



Literature®

Program Overview

A Comprehensive Literacy Solution

Grades 6–12



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





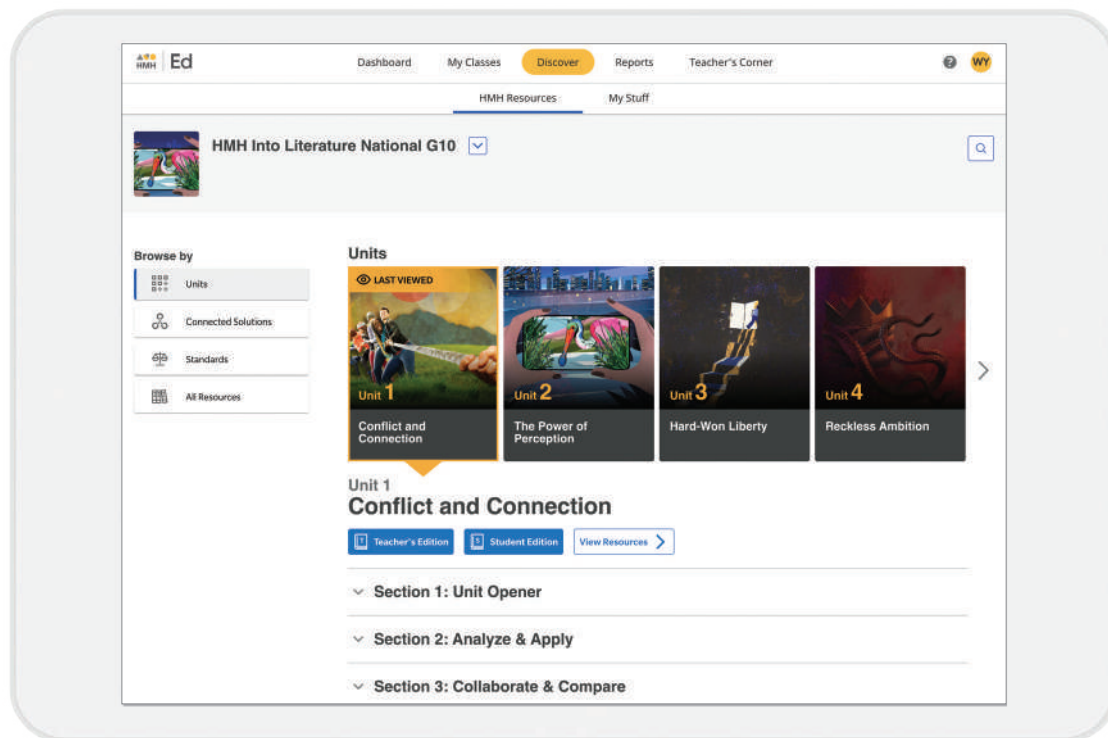
YOUR CONNECTED SOLUTION





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.





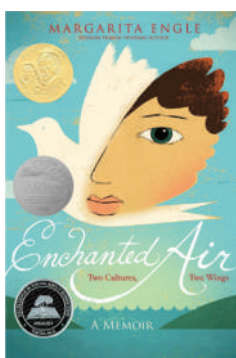
Student Edition

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



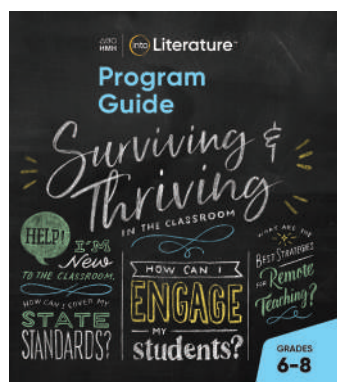
Teacher's Edition

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



Novels and Long Reads

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

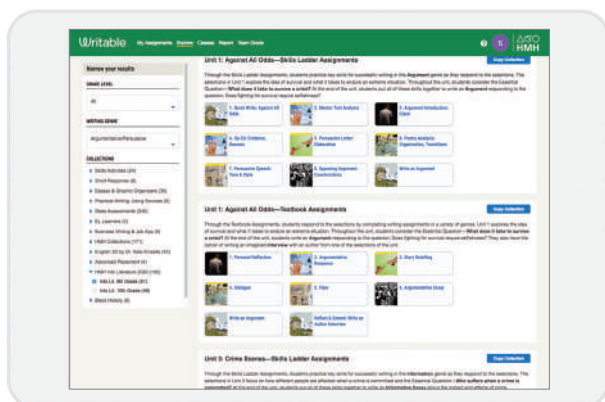


Program Guide

- 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

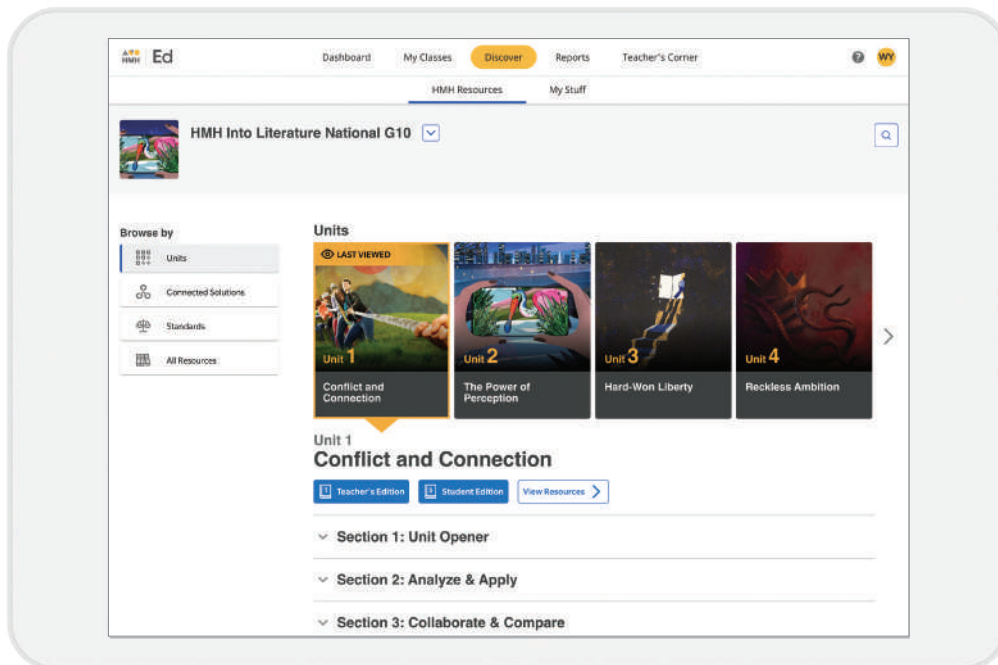
- Award-winning digital writing fully aligned with HMH Into Literature readings and curriculum
- Over 600 customizable assignments and prompts for scaffolded writing practice
- Fosters peer collaboration and "gamifies" the writing experience with anonymous review
- Feedback in real-time to help guide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



HMH Into Literature **Any Time, Any Place**

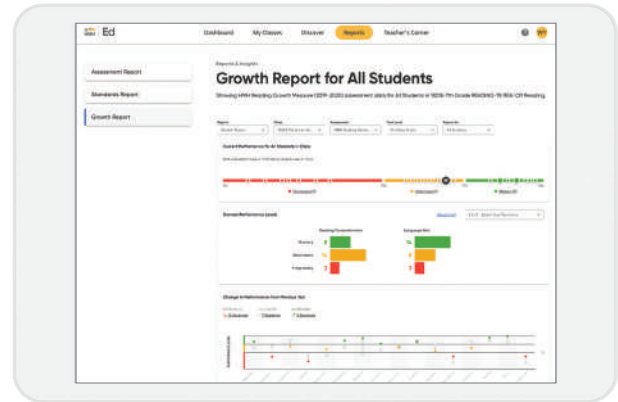
HMH® is committed to helping students learn no matter where it happens. Access assessment, core curricula, supplemental programs, and curated professional learning all in a single place with a single username and password. Teachers will benefit from on-demand resources that help them to maximize their 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.

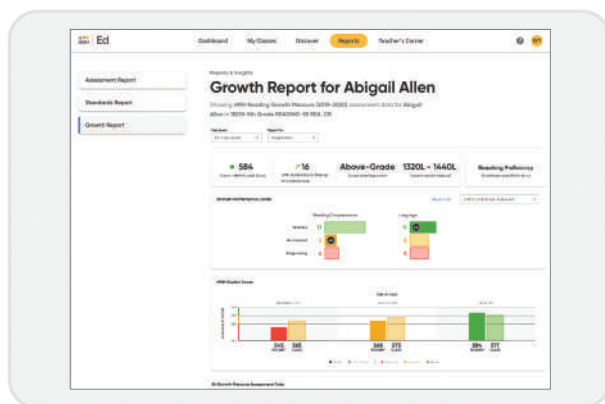


HMH Into Literature Teacher Dashboard

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



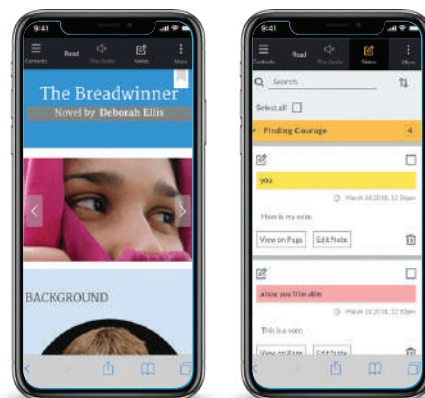
Student Growth Report

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



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

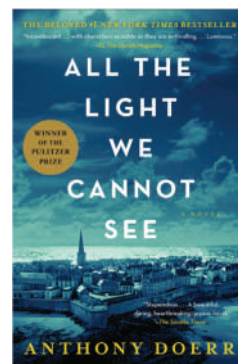


- Practice text analysis with novels and student selections using Notice & Note Anchor Charts.
- Create custom digital plans on *Ed*, the HMH learning platform.

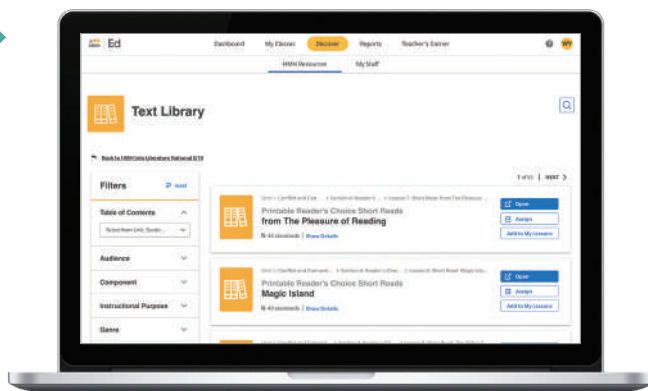
Engaging Unit Openers



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

FM6 GRADE 10

UNIT 1

READER'S CHOICE

Preview the Choices 86

SHORT READS

from **The Pleasure of Reading**

Memoir by Kamila Shamsie

Magic Island

Poem by Cathy Song

The Wife's Story

Short Story by Ursula K. Le Guin

America: The Multinational Society

Argument by Ishmael Reed

The Lottery

Short Story by Shirley Jackson

Available
online


Independent Learning

Reader's Choice

- 4–6 short read recommendations for independent reading

LONG READS



Lord of the Flies
Novel
William Golding



The Kite Runner
Novel
Khaled Hosseini



The Poet X
Novel in Verse
Elizabeth Acevedo

Recommendations

Novel Integration

Suggested Long Reads

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

UNIT 1 TASKS

WRITING

Write an Argument 88

REFLECT & EXTEND 97

Go online for

Unit and Selection Videos

Interactive Annotation and Text Analysis

Selection Audio Recordings

Collaborative Writing



Contents **FM7**



Engage Students. Build Background

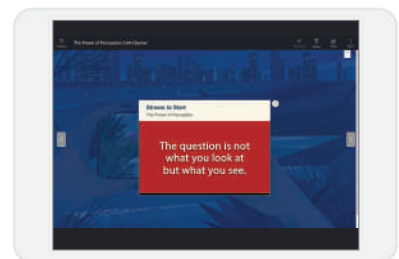
When you begin a new lesson, what is the first thing you want to do for your students? Generate excitement and build background. *HMH Into Literature* provides curated high-interest units of culturally relevant and diverse texts that students will want to read and discuss.

