HMH Into Literature®

Program Overview

Grades 6–12

HMH Into Literature®

Rooted in proven pedagogy and centered on student engagement, *HMH Into Literature*® is built on research-based instructional strategies, a blend of classic and contemporary texts, and teacher tools to simplify planning and instruction.

What's inside

02 **ELA for today's classroom**

10 **Systematic reading and writing instruction**

32 **Support for every student**

44 **Assessment and data-informed instruction**

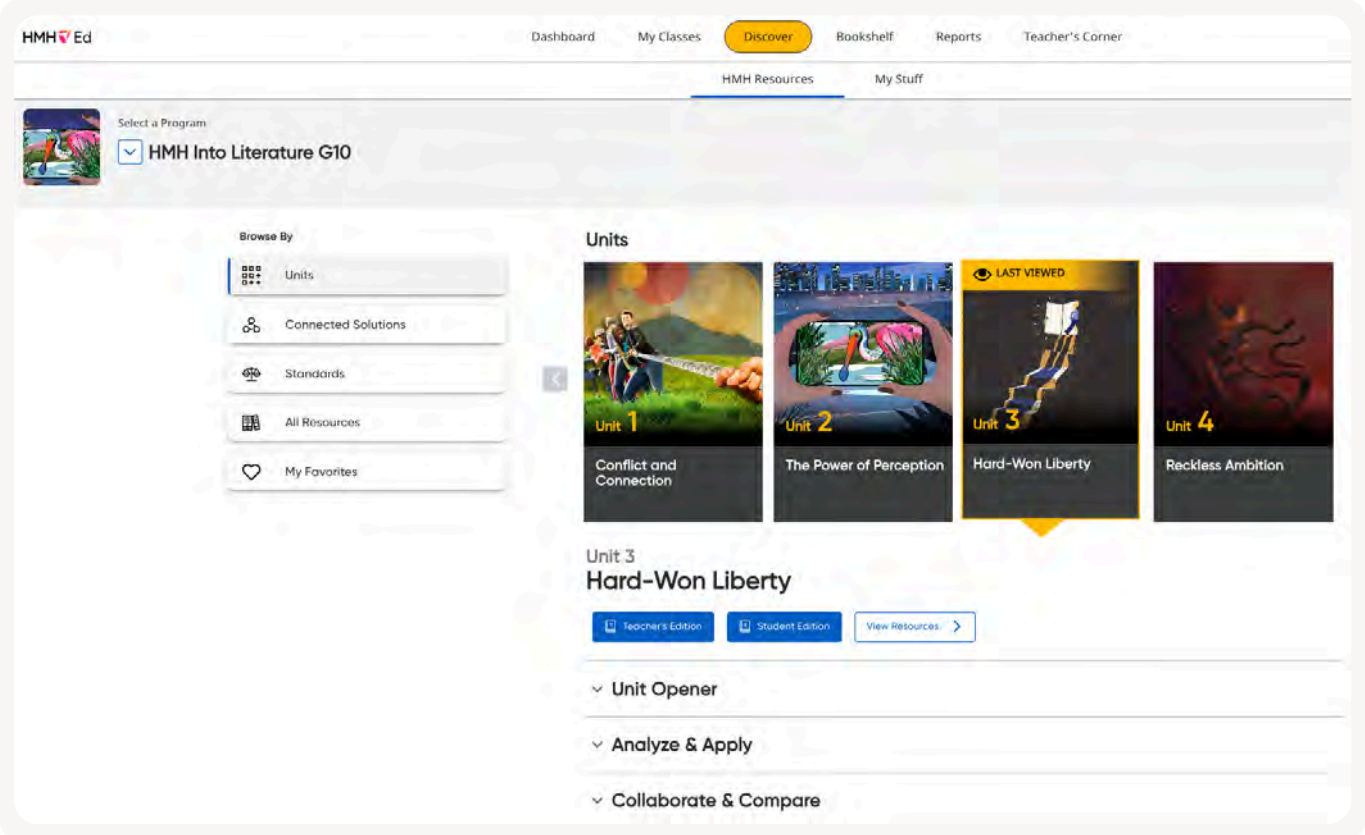
47 **Teacher support and professional growth**

Experience it online:

hmhco.com/SampleLiterature

Streamlined teaching and learning

HMH Into Literature is a digital-first ELA curriculum housed on *Ed*, the HMH learning platform. With seamless connections to your LMS, *Into Literature* empowers educators with tools for streamlined planning, standards-aligned lessons, assessment, reporting, and differentiated instruction.

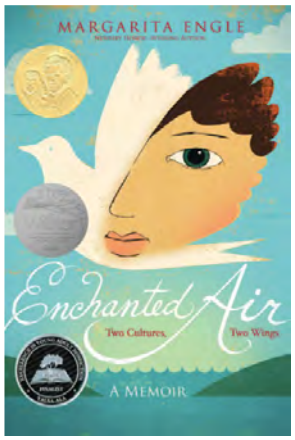


Student Edition

- high-interest texts and units
- aligned to standards

Teacher's Edition

- point-of-use instructional support and differentiation options
- resources that provide both structure and flexibility



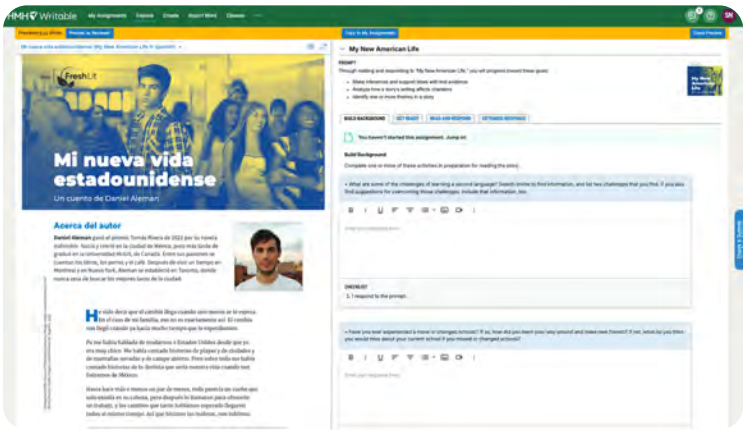
Novels and Long Reads

- diverse authorship, characters, and genres
- flexible tools for novel study

Program Guide

- support for your "What if" and "How to" implementation questions
- new teacher support and resources

HMH Writable

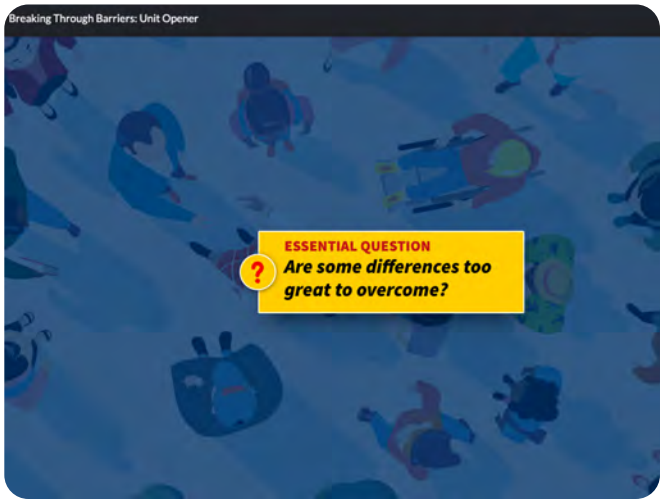


Writable for *HMH Into Literature*

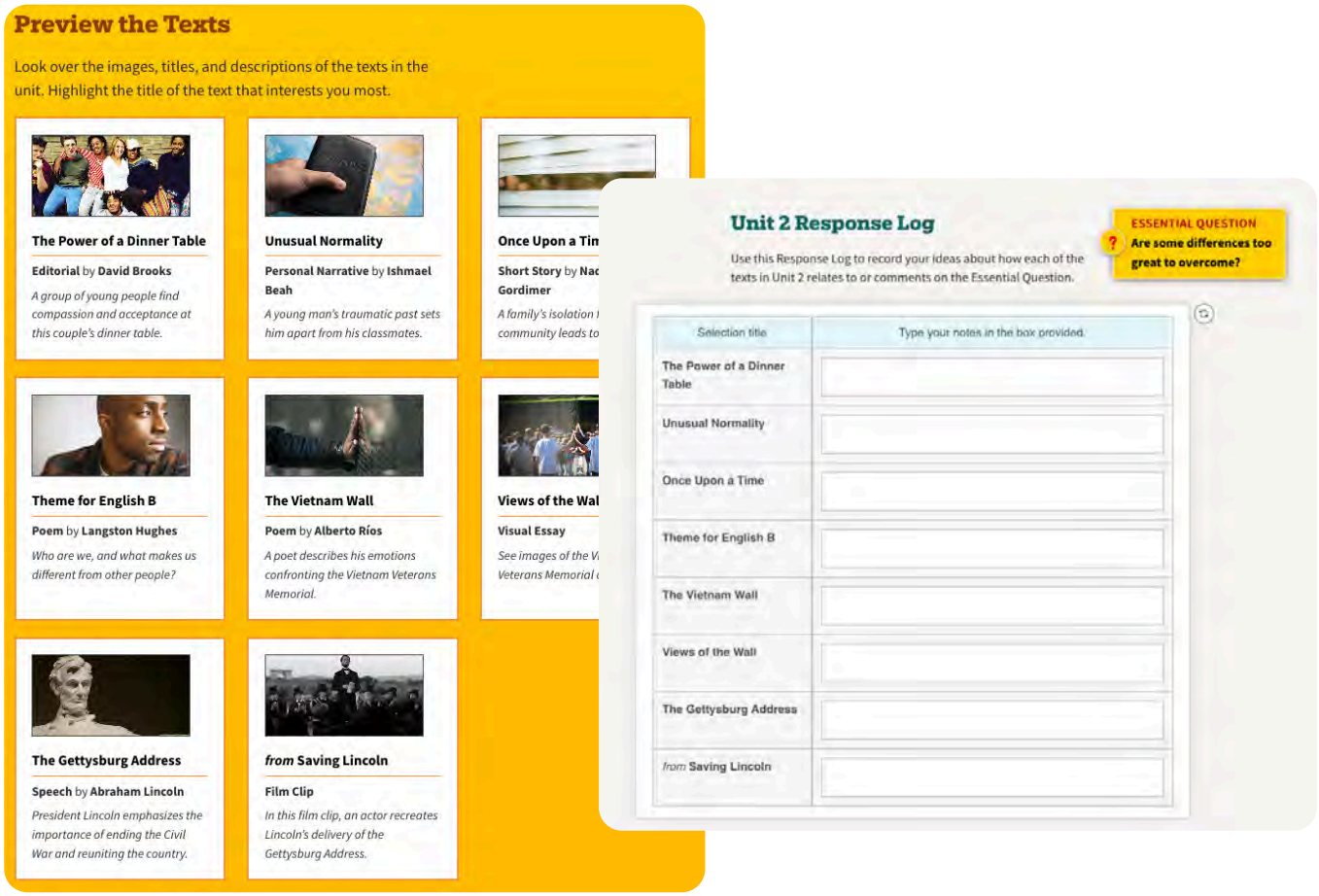
- Powerful writing instruction fully integrated and aligned with *Into Literature* readings and curriculum
- Scaffolded, customizable lessons support measurable writing skills progression
- AI creation and grading tools save teachers time and deliver faster feedback

Structure and flexibility

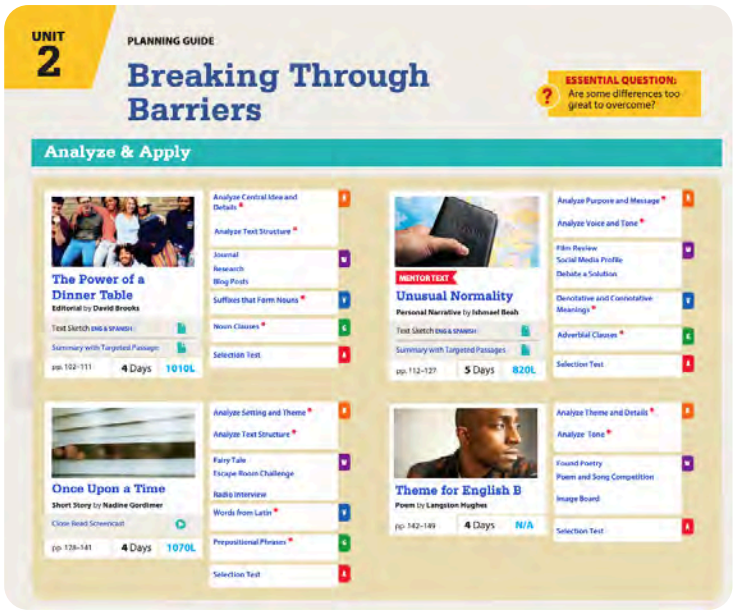
Into Literature combines effective, structured instruction with opportunities for flexibility and customization.



Centered on a compelling Essential Question, each unit follows a proven learning model that builds comprehension and standards mastery across multiple thematically related texts.



Whole class instruction

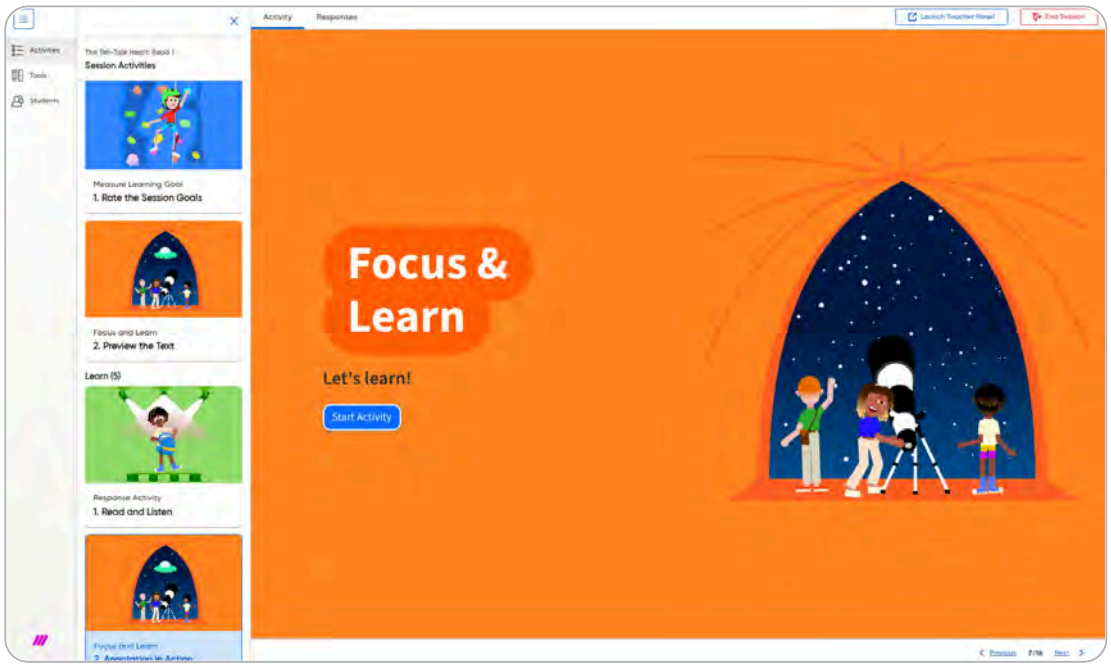


Each unit has 2-4 text-connected "Analyze and Apply" lessons that drive whole-class instruction.

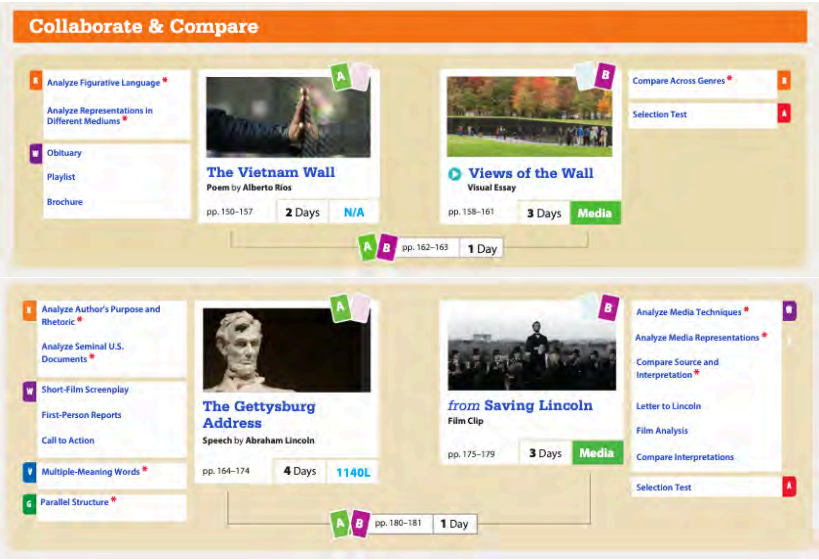
The mentor text serves as an authentic writing model for the students' culminating writing task, and each text has an accompanying Selection Test.

Grades 6-8 only

To keep middle school students engaged during whole class instruction, Grades 6-8 teachers can access ready-to-teach, interactive lessons on Ed. Built on proven instructional routines, these sessions are streamlined and effective.



