt pacing based on local needs while preserving instructional intent.

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 kindergarten materials include a "Module at a Glance" page that previews each module's learning goals. The page outlines weekly components—Build Knowledge, Foundational Skills, Reading and Vocabulary, and Writing and Grammar—broken down by skill focus. The *Implementation Guide* and *Unit Order Rationale* explain that each four-week module centers on a meaningful topic to build knowledge and language using varied genres and formats. A section titled "Connecting Concepts Across Grades" lists how concepts are introduced and expanded across grade levels. The guide includes the section "Learning That Builds: Connecting Concepts Across Grades," which supports cross-grade coherence. The materials provide a rationale for unit order and explain how concepts build across the course. Each school year, module topics are revisited with increasing complexity in background knowledge, text selections, and vocabulary.

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

The kindergarten materials include an editable weekly plan that outlines five daily lessons across content areas: Building Knowledge, Foundational Skills, Reading and Vocabulary, and Writing and Grammar. Each lesson includes specific page references, resource links, and instructional guidance. Teachers receive lesson internalization support through a bulleted guide in the editable weekly plan. This section highlights daily objectives, assessed skills, small group planning considerations, and guidance for English learners. Each module's teacher's guide and weekly lesson plans provide a preview of each unit's key standards, objectives, vocabulary, and assessments. These tools help teachers understand the focus of each module and prepare for effective instruction.

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

The materials for kindergarten include an *Implementation Guide* and *Navigation Guide* that outline the program structure, planning resources, yearly preparation, and suggestions for adapting the program. These guides support teachers, instructional coaches, and administrators in understanding how to launch and implement the curriculum. The *Implementation Guide* details instructional components such as foundational skills, reading and vocabulary, and small group instruction. It also outlines pacing, assessment types, and strategies for differentiation. These tools support general implementation needs across roles. Materials include resources and guidance for instructional leaders to support their teachers.

Resources include an "Instructional Look Fors Checklist" to guide leaders in evaluating and supporting effective classroom implementation of the program, along with a "Reflection Guide" featuring questions to help leaders support their teachers throughout the school year.

1.2 Unit-Level Design

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

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

The materials include an overview of each module that helps teachers understand how the activities and experiences connect within the module. The modules begin with an essential question that acts as a theme for the unit. For example, Module 5 is designed to answer the essential question, "What does it mean to try hard?" Teachers spend the module building knowledge and language about the topic, "I Can Do It!" The "Module Launch" also includes a 'Knowledge Map' to show how topics relate within the module. For example, Module 5 'Knowledge Map' includes the weekly topics: 'Trying New Things,' 'Working Together,' 'Perseverance,' and 'Setting Goals.' The "Module Launch" includes the "power words" or vocabulary that will be taught throughout the unit that are essential for effectively teaching the concepts within the unit.

The materials include a "Module at a Glance" section at the beginning of each module. The "Reading and Vocabulary" heading includes a list of academic vocabulary words that are essential for teaching the concepts in the unit. For example, in Module 3, the "Reading and Vocabulary" heading for Week 2 includes power words: *busy*, *help*, *neighborhood*. These vocabulary lists tell the teacher which academic vocabulary words to teach so that students can meaningfully engage with the concepts being taught each week during that module.

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 support for families in both English and Spanish. Family Letters provide families with an overview of each module and suggested activities. The letters introduce the topic and goals, share ideas for how to practice speaking and listening skills, and give playful ideas for reinforcing foundational skills. For example, in Module 4, caregivers are encouraged to "say three-letter words, such as *pan*, *fit*, and *hop*. Ask your child to tell you the beginning, middle, and end sounds for each word."

The materials include a family letter for each module that explains the module focus and how family members can support the classroom instruction and skills that students are learning at home. The Family Letters are found by clicking on the "Teacher Support" and "Reference Tab" as one of the featured

categories. Family Letters are editable for teachers to revise and align to student strengths and needs. For example, the letter for Module 1 says, "Bring It Home. Here are some ideas for practicing the skills we are learning at school."

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 have a teacher's guide for each module. The teacher's guide includes a description of the module and the literacy instruction that is organized by a module overview, weekly overview, and a lesson explanation. Within each of the types of overviews, the instruction is divided into three literacy skill types: Foundational Skills, Reading and Vocabulary, and Writing and Grammar. The lessons include lesson objectives, planning support directions, and assessment resources.

The materials have a teacher's guide for each module. The teacher's guides include a weekly description of instruction that is organized by Foundational Skills, Reading and Vocabulary, and Writing and Grammar. The TEKS and ELPS are organized by the three sections—Foundational Skills, Reading and Vocabulary, and Writing and Grammar. The section includes page numbers where the activity is located. The materials have a "Texas Weekly Assessment Administration Guide" and an answer key document that is organized by a chart. The chart includes the module, the week, the answer, and the TEKS to which the question is aligned. Each module includes several types of assessments that include weekly assessments and module assessments.

The materials include a reference to how mastery of the content standards of the lesson will be assessed. In the teacher's guide for each module, the "Week at a Glance" page includes "Assessment Resources," which is a bulleted list of assessments for that week. In each teacher's guide, there is also a "Lesson Resources" page for each section of the lessons that states what materials are needed for that day. The teacher's guide gives tasks that promote mastery of the lesson objectives. For example, in Module 8, Week 1, Lesson 1: "Build Knowledge and Language," one learning objective is "Share information and ideas about a topic under discussion." The first activity promotes mastery of this objective when the teacher has students think about and explain what they know about how plants go from growing on a farm to being on our plate." In Module 8, Week 1, Lesson 1: "Build Knowledge and Language," the lesson includes questions to promote the use of language to meet language objectives. The teacher asks, "Do you wonder where your food comes from?" This meets the language objective ELPS 2B.

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 materials have an *Implementation Guide* that explains varied allotted daily times for instruction. The "Pacing Guide" section has times for a 90-minute instructional block, a 120-minute instructional block, and a 150-minute instructional block. The "Pacing Guide" section has daily instruction organized by three literacy skills and a small group with times for each. For example, the 90-minute block designates 30 minutes for Foundational Skills, 25 minutes for Reading and Vocabulary, 20 minutes for Writing and Grammar, and 15 minutes for one small group rotation.

The *Implementation Guide* includes general pacing guidance for each component of the ELAR instructional block. While this information is present, there is no timestamp within the lessons in the teacher's guides for each lesson component, such as direct instruction, guided practice, collaborative and independent work.

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

The materials include a teacher's guide for each module. Each module has an "Inquiry and Research Project" section for student enrichment. The "Inquiry and Research Project" correlates with the module theme and supports students' learning of building content knowledge. For example, the title of Module 3, "My Community Heroes," aligns with the project called "Build a Community." The project includes learning objectives, materials, and the project is organized by a weekly lesson that includes a weekly focus, specific student tasks, and task directions for the teacher and student. The "Build a Community" project says, " Week 1 Launch the Project. Weekly Focus: Brainstorm Ideas. Tell children that they will build a model of their own community using recycled materials. Lead children to brainstorm the places they want to include in the model community."

2. Progress Monitoring

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

2.1 Instructional Assessments

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

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

The materials contain three diagnostic assessments that vary in tasks and question types. The "Print-Concepts Inventory" tasks include having students identify parts of a book, distinguish numbers, letters, and words, and locate specific items within a trade book. The teacher assesses students with questions such as, "Where is the front of the book?" or prompts such as telling them to, "Point your finger to show where I would go next to continue reading." The "Letter-Sound Correspondence" task requires students to tell the teacher the sound a letter makes when the teacher points to a specific letter. The "Phonological Awareness Inventory" requires students to perform tasks such as listening to a word, deleting a syllable to create a new word, and then saying the new word.

The materials include summative assessments at the unit level that vary in types of tasks and types of questions. In the Module 7 assessment, the teacher says, "Look at the pictures as you listen to the story. After listening to the story, you will answer some questions." After reading the story, the teacher reads multiple-choice questions, such as, "What does Ms. Brenda do at the school?" Then, the student points to the picture on the student answer sheet that corresponds to their choice for the correct answer.

The materials include formative assessments at the lesson level that vary in types of tasks and types of questions. For example, in Module 7, Week 1, Lesson 1: "Foundational Skills," the teacher says, "Your turn," and the students listen to the teacher say, /sh/ /ut/. The students respond verbally with the onset and rhyme blended, *shut*." The *Module 7 Teacher's Guide* says, "As needed, teach or review that every syllable has two parts." This is an informal formative assessment of the student's ability to blend onset and rime. The materials include summative assessments at the unit level that vary in types of tasks and types of questions. For example, in Module 7 Lesson 5: "Foundational Skills," the teacher says, "Let us

review the sounds and words we used this week." Then, the teacher leads the class in an informal summative assessment of the phonological awareness skills taught in Week 1.

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

The materials include a "Weekly Assessment Administration Guide." The guide has several sections that provide information to support the teacher accurately administering and interpreting student data. For example, there are three sections that provide directions and context, "Overview, General Guidelines for Administration, and Scoring and Interpreting the Results." In the "Overview" section, the definition and intended purpose for the weekly assessment is given, "The Weekly Assessments tests children's understanding of the major comprehension and Foundational Skills in each week." Each weekly assessment has two sections: the "Listening Section" assesses comprehension, and the "Foundational Skills" assesses irregular words and phonics skills.

The resources include a "Module Assessment Administration Guide." The "Module Assessments" include directions and administering support for the teacher. The directions are organized in three sections, "Overview, General Guidelines for Administering, and Scoring and Interpreting the Results." The overview explains the purpose of the Module Assessment and says, "The Module Assessment tests children's understanding of the major 'Comprehension and Foundational Skills' in each module. The sections are provided as stand-alone assessments."

The materials include a "Module Inventory Administration Guide." The guide provides support for teachers for administering the test and the purpose. The guide is organized by categories—Purpose and Use, Skills Assessed, Sections, Preparation for Administration, and Guidelines for Administration. The "Purpose and Use" section states what students should take the inventory and the purpose of the inventory, "The Module Inventories are a tool to monitor progress of select children who may need extra support while developing foundational skills."

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

The "Intervention Assessments Guide" includes a section, "Administering and Scoring," that provides general guidelines and directions for consistent and accurate administration of assessments. For example, the general guidelines and directions apply to all assessments and include guidance such as finding a quiet setting, becoming familiar with directions and items on individual assessments, duplicating copies of record forms, and not helping students with test items.

The "Intervention Assessments Guide" includes a section, "Administering and Scoring," that provides consistent and accurate guidance for individual assessments and their tasks. For example, in the "Screening Assessment," the "Letter Identification" task guides teachers on the materials needed, such as

a stopwatch or clock with a second hand, a copy of a Blackline Master on page 3, and Recording Form on page 5. Further guidance is provided on what to say before and during the test, how to record student responses, when to discontinue, scoring, and how to interpret the score.

The "Intervention Assessments Guide" for each section of the "Diagnostic Assessments" contains a script for teachers to follow during assessment administration. Each script includes a task, a model, and a sample, which supports teacher modeling and consistency in student expectations during assessment administration. This approach is crucial for maintaining the reliability of the assessments. When students clearly understand what is expected of them, the assessments are more likely to measure their abilities consistently across all students.

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

The materials include TEKS-based diagnostic assessments that align with unit objectives, helping clarify what students know and can do, such as the "Letter-Sound Correspondence" test, which aligns with TEKS K.2.B.i: "demonstrate phonetic knowledge by identifying the common sounds that letters represent."

The "Weekly Assessment Administration Guide" and Answer Key materials provide assessment items that align with the TEKS of the course, such as the Module 1, Week 2 Assessment, which aligns with TEKS K.7.C, "describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance." The materials include TEKS-based formative assessments that align with the objectives of each week to evaluate student learning.

The "Module Assessment" materials provide assessment items that align with the TEKS of the course, such as the Module 1 test, which aligns with TEKS K.5.G, "evaluate details to determine what is most important with adult assistance." The materials include TEKS-based summative assessments that align with the objectives of each module to provide clarity about what students know and can do.

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

The Weekly Assessments Guide includes information on the complexity of each item in the weekly instructional assessments. The assessment for Module 2, Week 2: Listening, has two TEKS-aligned questions related to K.7.A, one question which requires the student to recall information, and one question which requires the student to think strategically.

In kindergarten, the "Weekly Assessment Guide" includes TEKS-aligned items with Depth of Knowledge (DOK) levels 1, 2, and 3. For example, the Module 2, Week 2 assessment requires students to evaluate details (TEKS K.5.G) and make an inference (TEKS K.5.F).

In kindergarten, the "Weekly Assessment Guide" includes TEKS-aligned items with DOK levels 1 and 2. For example, the Module 2 assessment requires students to identify story elements and understand word relationships, such as synonyms and antonyms.

2.2 Data Analysis and Progress Monitoring

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

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

HMH Into Reading Texas has instructional assessments and scoring information that provide guidance for interpreting student performance. In kindergarten, instructional assessments and scoring guides provide guidance for teachers to interpret student performance and tailor instruction. The "Administering and Scoring Assessments Guide" provides procedures for screening, diagnostic, and progress monitoring assessments. Screening assessments (e.g., letter identification, phoneme segmentation,) include interpretation charts to identify students needing foundational skill support. Diagnostic assessments (e.g., print concepts inventory, letter-sound correspondence, phonological awareness inventory) include scoring guidance to determine if students meet grade-level expectations.

In kindergarten, instructional assessments are embedded in daily lessons using the "I Do, We Do, You Do" model. For example, the "Correct & Redirect" margin notes offer real-time instructional support. For example, during phonological awareness lessons, teachers use kinesthetic strategies (e.g., hand under chin for syllables,) or phonation techniques to reinforce skills when students struggle.

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

HMH Into Reading Texas materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments. The kindergarten instructional materials include a "Recommendations for Data-Driven Instruction Guide" that supports teachers in using a five-step process to respond to student performance. Teachers begin by identifying student needs through screening assessments. When teachers observe difficulties, they use diagnostic assessments to identify specific skill gaps. Based on the results, they deliver targeted instruction using "Foundational Skills" and "Word Study Studio" resources, and scaffold core lessons with Tier 1 and Tier 2 supports.

In kindergarten, teachers monitor progress using both the program and progress monitoring assessments. For example, if students do not show improvement, the materials recommend re-assessment, collaboration with specialists, and, when appropriate, assessing English learners in their

native language. The "Recommendations in Detail" section outlines specific steps for supporting students who score below goal in areas such as letter identification and phoneme segmentation.

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

HMH Into Reading Texas materials include tools for teachers to track student progress and growth, and tools for students to track their own progress and growth. In the kindergarten materials, the "My Progress" graph is located in the "Word Study Studio" during cumulative review and fluency sessions to record successful readings and reflect on their development. Teachers use the "Summary Recording Form" to document assessment data, monitor individual and class-wide trends, and adjust instruction as needed.

In kindergarten materials, the "Intervention Assessments Guide" offers additional recording forms to track diagnostic results in areas such as print concepts, letter-sound correspondence, and phonological awareness. For example, students also participate in reflective wrap-up activities, such as sharing learning in Module 8, Week 4.

3. Supports for All Learners

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

3.1 Differentiation and Scaffolds

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

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

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

HMH Into Reading Texas materials include teacher guidance for differentiated instruction, activities, and paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills. For example, in the teacher's guide for each module, after every "Week at a Glance," the section on "Differentiation and Practice" tells the teacher which sessions of the "Foundational Skills and Word Study Studio" and the "Tabletop Minilessons: Reading" are most pertinent to that week's instruction. The materials state, "Based on program assessment data and observations made during your whole-class instruction, flexibly group children to provide additional targeted instruction." For example, the "Differentiation and Practice" chart in Module 1, Week 1, guides teachers to use "Foundational Skills and Word Study Studio," Session 49: Blend Phonemes, to provide additional instruction to students who have not mastered blending phonemes.

The materials for kindergarten include teacher guidance for differentiated instruction for students who have not yet reached proficiency on grade-level content and skills. The teacher's guidance is in the sidebar, in Module 7, Week 1, Lesson 1, in the Word Building activity, the sidebar says, "Correct & Redirect: If children misspell a word, give immediate feedback. Provide explicit instruction with each sound as you work through building words."

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

HMH Into Reading Texas materials found in the Teacher's Guide for kindergarten include consistent opportunities for pre-teaching vocabulary in text. Every lesson's "Oral Language" section guides the

teacher to introduce academic vocabulary. For example, in Module 3, Week 1, Lesson 2, the lesson says, "Use the vocabulary routine and the Vocabulary Cards to teach Power Words from the Read Aloud Book, *Places in My Community*." The teacher introduces the Power Words *earn*, *safe*, and *together*.

The materials for kindergarten include embedded support for unfamiliar references in text. For example, in Module 3, Week 4, Lesson 16, "A Piece of Home: Make and Check Predictions," in the second bullet under "Connect and Teach," the teacher leads a class discussion of the figurative language in the title. The teacher says, "A 'piece of home' could mean an actual piece of a home, like a brick from a house, but it could also mean something that reminds you of your home. Let us see which meaning is in this story."

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

HMH Into Reading Texas materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills. For example, the kindergarten *Implementation Guide* includes a "Teacher-led Differentiation" section. This section guides the teacher to identify students ready for enrichment. The materials state, "Use assessments and classroom observations to gather data to gain a complete picture of children's growth and instructional needs. Then, choose flexible resources based on each child's needs to provide the appropriate level of support."

In the *Teacher's Guide*, a section called "Supporting Children's Needs" includes the recommendation, "On-level/Accelerated: Provide targeted support to children who exceed grade-level expectations to keep them engaged and thriving." The options listed under the heading "On-level/Accelerated" guide the teacher to use decodable books and HMH Readers to meet the needs of students who have demonstrated proficiency.

3.2 Instructional Methods

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

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

HMH Into Reading Texas materials include explicit (direct) prompts and guidance to support the teacher in modeling and explaining the concept(s) to be learned. In the kindergarten *Teacher's Guide*, Module 3, Week 3, Lesson 11, the lesson provides multiple layers of support, including teacher modeling, student practice, and embedded feedback techniques. For example, during the "Build Knowledge and Language" portion of the lesson, under the "Collaborative Discussion and Ask and Answer Questions" section, the teacher implements a clear three-step discussion routine. The lesson states, "Tell children they will talk with a partner to answer the question. Say: Last week, we talked about many different people in our community. People in a community help each other. Who is your community hero?" The teacher is given scripted language to model how to respond in a complete sentence. The lesson states, "Tell children that you will demonstrate how to ask and answer a question using complete sentences. Say: Responding in a complete sentence means that you do not give one- or two-word answers. You respond with a complete thought, and you usually repeat part of the question in the answer." To reinforce understanding, the teacher models both correct and incorrect responses using the "Thumbs Up or Down" routine.