Grade 10, Unit 2 Opener



Unit Openers

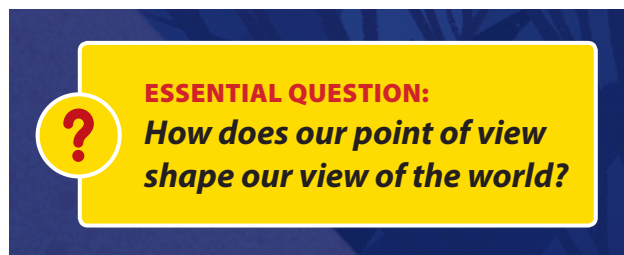
- 2–3 engagement activities
- Help students connect to the unit theme



Stream to Start Video

Essential Questions

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



Spark Your Learning

Here are some opportunities to think about the topics and themes of **Unit 2: The Power of Perception**.

As you read, you can use the **Response Log** (page R2) to track your thinking about the Essential Question.

Think About the Essential Question
How does our point of view shape our view of the world?
 How does your view of a situation change when you look at it from another person's perspective? Sketch an example in the space provided.

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.

Build Academic Vocabulary
 You can use these Academic Vocabulary words to write and talk about the topics and themes in the unit. Which of these words do you already feel comfortable using when speaking or writing?

	I can use it!	I understand it.	I'll look it up.
differentiate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
incorporate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
mode	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
orient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
perspective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Prove It!
 Imagine you're giving directions around your classroom to a blindfolded classmate. Use one of the Academic Vocabulary words in your directions.

100 UNIT 2

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


Get Ready
MENTOR TEXT
How Do You See Your Self(ie)?
 Informational Text by Sarah Mervosh

ESSENTIAL QUESTION:
How does our point of view shape our view of the world?

Engage Your Brain
 Choose one or both of these activities to start connecting with the informational text you're about to read.

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.

Never Would I Ever
 What situations make you want to take a selfie? Are there any situations in which you'd never take one? Discuss your thoughts with a partner.



120 UNIT 2 ANALYZE & APPLY

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.

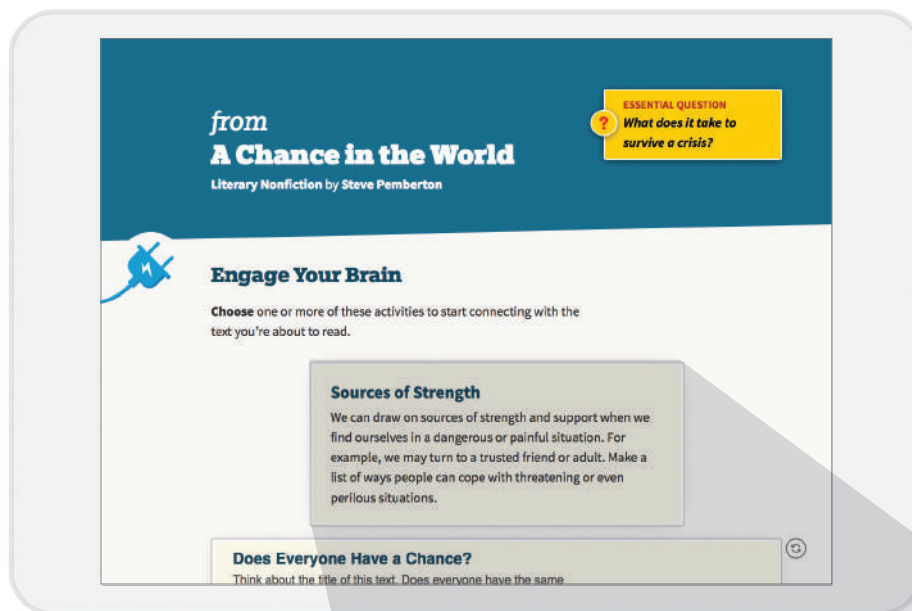
Engage Your Brain

- 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.

from
A Chance in the World

Literary Nonfiction
by Steve Pemberton

A young boy in foster care seeks food for body and soul.

Steve Pemberton became an orphan at age three, clear that his birth parents could not care for him. Through several foster homes, Steve was finally placed in the Robinson family in New Bedford, Massachusetts, for this excerpt. The "Robinson rules" refer to the rules his foster parents imposed.

NOTICE & NOTE
As you read, use the annotation tool to take notes about the text.

ANALYZE LITERARY NONFICTION

Annotate: Highlight the sensory language in paragraph 5.

Analyze: Highlight *this* question text and add your responses as a note.

How does this language convey Steve's feelings about books?

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

Analyze the Text

Support your responses with evidence from the text.

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

Interpret
1. Review the chart you completed on the Get Ready page. How would you describe the author's perspective on this period of his life?

B I U E L T A Q

Start Typing...

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

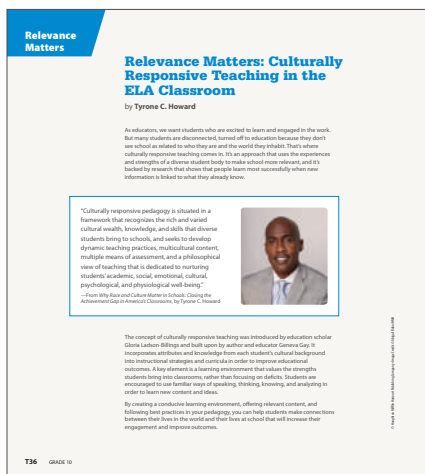


Represent Students with Culturally Responsive Texts

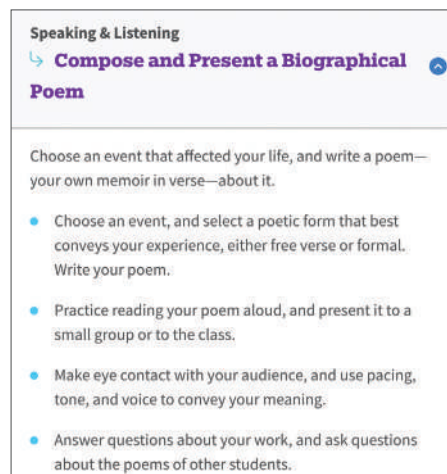
Today's classrooms are rich with students representing a wide range of cultures. They need to be able to see themselves and their experiences reflected in the literature they read and content they study. *HMH Into Literature* includes:



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



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



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

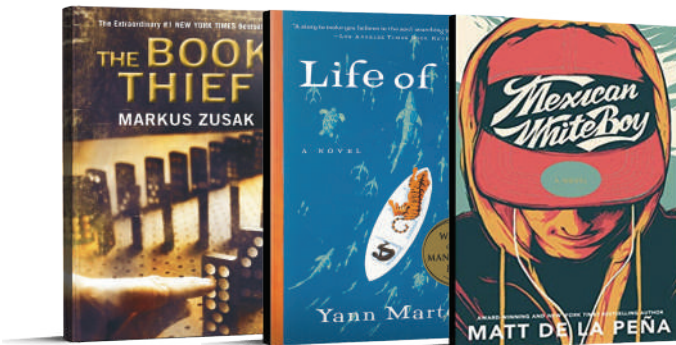
- Alberto Rios
- Margot Lee Shetterly
- Yusef Komunyakaa
- Louise Erdrich
- Eboo Patel



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.



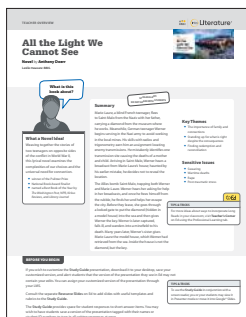
Iconic Classics Titles

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.

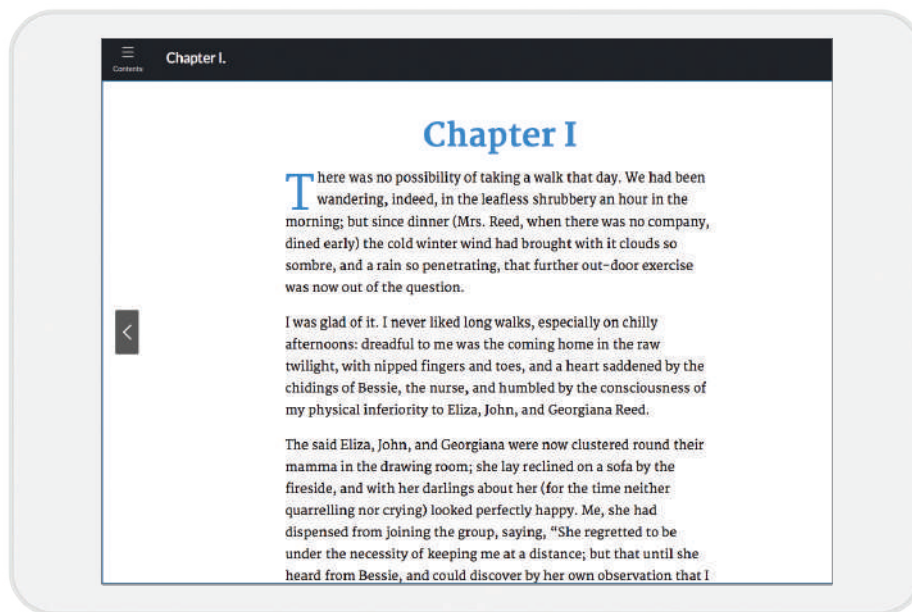


Award Winning Contemporary Titles

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.

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	

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

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.

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. Describe and understand about him based on story details.

5 DRAW CONCLUSIONS Recall that the climax of a 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 the included **Memory Moments** through flashbacks?

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

16 UNIT 1 ANALYZE & APPLY

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

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



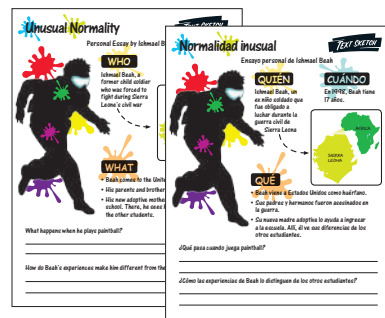
- Modeled conversations of challenging passages
- Embedded in the digital Student Edition

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.



Kyleene Beers, EdD



Robert E. Probst, PhD

- Developed by educational leaders and *HMH Into Literature* authors Dr. Kyleene 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

When you notice a signpost in your reading, mark the text with its initials.

LITERARY TEXTS

CONTRASTS AND CONTRADICTIONS CC A sharp contrast between what we would expect and what we observe the character doing; behavior that contradicts previous behavior or well-established patterns. When you notice this signpost, ask: <i>Why would the character act (feel) this way?</i> p. R8	AHA MOMENT AM A sudden realization of something that shifts a character's actions or understanding of self, other, or the world. When you notice this signpost, ask: <i>How might this change things?</i> p. R9	TOUGH QUESTIONS TQ Questions characters raise that reveal their inner struggles. When you notice this signpost, ask: <i>What does this question make me wonder about?</i> p. R10
WORDS OF THE WISER WW The advice or insight about life that a wiser character, who is usually older, offers to the main character. When you notice this signpost, ask: <i>What is the life lesson, and how might this affect the character?</i> p. R11	AGAIN AND AGAIN AA Events, images, or particular words that recur over a portion of the story. When you notice this signpost, ask: <i>Why might the author bring this up again and again?</i> p. R12	MEMORY MOMENT MM A recollection by a character that interrupts the forward progress of the story. When you notice this signpost, ask: <i>Why might this memory be important?</i> p. R13

© HMH. All rights reserved. HMH, the HMH logo, and Notice & Note are trademarks of HMH. All other trademarks are the property of their respective owners.

