HMH | into Literature®

Program Overview

A Comprehensive Literacy Solution

Grades 6–12

HMH | into Literature®

What's Inside

04 Your Connected Solution

10 Effective and Flexible Instruction

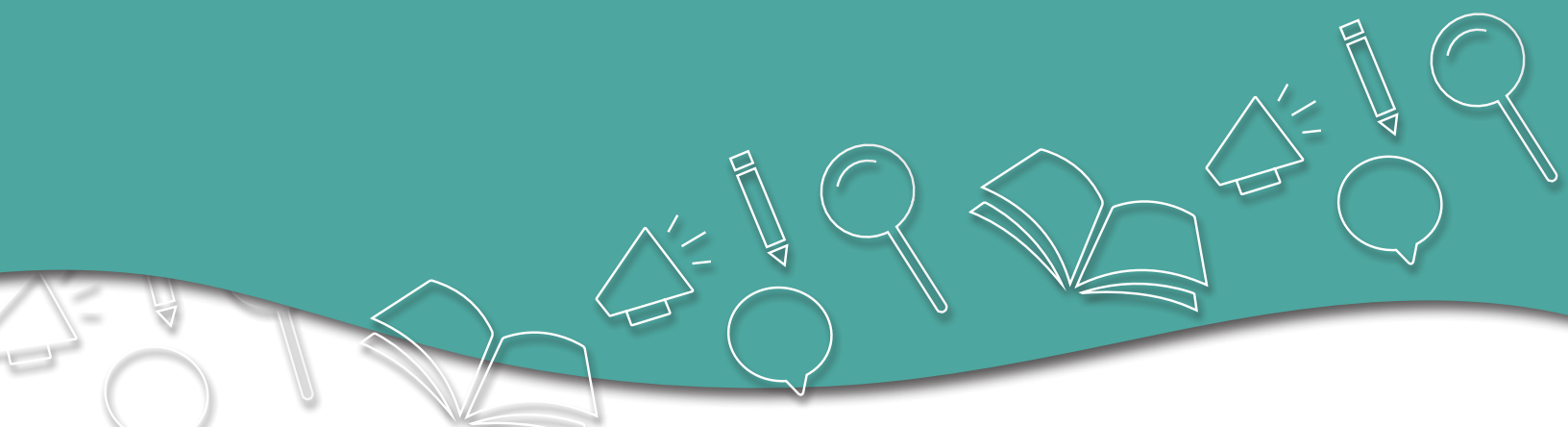
46 Personalized Support for All Students

62 Assessment and Insights

68 Continuous Professional Learning

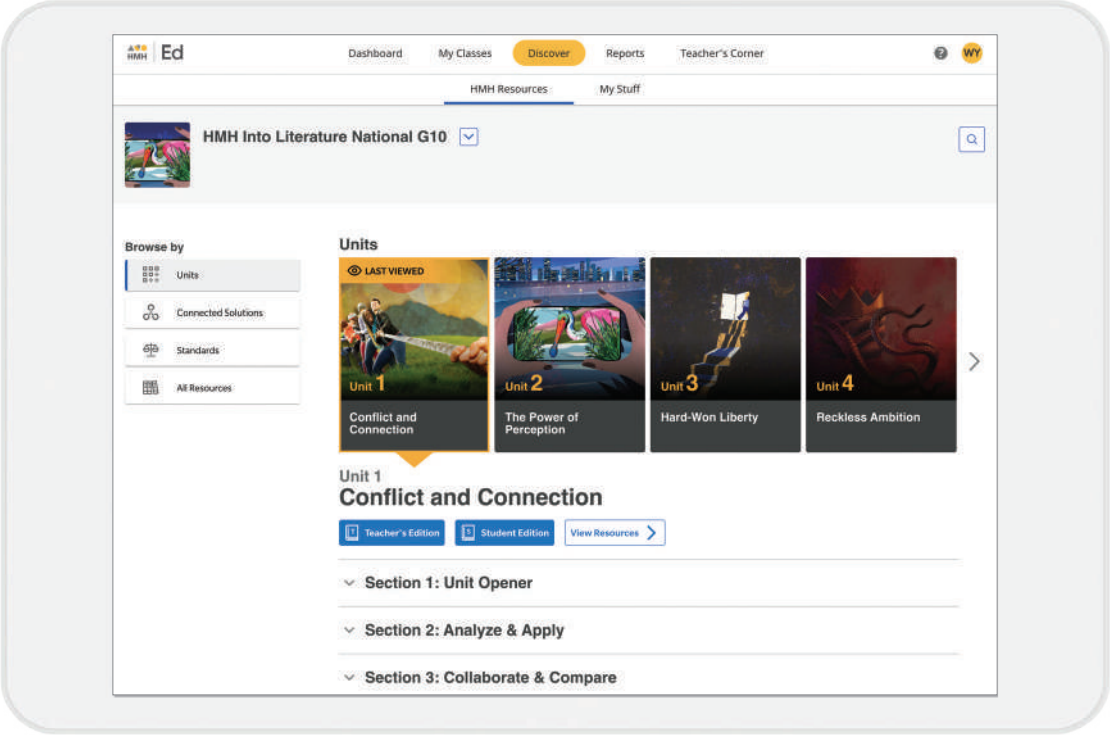
Experience it online: **hmhco.com/SampleLiterature**

YOUR CONNECTED SOLUTION



Manageable,
Flexible Resources

You and your students are fully supported in face-to-face or virtual settings on *Ed*, the HMH learning platform. Here assessments are delivered throughout the school year, along with both embedded and online professional learning resources, to help inform planning and instruction.

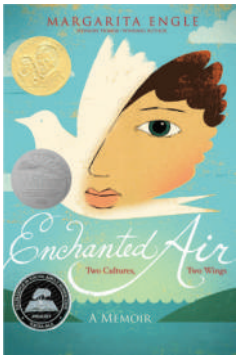


Student Edition

- Provides high-interest units and text sets
- Aligned to the Standards
- Research-based Notice & Note protocol for close reading

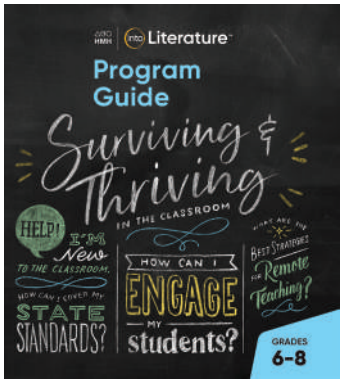
Teacher's Edition

- Point-of-use instructional support and differentiation
- Customizable resources



Novels and Long Reads

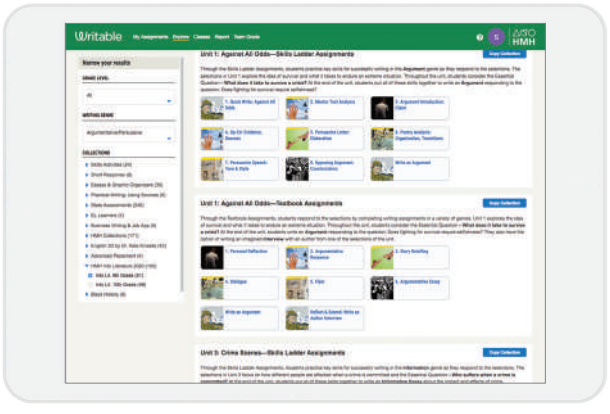
- Diverse authorship and characters
- Classic and contemporary titles
- Fiction and nonfiction



Program Guide

- Responses to your "What if" and "How to" implementation questions
- Research-based
- New teacher support

Writable for HMH Into Literature®



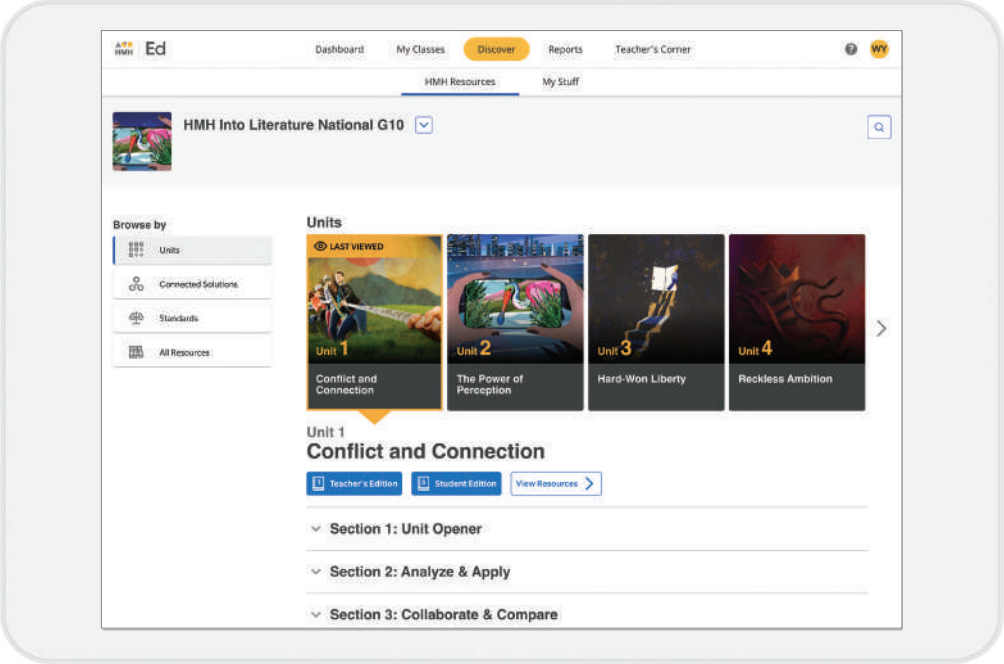
Writable for *HMH Into Literature*

- Award-winning digital writing fully aligned with *HMH Into Literature* readings and curriculum
- Over 600 customizable assignments and prompts for scaffolded writing practice
- Fosters peer collaboration and "gamifies" the writing experience with anonymous review
- Feedback in real-time to help guide students' writing earlier

HMH Into Literature
Any Time, Any Place

HMH® is committed to helping students learn no matter where it happens. Access assessment, core curricula, supplemental programs, and curated professional learning all in a single place with a single username and password. Teachers will benefit from on-demand resources that help them to maximize their time, and the data sharing between assessment and core curricula empowers targeted instructional and practice recommendations. Reliable assessment. Best-in-class solutions. And meaningful connections. That's *Ed*, from HMH.

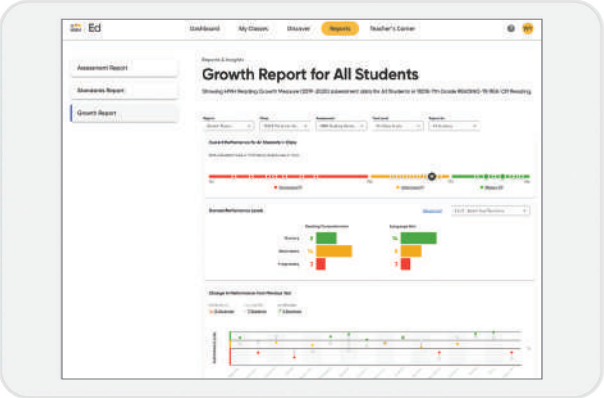
Experience intuitive, continuous, and connected learning—online and offline.



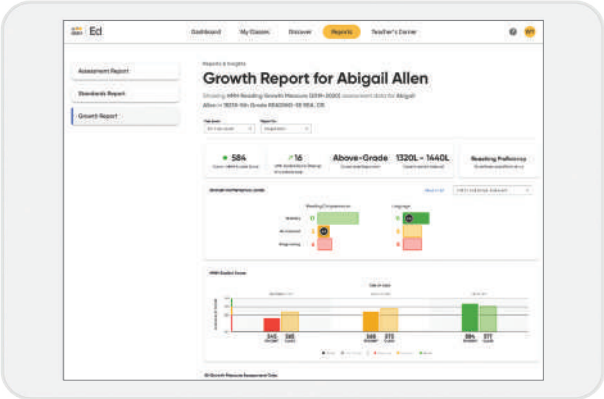
LMS friendly

HMH *Into Literature* Teacher Dashboard

Admins, teachers, and students can access their HMH assessments, courses, and assignments directly from *Ed's* homepage—simply log-in to *Ed*.



Class Growth Report



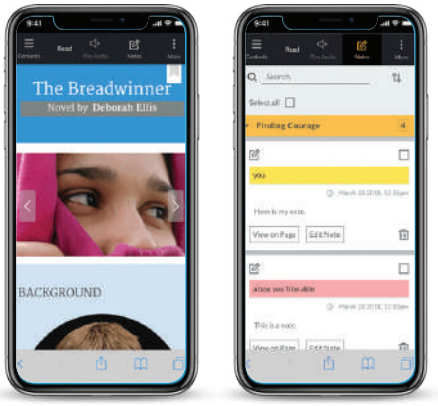
Student Growth Report

In-program assessments and supplemental skills insights provide valuable tools to better support the whole student.

HMH Go™

Intuitive app that provides on- and offline access to core program content for teachers and students

- Available for Android™ and iOS® devices and desktops (including Chromebook™)
- Download available core content and sync-up their efforts when they're back online



EFFECTIVE AND FLEXIBLE INSTRUCTION

Your Unit, **Your Way**

HMH Into Literature provides the flexibility you need to create personalized instruction that builds confidence, standards mastery, and college and career readiness for every student.

Thematic Units

- Create standards-based units by using *Ed* to browse content by state standards and use filters to find resources tied to standards.
- Create genre-based units using the table of contents by genre or the genre filter online.

Novel and Long Read Study

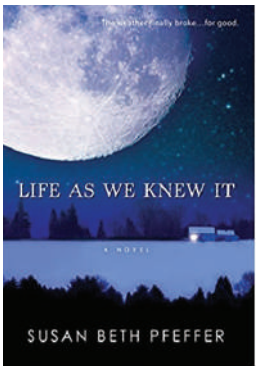
- Incorporate novels into your units with suggested Long Reads and accompanying HMH Long Read Study Guides.

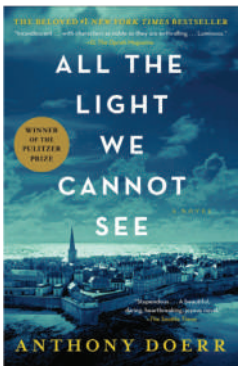
Customized Blend

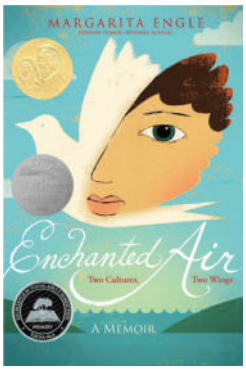
- Practice text analysis with novels and student selections using Notice & Note Anchor Charts.
- Create custom digital plans on *Ed*, the HMH learning platform.

Engaging Unit Openers

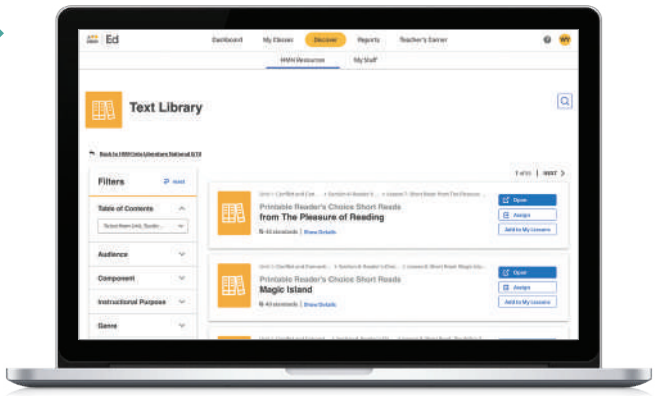
Award-Winning Suggested Long Reads







Thematically Aligned Digital Novels



Relevant **Thematic Units**

- Flexible to fit your goals
- Built-in gradual release model
- Classic and contemporary literature taught side-by-side
- Standards-focused instruction

Whole Class

Analyze & Apply

- 2–4 lessons, each with an accompanying Selection Test
- Mentor text serves as an authentic model for writing techniques
- Explicit instruction on the close reading strategy Notice & Note

Small Group

Collaborate & Compare

- 1–2 text groupings allow students to think critically across related texts
- Accompanying Selection Tests

UNIT 1

Conflict and Connection

Page 1

ESSENTIAL QUESTION: *What differences can't be bridged?*

Spark Your Learning ____ 2

ANALYZE & APPLY

The Book of the Dead ____ 7
Short Story by Edwidge Danticat

By Any Other Name ____ 27
Memoir by Santha Rama Rau

Without Title ____ 41
Poem by Diane Glancy

What, of This Goldfish, Would You Wish? ____ 49
Short Story by Etgar Keret

COLLABORATE & COMPARE

Texas *v.* Johnson Majority Opinion ____ 64
Court Opinion by William J. Brennan

Texas *v.* Johnson Dissent ____ 67
Court Opinion by William Rehnquist

American Flag Stands for Tolerance MENTOR TEXT ____ 77
Editorial by Ronald J. Allen

Compare Arguments

KEY LEARNING OBJECTIVES

- Analyze theme
- Analyze cultural and historical context
- Analyze author's purpose
- Analyze character motivations
- Evaluate argument
- Analyze rhetoric

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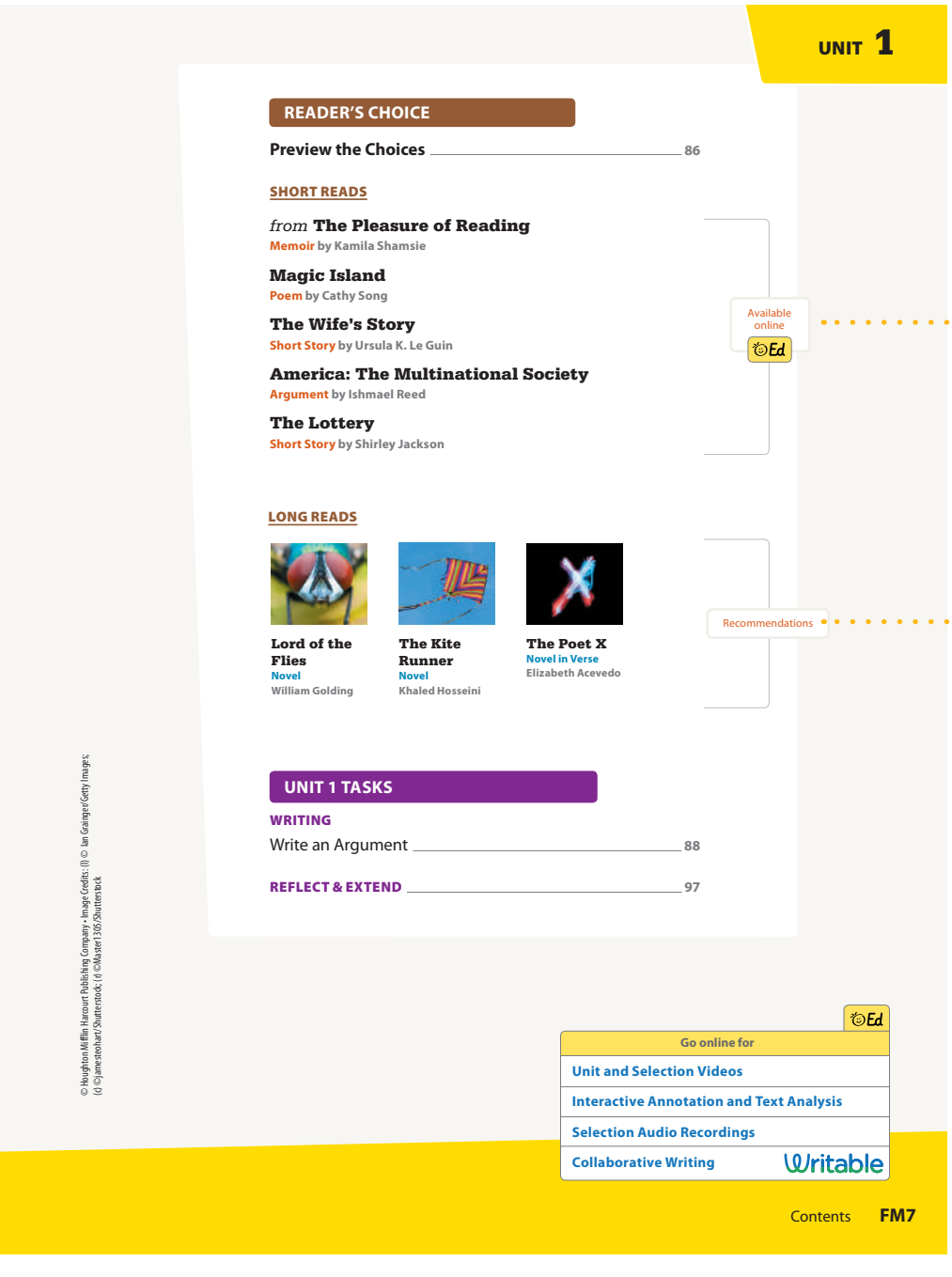
FM6 GRADE 10



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Independent Learning

Reader's Choice

- 4–6 short read recommendations for independent reading

Novel Integration

Suggested Long Reads

- 3 long read recommendations with an accompanying book test
- 2 additional recommended long read options in TE

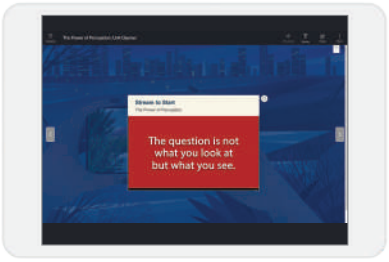
Engage Students.
Build Background

When you begin a new lesson, what is the first thing you want to do for your students? Generate excitement and build background. *HMH Into Literature* provides curated high-interest units of culturally relevant and diverse texts that students will want to read and discuss.