Small group instruction and independent learning



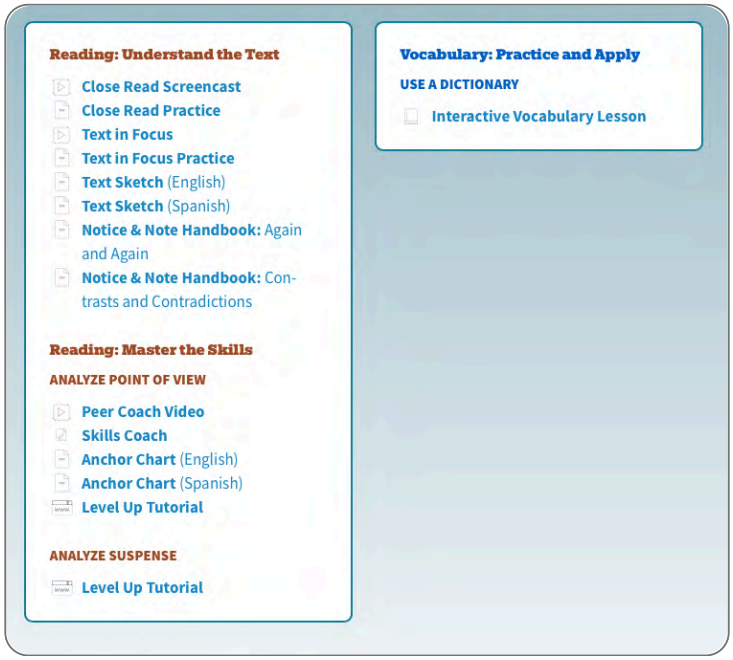
Small group instruction: Collaborate & Compare

- each unit has 1-2 thematic text groupings for the "Collaborate and Compare" portion of each unit
- allows students to think critically across related texts, and collaborate with peers

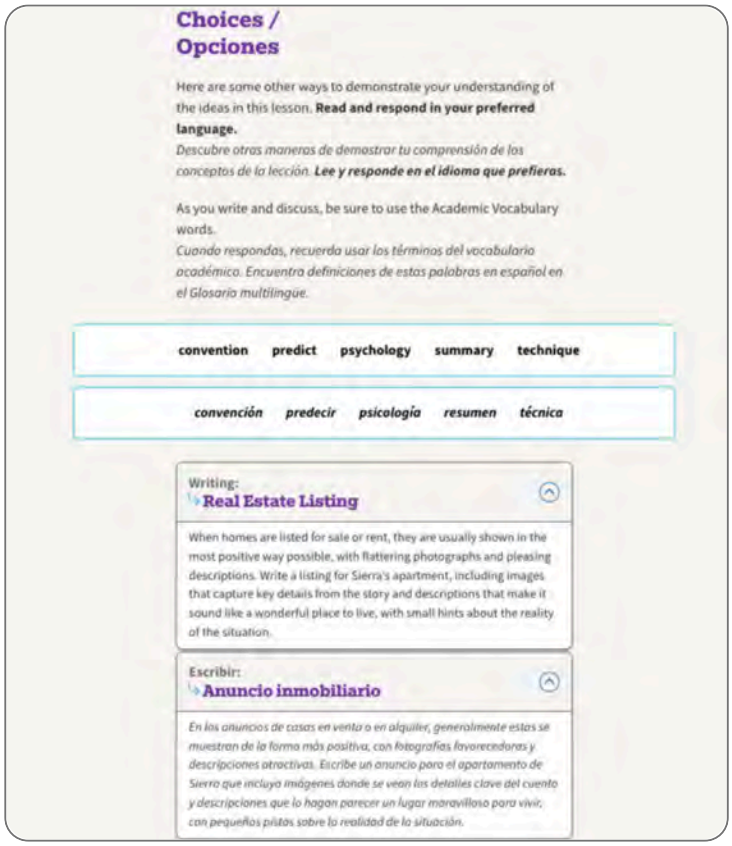
Independent learning: Reader's Choice

- 4-6 short read recommendations are offered per unit for independent reading
- these provide opportunities for student agency and choice

Student agency and choice



Self-serve student resources
For each selection, students can independently access a menu of support resources to aid in comprehensions and skill development.



Choices activities
At the end of each lesson, students can choose from options to creatively demonstrate their understanding.

Representation for all students with culturally affirming texts

Today's classrooms are rich with students representing a wide range of cultures. *HMH Into Literature*® was designed to be inclusive and culturally affirming, with a carefully selected combination of classic and contemporary texts that reflect our diverse world and broaden students' worldviews.

Seeing themselves, seeing others

We are committed to:

- allowing students to see themselves, fostering a positive self-concept
- showing students diverse experiences and cultures through content that is free of bias or stereotypes

Featured authors

Malala Yousafzai

Grade 6

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

Lorna Dee Cervantes

Grade 10

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

Kwame Alexander

Grade 7

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

Cesar Chavez

Grade 11
American Literature

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

Ramez Naam

Grade 8

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

Chinua Achebe

Grade 12
British Literature

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

Alberto Rios

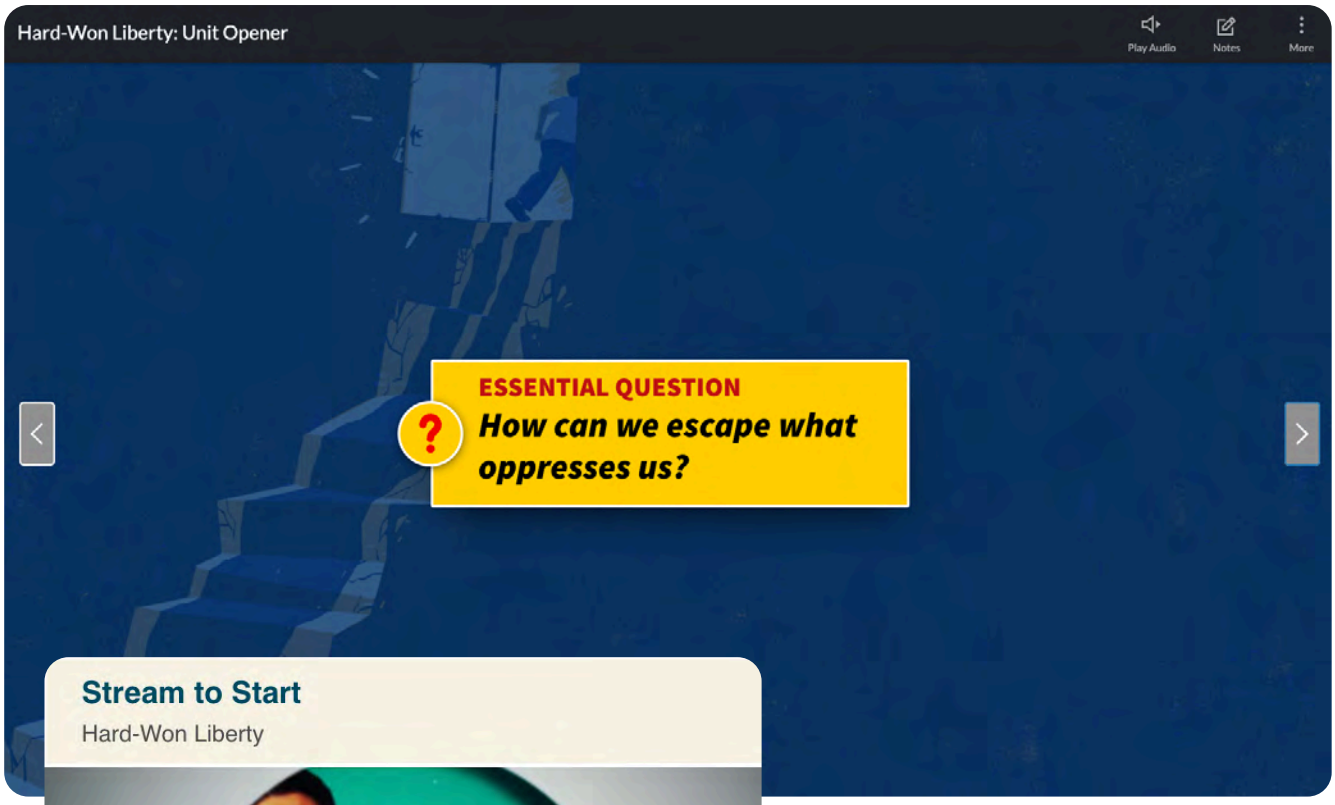
Grade 9

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

Knowledge building focus

Generate excitement and build background at the start of each lesson with explicit tools to activate knowledge.

Grade 10, Unit 3 Opener

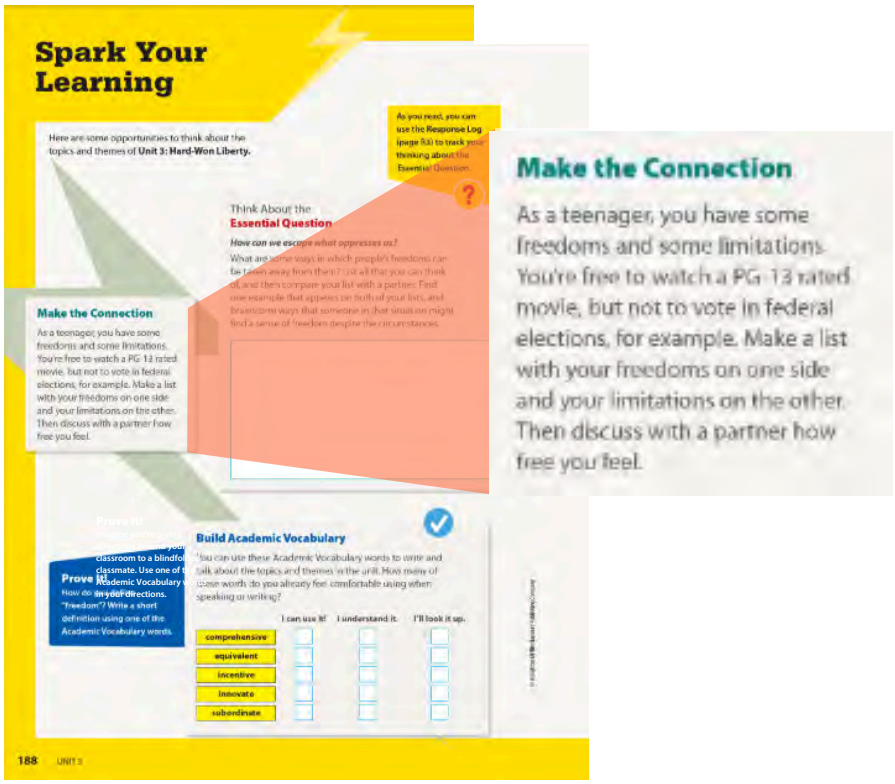


Stream to Start Video

Unit Openers

Every unit opener includes 2–3 engagement activities to:

- activate students' prior knowledge
- support building knowledge and connecting to the unit theme



Spark Your Learning activities and prompts for:

- making connections
- building topic knowledge
- developing academic vocabulary

Engage Your Brain

Engagement and connection activities before each text that:

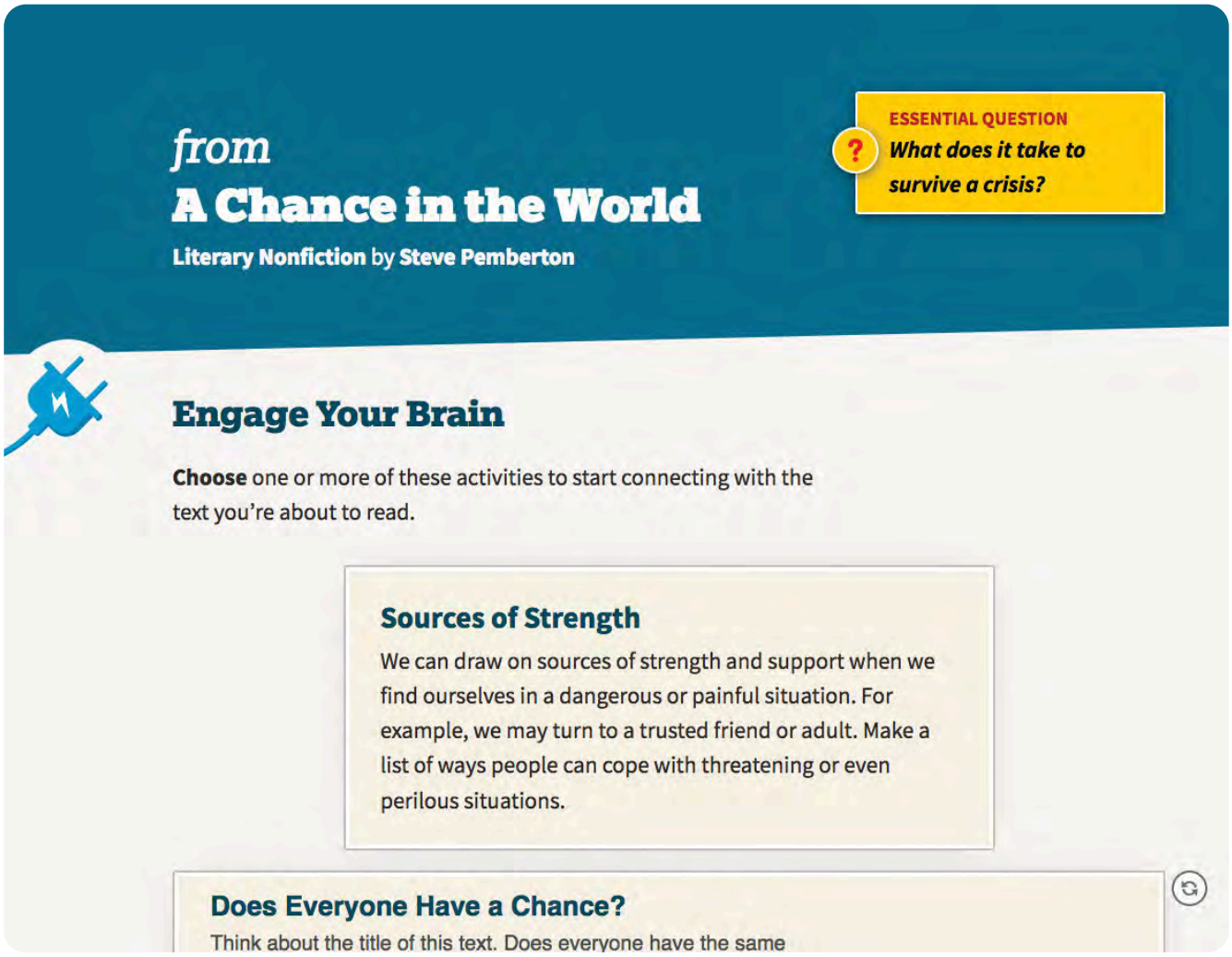
- Motivate students with relevant topics
- Focus on concepts and ideas related to each text and the Essential Question

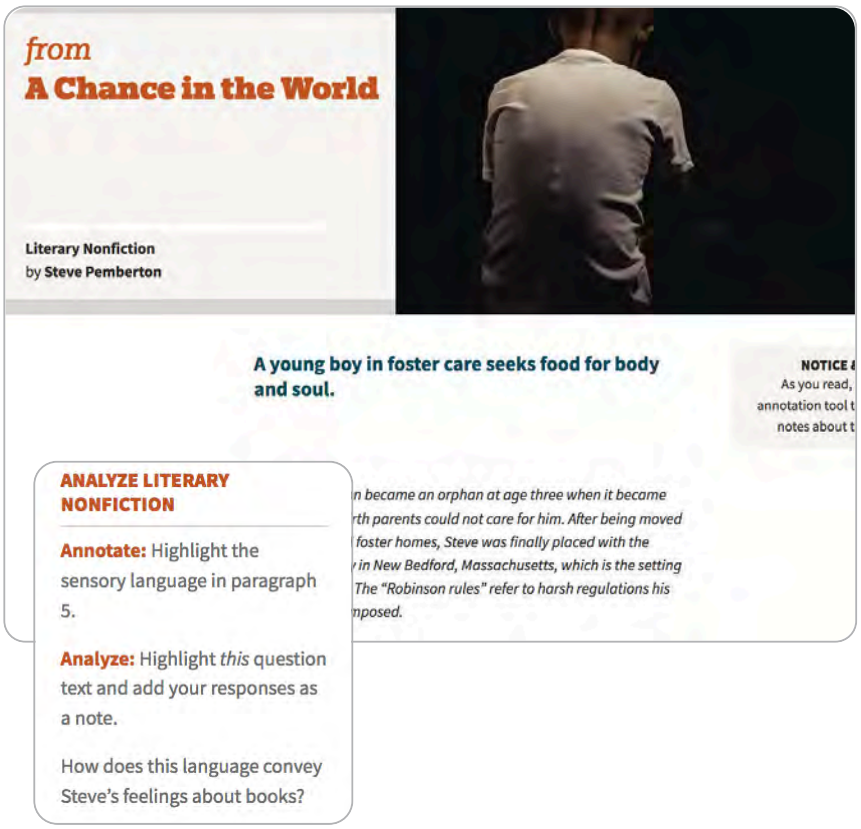
Consistent lesson structure

Each lesson follows an explicit structure, with activities and instruction occurring before, during, and after reading.