INFORMATIONAL TEXTS

Peer-Coach Videos

BIG QUESTIONS BQ It's important to take a Questioning Stance or attitude when you read nonfiction. • What surprised me? • What did the author think I already knew? • What challenged, changed, or confirmed what I already knew? p. R14	CONTRASTS AND CONTRADICTIONS CC A sharp contrast between what we would expect and what we observe happening; a difference between two or more elements in the text. When you notice this signpost, ask: <i>What is the difference and why does it matter?</i> p. R15	EXTREME OR ABSOLUTE LANGUAGE XL Language that leaves no doubt about a situation or an event, allows no compromise, or seems to exaggerate or overstate a case in the text. When you notice this signpost, ask: <i>Why did the author use this language?</i> p. R16
NUMBERS AND STATS NS Specific quantities or comparisons to depict the amount, size, or scale; or the writer is vague when we would expect more precision. When you notice this signpost, ask: <i>Why did the author use these numbers or amounts?</i> p. R17	QUOTED WORDS QW Opinions or conclusions of someone who is an expert on the subject or someone who might be a participant in or a witness to an event; or the author might cite other people to provide support for a point. When you notice this signpost, ask: <i>Why was this person quoted or cited, and what did this add?</i> p. R18	WORD GAPS WG Vocabulary that is unfamiliar to the reader—for example, a word with multiple meanings, a rare or technical word, a discipline-specific word, or one with a far-removed antecedent. When you notice this signpost, ask: <i>Do I know this word from somewhere else? Does it seem like technical talk for this topic? Can I find clues in the sentence to help me understand the word?</i> p. R19

Notice & Note **FM29**

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

(məz´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.*

Memory Moment



A recollection by a character that interrupts the forward progress of the story.

Text Clues

- A character has a flashback that interrupts the present.
- "I suddenly remembered..." or "Thinking back..."
- A character tells an old story from the past.



...tion can tell you more possible **theme**, or it can come later in the **plot**.

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

Aha Moment

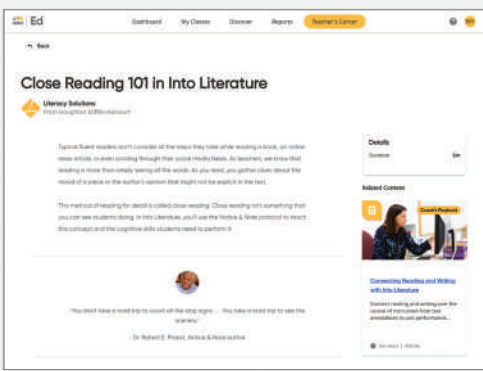
A sudden realization of something that shifts a character's actions or understanding of self, others, or the world.





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.




The screenshot shows a webpage titled "Close Reading 101 in Into Literature" under the "Literary Solutions" section. It includes text about typical student struggles with close reading and a link to a video resource. The page is part of the "Ed" platform, with navigation links for Dashboard, My Classes, Classes, Reports, and Teacher's Corner.




Encourage Collaboration and Communication

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.



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:

ESSENTIAL QUESTION
? *How can we escape what oppresses us?*

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

Digital Student Edition Grade 10, Unit 3

COLLABORATIVE DISCUSSION

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

Compare and Debate

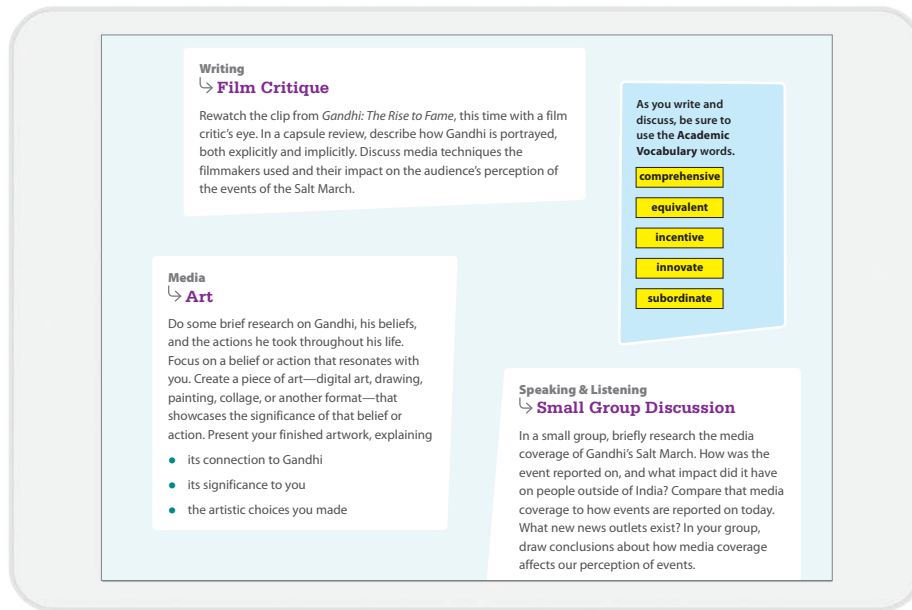
Now, your group will explore the ideas in these works by debating this question:
Which format communicates Gandhi's ideas more effectively, the letter or the film?
Follow these steps:

1. **FORM TEAMS** of two to three students each, with one team defending the letter as more effective and the other defending the film clip.
2. **GATHER EVIDENCE** from both the letter and the film to support your team's position. Prepare a chart to help you gather evidence.

Key Idea	How Best to Communicate Idea	Why This Medium Is Effective	Why Other Medium Is Less Effective

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'ně- 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	<input type="checkbox"/>
mesmerize	<input type="checkbox"/>
eradicate	<input type="checkbox"/>
contemplate	<input type="checkbox"/>
spontaneously	<input type="checkbox"/>

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 of David,” write definitions in the side column for the vocabulary words you don’t already know.

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

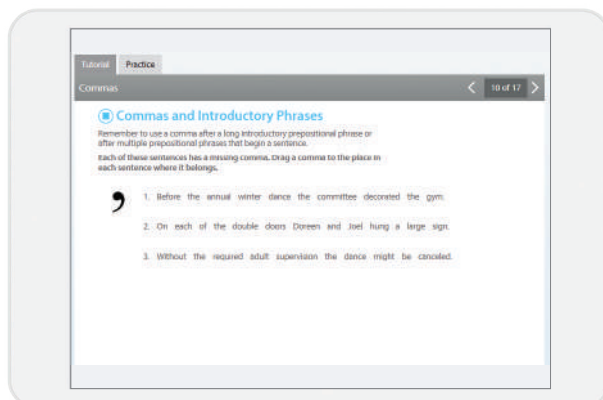
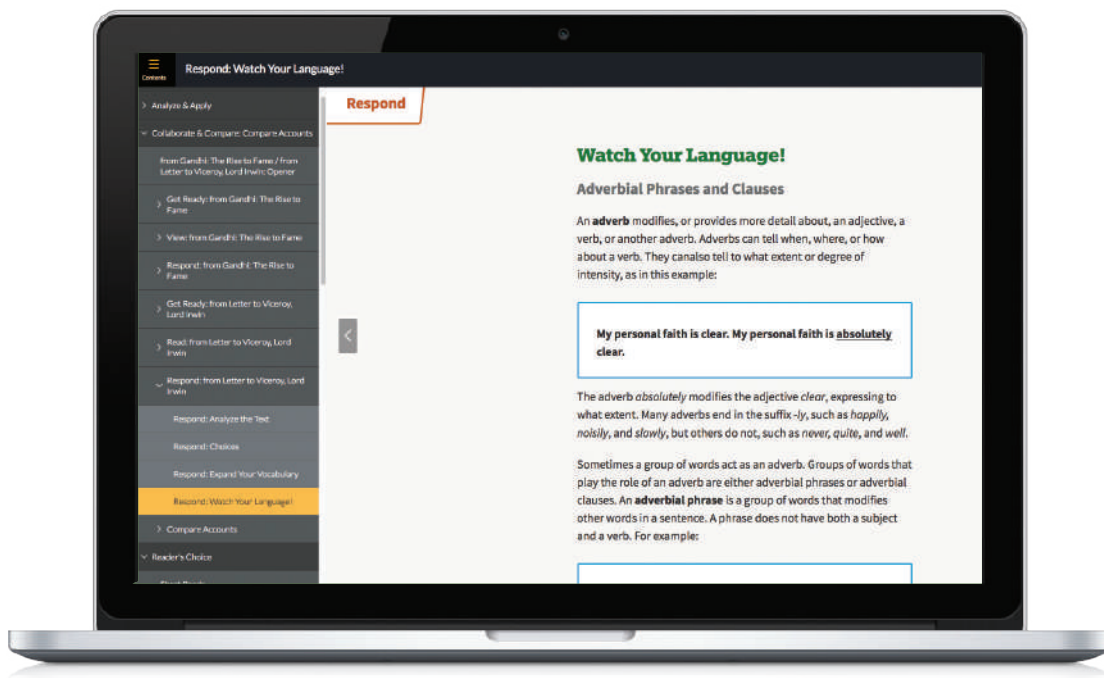
Turn and Talk Have students turn to a partner to discuss the following questions. Guide students to include the Academic Vocabulary words *discriminate*, *diverse*, and *inhibit* in their responses. Ask volunteers to share their responses with the class.

- 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?

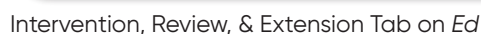


Boost Grammar Instruction

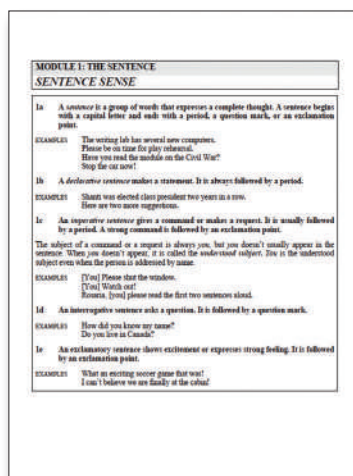
Watch Your Language embedded lessons and practice help your students learn grammar in context.



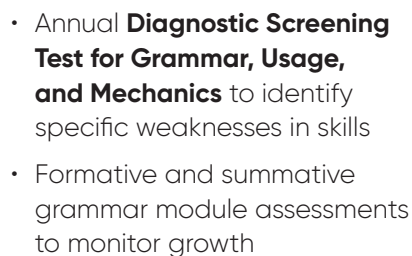
Online Interactive Grammar Lessons reinforce critical grammar skills.



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



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

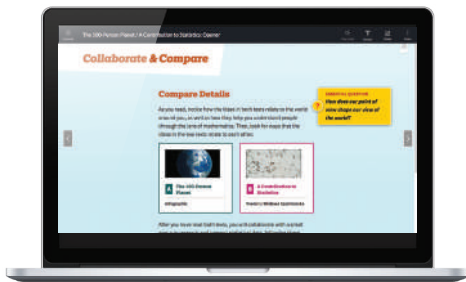




Prepare for the **ACT/SAT**

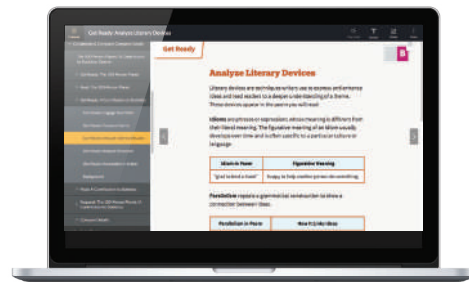
Organic and embedded rigorous questions and instruction support critical skills needed for the ACT®/SAT® such as:

Analyzing Complex Text



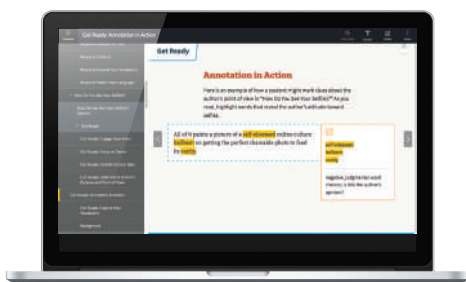
- Compare literary and informational texts
- Synthesize information within and across genres

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

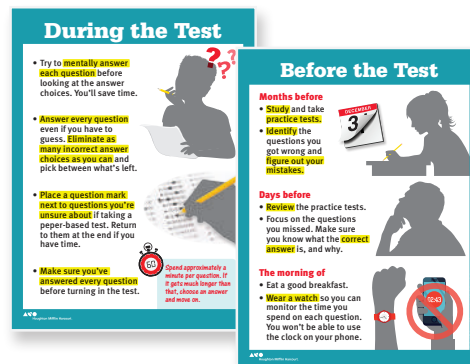
Resources to Reinforce Test-Taking Strategies

Peer Coach Videos and Anchor Charts



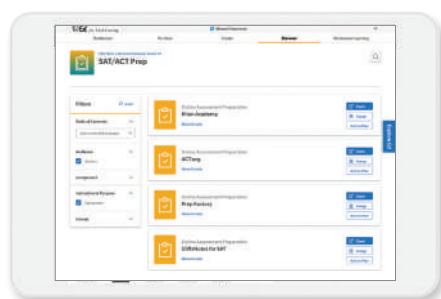
- Reinforce challenging concepts
- Located in the Intervention, Review, & Extension tab on *Ed*

Test Prep Anchor Charts



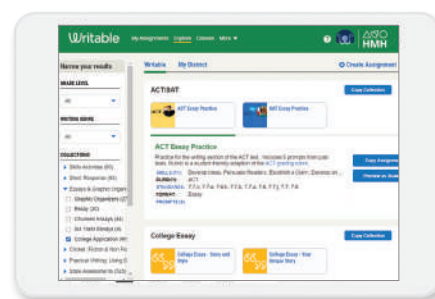
- Make test-taking strategies concrete for students
- Visual support for before and during the test

Practice



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

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



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



Social & Emotional Learning

Responsible Decision-Making Tell students that to make a responsible choice about responding to her teacher's insult, Premila would need to identify the problem, evaluate possible solutions, and act according to ethical standards of behavior. You can extend this activity by having groups act out their three possible responses and inviting classmates to comment on which response would be more responsible and effective.