Grade 10, Unit 2 Opener

Unit Openers

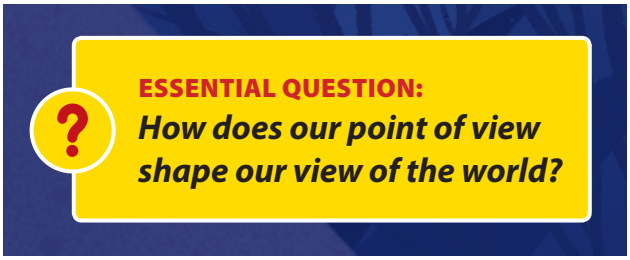
- 2–3 engagement activities
- Help students connect to the unit theme

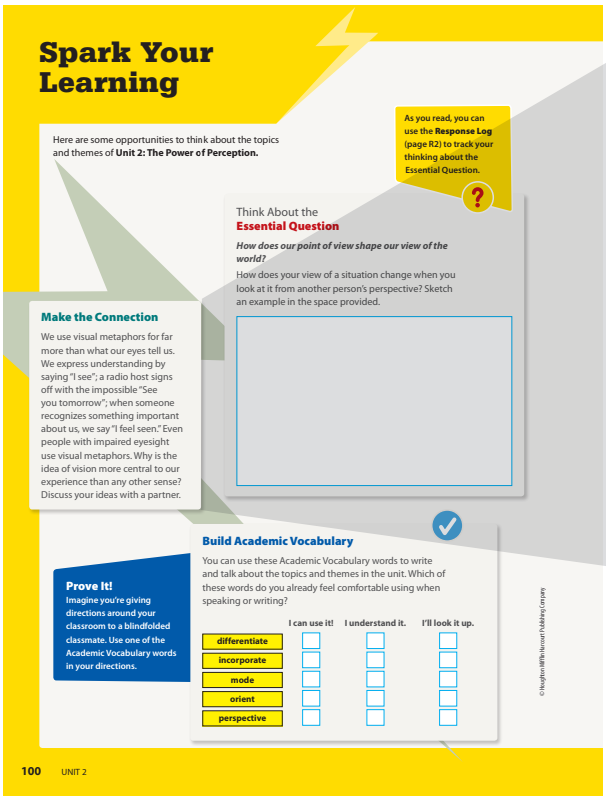


Stream to Start Video

Essential Questions

- Launch your unit with thought-provoking discussion
- Include Stream to Start video for visual learners



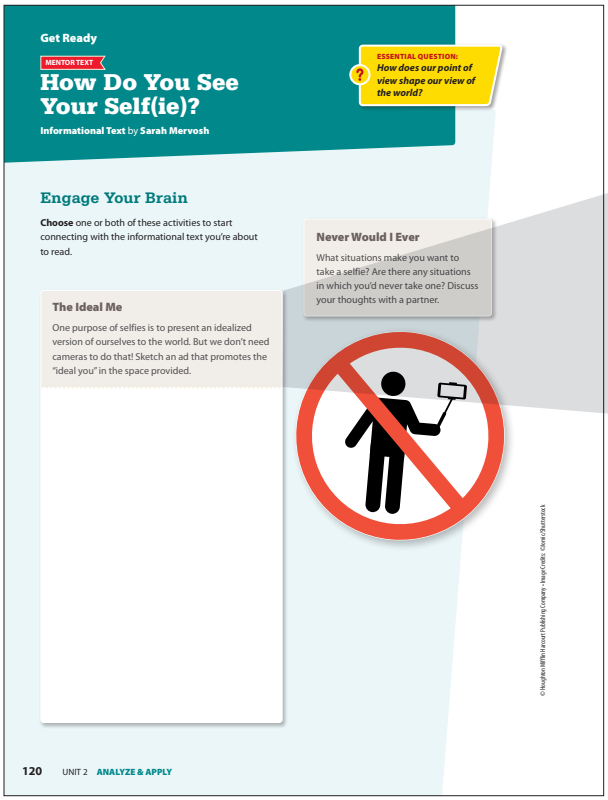


Make the Connection

We use visual metaphors for far more than what our eyes tell us. We express understanding by saying "I see"; a radio host signs off with the impossible "See you tomorrow"; when someone recognizes something important about us, we say "I feel seen." Even people with impaired eyesight use visual metaphors. Why is the idea of vision more central to our experience than any other sense? Discuss your ideas with a partner.

Spark Your Learning

- Activities and prompts for engaging students
- Builds their topic knowledge



The Ideal Me

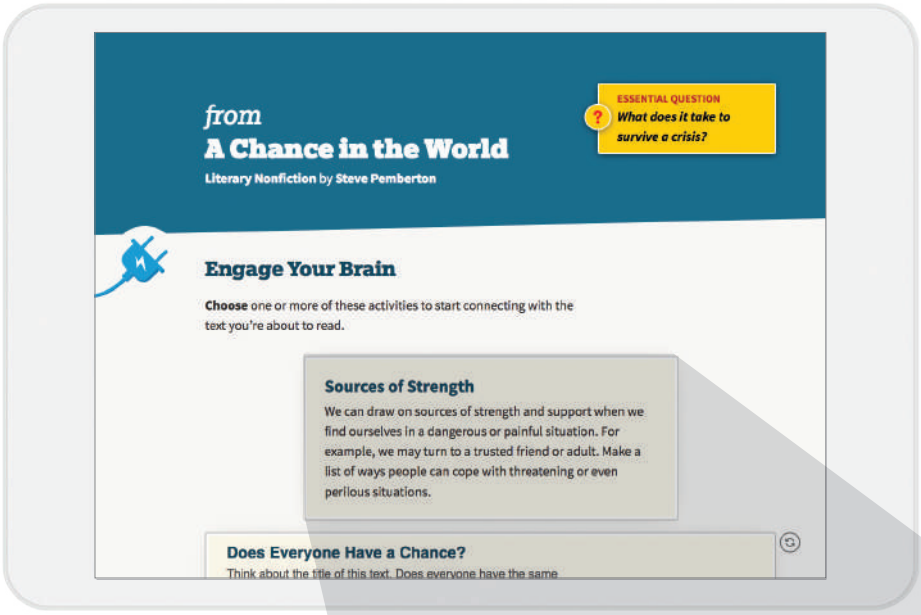
One purpose of selfies is to present an idealized version of ourselves to the world. But we don't need cameras to do that! Sketch an ad that promotes the "ideal you" in the space provided.

Engage Your Brain

- Motivates students with relevant topics
- Focuses on ideas related to each text

Teach Your **Best Lesson**

Each lesson follows a consistent structure, with activities and instruction occurring before, during, and after reading.



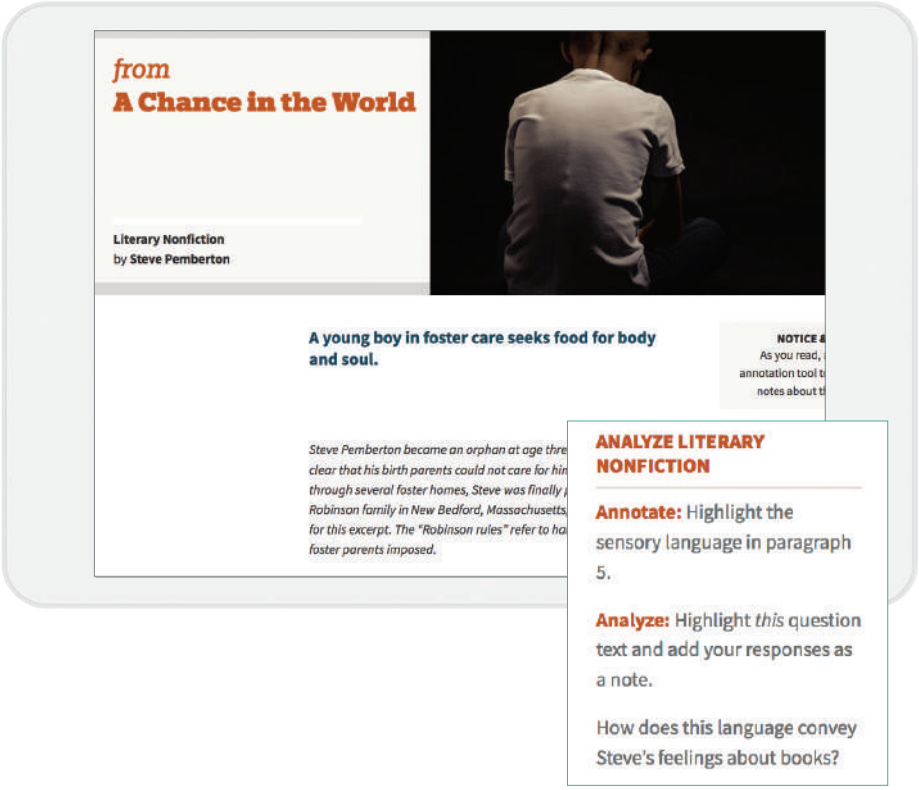
Get Ready

Provides activities, background, and instruction that prepare students for reading

- Engage Your Brain
- Standards-Based Instruction
- Annotation in Action
- Expand Your Vocabulary

Sources of Strength

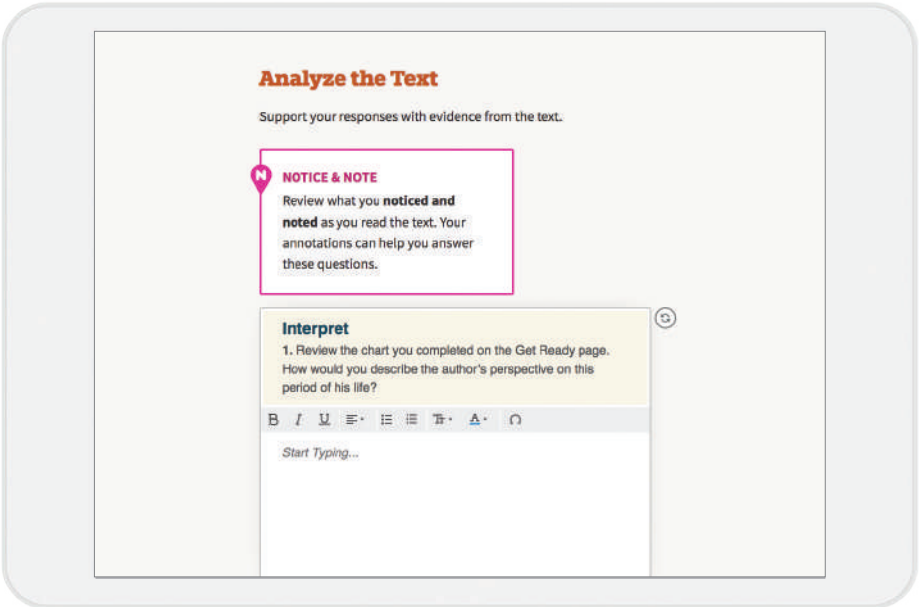
We can draw on sources of strength and support when we find ourselves in a dangerous or painful situation. For example, we may turn to a trusted friend or adult. Make a list of ways people can cope with threatening or even perilous situations.



Read

Prompts students to annotate and analyze the text carefully

- Standards-Based Guided Reading Questions with Annotation
- Research-Based Notice & Note Signposts to develop close reading skills
- Vocabulary in Context
- Test Prep Embedded Daily



Respond

After reading activities prompt students to respond to the text in a variety of ways

- Analyze the Test Questions
- Choices
- Expand Your Vocabulary
- Watch Your Language

Represent Students with **Culturally Responsive Texts**

Today's classrooms are rich with students representing a wide range of cultures. They need to be able to see themselves and their experiences reflected in the literature they read and content they study. *HMH Into Literature* includes:

- Culturally relevant selections and novels honor who students are and who they will become
- Diverse writers, characters, and settings represent your students authentically

Relevance Matters

Relevance Matters: Culturally Responsive Teaching in the ELA Classroom

by **Tyrone C. Howard**

As educators, we want students who are excited to learn and engaged in the work. But many students are disconnected, turned off to education because they don't see school as related to who they are and the world they inhabit. That's where culturally responsive teaching comes in. It's an approach that uses the experiences and strengths of a diverse student body to make school more relevant, and it's backed by research that shows that people learn most successfully when new information is linked to what they already know.

"Culturally responsive pedagogy is situated in a framework that recognizes the rich and varied cultural wealth, knowledge, and skills that diverse students bring to schools, and seeks to develop dynamic teaching practices, multicultural content, multiple means of assessment, and a philosophical view of teaching that is dedicated to nurturing students' academic, social, emotional, cultural, psychological, and physiological well-being."

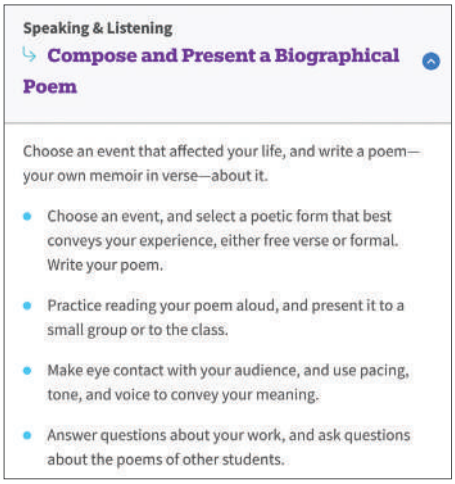
—From *Why Race and Culture Matter in Schools: Closing the Achievement Gap in America's Classrooms*, by Tyrone C. Howard

The concept of culturally responsive teaching was introduced by education scholar Gloria Ladson-Billings and built upon by author and educator Geneva Gay. It incorporates attributes and knowledge from each student's cultural background into instructional strategies and curricula in order to improve educational outcomes. A key element is a learning environment that values the strengths students bring into classrooms, rather than focusing on deficits. Students are encouraged to use familiar ways of speaking, thinking, knowing, and analyzing in order to learn new content and ideas.

By creating a conducive learning environment, offering relevant content, and following best practices in your pedagogy, you can help students make connections between their lives in the world and their lives at school that will increase their engagement and improve outcomes.

T36 GRADE 10

Teacher's Edition article "Relevance Matters: Culturally Responsive Teaching in the ELA Classroom," by Dr. Tyrone C. Howard.


Speaking & Listening

Compose and Present a Biographical Poem

Choose an event that affected your life, and write a poem—your own memoir in verse—about it.

- Choose an event, and select a poetic form that best conveys your experience, either free verse or formal. Write your poem.
- Practice reading your poem aloud, and present it to a small group or to the class.
- Make eye contact with your audience, and use pacing, tone, and voice to convey your meaning.
- Answer questions about your work, and ask questions about the poems of other students.

Engage Your Brain and Choices activities leverage your students' cultural capital.

Here are some of the amazing writers featured in *HMH Into Literature*:

Malala Yousafzai

Grade 6

- Malala Yousafzai
- Francisco X. Alarcón
- Mary TallMountain
- Langston Hughes
- Sandra Cisneros
- Jerry Craft

Lorna Dee Cervantes

Grade 10

- Kareem Abdul-Jabbar
- Lorna Dee Cervantes
- Naguib Mahfouz
- Edwidge Danticat
- Haruki Murakami
- Chimamanda Ngozi
- Adichie
- Nicola Yoon

Kwame Alexander

Grade 7

- David Yoo
- Naomi Shihab Nye
- Kwame Alexander
- Amy Wang
- Victor Hernández Cruz

Cesar Chavez

Grade 11
American Literature

- Amy Tan
- Cesar Chavez
- Iroquois Storytellers
- Tracy K. Smith
- James Baldwin

Ramez Naam

Grade 8

- Nikki Grimes
- Ramez Naam
- Gloria Amescue
- Ishmael Reed
- Kao Kalia Yang

Chinua Achebe

Grade 12
British Literature

- Marah
- Chinua Achebe
- Fanny Howe
- Kazuo Ishiguro
- Helen Oyeyemi

Alberto Rios

Grade 9

- Alberto Rios
- Margot Lee Shetterly
- Yusef Kamunyakoa
- Louise Erdrich
- Eboo Patel

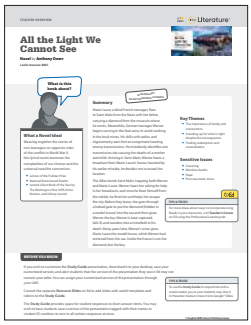
Build with Classics and **Inspire with Contemporary Texts**

At the heart of *HMH Into Literature* are rich, high-quality literary and informational texts, both classic and contemporary, all worthy of close reading and text-based analysis.

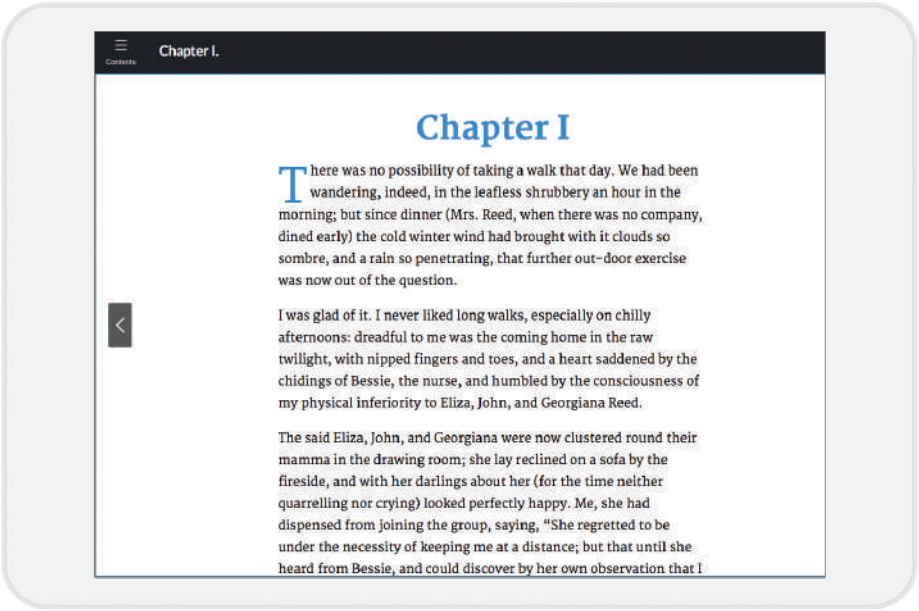
Choose from over 1000 titles to build your classroom library.

Iconic Classics Titles by writers such as Charles Dickens, Gabriel Garcia Marquez, JRR Tolkien, Zora Neale Hurston, Roald Dahl, Mark Twain, Jack London, and more are found in the Text Library.

Award Winning Contemporary Titles by young-adult writers such as Victor Martinez, Jason Reynolds, Kristin Cashore, Renee Watson, John Green, Malin Alegria, Megan Whalen Turner, Laurie Halse Anderson, Sook Nyal Choi, and Gabrielle Zevin.



HMH Long Read Study Guides include activities, essay prompts, graphic organizers, and resource slides.