In the kindergarten materials, *Teacher's Guide*, Module 2, Week 1, Lesson 2, the materials include explicit, direct prompts and guidance that support the teacher in modeling and explaining foundational phonics skills. For example, during the "Foundational Skills" lesson, under the "Auditory Review" section, the teacher is guided step-by-step in how to introduce and reinforce the consonant sound /s/. The lesson states, "Say: Let us review sounds we have learned and write the letters that match them. Watch and listen as I say the sound. First, you will repeat the sound. Then, you will say the sound as you write the letter or letters that match it." Students repeat the sound /s/ and say it aloud again as they write the grapheme s. The teacher displays the correct grapheme for students to check their work and reinforces the concept by stating, "/s/ is represented by the letter s: /s/, s."

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

HMH Into Reading Texas materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches. For example, in kindergarten, the

reference materials include an *Instructional Routines Guide* that provides detailed teacher guidance and recommendations for effective lesson delivery using a variety of instructional approaches. The resource outlines 15 instructional routines designed to support classroom implementation and promote student engagement, including active viewing, discussion, vocabulary, and peer feedback. For example, the peer feedback routine supports collaborative learning, student discourse, and authentic writing revision. Teachers are guided through a four-step process that includes assigning a revision focus, facilitating partner reading using a "Give Me Five" listening routine, and providing sentence frames to structure feedback. Model language is embedded throughout the routine, such as "Repeat after me: I like the part when __," and "You could make your story stronger by __." The guide includes visual supports such as anchor charts and an "Implementation Support" section with recommendations for grouping strategies, modeling feedback, and prompting student interaction. For example, it states, "Use a student volunteer to model how to give peer feedback before partners begin," and "Guide children to practice saying the sentence frames chorally."

In kindergarten, the reference materials located in the *Instructional Routines Guide* include an "Engagement Routines Guide" that provides teacher guidance and recommendations for structuring lesson delivery using a variety of instructional approaches. For example, the guide states, "Use routines to strategically structure student engagement so that all children are actively participating, thinking, and responding." The Guide includes 11 routines such as echo reading, choral response, turn and talk, and think-pair-share, used to support whole group, small group, and individual participation. Each routine includes step-by-step instructions and model language. For example, echo reading is described as an oral reading routine where the teacher reads aloud phrase by phrase and children repeat. The "Routine in Action" section outlines implementation steps. First, teachers are directed to display a short text or directions, read aloud while pointing to each word, and model fluent reading. Then, students are prompted to echo the teacher using expression and accurate pronunciation. The teacher says, "Let us pretend we are in a cave and you all are my echo. That means, when I pause, everyone repeats at the same time what I read." Teachers are also given cues for embedded feedback, such as, "I think we were missing some voices that time. Let us try again with everyone repeating after me."

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

HMH Into Reading Texas materials include support for multiple types of practice (e.g., guided, independent, collaborative,) and include guidance for teachers and recommended structures (e.g., whole group, small group, individual,) to support effective implementation. For example, the materials provide editable weekly plans for the teacher to plan instruction each week. The weekly plan includes differentiated and guided instruction while supporting the teacher in providing guided and independent practice. When editing the weekly plan, the teacher considers the guidance about which activities should be prioritized and how to adjust support for the needs of her class. For example, the materials say, "As

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

The materials for kindergarten provide multiple types of practice and include guidance for teachers and recommended structures to support effective implementation. In the *Teacher's Guide*, at the beginning of each week, the "Literacy Centers and Independent Practice" page provides opportunities for independent and collaborative practice while the teacher delivers small group instruction. The "Literacy Centers and Independent Practice" page tells the teacher, "While you meet with children in small groups, provide the following collaborative centers and/or independent practice opportunities."

3.3 Support for Emergent Bilingual Students

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

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

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

HMH Into Reading Texas materials provide teacher guidance for differentiated instruction, targeting students proficient in grade-level content and skills. The kindergarten *Implementation Guide* includes a "Teacher-led Differentiation" section that guides the teachers to identify students ready for enrichment. The materials state, "Use assessments and classroom observations to gather data to gain a complete picture of children's growth and instructional needs. Choose flexible resources based on each child's needs to provide the appropriate level of support." The right side of the page provides a section called: "Supporting Children's Needs," including the recommendation, "On-level/Accelerated: Provide targeted support to children who exceed grade-level expectations to keep them engaged and thriving." The options listed under the heading "On-level/Accelerated" guide the teacher to use decodable books and HMH Readers to meet the needs of students who have demonstrated proficiency.

The kindergarten materials include clear teacher guidance for differentiated instruction, enrichment, and extension activities designed to support students who have demonstrated proficiency in grade-level skills. For example, in "Tabletop Minilessons: Reading" located on the HMH Ed Platform, there are options for small-group instruction that address a range of ability levels. Lessons include scaffolding that ranges from "Almost There" to "Ready for More," allowing teachers to tailor instruction based on student readiness. For example, in "Tabletop Minilessons: Reading Lesson 4: Character Clues," the materials guide teachers to adjust instruction as needed. The lesson states, "As appropriate, tailor instruction to need by prompting children to . . ." and then offers a specific prompt for students who are ready for enrichment: "Describe a character in detail using picture and text clues from the story."

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

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

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

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

HMH Into Reading Texas, the kindergarten materials include guidance that supports teachers in developing academic vocabulary, increasing comprehension, building background knowledge, and fostering cross-linguistic connections for Emergent Bilingual students through oral discourse. For example, "The Tabletop Minilessons: English Language Development" provides flexible lessons aligned with the English Language Proficiency Standards (ELPS) and designed to support language development across listening, speaking, reading, and writing. For example, the introduction of the table top lesson explains its purpose: "Support students' language acquisition in a dedicated, risk-free environment. Introduce, practice, and reinforce key academic language functions. Strengthen language use across the

four domains: listening, speaking, reading, writing, and in collaborative problem solving. Scaffold instruction and practice for students at the five levels of language proficiency: pre-production, beginning, intermediate, high intermediate, and advanced."

In Module 5 of the Table Top Mini Lesson, the lesson exemplifies how the materials guide teachers in using oral discourse to build vocabulary and comprehension. The lesson begins by prompting students to listen to a short passage and respond using visual cues and questioning. The teacher reads, "Rashid is thinking about how to write his name. He knows that his name begins with an uppercase R, but he does not know how to write the letter." Students then use red and green cards to respond to comprehension questions such as, "Does Rashid know the first letter of his name?" and "Can Rashid do something to learn what he wants to know?" The lesson continues by explicitly teaching students how to use academic vocabulary to seek information. The teacher explains, "When they seek information, they can use the words wonder, what, know, how, and learn to help them." Students then work with partners to practice using these words in context, stating what Rashid knows, what he wants to know, and how he can find out.

In the Table Top Minilessons, Module 5, Lesson 1 guides teachers in using written discourse to support language development. During the reading portion of the lesson, students use a "Seek Information" organizer to record what characters know and want to learn. The lesson states, "Provide children with the Seek Information organizer. Explain the organizer to the children by reading each label. Read aloud the passage on the card or guide children to read independently if they are able." Teachers guide students to identify key ideas using academic vocabulary such as wonder, what, know, how, and learn. The lesson prompts questions like, "What do they know?" and "What do they want to learn?" After completing the organizer with pictures or words, students work in pairs to compare responses and revise their work based on the text.

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

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

4. Phonics Rule Compliance

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

4.1 Explicit (Direct) and Systematic Phonics Instruction

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

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

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

HMH Into Reading Texas The materials for kindergarten include systematic and sequenced instruction of phonics. The instruction in sound-symbol correspondence starts with letter identification in the *Teacher's Guide*, Module 1, Week 1, Lesson 2. The teacher introduces *T*, *F*, and *E*; then the teacher and students practice sorting out the letters *T*, *F*, and *E*. Phonics instruction becomes increasingly complex as the year progresses. For example, in Module 4, Week 1, Lesson 2, the teacher reviews previously learned graphemes *u*, *l*, *j*, *h*, *g*, *o*, *f*, *r*, *c*, *p*, *i*, *d*, *n*, *b*, *s*, *a*, *t*, and *m*, and the students practice saying the corresponding sounds. Then, the teacher and students practice blending sounds to read the word up.

The materials for kindergarten include systematic and sequenced instruction of phonics. Phonics instruction is increasingly complex throughout the year and builds on previously learned skills. For example, in the *Teacher's Guide*, in Module 7, Week 1, Lesson 2, the teacher starts with a review of the grapheme and sound for the digraph *ch*, then reinforces the grapheme with the keyword, a review, and finger writing. In that lesson, the teacher and students also practice blending the sound /ch/ with other previously taught sounds to read words such as chim, much, and rich. Phonics instruction continues to increase in complexity as the year progresses. For example, in Module 9, Week 1, Lesson 2, the students write graphemes in Elkonin boxes to build words as the teacher models encoding VCe words such as like and fine.

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

HMH Into Reading Texas materials include explicit (direct) and intentional ongoing practice opportunities for phonics (sound-symbol correspondence) skills, both in isolation and through decodable texts. In the kindergarten materials, lessons are designed to build phonics instruction that begins with a strong emphasis on phonological awareness, laying the foundation for decoding. For example, kindergarten

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

In Module 7, "Foundational Skills" Lesson 1, the focus shifts to blending words with the digraph *ch*. The teacher models blending with the word *chat*, saying: "The first grapheme is 'ch, /ch/.' Students practice blending sounds using visual aids and finger tracking. To reinforce this skill in context, students read the decodable text "Chips and Dip," which provides multiple opportunities to decode words with the digraph *ch* in meaningful sentences.

4.2 Daily Instructional Sequence and Routines

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

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

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

HMH Into Reading Texas daily lessons include explicit (direct) phonics instruction with teacher modeling. The kindergarten materials include explicit phonics instruction with teacher modeling during the "Foundational Skills" instructional block. For example, in the *Teacher's Guide*, Module 8, Lesson 1, teachers model blending words containing initial blends with the letter s. The materials state, "Point to the word *snap*. Look at this word. What are the letters in it? (s-n-a-p) I see an initial blend in this word. I see the consonants s and n at the beginning of the word. When we see two consonants together that make a blend, we need to make sure we say each sound. Let us blend the first two consonants together. Sound out and blend the letters with me. Point to each letter as you say its sound, and slide to blend: /s/ /n/, *sn*. You just read the initial blend sn in the word *snap*. Say the word: *snap*."

The kindergarten materials include explicit phonics instruction with teacher modeling as evidenced in the *Teacher's Guide*, Module 5. In Week 3, Lesson 11 of the "Foundational Skills," there is a "Practice Continuous Blending" section in which the teacher uses a gradual release model of "I Do, We Do, You Do." After a phonics skills lesson on reviewing all short vowels, the teacher models blending sounds in the word *get*. Following the teacher's modeling, the students practice blending sounds in the word *bed* with the teacher. Students blend the words *not*, *got*, *did*, *his*, *cups*, *sun*, *had*, and *can* on their own. Teacher guidance in the margin of the *Teacher's Guide* recommends following the gradual release model with as many words as needed if students need more practice.

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

HMH Into Reading Texas daily lessons include opportunities for explicit (direct) guided instruction with guidance for immediate and corrective feedback. In kindergarten, for example, in the *Teacher's Guide*, Module 7, "Foundational Skills," Lesson 1: Word Building, the teacher begins by modeling the word-building process during the "I Do" phase. The teacher segments and blends the sounds in the word *chat*, identifies the corresponding graphemes, and places grapheme tiles in boxes while blending the sounds aloud. This clear demonstration helps students understand the connection between sounds and letters. During the "We Do" portion, the teacher and students work together to build the word *chip*. The teacher

prompts students to identify each sound and its matching grapheme, guiding them through the blending process while providing immediate, targeted feedback. This collaborative practice reinforces the phonics skill and supports students who need additional scaffolding.

In the *Teacher's Guide*, Module 9, Week 1, Lesson 1 has a "Continuous Blending" section in which the teacher follows a gradual release model to have students practice blending long i words with the vowel-consonant-e spelling pattern. Next to the daily lesson is a purple box titled "Correct & Redirect" that guides the teacher if a student reads the word *kite* as *kit*. The teacher "should say the correct word and help the student notice that the vowel i is followed by a consonant and a final e. It further suggests that the teacher point out that the final e is silent, but it signals that the first vowel has a long vowel sound."

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

HMH Into Reading Texas daily lessons include a variety of opportunities located in the Teacher's Guide for students to practice phonics skills through collaborative learning and independent practice. The kindergarten materials include daily instruction through a variety of collaborative and independent learning opportunities. In Module 1, Lesson 1, the focus is on phonological awareness, specifically recognizing alliteration and rhyme. During the rhyme activity, the teacher models the task by saying, "I'll do the first one: *mug, bug*. Repeat: *mug, bug*. *Mug* and *bug* rhyme. I will give a thumbs-up." In the "We Do" portion, the teacher and students practice together: "Let's do one together. Ready? *Will, wet*. Repeat the words (*Will, wet*). Do *will* and *wet* rhyme? (No; thumbs-down)." Students then move into independent practice with the teacher prompting: "Your turn. Say the words, have children repeat, and elicit a response: *ray, lay* (yes; thumbs-up), *box, fox* (yes; thumbs-up), right, rap (no; thumbs-down)."

In kindergarten material, the daily lessons in the *Teacher's Guide* include opportunities for students to practice foundational skills through collaborative learning and independent practice. The "Additional Practice" section at the end of each "Foundational Skills" lesson often features multimodal and partner-based activities that reinforce phonics instruction. For example, in Module 9, Lesson 1, "students play the Gridlock game as a form of collaborative phonics practice. In this activity, students listen for a sound and cover the corresponding grapheme on their grid with a marker. When they have covered all graphemes in a row, column, or diagonal, they call out 'Gridlock.' To confirm accuracy, students uncover each grapheme and say a word that includes the corresponding sound."

4.3 Ongoing Practice Opportunities

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

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

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

HMH Into Reading Texas materials include intentional cumulative phonics review and practice activities throughout the curriculum. For example, Module 8, Lesson 1, in the *Teacher's Guide*, the "Blending Review" provides opportunities for students to build fluency with familiar sounds and graphemes. "Students begin by decoding known graphemes and blending them to read complete words with increasing automaticity. The teacher facilitates the review using a series of guided slides." For instance, when blending the word *cash*, the teacher prompts: "Let's blend sounds we know to read words. What's the first sound? (/k/) What's the middle sound? (/ă/) Blend it. (/k/ /ă/) What's the final sound? (/sh/) Blend it. (/k/ /ă/ /sh/) Read it. (cash)." This routine continues with additional words such as *much*, *chug*, *neck*, *pick*, *which*, *fang*, *sing*, *rich*, and *shins*, giving students multiple opportunities to revisit and apply previously taught phonics patterns in a cumulative and purposeful way.

The kindergarten materials include cumulative weekly assessments that evaluate students' understanding of both reading and foundational skills. For example, the Weekly Assessment, Module 8, Week 2, the printable text "From Plant to Plate," includes items that assess students' ability to apply phonics knowledge and decode words using previously taught sound-spelling patterns. In the "Foundational Skills" section of the *Teacher's Guide*, "students are prompted to identify specific words using auditory cues and visual prompts. Each item instructs students to 'move to' a picture and select a word that demonstrates their understanding of consonant blends and short vowel sounds."

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

HMH Into Reading Texas has practice opportunities, including phonics skills that have been explicitly taught. Kindergarten materials provide daily phonics lessons in the *Teacher's Guide* that focus exclusively on skills that have been explicitly taught, ensuring students practice and reinforce previously learned content. For example, Module 2, Week 1, Lesson 4, the teacher models blending the focus sound /b/ with previously learned sounds to read the word *bam*. Next, the teacher guides the students to practice blending *bam* with her. Finally, students practice blending the word *bam* independently.

In Module 9, Lesson 2, students engage in an auditory review that prompts them to recall and apply previously introduced sound-symbol correspondences. The teacher begins the routine by saying, "Let us review sounds we have learned and write the graphemes. First, you will repeat the sound. Then, you will say the sound as you write the grapheme or graphemes that match it." Students respond to sounds such as /ī/, /ā/, /ch/, and /sh/, all of which were explicitly taught in earlier lessons.

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

HMH Into Reading Texas has decodable texts that incorporate cumulative practice of taught phonics skills. The kindergarten materials include daily "Foundational Skills" lessons found in the *Teacher's Guide* that systematically build students' phonics knowledge through explicit instruction and cumulative practice. For example, in Module 7, Lesson 1, the phonics focus is on the digraph /ch/. The lesson guides teachers to model sound blending, encouraging students to practice combining the digraph with other sounds to form words. This structured practice supports mastery of the target phonics skill.

In Module 8, Lesson 1, the focus shifts to reading a decodable text that incorporates previously learned phonics skills. For example, "the word, *from*, introduced in Module 3—reappears, allowing students to revisit and apply earlier learning in a new context."

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

HMH Into Reading Texas includes an instructional focus with opportunities for practice in isolation and decodable connected text. The kindergarten materials feature daily "Foundational Skills" lessons that integrate decodable texts to provide cumulative practice with explicitly taught phonics skills. Each lesson found in the *Teacher's Guide* introduces a specific phonics focus through direct instruction, followed by guided and independent practice. For example, Module 3, Lesson 1, the focus is on the consonant /r/. The teacher begins with explicit instruction: "Let us learn a new sound. Show the grapheme slide r. This is the consonant r. It makes the sound /r/. Say it with me: /r/." Students observe how the sound is formed and connect it to the keyword rainbow: "Our keyword for the /r/ sound is *rainbow*. *Rainbow* begins with /r/. Say it with me: /r/, *rainbow*, r." Later in the lesson, students apply their knowledge by reading a decodable text. The teacher models decoding: "Let us read words with consonant /r/ in sentences. I can slide under each word to read the sentence: Sam is a ram."

The teacher and students read together: "Let us read the second sentence together: Pat is a rat." Students read independently: "Your turn. I will point as you sound out each word and read the sentences." Students continue practicing in small groups by reading the decodable text "Sam and Pat," reinforcing the /r/ sound in context.

In Module 9, Lesson 2, the phonics focus is VCe long /i/ pattern. The lesson begins with direct instruction using the word *kite*, blending each sound, /k/ /ī/ /t/. The teacher explains that "the vowel-consonant-e

pattern and models decoding." During guided practice, students decode words like *ripe* together. In independent practice, they blend and read words such as *vine*, *pile*, and *dime* using the same routine. Students apply the skill in connected text by reading "The Best Rides," a decodable that provides repeated exposure to long /i/ VCe words.