Teacher's Edition

Social & Emotional Learning ↳ Group Discussion

Premila might have reacted in any number of ways to being insulted by her British teacher. Make a flow chart or other graphic representation of at least three possible responses to this insult, including what Premila actually chose to do. In a small group, evaluate the choice Premila made against the other options. What would each group member have chosen to do, and why?

Choices Activities

TEACHER OVERVIEW

HMH *Into Literature*

All the Light We Cannot See

Novel by Anthony Doerr
Lexile measure: 880L

What is this book about?

Summary
Marie-Laure, a blind French teenager, flees to Saint-Malo from the Nazis with her father, carrying a diamond from the museum where he works. Meanwhile, German teenager Werner begins serving in the Nazi army to avoid working in the local mines. His skills with radios and trigonometry earn him an assignment locating enemy transmissions. He mistakenly identifies one transmission site causing the deaths of a mother and child. Arriving in Saint-Malo, Werner hears a broadcast from Marie-Laure's house, haunted by his earlier mistake, he decides not to reveal the location. The Allies bomb Saint-Malo, trapping both Werner and Marie-Laure. Werner hears her asking for help in her broadcasts, and once he frees himself from the rubble, he finds her and helps her escape the city. Before they leave, she goes through a locked gate to put the diamond (hidden in a model house) into the sea and then gives Werner the key. Werner is later captured, falls ill, and wanders into a minefield to his death. Many years later, Werner's sister gives Marie-Laure the model house, which Werner had retrieved from the sea. Inside the house is not the diamond, but the key.

Key Themes

- The importance of family and connections
- Standing up for what is right despite the consequences
- Finding redemption and reconciliation

Sensitive Issues

- Sexuality
- Wartime deaths
- Rape
- Post-traumatic stress

TIPS & TRICKS
For more ideas about ways to incorporate Long Reads in your classroom, visit **Teacher's Corner** on Ed using the Professional Learning tab.

BEFORE YOU BEGIN
If you wish to customize the **Study Guide** presentation, download it to your desktop, save your customized version, and alert students that the version of the presentation they see in Ed may not contain your edits. You can assign your customized version of the presentation through your LMS. Consult the separate **Resource Slides** on Ed to add slides with useful templates and rubrics to the **Study Guide**. The **Study Guide** provides space for student responses to short-answer items. You may wish to have students save a version of the presentation tagged with their names or student ID numbers to turn in all written responses at once.

TIPS & TRICKS
To use the **Study Guide** in conjunction with a screen reader, you or your students may view it in Presenter mode or move it into Google® Slides.

© Houghton Mifflin Harcourt Publishing Company

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

Part 1 | Chapters 1-10

Vocabulary

articulate (ar-tik-yə-lōt): verb to express in words p. 7

cellar (sɛl'ar): noun a basement p. 27

circuit (sɜr'kyl): noun the act of traveling around something p. 15

corporeal (kɔr'pɔr-əl): adjective related to the body, physical p. 21

demagogue (dɛ-mə'haɪ): noun behavior toward others such as facial expressions and body language p. 10

discern (dɪ-sɜrn): verb to see clearly p. 3

empathy (ɛm-pa-θi): noun the ability to understand someone else's feelings and experiences p. 23

equilibrium (ɛ'kwɪ-lɪ-bri-əm): noun balance p. 36

feral (fɪ'rəl): adjective wild or untamed p. 20

guttural (gʊt'ʃrəl): adjective having a harsh, grating sound p. 16

impetigo (ɪm'pɛ-tɪ-gō): noun a skin infection p. 9

Lamaze (lə-məz): adjective related to a method of childbirth that avoids using drugs p. 4

malevolent (mə-lɛv'ə-lənt): adjective showing hostility p. 16

matrilineal (mə'trɪn-əl): noun a woman who leads a family or social group p. 9

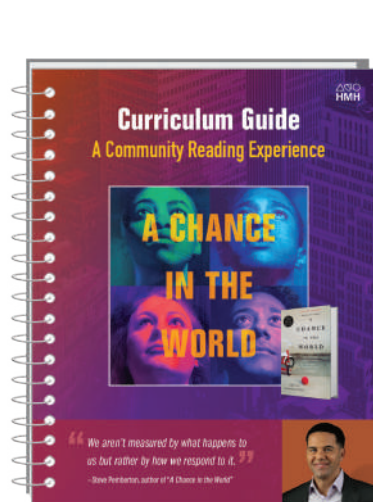
myriad (mɪ'rɪ-əd): adjective a very large number p. 10

nitroglycerine (nɪ'trɒ-glɪ'sɪr-ɪn): noun a drug used in the treatment of heart conditions p. 20

nub (nʊb): noun a lump p. 5

piquet (pɪk): verb to arouse p. 14

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

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.

Dear Friend,
Before embarking on Civil Disobedience and taking the risk I have decided to take all these years, I would first 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. While 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. 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 decent 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 unspeakable truth about that rule. And why do I regard the British rule as a curse?

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

ANALYZE ARGUMENT
Annotate: Mark the opposing claim Gandhi anticipates in paragraph 2.
Interpret: How does Gandhi refute this opposing claim?
unpleasant
(the pŭl - ə - bəl) adj. unpleasant or unacceptable.

¹ Rule: with pleasure.

from Letter to Viceroy, Lord Irwin 257

Review the Mentor Text

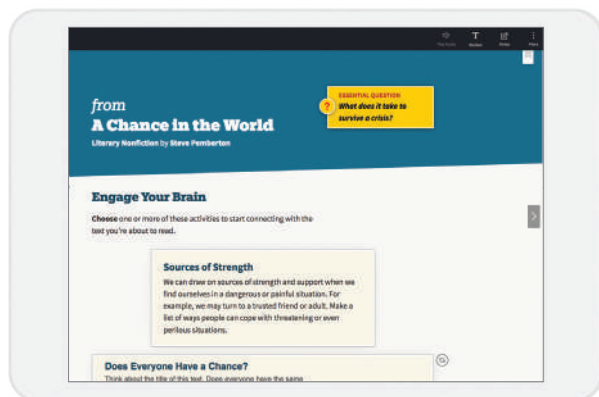
For an example of a well-written argument you can use as a mentor text for your essay, review:

- 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

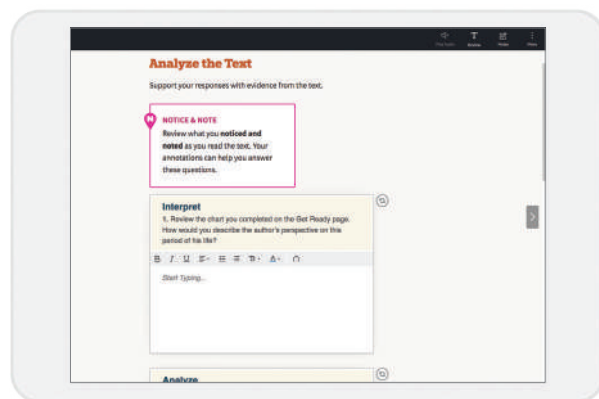
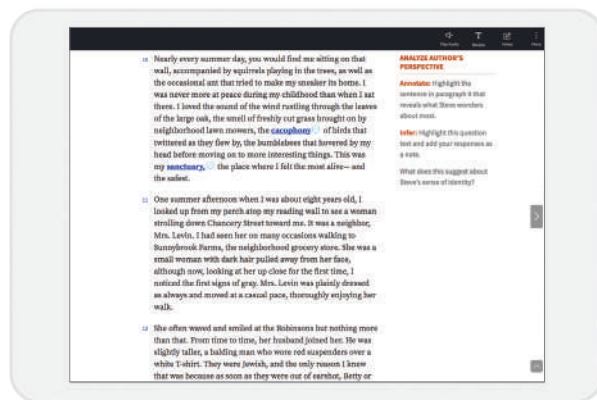


Get Ready

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.

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, Lord Irwin

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.

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

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.

Type of Freedom	Why It Is Important

My Thesis Statement:

Draft a Thesis Statement

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

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.

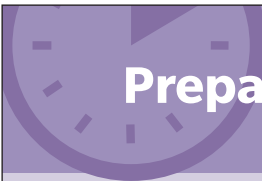
Use the texts in this unit to complete the chart and outline support for your claim. Note the title, author, and page numbers for each source.

Reason:	Evidence:	Source:

Help with Planning

Consult **Interactive Writing Lesson: Writing Arguments**


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 (under "no longer allow students to work during the school year")
Purpose (under "Write an argument")
Type of Writing (under "persuading")
Audience (under "parents")

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

Evidence

Evidence

Reason 2

Evidence

Evidence

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



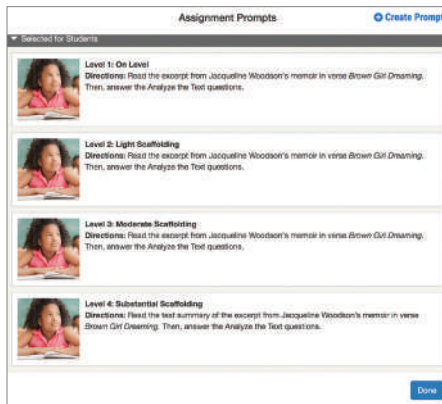
Grow Great Writers

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

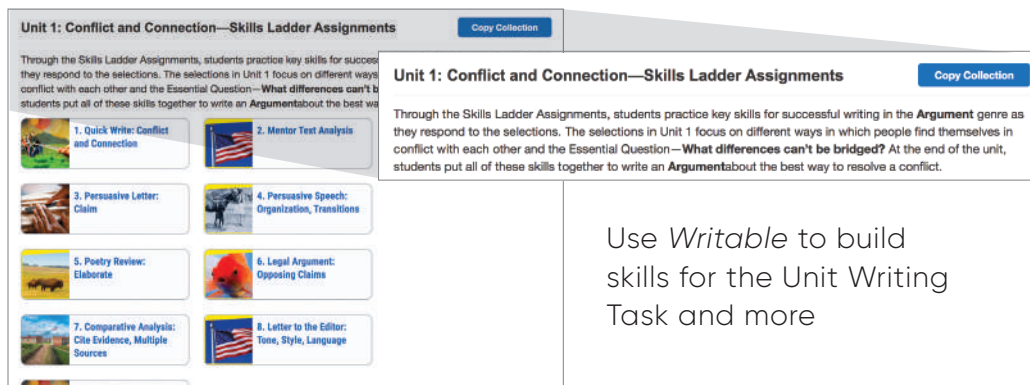
Only *Writable* Supports Your *HMH Into Literature* Writing Instruction in Three Ways

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

Unit 1: Conflict and Connection—Student Edition Assignments
Copy Collection

Through the Student Edition Assignments, students respond to the selections by completing writing assignments in a variety of genres. Unit 1 focuses on different ways in which people find themselves in conflict with each other and the Essential Question—**What differences can't be bridged?** At the end of the unit, students write an **Argument** about the best way to resolve a conflict. They also have the option of writing a **Short Story** inspired by the texts of this unit.