Digital Novels & Long Reads

- A library of the most sought-after full-text titles located in the Text Library
- Can be self-selected or assigned
- Includes full suite of digital annotation tools

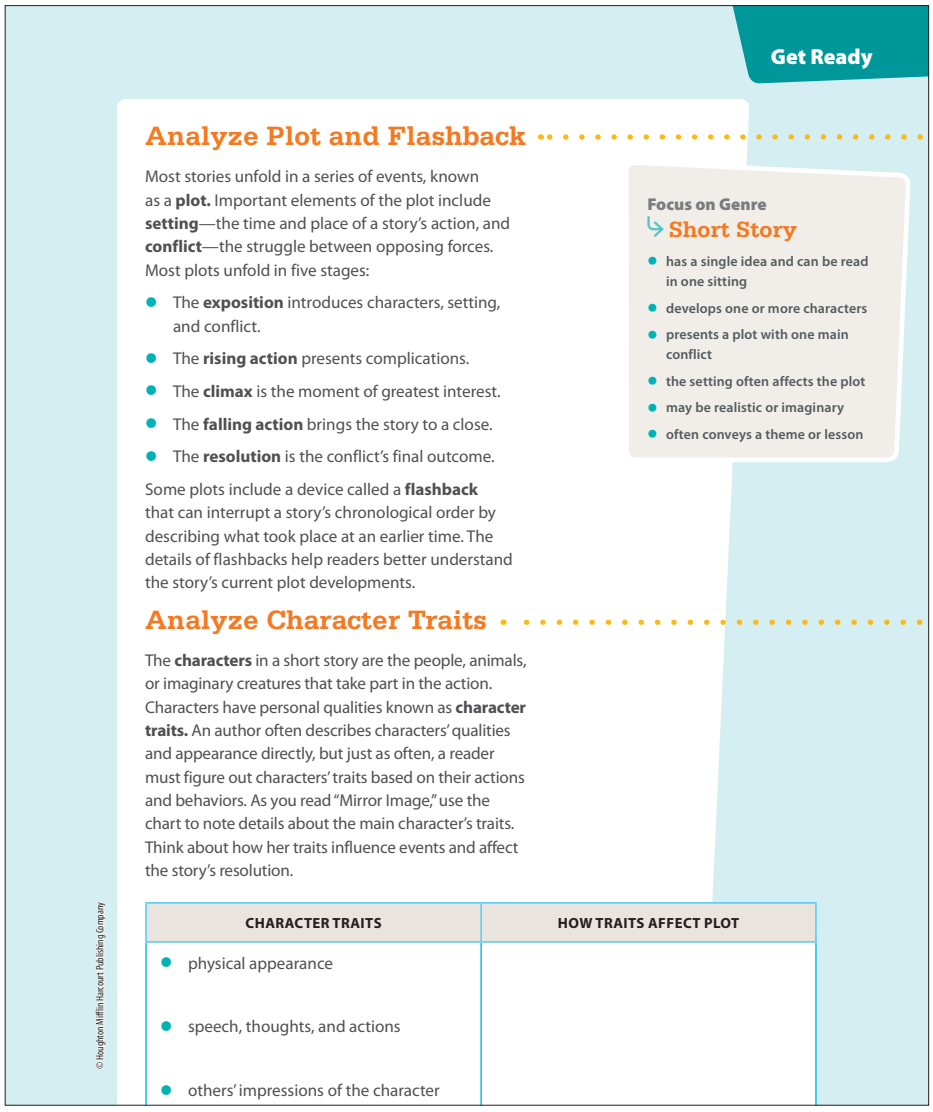
Spanish Titles

- Includes choices of translated works and authentic Spanish-language fiction
- Delve into questions around family, identity, immigration, and growing up

Focus on Skills. **Reach all Learners**

Cover the Standards Efficiently

With *HMH Into Literature*, you can cover the standards effectively and efficiently. To "Get Ready" for each unit, students are introduced to two critical standards-based skills before reading and continue to practice these skills during reading. **Only *HMH Into Literature* provides your students this laser focus on two textual skills per unit.**



Get Ready

Analyze Plot and Flashback

Most stories unfold in a series of events, known as a **plot.** Important elements of the plot include **setting**—the time and place of a story's action, and **conflict**—the struggle between opposing forces. Most plots unfold in five stages:

- The **exposition** introduces characters, setting, and conflict.
- The **rising action** presents complications.
- The **climax** is the moment of greatest interest.
- The **falling action** brings the story to a close.
- The **resolution** is the conflict's final outcome.

Some plots include a device called a **flashback** that can interrupt a story's chronological order by describing what took place at an earlier time. The details of flashbacks help readers better understand the story's current plot developments.

Focus on Genre
Short Story

- has a single idea and can be read in one sitting
- develops one or more characters
- presents a plot with one main conflict
- the setting often affects the plot
- may be realistic or imaginary
- often conveys a theme or lesson

Analyze Character Traits

The **characters** in a short story are the people, animals, or imaginary creatures that take part in the action. Characters have personal qualities known as **character traits.** An author often describes characters' qualities and appearance directly, but just as often, a reader must figure out characters' traits based on their actions and behaviors. As you read "Mirror Image," use the chart to note details about the main character's traits. Think about how her traits influence events and affect the story's resolution.

CHARACTER TRAITS	HOW TRAITS AFFECT PLOT
• physical appearance	
• speech, thoughts, and actions	
• others' impressions of the character	

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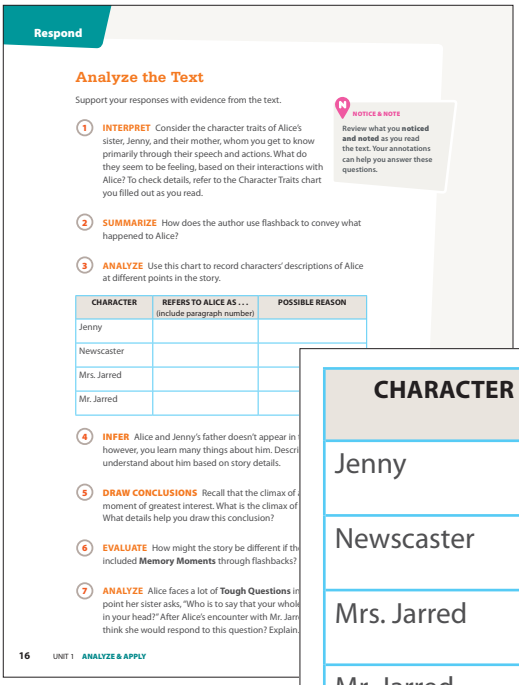
Two standard-based skills are introduced during reading and analyzed throughout the selection

Print and Digital Student Edition Grade 7


Respond

Analyze the Text

Support your responses with evidence from the text.

1 INTERPRET Consider the character traits of Alice's sister, Jenny, and their mother, whom you get to know primarily through their speech and actions. What do they seem to be feeling, based on their interactions with Alice? To check details, refer to the Character Traits chart you filled out as you read.

NOTICE & NOTE
Review what you noticed and noted as you read the text. Your annotations can help you answer these questions.

2 SUMMARIZE How does the author use flashback to convey what happened to Alice?

3 ANALYZE Use this chart to record characters' descriptions of Alice at different points in the story.

CHARACTER	REFERS TO ALICE AS . . . (include paragraph number)	POSSIBLE REASON
Jenny		
Newscaster		
Mrs. Jarred		
Mr. Jarred		

4 INFER Alice and Jenny's father doesn't appear in
however, you learn many things about him. Descri
understand about him based on story details.

5 DRAW CONCLUSIONS Recall that the climax of
moment of greatest interest. What is the climax of
What details help you draw this conclusion?

6 EVALUATE How might the story be different if th
included Memory Moments through flashbacks?

7 ANALYZE Alice faces a lot of Tough Questions i
point her sister asks, "Who is to say that your whol
in your head?" After Alice's encounter with Mr. Jarr
think she would respond to this question? Explain.

16 UNIT 1 ANALYZE & APPLY

Analyze the Text
Students use their annotations to reinforce the two focused skills

CHARACTER	REFERS TO ALICE AS . . . (include paragraph number)	POSSIBLE REASON
Jenny		
Newscaster		
Mrs. Jarred		
Mr. Jarred		

Support Text Analysis with Interactive Digital Student Resources on *Ed*

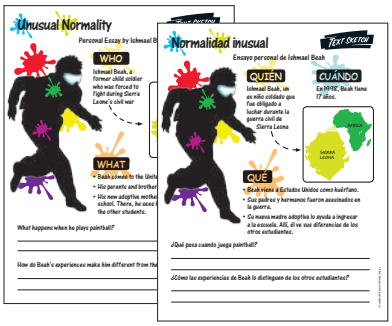
Close Read Screencasts

- Modeled conversations of challenging passages
- Embedded in the digital Student Edition

Peer Coach Videos And Anchor Charts

- Reinforce challenging concepts
- Located in the Intervention, Review, & Extension tab on *Ed*

Text Sketches in English and Spanish



- Visual snapshot of key selection concepts with questions and responses
- Print as a poster or handout

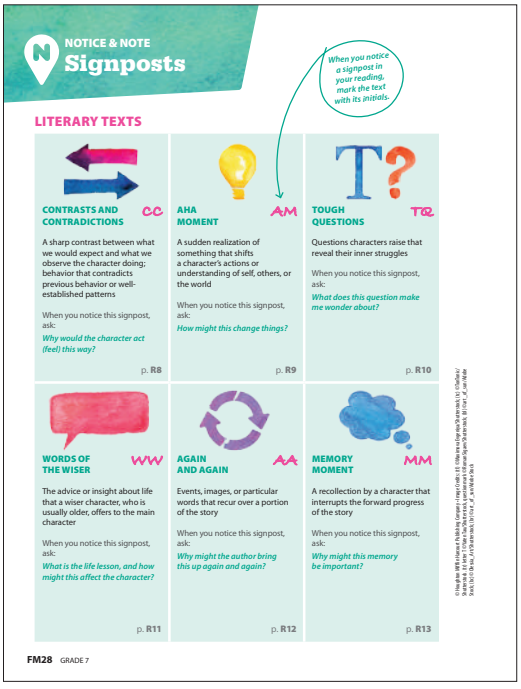
Deepen Comprehension
with Notice & Note

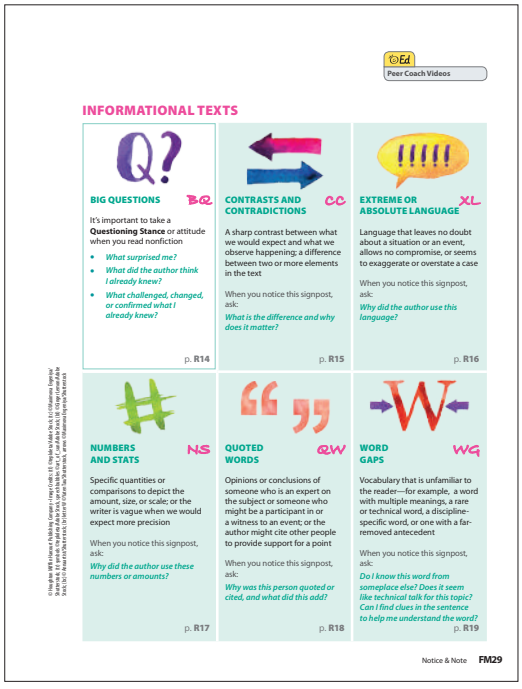
ONLY HMH has the Notice & Note signposts and prompts built into selections in the student book—when you want to use it. That means time saved for you in finding signposts, developing prompts, and creating visuals.

Kylene Beers, EdD

Robert E. Probst, PhD

- Developed by educational leaders and *HMH Into Literature* authors Dr. Kylene Beers and Dr. Robert Probst
- Students learn 11 signposts to guide analysis of fiction and nonfiction texts
- Alerts students to stop, take notice, and note key details in the text
- Matures at higher grades by reducing scaffolds





Notice & Note Signposts

NOTICE & NOTE
MEMORY MOMENT

When you notice the narrator has interrupted the forward progress of a story by bringing up something from the past, you've found a **Memory Moment** signpost.

Notice & Note: Mark the details that seem most meaningful to the narrator in paragraphs 57–60.

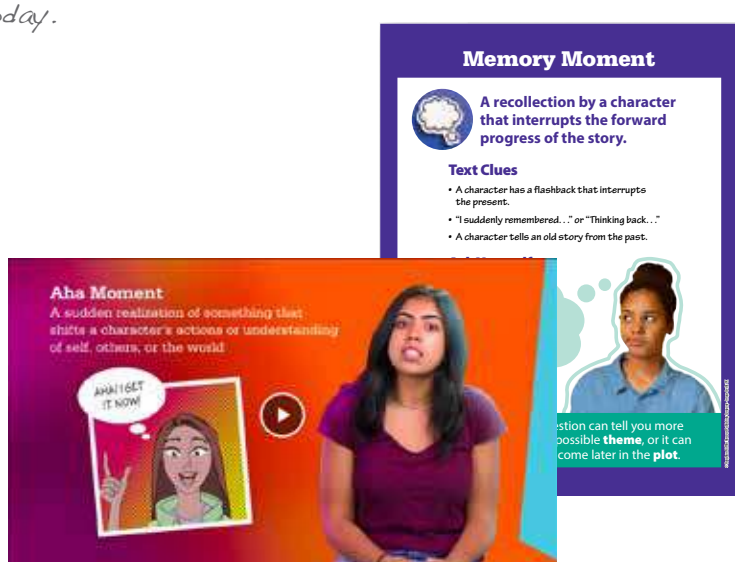
Infer: Why might this memory be important?

mesmerize
(měz´mə-rīz) *v.* to completely capture the attention of; to hypnotize.

Notice & Note **prompts embedded in the Student Edition** provide practice on critical thinking and analysis

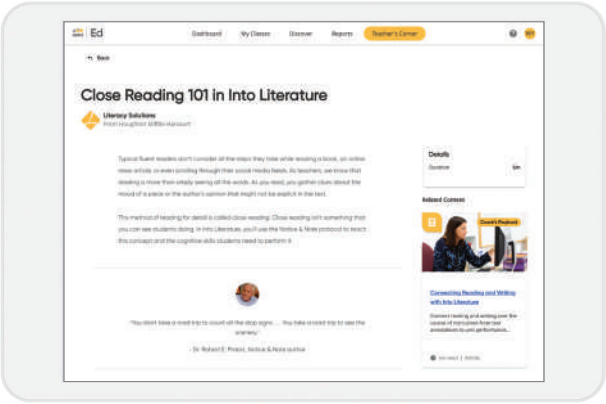
Another Memory Moment. Seems like she's trying to figure out her father by connecting her memories to today.

Notice & Note Anchor Charts and Peer Coach Videos **reinforce close reading skills**.

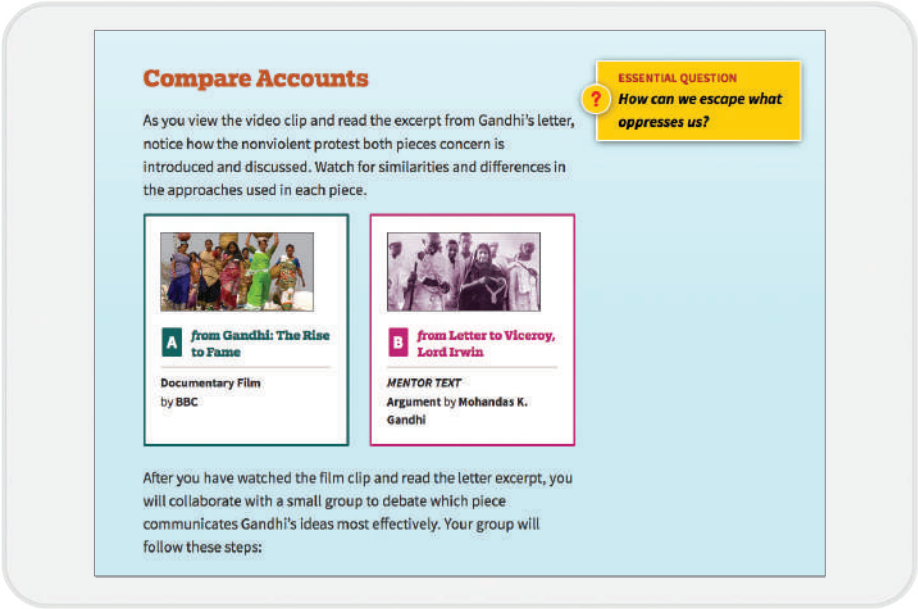


Teacher's Corner™

Boost your Notice & Note Instruction with **Teacher's Corner™**. Teacher support resources, such as "Close Reading 101 in Into Literature" provide insight into the benefits of Notice and Note signposts.



Encourage Collaboration and Communication



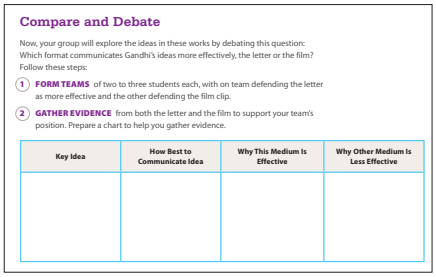
Digital Student Edition Grade 10, Unit 3

Collaborate and Compare

- More challenging authentic learning projects, such as debates, interviews, and critiques
- Peer support to encourage academic risk taking and increase public speaking confidence

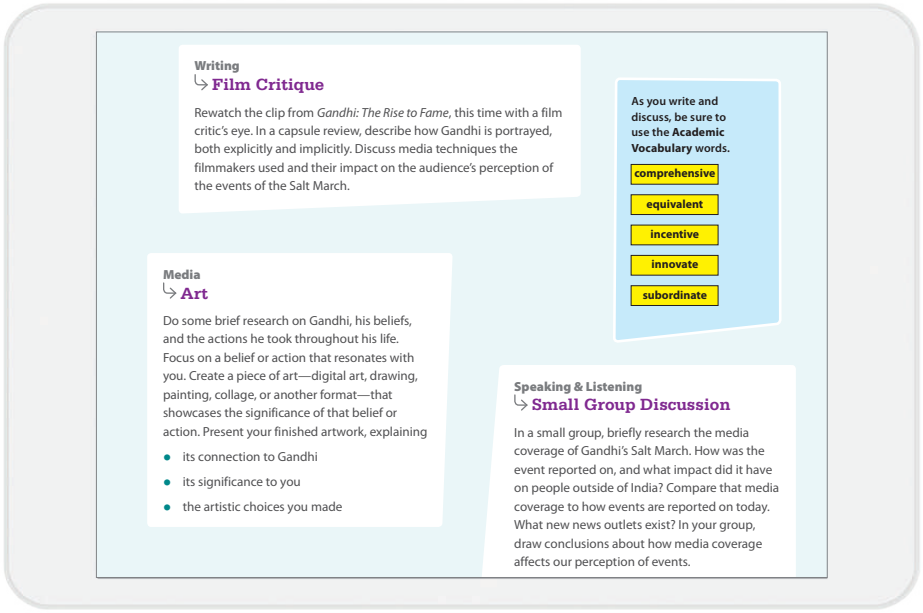
COLLABORATIVE DISCUSSION

How persuasive do you find Gandhi's argument for independence from British rule? Discuss your thoughts with a partner.



Embedded Discussion Questions give students the opportunity to practice speaking and listening.

Promote Voice and Choice



Digital Student Edition, Grade 10, Unit 3

Choices Activities

- At the end of each lesson
- Gives the class, small groups, or individual students the opportunity to demonstrate their understanding creatively

Small Group Options

- Located on the Teacher's Edition selection planning page
- Provides quick, selection-specific collaboration activities to increase engagement

Small Group

Discussion Groups

- Divide students into small groups.
- After students read the story independently, have them meet with their groups to discuss the reading.
- Suggest that each group start by having one student give a quick summary of events. Then have everyone take turns sharing their thoughts, reactions, and predictions.
- Invite groups to share highlights from their discussions with the class.

Build Extensive
Academic Vocabulary

HMH Into Literature integrates vocabulary directly into every unit. Embedded instruction and practice alongside each text allows students to learn about language and author's craft. Assign the unit's interactive vocabulary lessons directly from *Ed* for virtual or in-person learning.

spontaneously
(spŏn-tā´nē- əs-lē) *adv.* impulsively; in an unplanned way.

112 When Gabrielle Fonteneau makes her entrance, in an off-the-shoulder ruby dress, my father and I stand up.
113 "Gabrielle," she says, when she shakes hands with my father, who blurts out **spontaneously,** "You are one of the flowers of Haiti."
114 Gabrielle Fonteneau tilts her head coyly.
115 "We eat now," Mrs. Fonteneau announces, leading me and my father to a bathroom to wash up before the meal. Standing before a pink seashell-shaped sink, my father and I dip our hands under the faucet flow.
116 "Annie," my father says, "we always thought, your mother and me, that children could raise their parents higher. Look at what this girl has done for her parents."
117 During the meal of conch, plantains, and mushroom rice, Mr. Fonteneau tries to draw my father into conversation. He asks when my father was last in Haiti.
118 "Twenty-six years," my father replies.
119 "No going back for you?" asks Mrs. Fonteneau.
120 "I have not had the opportunity," my father says.

Vocabulary in Context

Students are given a clear, content-appropriate definition and guidance on pronunciation.

Vocabulary in Context

spontaneously: When you act *spontaneously,* you do something without thinking about it in advance.