Before reading: Get Ready
Activities, background, and instruction that prepare students for reading

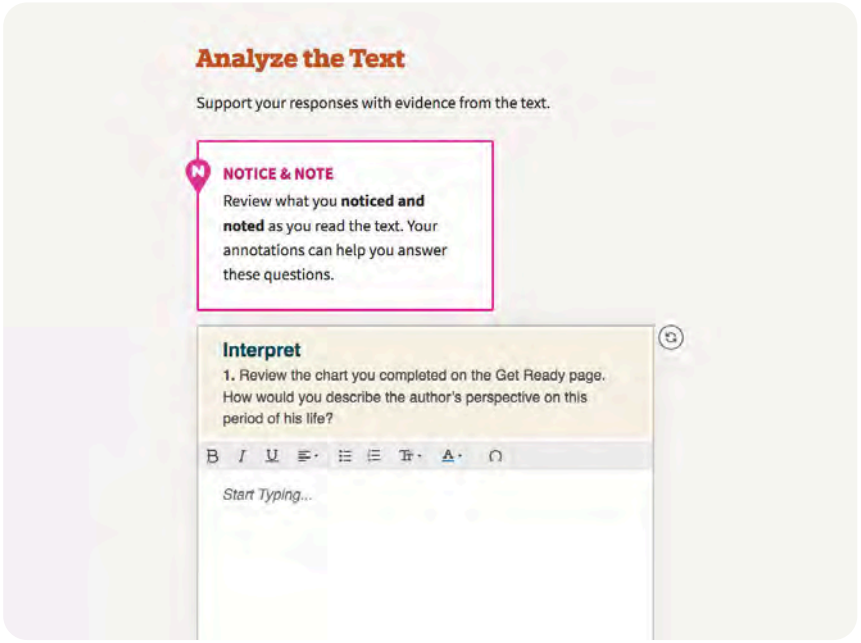
- Engage Your Brain
- Annotation in Action
- Expand Your Vocabulary





During reading activities
Prompt students to annotate and analyze the text carefully

- Guided Reading Questions with annotations
- Notice & Note signposts for close reading
- Vocabulary in Context
- embedded test prep

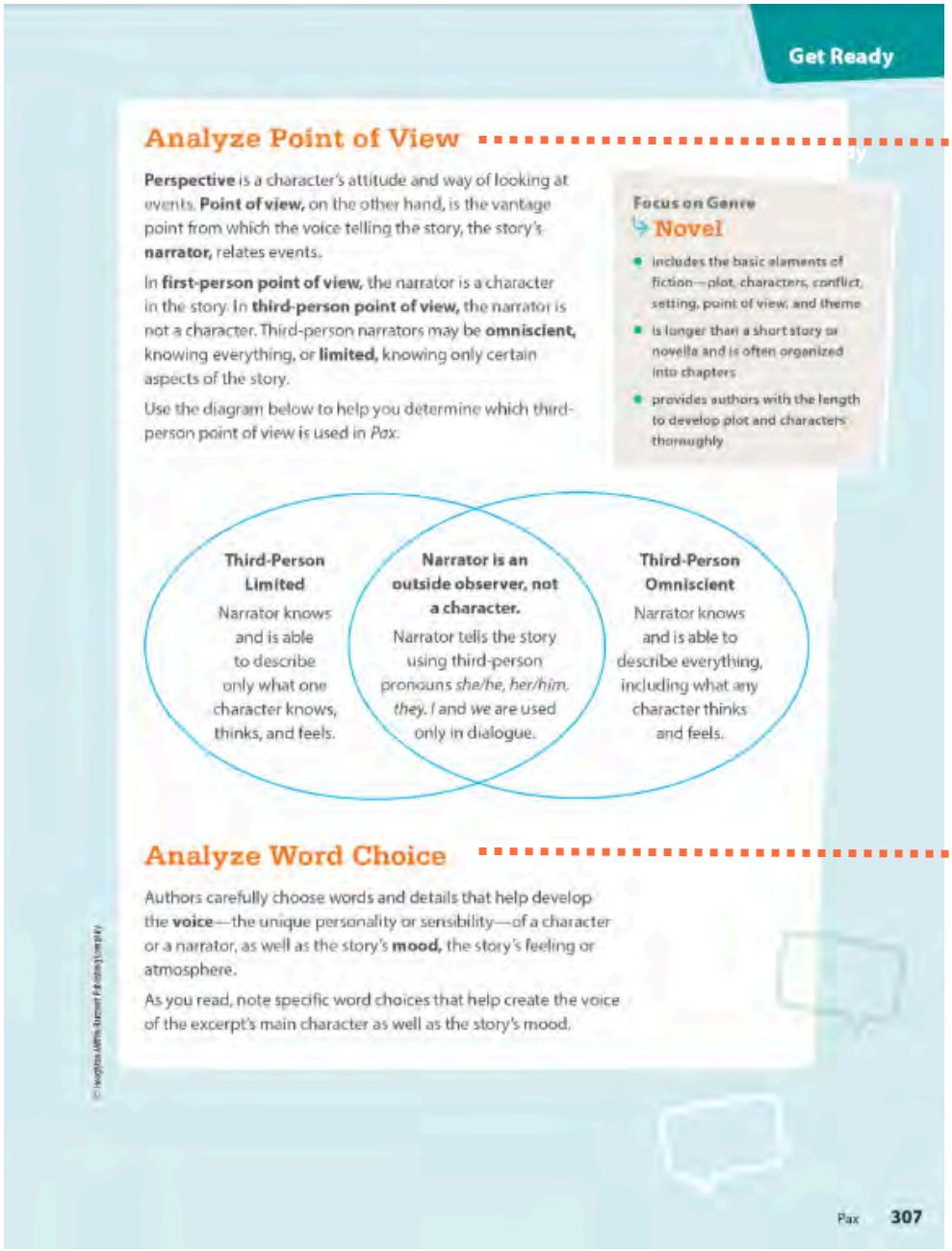


After reading: Respond
After-reading activities prompt students to respond to the text in a variety of ways

- Analyze the Text questions
- Choices
- Expand Your Vocabulary
- Watch Your Language

Standards-aligned skill-building

Into Literature covers the standards effectively and efficiently. At the start of each unit, students are introduced to two critical standards-based skills and continue to practice these skills during and after reading. This laser focus on two textual skills supports students' progress toward mastery.



Get Ready

Analyze Point of View

Perspective is a character's attitude and way of looking at events. **Point of view,** on the other hand, is the vantage point from which the voice telling the story, the story's **narrator,** relates events.

In **first-person point of view,** the narrator is a character in the story. In **third-person point of view,** the narrator is not a character. Third-person narrators may be **omniscient,** knowing everything, or **limited,** knowing only certain aspects of the story.

Use the diagram below to help you determine which third-person point of view is used in *Pax*.

Focus on Genre
Novel

- includes the basic elements of fiction—plot, characters, conflict, setting, point of view, and theme
- is longer than a short story or novella and is often organized into chapters
- provides authors with the length to develop plot and characters thoroughly

Third-Person Limited
Narrator knows and is able to describe only what one character knows, thinks, and feels.

Narrator is an outside observer, not a character.
Narrator tells the story using third-person pronouns *she/he, her/him, they. I* and *we* are used only in dialogue.

Third-Person Omniscient
Narrator knows and is able to describe everything, including what any character thinks and feels.

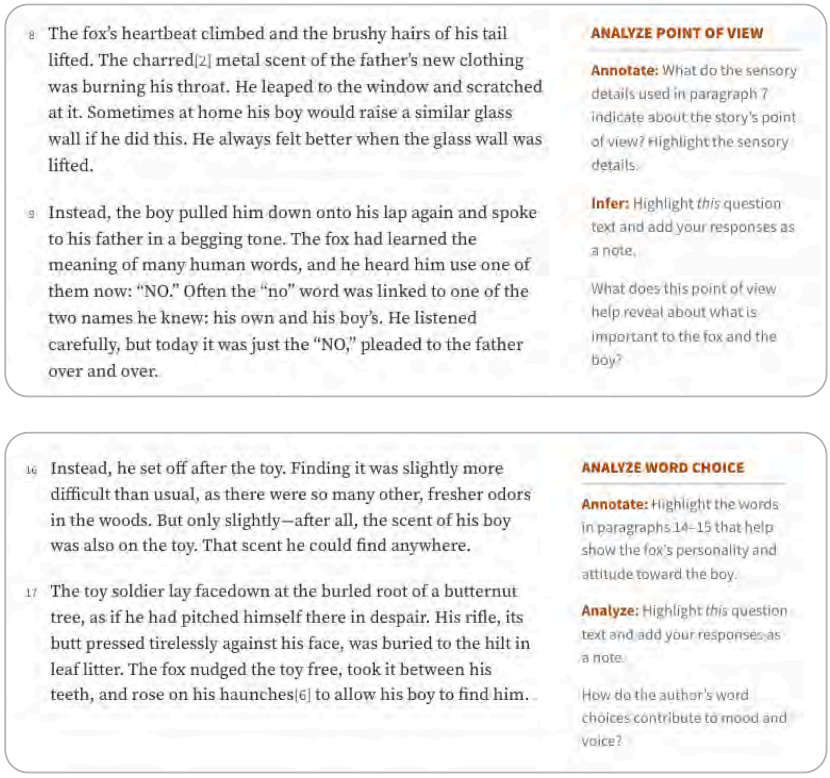
Analyze Word Choice

Authors carefully choose words and details that help develop the **voice**—the unique personality or sensibility—of a character or a narrator, as well as the story's **mood,** the story's feeling or atmosphere.

As you read, note specific word choices that help create the voice of the excerpt's main character as well as the story's mood.

© Houghton Mifflin Harcourt Publishing Company

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



8 The fox's heartbeat climbed and the brushy hairs of his tail lifted. The charred[2] metal scent of the father's new clothing was burning his throat. He leaped to the window and scratched at it. Sometimes at home his boy would raise a similar glass wall if he did this. He always felt better when the glass wall was lifted.

9 Instead, the boy pulled him down onto his lap again and spoke to his father in a begging tone. The fox had learned the meaning of many human words, and he heard him use one of them now: "NO." Often the "no" word was linked to one of the two names he knew: his own and his boy's. He listened carefully, but today it was just the "NO," pleaded to the father over and over.

ANALYZE POINT OF VIEW

Annotate: What do the sensory details used in paragraph 7 indicate about the story's point of view? Highlight the sensory details.

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

What does this point of view help reveal about what is important to the fox and the boy?

16 Instead, he set off after the toy. Finding it was slightly more difficult than usual, as there were so many other, fresher odors in the woods. But only slightly—after all, the scent of his boy was also on the toy. That scent he could find anywhere.

17 The toy soldier lay facedown at the burled root of a butternut tree, as if he had pitched himself there in despair. His rifle, its butt pressed tirelessly against his face, was buried to the hilt in leaf litter. The fox nudged the toy free, took it between his teeth, and rose on his haunches[6] to allow his boy to find him.

ANALYZE WORD CHOICE

Annotate: Highlight the words in paragraphs 14–15 that help show the fox's personality and attitude toward the boy.

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

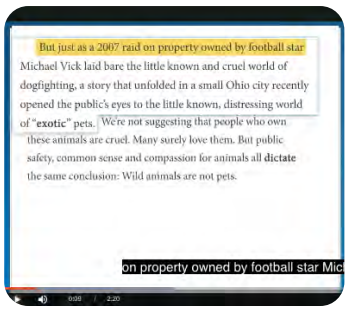
How do the author's word choices contribute to mood and voice?

Analyze the Text

Students use their annotations to reinforce the two focused skills as they read

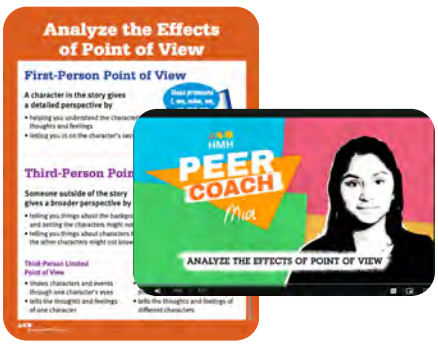
Support Text Analysis with Interactive Digital Resources

Close Read Screencasts



Modeled conversations analyzing challenging passages

Peer Coach Videos and Anchor Charts



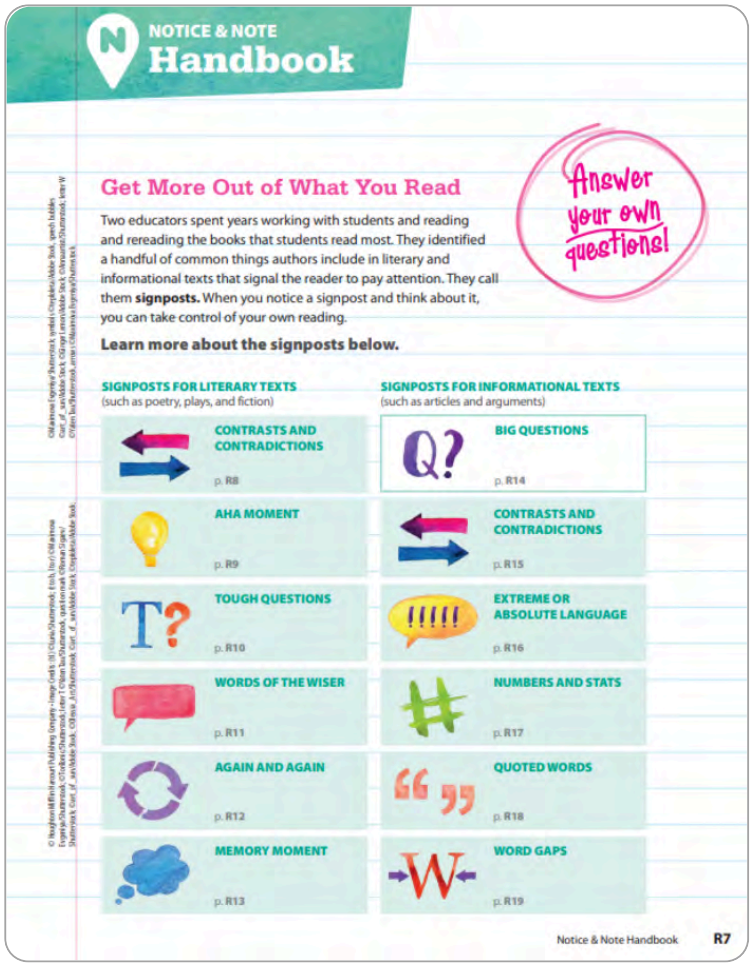
Visual and multimedia tools that reinforce skill concepts

Text Sketches in English and Spanish

Visual snapshots of selection skills and concepts

Deeper comprehension with Notice & Note

Notice and Note, *Into Literature*'s exclusive close reading routine, centers on "Signposts," or key moments in a text. Students are prompted to look for and analyze the Signposts during and after reading.


NOTICE & NOTE
Handbook

Get More Out of What You Read

Two educators spent years working with students and reading and rereading the books that students read most. They identified a handful of common things authors include in literary and informational texts that signal the reader to pay attention. They call them **signposts.** When you notice a signpost and think about it, you can take control of your own reading.

Answer your own questions!

Learn more about the signposts below.