1. Letter

2. Argument

3. Free-Verse Poem

4. Fable

5. Comparison

6. Letter to the Editor

Write an Argument

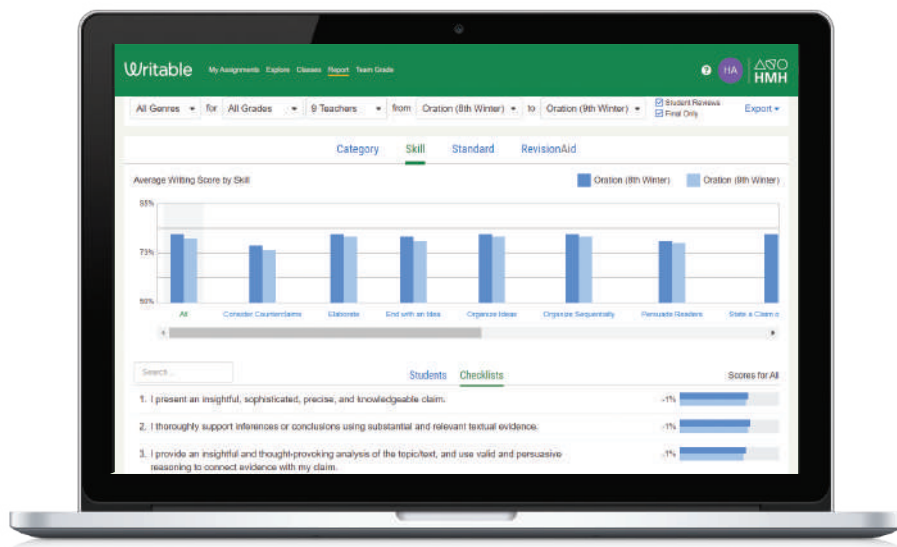
Reflect & Extend: Write a Short Story

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

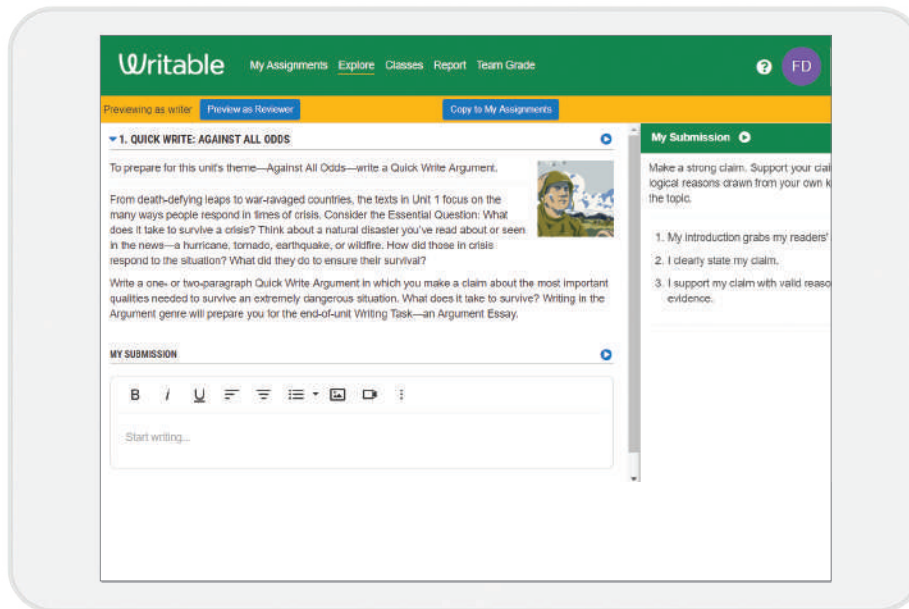
- Plan instruction and monitor growth with class-level or student-level reports
- Choose two assignments that have been completed and graded, and then monitor growth over time by Category, Skill, or Standard
- View growth in the way that suits your teaching or coaching needs



//CODiE//
2020 SIIA CODiE WINNER

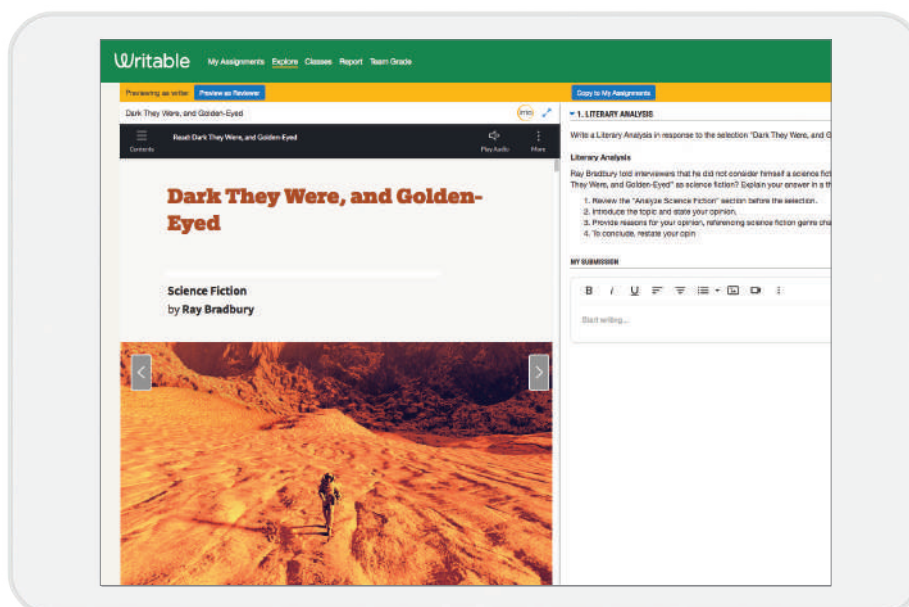


Enhance Your Writing Instruction



Get Ready in Writable

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



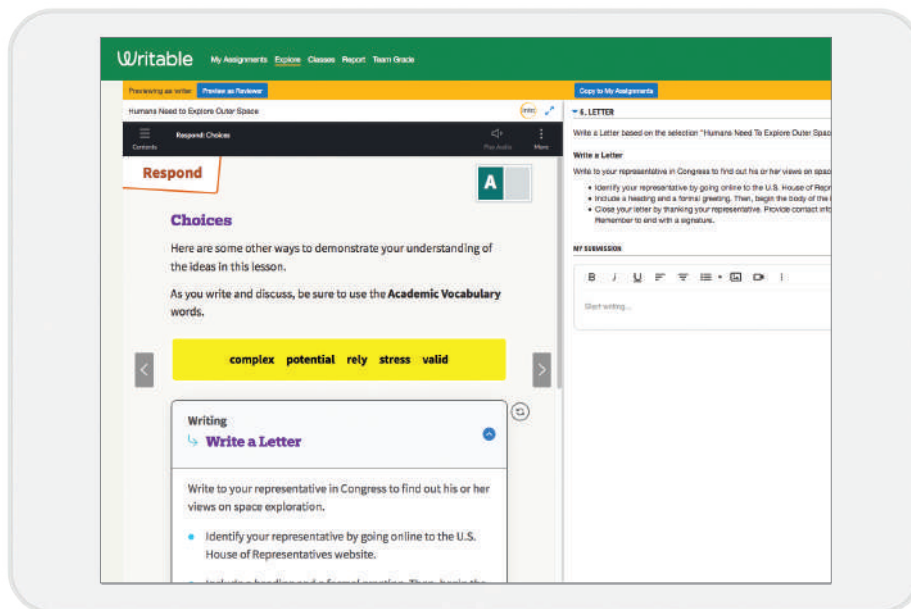
Read in Writable

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

Writable

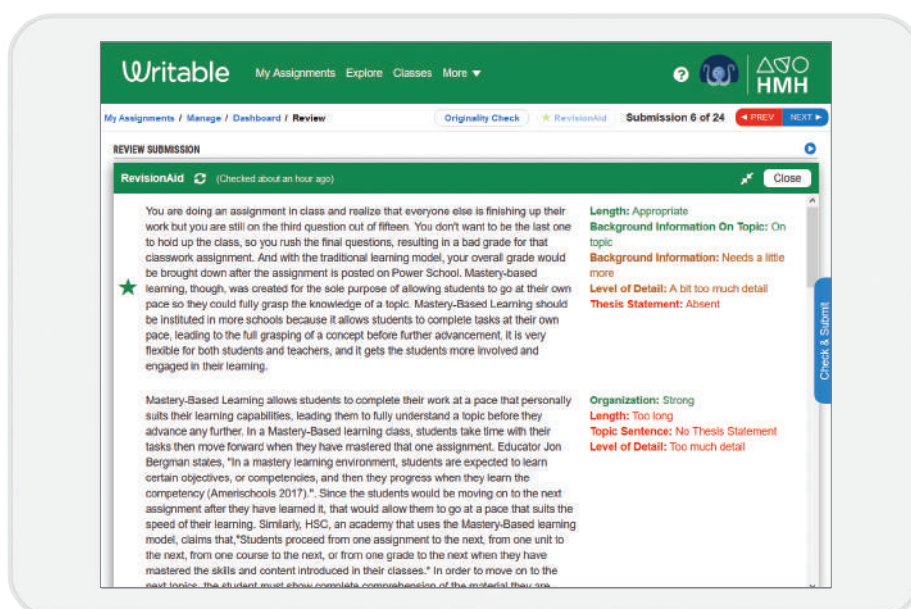
for HMH Into Literature®

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"

Outcomes & Growth

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

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



Targeting the Areas of Need

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).



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

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.



Outcomes & Growth

Targeting the Areas of Need

What words should my students focus on learning?



Focus on High-Utility Words

In each prose selection, a manageable list of high-utility words have been selected as target vocabulary. Introduce the words before reading, using the **Expand Your Vocabulary** feature to help students self-assess their knowledge of the words.

When they see the word in context, students are given a clear, content-appropriate definition and guidance on pronunciation. Following the reading, you can use the vocabulary activity in the **Respond** section to help students practice using the words in writing and discussion.

Expand Your Vocabulary

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

sponsor
stun
dispatcher
scuffle
whisper

Turn to a partner and talk about the words you already know. Then, use as many words as you can in a paragraph about the way your parents or guardians expect you to behave. As you read “My Favorite Chaparral,” use the definitions in the side column to learn the vocabulary words you don’t already know.

integrity
[in-tig-“i-lee]n. Integrity is following a strict code or ethical conduct.

16 But the issue is much, much wider than professional sports. We may care passionately about the **integrity** of the Olympics or professional cycling or so on, but they only directly affect a very small number of us. In other areas of life—in the workforce in particular—enhancement technology might affect all of us.

How can I teach students strategies that support their own independent vocabulary acquisition?



Provide Instruction on Strategies

Direct instruction for high-frequency words is useful. But most of the vocabulary that students acquire will be done independently. What can you do to ensure that students have the right tools to build their own knowledge? All of our vocabulary instruction in the Student Edition is paired with a vocabulary acquisition strategy that students can deploy as needed. Devote time to these instructional opportunities and assign the **Practice & Apply** activities to reinforce each strategy you’ve taught.

Vocabulary Strategy Synonyms and Antonyms

A **synonym** is a word with a meaning similar to that of another word. An **antonym** has a meaning opposite that of another word. In paragraph 7, most artificial limbs are contrasted with active ones, so you can infer that inert and active are antonyms. If you know the meaning of active, you can infer that inert means “not able to move.”

PRACTICE AND APPLY
Each sentence includes a pair of words in boldface type. Use context clues to figure out what the words mean and whether they are synonyms or antonyms. Then, in your own words, write the definition of the word indicated below the sentence.

- Does the prosthetic hand have five **articulating** fingers, or are the fingers part of one **immovable** piece of plastic?
articulating _____
- Soon after researchers **implanted** the device, it malfunctioned, and they quickly **extracted** it.
extracted _____
- “That information is **irrelevant**, so let’s get rid of it,” Brad said, but I insisted that it was **essential** to keep it in the report.
irrelevant _____



Discover best practices in ELA Instruction

Embedded resource recommendations for each topic



Develop Stronger Readers and Writers

HMH Into Literature bridges student learning 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

DI DIFFERENTIATED INSTRUCTION
When Students Struggle...