4.4 Assessment

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

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

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

HMH Into Reading Texas materials include a variety of assessment tools that are developmentally appropriate. For example, the untimed "Module Assessments" are group administered and may be taken online or with paper and pencil. The assessments progress from simpler to more complex tasks. Students are assessed on the following skills, in order of increasing difficulty: letter identification; phonics, including short vowels; phonics and blending with CVC words; and phonics and blending with CCVC and CVCC words.

The weekly assessments test children's understanding of the major comprehension skills each week in the "Listening" section.

The kindergarten materials have "Module Assessments" for Listening Comprehension, Foundational Skills, and Reading and Vocabulary that aligns with kindergarten age-appropriate literacy skills and development. The assessments progress in complexity so that student literacy skills grow. The module assessment measures foundational skills and reading and vocabulary. For example, the Module 1 "Foundational Skills" assessment assesses letter naming, letter sounds, decoding the high frequency word the, decoding VC words, and CVC words. The Module 9 "Foundational Skills" assessment measures students' ability to decode VCe words, words with blends like glad, words with digraphs like lash, and high frequency words that are partially decodable like the word what.

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

The materials include "Progress Monitoring Tools," found in the Administering and Scoring the Assessments Guide, that systematically measure students' acquisition of grade-level phonics. For example, the "Progress Monitoring Assessment Form 1" measures students' ability to segment three phoneme words and identify beginning letter-sound correspondence in CVC words. A "Summary Recording Form" is included to compare students' progress with the curriculum-based goals.

In the "Intervention Assessments Guide for Grade K," "Progress Monitoring Assessments" systematically measure the acquisition of phonics-related skills. The assessments correspond to intervention session numbers and are intended to be given once every two weeks. For example, each assessment measures the skills taught in a range of sessions, and as the intervention lessons become more advanced, the skills measured gradually shift to reflect the updated content.

In the "Intervention Assessments Guide for Grades K and 1," located in the "Administering and Scoring the Assessments Guide," progress monitoring assessments accurately measure skills acquisition. For example, the "Progress Monitoring Assessment Sessions 56–62" measures phonemic awareness, letter identification, letter-sound correspondence, and sentence reading. The next "Progress Monitoring Assessment Sessions 63–67" measures the previous skills, in addition to the new skill. The tool measures similar skills each time, making it easier to track student progress with discrete skills.

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

The materials include diagnostic assessments that provide guidance on which students need progress monitoring based on formal assessment data throughout the year. The Interventions Assessments Guide supports the teacher using assessments to make data-driven instructional decisions. For example, if a student shows a need for instruction in letter identification, the table recommends that the teacher first administer the diagnostic print concepts inventory to identify missing skills and knowledge about print concepts, followed by the recommendation to administer the corresponding lessons in "Foundational Skills" and "Word Study Studio."

The kindergarten materials include weekly assessments and end-of-module assessments targeting specific foundational skills, which align to progress monitoring tools embedded within weekly lessons. For example, TEKS K.7.B, "identify and describe the main characters," is first assessed informally in Lesson 2. It is then evaluated again in the Week 1 quiz and finally on the end-of-module assessment for Module 1.

The materials include assessments distributed across the school year. The "Program Assessments at a Glance" in the *Implementation Guide* summarizes the assessment types on a chart. For example, weekly assessments are administered at the ends of Weeks 1–3, and they monitor understanding and progression toward mastery of key skills taught each week. It also includes module inventories to monitor the progress of select students who may need extra support. A scoring sheet allows the teacher to track a student's progress across multiple skill areas within the inventory sections over time.

4.5 Progress Monitoring and Student Support

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

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

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

HMH Into Reading Texas materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction. The kindergarten materials provide a comprehensive system for tracking student progress; for example, teachers use the "Summary Recording Forms" and the "Intervention Assessments Guide" located in the "Progress Monitoring Guide" to document student performance on screening, diagnostic, and progress-monitoring assessments, including "Print Concepts," "Letter-Sound Correspondence," and "Phonological Awareness."

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

The kindergarten screening tests are given at the beginning and middle of the year to check basic reading skills. Examples of screening tests include Letter Identification, Phoneme Segmentation, Nonsense-Word Reading, Word Identification, and Oral Reading Fluency; the information is found in the *Implementation Guide*.

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

HMH Into Reading Texas materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students. The kindergarten materials include digital tools on the HMH Ed platform, explained in the *Implementation Guide*, to help teachers analyze student progress and inform instruction. The Assessment Summary Report provides a class-wide view of average proficiency on in-program assessments, while the Standards Report breaks down performance by specific standards. Both are found on the "Reports" tab.

The kindergarten materials provide guidance and tools to support teachers in responding to whole-class student data to inform instruction found in the *Implementation Guide*. For example, the Standards Report, found on the "Reports" tab, provides teachers with data to make decisions regarding flexible grouping.

These tools help identify class strengths and areas for growth, support flexible grouping, and guide targeted instruction.

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

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

The kindergarten materials include screening assessments (e.g., letter identification, phoneme segmentation,) used at the beginning and middle of the year to identify reading difficulties. Diagnostic tools (e.g., print concepts inventory, letter–sound correspondence,) help pinpoint specific skill gaps. Progress-monitoring assessments are administered biweekly to track growth and determine readiness to exit intervention. Teachers use results to evaluate intervention effectiveness and adjust instruction accordingly.

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

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

The kindergarten materials include recommendations for students not making adequate progress, such as re-administering assessments, screening for vocabulary deficits, and consulting specialists. Teachers are encouraged to assess English learners in their native language when possible. Progress-monitoring

assessments are used biweekly to track growth and determine readiness to exit intervention. These tools help evaluate the effectiveness of instruction and guide next steps for individual students.

5. Foundational Skills

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

5.A Print Awareness

5.A.1 Print Awareness K–1

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

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

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

HMH Into Reading Texas kindergarten materials include teacher guidance for providing explicit, direct, and systematic instruction in print awareness, with regular opportunities to review print concepts and understand how print serves different purposes. For example, in the *Teacher's Guide*, Module 2, Week 1, Lesson 3, the Reading and Vocabulary lesson begins by introducing the Big Book, *Being Different Rocks!*, explicitly teaching the purpose of reading a persuasive text. The teacher says, "This book is titled, 'Being Different Rocks!' by Judith Bauer Stamper." The teacher guides students to identify parts of the book: "Hold up the book and have children identify the front and back covers and title page. Ask: What information do you see on the title page?" Students turn and talk to share their observations, reinforcing their understanding of book structure. The lesson continues with a focus on the genre and purpose of persuasive texts. The teacher explains, "Authors of persuasive texts want readers to do or believe something." In Reading and Vocabulary Lesson 4, the same Big Book is used to teach directionality and other print concepts. The teacher models how to read from left to right and top to bottom: "I start reading at the top left, at 'It's.' Then I read across to the right." The teacher continues, "Notice that I started at the top of the page. After I read the first line, I moved down to the next line. We read from the top of the page to the bottom of the page." Students then practice identifying where to begin reading and use echo reading to follow along as the teacher points to each word.

The kindergarten materials include teacher guidance to provide explicit and systematic instruction in print awareness. For example, *Teacher's Guide*, Module 2, Week 1, Lessons 3 and 4 provides systematic and explicit guidance for teaching print concepts, beginning with direct instruction and followed by a review. In Reading and Vocabulary lessons 3 and 4, teachers are guided to directly teach the foundational concept of text directionality. The lesson states, "[The T]eacher models how to read from left to right and top to bottom: 'I start reading at the top left, at 'It's.' I read across to the right.'" The teacher continues,

"Notice that I started at the top of the page. After I read the first line, I moved down to the next line. We read from the top of the page to the bottom of the page." Students engage in echo reading, practicing how to follow the text directionally by pointing to each word. In the "Teacher's Guide," Module 2, Week 2, Lesson 9, the focus shifts to identifying words. Teachers use the Big Book *ABC I Like Me!* to help students distinguish between letters and words. The lesson says, "Words are made up of groups of letters. The letters appear in a certain order, and they tell us which sounds to say." Teachers read aloud while pointing to each word and explain the concept of spacing: "There is one word, a space, and then another word. Words are separated by spaces in print." Students then identify words and spaces, count letters in a word, and chorally count the number of words on the page, reinforcing the concept through guided practice and echo reading.

In the Teacher's Guide, Module 2, Week 3, Lesson 14, the "Foundational Skills" section provides opportunities for review, reinforcing earlier instruction. Teachers are prompted to model and guide students in identifying letters, words, and sentences. The lesson directs: "Model identifying letters, words, and sentences of a text. Then have children do the following: point to letters, use their fingers to frame words and sentences, identify the spacing between letters in a word, point out spacing between words in a sentence."

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

HMH Into Reading Texas kindergarten materials provide frequent and varied opportunities for students to apply their print awareness knowledge while engaging with different types of texts in multiple formats. For example, in the *Teacher's Guide*, Module 2, Week 1, Lesson 3 of the "Reading and Vocabulary" section, students interact with the persuasive Big Book *Being Different Rocks!* as a read-aloud. In the lesson, teachers review print concepts guided by the following prompts: "Introduce the Read Aloud Book: *Being Different Rocks!* Say: This book is titled *Being Different Rocks!*, by Judith Bauer Stamper. She has written many books for kids. She likes to write about science, nature, and the adventures kids have while growing up." Teachers prompt students to explore the physical features of the book: "Hold up the book and have children identify the front and back covers and title page. Ask: What information do you see on the title page? (the author's name, the book's title.) Have children turn and talk to share what they see on the cover."

The kindergarten materials include daily lessons that provide consistent opportunities for students to apply their print awareness knowledge while engaging with a variety of texts in multiple formats. For example, in the Teacher's Guide, Module 7, Week 1, Lesson 4, the Reading and Vocabulary lesson uses the Big Book, *Not a Box*, to teach students about punctuation at the end of a sentence. The teacher is directed to "Use the Big Book, *Not a Box* to review sentence types and end punctuation. Say: End marks are like stop signs at the end of sentences! They tell us where the sentence ends, but they are also special because they can give us clues about how to read the sentence." Students then identify punctuation

marks and explore how they affect reading expression. The teacher reads aloud and asks, "What do you see at the end of this sentence? (a question mark.) Authors use question marks to let readers know they are asking a question."

5.B Oral Language

5.B.1 Oral Language Development

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

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

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

HMH Into Reading Texas kindergarten materials include explicit and systematic instructional guidance on developing oral language and oracy through various methods. The *Module 1 Teacher's Guide*, "Build Knowledge and Language," Week 2, Lesson 6, "Oral Language Social Communication" lesson "Making Introductions," is one example. The materials prompt the teacher to begin with a lesson introduction, stating the relevance of introducing oneself by sharing one's name. The teacher then explicitly teaches while displaying "Anchor Chart: Give Me Five!" and models examples and non-examples of active listening. Students then have the opportunity to partner up and practice introducing themselves and listening to their partners. The lesson contains sentence stems for partner introductions in the margin of the page.

The materials in kindergarten include explicit and systematic instructional guidance on developing oral language and oracy through various methods. The *Module 1 Teacher's Guide*, "Reading and Vocabulary," Week 1, Lesson 2, "Academic Vocabulary Oral Language" "Power Words," uses a vocabulary routine of say the word, explain the meaning, and talk about examples to teach power words from the "Read Aloud Book: *Keisha Ann Can!*" This systematic and explicit instructional guidance is in every vocabulary lesson throughout the modules.

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

HMH Into Reading Texas kindergarten materials include opportunities for students to engage in social and academic communication for different purposes and audiences. At the end of each "Week at a Glance," there are "Literacy Centers and Independent Practice" where students participate in various activities that require communication. For example, in the *Module 5 Teacher's Guide*, the "Literacy Centers and Independent Practice" section of Week 2 contains a "Creativity Corner" with two activities—"Dramatic

Play: Pizza Parlor," where students role play activities such as a customer ordering food, employees making the food, or employees cleaning the restaurant, and "Little Red Puppet Show," where small groups of students use the Big Book, *Little Red Hen On Stage*, to act out the story with puppets they made.

The kindergarten materials include opportunities for students to engage in social and academic communication for different purposes and audiences. Throughout the modules, students have the opportunity to engage in academic discussions through routines such as turn and talk and think-pair-share. In the Module 8 Teacher's Guide, "Reading and Vocabulary" Week 1, Lesson 3, "Plants Feed Me: Steps in a Sequence," there are two opportunities for students to engage in academic communication. The first opportunity is in "Step 2: Apply to Text." In bullet four, the students participate in a think-pair-share routine to identify the last step in the sequence. The second opportunity is in "Step 3: Engage and Respond," bullet two. The students use sentence frames, in a turn and talk routine, to tell the steps in a sequence to their partner.

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

HMH Into Reading Texas kindergarten materials provide authentic opportunities for students to listen actively, ask questions, engage in discussions to understand information, and share their ideas. For example, in the *Module 3 Teacher's Guide*, "Building Knowledge and Language," Week 2, Lesson 6, "Collaborative Discussion," "Active Listening" lesson, the teacher is prompted to lead a partner talk through modeling a discussion with a volunteer while actively listening. Students take turns listening actively while their partner responds to discussion questions. Afterward, students share with the class.

The kindergarten materials provide authentic opportunities for students to listen actively, ask questions, engage in discussions to understand information, and share their ideas. In the *Module 4 Teacher's Guide*, "Build Knowledge and Language," Week 4, Lesson 16, there is a lesson titled "Collaborative Discussion" in which one section, "Use Complete Sentences," is an example of students engaging in a discussion and asking questions to understand information. The teacher models how to ask and answer questions using complete sentences and reminds students to take their time and pause when speaking. Students "partner up and take turns asking and answering the question using complete sentences and phrasing." Students share their discussion with the class.

5.C Alphabet

5.C.1 Alphabet Knowledge (K only)

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.C.1a	All criteria for guidance met.	2/2
5.C.1b	All criteria for guidance met.	6/6
5.C.1c	All criteria for guidance met.	4/4
5.C.1d	All criteria for guidance met.	6/6
—	TOTAL	18/18

5.C.1a – Materials include a systematic sequence for introducing letter names and their corresponding sounds. (PR 2.A.1)

HMH Into Reading Texas kindergarten materials include a systematic sequence for introducing letter names and their corresponding sounds, guiding students from basic recognition to application through explicit instruction. In Teacher's Guide, Module 2, Week 1, Lesson 1, the consonant *s* is introduced. For example, the lesson objective begins with "learn the phonics focus skill consonant *s* /s/," moves to "Practice blending the phonics focus skill in words," and finally to "writing the letter *s*." The lesson concludes with students applying their knowledge by building words that include the letter *s*. The instruction begins with teaching the grapheme and sound. The teacher says, "Let us learn a new sound. Show the grapheme slide *s*. This is the consonant letter *s*. One sound it can make is /s/. Say it with me: /s/." The teacher then models articulation: "Look at how the mouth is shaped and where the tongue is placed when we say /s/." To reinforce the sound, the teacher uses a keyword: "Our keyword for the /s/ sound is *sun*. *Sun* begins with /s/. Say it with me: /s/, *sun*, *s*." Students then engage in finger writing: "Use your finger to write the letter and say the sound with me: /s/. Motion *s*. Have children air write with their finger and say the sound. Repeat the finger writing." The lesson transitions to blending practice. The teacher models how to blend the sounds in the word *Sam*: "Let us blend the sounds together to read the word. I will do the first one. The first letter is *s*, /s/. The next letter is *a*, /ă/. Now I will blend the two sounds: /s/ /ă/. The last letter is *m*, /m/. Now I will blend all three sounds to read the word: /s/ /ă/ /m/, *Sam*." Students then participate in guided and independent practice using *Sam*.

The kindergarten materials include a systematic sequence for introducing letter names and their corresponding sounds. For example, in the *Teacher's Guide*, Module 8, Week 1, Lesson 1, the phonics instruction becomes more complex as students learn about initial blends with the letter *s*. The lesson objective begins with "Learn phonics focus skill initial *s* blends," moves to "Practice blending the phonics focus skill in words," and concludes with "Practice spelling by word building." The teacher introduces the concept of blends: "Let us learn about initial blends with the letter *s*. Show the first slide for initial blends with *s*. The words have letters and sounds we know and include an initial blend. An initial blend is when

two or more consonant letters appear next to each other at the beginning of a word. In a blend, each consonant stands for its own sound, and we blend them quickly to read the word." The teacher models with the word *snap*: "Point to the word *snap*. Look at this word. What are the letters in it? (s-n-a-p). Let us blend the first two consonants together. Sound out and blend the letters with me. Point to each letter as you say its sound, and slide to blend: /s/ /n/, sn. You just read the initial blend sn in the word snap. Say the word: *snap*." Students then practice blending with support: "Let us blend the sounds together to read the word . . . /s/ /n/ /ă/ /p/, *snap*."

5.C.1b – Materials include teacher guidance to provide explicit (direct) instruction for teaching and developing student automaticity in the identification of the 26 letters of the alphabet (upper and lowercase) and their corresponding sounds. (PR 2.A.1) (T)

HMH Into Reading Texas kindergarten materials include teacher guidance for providing explicit, direct instruction to develop students' automaticity in identifying the 26 letters of the alphabet and their corresponding sounds. This instruction is systematic and explicit, guiding students from initial recognition to application through a gradual release model supported by immediate feedback and corrective strategies that are provided in the teacher's guide during the "Foundational Skills" Lesson. In the *Teacher's Guide*, Module 2, Week 1, Lesson 1, the consonant *s* is introduced and provides teacher guidance on how to teach the letter and the letter sound correspondence. The lesson objective begins with "learn the phonics focus skill consonant *s* /s/," progresses to "Practice blending the phonics focus skill in words," and concludes with "writing the letter *s*." The teacher begins by introducing the grapheme and its sound: "Let's learn a new sound. Show the grapheme slide *s*. This is the consonant letter *s*. One sound it can make is /s/. Say it with me: /s/." The teacher models articulation and reinforces the sound with a keyword: "Our keyword for the /s/ sound is *sun*. *Sun* begins with /s/. Say it with me: /s/, *sun*, *s*." Students engage in finger writing: "Use your finger to write the letter and say the sound with me: /s/. Motion *s*. Have children air write with their finger and say the sound. Repeat the finger writing."

The lesson transitions into blending practice using the word *Sam*. The teacher models: "Let's blend the sounds together to read the word. I'll do the first one. The first letter is *s*, /s/. The next letter is *a*, /ă/. Now I'll blend the two sounds: /s/ /ă/. The last letter is *m*, /m/. Now I'll blend all three sounds to read the word: /s/ /ă/ /m/, *Sam*." Students then participate in guided and independent practice: "Let's do it together. We read the word *Sam*," followed by "Your turn. Repeat the steps with children using the word *Sam*, /s/ /ă/ /m/. Have children respond orally to blend the word as you listen."