SIGNPOSTS FOR LITERARY TEXTS (such as poetry, plays, and fiction)

- CONTRASTS AND CONTRADICTIONS p. R8
- AHA MOMENT p. R9
- TOUGH QUESTIONS p. R10
- WORDS OF THE WISER p. R11
- AGAIN AND AGAIN p. R12
- MEMORY MOMENT p. R13

SIGNPOSTS FOR INFORMATIONAL TEXTS (such as articles and arguments)

- BIG QUESTIONS p. R14
- CONTRASTS AND CONTRADICTIONS p. R15
- EXTREME OR ABSOLUTE LANGUAGE p. R16
- NUMBERS AND STATS p. R17
- QUOTED WORDS p. R18
- WORD GAPS p. R19

Notice & Note Handbook R7

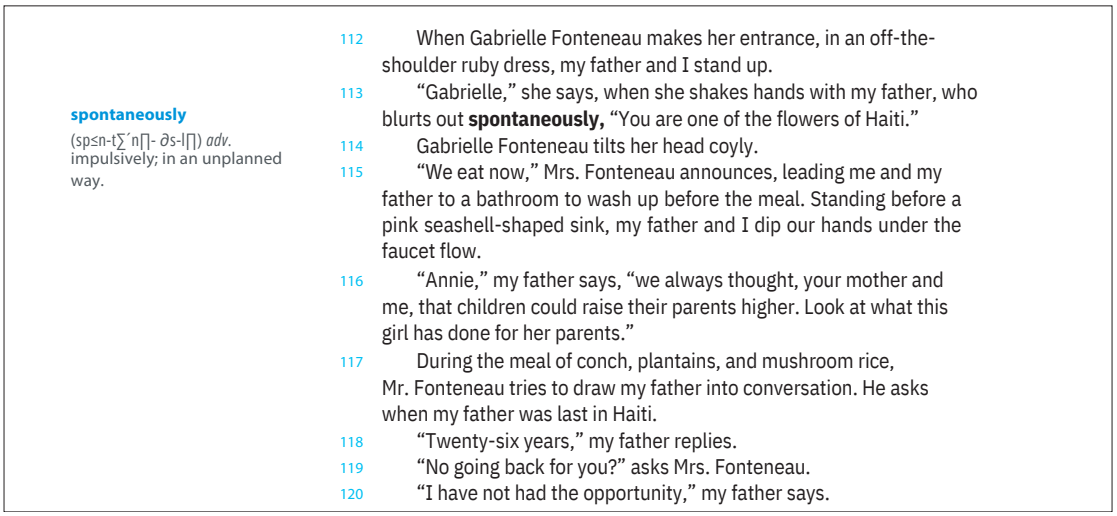
Kylene Beers, EdD

Robert E. Probst, PhD

- Developed by educational leaders and HMH authors Dr. Kylene Beers and Dr. Robert Probst
- Students learn 11 Signposts to guide analysis for fiction and nonfiction
- Matures at higher grades by reducing scaffolds

Routine, text-connected vocabulary instruction

With vocabulary integrated into every unit, students will develop fluent usage through text-connected instruction and practice, student-friendly definitions, and varied exposures throughout a lesson.



spontaneously
(sp≤n-t∑´n∏- ∂s-l∏) *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

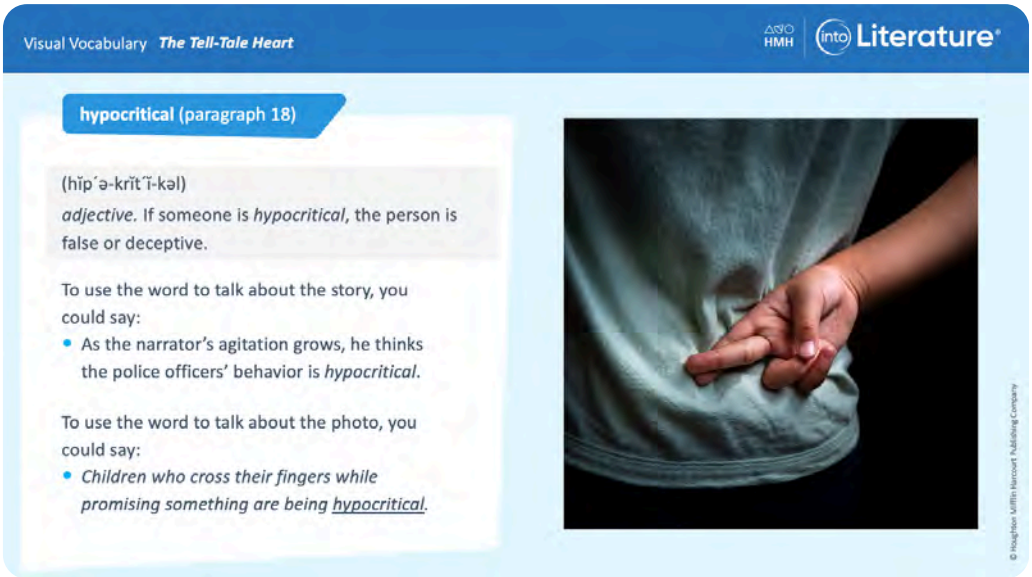
All vocabulary instruction is paired with a vocabulary acquisition strategy to support their independent learning.

Expand Your Vocabulary helps students master key words from the text, with vocabulary activities for pre- and post-reading.

Before reading

After reading

Visual Vocabulary (Grades 6–8) provides engaging, text connected vocabulary instruction using graphical cues.



Simplified grammar instruction

Into Literature simplifies grammar instruction with a two-pronged approach: embedded grammar instruction that connects grammar to reading and writing, and supplemental grammar resources that target discrete grammar skills.

GRADE
10 Grammar Resources

The **Interactive Grammar Lessons** are designed to help students develop proficiency in English grammar. Modules allow students to learn the different aspects of English grammar and practice and apply what they have learned. Additional resources for each module topic provide the instruction and practice in printable format, as well as remediation and assessment.

provides data in reports*
printable
slides

* Resources that provide data can be found by searching in the **Grammar Resources** file on Ed.

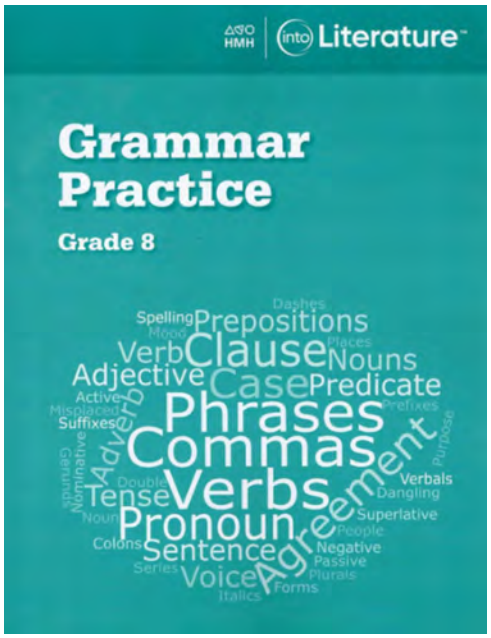
INTERACTIVE GRAMMAR MODULE
The Sentence

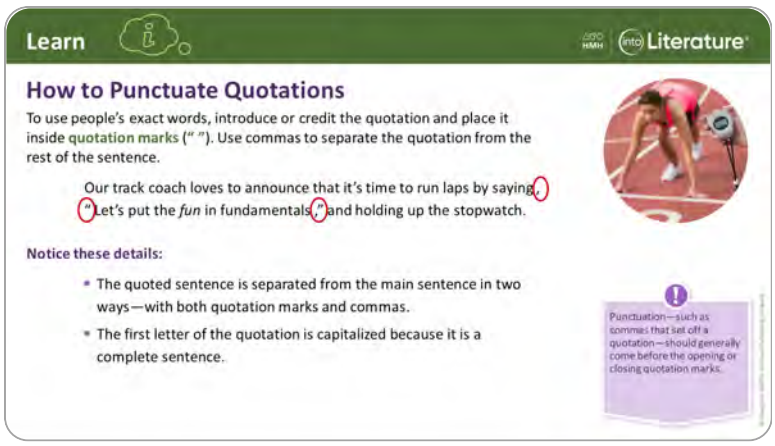
Interactive Grammar Lessons	Additional Resources
The Sentence: Opener	**NEW** Grammar Quick Fix
Sentences and Sentence Fragments	How to Correct Sentence Fragments
Run-on Sentences	How to Correct Run-On Sentences
Subject and Predicate	**Grammar Assessments**
The Simple Subject and Simple Predicate	Module Pretest: The Sentence
Finding the Subject	Module Summative Test: The Sentence
Compound Subjects and Compound Verbs	**Editable Grammar Practice**
Complements	Sentences and Sentence Fragments
Subject Complements	Run-on Sentences
Objects	Subject and Predicate
Classifying Sentences by Purpose	The Simple Subject and Simple Predicate
	Finding the Subject
	Compound Subjects and Compound Verbs
	Complements
	Subject Complements
	Objects
	Classifying Sentences by Purpose
	The Sentence Module Review
	Grade 10 Grammar Practice Answer Key
	Level Up Tutorials
	Sentences, Fragments, and Run-ons

GRADE
10 Grammar Resources

INTERACTIVE GRAMMAR MODULE
The Parts of Speech

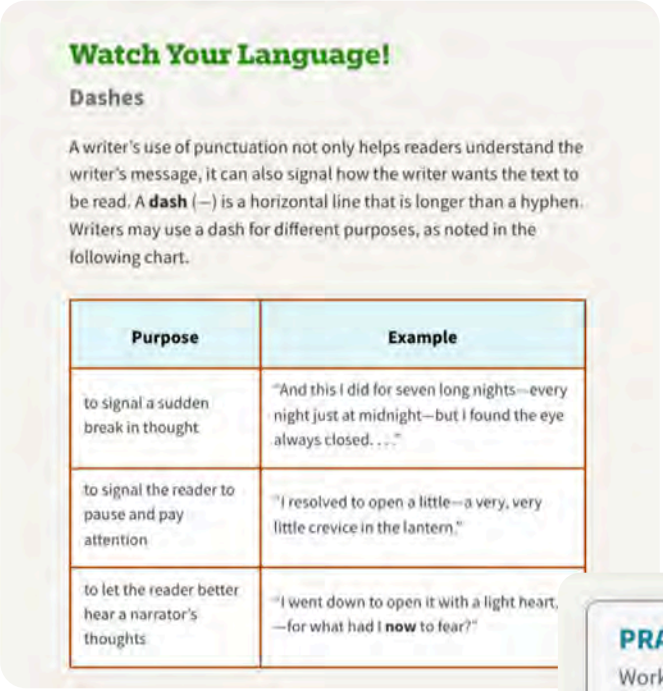
Interactive Grammar Lessons	Additional Resources
The Parts of Speech: Opener	**Grammar Assessments**
Nouns	Module Pretest: Parts of Speech
Compound Nouns	Module Summative Test: Parts of Speech
Pronouns	**Editable Grammar Practice**
Adjectives	Nouns
Pronouns and Nouns Used as Adjectives	Compound Nouns
Verbs	Pronouns
Linking Verbs	Adjectives
Verb Phrases	Pronouns and Nouns Used as Adjectives
Adverbs	Verbs
Adverbs Modifying Adjectives and Other Adverbs	Linking Verbs
Prepositions	Verb Phrases
Conjunctions and Interjections	Adverbs
	Adverbs Modifying Adjectives and Other Adverbs
	Prepositions
	Conjunctions and Interjections
	Parts of Speech Review Exercise
	Parts of Speech Module Review
	Grade 10 Grammar Practice Answer Key
	Level Up Tutorials
	Nouns
	Pronouns
	Verbs
	Verbals and Verb Phrases





Text-connected grammar activities

Watch Your Language! grammar lessons are woven into the *Into Literature* lesson structure so students can see how language and writing conventions translate into the texts they are reading. These lessons take the guesswork out of planning for connected grammar instruction.



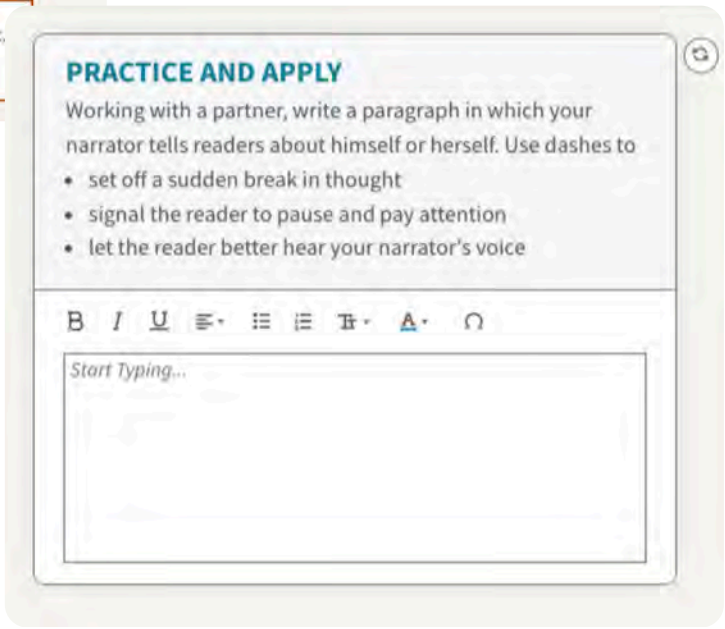
Watch Your Language!

Dashes

A writer's use of punctuation not only helps readers understand the writer's message, it can also signal how the writer wants the text to be read. A **dash** (—) is a horizontal line that is longer than a hyphen. Writers may use a dash for different purposes, as noted in the following chart.

Purpose	Example
to signal a sudden break in thought	"And this I did for seven long nights—every night just at midnight—but I found the eye always closed. . . ."
to signal the reader to pause and pay attention	"I resolved to open a little—a very, very little crevice in the lantern."
to let the reader better hear a narrator's thoughts	"I went down to open it with a light heart, —for what had I **now** to fear?"

Explicit grammar instruction
Watch Your Language! grammar lessons begin with direct instruction, which often includes examples from the text.



PRACTICE AND APPLY

Working with a partner, write a paragraph in which your narrator tells readers about himself or herself. Use dashes to

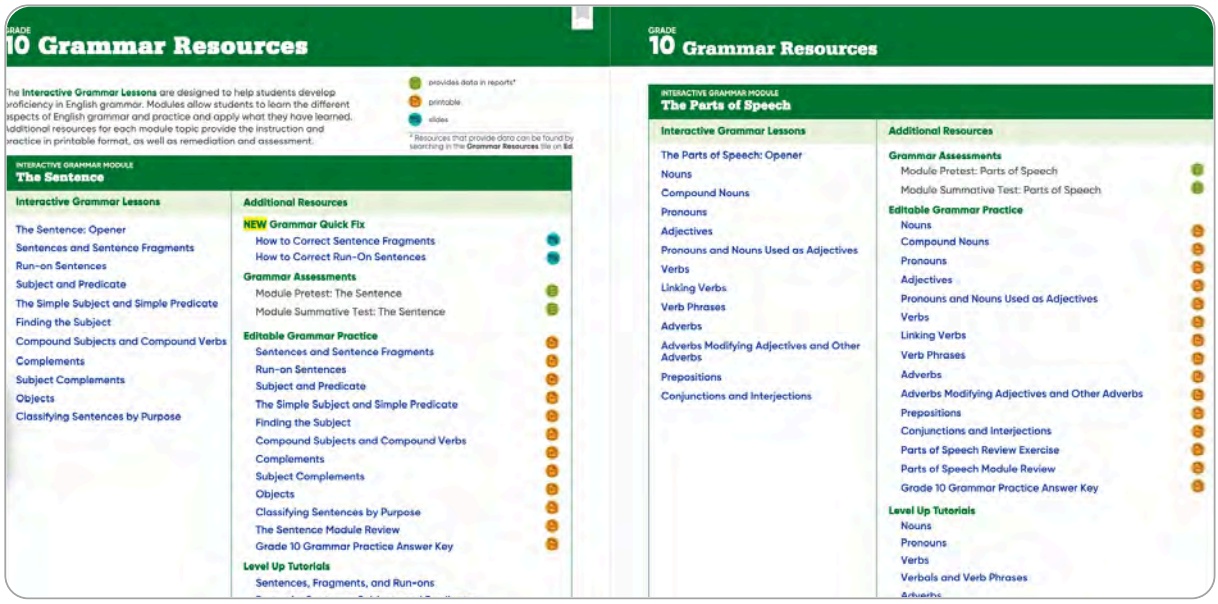
- set off a sudden break in thought
- signal the reader to pause and pay attention
- let the reader better hear your narrator's voice

Start Typing...

Grammar skills practice
Students then have the opportunity to practice the grammar skills they've learned.

Just-in-time grammar activities

The Grammar Resources Overview provides a sequenced list of easy-to-find, Interactive Grammar Modules that build students' grammar skills in a logical progression. In just a few clicks, teachers can find and assign these supplemental lessons in order or individually to target specific grammar skills according to student needs.



GRADE 10 Grammar Resources

The **Interactive Grammar Lessons** are designed to help students develop proficiency in English grammar. Modules allow students to learn the different aspects of English grammar and practice and apply what they have learned. Additional resources for each module topic provide the instruction and practice in printable format, as well as remediation and assessment.

provides data in reports*
printable
slides
* Resources that provide data can be found by searching in the **Grammar Resources** tile on **Ed**.