Summary with Targeted Passages

Provide Text Support Use the **Summary with Targeted Passages** to provide students with an understanding of the story.

- Have students work with a partner to read the Summary with Targeted Passages and answer the Reading Check questions.
- Use students' responses to the Reading Check questions to gauge their understanding of the text.
- If students demonstrate proficiency, transition them to read the full text of the selection.

Normalidad Inusual
Ensayo personal de Ichmael Beah

QUIÉN
Ichmael Beah, un

CUÁNDO
En 1998, Beah tiene

Unusual Normality
Personal Essay by Ichmael Beah

WHO
Ichmael Beah, a former child soldier who was forced to fight during Sierra Leone's civil war.

WHEN
In 1998, Beah is 17.

WHAT
Beah immigrates to the United States as an orphan. His parents and brothers were killed in the war. His new adoptive mother helps him get into school. There, he sees his differences from the other students.

What happens when he plays paintball?

How do Beah's experiences make him different from the other students?

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

Using Context Clues

Use what you have learned about context clues to determine the meanings of the italicized words in the following sentences. If you need help, select the box to see the context clue in bold.

Drag the label that best describes each italicized word to the appropriate place.

He wished he could have a *desert* (celebration) painting, but he knew he could never afford the real thing.

She told us to bring her the papers, *genuine* (genuine) as we rushed to get her the papers as fast as we could.

We are going to have a *quilt* (quilt) party on Friday.

celebration genuine desert quilt

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

What, of This Goldfish, Would You Wish?

Short Story by **Etgar Keret**
translated by **Nathan Englander**



NOTES

SUMMARY

The story's main character is named Yonatan, or Yoni for short. One day, Yoni thinks of a great idea. He will make a documentary, or video about real life, in Israel. He will make this video all by himself.

Yoni's plan is to go from house to house and video-record people as they answer this question: If you had a goldfish that could talk—and the goldfish gave you three wishes—what would your wishes be?

Yoni hopes he will end up with a lot of great video clips that will show how the reality of people's lives compares to their wishes.

Yoni is confident in this plan. It will not cost a lot of money just to try it. He wonders if maybe he could sell his clips to a TV channel. In his mind, he pictures how dramatic, or impressive, these clips will be. Each person will stand alone and share their most secret wishes with the whole world.

Or, thinks Yoni, he could sell his clips to a big company. He could make his clips into ads or commercials.


Yoni decides it is time to carry out his plan. He gets his camera and goes to a nearby neighborhood. He knocks on doors and asks people about their three wishes.

What, of This Goldfish, Would You Wish? 1

Adapted Text

from Jane Eyre

Based on the novel by **Charlotte Brontë**



NOTES

ADAPTATION

The afternoon was wet and misty. By evening, I began to feel that we were getting very far indeed from Gateshead. As it got darker, we descended into a valley, and I heard a wild wind rushing amongst trees.

I fell asleep but was awakened when the **coach** suddenly stopped moving. The coach-door was open, and a servant was standing there.

"Is there a little girl called Jane Eyre here?" she asked. I answered "Yes," and was then lifted out. My **trunk** was handed down, and the coach instantly drove away.

I felt stiff and confused after the long journey. Rain, wind, and darkness filled the air; nevertheless, I could see a wall before me and a door open in it. Through this door I passed with my new guide. Now I could see a house or houses with many windows. We went up a path and were **admitted** at a door. Then the servant led me into a room with a fire, where she left me alone.

I stood and warmed my fingers over the fire. I was studying a picture on the wall when the door opened. A person carrying a candle entered; another followed close behind.

The first was a tall woman with dark hair and dark eyes. She wore a **shawl**, had a serious face, and stood up very straight.

"The child is very young to be sent alone," said she, putting her candle down on the table. She looked at me for a minute or two.

coach: a closed carriage with four wheels that is pulled by horses

trunk: a large box used to carry a traveler's clothing and other items

admitted: allowed to enter

Reading Check
In your own words, describe Jane's arrival at her new school.

shawl: a piece of cloth wrapped around the shoulders

Jane Eyre 1

Esports ARE Sports!

Argument by Timothy Brewer



Esports—competitions involving popular videogames—are a big deal. In fact, many esports events draw crowds of thousands of people and offer prizes worth millions of dollars. Yet, some people still look down on esports, saying that they're just a fad or not really a sport at all. However, we should recognize esports as a sport, just like basketball, football, or anything else.

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 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.

Write an Argument

Writing Prompt

Using ideas, information, and examples from multiple sources that only work in an argument to reach your own conclusion. You may use the ideas and information between people that can cause conflict, but first you also the challenge. You may explain why you are possible to bridge the conflict, and then advocate for the solution you think is best.

Organize your text carefully so that you can:

- answer the issue in your text.
- give your essay.
- add your essay.
- write and add your essay.
- do not do:
- clearly state a claim.
- explain evidence or opposing ideas.
- provide text evidence from multiple credible sources.
- avoid using too much on one source.

Review the Source Text

For an argument to work, writers provide evidence to support their position. Use the following questions to guide your review of the source text.

- What is the main idea of the source text?
- What evidence do you have from the source text to support your position?
- What evidence do you have from the source text to support your position?
- What evidence do you have from the source text to support your position?

Compare Accounts

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

A *Gandhi's Letter to the British*
Documentary Film
by BBC

B *Gandhi's Letter to the British*
Documentary Film
by BBC

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:

Writing Task

1. PLAN YOUR ARGUMENT

Develop a Claim

In an argument, the **claim** is the writer's position on an issue. Use the chart to develop a claim by brainstorming a problem and two possible solutions.

Source of conflict between people:	
Possible Solution 1: Advantages: Disadvantages:	Possible Solution 2: Advantages: Disadvantages:

Claim
The problem of _____ can best be solved by _____.

Consider Your Sources

Review the list of topics in the table and choose at least three that you want to use to support your argument.

As you review potential sources, consider the main point in your argument and what evidence you could use to support your argument. Write down the main point and your evidence in your notes to help you provide accurate evidence and details when you write your argument.

TOPIC	EVIDENCE
The Role of the State	By Any Other Name
The Role of the State	What, if Any, Limits, Should There Be?
The Role of the State	The Role of the State
The Role of the State	The Role of the State

Collaborate and Compare

Section Prepares Students for College-Level Discussion and Collaboration

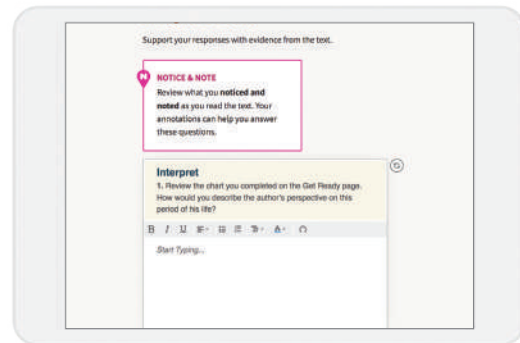
Writing Tasks

Provide College-Level Writing Practice and Research Activities

Resources for Striving Readers and Writers



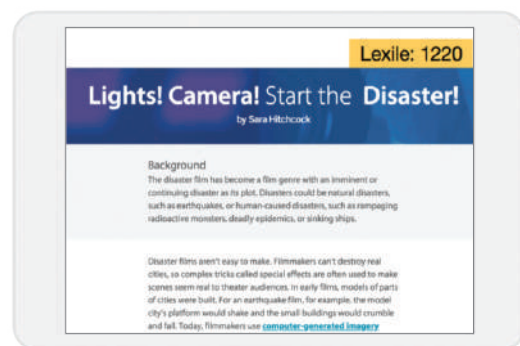
Upper-Level Lexile® Classic and Contemporary Novels
Energize Advanced Students



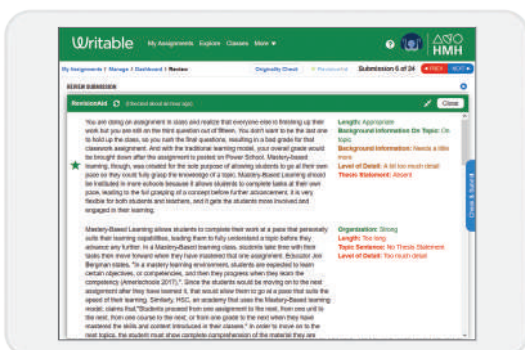
Higher-Order Thinking Questions
Equip Students for Success in AP Courses



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.

Planning Guide

For English Learners

Use the **Language Objective** to help students acquire the academic language they need to speak and write about *theme*.

How can I help English Learners access the selection and skills?

Scaffolding for English Learners

Language Objective
Use appropriate language to phrase theme statements.

State Themes Explain that a *theme* (Spanish *tema*) is a lesson about life that an author wants readers to understand. A theme applies to people in general, not just to a specific story. Display these two statements and have students distinguish the theme statement from the story detail. Jonas is able to be himself around Edgar. (*story detail*) A true friend is someone with whom you can be yourself. (*theme*)

► **Substantial** Give students the following story detail and have them complete the sentence frame to create a theme statement: Emily acts very brave, but one day Isabella finds her crying in the bathroom. Sometimes people act ____ to hide their ____ (*brave; fear*)

► **Moderate** Have pairs write a theme statement based on this story detail: Emily acts very brave, but one day Isabella finds her crying in the bathroom.

► **Light** Have pairs complete the Analyze Development of Theme chart on page 5. Then ask them to write theme statements based on details in the text.

Build Background

Explain that students are about to read a story about an artist who creates a sculpture based on her father's life in Haiti. Use the **Text Sketch** in English or Spanish to give students a high-level visual summary of the text before they read.

Cultural Notes

The following words and phrases may be unfamiliar to students:

- *pot belly* (paragraph 3): a belly that sticks out
- *gold-leaf-bordered print of a Victorian cottage* (paragraph 8): a picture of a house from the 1800s, framed with a gold border
- *partial frontal dentures* (paragraph 12): false teeth in the front of the mouth
- *turn down* (paragraph 30): say no to; refuse
- *sitcom laugh track* (paragraph 46): a recording of laughter played after each joke in a "situation comedy" TV show
- *a testament to* (paragraph 87): proof of
- *hard won* (paragraph 91): difficult to do or say

Online Resources

Spanish Resources	Multilingual Glossary
Text Sketch ENG & SPANISH	Summary with Targeted Passages

For Students Who Need a Challenge

How do I support students who need a challenge?

- To **Challenge Students** notes on pages 13 and 17 provide opportunities for students to extend and enrich their understanding of the text.
- You might adapt the **Visual Art** activity on Choices page 21 to stretch students' exploration of character and theme. Have students create or describe Annie's next sculpture of her father and explain how and why it is different from the one in the story.

Support students by building background

Provide context with cultural notes

Access multilingual resources easily online

Language Support

For Academic Vocabulary words translated into ten languages see the

DIFFERENTIATED INSTRUCTION

Scaffolding for English Learners

Use Cognates Provide students with Spanish cognates for the following **Academic Vocabulary** words.

► **Substantial/Moderate**

- discriminate: *discriminar*
- diverse: *diverso*
- inhibit: *inhibir*

Teacher Support at Point of Use

DIFFERENTIATED INSTRUCTION

Scaffolding for English Learners

Produce Sounds of Newly Acquired Vocabulary Students may struggle to pronounce English words with the letter *c*, which can stand for a hard or soft sound. Review these basic rules with them:

- The letter *c* has a hard sound, /k/, when followed by the vowels *a*, *o*, or *u*.
- The letter *c* has a soft sound, /s/, when followed by *e* or *i*.

► **Substantial/Moderate** Display the vocabulary words *ironically*, *eradicate*, and *contemplate*, as well as the selection words *officer*, *curve*, and *principal*. Have pairs practice pronouncing these words aloud to one another, correcting their partner's pronunciation as needed.