5.C.1c – Materials include teacher guidance to provide explicit (direct) and systematic instruction for letter formation for the 26 letters of the alphabet (upper and lowercase). (PR 2.A & 2.A.3) (T)

In *HMH Into Reading Texas*, the kindergarten materials have guidance for the teacher to provide explicit (direct), and systematic instruction for letter formation for the 26 letters of the alphabet. The lessons

offer explicit and direct instruction in letter formation, ensuring that teachers have clear, structured guidance for handwriting instruction. For example, in the *Teacher's Guide*, Module 2, Week 1, Lesson 1, the "Foundational Skills" section directs teachers to model and guide students through the formation of specific letters. The lesson states, "Have children practice the formation of the letter in this lesson. Model and practice with finger writing, and then have children practice writing. As time allows, review any previously taught letters." For the letter s, the teacher is instructed to say, "Start just below the middle. Curve back and then curve forward and around."

The kindergarten materials include teacher guidance to provide explicit and systematic instruction for letter formation for the 26 letters of the alphabet. The "Foundational Skills" section of every module contains a daily lesson for handwriting. For example, in the *Module 4 Teacher's Guide*, "Foundational Skills" section, Week 4, Lesson 6, the handwriting lesson is "Practice: Handwriting: Manuscript k." The teacher models and practices with finger writing. The teacher says, "1. Start at the top. Pull down straight. 2. Lift to the middle right. Slant down left. 3. Slant down right." Further guidance, provided beneath the lesson, directs the teacher to a digital and printable "Handwriting Model: Manuscript (k)" and a "Write and Reveal" Routine.

5.C.1d – Materials include a variety of activities and/or resources (including the use of memory-building strategies) for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge both in isolation and in the context of meaningful print. (PR 2.A & 2.A.3) (S).

HMH Into Reading Texas kindergarten materials include a variety of activities and resources for students to develop, practice, and reinforce their alphabet knowledge, both in isolation and in the context of meaningful print. For example, in the "Foundational Skills" and "Word Study Studio" section, "Resources: Fun with Sounds, Letters, and Words," there is an activity titled "Scavenger Hunt: Letter Names." The teacher gives each student a card with the same letter. The teacher says the letter name, and the students repeat it. The students find other examples of the letter in the classroom. When students see a match, the teacher checks to make sure, and the student repeats the letter name.

The kindergarten materials include a variety of activities and resources that enable students to develop, practice, and reinforce their alphabet knowledge, both in isolation and in the context of meaningful print. The "Foundational Skills" and "Word Study Studio" offer lessons on letter knowledge for each letter of the alphabet, as well as a review lesson to reinforce the letter names and order. For example, in Session 20, "Letter Knowledge: Letter Names Pp," after the teacher shows the letter card for Pp and reviews the difference between uppercase and lowercase, the students participate in various activities such as looking to see if their names contain a P or p, looking around the room for examples of the letter P or p, locating the letter P or p letter cards when displayed with other letter cards in random order, and making pretend footprints to form the shape of the letters P and p.

5.C.2 Letter-Sound Correspondence

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

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

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

HMH Into Reading Texas kindergarten materials explicitly and systematically introduce letter-sound relationships in a carefully designed sequence that supports early decoding and encoding. This progression is outlined in the Scope and Sequence of the "Foundational Skills" lessons, particularly in the "Phonics Focus" of Modules 1 and 2. Instruction begins with consonants and a short vowel sound, allowing students to quickly apply their knowledge to reading and spelling simple words. The materials introduce the following letter-sound relationships in order: *m*, *t*, short /a/, *s*, *b*, *n*, *d*, and short /i/. This sequence enables students to begin blending and segmenting as soon as they have a small set of consonants and a vowel. Once students have learned several consonant sounds along with a short vowel, they are guided to apply this knowledge through blending and segmenting strategies. This allows them to decode and encode basic one-syllable words such as *mat*, *sad*, *bin*, and *dip*.

The kindergarten "Foundational Skills" lessons provide explicit and systematic instruction on letter-sound relationships, carefully sequenced to support the development of basic decoding and encoding skills. Across Modules 1–9, the materials guide teachers to introduce graphemes from least to most complex, beginning with consonants and short vowel sounds, and progressing to digraphs, long vowels, blends, and VCe patterns. In the *Teacher's Guide*, Module 1, Week 4, the "Phonics Focus" lesson introduces the short /ă/ sound spelled with the letter *a*. The teacher is directed to say, "Let's learn a new sound. Show the grapheme slide *a*. This is the vowel letter *a*. One sound it can make is the short a sound, /ă/. Say it with me: /ă/." The lesson continues with articulation support: "Look at how the mouth is shaped and where the tongue is placed when we say /ă/. As needed, use the Articulation Video and Articulation Support." To reinforce the sound, the teacher uses a keyword: "Our keyword for the /ă/ sound is *apple*. *Apple* begins with /ă/. Say it with me: /ă/, apple, a." The lesson concludes with a review: "What is the sound? (/ă/) What is the keyword for /ă/? (*apple*).\" As students progress through the school year, the materials introduce more complex letter-sound relationships. In Module 6, Week 3, the "Phonics Focus" lesson teaches the digraph *ch*, and in Module 8, Week 1, students learn the long /ī/ sound spelled with

the VCe pattern. Each new grapheme is introduced through direct instruction, with the teacher modeling the sound, guiding students through practice, and providing immediate feedback.

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)

In *HMH Into Reading Texas* the kindergarten daily "Foundational Skills" lessons provide clear teacher guidance for delivering explicit and direct instruction focused on connecting phonemes to letters within words. For example, in the *Teacher's Guide*, Module 8, Week 1, Lesson 1, during the "Continuous Blending" portion of the "Foundational Skills" lesson, the teacher models how to decode words with initial s-blends. The scripted instruction says, "Let's blend the sounds together to read the word. I'll do the first one. The first letter is *s*, /s/. The next letter is *n*, /n/. Now I'll blend the two sounds: /s/ /n/. The next letter is *a*, /ă/. Now I'll blend all three sounds: /s/ /n/ /ă/. The last letter is *p*, /p/. Now I'll blend all the sounds to read the word: /s/ /n/ /ă/ /p/, *snap*." This step-by-step modeling helps students connect each sound to its corresponding letter and blend them to form a word. During guided practice, the materials include a "Correct and Redirect" feature in the margins to support teachers in responding to common decoding errors. For example, if a student reads *snap* as *sap* or *nap*, the materials advise, "Say the word correctly. Frame each letter in the consonant blend. Remind the child that in a consonant blend, each consonant keeps its own sound, and the sounds are said closely together. Have the child blend the word with you: /s/ /n/ /ă/ /p/, *snap*." The teacher's instruction is explicit, systematic, and responsive. Teachers receive guidance to provide immediate, targeted feedback that reinforces accurate phoneme-grapheme.

The kindergarten materials include "Foundational Skills" and "Word Study Studio" lessons that provide explicit and direct instruction focused on connecting phonemes to graphemes within words, with clear teacher guidance and built-in feedback for addressing common student errors. These lessons follow a gradual release model, beginning with teacher modeling and moving into guided student practice. In Session 116, the phonics focus is on consonant blends *st*, *sp*, *sl*, and *sn*. The lesson begins with sound recognition using visual aids. The teacher is directed to "Display the Alphafriends Card for Serena Seahorse. Name the picture and say the beginning sound. Have students repeat after you. Say: Listen: *seahorse*, /s/. Now you say it." This is followed by a similar activity with the Alphafriends Card for Tyra Tiger, reinforcing the /t/ sound. The teacher then introduces the concept of consonant blends by saying, "When *s* and *t* are side by side in a word, we say them together and their sounds blend together, /s/ /t/. Say it with me: /s/ /t/." Students are guided to say and spell the blend three times, and the process is repeated for *sp*, *sl*, and *sn*. The teacher models decoding a word with an *st* blend: "Display and read *stem*. Say: This is the word *stem*. The letters *s* and *t* stand for the sounds /s/ and /t/ in *stem*. We blend /s/ and /t/ together when we say *stem*. The letter *e* stands for the sound /ě/ in *stem*. The letter *m* stands for the sound /m/ in *stem*. Read with me: /s/ /t/, /st/, /st/ /ě/, /stě/ /m/, /stem/, *stem*." During guided practice, the "Formative Assessment and Corrective Feedback" feature provides teachers with specific strategies to address decoding errors. The materials state, "If a student makes an error, then follow this model:

Correct the error and guide the student to perform the task correctly by modeling. Check for understanding by having the student repeat the task. Reinforce: Make a note to review the skill during the student's next session."

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

HMH Into Reading Texas has daily "Foundational Skills" lessons; the kindergarten Teacher's Guides include a variety of activities and resources that support students in developing, practicing, and reinforcing their understanding of applying letter-sound correspondences to decode both one-syllable and multisyllable words in isolation and in connected decodable texts. For example, in the *Teacher's Guide*, Module 5, Week 4, Lesson 18, during the "Continuous Blending" portion of the lesson, the teacher models how to decode a word by applying knowledge of vowel sounds in open syllables. The lesson states, "I'll do the first one. The first letter is b, /b/. The next letter is a. I see that this syllable ends with a single vowel, a, so the letter a will say its long sound, /ā/. Now I'll blend the two sounds to read the word: /b/ /ā/, ba. I read the nonsense word 'ba.'" This modeling helps students understand how to apply phonics rules to decode unfamiliar words. During guided practice, students work with the teacher to decode words that include the letters *a* and *i* in both open and closed syllables. They practice with words such as *ram*, *ta*, *pig*, and *ti*, applying their understanding of short and long vowel sounds in different syllable types.

In the kindergarten materials, students reinforce their skill during the Decodable Text portion of the "Foundational Skills" lesson. The teacher says, "Let's read words with long and short sounds for a and i in sentences." Together, the teacher and students read the decodable text "At Bat," applying their decoding skills in the context of connected text. The materials combine isolated word reading, guided practice, and application in decodable texts to provide multiple opportunities for students to build fluency and confidence in decoding.

5.D Phonological Awareness

5.D.1 Phonological Awareness (K–2)

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

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

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

HMH Into Reading Texas kindergarten materials include a sequence for introducing phonological awareness activities that aligns with kindergarten TEKS. Instruction begins with larger sound units, such as recognizing and producing rhyming words and segmenting syllables. For example, in the *Teacher's Guide*, Module 1, Week 1, students identify rhyming words, while in Week 2, they practice segmenting syllables and continue identifying rhymes. As the year progresses, the focus gradually shifts to more complex skills and smaller sound units. In Module 1, Week 4, students blend onset and rhyme, and in Module 2, Week 2, students are segmenting and changing syllables as well as producing rhymes. In Module 3, Week 1, instruction includes blending syllables, demonstrating a progression from broader phonological skills to more refined and complex sound manipulation.

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

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

HMH Into Reading Texas materials include explicit instruction for teaching phonological awareness skills with recommended explanatory feedback based on common student errors and misconceptions. In the kindergarten *Teacher's Guide*, Module 1, Week 4, Lesson 16, the lesson "Phonological Awareness: Rhyme

and Blending Onset and Rime" guides teachers to model correct responses and provide scaffolded practice. For example, students are prompted to identify rhyming words by listening for common rimes, such as *-am* in *bam* and *ham*. When students generate incorrect examples, the materials direct teachers to correct and redirect by reviewing how to segment and blend onset and rime. The teacher's script emphasizes phoneme consistency and encourages students to verify rhymes by identifying shared ending sounds.

In kindergarten, the "Foundational Skills" and "Word Study Studio" provide explicit instruction and recommended feedback for teaching phonological awareness skills. In the "Phonological Awareness: Blend Syllables" lesson, teachers are guided to model how to count, clap, and blend syllables in spoken words such as *David*, *carrot*, and *basket*. The session includes a clear progression from modeling to guided and independent practice using familiar classroom objects. To support accurate student responses, a "Formative Assessment and Corrective Feedback" feature in the margin offers step-by-step teacher guidance. If a student makes an error, teachers are prompted to correct the mistake, model the task, check for understanding, and revisit the skill during a future session.

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

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

In kindergarten, *Teacher's Guide*, Module 2, Week 4, Lesson 16 provides a variety of structured activities that develop, practice, and reinforce phonological awareness skills through memory-building strategies aligned to kindergarten TEKS. In the rhyme activity, students engage in repeated practice producing rhyming words through an "I Do, We Do, You Do" model. The routine encourages children to isolate rimes, such as *-in*, *-an*, and *-it*, and generate rhyming words with corrective feedback. In the "Blending Words" activity, students combine compound word parts like *play* and *ground* to form, *playground*, using rhythmic clapping as a kinesthetic strategy to reinforce auditory blending.

5.D.2 Phonemic Awareness (K–2)

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

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

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

HMH Into Reading Texas kindergarten materials include a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and gradually transitions to more complex manipulation practices. The kindergarten Scope and Sequence outlines the systematic sequence for introducing phonemic awareness activities. For example, skills practiced in the *Teacher's Guide*, Module 1, Week 2, "Foundational Skills," include isolating, blending, and segmenting phonemes. Later, in Module 6, "Foundational Skills," students blend, segment, and substitute phonemes.

The kindergarten materials include a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and gradually transitions to more complex manipulation practices. For example, in the *Teacher's Guide*, Module 1, Week 1, Lesson 1, "Foundational Skills," the teacher leads a listening activity in which students identify the initial sound in words. Next, the students blend phonemes to make words. Phonemic awareness activities gradually increase in complexity. For example, skills practiced in Module 1, Week 3, Lesson 13, "Foundational Skills," include isolating and blending phonemes. Later, in Module 6, Week 1, Lesson 3, "Foundational Skills," students segment and substitute phonemes.

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

HMH Into Reading Texas kindergarten materials include explicit instruction in phonemic awareness skills, accompanied by recommended explanatory feedback for students based on common errors and misconceptions. Direct instruction for teaching phonemic awareness skills, accompanied by recommended explanatory feedback, is provided in the "Phonological Awareness" sections of the "Foundational Skills" lessons in the teacher's guides. For example, in Module 8, Week 2, Lesson 6,

"Foundational Skills: Phonological Awareness, Isolating Phonemes, the teacher models identifying the final sound in a word. During guided practice, the margin box titled "Correct and Redirect" states, "If children have difficulty isolating phonemes, support them by showing a finger for each sound or have them tap out the sounds. Counting sounds will help to segment sounds correctly and prepare them for encoding."

The kindergarten materials include explicit instruction in phonemic awareness skills, accompanied by recommended explanatory feedback for students based on common errors and misconceptions. Direct instruction for teaching phonemic awareness skills, accompanied by recommended explanatory feedback, is provided in the "Phonological Awareness" sections of the "Foundational Skills" lessons in the teacher's guides. For example, in Module 4, Week 1, Lesson 3, "Foundational Skills, Phonological Awareness, Isolating Phonemes," the teacher models identifying the sounds at the end of words. During guided practice, the margin box titled "Correct and Redirect" says, "If children have difficulty isolating phonemes, support them by showing a finger for each sound or have them tap out sounds. Counting sounds will help to segment sounds correctly and prepare them for encoding."

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

HMH Into Reading Texas kindergarten materials include explicit guidance on connecting phonemic awareness skills to the alphabetic principle, supporting students in the transition from oral language activities to basic decoding. "Foundational Skills" lessons in the *Teacher's Guide* include "Blending Review" lessons, which connect phonemic awareness to letters when decoding. For example, in the *Teacher's Guide*, Module 4, Week 1, Lesson 1, "Blending Review," the teacher says, "Let us blend sounds we know to read words. Ready? What is the first sound? (/l/) What is the middle sound? (/i/) Blend it. (/l/ /i/) What is the final sound? (/d/) Blend it. (/l/ /i/ /d/) Read it. (*lid*)," while displaying the word on slides, adding one letter at a time. The Correct & Redirect box in the margin tells the teacher, "Stretching sounds (connected phonation) is important for connecting phonemes and promoting blending skills. If children have trouble, help them segment the sounds, but quickly redirect to connecting sounds to blend and read the word."

The kindergarten materials provide explicit guidance on connecting phonemic awareness skills to the alphabetic principle, supporting students in transitioning from oral language activities to basic encoding. "Foundational Skills" lessons in the teacher's guides include "Word Building" lessons, which connect phonemic awareness to letters when encoding. For example, in the *Teacher's Guide*, Module 4, Week 1, Lesson 1, "Word Building," the teacher says, "Let us build a word together. Let us say the first sound in *nut*: /n/. Let us name the letter that makes the /n/ sound: n. Let us say the middle sound in *nut*: /ü/. Let us name the letter that makes the /ü/ sound: u. Let us blend them together: /n/ /ü/. Let us say the last sound in *nut*: /t/. Name the letter that makes the /t/ sound: t. Let us blend the sounds together: /n/ /ü/ /t/, *nut*,"

while adding letter tiles one at a time. The margin notes suggest that the students use grapheme cards to build words along with the teacher.

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

HMH Into Reading Texas kindergarten materials include a variety of activities designed to help students develop, practice, and reinforce phonemic awareness skills. The "Know It Show It" practice book for each module offers a range of activities designed to help students develop, practice, and reinforce their phonological awareness skills. For example, in Module 9, "Know It Show It," Week 3, "Change Sounds," students say the name of a picture, change one sound to make a new word, and then draw a picture to represent the new word. On the next page, students count the sounds in a word that describes a picture and then color in the corresponding number of circles. Both activities are repeated throughout the Module 9 "Know It Show It" book.

The kindergarten materials include a variety of activities to reinforce phonemic awareness skills through cumulative review. This is evident in the "Foundational Skills" section, where Warm-Up activities are included in each lesson to revisit previously taught phonemic awareness skills. For example, in the "Teacher's Guide," Module 9, Week 4, Lesson 18, the teacher leads a listening activity in which students blend phonemes to make words, and then segment phonemes in one-syllable words. These review activities use only previously taught sounds.

5.E Phonics (Encoding/Decoding)

5.E.1 Sound-Spelling Patterns

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

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

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

HMH Into Reading Texas kindergarten materials include a systematic sequence for introducing grade-level sound spelling patterns, as outlined in the Texas Essential Knowledge and Skills (TEKS). For example, in the *Teacher's Guide*, Module 2, Week 1, the focus is on the consonant *s*. The lesson begins with, "Say: Let's learn a new sound. Show the grapheme slide *s*. This is the consonant letter *s*. One sound it can make is /s/. Say it with me: /s/." Students are guided to observe mouth and tongue placement, use articulation supports, and connect the sound to a keyword: "Our keyword for the /s/ sound is sun. Sun begins with /s/. Say it with me: /s/, sun, s."