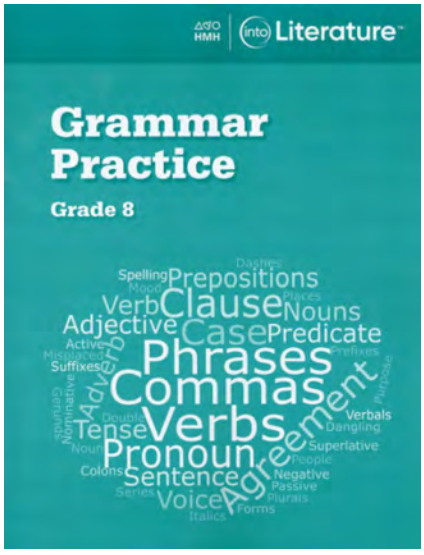
INTERACTIVE GRAMMAR MODULE
The Sentence

Interactive Grammar Lessons	Additional Resources
The Sentence: Opener	**NEW Grammar Quick Fix**
Sentences and Sentence Fragments	How to Correct Sentence Fragments
Run-on Sentences	How to Correct Run-On Sentences
Subject and Predicate	**Grammar Assessments**
The Simple Subject and Simple Predicate	Module Pretest: The Sentence
Finding the Subject	Module Summative Test: The Sentence
Compound Subjects and Compound Verbs	**Editable Grammar Practice**
Complements	Sentences and Sentence Fragments
Subject Complements	Run-on Sentences
Objects	Subject and Predicate
Classifying Sentences by Purpose	The Simple Subject and Simple Predicate
	Finding the Subject
	Compound Subjects and Compound Verbs
	Complements
	Subject Complements
	Objects
	Classifying Sentences by Purpose
	The Sentence Module Review
	Grade 10 Grammar Practice Answer Key
	Level Up Tutorials
	Sentences, Fragments, and Run-ons

GRADE 10 Grammar Resources

INTERACTIVE GRAMMAR MODULE
The Parts of Speech

Interactive Grammar Lessons	Additional Resources
The Parts of Speech: Opener	**Grammar Assessments**
Nouns	Module Pretest: Parts of Speech
Compound Nouns	Module Summative Test: Parts of Speech
Pronouns	**Editable Grammar Practice**
Adjectives	Nouns
Pronouns and Nouns Used as Adjectives	Compound Nouns
Verbs	Pronouns
Linking Verbs	Adjectives
Verb Phrases	Pronouns and Nouns Used as Adjectives
Adverbs	Verbs
Adverbs Modifying Adjectives and Other Adverbs	Linking Verbs
Prepositions	Verb Phrases
Conjunctions and Interjections	Adverbs
	Adverbs Modifying Adjectives and Other Adverbs
	Prepositions
	Conjunctions and Interjections
	Parts of Speech Review Exercise
	Parts of Speech Module Review
	Grade 10 Grammar Practice Answer Key
	Level Up Tutorials
	Nouns
	Pronouns
	Verbs
	Verbals and Verb Phrases

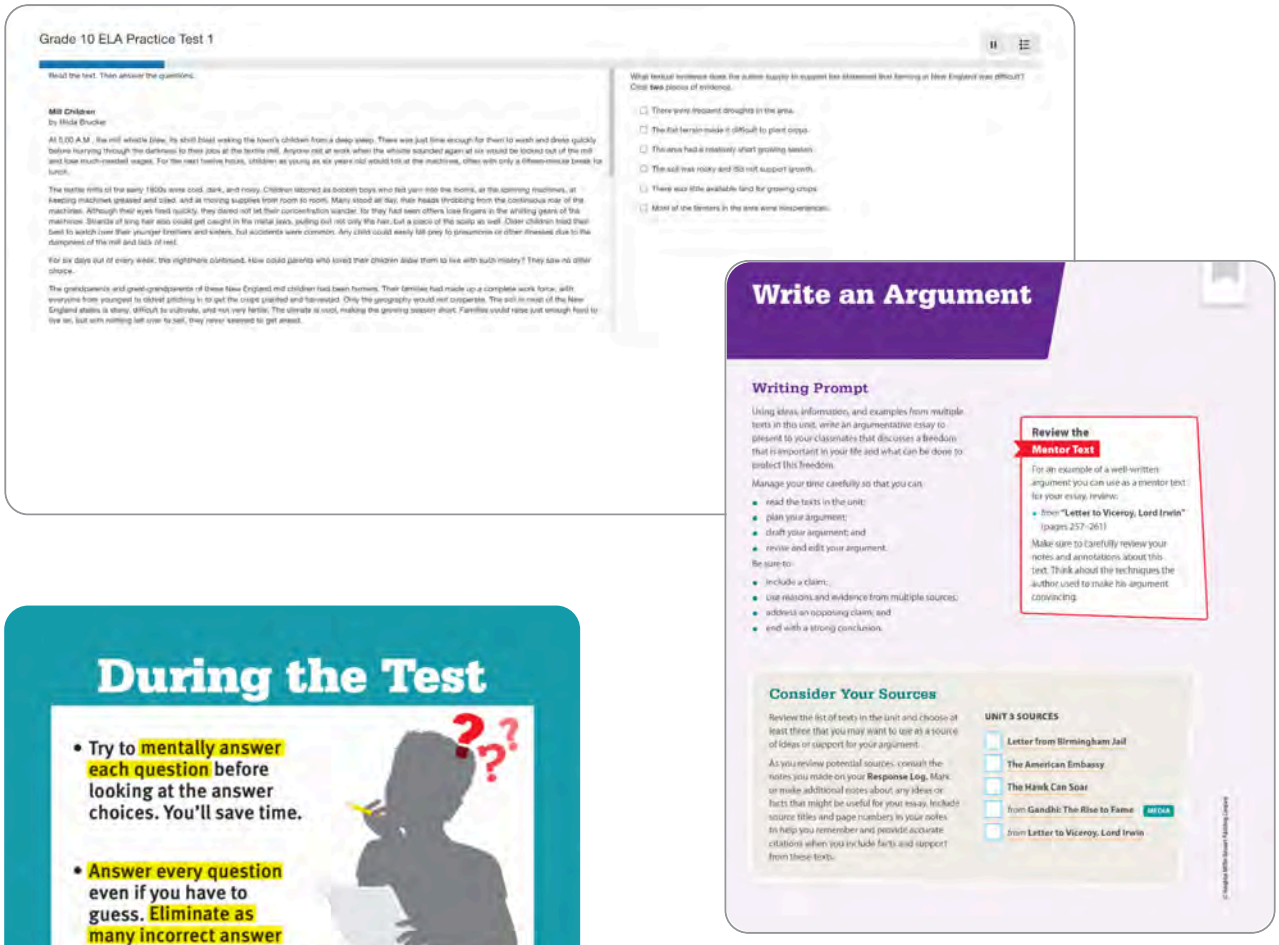


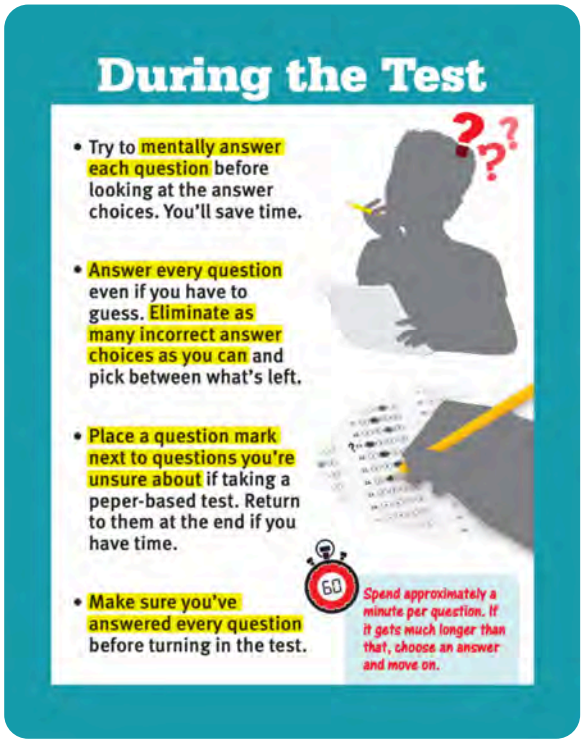
Choose print or digital

The print practice book, which contains all the same modules, is great for students who need a more hands-on learning experience.

Prepare for high-stakes testing

HMH Into Literature provides practice for summative assessments, state tests, and college-readiness assessments with activities. Practice activities are modeled after the types of questions on high-stakes tests.



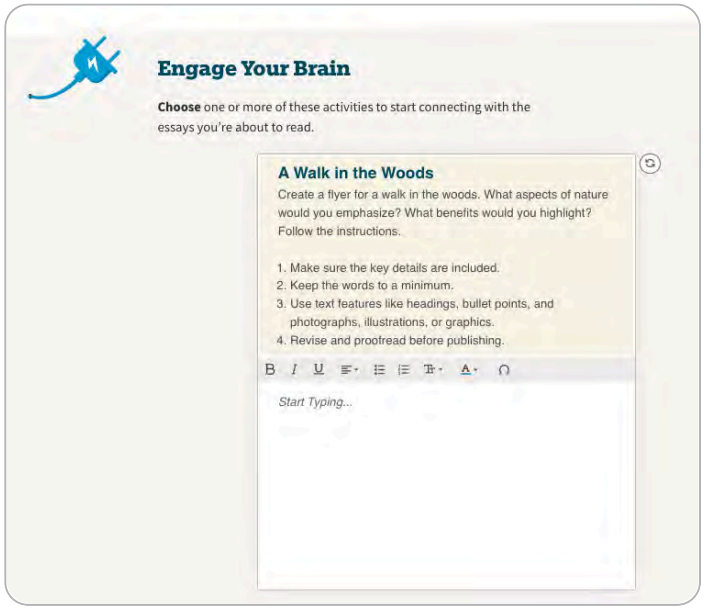


Prepare students with:

- test practice built into every lesson
- unit tests with grouped passages and technology-enhanced item types that reflect assessment blueprints
- culminating unit Writing Tasks that mirror the writing assessment
- assessment prep resources and tips

Integrated reading and writing

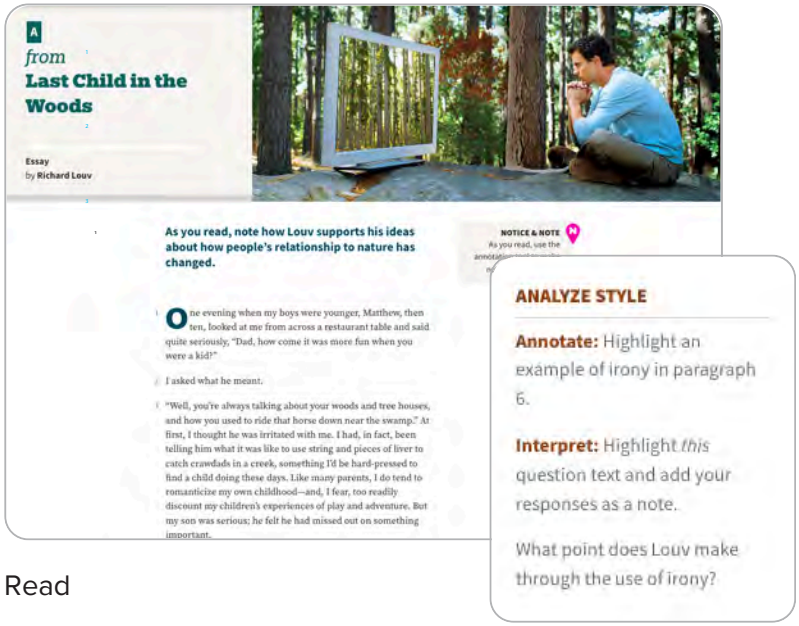
Reading and writing skills are better learned when they are integrated. With *HMH Into Literature*, students explore various genres through both reading and writing, learning to read as writers and write as readers.



Get Ready

Students have opportunities to connect to a text through writing before they read, during reading, and after they read.

- **Get Ready**: students write to connect to the text prior to reading
- **Read**: students annotate and respond to inline questions as they read
- **Respond**: students write to compare, evaluate, and synthesize after reading

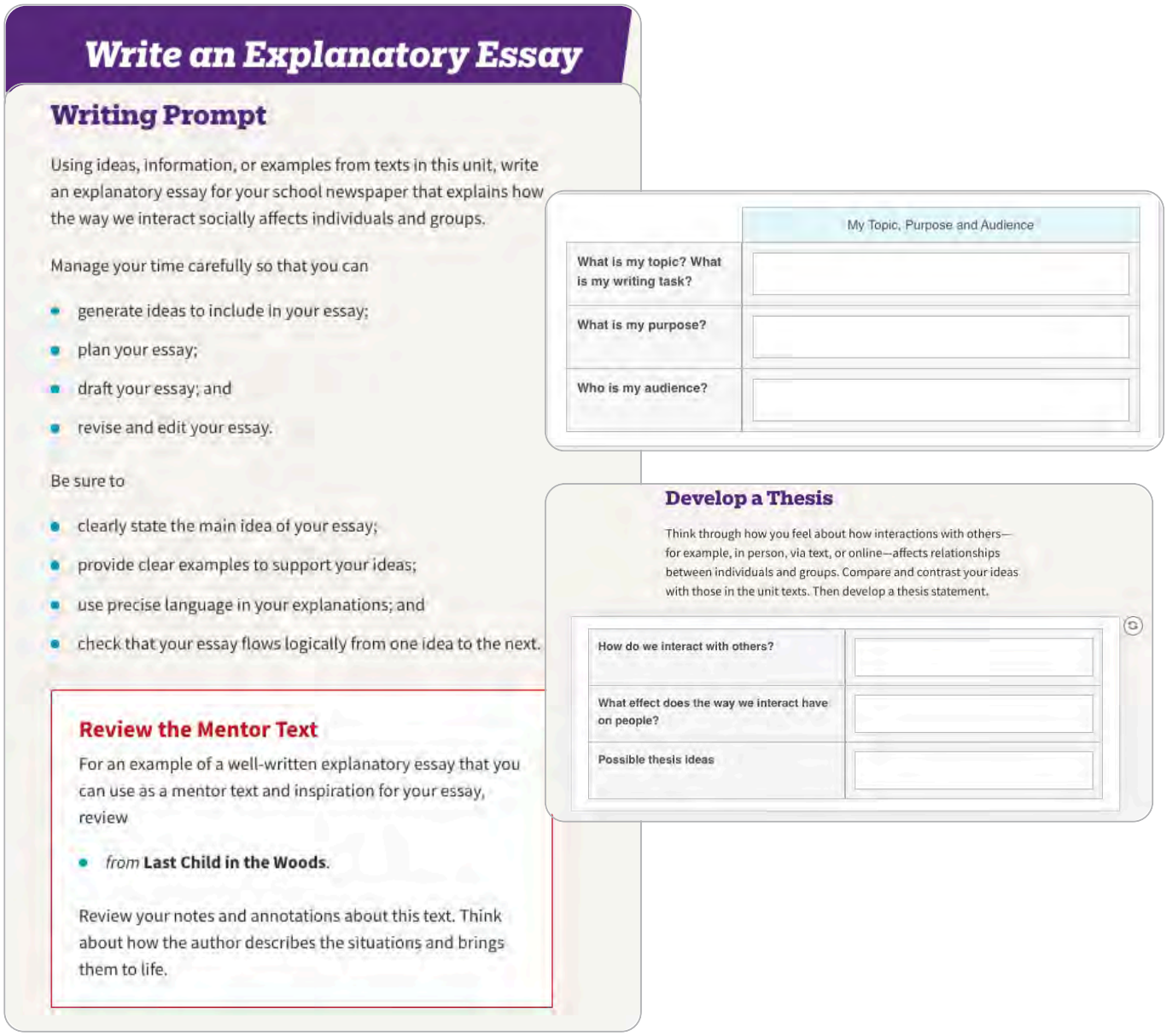


Read

Respond

Unit Writing Task

With the unit Mentor Text as an example, students will use themes and ideas from the unit readings to craft their own piece of writing in the genre of the Mentor Text. They will have tools to support them through every step of the writing process.



Write an Explanatory Essay

Writing Prompt

Using ideas, information, or examples from texts in this unit, write an explanatory essay for your school newspaper that explains how the way we interact socially affects individuals and groups.

Manage your time carefully so that you can

- generate ideas to include in your essay;
- plan your essay;
- draft your essay; and
- revise and edit your essay.

Be sure to

- clearly state the main idea of your essay;
- provide clear examples to support your ideas;
- use precise language in your explanations; and
- check that your essay flows logically from one idea to the next.

Review the Mentor Text

For an example of a well-written explanatory essay that you can use as a mentor text and inspiration for your essay, review

- *from* **Last Child in the Woods**.

Review your notes and annotations about this text. Think about how the author describes the situations and brings them to life.

	My Topic, Purpose and Audience
What is my topic? What is my writing task?	
What is my purpose?	
Who is my audience?	

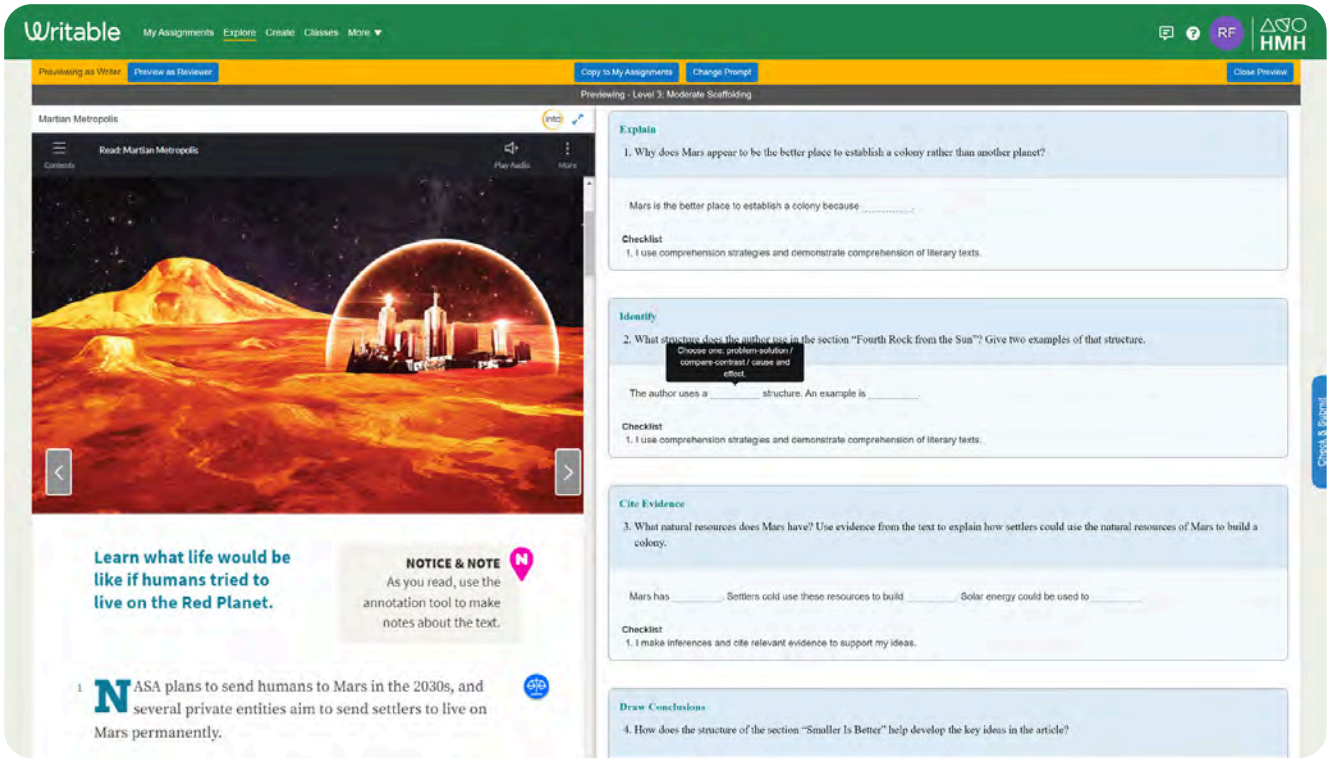
Develop a Thesis

Think through how you feel about how interactions with others—for example, in person, via text, or online—affects relationships between individuals and groups. Compare and contrast your ideas with those in the unit texts. Then develop a thesis statement.