ASK STUDENTS why Annie's father might spontaneously call Gabrielle a flower when meeting her for the first time. (*He is nervous about meeting a celebrity, and she is very beautiful, so he blurts out the first compliment that comes to his mind.*)

Vocabulary Strategy

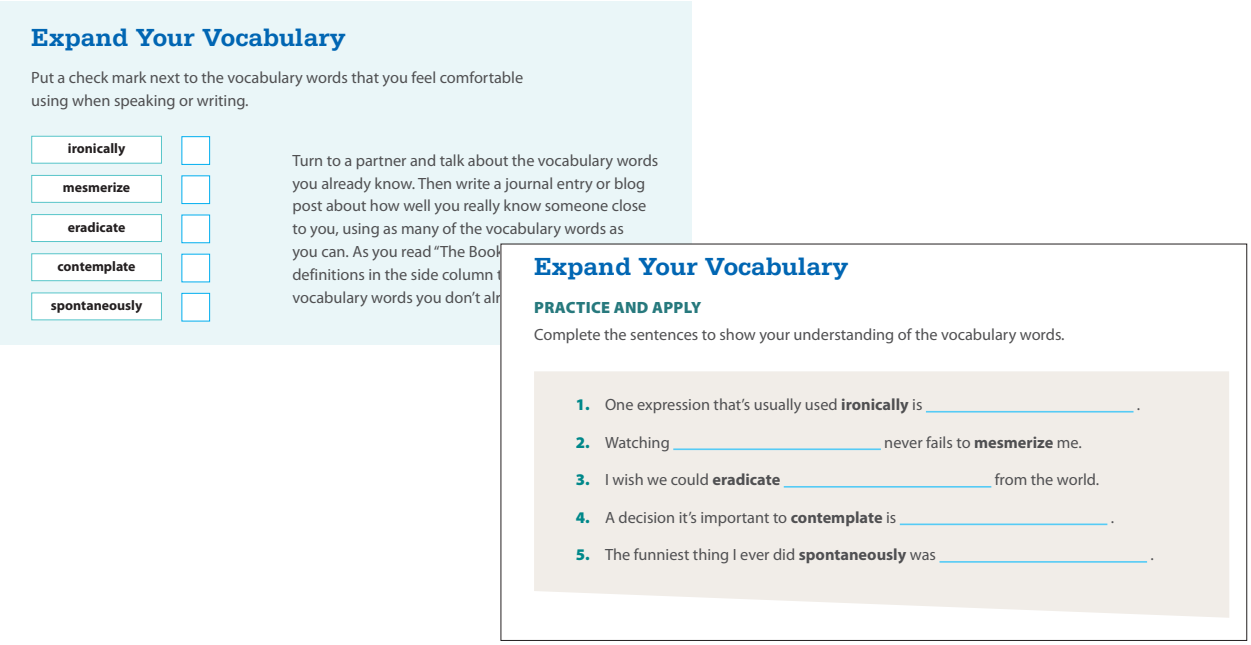
↳ Oxymoron

Review the instructions with students. Point out that an oxymoron packs a lot of meaning into just two words, making it a favorite device of poets. It also functions as a **Contrasts and Contradictions** signpost because it creates a sharp contrast between what readers expect and what is stated in the text.

Vocabulary Strategies

All vocabulary instruction is paired with a vocabulary acquisition strategy to support their independent learning.

Expand Your Vocabulary helps students master key words from the text.



Expand Your Vocabulary

Put a check mark next to the vocabulary words that you feel comfortable using when speaking or writing.

- ironically ☐
- mesmerize ☐
- eradicate ☐
- contemplate ☐
- spontaneously ☐

Turn to a partner and talk about the vocabulary words you already know. Then write a journal entry or blog post about how well you really know someone close to you, using as many of the vocabulary words as you can. As you read "The Book
definitions in the side column t
vocabulary words you don't alr

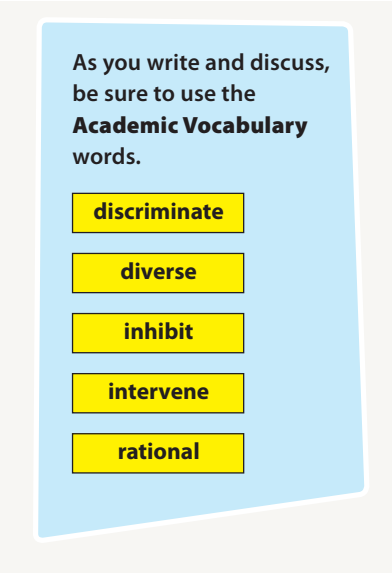
Expand Your Vocabulary

PRACTICE AND APPLY

Complete the sentences to show your understanding of the vocabulary words.

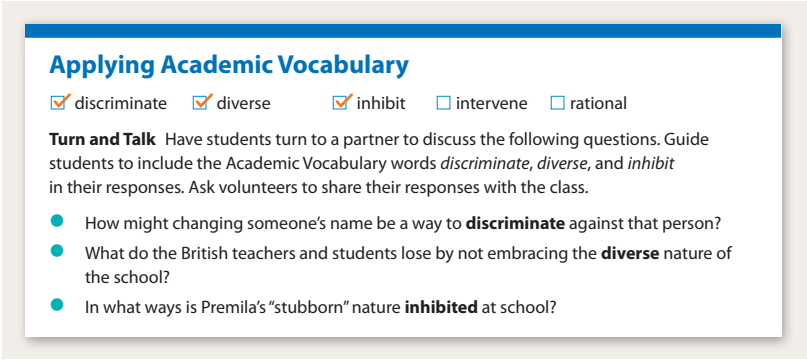
1. One expression that's usually used **ironically** is _____.
2. Watching _____ never fails to **mesmerize** me.
3. I wish we could **eradicate** _____ from the world.
4. A decision it's important to **contemplate** is _____.
5. The funniest thing I ever did **spontaneously** was _____.

Students are reminded to **apply their vocabulary words** when writing and discussing with peers. Academic vocabulary lessons reinforce the skills you have just taught.



As you write and discuss, be sure to use the Academic Vocabulary words.

- **discriminate**
- **diverse**
- **inhibit**
- **intervene**
- **rational**



Applying Academic Vocabulary

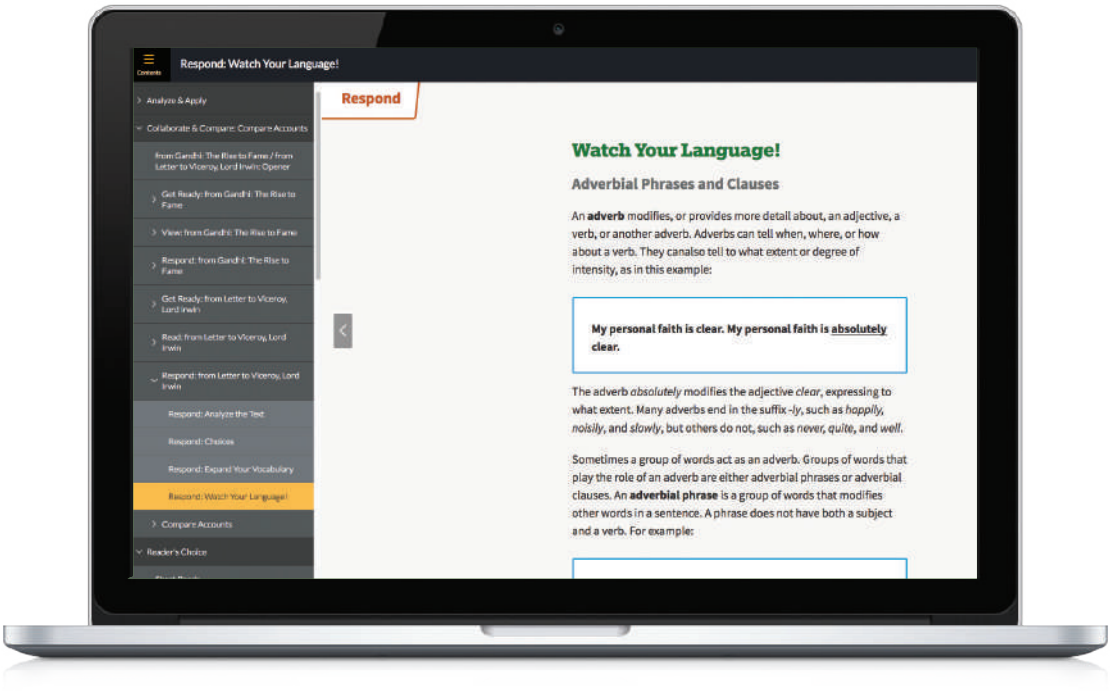
☑ discriminate ☑ diverse ☑ inhibit ☐ intervene ☐ rational

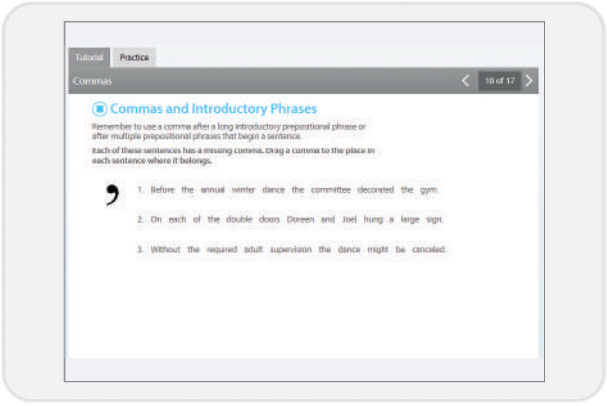
Turn and Talk Have students turn to a partner to discuss the following questions. Guide students to include the Academic Vocabulary words *discriminate*, *diverse*, and *inhibit* in their responses. Ask volunteers to share their responses with the class.

- How might changing someone's name be a way to **discriminate** against that person?
- What do the British teachers and students lose by not embracing the **diverse** nature of the school?
- In what ways is Premila's "stubborn" nature **inhibited** at school?

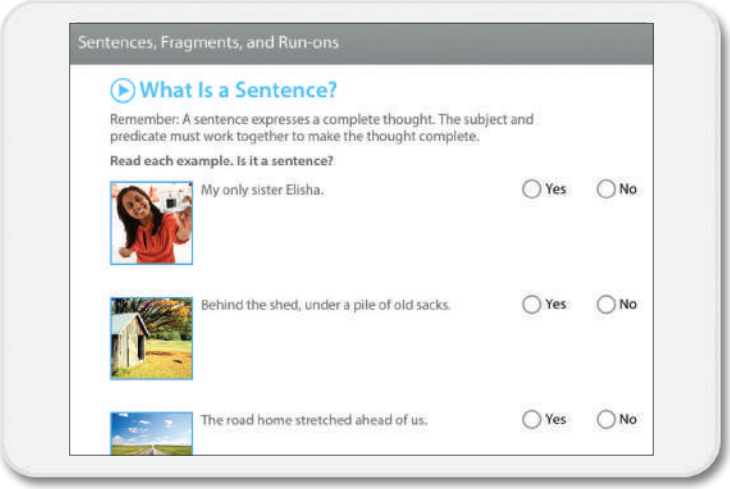
Boost Grammar **Instruction**

Watch Your Language embedded lessons and practice help your students learn grammar in context.





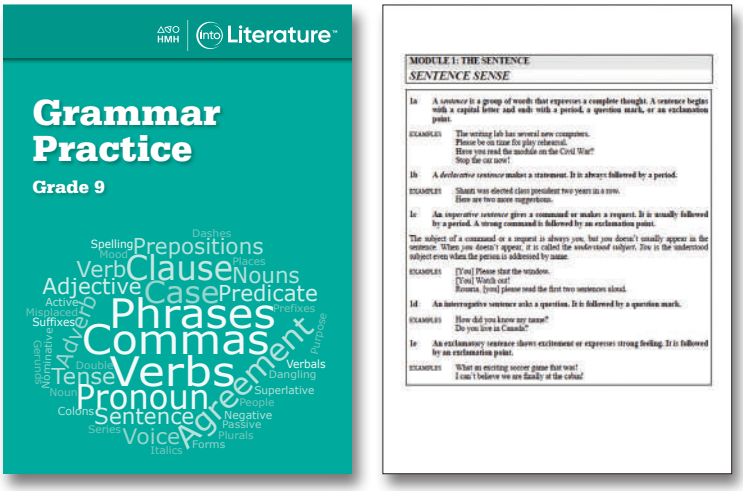
Online Interactive Grammar Lessons reinforce critical grammar skills.



Intervention, Review, & Extension Tab on *Ed*

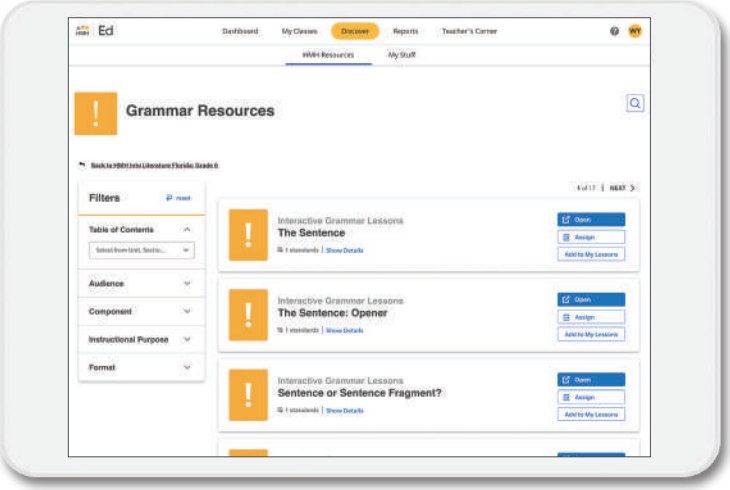
Level Up Tutorials

- Self-paced, interactive lessons
- Can be self-selected or assigned
- Provides new instructional angle with foundational practice



Stand-Alone Practice

- 100+ editable and printable worksheets in the Grammar Resources tab
- Optional consumable workbook



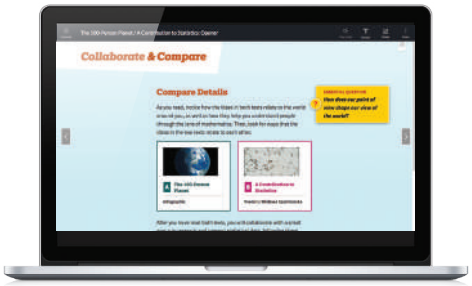
Assessment

- Annual **Diagnostic Screening Test for Grammar, Usage, and Mechanics** to identify specific weaknesses in skills
- Formative and summative grammar module assessments to monitor growth

Prepare for the **ACT/SAT**

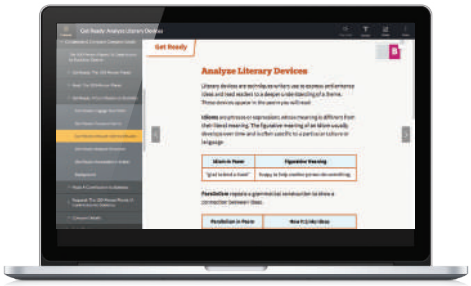
Organic and embedded rigorous questions and instruction support critical skills needed for the ACT®/SAT® such as:

Analyzing Complex Text



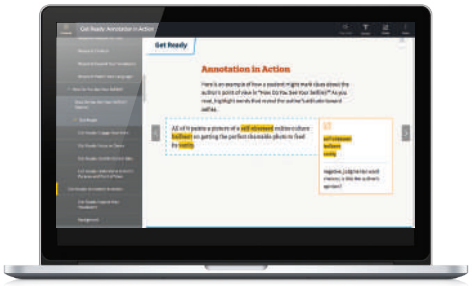
- Compare literary and informational texts
- Synthesize information within and across genres

Knowledge of Language



- Decide how an author's word choice shapes meaning, style, and tone
- Develop strategies for determining meaning in context

Evidence-Based Reading



- Find text evidence to support answers
- Explore rigorous and higher-level questions like those found on the ACT/SAT

Evidence-Based Writing

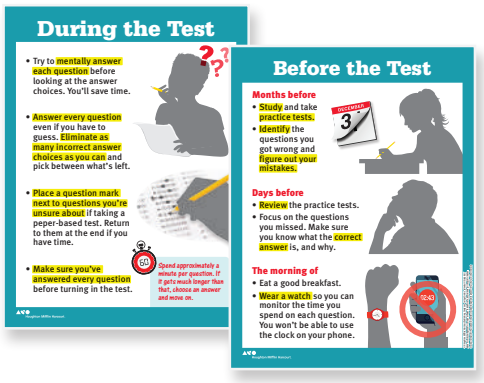
- Cite text evidence in writing
- Practice crafting well-articulated and supported writing products

Resources to Reinforce Test-Taking Strategies

Peer Coach Videos and Anchor Charts

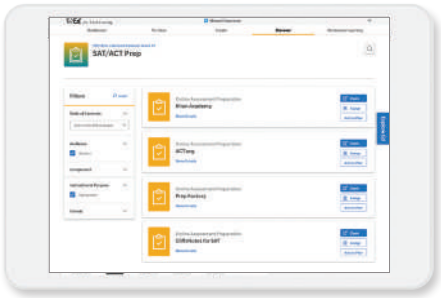
- Reinforce challenging concepts
- Located in the Intervention, Review, & Extension tab on *Ed*

Test Prep Anchor Charts



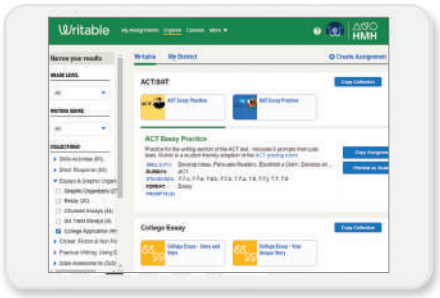
- Make test-taking strategies concrete for students
- Visual support for before and during the test

Practice



Ed provides anytime, anywhere access to online, open educational resources with practice tests and strategies to support smart test taking.

- Khan Academy®
- ACT.org
- Prep Factory
- CliffsNotes® for SAT
- CliffsNotes for ACT



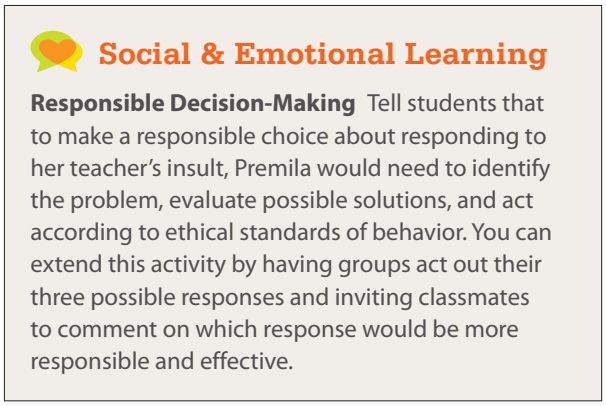
With *Writable*®, you can ensure that every writing experience—including Quick Writes and Guided Activities—builds students' confidence and prepares them for success on SAT, ACT, and AP exams.

Foster Social and **Emotional Growth**

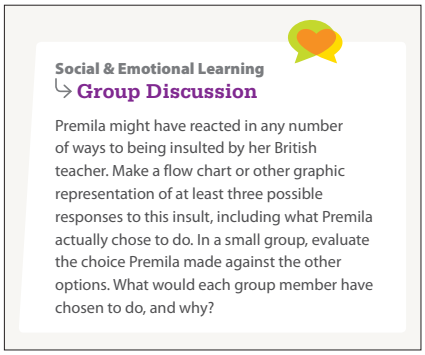
HMH Into Literature recognizes that social-emotional learning (SEL) improves your classroom community while increasing students' confidence, resiliency, ability to empathize, and likelihood of success. That's why it is the only ELA solution to purposefully include SEL with seamless integration.

SEL activities appear in:

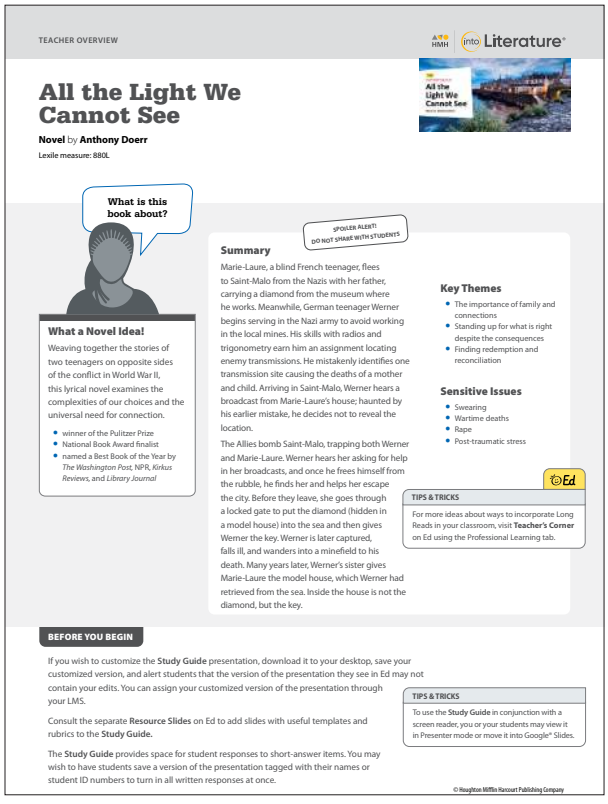
- Choices Options
- Spark Your Learning
- Reflect & Extend



Teacher's Edition



Choices Activities



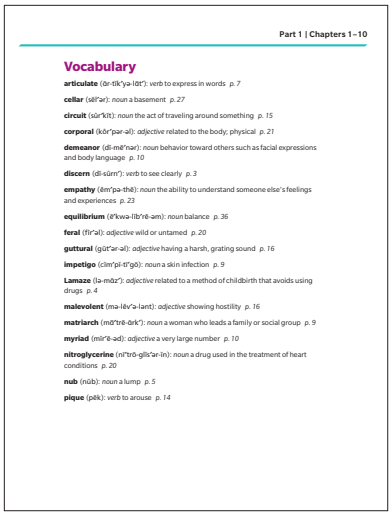
HMH Study Guide for Novels and Long Reads **assist with trauma-informed instruction**.