The kindergarten materials include a systematic sequence for introducing grade-level sound spelling patterns, as outlined in the TEKS. The Scope and Sequence designates what sound-spelling patterns are taught during the "Foundational Skills" lessons in each module. For example, the Scope and Sequence for Module 2 shows sound spelling instruction for frequently used consonants *s*, *b*, and short vowel *i*.

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

HMH Into Reading Texas kindergarten materials include teacher guidance that supports explicit, direct instruction of grade-level sound spelling patterns. For example, in the *Teacher's Guide*, Module 8, Week 1, Lesson 1, the "Focus Skill" section introduces initial blends with the letter *s*. The teacher begins with, "Say: Let us learn about initial blends with the letter *s*. Show the first slide for initial blends with *s*. An initial blend is when two or more consonant letters appear next to each other at the beginning of a word. In a blend, each consonant stands for its own sound, and we blend them quickly to read the word." The lesson continues with direct modeling using the word *snap*: "Point to the word *snap*. Look at this word. What are the letters in it? (s-n-a-p) I see an initial blend in this word. I see the consonants *s* and *n* at the beginning of the word. When we see two consonants together that make a blend, we need to make sure

we say each sound." The teacher then leads students through blending: "Let us blend the first two consonants together. Sound out and blend the letters with me. Point to each letter as you say its sound, and slide to blend: /s/ /n/, sn. You just read the initial blend sn in the word *snap*. Say the word: *snap*."

The kindergarten materials provide teacher guidance to deliver explicit and direct instruction on grade-level sound spelling patterns. Each module's teacher's guide includes daily "Foundational Skills" lessons with a "Continuous Blending" section that follows the "Phonics Focus Skill" section of the lesson. For example, in the *Teacher's Guide*, Module 8, Week 1, Lesson 1, the "Phonics Focus Skill" section introduces initial blends with the letter s. The lesson guides the teacher to model decoding and encoding words with initial s blends. The lesson begins with, "Have children practice blending the focus skill initial s– s-blends and other sounds into words. Use the arrow on each slide while sliding your finger to show children the sounds. As needed, stretch the sounds for extra support (example: ssnnaaaaap)." The teacher is directed to say, "Let us blend the sounds to read the word. I will do the first one. The first letter is s, /s/. The next letter is n, /n/. Now I will blend the two sounds: /s/ /n/. The next letter is a, /ă/. Now I will blend all three sounds: /s/ /n/ /ă/. The last letter is p, /p/. Now I will blend all the sounds to read the word: /s/ /n/ /ă/ /p/, *snap*." The teacher and students blend the word *snug* together. Students independently blend the word *snag*. The feedback guidance for this lesson says, "Correct & Redirect: If a child reads *snap* as *sap* or *nap*, say the word correctly. Frame each letter in the consonant blend. Remind the child that in a consonant blend, each consonant keeps its own sound and the sounds are said closely together."

5.E.1c – Materials include a variety of activities and/or resources for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). (PR 2.A.1) (T)

HMH Into Reading Texas kindergarten materials include a variety of activities and resources that allow students to practice and reinforce

grade-level sound spelling patterns through cumulative review. For example, in the *Teacher's Guide*, Module 8, Week 1, Lesson 1 teacher's guide, the "Phonics Focus Skill" introduces initial blends with the letter s. "Have children practice blending the "Phonics Focus Skill" initial s-blends and other sounds into words." Students participate in guided blending with the word *snug* and independently blend the word *snag*. The lesson continues with the "Spelling: Word Building" section, where students manipulate graphemes to build and spell words with initial s blends. The teacher models word building first: "I'll build the first word: *snap*. The first sound is /s/. The letter s makes the /s/ sound. Move the s tile into the first box." The "Spelling: Word Building" lesson. Students and their teacher spell *snug*, and the students practice how to spell *snag*. Students are given grapheme cards to follow along and are encouraged to write the words with a pencil and paper for additional practice.

The kindergarten materials include a variety of activities and resources that help students develop, practice, and reinforce grade-level sound spelling patterns through cumulative review. For example, in

the *Teacher's Guide*, Module 8, Week 1, Lesson 1 the "Phonics Focus Skill" introduces initial blends with the letter s. The lesson begins with blending practice where the teacher is guided to say, "Have children practice blending the Focus Skill initial s-blends and other sounds into words." Students practice by building and spelling words like *snug* and *snag* using letter tiles and writing, reinforcing their understanding of the sound spelling pattern. In addition to the core lesson where students develop the spelling patterns, the materials include a student resource called the "Know It, Show It" book, which aligns with the sound spelling patterns and provides additional opportunities for cumulative review. One activity in Module 8 asks students to read words with s and l blends and draw a picture for each word: "*clap, flag, stick, and spot.*"

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

HMH Into Reading Texas kindergarten materials provide a variety of activities and resources that support students in developing, practicing, and reinforcing their ability to encode and decode words with taught sound spelling patterns, both in isolation and in connected text. For example, in the *Teacher's Guide*, Module 7, Week 1, Lesson 1, students focus on decoding the digraph *ch*." The teacher is prompted to say, "Let us do the next one together. Let us name the first grapheme: 'ch.' Let us say the sound: /ch/. Let us name the next grapheme: 'i.' Let us say the sound: /i/. Now let us blend the two sounds: /ch/ /i/. Let us name the last grapheme: 'p.' Let us say the sound: /p/. Now let us blend all three sounds to read the word: /ch/ /i/ /p/, chip. We read the word *chip*." Students practice decoding additional words with the *ch* digraph: "Show the slides *chop, chop, and chop*. Say: Your turn. Repeat the steps with children using the word *chop*, /ch/ /ō/ /p/. Have children respond orally to blend the word as you listen." This lesson is repeated with the words *chug, chum, and much*, giving students multiple opportunities to decode the target pattern in isolation.

The kindergarten materials provide a range of activities and resources that support students in developing, practicing, and reinforcing their ability to encode and decode words with taught sound spelling patterns, both in isolation and in connected text. During the "Spelling: Word Building" section, students engage in encoding practice using sound spelling patterns in isolation, while the "Know It Show It" student resource offers additional opportunities to apply these skills independently in context. For example, in the *Teacher's Guide*, Module 7, Week 1, Lesson 1, students focus on encoding words with the digraph *ch*. The teacher begins by modeling how to build the words with the digraph *ch* and moves to where the students practice building words with the digraph *ch*. The lesson states, "Say: Let us build the word: *chip*. Let us say the first sound in *chip*: /ch/. Let us name the grapheme that makes the /ch/ sound: *ch*. Move the *ch* grapheme tile. Let us say the middle sound in *chip*: /i/. Let us name the grapheme that makes the /i/ sound: *i*." Move the *i* grapheme tile. Let us blend them together: /ch/ /i/. Let us say the last sound in *chip*: /p/. Let us name the grapheme that makes the /p/ sound: *p*. Move the *p* grapheme tile. Let

us blend all the sounds together: /ch/ /ī/ /p/, chip." Students complete independent practice with the word *chop*. The teacher prompts, "Now, you build the word *chop*."

5.E.2 Regular and Irregular High Frequency Words

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

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

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

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

The kindergarten materials include a systematic sequence for introducing regular high-frequency words. The "Foundational Skills" lessons introduce regular high-frequency words systematically, as the appropriate phonics skills are taught. For example, in the *Teacher's Guide*, Module 1, Week 4, Lesson 20, "Foundational Skills, Continuous Blending," the teacher models blending the sounds to read the word "am," then during guided practice, they read the word "at." In Module 8, Week 4, Lesson 20, "Foundational Skills," "Continuous Blending," they read the words *gave* and *make*.

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

HMH Into Reading Texas kindergarten materials include teacher guidance to provide explicit instruction for decoding and encoding regular high-frequency words. The "Foundational Skills" lessons teach decoding regular high-frequency words along with the appropriate phonics skills. For example, in the *Teacher's Guide*, Module 2, Week 4, Lesson 18, "Foundational Skills," "Continuous Blending," the teacher uses the gradual release of responsibility to teach students how to decode the word *can*. In Module 2, Week 4, Lesson 18, "Foundational Skills, Spelling: Word Chaining," the teacher starts the lesson by modeling spelling the word *can*.

The kindergarten materials include teacher guidance to provide explicit instruction for decoding and encoding irregular high-frequency words. For example, in the *Teacher's Guide*, Module 3, Week 1, Lesson 1,

"Foundational Skills, Irregular Words," the teacher explains how to use the heart word strategy to read the irregular word *of* by decoding the parts that follow phonics rules and remembering the irregular spelling "by heart." Next, students practice writing the word *of*, saying each sound as they write.

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

HMH Into Reading Texas kindergarten materials include a variety of activities for students to develop, practice, and reinforce skills to decode and encode regular and irregular high-frequency words. The "High Frequency Words" sessions inside the "Foundational Skills and Word Study Studio" teach students decoding and encoding of regular and irregular high-frequency words. Each lesson includes teacher modeling and a chance for students to practice reading and spelling the word in that lesson. At the end of each session, the students practice reading and spelling previously taught words using the High-Frequency Word Cards. For example, in Session 71, the students learn the word *to*, then practice writing and spelling *to* along with the words *a, we, see, and, the, like, and I*, a mix of regular and irregular words.

The kindergarten materials include a variety of activities for students to reinforce skills to decode and encode regular and irregular high-frequency words through cumulative review. The "High Frequency Words" sessions inside the "Foundational Skills and Word Study Studio" include "Cumulative Review" lessons throughout the year. For example, Sessions 63–66 teach the words *I, like, the, and*. In Session 67, "Cumulative Review: High-Frequency Words: *I, like, the, and*, students review reading and spelling these previously taught words by reading them in sentences, writing the words to complete sentences on the Practice Page, and telling a story about a sentence using the high-frequency words.

In kindergarten, the materials include a variety of activities and resources that support students in developing, practicing, and reinforcing skills to decode and encode both regular and irregular high-frequency words. The "Foundational Skills and Word Study Studio" provides a consistent structure for instruction using the steps "Teach and Model, Guided Practice, and Apply," which are applied across multiple lessons that target high-frequency word recognition and spelling. Students encounter high-frequency words in isolation through High-Frequency Word cards, which support visual recognition and spelling through repeated practice and teacher modeling. Encoding is reinforced using handwriting models and letter formation routines, helping students internalize the spelling of high-frequency words through both visual and kinesthetic channels.

5.E.2d – Materials include a variety of activities and/or resources (including the use of memory-building strategies) for students to read, and write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences or decodable texts). (PR 2.A.1) (S)

HMH Into Reading Texas kindergarten materials give students a variety of activities to practice reading and writing high-frequency words in connected text. For example, the "Dictation" activities throughout Module 9 include practicing writing high-frequency words. For example, in the Teacher's Guide, Module 9, Week 1, Lesson 4, "Dictation," the students practice reading and writing high-frequency words such as *we*, *a*, and *at*, in sentences like, "We hike a mile at camp." After writing the sentences, the students read them and check their spelling.

The kindergarten materials give students a variety of activities to practice reading and writing high-frequency words in isolation. For example, the "Multimodal Practice" activities at the end of each lesson in Module 6 include practicing writing high-frequency words, such as *she*, *be*, and *go*, in isolation. At the end of Module 6, Week 1, Lesson 1, the "Multimodal Activities" lesson suggests activities that include using balls of clay to mark each phoneme before encoding words such as *we*, *he*, and *be*. In Module 6, Week 1, Lesson 1, "Continuous Blending," and throughout the modules in the "Continuous Blending" lessons, students practice reading high-frequency words such as *he* and *we* in isolation.

5.F Vocabulary Support

5.F.1 Vocabulary Development

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

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

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

HMH Into Reading Texas materials include teacher guidance to support students in determining the meaning of unfamiliar words with illustrations, texts, and guidance in the use of context, according to grade-level TEKS. For example, in the *Teacher's Guide*, Module 5, Week 2, Lesson 7, the materials support students in determining the meaning of unfamiliar words using visuals, text, and context-appropriate guidance aligned to grade-level TEKS. Teachers use the vocabulary routine and Vocabulary Cards to teach Power Words from the Read Aloud Book, *The Little Red Hen (Makes a Pizza)*. The routine includes three explicit steps: "saying the word aloud with students, explaining the word's meaning using a child-friendly definition, and talking about examples supported by images or context strategies." For example, the Power Word *lovely* is introduced with the meaning, "If something is lovely, it looks, sounds, smells, or feels nice," followed by an example sentence, "The park has lovely flowers and trees." The word *several* is defined as "more than two but not many," and students are shown a picture of a girl holding several crayons. The word *spy* is taught with the sentence, "The girl looks closely to spy the spots on the bug."

The kindergarten materials include teacher guidance that supports students in determining the meaning of unfamiliar words using illustrations, text, and instructional strategies aligned with grade-level TEKS. The supports are embedded throughout the curriculum to help students build vocabulary and comprehension skills through visual and contextual cues. In Module 8, Week 1, Lesson 1, during the "Teach Big Idea Words" section, the materials guide the teacher to introduce new vocabulary using these cards. The lesson states, "Use the vocabulary routine and Vocabulary Cards to teach Big Idea Words for 'From Plant to Plate.'" The Big Idea Words introduced in this lesson are *garden*, *harvest*, and *plant*. Each word is supported by a photograph that visually represents its meaning. For example, the vocabulary card for the verb *plant* includes a photograph of a person digging a hole to put a seedling in the ground.

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

HMH Into Reading Texas kindergarten materials have explicit teacher guidance for providing direct instruction on the purpose and use of both print and digital resources, such as picture dictionaries and children's dictionaries. For example, in the *Teacher's Guide*, Module 5, Week 4, Lesson 16, a lesson on multiple-meaning words, the teacher introduces the word *can* and explains its different meanings using sentence context and discussion. The teacher displays a "Multiple-Meaning Words" anchor chart on and models how to confirm a word's meaning using a print or digital picture dictionary by reading aloud definitions and discussing them with the class. The students practice by looking up a word from a class chart and recording the meanings using pictures or definitions.

In the *Teacher's Guide*, Module 8, Week 4, Lesson 16, the teacher guides students in identifying multiple-meaning words that can function as both nouns and verbs, such as *garden*. The teacher models how to use a children's dictionary to find a word's definition and part of speech, and helps students confirm if their predictions match the dictionary entry. Students actively engage in comparing definitions, identifying parts of speech, and confirming meanings with a "thumbs up or down" strategy.

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

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

5.H Handwriting

5.H.1 Handwriting Development

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

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

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

HMH Into Reading Texas, the kindergarten materials include explicit and direct instruction on the teaching of handwriting skills, including the formation of handwriting strokes that are connected to current student learning. Handwriting instruction is in the daily "Foundational Skills" lessons and is taught consistently throughout the school year. For example, in the *Teacher's Guide*, Module 3, Week 1, Lesson 1, the "Foundational Skills" lesson focuses on the consonant *r* and includes both phonics and handwriting instruction. The lesson begins with direct instruction on the sound and grapheme for *r*. The *Teacher's Guide* states, "Teach the grapheme and consonant /r/ sound. Reinforce the grapheme with the keyword and a review. Say: Let's learn a new sound. Show the grapheme slide *r*. This is the consonant *r*. It makes the sound /r/. Say it with me: /r/." The teacher models articulation by describing how the mouth is shaped and uses a visual keyword: "Our keyword for the /r/ sound is *rainbow*. Rainbow begins with /r/. Say it with me: /r/, *rainbow*, *r*." The lesson then transitions to handwriting instruction with explicit modeling and guided practice. The *Teacher's Guide* directs, "Have children practice the formation of the letter in this lesson. Model and practice with finger writing, and then have children practice writing." For the letter *r*, the teacher says, "Start in the middle. Pull down straight. Push up straight and curve forward short."

In *Teacher's Guide*, Module 5, Week 1, Lesson 1, the materials include explicit instruction on the teaching of grade-appropriate handwriting skills. For example, the handwriting lesson focused on manuscript *q*, the teacher is directed to model the correct formation of the letter using a step-by-step approach: "Start just below the middle. Circle back. Pull down straight past the bottom and curve up right short." Students first practice finger writing as a form of guided practice before transitioning to writing the letter independently. The lesson encourages review of previously taught letters, reinforcing handwriting skills within the context of current instruction.

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

HMH Into Reading Texas kindergarten materials include explicit instruction on the teaching of grade-appropriate handwriting skills. For example, in the *Teacher's Guide*, engaging tasks can be found in Module 9, Week 1, Lesson 2, "Multimodal Practice." Students practice letters *c* and *o*, and formation by writing the letters in shaving cream or on sandpaper in addition to the handwriting review lesson on the same letters. The lesson encourages review of previously taught letters, reinforcing handwriting skills within the context of current instruction. The materials include teacher guidance for supporting correct pencil grip. Children are taught to hold a pencil with their thumb and first two fingers. If students struggle with pencil grip, the teacher is to have them hold a cotton ball or wadded-up paper towel between their last two fingers and palm. For children demonstrating a full-hand grip, the materials recommend using a golf pencil to help position the pencil correctly between the thumb and first two fingers.

The kindergarten materials provide frequent, meaningful opportunities for students to authentically practice and develop their handwriting skills. This instruction is embedded within the daily "Foundational Skills" lessons and is consistently reinforced during small-group instruction and independent practice. Each week, the materials provide teacher guidance for Differentiation and Practice, advising, "Based on program assessment data and observations made during your whole-class instruction, flexibly group children to provide additional targeted instruction." While the teacher meets with small groups, students engage in "Literacy Centers" and "Independent Practice." For example, in the *Teacher's Guide*, Module 3, Week 1, the "Foundational Skills" lessons include explicit instruction on the letter *r*, and this learning is extended into small-group and independent practice. During "Literacy Center" time at the "Writing and Grammar Corner," students continue to practice the handwriting strokes introduced earlier in the week. The materials recommend, "Write the Room: Words with *r* or *f*. Have children use Write the Room to find and record words that begin with *r* or *f*." For direct handwriting practice, the guide instructs, "Manuscript: *r*, *R*, *f*, *F*. Have children use Handwriting Models: Manuscript *r*, *R*, *f*, *F* to practice handwriting."

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.

The materials include module themes that are cross-curricular and include topics in social studies, science, literature, and the arts. For example, the texts in Module 1 focus on citizenship. The *Teacher's Guide* introduces the module topic and "Build Knowledge and Language Social Studies Connection: Citizenship." During the preview of the text section of the Teacher's Guide, the social studies connection of citizenship is highlighted and discussed throughout the module during instruction.

Module 5 builds knowledge in both the arts and literature. For example, the read-aloud *Dancing Through Space*, a biography of Mae Jemison, explores her passion for dance (arts) and science. The Big Book, *Let's Make Music*, supports the development of art knowledge through informational text about musical instruments and how they are played.