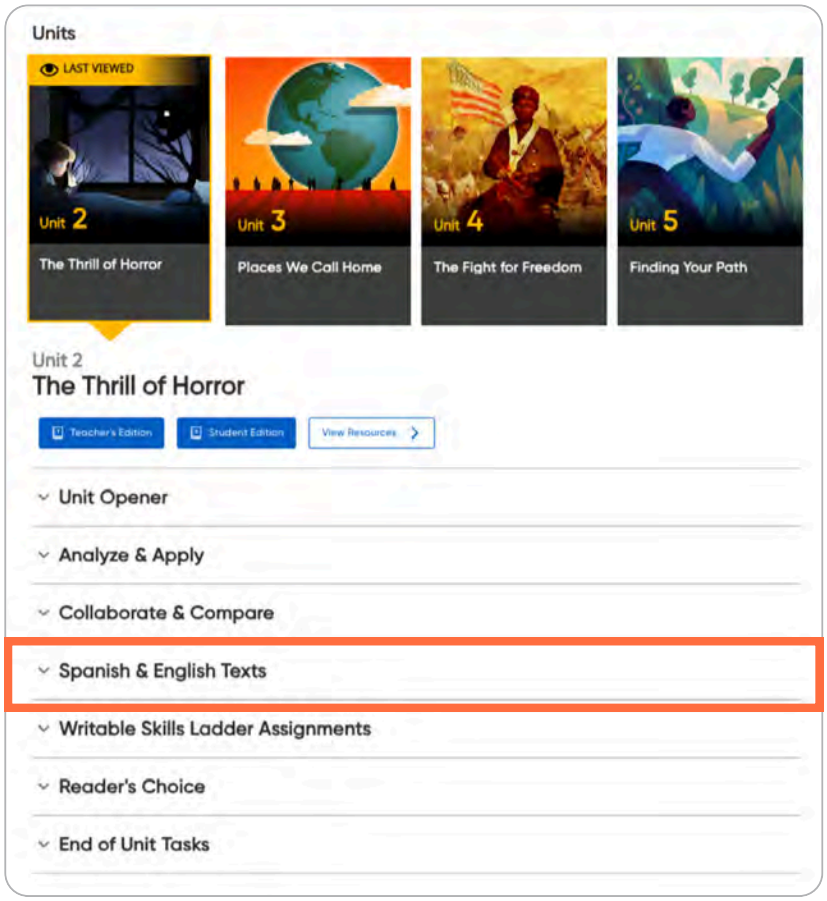
How do we interact with others?	
What effect does the way we interact have on people?	
Possible thesis ideas	

A stronger connection with *Writable*

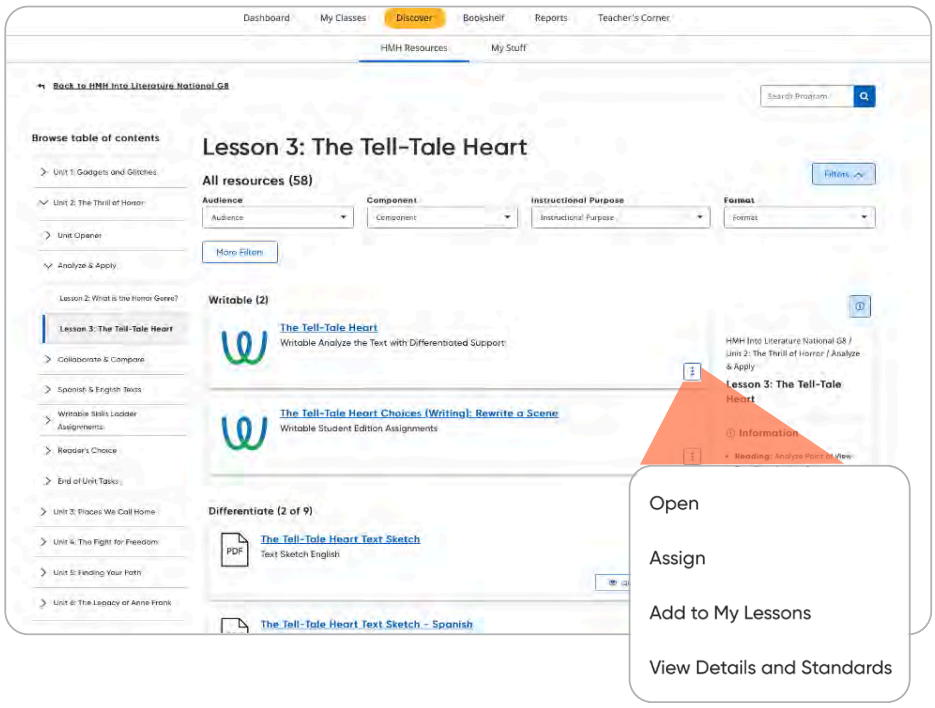
Writable for *Into Literature* seamlessly integrates the texts from *Into Literature* with the writing process, further enhancing students' connected reading and writing experience.



Students can access the powerful writing, revising, and feedback features in *Writable* as they prepare for, read, and respond to their assigned Into Literature texts. Getting fast, actionable feedback strengthens writing skills and deepens text comprehension.



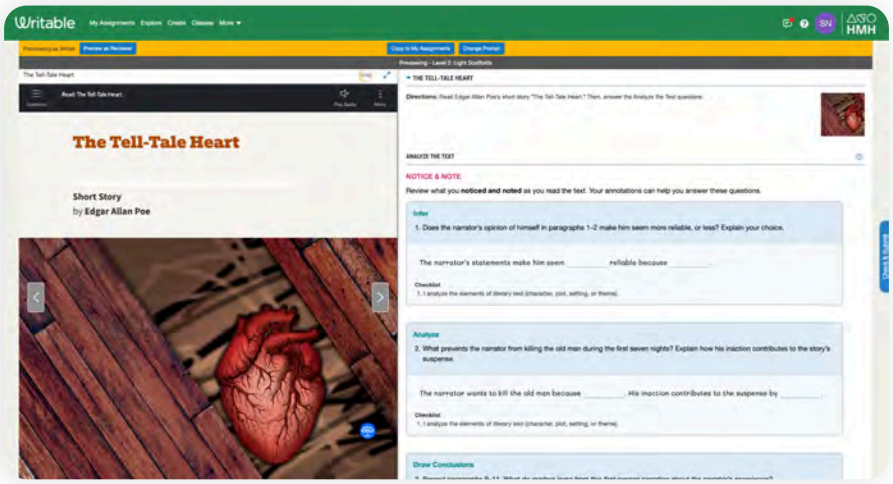
No need to plan separately for writing instruction. With *Writable*, it's already part of the *Into Literature* unit structure.



Open and assign *Writable* activities with a single click.

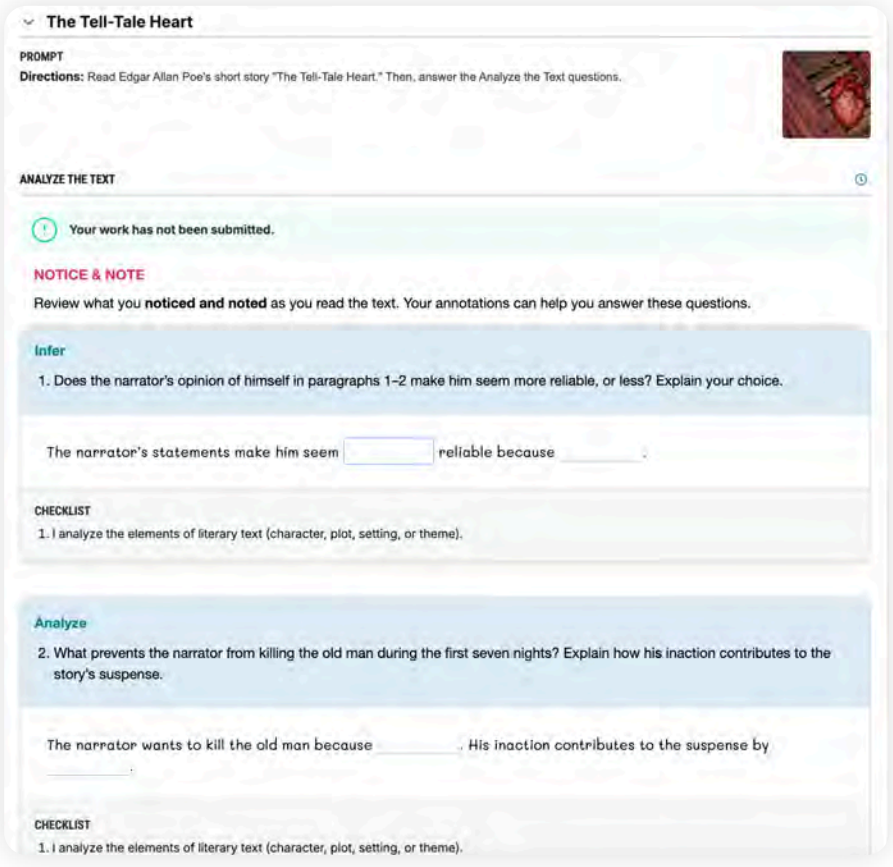
Scaffolded writing instruction in a click

Easily modify the level of scaffolding for a student or a group of students based on reporting insights.



Choose from four levels of scaffolding for Analyze the Text questions:

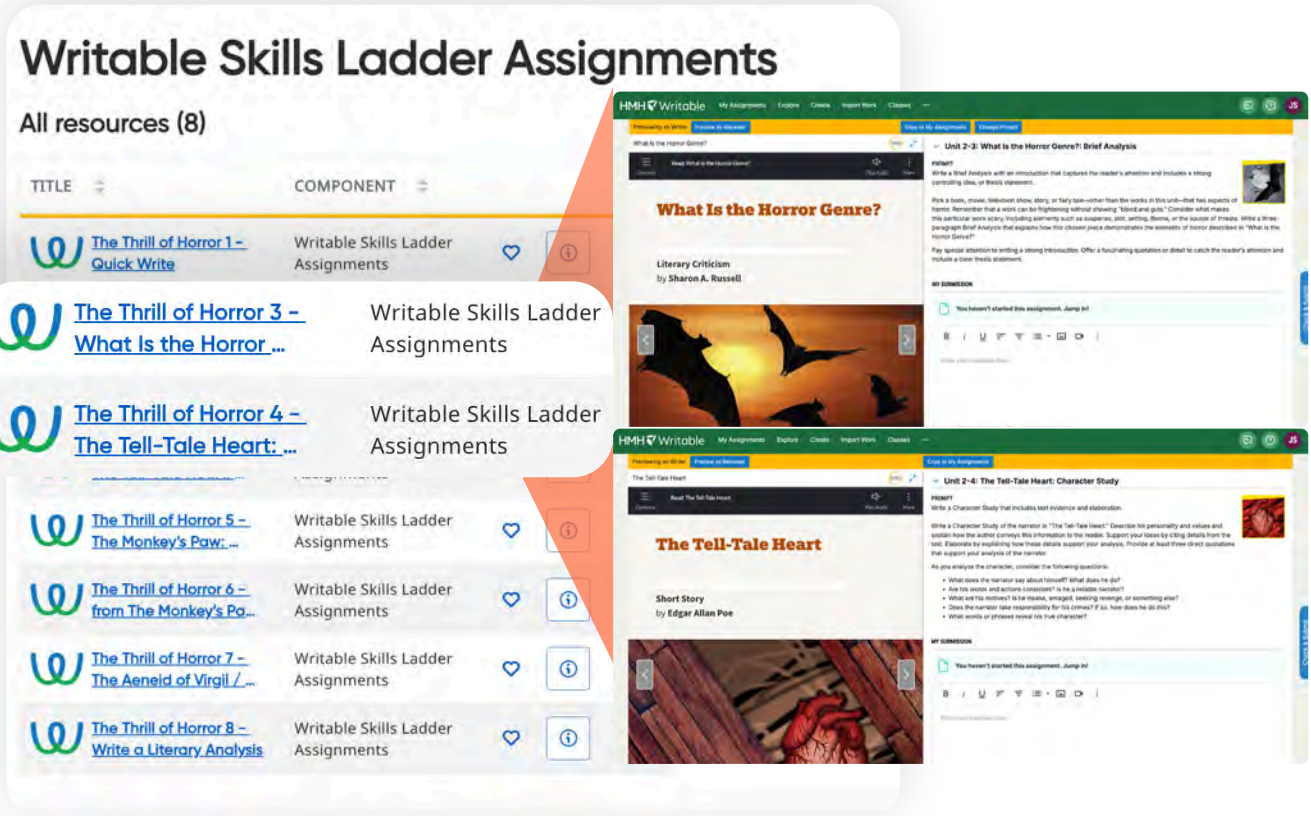
- On Level
- Light Scaffolding
- Moderate Scaffolding
- Substantial Scaffolding



Scaffolds include organizers, sentence starters, fill in the blanks, and more. This example shows moderate scaffolding.

Clear writing skills progression

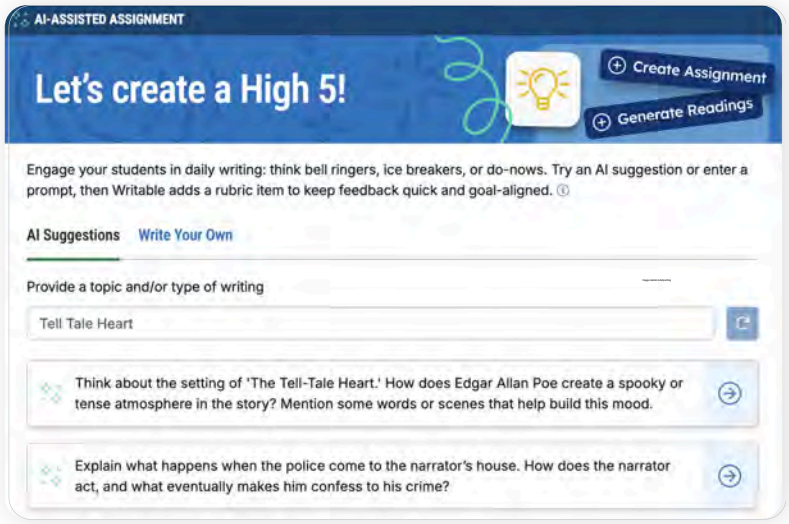
Give students the instruction and scaffolded practice they need to successfully complete the *Into Literature* Unit Writing Task.



As students progress through the *Writable* Skills Ladder Assignments, they'll develop and practice the genre-specific skills needed to demonstrate mastery on the Unit Writing Task.

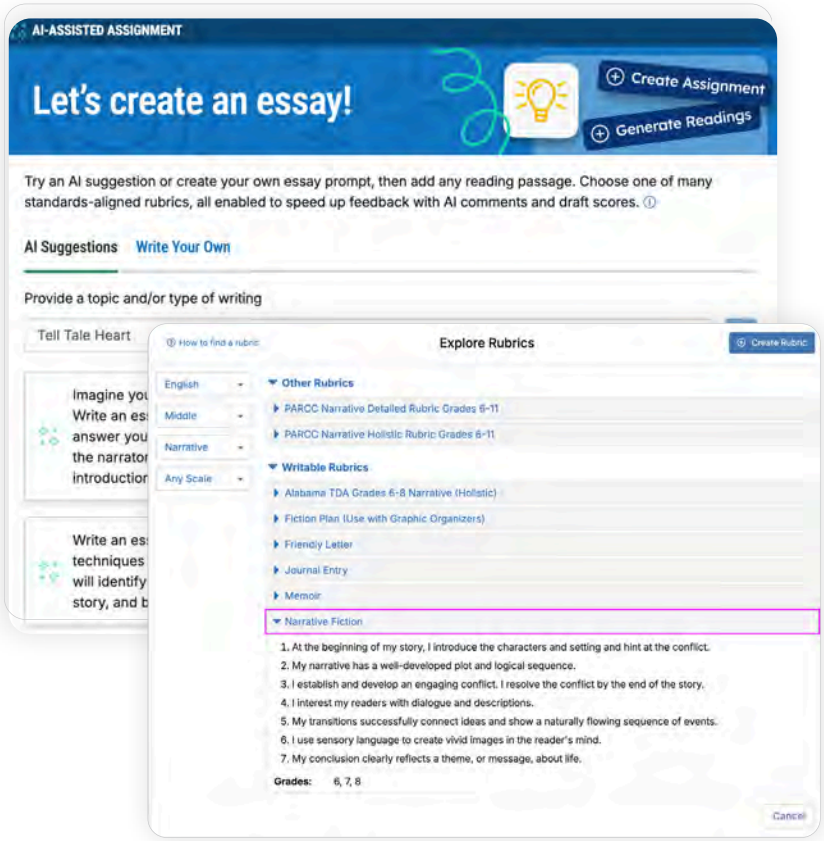
Easy-to-create daily writing activities

With hundreds of assignment templates and customizable rubrics, *Writable* helps you strengthen your writing instruction while engaging your students with diverse and meaningful writing practice.