Expand your SEL instruction
A Chance in the World Integrated SEL Curriculum

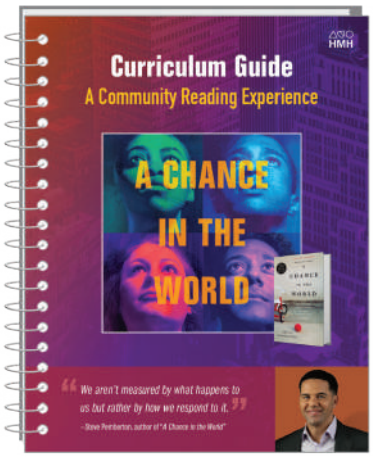
In partnership with author, speaker, and executive Steve Pemberton, A Chance in the World Community Reading Experience is an SEL-focused curriculum around his inspirational memoir *A Chance in the World*.

- The curriculum reinforces the SEL connection before and after reading each section of the book.
- Students will use charts, graphic organizers, and surveys to examine their own cognitive and behavioral patterns and explore issues and concerns that matter to teenagers.

Curriculum Preview



Academic Vocabulary



Weekly Curriculum

Poster

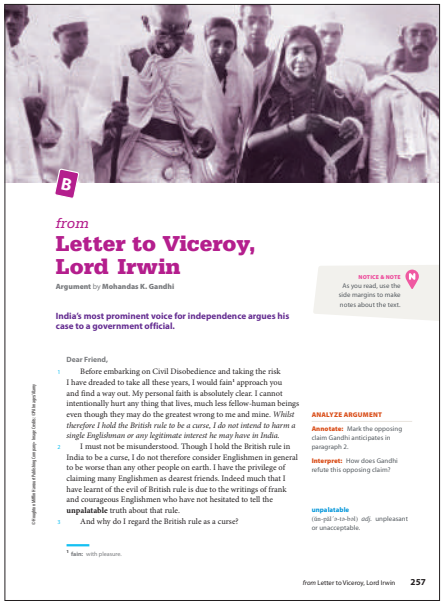
Read as a **Writer**

Reading and writing go hand in hand. These skills are better learned and retained when they are integrated, allowing students to create connections between reading and excellent writing.

With *HMH Into Literature*, students:

- Receive skills focused instruction
- Learn key skills in pre-reading and apply these skills when analyzing text
- Explore various genres in both reading and writing

100% Authentic Mentor Texts



B

from
Letter to Viceroy, Lord Irwin

Argument by **Mohandas K. Gandhi**

India's most prominent voice for independence argues his case to a government official.

NOTICE & NOTE
As you read, use the side margins to make notes about the text.

Dear Friend,

1 Before embarking on Civil Disobedience and taking the risk I have dreaded to take all these years, I would fain[1] approach you and find a way out. My personal faith is absolutely clear. I cannot intentionally hurt any thing that lives, much less fellow-human beings even though they may do the greatest wrong to me and mine. *Whilst therefore I hold the British rule to be a curse, I do not intend to harm a single Englishman or any legitimate interest he may have in India.*

2 I must not be misunderstood. Though I hold the British rule in India to be a curse, I do not therefore consider Englishmen in general to be worse than any other people on earth. I have the privilege of claiming many Englishmen as dearest friends. Indeed much that I have learnt of the evil of British rule is due to the writings of frank and courageous Englishmen who have not hesitated to tell the **unpalatable** truth about that rule.

3 And why do I regard the British rule as a curse?

ANALYZE ARGUMENT

Annotate: Mark the opposing claim Gandhi anticipates in paragraph 2.

Interpret: How does Gandhi refute this opposing claim?

unpalatable
(ŭn-păl ′ə-tə-bəl) *adj.* unpleasant or unacceptable.

[1] **fain:** with pleasure.

from Letter to Viceroy, Lord Irwin 257

Review the Mentor Text

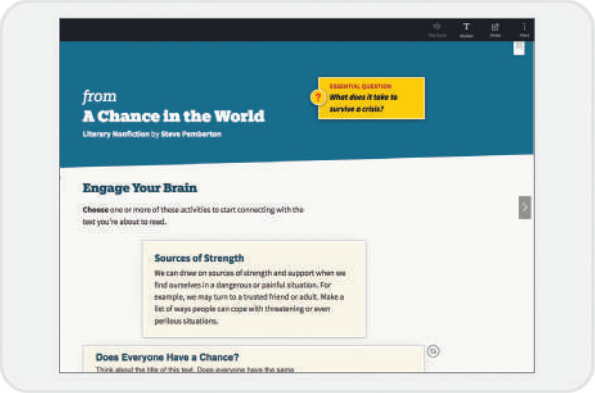
For an example of a well-written argument you can use as a mentor text for your essay, review:

- *from* **"Letter to Viceroy, Lord Irwin"** (pages 257–261)

Make sure to carefully review your notes and annotations about this text. Think about the techniques the author used to make his argument convincing.

- Analyze genre features
- Understand the effects of author's choices
- Emulate the craft of writing in the genre

Writing Embedded in All Parts of the Lesson

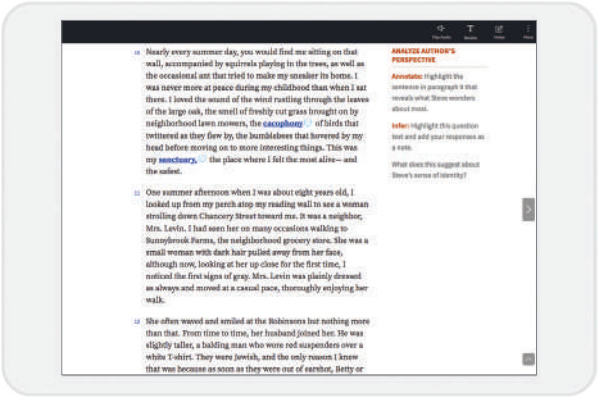


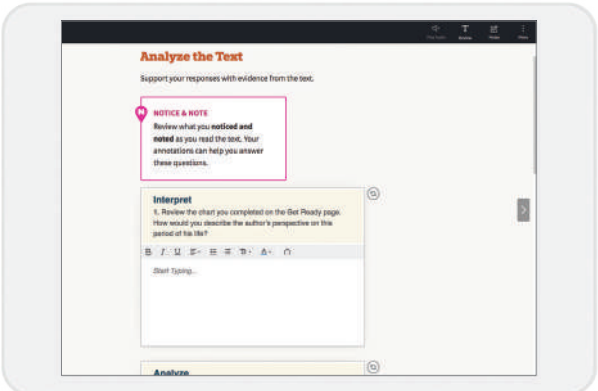
Get Ready

Students write to connect to the text before reading.

Read

Students write to analyze and annotate during reading.



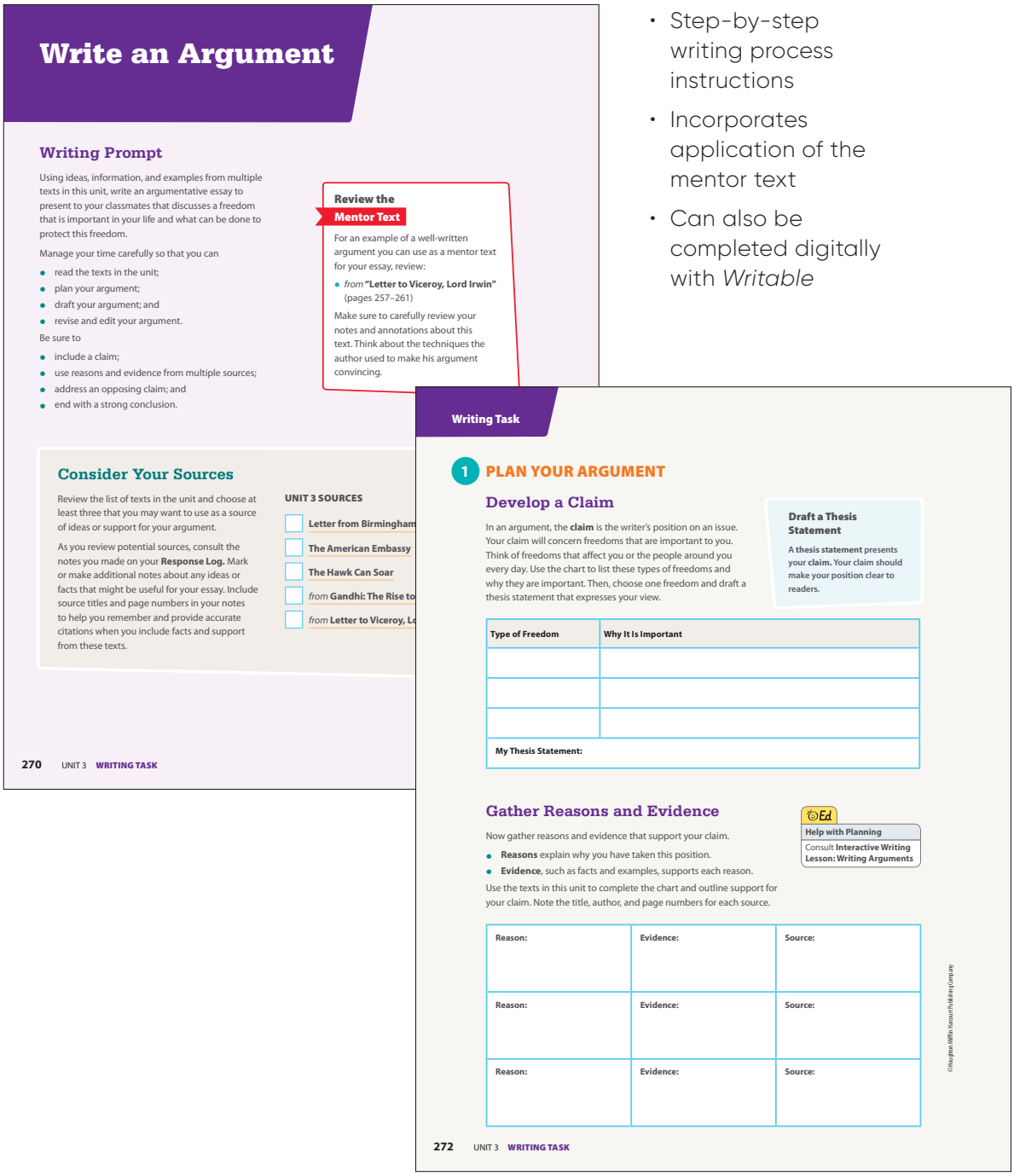


Respond

Students write to compare and synthesize after reading.

Write as a **Reader**

Unit Writing Tasks



Write an Argument

Writing Prompt

Using ideas, information, and examples from multiple texts in this unit, write an argumentative essay to present to your classmates that discusses a freedom that is important in your life and what can be done to protect this freedom.

Manage your time carefully so that you can

- read the texts in the unit;
- plan your argument;
- draft your argument; and
- revise and edit your argument.

Be sure to

- include a claim;
- use reasons and evidence from multiple sources;
- address an opposing claim; and
- end with a strong conclusion.

Review the Mentor Text

For an example of a well-written argument you can use as a mentor text for your essay, review:

- *from* **"Letter to Viceroy, Lord Irwin"** (pages 257–261)

Make sure to carefully review your notes and annotations about this text. Think about the techniques the author used to make his argument convincing.

Consider Your Sources

Review the list of texts in the unit and choose at least three that you may want to use as a source of ideas or support for your argument.

As you review potential sources, consult the notes you made on your **Response Log.** Mark or make additional notes about any ideas or facts that might be useful for your essay. Include source titles and page numbers in your notes to help you remember and provide accurate citations when you include facts and support from these texts.

UNIT 3 SOURCES

- Letter from Birmingham
- The American Embassy
- The Hawk Can Soar
- *from* Gandhi: The Rise to
- *from* Letter to Viceroy, Lo

270 UNIT 3 WRITING TASK

Writing Task

1 PLAN YOUR ARGUMENT

Develop a Claim

In an argument, the **claim** is the writer's position on an issue. Your claim will concern freedoms that are important to you. Think of freedoms that affect you or the people around you every day. Use the chart to list these types of freedoms and why they are important. Then, choose one freedom and draft a thesis statement that expresses your view.

Draft a Thesis Statement

A **thesis statement** presents your **claim.** Your claim should make your position clear to readers.

Type of Freedom	Why It Is Important
My Thesis Statement:	

Gather Reasons and Evidence

Now gather reasons and evidence that support your claim.

- **Reasons** explain why you have taken this position.
- **Evidence**, such as facts and examples, supports each reason.

Use the texts in this unit to complete the chart and outline support for your claim. Note the title, author, and page numbers for each source.

Ed **Help with Planning**
Consult **Interactive Writing Lesson: Writing Arguments**

Reason:	Evidence:	Source:
Reason:	Evidence:	Source:
Reason:	Evidence:	Source:

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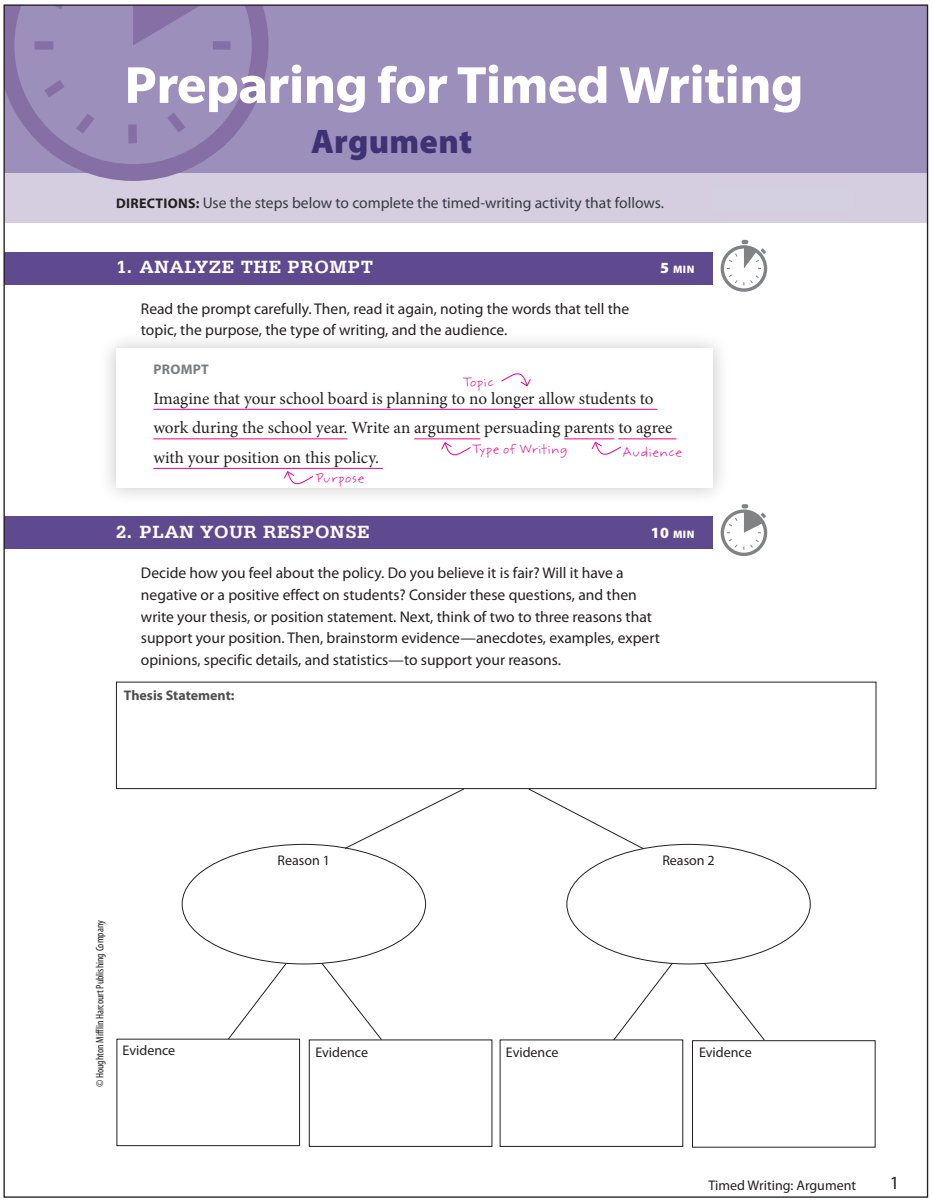
272 UNIT 3 WRITING TASK

- Step-by-step writing process instructions
- Incorporates application of the mentor text
- Can also be completed digitally with *Writable*

Timed Writing Activities



Preparing for Timed Writing

Argument

DIRECTIONS: Use the steps below to complete the timed-writing activity that follows.

1. ANALYZE THE PROMPT — 5 MIN

Read the prompt carefully. Then, read it again, noting the words that tell the topic, the purpose, the type of writing, and the audience.

PROMPT

Imagine that your school board is planning to no longer allow students to work during the school year. Write an argument persuading parents to agree with your position on this policy.

Topic
Type of Writing
Audience
Purpose

2. PLAN YOUR RESPONSE — 10 MIN

Decide how you feel about the policy. Do you believe it is fair? Will it have a negative or a positive effect on students? Consider these questions, and then write your thesis, or position statement. Next, think of two to three reasons that support your position. Then, brainstorm evidence—anecdotes, examples, expert opinions, specific details, and statistics—to support your reasons.

Thesis Statement:

Reason 1

Reason 2

Evidence

Evidence

Evidence

Evidence

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- Available for Grades 9-12
- Multiple grade-specific prompts
- Takes students through planning, drafting, and editing
- High-stakes assessment practice

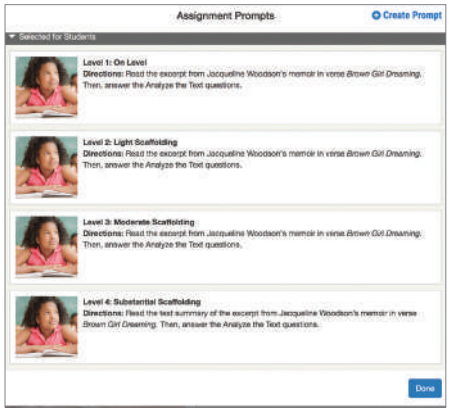
Grow Great **Writers**

Three Reasons Why *Writable* Makes the Difference

- Pairs writing with reading to help students demonstrate comprehension
- Aligned with *HMH Into Literature* for choice and flexibility
- Provides feedback in real-time to help you guide writing earlier and grade easier

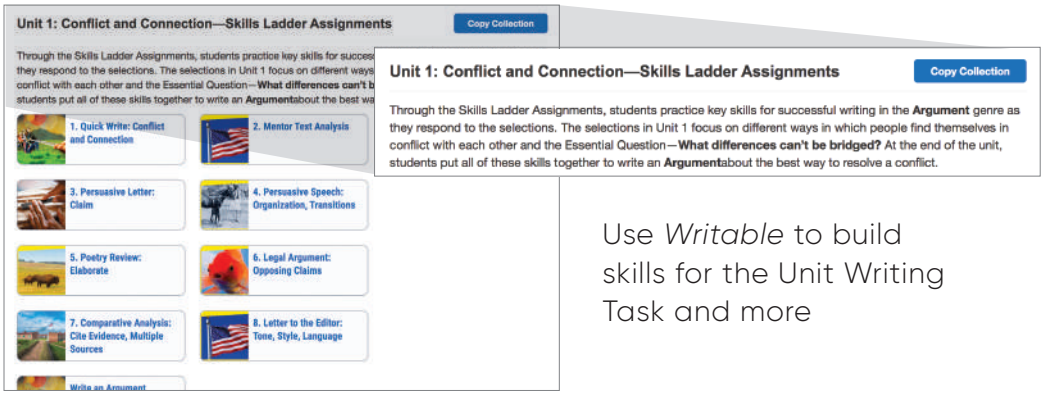
Only *Writable* Supports Your *HMH Into Literature* Writing Instruction in Three Ways

1. Analyze the Text Assignments with Differentiated Instruction



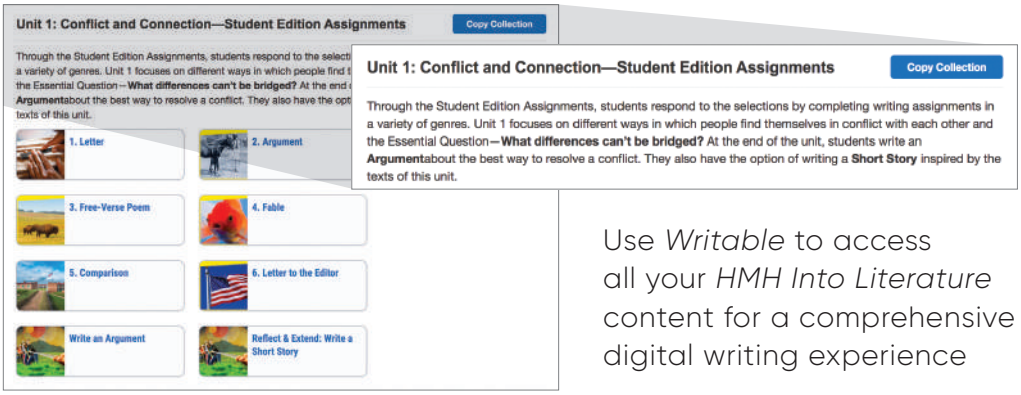
Provide 4 levels of scaffolded instruction for *HMH Into Literature* Analyze the Text assignments