The materials within each module center around a theme to build knowledge. For example, Module 4 centers on the theme of being healthy and includes the science informational text, "Germs Are Not for Sharing" by Elizabeth Verdick, and the fairy tale, "Jack and the Hungry Giant" by Loreen Leedy.

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

Topics are introduced and expanded throughout the year to build knowledge progressively. For example, students engage in social studies topics that include learning about community heroes in kindergarten before learning about American heroes in grade 1.

For Module 8, "From Plant to Plate," the *Implementation Guide* indicates that students learn how animals interact with plants to help provide the food we eat, while in grade 1, Module 9, "Grow, Plants, Grow," students learn about the life cycles and characteristics of plant life.

The materials include a Scope and Sequence that organizes instructional time by modules and the number of weeks in each module. The modules are theme-based and correlate across grade levels, building in cross-curricular content. For example, the science topic of animals is learned throughout all grade levels. The topic of Module 9 is "Animal Habitats," Module 3 is "Amazing Animals" in grade 1, Module 9 is "Home Sweet Habitat" in grade 2, Module 6 is "Animal Behaviors" in grade 3, Module 9 is "Global Guardians" in grade 4, and Module 10 is "The Lives of Animals" in grade 5.

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 within each module center around a theme to build knowledge. For example, Module 4 centers around the theme of being healthy and includes four weeks of connected knowledge-building text.

The materials include the *Implementation Guide* in the section "Learning That Builds," which explains the module structure throughout the year. Through the modules, the materials build knowledge and language across varied topics, authors, text genres, and media formats. The "Learning That Builds" section says, "Each four-week module is focused on a central topic, which children explore through carefully curated texts, media, and projects. For example, Module 9 covers animal habitats."

The materials are designed for students to spend four weeks on connected knowledge-building topics and texts. For example, Module 3 focuses on the theme of community. Students listen to multiple genres centered around the theme of community. They listen to an informational text about places in their community, a realistic fiction in which the main character takes readers on a tour of his neighborhood and describes the jobs and roles of family members and neighbors, a fable about how one person can make a difference for a whole community, and a set of poems that show different aspects of being part of a community.

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

The materials include texts that are planned to support the module topic, feature varied genres, and are used to teach students literacy skills. For example, kindergarten Module 9 covers "Animal Habitats," and the varied texts support building students' knowledge about reading and writing. There are various types of reading texts in Module 9, such as "Bear and Wolf, Polar Animals." In the *Teacher's Guide*, Module 9, Week 1, it previews the lesson texts for "Why Living Things Need Home," an informational text that explains that living things need homes and that the purpose for homes are similar for people and

animals. While students are learning science content during instruction, they are also learning about genre characteristics. For example, the literacy learning objectives set a purpose for reading and identify the central idea of an informational text.

In the materials for kindergarten, "Module 8, From Plant to Plate," the text sets for Week 1 and Week 2 include three books about how plants grow, one video about where applesauce comes from, and a book about earthworms. Each module includes five text sets, one per week, or a total of approximately 10 connected resources, including books and videos.

In kindergarten, students engage with connected texts to build knowledge over time. For example, in Module 6, there is a biography, "Martin Luther King, Jr.," fictional texts such as "Apple Pie 4th of July," and texts of songs representing America, such as "America the Beautiful." These texts represent several texts that span four weeks. The materials guide the teacher to share "Knowledge Map 6" after reading each text so children can visualize and discuss their growing knowledge about the topic.

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

In kindergarten, the materials include text sets designed to help them build knowledge through reading and writing skills. For example, students read, view, and interact with Module 4 texts, building knowledge around staying healthy, exercising, eating right, and getting enough rest. The module includes vocabulary words to build students' language skills around the topic, including *active*, *stretch*, and *weight*. Discussion activities are also connected as students answer the question, "How can I take care of my health?"

The materials for kindergarten, Module 8, "From Plant to Plate," use an anchor text as a mentor example in the grammar lessons, and practice examples are connected to the module's topic. For example, the teacher refers to pages 10 and 11 of "Plants Feed Me" and asks, "What pronoun could I use in place of the leaves?" The materials for, Module 8, "From Plant to Plate," relate the writing activity to the module's knowledge-building topic. The students use the writing process to plan, write, revise, and present an opinion piece that tells about their favorite food.

In kindergarten, the materials include text sets designed to help them build knowledge through reading and writing skills. For example, students read, view, and interact with Module 4 texts, building knowledge around staying healthy, exercising, eating right, and getting enough rest. Students engage in writing activities designed to build knowledge and use newly acquired vocabulary, such as orally writing a sentence about something at a park that helps them to be active. Students practice grammar skills as they identify the use of commas in a list of the ways they can be active.

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 Texas materials supplies the background knowledge needed for students to build upon in future grade levels. The *Implementation Guide* explains how knowledge is built across grade levels. For example, students build knowledge on the topic of animals throughout grades K–5. This progression begins in kindergarten with Module 9: "Animal Habitats "and continues in grade 1, Module 3: "Amazing Animals," grade 2, Module 9: "Home Sweet Habitat," grade 3, Module 6: "Animal Behaviors," grade 4, Module 9: "Global Guardians," and grade 5, Module 10: "The Lives of Animals."

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

HMH Into Reading Texas materials activate or supply background knowledge by making connections across units within a grade level. In the *Teacher's Guide*, Module 8: "Get Ready!" the teacher and students create a K-W-L chart to activate students' background knowledge related to how plants become food.

The materials include an *Implementation Guide* that has a section "Building and Assessing Student Proficiency"; the resource's instructional design is explained and includes an example chart to show how one reading skill is taught and revisited throughout the school year. The "Building and Assessing Student Proficiency" states, "Teach and Review: Central Idea and Key details. The skill is introduced in Module 1 and then reappears across genres with increased rigor in Modules 2, 3, 4, 6, 7, 8, 9."

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

In kindergarten, each module provides teachers with background information on the theme, an essential question, and an introductory video for the unit. For example, the theme of Module 4 is "Happy Healthy Me," which includes an introductory video about how one kindergartner gets a healthy start to the day, as well as think-pair-share questions for students to discuss being healthy. The introductory lesson presents the module goals and academic vocabulary, including the words energy, exercise, and healthy.

Module 9 launches with a poster with photos of the ocean, forest, desert, and polar habitats for the teacher and students to discuss examples of different habitats and build knowledge about animal habitats. The teacher and students then use a K-W-L chart to discuss what they know and want to know about animal habitats.

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

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

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

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

HMH Into Reading Texas includes questions and tasks that are designed and require students to engage with big ideas, topics, and themes. The kindergarten materials are organized into nine four-week modules, each built around a central theme and essential question. For example, in Module 2, students explore "What makes each of us special?" by reading *Being Different Rocks!*, and writing about character traits, and discussing the value of diversity.

The kindergarten materials include a "Big Idea" component, for example in Module 6 students reflect on "What makes America beautiful?" and learn about Dr. Martin Luther King Jr., using think-pair-share to discuss fairness and community. In Module 8, students answer "How do plants become food?" by reading "Planting Seeds," and writing opinion pieces, and discussing plant growth.

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

HMH Into Reading Texas has questions and tasks designed to prompt students to synthesize knowledge and concepts across texts within and across lessons and units. Each kindergarten module begins with a knowledge map to introduce the central topic and is revisited throughout the module to help students visualize and deepen their understanding. Students engage with essential questions and build knowledge through reading, writing, listening, and speaking tasks. For example, in Module 8, students explore "How do plants become food?" by reading texts like "Planting Seeds" and comparing information from *Up in the Garden and Down in the Dirt* using a "Put it Together" anchor chart.

The kindergarten materials include a "Wrap-Up the Topic" lesson, where students reflect on their learning. For example, in Module 6 students revisit the Knowledge Map and K-W-L chart to synthesize what they have learned about American symbols, traditions, and heroes.

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

The materials within each module center around a theme to build knowledge. For example, Module 4 centers around the theme of being healthy and includes four weeks of connected knowledge-building text.

The materials include the *Implementation Guide* in the section "Learning That Builds," which explains the module structure throughout the year. Through the modules, the materials build knowledge and language across varied topics, authors, text genres, and media formats. The "Learning That Builds" section says, "Each four-week module is focused on a central topic, which children explore through carefully curated texts, media, and projects. For example, Module 9 covers animal habitats."

The materials are designed for students to spend four weeks on connected knowledge-building topics and texts. For example, Module 3 focuses on the theme of community. Students listen to multiple genres centered around the theme of community. They listen to an informational text about places in their community, a realistic fiction in which the main character takes readers on a tour of his neighborhood and describes the jobs and roles of family members and neighbors, a fable about how one person can make a difference for a whole community, and a set of poems that show different aspects of being part of a community.

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

HMH Into Reading Texas materials include opportunities to apply new understanding based on the topic to contexts beyond the classroom. The kindergarten materials are thoughtfully designed to help students apply their learning in meaningful, real-world contexts. For example, in the *Module 6 Teacher's Guide* ("Home of the Free and Brave"), students revisit texts, the knowledge map, and a K-W-L chart to reflect on what makes America special. They share personal ideas in a turn-and-talk and express their thoughts through writing and drawing.

The kindergarten materials include writing and grammar lessons that support real-world connections. For example, in Module 6, "students write poems about meaningful places, drawing from personal experiences. Teachers model the writing process using the TAP (Topic, Audience, Purpose) strategy, helping students connect their environments—like a backyard or city—to expressive writing."

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

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

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

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

HMH Into Reading Texas materials include a year-long scope and sequence for building Tier 2 and 3 academic vocabulary in the context of intentional knowledge-building. Vocabulary instruction identified in the Scope and Sequence outlines when and how words are introduced. For example, located in the *Teacher's Guide*, Module 7, students learn Tier 2 words like *curious*, *observe*, and *study*. In Module 8, Tier 3 words such as *garden*, *harvest*, and *plant* are introduced.

In kindergarten materials, for example, in Module 6, students learn words like *belong*, *country*, and *right* through structured routines and vocabulary cards. In Module 8 of the *Teacher's Guide*, students explore words like *bloom*, *rot*, and *seed* from the text *Plants Feed Me*, and revisit them through re-reading and discussion.

While the materials do not explicitly label words as Tier 2 or Tier 3, they include both types. Each module features Power Words and "Teach Big Idea Words" sections. Teachers follow a consistent three-step routine: say the word, explain its meaning, and provide examples. Students then engage with the vocabulary through repeated exposure, sentence stems, and discussion.

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

HMH Into Reading Texas materials include practice and application opportunities with appropriate content and language scaffolds and support for teachers to differentiate vocabulary development for all learners. In kindergarten materials, daily lessons incorporate structured vocabulary routines designed to engage students and differentiate instruction effectively. For example, in Module 8, Lesson 2, in "Table Top Minilessons," students are introduced to new vocabulary through a routine that begins with the teacher

saying the word and prompting students to repeat it. The teacher then provides a child-friendly definition and facilitates a discussion using real-life examples.

The kindergarten lessons include targeted support for language development through "Emergent Bilingual Learners" sidebars. The material offers differentiated strategies for students at various levels of English proficiency: pre-production/beginning, intermediate, and high-intermediate/advanced. The support is beneficial not only for English learners but for any student needing additional language development. For example, in Module 2, Lesson 19, within the "Character Clues" section, the ELL Targeted Support guides teachers in using sentence frames to teach vocabulary: Beginning learners repeat animal names and act out behaviors. Intermediate learners chorally say animal names as the teacher points to images in the Big Book *My Friends*. Advanced learners participate in a turn-and-talk using the sentence frame: "I want to learn how ____ from my friend the ____."

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

HMH Into Reading Texas materials include tasks designed to engage students in purposeful use of key academic vocabulary. In kindergarten instructional materials located in the *Teacher's Guide*, for example, in Module 3: "My Community Heroes," students learn words such as community, location, and neighbor. These words are introduced early in the module and reinforced through lessons that encourage students to use them in context. In "Build Knowledge and Language," Lesson 1, teachers are guided to introduce the module by displaying the "My Community Heroes" resource and reading the Essential Question: "What makes a community?" Teachers explain, "A community is a group of people and places," and prompt students to share examples of heroes and places in their own communities.

In Module 6: "Building Knowledge and Language," Lesson 1, students learn the words *belong*, *country*, and *right*. Teachers use vocabulary cards and sentence stems to help students practice using the words in context. For example, students respond to the prompt: "How do you show your feelings about the United States? I show my feelings by ____." This structured and intentional approach ensures that students not only learn new vocabulary but also apply it meaningfully across different contexts.

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

HMH Into Reading Texas kindergarten materials include nonverbal teaching techniques to support students in the acquisition of key academic vocabulary, such as the use of images and visualization. Daily lessons feature a consistent vocabulary routine that helps students internalize new words. For example, located in the *Teacher's Guide*, Module 8, Lesson 2, students are introduced to new vocabulary using vocabulary cards to prompt students to act out words, make real-life connections, and use props—strategies that make vocabulary instruction interactive and accessible.

In the kindergarten materials, visual aids are embedded throughout the curriculum to reinforce vocabulary and support conceptual understanding. In Module 2, Week 1, "students explore the words celebrate, different, and special. To teach the word differently, teachers use a prop with three objects—one of which stands out—and ask, 'Which of these is different?' This visual comparison helps students grasp the concept in a concrete way."

6.B Inquiry and Research

6.B.1 Recursive Inquiry Process

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

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

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

HMH Into Reading Texas materials support instruction for students to ask and generate questions for inquiry. The kindergarten materials support instruction that enables students to ask and generate questions for inquiry through the consistent use of modeled routines and embedded prompts. Each module in the *Teacher's Guide* begins with an Essential Question that introduces the central topic and encourages curiosity. For example, in the *Teacher's Guide*, Module 2, Week 1, the Essential Question is "What makes each of us special?" Throughout the week, "students build knowledge by asking how we are all special in our own ways, how qualities such as our names are unique, and how being unique is good." Instructional guidance prompts teachers to engage students in discussions that lead to generating questions and exploring answers, fostering an early foundation for inquiry-based learning.

The Kindergarten materials support instruction that enables students to ask and generate questions for inquiry. For example, the "Inquiry and Research Project" in *Teacher's Guide*, Module 7, Week 2, students participate in a class research project to create a Five Senses poster. The teacher provides books and media about the five senses and guides students to ask questions about each sense.

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

HMH Into Reading Texas materials support instruction for students to generate and follow a research plan. The materials for kindergarten support instruction for students to ask and generate questions for inquiry. For example, in the *Teacher's Guide*, Module 7, Week 1, Lesson 2, in the context of developing a research plan for a report on tiny animals, the materials support the teacher in providing explicit instruction in asking and generating questions about a topic. The *Teacher's Guide* provides clear instructions for the teacher to explicitly teach the skill to the students through a scripted gradual release of responsibility. The teacher says, "My topic is bees. I need to decide what I want to learn about bees. I wonder where a bee lives." Then, the teacher works with the students to generate more questions. Finally, the students work in groups to create questions about their chosen topic.

The materials for kindergarten give teachers strategies for supporting students in following a research plan. For example, Module 7, Week 1, Lesson 4, in gathering information for a report on tiny animals, the *Teacher's Guide* gives clear instructions for the teacher to explicitly teach the skill to the students through a partially scripted gradual release of responsibility. After the teacher models and guides the students to find and record answers to questions about her chosen topic, bees, the students work in small groups or independently to find and record the answers to their questions about their chosen topics. The teacher reminds the students that they generated questions about their topic and that they will use those questions to focus their research. Then, the teacher tells the students to organize the details they discover about their topic in the graphic organizer.

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

HMH Into Reading Texas materials support students in identification of relevant sources based on their questions and student practice in understanding, organizing, and communicating ideas and information using multiple media in accordance with the purpose of the research. The kindergarten materials support student practice in understanding, organizing, and communicating ideas and information using multiple media in accordance with the purpose of research. In the *Teacher's Guide*, Module 9, "Inquiry and Research Project," the teacher guides students to select a local habitat they would like to research and create over several weeks. A sample chart is provided as a visual for how to organize ideas about habitats and animals. In Week 2, the teacher guides students to use texts, media, and internet sources, along with possibly contacting local wildlife centers or conservation groups to present information or provide pamphlets. After teacher modeling, students record information on a fact finder chart. In Week 3, students use materials to build a diorama and a graphic organizer to write about what makes the habitat they built a home for the animals that live there.

The kindergarten materials support student practice in identifying relevant sources based on their questions. The *Module 7 Teacher's Guide*, "Writing and Grammar," Week 3, focuses on choosing resources for a research report. The teacher uses a gradual release model to demonstrate how to find sources from the library (based on the question they came up with about their topic), work with students to generate ideas for other sources, such as a website, or a person who studies bees, and allow students to work in small groups or independently to draw or write notes about sources they can use. Teacher guidance in the margin says to preselect source material for children, such as books, magazines, and websites.

7. Text Quality and Complexity

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

7.1 High-Quality Grade-Level Texts

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

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

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

HMH Into Reading Texas kindergarten program is centered around a connected text set comprised of authentic texts. The "Building Knowledge and Language with Text Sets" pages of every teacher's guide provide the Lexile levels for each text in the set. For example, in Module 1, Week 1, the Big Book, *School Day!* has a 50L Lexile measure, which falls in the typical Lexile level range for kindergarten.

In the teacher's guides for kindergarten, the teacher can view in-depth details of each text on the "Preview Lesson Texts" pages. For example, in the *Teacher's Guide*, Module 1, Week 1, the Read-Aloud Book, *Keisha Ann Can!* has a 460L Lexile measure, which falls within the typical Lexile level range for a kindergarten read-aloud literacy interaction.

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

HMH Into Reading Texas materials for kindergarten include a wide variety of trade literature, all well-crafted and of publishable quality, including award-winning children's literature. For example, the Big Book, *Pete the Cat: Too Cool for School*, a Theodor Seuss Geisel Honor Award-winning book, is featured as a Read Aloud in Module 2, Week 3.

The materials for kindergarten include a wide variety of trade literature, all well-crafted and of publishable quality, including award-winning children's literature. For example, the Read Aloud book for Module 8, Week 2, *Up in the Garden, Down in the Dirt*, includes quality writing with examples of figures of speech such as, "Spring shines down to melt the sleepy snow," and describes pill bugs as hiding in "plated suits of armor."

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

HMH Into Reading Texas materials for kindergarten feature a wide variety of reading selections across many genres and from multiple content areas. For example, in the Teacher's Guide, Module 5, students hear the folktale variations, *The Little Red Hen Makes a Pizza* and the Big Book play, *The Little Red Hen on Stage*." They read the Big Book, *Let's Make Music*, an informational text about musical instruments, and a biography of Dr. Mae Jemison, *Dancing Through Space*.