The Writable interface displays a lesson plan for 'from Brown Girl Dreaming' by Jacqueline Woodson. It includes a 'Read from Brown Girl Dreaming' section with a video player and a 'Check & Submit' button. The 'ANALYZE THE TEXT' section contains a 'NOTICE & NOTE' prompt and a 'Synthesize' prompt. The 'Assignment Prompts' section lists four levels of scaffolding: Level 1: On Level, Level 2: Light Scaffolding, Level 3: Moderate Scaffolding, and Level 4: Substantial Scaffolding. Each level includes a 'Directions' box and a 'Create Prompt' button.

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

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

A leer por tu cuenta

El delantal blanco

Un drama de Sergio Vodanovic



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 realismo y de la Nueva Vanguardia, su 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 *Disputas* que por su parte *Vótese*, *Vótese por comedia* en su de 1964) y *Amo temerosa la universidad* (1971). *El delantal blanco*, que forma parte de *Vótese*, es un drama de un acto en el que una sufreira rica y su humilde criada llevan a cabo un experimento sobre el poder de las apariencias y las realidades sociales.

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

Acto único
Se juega el final, una carpeta. ¿Sentada frente a ella, LA SEÑORA y LA EMPLEADA. LA SEÑORA lleva, sobre el traje de baño, un blusón de linño. Se lo está instalando por un largo resorte. LA EMPLEADA vive en el delantal blanco

© Copyright 2001, Teatro Nacional de Chile. Todos los derechos reservados.

1. Cuento, novela de terror escrito para un candidato de repa de la plaza.
2. Delantal, prenda de vestir de tela que protege la vestimenta inferior en trabajos sucios.

El delantal blanco 1

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



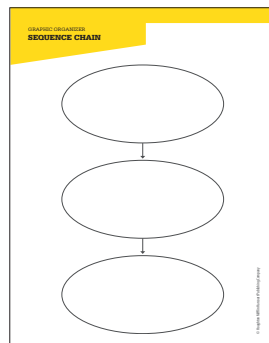
Glossary of Literary and Informational Terms	
English	Spanish
Act An act is a major unit of action in a play, similar to a chapter in a book. Depending on their length, plays can have as many as five acts. Arthur Miller's play <i>The Crucible</i> has four acts.	Acto Un acto es cada una de las partes principales de la acción en las que se divide una obra, similar a un capítulo en un libro. Según la duración, las obras pueden tener hasta cinco actos. La obra de Arthur Miller, <i>The Crucible</i> , tiene cuatro actos.
Allegory An allegory is a work with two levels of meaning: a literal one and a symbolic one. In each work, most of the characters, objects, settings, and events represent abstract qualities. Personification is often used in traditional allegories. As in a fable or parable, the purpose of an allegory may be to convey truths about life, to teach religious or moral lessons, or to criticize social institutions.	Allegoría Una alegoría es una obra que tiene dos niveles de significado: uno literal y uno simbólico. En cada obra de este tipo, la mayoría de los personajes, los objetos, el mundo y los acontecimientos representan cualidades abstractas. En las alegorías tradicionales, suele usarse la personificación. Al igual que en una fábula o parábola, el objetivo de una alegoría puede ser transmitir verdades sobre la vida, enseñar lecciones religiosas o morales, o criticar instituciones sociales.
Alliteration Alliteration is the repetition of consonant sounds at the beginnings of words. Poets use alliteration to impart a musical quality to their poems, to create mood, to reinforce meaning, to emphasize particular words, and to unify lines or stanzas. Note the examples of alliteration in the following sentence: <i>Don't doubt that I'll do something daring and jaw-dropping.</i>	Aliteración Aliteración es la repetición de sonidos consonánticos al comienzo de las palabras. Los poetas usan la aliteración para darle un efecto musical a sus poemas, crear un estado de ánimo, reforzar el significado, enfatizar determinadas palabras y unificar versos o estrofas. Obsérvense los ejemplos de aliteración en la siguiente oración en idioma inglés: <i>Don't doubt that I'll do something daring and jaw-dropping.</i>
Allusion An allusion is an indirect reference to a person, place, event, or literary work with which the author believes the reader will be familiar.	Alusión Una alusión es una referencia indirecta a una persona, un lugar, un suceso o una obra literaria con la que el lector, a criterio del autor, está familiarizado.
Ambiguity Ambiguity is a technique in which a word, phrase, or event has more than one meaning or can be interpreted in more than one way. Some writers deliberately create this effect to give richness and depth of meaning. T. S. Eliot and Robert Frost are two poets known for their use of ambiguity.	Ambigüedad La ambigüedad es una técnica en la que una palabra, una frase o un acontecimiento tiene más de un significado o se puede interpretar de varias maneras. Algunos escritores crean deliberadamente este efecto para darle intensidad y profundidad de significado. T. S. Eliot y Robert Frost son dos poetas reconocidos por su uso de la ambigüedad.
Analogy An analogy is a point-by-point comparison between two things for the purpose of clarifying the less familiar of the two subjects.	Analogía Una analogía es una comparación, punto por punto, entre dos cosas a efectos de aclarar el tema que resulta más desconocido.
Anaphora Anaphora is a repetition of a word or words at the beginning of successive lines, clauses, or sentences.	Anáfora La anáfora es la repetición de una o más palabras al comienzo de versos, cláusulas o oraciones consecutivas.
Anecdote An anecdote is a brief story that focuses on a single episode or event in a person's life and that's usually illustrative of a particular point.	Anécdota La anécdota es una historia breve que se centra en un único episodio o suceso en la vida de una persona y que se utiliza para ilustrar un tema en particular.

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

Analizar el propósito

Para averiguar cómo logran los autores su propósito, piensa en:

¿Cómo me convencerá la autora de cambiar mi opinión?

¿Cómo me convencerá la autora de cambiar mi opinión?

¿Cómo me convencerá la autora de cambiar mi opinión?

Cite Text Evidence

This three-part strategy will help you ACE answering text-based questions.

Answer
Flip the question into an answer.

Cite
Use lines from the text to support your answer.

Explain
Tell how the lines you chose prove your answer is correct.

Anchor Charts

Serve as visual representations of literary elements

Normalidad Inusual

Ensayo personal de Isabel Beck

QUE
Isabel Beck, una niña de 10 años, describe su experiencia de vivir durante la guerra.

QUANDO
En 1942, Beck tenía 7 años.

QUE
Beck describe la vida en un campamento de refugiados.

QUANDO
En 1942, Beck tenía 7 años.

Una carta al virrey, Lord Irwin

Argumento de Michael C. Casade

QUE
Casade describe la vida en un campamento de refugiados.

QUANDO
En 1942, Beck tenía 7 años.

QUE
Beck describe la vida en un campamento de refugiados.

QUANDO
En 1942, Beck tenía 7 años.

Text Sketch

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

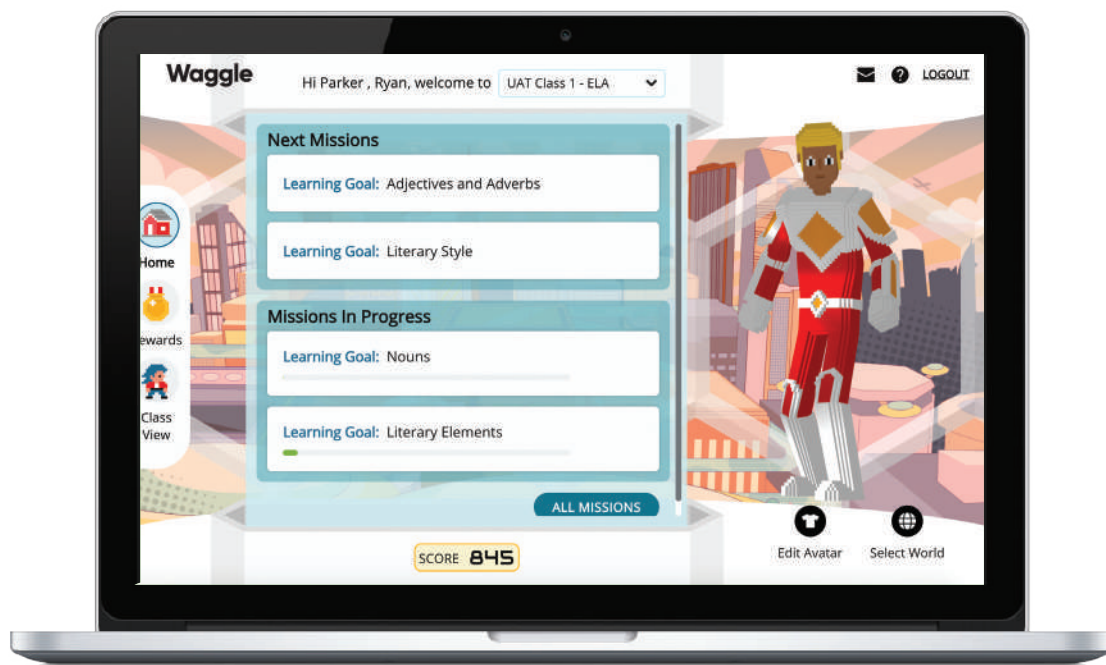


Grow Confident, **Motivated Students**

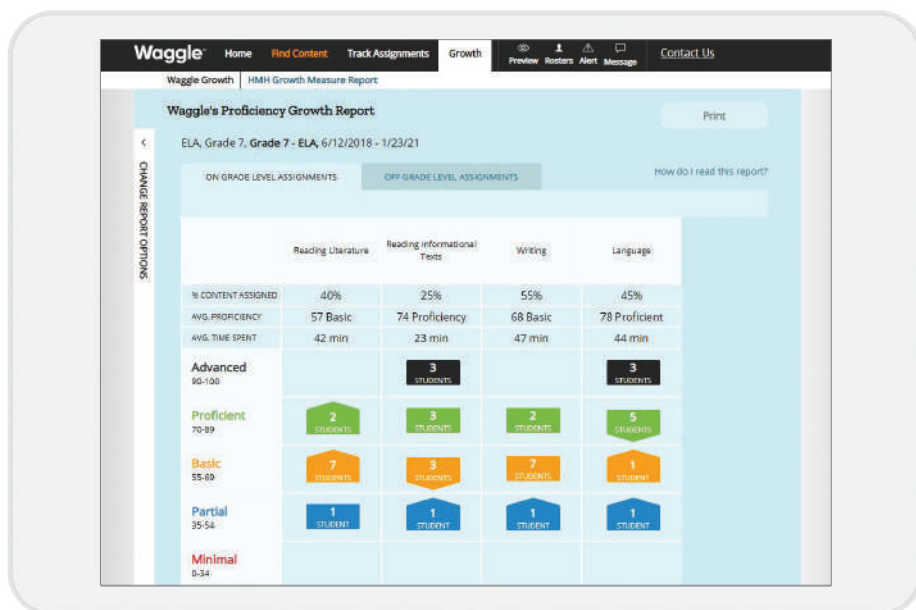
For additional support for striving readers and Multilingual learners, *Waggle*® unites the best in dynamic personalization with powerful instructional lessons, immersing students in an unparalleled world where learning takes flight!

Waggle™

**Powerful Personalization Aligned to your
HMH Into Literature Table of Contents**

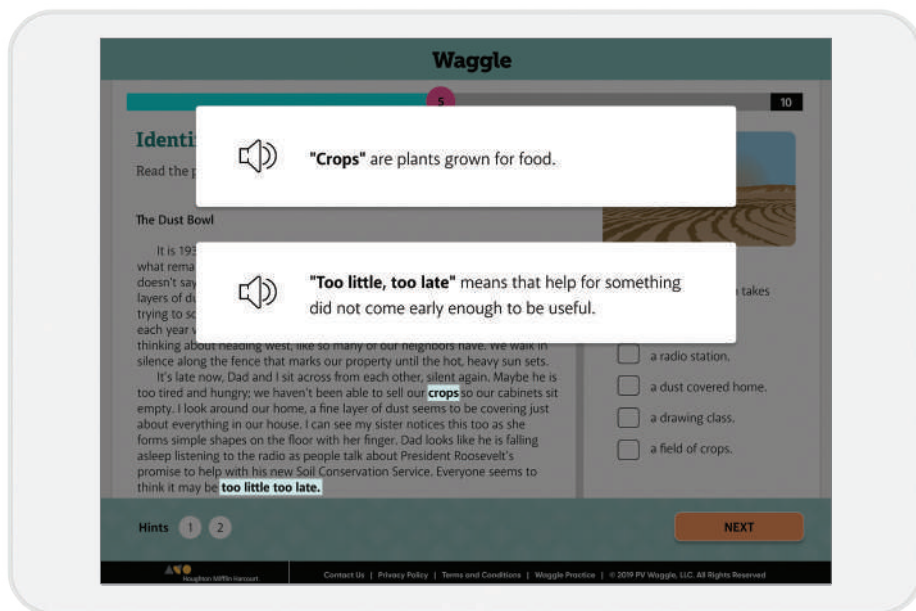


Many programs claim to provide “personalized practice,” but **only Waggle** dynamically adapts to a student’s knowledge in real time. Go beyond a pretest and a posttest to assess a student’s skills proficiency *during* practice.