High 5 Quick Writes

High 5s are built to engage your students in daily writing with short, 5-minute writing prompts. Whether you create your own prompt or prefer an AI suggestion, High 5s help you generate creative, engaging prompts in your classroom. Add a skill-aligned "quick grade" rubric, which enables feedback and conferencing from a single screen.

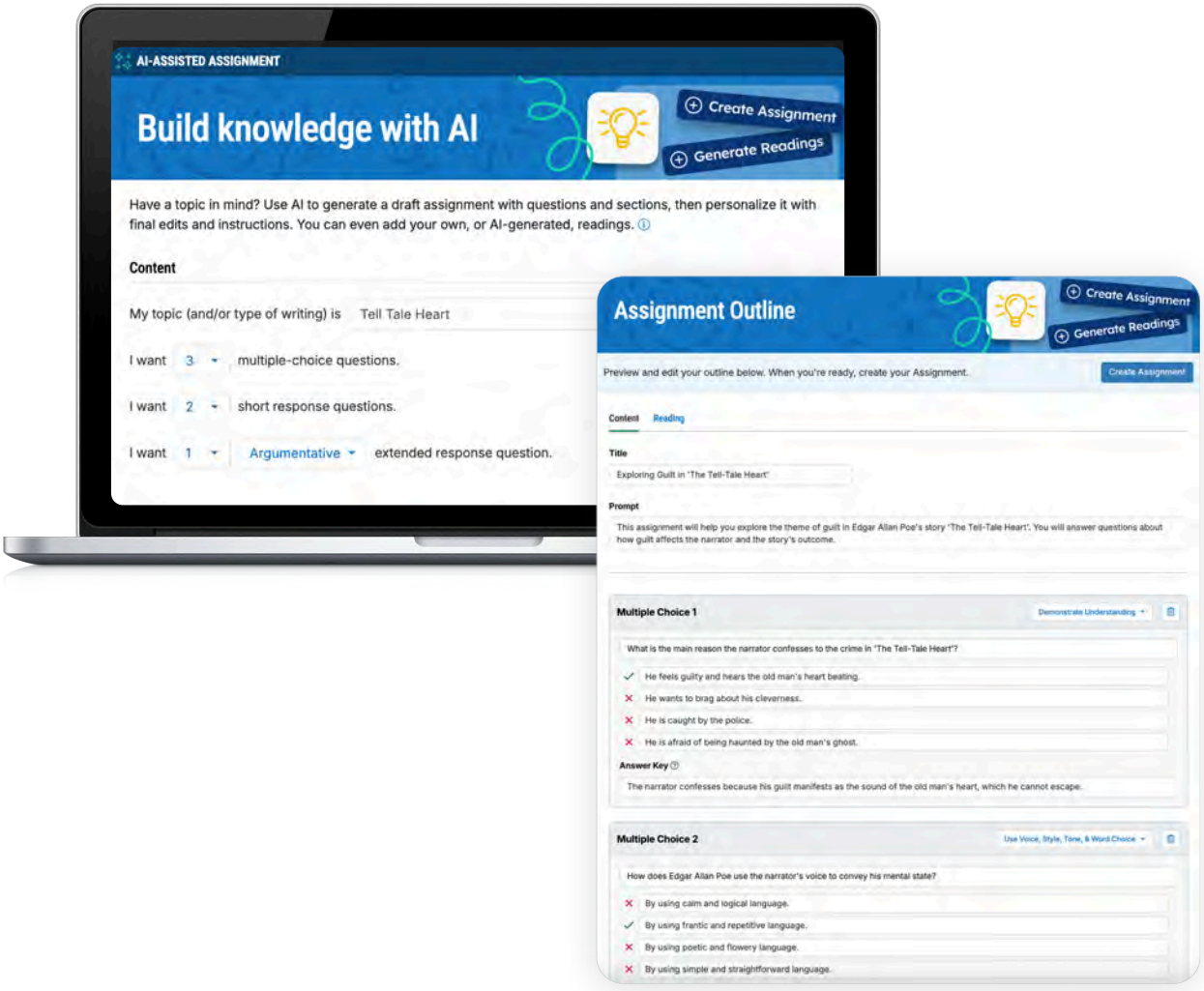


Essay assignments

Create your own essay prompt or try an AI suggestion, then add any reading passage. Choose one of many standards-aligned rubrics, all enabled to speed up feedback with AI comments and draft scores.

AI tools for teacher impact

Increase your impact with AI tools that engage students and motivate better writing in the moment. *Writable's* approach to AI builds your agency and is teacher-intermediated, allowing you to incorporate AI-suggested feedback and scores into your instruction to help drive purposeful revision and writing.

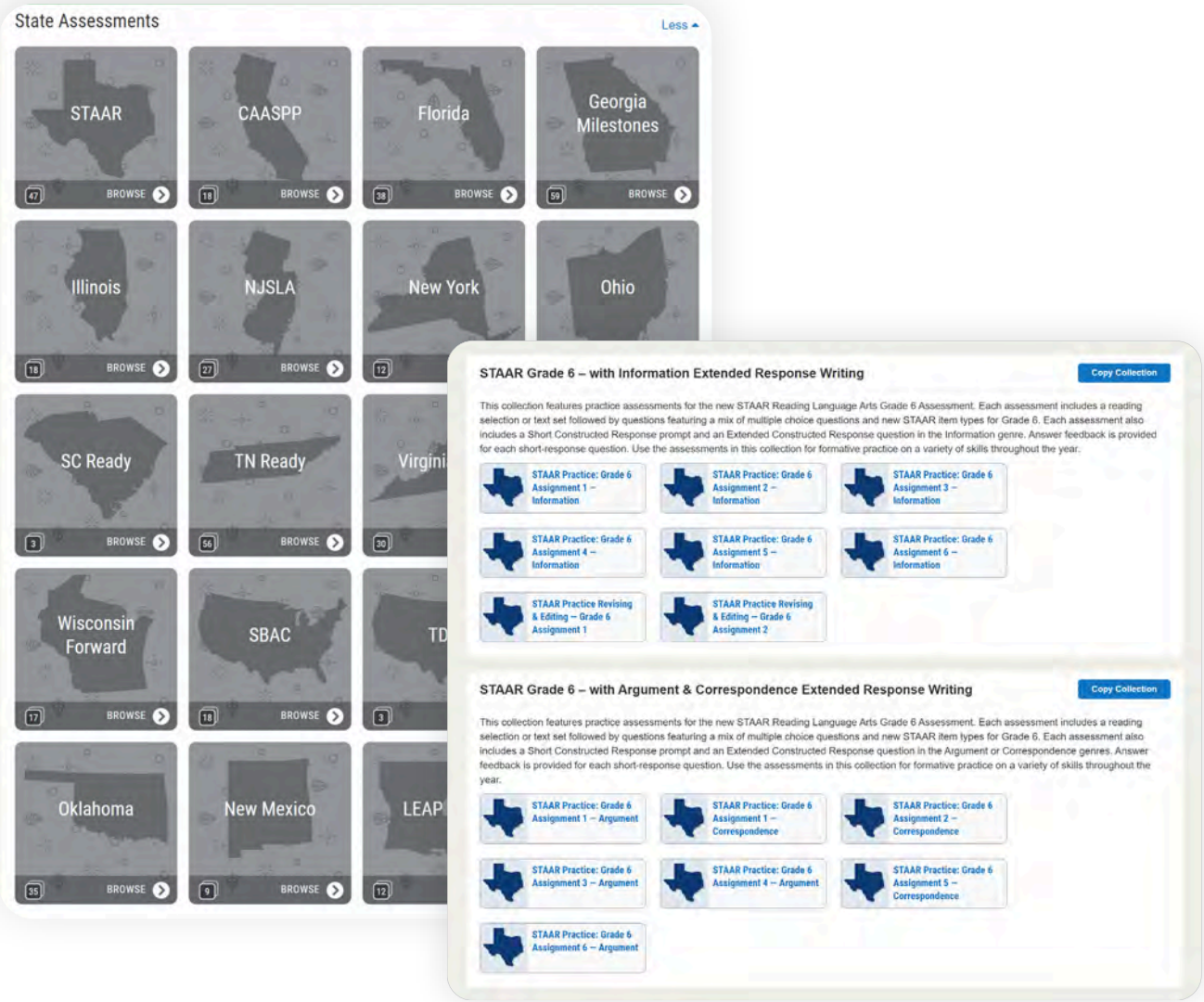


Custom assignments

Generate and customize assignments using AI. Assignment options include readings, scaffolds, planners, and more.

State assessment preparation

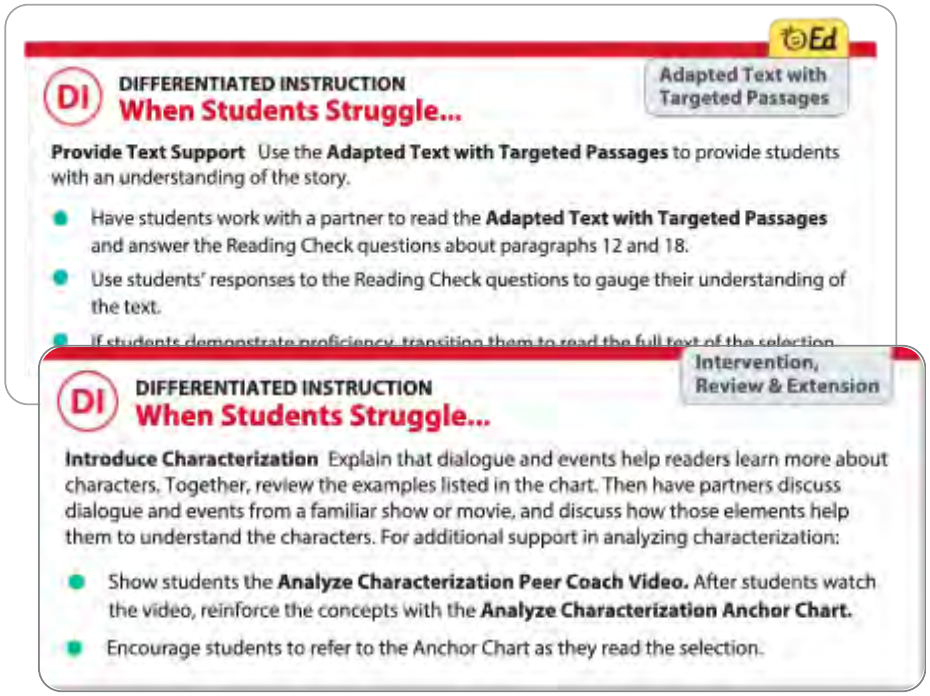
Help ensure confidence and success on the big day with writing practice aligned to state-released tests and rubrics.



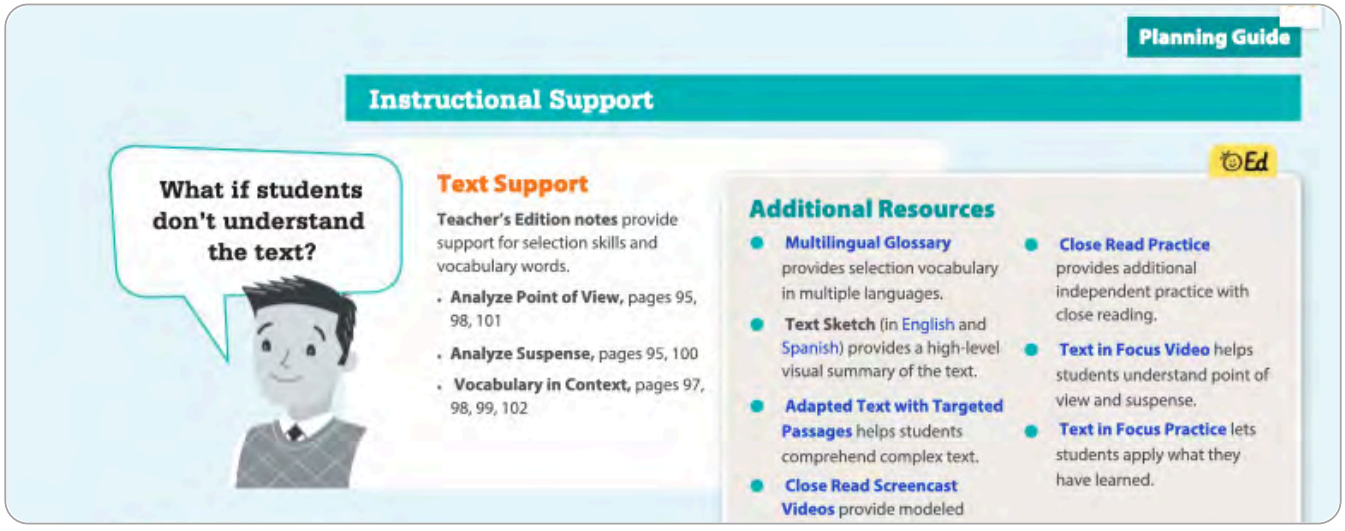
Access the latest state-released tests as formative reading and writing practice within *Writable* to better understand how student responses are scored and where additional practice is needed.

Resources for striving learners

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.



Throughout the Teacher's Edition, teachers will find point-of use callouts to incorporate differentiation strategies for striving learners.



Striving students have a variety of resources available to support their learning.

Peer Coach videos

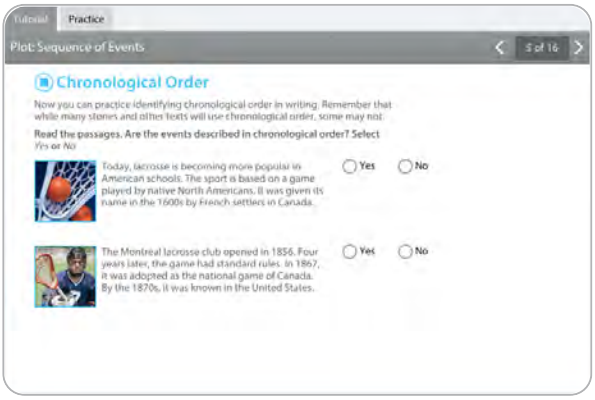
- peer tutor provides coaching on the topic or skill

Text Sketches

- Visual snapshot of text concepts
- Available in English and Spanish

Leveled Texts

- 180 theme-related texts that can be self-selected or assigned
- searchable by Lexile



Level Up Tutorials

- Self-paced lesson for needed background and skills

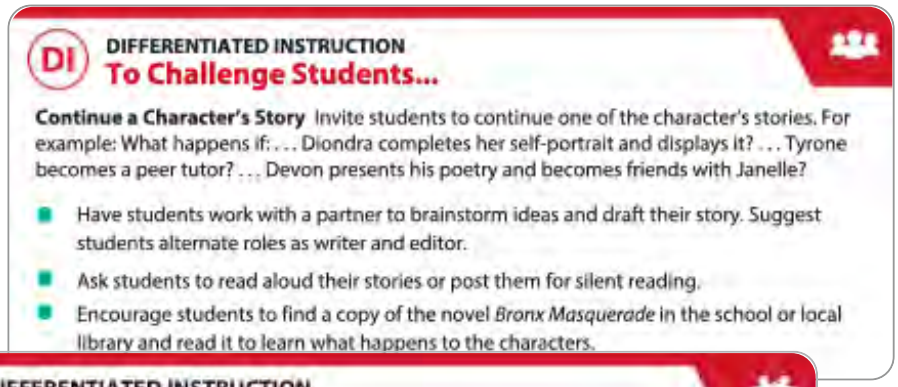
Adapted texts and summaries

- Available for key texts
- Developed for students reading below grade level

Rigor and variety for advanced students

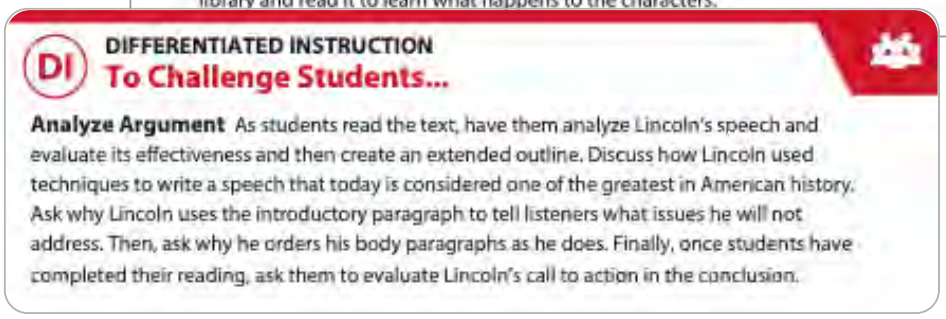
Advanced students need choice, rigor, variety, personalization, and relevant materials to prepare them for success in Advanced Placement courses, college, and careers. *HMH Into Literature*® offers embedded and ancillary resources to engage and empower your advanced students to reach their fullest potential.

Teachers will find point-of use strategies for challenging advanced learners throughout the Teacher's Edition.


DI DIFFERENTIATED INSTRUCTION
To Challenge Students...