The materials for kindergarten feature a wide variety of reading selections across many genres and from multiple content areas. For example, in the *Teacher's Guide*, Module 3, students hear the fable, "A Bucket of Blessings," and read *Welcome*, a book of poetry about community. Also in Module 3, the teacher reads aloud the realistic fiction book, *Quinito's Neighborhood*.

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

HMH Into Reading Texas materials for kindergarten feature a wide variety of relevant, engaging texts that authentically reflect students' diverse backgrounds and experiences. The Scope and Sequence for the kindergarten materials lists all the texts that students will interact with in the "Reading and Vocabulary" section of each week. The materials for Module 8 include texts related to the module topic, such as *Up in the Garden, Down in the Dirt*, which connects engaging text and detailed pictures to the Module 8 focus, *From Plant to Plate*. The materials also include *PB & J Hooray!*, which reflects students' authentic personal experiences with everyday foods that come from plants, while also serving as an example of text organized in a step-by-step sequence.

The materials for kindergarten feature a wide variety of relevant, engaging texts that authentically reflect students' diverse backgrounds and experiences. The Scope and Sequence for the kindergarten materials lists all the texts that students will interact with in the "Reading and Vocabulary" section of each week. The materials for Module 1 include texts related to the module topic, such as *Keisha Ann Can!*, which connects a familiar setting and characters to the Module 1 focus, "Curious About Kindergarten." The text set for Module 1 also includes *Quinito's Neighborhood*, which reflects students' authentic personal experiences with neighbors and family working together, while serving as an example of using text evidence to learn more about the characters.

7.2 Interaction with Grade-Level Text

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

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

7.2a – Materials include opportunities in each lesson for students to listen to, think about, and critically respond to grade-level texts and justify their thinking orally and in writing. (S)

HMH Into Reading Texas kindergarten materials include opportunities in each lesson for students to listen to, think about, and critically respond to grade-level texts, justifying their thinking both orally and in writing. "Engage and Respond" activities, which provide students with the opportunity to respond to grade-level texts and justify their thinking, are found throughout the *Teacher's Guide*. The lessons prompt the teacher to use a correlating BookStix to ask questions or prompt students in comprehension skills and practice. For example, in the *Teacher's Guide*, Module 3, "Reading and Vocabulary" section, Week 4, Lesson 18, "Step 3 Engage and Respond," after students listen to the big book of poems, *Where We Live*, the teacher uses BookStix 3.4b to ask questions such as, "How does the poem welcome someone new into the neighborhood?" The teacher then guides students to identify the meaning of each poem and respond with which part of the poem helped them to figure out the meaning. Students participate in a think-pair-share activity to discuss the question, "How do the neighbors in these poems make each other feel like they belong?"

The kindergarten materials include opportunities in each lesson for students to listen to, think about, and critically respond to grade-level texts, justifying their thinking both orally and in writing. In the student text, *myBook*, there are "Put it Together" and "Reading Response" pages for each module. Students respond to the grade-level lesson texts and justify their responses in writing or by drawing a picture. For example, in the Module 7 *myBook*, Week 3, "Put it Together, Describe Connections," students are reminded that illustrations in a book show the meaning of the text. The student picks a line from the text, *Me . . . Jane*, such as, "She cherished Jubilee and took him everywhere she went. And Jane loved to be outside." The student then draws a picture to show the meaning of the text.

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

HMH Into Reading Texas kindergarten, the materials include opportunities in each lesson to discuss specific aspects of grade-level text. Each of the module's teacher's guides consists of "Reading and

Vocabulary" sections that include read-aloud books with a "Connect and Teach" lesson and/or an "Accountable Talk" lesson for students to discuss specific grade-level texts. For example, in the *Teacher's Guide*, Module 5, "Reading and Vocabulary" section, Week 2, Lesson 7, "Make Inferences," the "Connect and Teach" portion of the lesson, the teacher introduces and models how to use text evidence to make inferences in the Read Aloud: *The Little Red Hen Makes a Pizza*. Then, in the "Accountable Talk" portion of the lesson, as the teacher reads, the teacher asks questions from BookStix 5.2a, such as, "Why are the animals not helping Little Red Hen? What do you think the Little Red Hen is going to do with her pizza?" Students use the turn-and-talk routine to discuss their responses to the questions.

Kindergarten materials include opportunities in each lesson to discuss specific aspects of grade-level text. For example, in the *Teacher's Guide*, Module 6, "Reading and Vocabulary," Week 1, Lesson 3, "America the Beautiful: Describe Connections," "Step 2: Apply to Text," in the third bullet, students use the think-pair-share routine to make and describe connections between the text and illustrations as the class continues listening to the read-aloud, "America the Beautiful." Students explain how the illustrations help them understand the text.

7.2c – Materials include opportunities in each lesson for students to engage in a variety of reading skills with grade-level text (e.g., generating questions at various levels of complexity, making, and confirming predictions, inferencing, analyzing, evaluating, and synthesizing). (S)

HMH Into Reading Texas kindergarten materials include opportunities in each lesson for students to engage in a variety of reading skills with grade-level text. Each module's teacher's guide consists of a "Module at a Glance" that lists the texts and reading skills students engage with each week. For example, in the *Teacher's Guide*, Module 2 "Module at a Glance," Week 1, "Reading and Vocabulary" section lists a fiction read-aloud book, *I Am Rene, the Boy*, and the persuasive text Big Book: *Being Different Rocks!* as the texts for the week. Story Elements; Check for Understanding; Plot: Problem and Solution; Persuasive Texts; Opinions and Reasons are the skills and strategies that are listed.

In kindergarten, the materials include opportunities in each lesson for students to engage in a variety of reading skills with grade-level text. The Tabletop Minilessons: Reading provides explicit instruction and practice opportunities for comprehension skills and strategies that can be applied to any grade-level text. For example, in the lesson "Make and Check Predictions," the teacher provides students with a new or familiar text and prompts them to make predictions based on what they may see in the title, headings, or pictures. Students then confirm their predictions.

7.3 Supporting Access to Grade-Level Text

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

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

7.3a – Materials include teacher guidance and supports to ensure all students can access grade-level text while maintaining rigor through the use of embedded scaffolds (e.g., vocabulary support, questioning, think-alouds, sentence frames.). (T/S)

HMH Into Reading Texas kindergarten materials include teacher guidance and supports to ensure all students can access grade-level text while maintaining rigor through the use of embedded scaffolds. For example, in the *Teacher's Guide*, Module 1, Week 1, Lesson 3, the teacher uses Anchor Chart: Story Elements 2 to explicitly introduce the concepts of characters and setting, providing clear definitions and examples. The materials state, "Characters can be people, animals, or made-up creatures," and "The setting is where and when the story happens, like a park or nighttime." During the "Apply to Text" portion of the lesson, the teacher reads aloud the story, *Keisha Ann Can!* and models how to identify and describe a character. For example, the teacher thinks aloud, "When I want to identify characters, I think: Who is the story about? I read that Keisha Ann stands to say the pledge, and I can see her smiling. This tells me she is happy to do this activity." To support comprehension of setting, the teacher continues with guided questioning: "Where do you think Keisha Ann is? What words can we use to describe the setting? What clues did you see in the pictures or hear in the text?" Students apply their understanding by drawing the characters and setting in their myBook, reinforcing learning through a multimodal task.

In kindergarten materials, *Teacher's Guide*, Module 4, Week 4, Lesson 16, the teacher uses the decodable text "Ren Gets a Pet" to guide students in reading connected text with short e and other previously taught sounds and graphemes. The lesson follows a gradual release model, beginning with the "I Do" phase, where the teacher models decoding a sentence by sliding a finger under each word and blending the sounds aloud: "Ren can get a pet." In the "We Do" phase, the teacher prompts students to decode and read the next sentence together, "Mom and Dad said yes!" During the "You Do" phase, students apply their decoding skills independently while the teacher points and slides under each word to guide pacing and fluency. To ensure all students can participate, the lesson includes explanatory feedback and language conventions instruction.

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

HMH Into Reading Texas kindergarten materials provide opportunities for students who demonstrate proficiency to engage in additional analysis of grade-level texts through the use of targeted extension tasks. In "Tabletop Minilessons: Reading," each lesson includes a "Ready for More" section specifically designed for students who have mastered the initial objective. For example, in the "Character Clues" lesson, proficient students are prompted to go beyond naming a character by describing the character in detail using both text and picture clues from the story.

In kindergarten, the final page of each "HMH Readers: Take and Teach" lesson features a "Respond & Extend" section that offers a variety of enrichment options designed to encourage deeper thinking. In the lesson "More Water, Please! Animals in Dry Places," these include creative tasks such as writing a story from the point of view of an animal featured in the text, research-based projects like creating a collage about a desert animal, and hands-on experiments that connect directly to the text's content. In addition, students engage in oral language practice by reading expressive sentences aloud, supported by vocabulary analysis, and writing tasks that require them to form and justify opinions using text evidence.

7.4 Analysis of Text Complexity

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

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

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

HMH Into Reading Texas includes quantitative and qualitative analysis of each kindergarten core text selection, along with a rationale for its inclusion in the kindergarten program, and is available in the "Preview Lesson Text" section of each teacher's guide. For example, in Module 1, Week 1, the "Preview Lesson Text" section features an analysis of *Keisha Ann Can!* The text is rated at a Lexile level of 460L, and the qualitative review highlights its themes, including citizenship, belonging, and classroom routines. The materials provide the rationale for using the text at this grade level, including its alignment with kindergarten objectives such as identifying characters and settings, rereading to notice details, and vocabulary relevant to the beginning of a new school year.

A quantitative and qualitative analysis of each kindergarten core text selection, along with a rationale for its inclusion in the kindergarten program, is available in the "Preview Lesson Texts" section of each teacher's guide. For example, in Module 9, Week 1, the "Preview Lesson Texts" section features an analysis of "What am I? Where am I?" The text is rated at a Lexile level of 140L, and the qualitative review indicates that this text will help children learn that different animals inhabit distinct habitats, aligning with kindergarten goals at the end of the year. The learning objectives align with kindergarten goals, including identifying the central idea and key details in informational text.

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

HMH Into Reading Texas has core texts included in the kindergarten materials that are appropriately complex, as determined by their qualitative and quantitative analysis, along with accompanying student tasks. For example, in the *Teacher's Guide*, Module 3, Week 1, Lesson 1, students listen to the teacher read *Places in My Community*, which has a Lexile level of 490L. The learning objectives align with kindergarten goals, including identifying characteristics of informational texts and identifying the topic and central idea. In connection with this text, student activities include a think-pair-share routine to identify the topic and central idea of the text.

The core texts included in the kindergarten materials are appropriately complex, as determined by their qualitative and quantitative analysis, along with accompanying student tasks. For example, in the *Teacher's Guide*, Module 9, Week 1, Lesson 1, students read *Why Living Things Need Homes*, which has a Lexile level of 220L. The learning objectives align with kindergarten goals, including identifying the central idea and key details in informational texts and setting a purpose for reading. In connection with this text, student activities include identifying the central idea in the text and setting a purpose for reading with adult assistance.

7.5 Read-Aloud, Shared Reading, and Independent Reading

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

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

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

HMH Into Reading Texas kindergarten materials include texts designated for read-aloud and shared reading; for example, the Big Book texts in every module are designated for shared reading and are at or above grade-level complexity, age-appropriate, and contain a variety of structures with appropriate scaffolds. For example, *School Day!*, in the *Module 1 Teacher's Guide*, has a Lexile Measure of 50L, and the structure is predictable text with a pattern of two-word "I+verb," as noted on the "Preview Lesson Texts" page for Week 1. Then, in the "Reading and Vocabulary" section, Week 1, Lesson 3, the teacher uses appropriate scaffolds while reading the book with the students, such as an anchor chart about story elements, questioning before, during, and after reading, turn-and-talk, and think-pair-share.

The kindergarten read-aloud texts in every module are at or above grade-level complexity, age-appropriate, and contain a variety of structures with appropriate scaffolds. For example, the fable, "A Bucket of Blessings," in the *Module 3 Teacher's Guide*, has a Lexile Measure of AD560L, as noted on the "Preview Lesson Texts" page for Week 3. In the "Reading and Vocabulary" section, Week 3, Lesson 11, the teacher employs various scaffolds, including an anchor chart on fables, pre-reading, in-reading, and post-reading questions, highlighting fable characteristics as the book is read, and activities such as turn-and-talk and think-pair-share.

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

HMH Into Reading Texas includes "Kindergarten Into Reading Decodables" texts designated for independent reading and has a range of complexity levels for students to practice reading independently. The HMH "Into Reading Decodables Quick-Start Guide" states, "The first books in this series use simple text that contains mainly VC (vowel-consonant) and CVC (consonant-vowel-consonant) words. As students learn more phonics focus skills and new irregular words, the complexity of the books increases to include more challenging words and sentence structures while retaining full decodability."

In kindergarten, the materials include HMH Readers that are texts designated for independent reading and have a range of complexity levels for students to practice reading independently. "The Rigby Library by Module" resource provides a list of all readers in grades K–5. The list is divided by each module and contains the Lexile level for each reader. For example, in "Grade K by Module," Module 1 readers have a Lexile range of BR20L to 250L.

7.5c – Materials include a plan for students to self-select high-quality texts and read independently for a sustained period, including planning and accountability for achieving independent reading goals. (S)

HMH Into Reading Texas kindergarten materials include a plan for students to self-select high-quality texts and read independently for a sustained period, including planning and accountability for achieving independent reading goals. The literacy centers contain reading logs that students use to track self-selected texts they read independently, with a partner, or online. The two reading logs that focus on independent reading are the "eBook Log" and the "Reading Log." The "eBook Log" enables students to record the date, title, and rate a book they have read online. The "Reading Log" prompts the student to pick a book that is just right and record the date, title, if they read it one, two, or three times, the total time read, and rate the book.

In kindergarten, the materials include a plan for planning and accountability for achieving independent reading goals. The *Module 4 Teacher's Guide* has a section titled "Literacy Centers and Independent Practice" for Weeks 1–4. Within this section, for all four weeks, is the "Reading Corner," where one of the options is a "Book Review." The teacher's guidance says, "Have children complete a Book Review for the text they read with a partner and track their reading on the Reading Log." Although this evidence does contain an accountability plan, it is based on partner reading and not independent reading.

8. Evidence-Based Tasks and Responses

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

8.A Text-Dependent Tasks

8.A.1 Use of Text Evidence

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

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

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

HMH Into Reading Texas kindergarten materials include text-dependent questions and tasks that require students to use evidence from the text to demonstrate comprehension, justify their thinking, and support their responses. For example, in the *Teacher's Guide*, Module 3, Week 1, Lesson 2, the teacher and students participate in an interactive reading of *Places in My Community*. The teacher uses the Lesson 2 questions in BookStix 3.1a found in the *Teacher's Guide*, to clarify understanding. The questions in BookStix 3.1a are designed to prompt students to refer directly to the text for their answers. For example, "Let's give a summary! What is the central idea of these pages? What are two details? Try to use your own words." Another asks, "Why do people in a community work?" and "How are elementary school and high school the same?" Students are encouraged to return to the text and articulate their understanding using evidence.

The kindergarten materials include text-dependent questions and tasks that require students to use evidence from the text to demonstrate comprehension, justify their thinking, and support their responses. For example, in the *Teacher's Guide*, Module 6, Week 2, Lesson 8, students listen to a read-aloud of *Take Me Out to the Yakyu* as part of a lesson focused on identifying the author's purpose. The lesson begins by prompting the teacher to introduce the task: "We will look at how the author writes the text to teach us more about the topic." Students follow along in their myBook while the teacher models how the author uses text structure to inform the reader. The teacher says, "We can see that the boy is holding two baseball jerseys—the American one on the left and the Japanese one on the right. The author always puts the information about baseball in America on the left and the information about baseball in Japan on the right." As the teacher reads aloud, they ask, "On most pages, the author starts

each sentence with 'In America' or 'In Japan'. How does this help the author inform the reader?" Students recognize how this structure supports understanding by clearly signaling which country is being described.

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

HMH Into Reading Texas has questions and tasks that require students to use text evidence when evaluating the language, key ideas, details, craft, and structure of high-quality texts. For example, in the *Teacher's Guide*, Module 3, Week 4, Lesson 17, students reread *A Piece of Home*. The teacher uses the "Character Clues" anchor chart to guide students in analyzing how characters act, speak, think, and feel. Students respond to structured, text-dependent questions from BookStix 3.4a, such as, "How does Hee Jun feel about moving to West Virginia?" and, "Why does Hee Jun say, 'Their names sit like stones on my tongue?'" Additional prompts such as, "What does it mean to give her a bit of ordinary?" and, "Why are the flowers important to Hee Jun and his grandmother?" require students to reflect on the author's craft and deeper symbolism in the story. Students are asked to justify their responses by citing evidence from the text and illustrations, supporting a deeper understanding of character relationships and cultural identity.

In kindergarten, the materials require students to use text evidence when evaluating key ideas and details in high-quality texts. In the *Teacher's Guide*, Module 3, Week 1, Lesson 4, the teacher reviews the "Central Idea and Key Details" anchor chart to explicitly define topic, central idea, and key details, helping students distinguish these concepts clearly. The teacher models identifying the central idea as the most important part of the text and key details as facts or examples that support it. Using targeted questions and prompts from BookStix 3.1b, students clarify their understanding and practice citing evidence from the text to support their answers. BookStix 3.1b states, "Guide children to identify key details. What details in the text are facts or examples about how to make a map?" During turn-and-talk discussions, students orally justify their thinking by referencing specific details about how to make a map, reinforcing their ability to evaluate and explain key ideas and details with textual support.

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

HMH Into Reading Texas in kindergarten, the materials include questions and tasks that require students to support their thinking through a variety of strategies, including summarizing, paraphrasing, and discussing key ideas using evidence from the text. For example, in the *Teacher's Guide*, Module 3, Week 1, Lesson 2, teachers introduce the "Give a Summary" anchor chart to guide students in retelling texts by identifying the topic, central idea, and important details using their own words. The teacher models how to summarize using a previously read text, "Schools Around the World," explaining that the topic is

schools, the central idea is that schools are different around the world, and key details include where schools are located and how children travel to them. Students apply the summarizing strategy during the interactive read-aloud of *Places in My Community*. The BookStix 3.1a lesson questions prompt students to restate and explain key ideas from the text, such as identifying the central idea and supporting details. Additional questions ask students to explain why people in a community work, how elementary and high schools are alike, and why communities have art galleries and museums.