2. Skills Ladder Assignments



Use *Writable* to build skills for the Unit Writing Task and more

3. Textbook Assignments

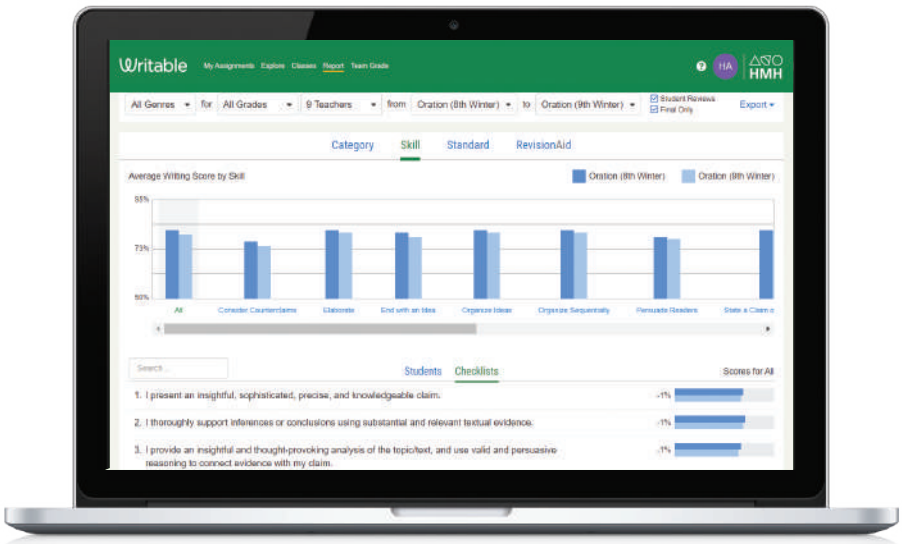


Use *Writable* to access all your *HMH Into Literature* content for a comprehensive digital writing experience

Track Student Writing Growth with *Writable* Reports

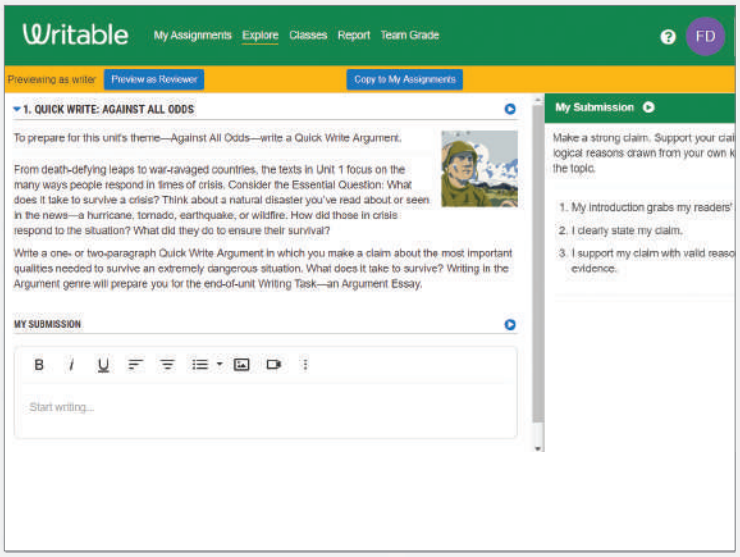
The Growth Dashboard helps you

- Plan instruction and monitor growth with class-level or student-level reports
- Choose two assignments that have been completed and graded, and then monitor growth over time by Category, Skill, or Standard
- View growth in the way that suits your teaching or coaching needs



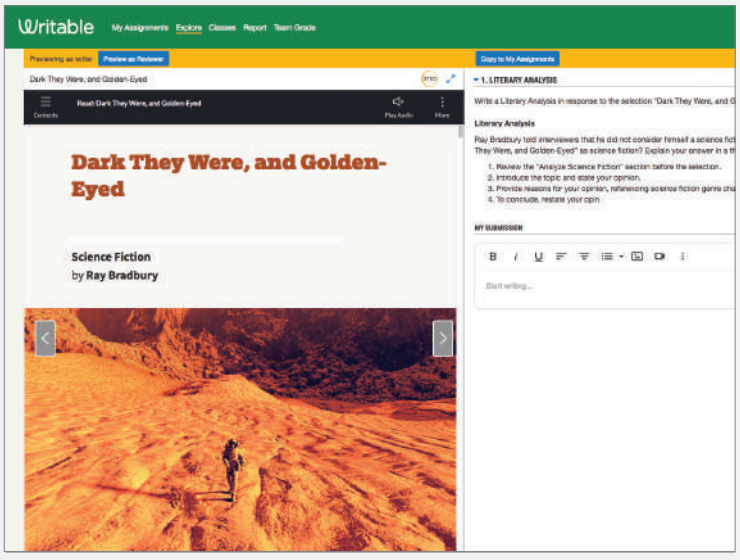
//CODiE//
2020 SIIA CODiE WINNER

Enhance Your **Writing Instruction**



Get Ready in *Writable*

- Complete *HMH Into Literature* unit activities, such as Engage Your Brain, within *Writable*

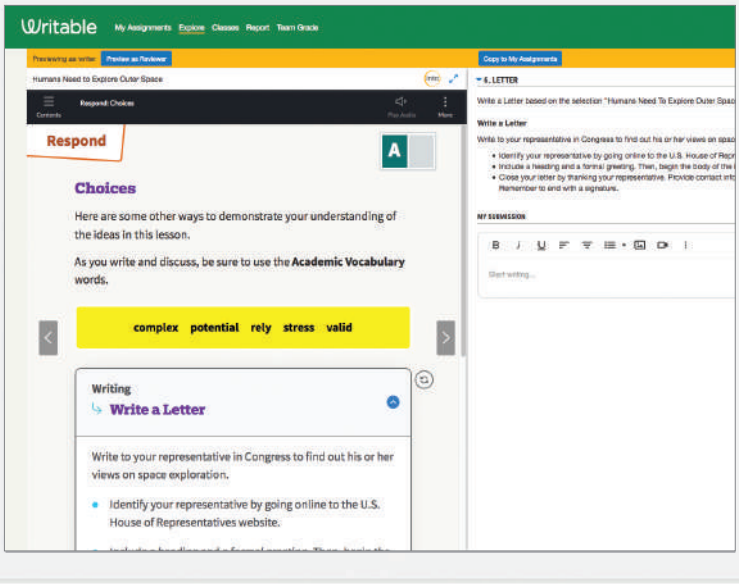


Read in *Writable*

- Reinforce the reading-writing connection with authentic mentor texts that reflect the culminating writing tasks
- Complete Guided Reading questions using annotation tools

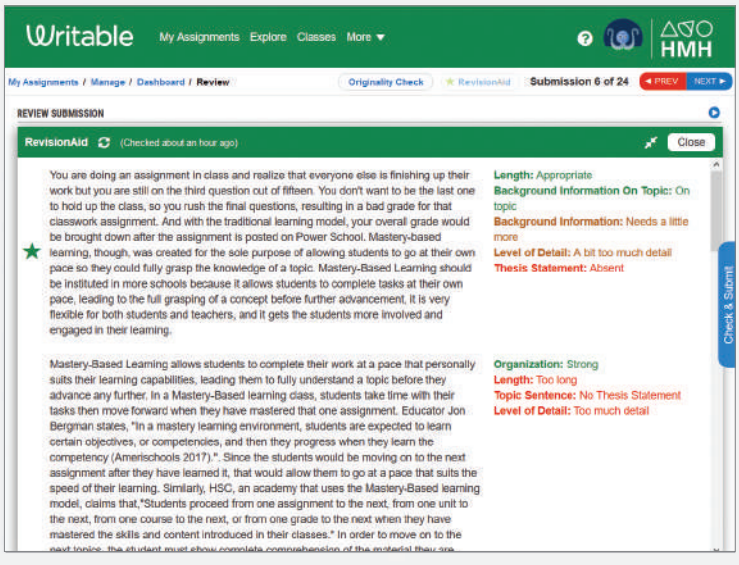
Writable
for HMH Into Literature®

Only *Writable* features full *HMH Into Literature* content integration



Respond in *Writable*

- View text annotations and writing in the same window to cite evidence accurately
- Access rubrics and writing checklists
- Organize evidence using interactive graphic organizers



Draft, Review, and Revise the Writing Task in *Writable*

- Foster peer collaboration with anonymous review
- Provide on-demand feedback on originality, grammar, spelling, structure and organization
- Access rubrics that adapt to your district or state assessments

PERSONALIZED SUPPORT FOR ALL STUDENTS

Teach with **Confidence**

The Program Guide...Your "What If Survival Guide"

Can be used to "train the trainer" or self-study relevant topics such as flexibility and choice, student engagement, close reading outcomes and growth, and more

Easy to comprehend frequently asked questions from teachers. Perfect for new teachers!

Outcomes & Growth

Targeting the Areas of Need

How can I assess my students to make sure I know what they need extra help with?

Use the Diagnostic and Summative Assessments

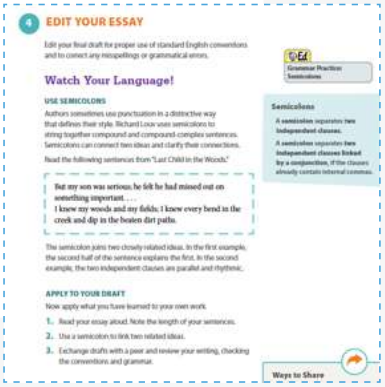
At the beginning of the year, you can use the **Diagnostic Screening Tests**, available on the platform, to get a high-level assessment of student strengths and knowledge gaps in grammar concepts. It's a multiple-choice test in two parts, each with 50 questions. It'll provide you with a great "starting out point" for the year.

As a part of the full online grammar program, *Into Literature* also contains a full set of **Module Pretests and Summative Tests**. All of the tests are multiple choice and provide a detailed and comprehensive assessment before and after instruction. Use them before you assign the modules (to assess whether students need the extra help) and after they complete the module (to ensure mastery).

How can I make sure that my students are ready for the writing assessment at the end of the year?

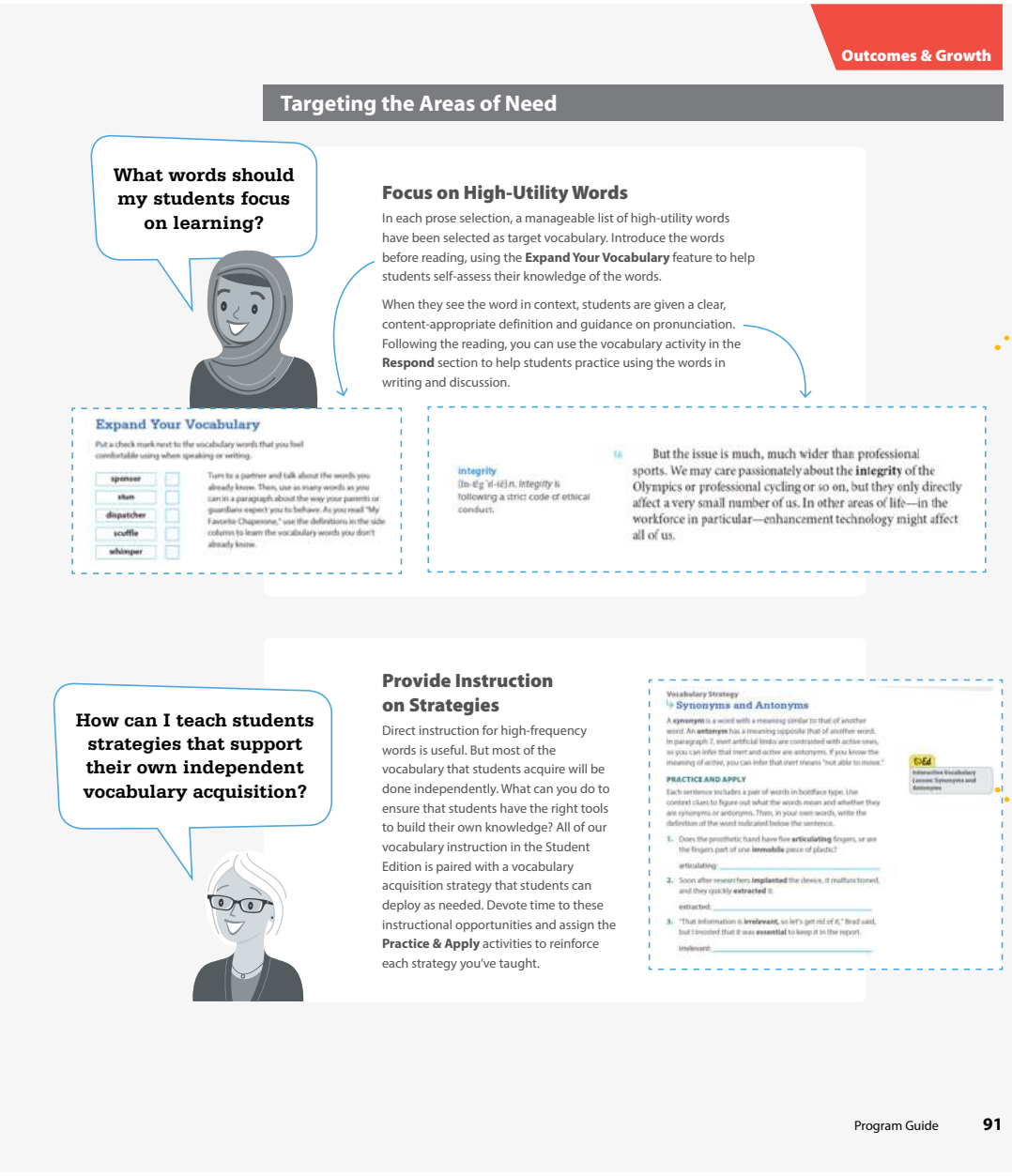
Yes, Students Will be Scored on Their Language

We know that grammar is a critical part of the ELA curriculum, all year round. But we also know that many students will be held accountable for their mastery of this topic at a critical point of the year: in an end-of-year writing assessment. To help them prepare for this, each end of unit task contains an integrated editing lesson that focuses on a specific grammar topic. Use these targeted lessons to build students' proficiency in key language skills.



Whether you are a new teacher or a veteran, HMH equips you with the resources and tools you need to implement *HMH Into Literature* with confidence. That is why we have created the Program Guide, your "What If" survival guide.

Only HMH provides this level of teacher support.



Discover best practices in ELA Instruction

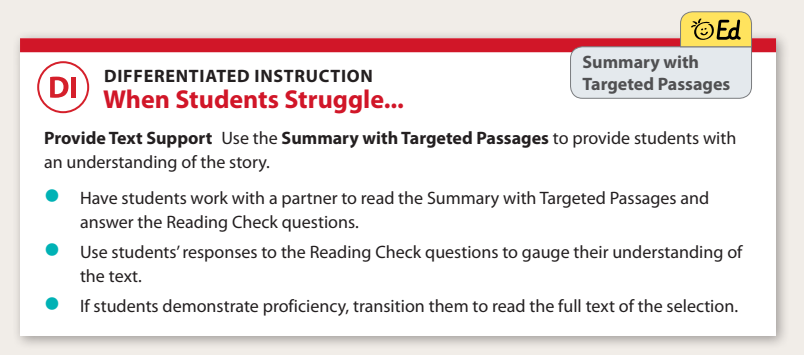
Embedded resource recommendations for each topic

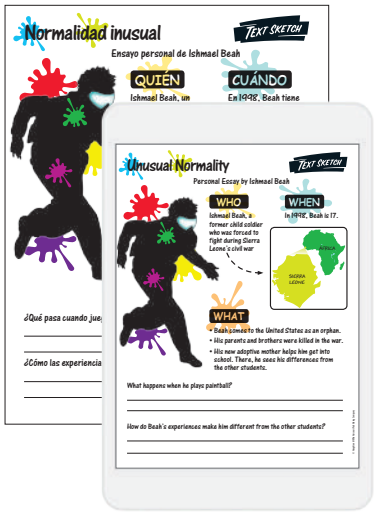
Develop Stronger **Readers and Writers**

HMH Into Literature bridges student leaning by integrating a wide range of scaffolding, both student facing and teacher guided. The result: students grow in knowledge, skills, and confidence.

When Students Struggle...

Reference **Point-of-Use Scaffolding** in the Teacher's Edition





Text Sketch

- Visual snapshot of key selection concepts
- Includes questions and responses
- Print as a poster or handout
- Available in English and Spanish

Level Up Tutorials

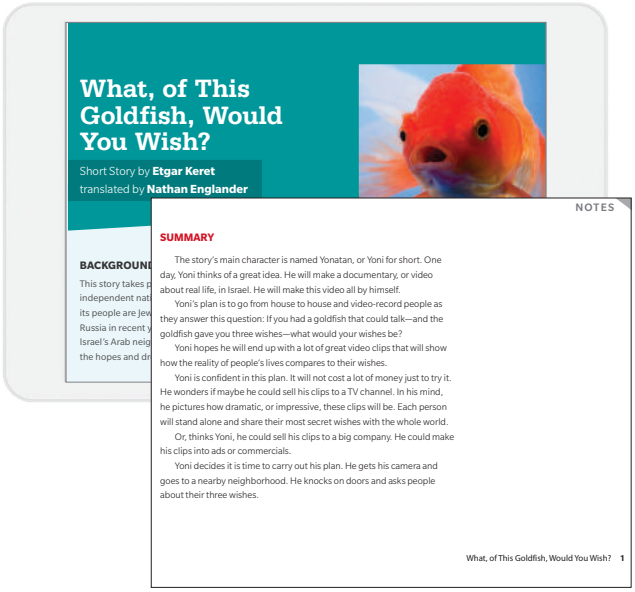
- Self-paced lesson for needed background and skills

Resources for Striving Readers and Writers

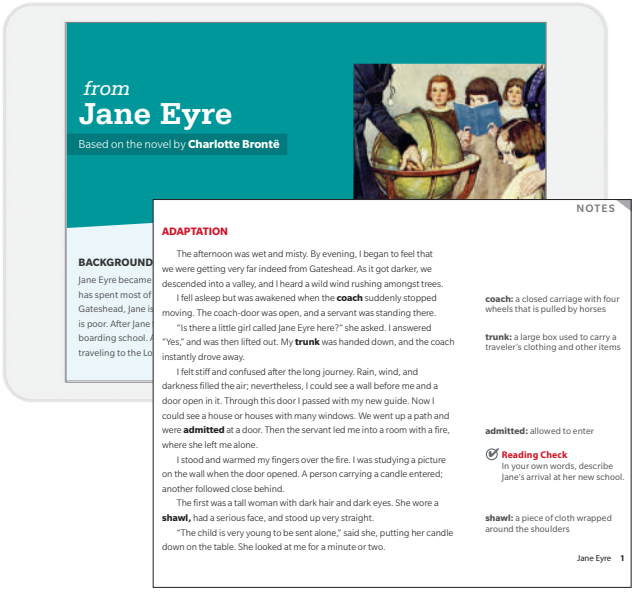
Accessible Text

- Adapted and summarized for key instructional selections
- Developed for students reading below grade level
- Ensures all students can participate in classroom discussions

Summaries



Adapted Text



Leveled Texts

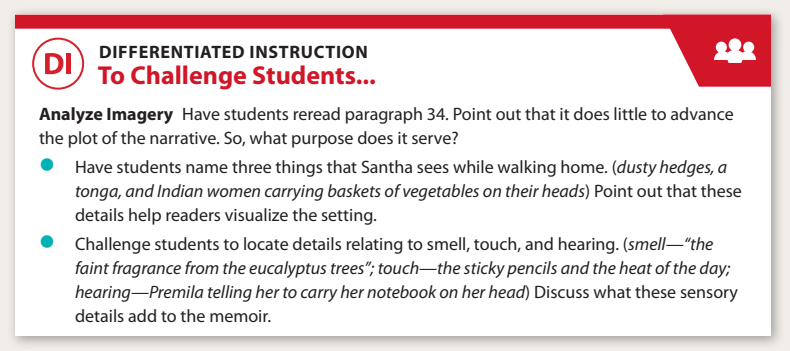
- 180 texts that can be self-selected or assigned
- Related to the unit themes
- Searchable by Lexile level
- Can be paired with Interactive Skills Practice for guided practice and immediate feedback

Challenge
Advanced Students

Advanced students need choice, rigor, variety, personalization, and relevant materials to prepare them for success in Advanced Placement® courses, college, and careers. *HMH Into Literature* offers embedded and ancillary resources to engage and empower your advanced students to reach their fullest potential.