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

hnhco.com/waggle



ASSESSMENTS AND INSIGHTS





Measure Growth and Outcomes

Assessment Made Easy with a Full Library of Resources

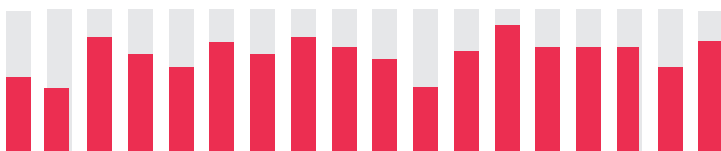
- Customizable print and digital assessments
- Time-saving analysis of ELA skills and standards mastery
- Intuitive data reports
- Next-step resource recommendations
- High-stakes assessment and ACT/ SAT

Summative



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

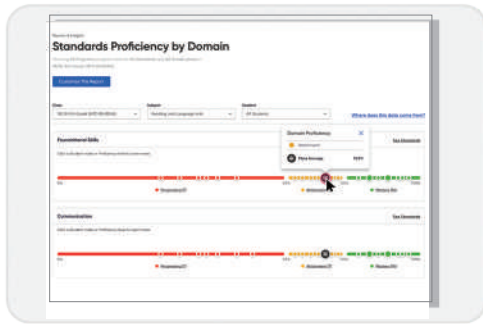
Formative



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

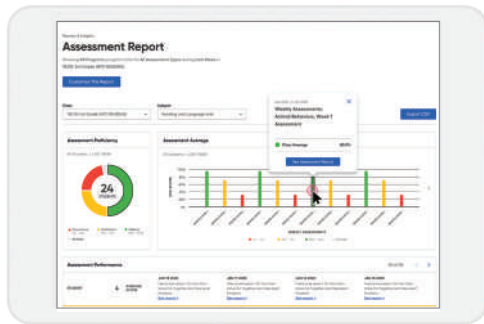
Use Data to Inform Instruction

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.



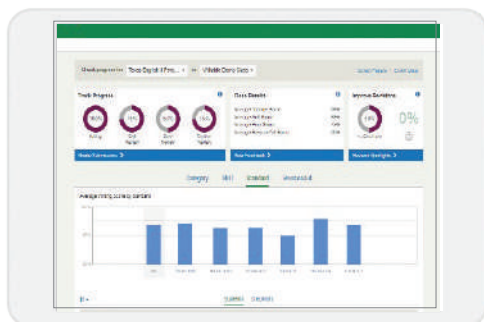
Standards Report

- 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.

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



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.

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

Argument

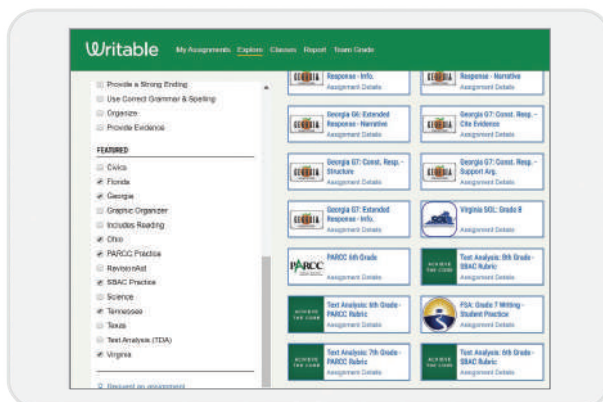
Examples from multiple...
mentative essay for your...
should state a difference...
a conflict but that can...
explore two possible...
d then advocate for the...
that you can

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.



- 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.



CONTINUOUS PROFESSIONAL LEARNING





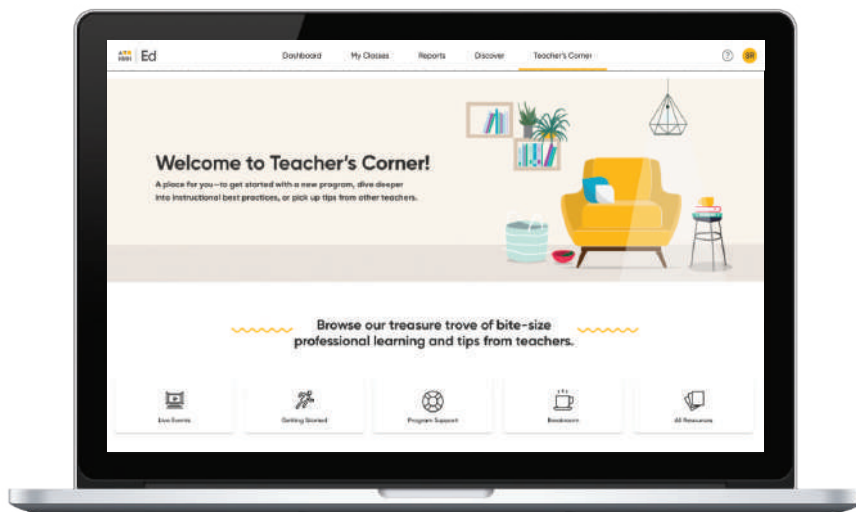
Continuous Support for Teachers and Leaders

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.

From live, online sessions that show you how to get started with *HMH Into Literature* to on-demand PD resources that live directly in your program's learning platform, you'll have exactly what you need, from day 1 to day 180.

With your subscription, teachers can:

- Access on-demand, *HMH Into Literature* teaching resources
- Attend live, online events with your colleagues
- Print parent and caregiver letters in English and Spanish to help with at-home support
- View conveniently where to find your instructional materials and assessment reports.

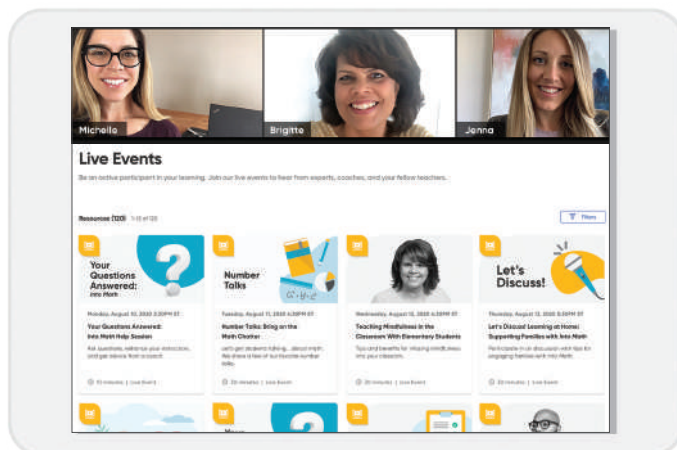


Leaders will experience:

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



**PROFESSIONAL
LEARNING
PARTNER GUIDE**

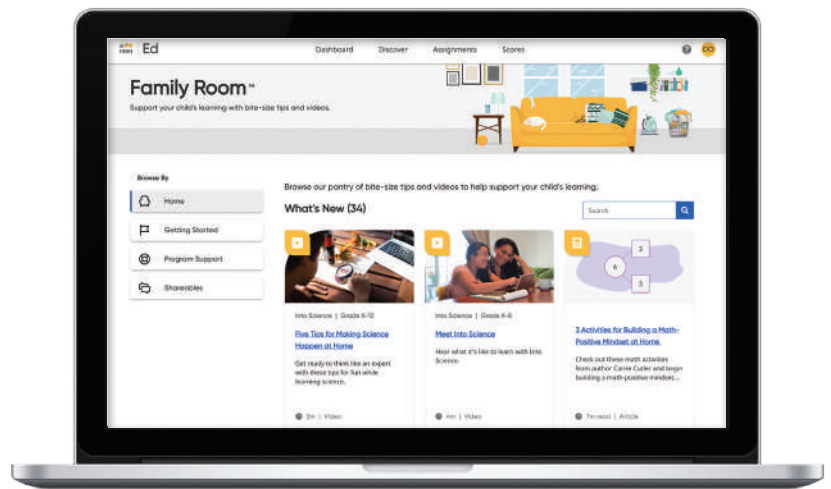


Live Community Support

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



We Share **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

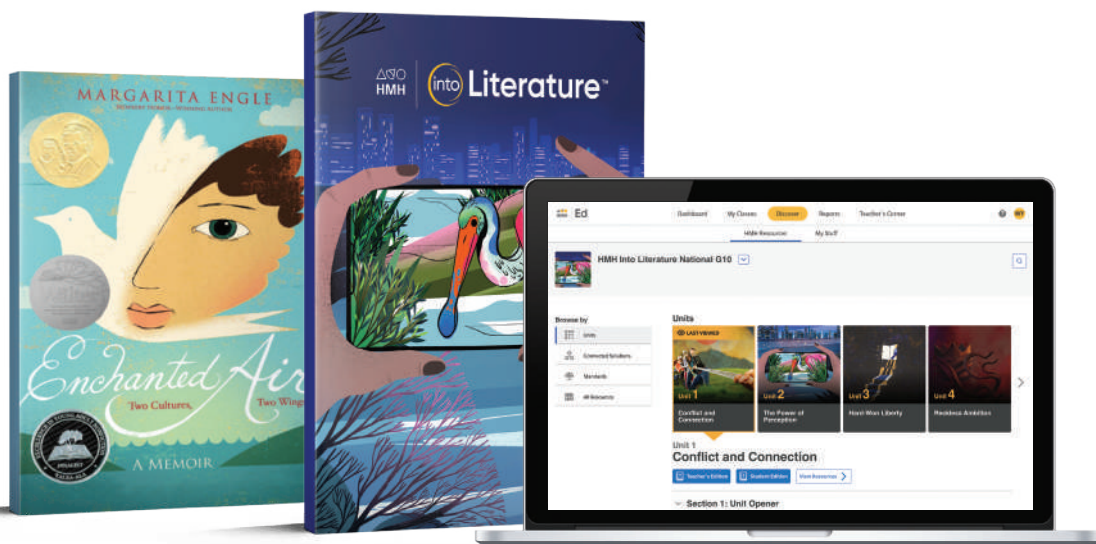


Tyrone Howard, PhD





into Literature®



A Vision for Student Growth

Experience it online at hmhco.com/sample
or learn more about *HMH Into Literature* at hmhco.com/intoliterature.

Android, Chromebook, and Google Meet are trademarks of Google LLC. iOS is a registered trademark of Cisco Technology, Inc. and/or its affiliates in the United States and certain other countries. Microsoft Teams is a registered trademark of Microsoft Corporation in the United States and/or other countries. Newsela is a registered trademark of Newsela, Inc. National Geographic is a registered trademark of National Geographic Society. CODIE® is a registered trademark of the Software Publishers Association Software and Information Industry Association. Advanced Placement® is a trademark registered and/or owned by the College Board, which was not involved in the production of, and does not endorse, these products. ACT® is a registered trademark of ACT, Inc. Houghton Mifflin Harcourt has no affiliation with ACT, Inc. and our products are not approved or endorsed by ACT, Inc. SAT® is a registered trademark of the College Entrance Examination Board, which was not involved in the production of, and does not endorse, these products. Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad. Khan Academy® is a registered trademark of Khan Academy, Inc. Writable® is a registered trademark of Writable, Inc. HMH into Literature®, Ed Your Friend in Learning®, Waggle®, HMH Go™, Stream to Start®, Teacher's Corner™, CliffsNotes®, The Learning Company®, Houghton Mifflin Harcourt®, and HMH® are trademarks or registered trademarks of Houghton Mifflin Harcourt. © Houghton Mifflin Harcourt. All rights reserved. 07/21 WF1416426



Houghton Mifflin Harcourt.

hmhco.com