In kindergarten, the materials provide structured support for students to justify their thinking and explain key ideas using strategies such as summarizing, paraphrasing, and discussion. In the *Teacher's Guide*, Module 3, Week 3, Lesson 12, the teacher uses the "Retell a Story" anchor chart to model how to summarize a narrative by identifying the characters, setting, and the major events in the beginning, middle, and end of the story. Students are encouraged to use their own words to explain what happened, providing a foundation for summarizing and paraphrasing skills. The teacher rereads *A Bucket of Blessings*, and students engage in accountable talk, using guided questions from BookStix 3.3a to clarify understanding and support their thinking with evidence from the text. Questions such as "Why do you think the bucket is a blessing?" and "What does it mean to feel 'crushed'?" prompt students to interpret figurative language and explain the author's message using both literal and inferential reasoning. Through turn-and-talk opportunities, students discuss their responses with peers, restating key ideas and elaborating on their thinking.

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

HMH Into Reading Texas kindergarten materials include questions and tasks at varying levels of cognitive complexity to engage students in text analysis. For example, in the *Teacher's Guide*, Module 3, Week 2, Lesson 8, the teacher introduces the Big Book *ABC: The Alphabet from the Sky*. The teacher prompts students to activate prior knowledge by asking them to recall other ABC books they have read, encouraging comparison and critical thinking. Using targeted questions from BookStix 3.2b, students predict upcoming letters, analyze text features like the miniature map, and discuss their reasoning with peers during turn-and-talk opportunities. The materials state, "Have five children predict what the next letter will be. What do you think the next letter is? What makes you think that B is next?" After reading, students identify the topic and central idea, then connect the text to the broader module theme by discussing how the book represents communities with questions like, "How does ABC: The Alphabet from the Sky show communities?"

The kindergarten materials provide questions and tasks at multiple levels of cognitive complexity to promote student analysis of text. For example, in the *Teacher's Guide*, Module 3, Week 3, Lesson 13, the teacher introduces the Big Book *Bo and Peter*, providing background on the author and illustrator to build student interest and context. The teacher sets a purpose for listening and encourages students to attend carefully to both text and illustrations to gather details about characters, setting, and events. Before

reading, students turn and talk to make observations about the cover, supporting inferential thinking through questions like "Do you think the children are friends?" and "What details in the picture make you think so?" During the read-aloud, the teacher models fluent reading and clarifies unfamiliar vocabulary. Using BookStix 3.3b, students respond to comprehension questions such as identifying activities that show Bo and Peter's friendship, which requires synthesis of text and illustration details. After reading, students are guided to analyze story elements and connect to the module's theme by discussing why the characters enjoy doing many things together.

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)

In *HMH Into Reading Texas*, the BookStix that accompanies the kindergarten Read-Aloud Books includes guidance for teachers on effectively modeling the use of text evidence to generate evidence-based claims. For example, in the kindergarten Module 8 BookStix, Week 2, "Develop Listening Comprehension," the teacher asks, "Can anyone tell me what a cocoon is? Where can we look if no one knows the meaning?" The materials guide the teacher to model looking up *cocoon* in the text's Glossary.

The kindergarten materials include guidance for teachers on the effective modeling of using text evidence to construct text-based responses. For example, in the *Teacher's Guide*, Module 8, Week 4, Lesson 18, Reading and Vocabulary, "Rainbow Stew: Author's Purpose and Craft," the materials direct the teacher to model identifying features that make the story fun to read. The teacher says, "'Wiggle' and 'giggle' end with the same sound, and so do 'beds' and 'sleepyheads.'" That is one of the things that makes the story fun to read." After using think-pair-share to notice more details that make the text fun to read, students write and draw in their MyBook to respond with evidence from the text.

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

HMH Into Reading Texas kindergarten materials guide teachers on utilizing structured opportunities to engage students in evidence-based discussions that incorporate academic vocabulary and syntax. For example, in the *Teacher's Guide*, Module 4, Week 1, Lesson 3, "Reading and Vocabulary," "Being Fit: Key Details," "Step 2: Apply to Text," the teacher uses the think-pair-share routine. The materials state, "Have children identify a key detail. Guide their discussion by asking children to recall the heading. Ask: 'What is this section about?' 'What does the section say you can do to be fit?'" Then, in "Step 3: Engage and Respond," the teacher gives students a sentence frame to guide their Turn and Talk discussion: "One way to be fit is to _____."

The kindergarten materials guide teachers on utilizing structured opportunities to engage students in evidence-based discussions that incorporate academic vocabulary and syntax. For example, in the *Teacher's Guide*, Module 9, Week 4, Lesson 18, "Reading and Vocabulary," "Red Knit Cap Girl to the

Rescue: Plot: Problem and Solution," "Step 2: Apply to Text," the teacher uses the turn and talk routine. The materials state, "Have children discuss the solution to the problem. Ask: 'How did Polar Bear Cub get back home?' 'How does this help solve Polar Bear Cub's problem?'" Then, in "Step 3: Engage and Respond," the teacher gives students a sentence frame to guide their Turn and Talk discussion: "The problem is _____. The solution is _____."

8.B Writing

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

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

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

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

HMH Into Reading Texas kindergarten materials include mentor texts that serve as models for students to compose a variety of texts in accordance with grade-level TEKS. For example, in the *Teacher's Guide*, Module 8, Week 1, Lesson 1, the Read-Aloud Book: *Plants Feed Me* is used as a focal text to review different types of pronouns in Week 1, Lesson 1. Then, students use the Writing Process to compose an opinion piece with teacher guidance throughout the lessons of Week 1. Sidebar prompts titled "Grammar Connection" guide teachers to say things such as, "Remind children they are using the pronoun I or the possessive pronoun my in their opinion pieces" (Week 1, Lesson 3).

In kindergarten, the "Writing and Grammar" sections of the modules' teacher's guides include weekly mentor texts that serve as models for students to compose a variety of texts in accordance with the TEKS. In the *Teacher's Guide*, Module 3, Week 3, Lesson 11 of the "Writing and Grammar" section, the Read-Aloud Book: *A Bucket of Blessings* is used as a focal text to introduce the concept of subject-verb agreement. Students generate complete story sentences, with a subject and a verb, that tell about the character and setting of an animal they have read about.

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

HMH Into Reading Texas kindergarten materials include opportunities throughout the year for students to compose literary texts for multiple purposes and audiences with genre-specific characteristics and craft. In the *Teacher's Guide*, Module 3, specifically the "Writing and Grammar" section, provides an opportunity for students to write a narrative about themselves in a made-up place that begins in Week 3, Lesson 14, and culminates in Week 3, Lesson 15. In Lesson 14, the teacher uses an anchor chart to remind students that all stories have characters and a setting. Students are prompted to think about themselves as a

character and where their made-up event might happen. Students draw their characters and settings and are encouraged to write words to label them. The narrative writing continues in Lesson 15, after the teacher models how to write sentences that tell about the character and setting. Students use their character and setting from the previous lesson to write one or two sentences.

Kindergarten materials offer students opportunities throughout the year to compose literary texts for multiple purposes and audiences, incorporating genre-specific characteristics and literary craft. For example, in the *Teacher's Guide*, Module 6, Week 1, Lessons 1–5, students use the writing process to plan, write, revise, and present a poem about a place they love, describing what they see, hear, smell, taste, or feel. The teacher reminds students that poems often rhyme, but they do not have to, and "authors of poetry try to get their readers to visualize something or feel a certain way." Students use the "Share Chair" to present final poems to the class. The teacher support in the sidebar under "Time to Publish" advises to "display work or place in portfolios to monitor progress and share in family conferences."

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

HMH Into Reading Texas kindergarten materials include opportunities throughout the year for students to compose informational texts for multiple purposes and audiences, with genre-specific characteristics. In the *Teacher's Guide*, Module 6, specifically the "Writing and Grammar" section, Week 3, Lessons 11–15, provides an opportunity for students to write a biography that tells about a famous American. After reading biographies, such as those of Martin Luther King, Jr., students review that a biography is an informational text about a person's life and that the events are told in the order they happened. Students choose a famous American they have already read about and use the writing process to organize the beginning, middle, and end events of that person's life before writing their biography. After revising and editing, students publish and present their work by writing a clean copy and then using the Share Chair to present their biography to the class.

In kindergarten, the materials provide an opportunity for students to compose informational texts for multiple purposes and audiences, incorporating genre-specific characteristics. In the *Teacher's Guide*, Model 6, Week 3, Lessons 11–15, students work together to write a recipe that tells how to make a food or drink. Students use the writing process to plan what food or drink to write about and organize their writing by following the steps needed to create it. Students publish by writing a clean copy of the recipe and then using the share chair to present their final recipes to the class.

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

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

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

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

8.B.2 Writing Process

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

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

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

HMH Into Reading Texas kindergarten materials include daily writing and grammar lessons that guide students through each stage of the writing process, including planning, drafting, revising, editing, and publishing. In the *Teacher's Guide*, Module 6, students write poems, and the lessons also teach writing conventions such as irregular nouns, reviewing nouns, and complete sentences. In Week 1, Lesson 2, students plan a poem. The teacher states, "Remind children that you are working together to plan, write, revise, and present a poem about a place you love." During the lesson the teacher models how to generate and organize ideas by saying, "I chose New York City as the place I love. That goes in the middle," and continues, "I see tall buildings. That goes in one circle." The teacher says, "I hear _____. How could we finish this sentence?" and models using complete sentences like "I hear people sing," encouraging students to repeat and contribute their own ideas. The teacher works with students to generate more sensory words and complete the graphic organizer together. Students work in small groups or independently to draw their chosen place in the center of the Five Senses Map and add sensory ideas in the outer circles, with the teacher encouraging them to write words if they are ready. During the writing and grammar lessons that follow in Module 6, students go through the steps in the writing process to complete their poem.

The kindergarten materials include daily writing and grammar lessons that guide students through each stage of the writing process, including planning, drafting, revising, editing, and publishing. The lessons include a writing convention section. In the *Teacher's Guide*, Module 6, Week 1, Lesson 2, students learn about irregular plural nouns. The teacher models identifying and changing a singular noun by saying, "This person is nice. The word person is the noun in this sentence. To make this plural, we do not add an –s. We have to remember that person has a special plural: people." The teacher says, "One child did not come. Let us say the noun: child. To make this plural, we do not say childs. Say and write another sentence: Two children did not come," and invites volunteers to underline the noun in each sentence. This shared practice helps students apply the concept with support. The teacher prompts students by saying, "A man skates by. Some men skate by. What is the singular noun? What is the plural noun?" and has a volunteer underline the nouns.

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

HMH Into Reading Texas kindergarten materials include lessons that provide explicit teacher guidance to model each stage of the writing process, including planning, drafting, revising, editing, and publishing/sharing. In the *Teacher's Guide*, Module 7, students write a research report with support from scripted lessons that guide instruction step by step. In Week 1, Lesson 1, the teacher begins by displaying the Writing Anchor Chart: Choosing a Topic and says, "Remember that writers start by thinking of ideas and making a plan." The teacher models choosing a topic by saying, "I could learn more about an ant, or a bee, or a mouse. I think I will choose bee." In Lesson 3, the teacher models how to select a source by saying, "My topic is a bee. My question is: Where do bees live? I need to find sources that will help me answer this question." In Lesson 4, the teacher models how to use a graphic organizer to write a draft and says, "I have more details from my research. I will write another sentence: bees make wax to build hives." In Week 2, Lesson 8, the teacher models revising by saying, "My sentence says bees are animals. That is not quite right. I meant special animals," and revises the sentence to improve clarity. In Lesson 10, the teacher prepares students for publishing by saying, "Now that we have a revised draft, it is time to publish it. When we publish our writing, we make a clean copy and present it to our audience." The lesson concludes with students sharing their final reports.

The kindergarten materials include explicit teacher guidance to model each stage of the writing process, including planning, drafting, revising, editing, and publishing/sharing. In the *Teacher's Guide*, Module 8, students write an opinion paper with support from scripted lessons that guide teacher instruction step by step through the gradual release model. In Lesson 1, the teacher models generating ideas by saying, "I like watermelon, peanut butter and jelly sandwiches, and cheese. I think my favorite food is watermelon. So I will circle that one." In Lesson 2, the teacher models how to use a graphic organizer and says, "My favorite food is watermelon because it is sweet. My reason goes in a bottom box." In Lesson 3, the teacher uses the organizer to model writing a draft and says, "My favorite food is watermelon because it is sweet." In Lesson 4, the teacher models revising by saying, "My sentence says I like water best. That is not my favorite food. I meant watermelon," and revises the sentence to reflect the correct opinion and reason. In Lesson 5, the teacher models publishing by saying, "Now that we have a revised draft, it is time to publish it. When we publish our writing, we make a clean copy and present it to our audience." Then the teacher uses their opinion piece to model good handwriting.

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

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

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

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

HMH Into Reading Texas kindergarten materials include guidance for teachers to provide explicit instruction on sentence-level writing, focusing on structure and syntax. For example, in the *Teacher's Guide*, Module 4, Week 1, Lesson 2, the materials provide the teacher with a partial script to model using commas in a list, and work with students to underline lists and add commas to separate items. The teacher allows the students to practice by completing the corresponding page in their MyBook resource. In the *Teacher's Guide*, Module 4, Week 4, Lesson 16, the teacher models writing a complete sentence, reviews that every sentence has a subject and verb, and tells a complete thought. Students practice generating sentences that tell an opinion and a reason.

The kindergarten materials guide teachers in delivering explicit instruction on sentence-level writing, with a focus on vocabulary. For example, in the *Teacher's Guide*, Module 9, Week 1, Lesson 5, "Reading and Vocabulary," the teacher first reviews the power words, then models completing a sentence stem using one of the power words. Students practice by selecting one sentence to write in their MyBook.

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

HMH Into Reading Texas kindergarten materials provide guidance for teachers to deliver systematic and explicit instruction in writing, starting at the sentence level and progressing to compositions, in accordance with grade-level TEKS. Throughout the modules, the "Writing and Grammar" sections provide the teacher with scripted lessons that include modeling, guided practice, and opportunities for students to practice the target skill independently. In the *Teacher's Guide*, Module 2, the explicit lessons focus on teaching sentence writing. In the *Teacher's Guide*, Module 9, explicit lessons teach the composition of longer pieces, including a book report, and an opinion piece.

The kindergarten materials provide guidance for teachers to deliver systematic and explicit instruction in writing, starting at the sentence level and progressing to compositions, in accordance with grade-level

TEKS. The kindergarten "Module-at-a-Glance" sections indicate a progression of systematic instruction in writing. In the *Teacher's Guide*, Module 2, the lessons teach how to write a sentence that tells a story, using a capital letter at the beginning. By the end of the year, in the *Teacher's Guide*, Module 9, the lessons teach how to write a composition, including a book report, and an opinion piece.

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

HMH Into Reading Texas kindergarten materials include systematic and explicit opportunities for students to engage in increasingly complex sentence-level writing, revising, and editing. For example, in the *Teacher's Guide*, Module 2, Week 1, Lesson 1, the students refer to the "Sentences" anchor chart as the teacher explains and models writing a complete sentence that includes a subject and predicate. The students practice by working with the teacher to revise fragments into complete sentences. In the *Teacher's Guide*, Module 2, Week 1, Lesson 2, the teacher models and explains editing a sentence to use capital letters where appropriate. The students practice in their MyBook resource by circling letters that should be capitalized.

The kindergarten materials include systematic and explicit opportunities for students to engage in increasingly complex sentence-level writing, revising, and editing. For example, in the *Teacher's Guide*, Module 9, Week 4, Lesson 19, students learn to add "signal" or transition words to increase the complexity of their sentence-level writing. The materials provide a partial script for the teacher to use signal words, such as *first*, to revise sentences. Students practice writing a sentence in their MyBook resource using the signal words *next* and *last*. In the *Teacher's Guide*, Module 9, Week 2, Lesson 8, the materials guide the teacher to model and provide guided practice for students to write a sentence using quotation marks. The students practice by writing sentences using quotation marks, then circling the quotation marks.

The materials for kindergarten provide systematic and explicit opportunities for students to engage in increasingly complex sentence-level writing, revising, and editing. For example, in the *Teacher's Guide*, Module 7, Week 4, Lesson 18, teachers are guided to use the Writing Anchor Chart: Writing Process to review the purpose of revision, prompting students to consider whether they clearly stated their central idea and supporting details. The Editing Checklist is introduced to support students in reviewing spacing, capitalization, punctuation, and spelling. The teacher displays a draft sentence with intentional errors, "chimpanzees are animals," and uses a think aloud to revise it for clarity and accuracy: "Chimpanzees are amazing animals." In guided practice, the class collaborates to apply the editing checklist to revise the sentence, correcting errors in spacing, capitalization (Chimpanzees), punctuation (adding an exclamation mark), and spelling.

8.B.4 Grade-Level Standard English Conventions

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

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

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

HMH Into Reading Texas kindergarten materials include opportunities for practice and application outside the context of academic language conventions in sentences and short paragraphs, using correct capitalization, and punctuation according to the grade-level TEKS. For example, in the student's myBook, Module 4, Week 4, "Grammar Practice: Complex Sentences," students circle the conjunctions in three sentences, finish a sentence by filling in the blank with the conjunction *and*, and write one sentence using *and* or *but*.

Kindergarten materials include opportunities for practice and application within the context of academic language conventions in sentences and short paragraphs, using correct capitalization, and punctuation according to the grade-level TEKS.

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

HMH Into Reading Texas kindergarten materials include systematic opportunities for practice and applying grammar, punctuation, and usage, both in and out of context. For example, in the *Teacher's Guide*, Module 2, Week 1, Lesson 4 of the "Writing and Grammar" section, students work with the teacher to identify types of sentences to determine which end mark to use, such as "I read a book," which is a statement and needs a period. For additional practice, students use the "Grammar Practice: Punctuation" page in the student text, myBook, to circle the end marks of sentences and then add the correct end mark to each sentence. For in-context practice, students write sentences with an uppercase letter and an end mark on the myBook page "Writing Basics: Write a sentence."

In kindergarten, the materials include systematic opportunities for practice and applying grammar, punctuation, and usage, both in and out of context. For example, in the *Teacher's Guide*, Module 2, Week

2, Lesson 7 of the "Writing and Grammar" section, students work with the teacher to identify prepositions in a sentence, such as the word on in the sentence, "I put the book on the table." For additional practice, students use the "Grammar Practice: Prepositions" page in the student text, myBook, to trace the prepositions in simple sentences, such as "The man steps out," and to write a sentence using the preposition to.

The kindergarten materials include systematic opportunities for practicing and applying grammar, punctuation, and usage, both in and out of context. The skills get more complex as the year progresses. For example, in the *Teacher's Guide*, Module 2, Week 1, Lesson 1, students practice and apply grammar skills, including capitalization and punctuation, in whole-class activities. In Week 1, Lesson 1, students identify capital letters in the focal text, then work together to write a sentence that starts with a capital letter.