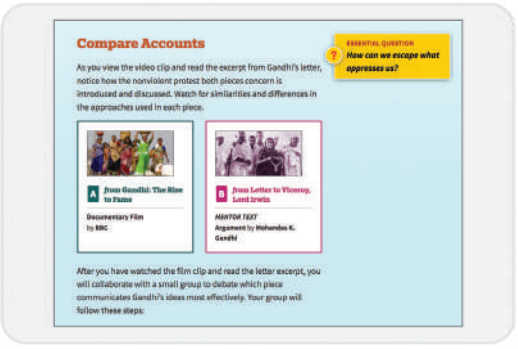
When Students Need a Challenge...

Reference **Point-of-Use Scaffolding** in the Teacher's Edition


DI DIFFERENTIATED INSTRUCTION
To Challenge Students...

Analyze Imagery Have students reread paragraph 34. Point out that it does little to advance the plot of the narrative. So, what purpose does it serve?

- Have students name three things that Santha sees while walking home. (*dusty hedges, a tonga, and Indian women carrying baskets of vegetables on their heads*) Point out that these details help readers visualize the setting.
- Challenge students to locate details relating to smell, touch, and hearing. (*smell—"the faint fragrance from the eucalyptus trees"; touch—the sticky pencils and the heat of the day; hearing—Premila telling her to carry her notebook on her head*) Discuss what these sensory details add to the memoir.


Compare Accounts

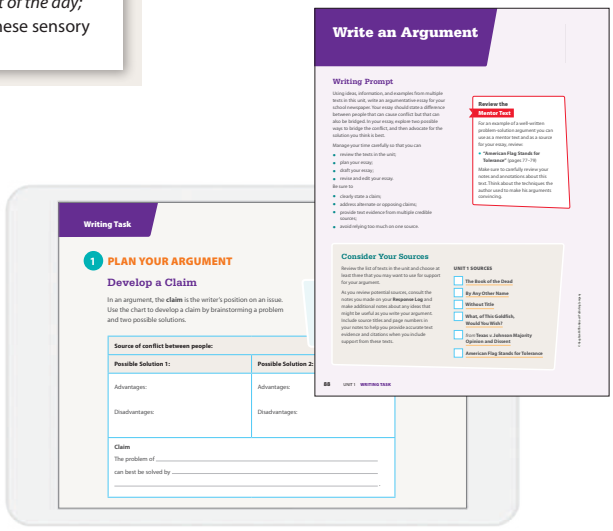
As you view the video clip and read the excerpt from Gandhi's letter, notice how the nonviolent protest both pieces concern is introduced and discussed. Watch for similarities and differences in the approaches used in each piece.

ESSENTIAL QUESTION
How can we escape what oppresses us?

A from Gandhi: The Rise to Fame
Documentary Film by BBC

B from Letter to Viceroy, Lord Irwin
MENTOR TEXT
Argument by Mohandas K. Gandhi

After you have watched the film clip and read the letter excerpt, you will collaborate with a small group to debate which piece communicates Gandhi's ideas most effectively. Your group will follow these steps:


Write an Argument

Writing Prompt

Review the Mentor Text

Consider Your Sources

Writing Task

1 PLAN YOUR ARGUMENT

Develop a Claim

Source of conflict between people:

Possible Solution 1:

Possible Solution 2:

Advantages:

Disadvantages:

Claim

The problem of _____ can best be solved by _____

Collaborate and Compare

Section Prepares Students for College-Level Discussion and Collaboration

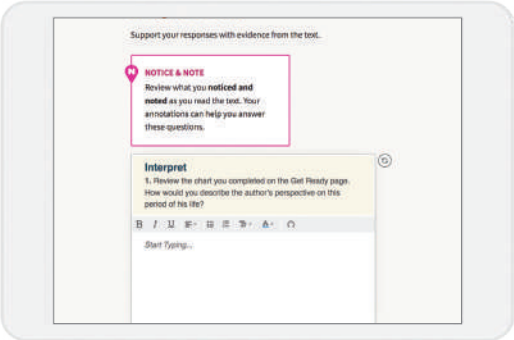
Writing Tasks

Provide College-Level Writing Practice and Research Activities

Resources for Striving Readers and Writers

Upper-Level Lexile® Classic and Contemporary Novels

Energize Advanced Students

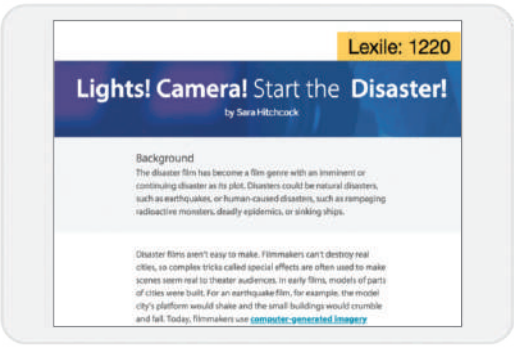


Higher-Order Thinking Questions

Equip Students for Success in AP Courses

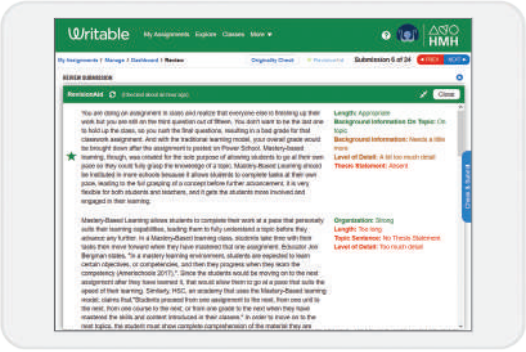
HMH Current Event Resources

Provide Students Access to Credible Research Sources



Advanced Leveled Texts Challenge

Advanced Students at Their Level



Writable

Prepares Students for Rigorous AP Writing

Increase Multilingual **Learner Proficiency**

HMH Into Literature support you with robust resources. From completely digital resources to whole-class scaffolding and individualized differentiation tools, you will find exactly what you need to meet the needs of your English learners.

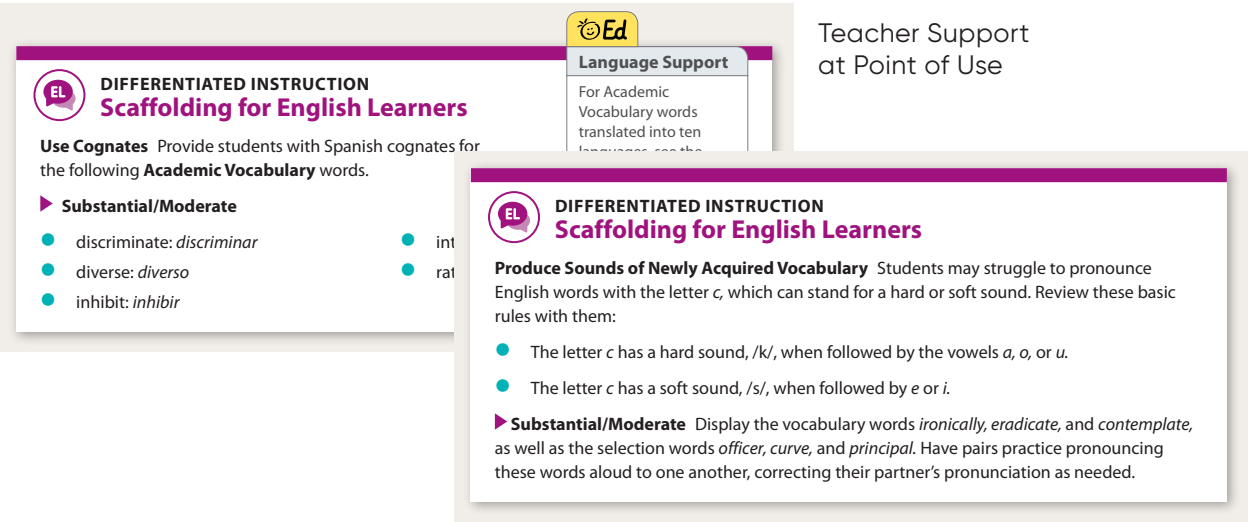
Multilingual support in the Teacher's Edition Planning Guide and the Program Guide provides **practical and actionable support** for your multilingual learners.

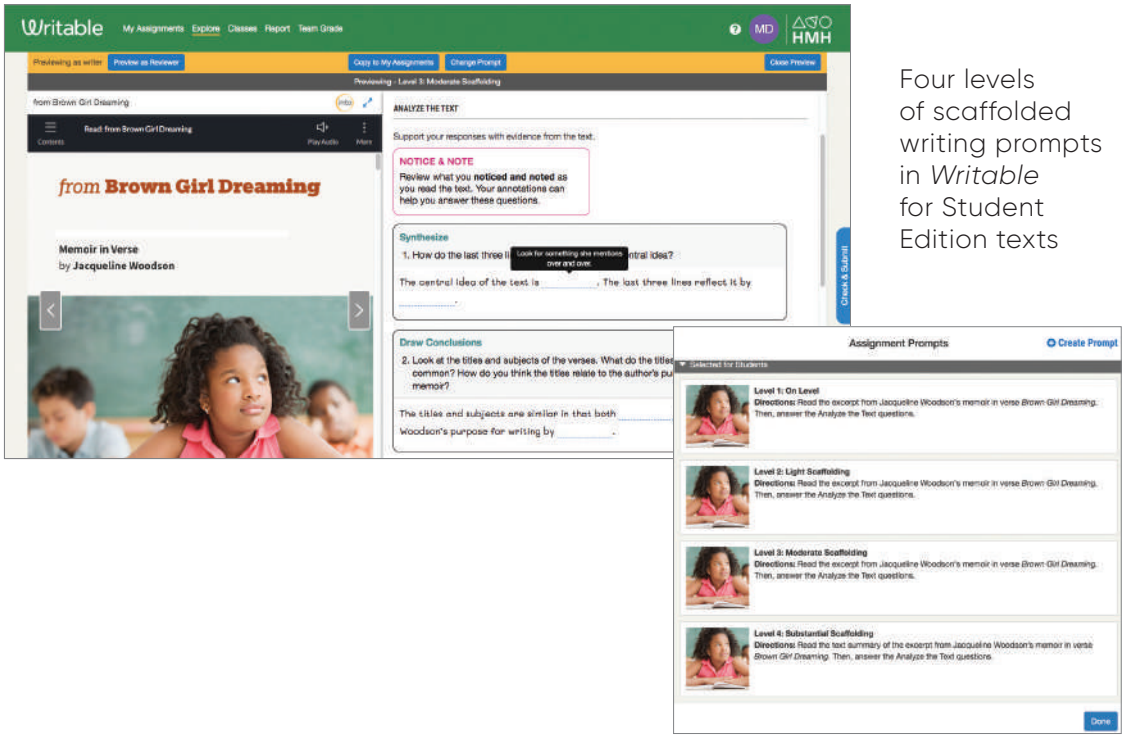
Support students by building background

Provide context with cultural notes

Access multilingual resources easily online

Teacher Support at Point of Use

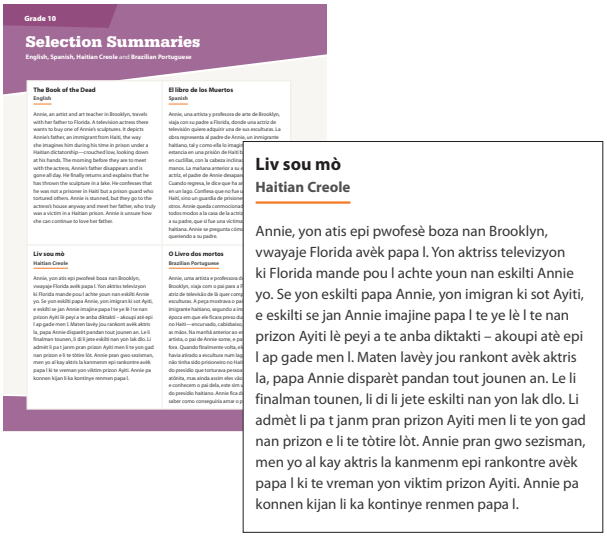




Four levels of scaffolded writing prompts in *Writable* for Student Edition texts

Multilingual Resources for All **Proficiency Levels**

What's in *HMH Into Literature* to support Spanish speakers?


Grade 10

Selection Summaries

English, Spanish, Haitian Creole and Brazilian Portuguese

The Book of the Dead

English

Annie, an artist and art teacher in Brooklyn, travels with her father to Florida. A television actress there wants to buy one of Annie's sculptures. It depicts Annie's father, an immigrant from Haiti, the way she imagines him during his time in prison under a Haitian dictatorship—crouched low, looking down at his hands. The morning before they are to meet with the actress, Annie's father disappears and is gone all day. He finally returns and explains that he has thrown the sculpture in a lake. He confesses that he was not a prisoner in Haiti but a prison guard who tortured others. Annie is stunned, but they go to the actress's house anyway and meet her father, who truly was a victim in a Haitian prison. Annie is unsure how she can continue to love her father.

El libro de los Muertos

Spanish

Annie, una artista y profesora de arte de Brooklyn, viaja con su padre a Florida, donde una actriz de televisión quiere adquirir una de sus esculturas. La obra representa al padre de Annie, un inmigrante haitiano, tal y como ella lo imagina durante su estancia en una prisión de Haití bajo una dictadura haitiana, en cuclillas, con la cabeza inclinada y mirando sus manos. La mañana anterior a su encuentro con la actriz, el padre de Annie desaparece y pasa todo el día fuera. Cuando regresa, le dice que ha arrojado la escultura en un lago. Confiesa que no fue un prisionero en Haití, sino un guardia de prisiones que torturaba a otros. Annie queda conmocionada, pero van de todos modos a la casa de la actriz y conocen al padre de la actriz, que sí fue una víctima de la prisión haitiana. Annie se pregunta cómo podrá seguir queriendo a su padre.

Liv sou mò

Haitian Creole

Annie, yon atis epi pwofesè boza nan Brooklyn, vwayaje Florida avèk papa l. Yon aktriss televizyon ki Florida mande pou l achte youn nan eskilti Annie yo. Se yon eskilti papa Annie, yon imigran ki sot Ayiti, e eskilti se jan Annie imajine papa l te ye lè l te nan prizon Ayiti lè peyi a te anba diktakti – akoupi atè epi l ap gade men l. Maten lavèy jou rankont avèk aktris la, papa Annie disparèt pandan tout jounen an. Le li finalman tounen, li di li jete eskilti nan yon lak dlo. Li admèt li pa t janm pran prizon Ayiti men li te yon gad nan prizon e li te tòtire lòt. Annie pran gwo sezisman, men yo al kay aktris la kanmenm epi rankontre avèk papa l ki te vreman yon viktim prizon Ayiti. Annie pa konnen kijan li ka kontinye renmen papa l.

Liv sou mò

Haitian Creole

Annie, yon atis epi pwofesè boza nan Brooklyn, vwayaje Florida avèk papa l. Yon aktriss televizyon ki Florida mande pou l achte youn nan eskilti Annie yo. Se yon eskilti papa Annie, yon imigran ki sot Ayiti, e eskilti se jan Annie imajine papa l te ye lè l te nan prizon Ayiti lè peyi a te anba diktakti – akoupi atè epi l ap gade men l. Maten lavèy jou rankont avèk aktris la, papa Annie disparèt pandan tout jounen an. Le li finalman tounen, li di li jete eskilti nan yon lak dlo. Li admèt li pa t janm pran prizon Ayiti men li te yon gad nan prizon e li te tòtire lòt. Annie pran gwo sezisman, men yo al kay aktris la kanmenm epi rankontre avèk papa l ki te vreman yon viktim prizon Ayiti. Annie pa konnen kijan li ka kontinye renmen papa l.

O Livro dos mortos

Brazilian Portuguese

Annie, uma artista e professora de arte de Brooklyn, viaja com o pai para a Flórida, onde uma atriz de televisão de lá quer comprar uma de suas esculturas. A peça mostra o pai de Annie, um imigrante haitiano, segundo a imaginação dela, durante uma época em que ela ficara presa durante uma ditadura no Haiti — encurvado, cabisbaixo, olhando para as mãos. Na manhã anterior ao encontro com a atriz, o pai de Annie some, e passa o dia todo fora. Quando finalmente volta, ele explica que havia atirado a escultura num lago. Ele confessa que não tinha sido prisioneiro no Haiti, mas sim um guarda do presídio que torturava pessoas. Mesmo assim, a atriz, mas ainda assim eles vão à casa da atriz e conhecem o pai dela, este sim a vítima verdadeira do presídio haitiano. Annie fica diante do dilema de saber como conseguirá amar o pai depois disso.

A leer por tu cuenta

El delantal blanco

Un drama de Sergio Vodanovic

HE, SALEÑO TAN POCO DE LA CASA...

El autor en su contexto

Sergio Vodanovic (1926–2001), nacido en la antigua Yugoslavia, fue uno de los dramaturgos más importantes de Chile. Aunque sus primeras obras contienen elementos del vodevil y de la farsa, Vodanovic era más conocido por sus obras realistas de crítica social, en las que examinó y denunció los conflictos y la desigualdad entre clases sociales. Sus obras más famosas son *Deja que los perros ladren* (1959), *Viña: tres comedias en traje de baño* (1964) y *Nos tomamos la universidad* (1971). *El delantal blanco*, que forma parte de *Viña*, es un drama de un acto en el que una señora rica y su humilde criada llevan a cabo un experimento sobre el poder de las apariencias y las realidades sociales.

Dos mujeres hablan de las diferencias entre las clases sociales. ¿Es verdad que esas diferencias siempre son evidentes a primera vista?

Acto único

La playa. Al fondo, una carpa.[1] Sentadas frente a ella, LA SEÑORA y LA EMPLEADA. LA SEÑORA lleva, *sobre el traje de baño, un blusón de toalla. Su tez está tostada por un largo veraneo.* LA EMPLEADA viste su *delantal*[2] *blanco.*

1. **carpa:** tienda de lona usada para cambiarse de ropa en la playa.
2. **delantal:** prenda de vestir de tela que protege los vestidos mientras uno limpia o cocina.

El delantal blanco 1

Selection Summaries in English and Spanish

Provide summaries of key selections, ensuring all students can participate in class discussion

Authentic Spanish Texts

Connected to each unit in the middle-school program to engage and motivate Spanish-speaking students

HMH into Literature

[insert date]

Estimados padres/tutor:

Como parte de nuestro plan de estudios de Artes del Lenguaje en Inglés (*English Language Arts*, ELA), pronto comenzaremos una unidad titulada *Contra todo pronóstico* (*Against All Odds*). Esta unidad brinda a los estudiantes una amplia mirada a cómo los seres humanos logran sobrellevar la adversidad. Los estudiantes aprenderán de qué manera las personas han enfrentado y superado crisis en diferentes épocas y lugares. Los textos que vamos a leer se centran en la Pregunta esencial: "¿Qué se necesita para sobrevivir a una crisis?" ("What does it take to survive a crisis?"). Esta pregunta abierta tiene como objetivo disparar conversaciones para pensar. Puede explorar esta pregunta con su estudiante en casa también si lo desea.

La Unidad 1 incluye los siguientes textos.

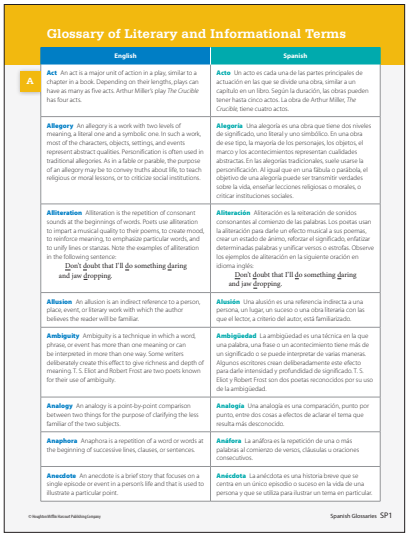
- ***de Una oportunidad en el mundo:*** En este pasaje del galardonado autor Steve Pemberton, un niño que se encuentra en un hogar de acogida aprende a superar los obstáculos que afectan su desarrollo emocional e intelectual. Los estudiantes aprenderán a analizar textos literarios de no ficción y a explorar la perspectiva del autor.
- ***¿Es egoísta la supervivencia?:*** Este artículo explora la cuestión de si luchar por la propia supervivencia en el marco de una crisis es egoísta o inteligente. Los estudiantes aprenderán a analizar argumentos y recursos retóricos.

Parent Letters

Editable Parent Letters in English, Spanish, and Portuguese

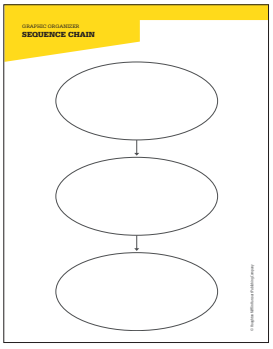
Spanish Novels

Provide authentic independent reading



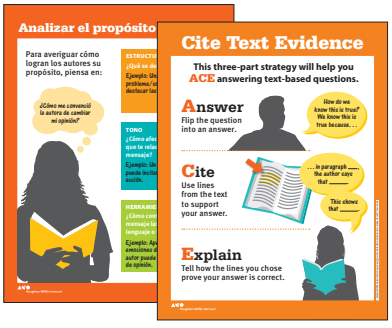
Multilingual Glossaries

Literary and informational terms in 10 languages



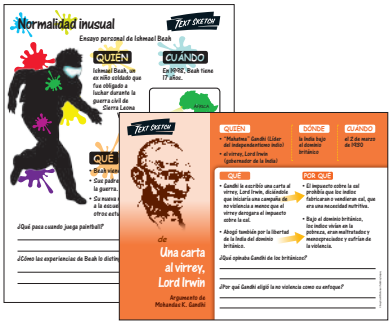
Graphic Organizers

Support students as they read, annotate, and write



Anchor Charts

Serve as visual representations of literary elements



Text Sketch

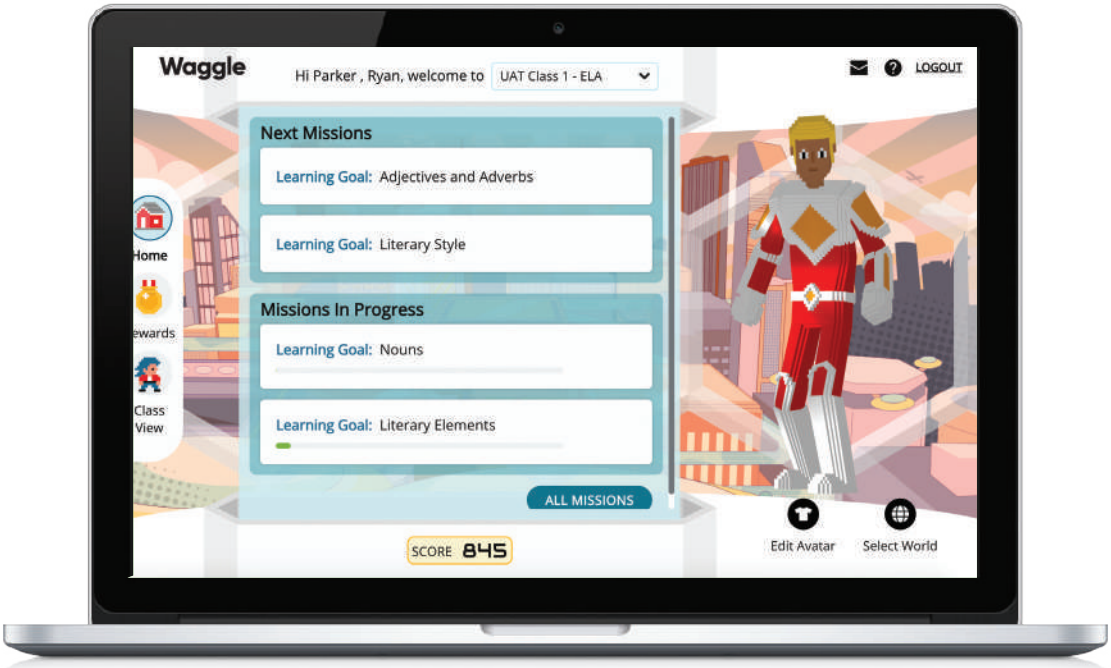
Serve as visual summaries of Notice & Note reading models and mentor texts

Grow Confident,
Motivated Students

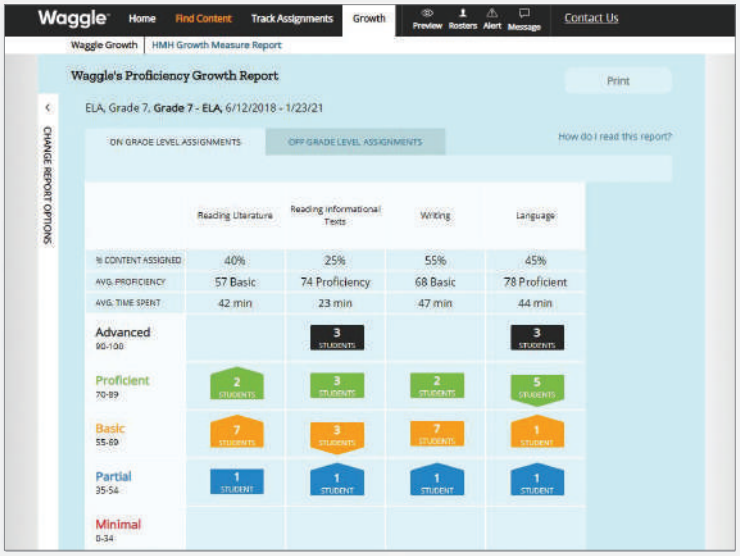
For additional support for striving readers and Multilingual learners, *Waggle*® unites the best in dynamic personalization with powerful instructional lessons, immersing students in an unparalleled world where leaning takes flight!

Waggle™

Powerful Personalization Aligned to your HMH Into Literature Table of Contents

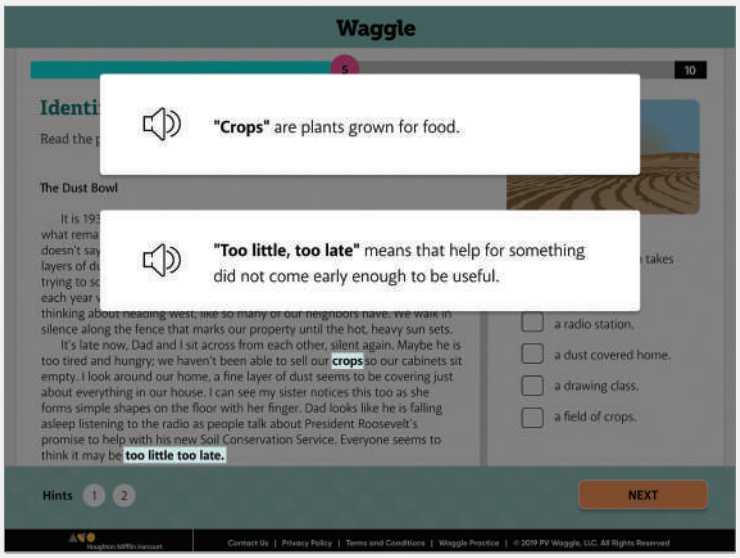


Many programs claim to provide "personalized practice," but **only *Waggle*** dynamically adapts to a student's knowledge in real time. Go beyond a pretest and a posttest to assess a student's skills proficiency *during* practice.



Guidance and Assessment

Say "goodbye" to end-of-unit surprises: *Waggle* dynamically routes students to relevant practice and instructional content while providing teachers with skills-specific insights every step of the way.



Multilingual Learner Support

Waggle provides robust support to multilingual learners, including tools to access challenging language and terms. Idioms, cognates, cultural references, and more are called out in text and audio to support comprehension.

Scaffolds in skills practice use **translanguaging** strategies to leverage students' primary language knowledge to build metalinguistic awareness.

To learn more about this add-on and take a test flight, visit

hmhco.com/waggle

ASSESSMENTS AND INSIGHTS

Measure Growth and Outcomes

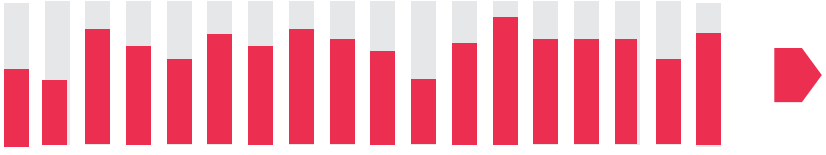
Assessment Made Easy with a Full Library of Resources

- Customizable print and digital assessments
- Time-saving analysis of ELA skills and standards mastery
- Intuitive data reports
- Next-step resource recommendations
- High-stakes assessment and ACT/ SAT

Summative

- Selection Tests
- Unit Tests
- End-of-Unit Writing Tasks
- Speaking & Listening Tasks

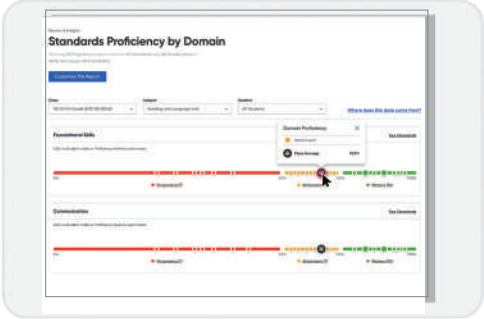
Formative



- Guided Reading Questions
- Quick Check
- SAT/ACT Assessment Practice
- Grammar Pretests and Posttests

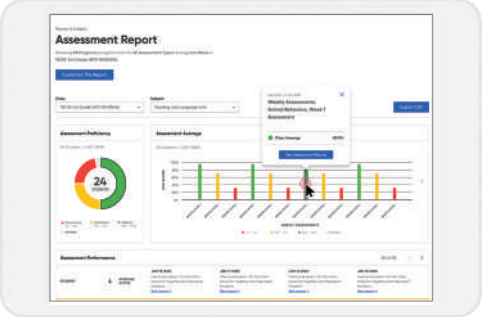
Use Data to
Inform Instruction

Ed connects assessment, core, and supplemental data and content. In-program assessments and supplemental skills insights provide valuable tools to better support the whole student.



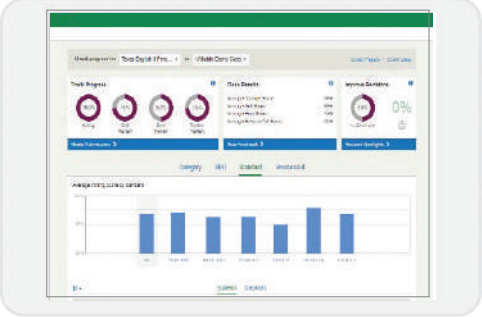
Standards Report

- Shows standards-based performance for the class across three performance levels: Progressing, Attainment, and Mastery



Assessments Report

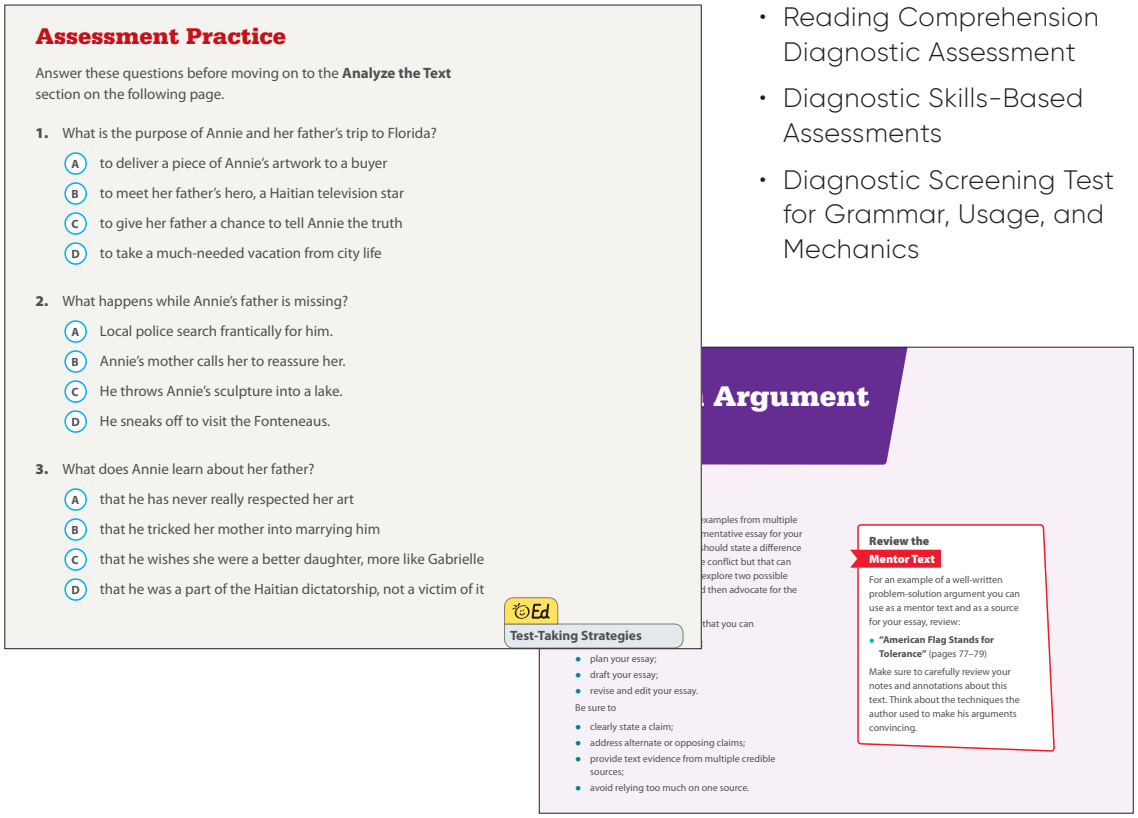
- Provides class performance across all in-program assessments
- Group students based on their shared proficiency levels



Track writing growth with *Writable*

- Plan instruction and monitor growth with class-, student-, or assignment-level reports—and see results by overall assignment, category, skill, or standard.
- Take advantage of seamless integration with your LMS for rostering and grading.

Embedded State Assessment Preparation



Assessment Practice

Answer these questions before moving on to the **Analyze the Text** section on the following page.

1. What is the purpose of Annie and her father's trip to Florida?
   - (A) to deliver a piece of Annie's artwork to a buyer
   - (B) to meet her father's hero, a Haitian television star
   - (C) to give her father a chance to tell Annie the truth
   - (D) to take a much-needed vacation from city life
2. What happens while Annie's father is missing?
   - (A) Local police search frantically for him.
   - (B) Annie's mother calls her to reassure her.
   - (C) He throws Annie's sculpture into a lake.
   - (D) He sneaks off to visit the Fonteneaus.
3. What does Annie learn about her father?
   - (A) that he has never really respected her art
   - (B) that he tricked her mother into marrying him
   - (C) that he wishes she were a better daughter, more like Gabrielle
   - (D) that he was a part of the Haitian dictatorship, not a victim of it

Argument

examples from multiple
mentative essay for your
should state a difference
e conflict but that can
explore two possible
d then advocate for the

that you can

Ed
Test-Taking Strategies

- plan your essay;
- draft your essay;
- revise and edit your essay.

Be sure to

- clearly state a claim;
- address alternate or opposing claims;
- provide text evidence from multiple credible sources;
- avoid relying too much on one source.

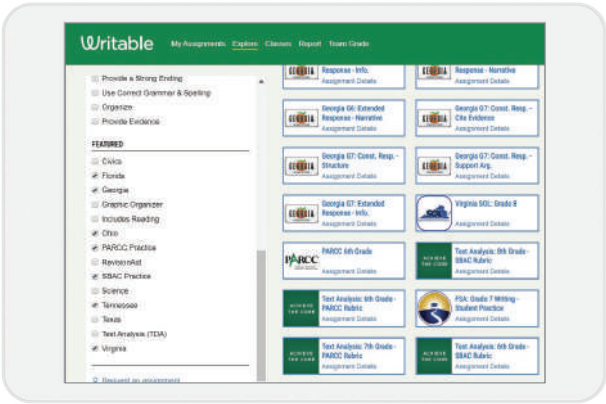
Review the Mentor Text

For an example of a well-written problem-solution argument you can use as a mentor text and as a source for your essay, review:

- **"American Flag Stands for Tolerance"** (pages 77–79)

Make sure to carefully review your notes and annotations about this text. Think about the techniques the author used to make his arguments convincing.

- Reading Comprehension Diagnostic Assessment
- Diagnostic Skills-Based Assessments
- Diagnostic Screening Test for Grammar, Usage, and Mechanics



- Prepare students for success on state or district summative assessments, SAT, ACT, and AP exams.
- Use templates to build any type of assessment—including multiple choice, short answer, and items based on visual, audio, and video stimuli.

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We want you to feel confident teaching with *HMH Into Literature*, so our professional learning supports you via three key elements: flexibility, program knowledge, and continuous PD opportunities.

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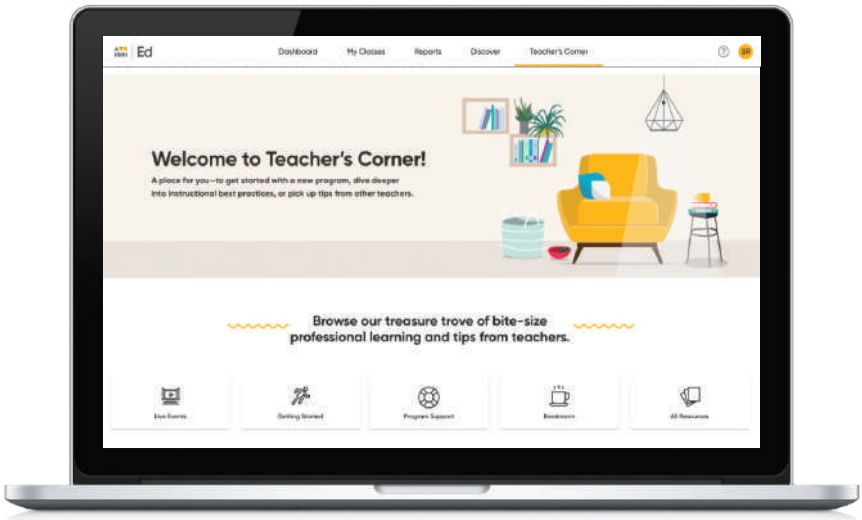
- View conveniently where to find your instructional materials and assessment reports.



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- The same professional learning resources as teachers via Leader's Corner
- On-demand resources like classroom videos and live events and more!

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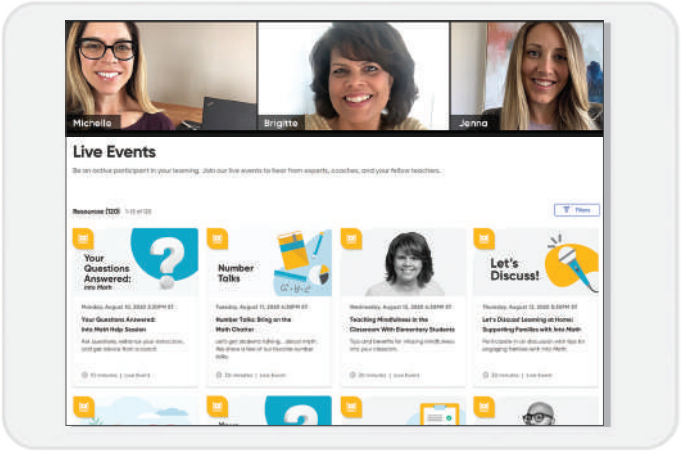
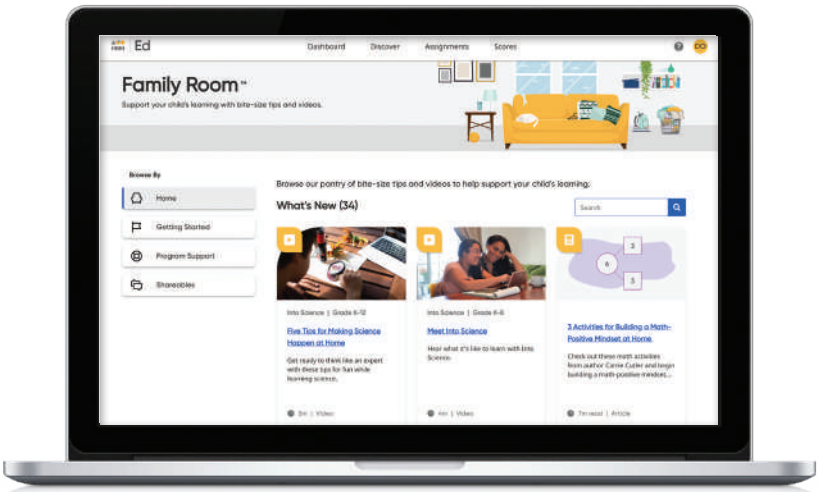


Live Community Support

Whether they have a question or want implementation advice on *HMH Into Literature*, our Live Events offer teachers opportunities to connect with HMH coaches and each other. Teachers can register for these online sessions that feature everything from groundbreaking new author research to group discussions facilitated by other teachers.

Support Families

Family Room content includes at-home learning advice in English and Spanish



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Your Vision

Expert Authorship

The nation's foremost experts led this effort to design a program that develops learners' abilities to analyze complex texts, determine evidence, reason critically, work collaboratively, and communicate effectively orally and in writing.

In fact, many of our researchers, practitioners, and thought leaders have contributed not only their expertise and insight but also their personal interest in the successful development of this program.

Kylene Beers, EdD

Martha Hougen, PhD

Elena Izquierdo, PhD

Weston Kieschnick

Eric Palmer, MA

Robert E. Probst, PhD

Carol Jago, MA

Tyrone Howard, PhD

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Student Growth

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