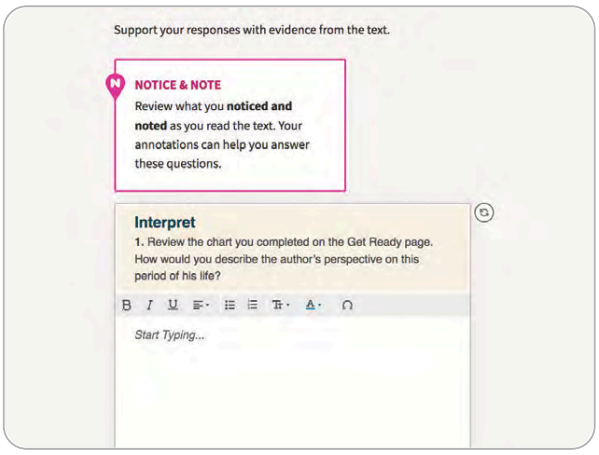
Continue a Character's Story Invite students to continue one of the character's stories. For example: What happens if: . . . Diondra completes her self-portrait and displays it? . . . Tyrone becomes a peer tutor? . . . Devon presents his poetry and becomes friends with Janelle?

- Have students work with a partner to brainstorm ideas and draft their story. Suggest students alternate roles as writer and editor.
- Ask students to read aloud their stories or post them for silent reading.
- Encourage students to find a copy of the novel *Bronx Masquerade* in the school or local library and read it to learn what happens to the characters.

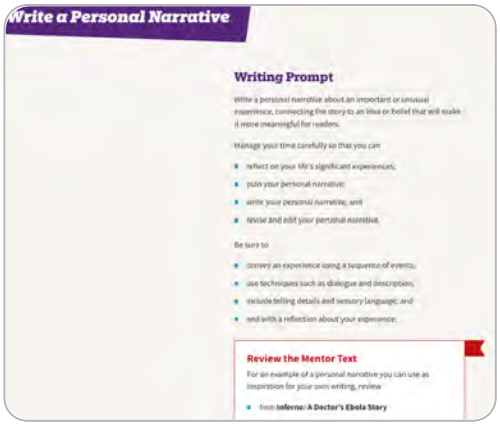

DI DIFFERENTIATED INSTRUCTION
To Challenge Students...

Analyze Argument As students read the text, have them analyze Lincoln's speech and evaluate its effectiveness and then create an extended outline. Discuss how Lincoln used techniques to write a speech that today is considered one of the greatest in American history. Ask why Lincoln uses the introductory paragraph to tell listeners what issues he will not address. Then, ask why he orders his body paragraphs as he does. Finally, once students have completed their reading, ask them to evaluate Lincoln's call to action in the conclusion.

Upper-level Lexile® classic and contemporary novels

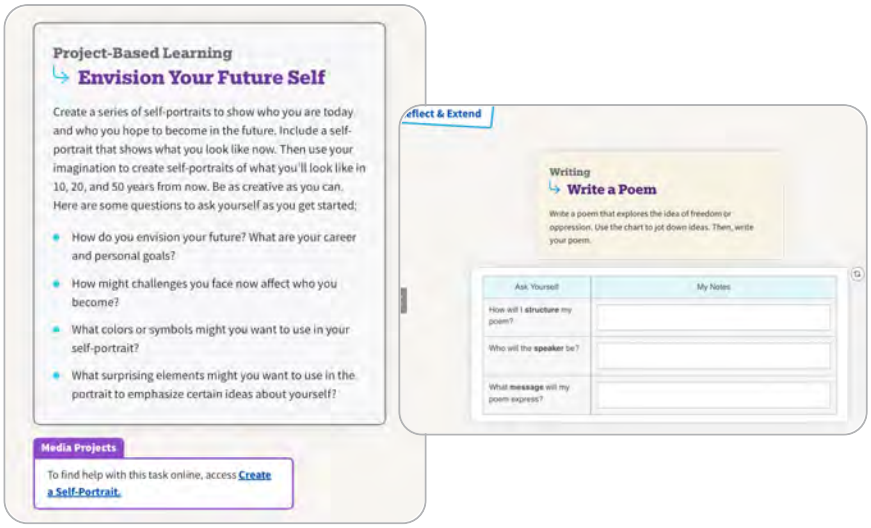


Higher-order thinking questions equip students for success in AP courses



Writing Tasks provide college-level writing practice and research activities

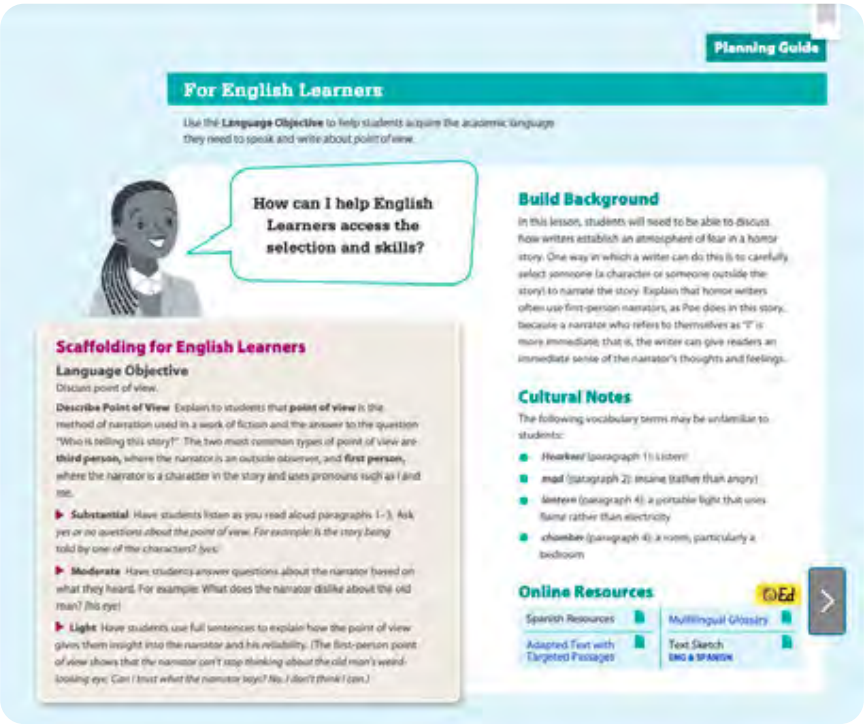
Advanced leveled texts challenge students at their level



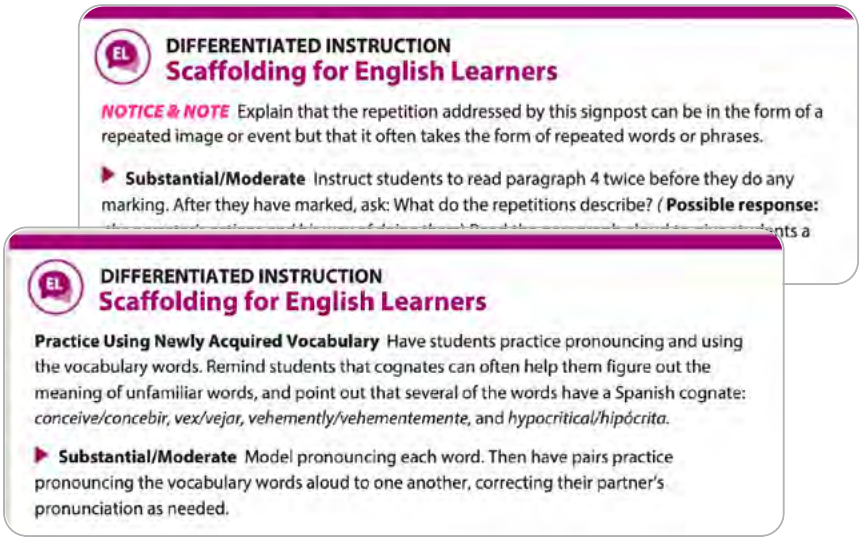
Advanced students can extend their learning in project-based activities at the end of each unit.

Planning for multilingual learners

Into Literature's comprehensive planning guides include point of use tools to take the guesswork out of supporting multilingual learners.



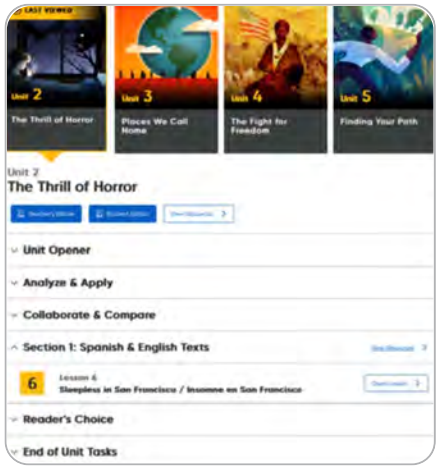
The planning guide for each lesson includes specific differentiation strategies for multilingual learners.



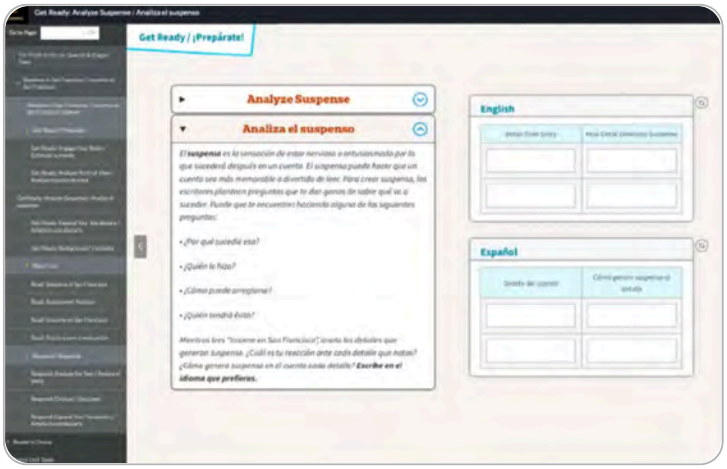
Detailed callouts for adapting specific lesson activities for multilingual learners are available at point of use.

Bilingual texts and lessons

Spanish-speaking multilingual learners can customize their reading and activities with flexible Spanish/English texts and lessons built into the unit structure. They can access the text and all activities fully in their chosen language, or they can blend Spanish and English components as needed.



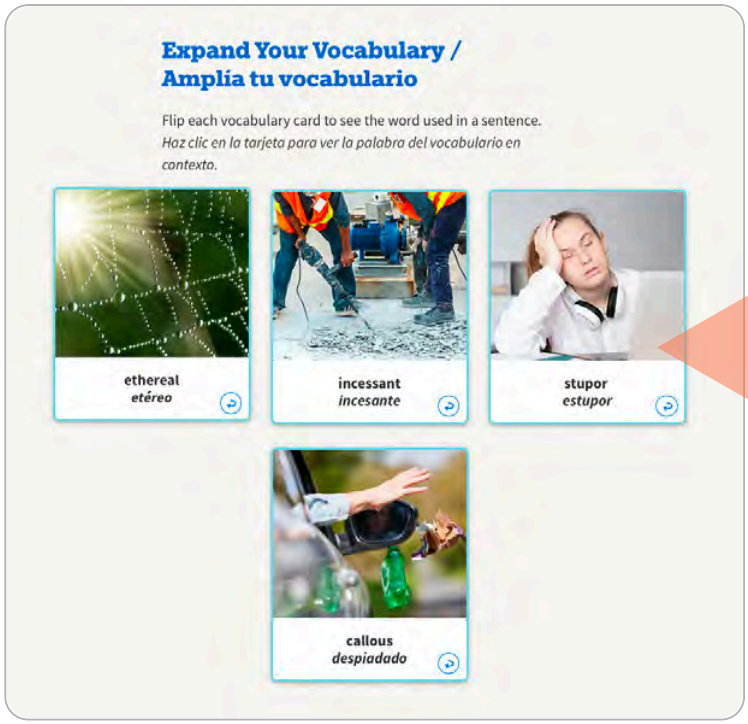
The Spanish/English texts link thematically to other unit texts.



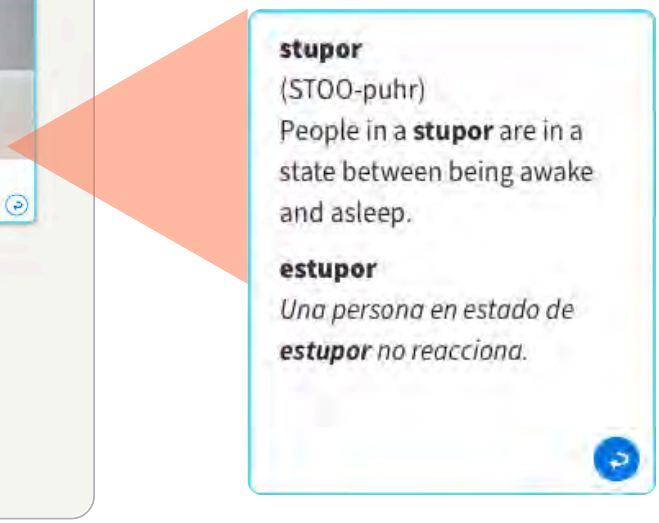
Students can easily click back and forth between Spanish and English as they complete activities.

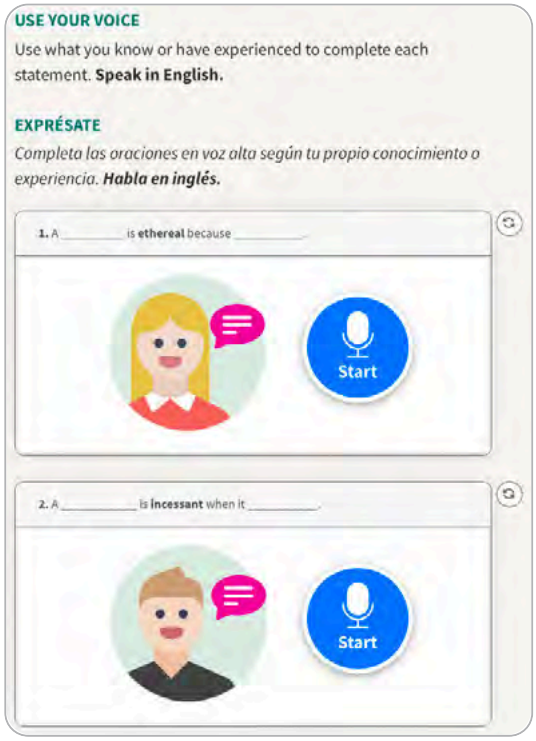
Our Spanish and Englisht texts are available in print for Grades 6-8.

Vocabulary acquisition is fully supported with words and definitions in Spanish and English, accompanied by visual and audio activities.



Interactive flashcards have a visual depiction of the word on one side and definition in both languages on the other side.



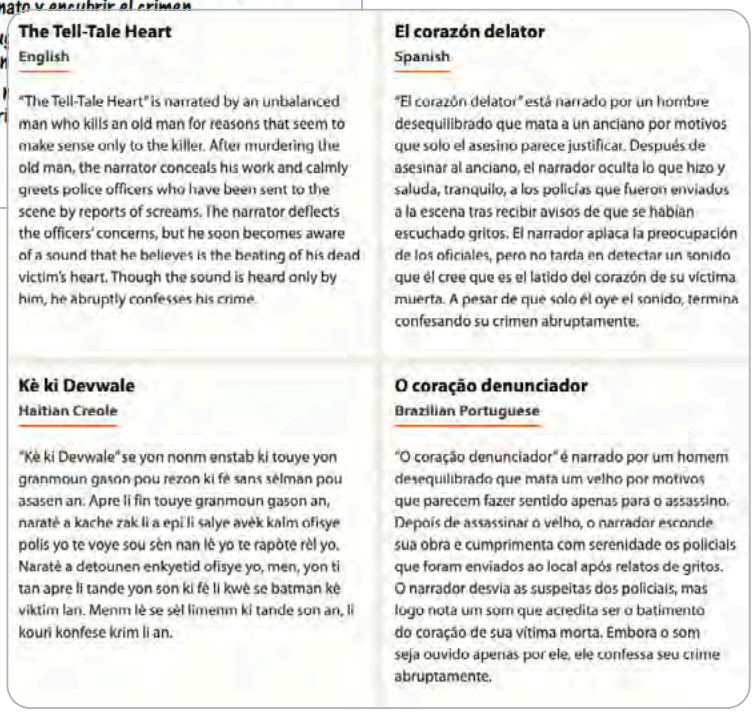


Multilingual learners can practice their English speaking and listening skills with an audio vocabulary activiy.

Supporting text comprehension for multilingual learners

Into Literature provides multilingual learners with resources and support for text comprehension, including multiple types of scaffolded summaries as well as practical reading tools.

Text Sketches — available in English and Spanish — provide a graphic summary of each reading selection to support comprehension for multilingual learners.



Selection summaries provide a short synopsis of the text in English, Spanish, Haitian Creole, and Portuguese.

In addition to text summaries, *Into Literature* gives multilingual learners practical reading supports to aid in comprehension as well as English language acquisition with point of use vocabulary.

Read this passage from the selection to learn what the narrator does to the old man.

TARGETED PASSAGE

12 With a loud yell, I threw open the lantern and leaped into the room. He shrieked once—once only. In an instant I dragged him to the floor, and pulled the heavy bed over him. I then smiled **gaily,** to find the deed so far done. But, for many minutes, the heart beat on with a **muffled** sound. This, however, did not **vex** me; it would not be heard through the wall. At length it **ceased.** The old man was dead. I removed the bed and examined the corpse. Yes, he was stone, stone dead. I placed my hand upon the heart and held it there many minutes. There was no pulsation. He was stone dead. His eye would trouble me no more.

gaily: happily

muffled: quieted

vex: annoy

ceased: stopped

Reading Check
How does the narrator kill the old man?

Adapted versions of the text are available for many selections, with targeted passages called out. Vocabulary keywords are identified and defined, and questions are posed to support and check comprehension of more complex parts of the text.

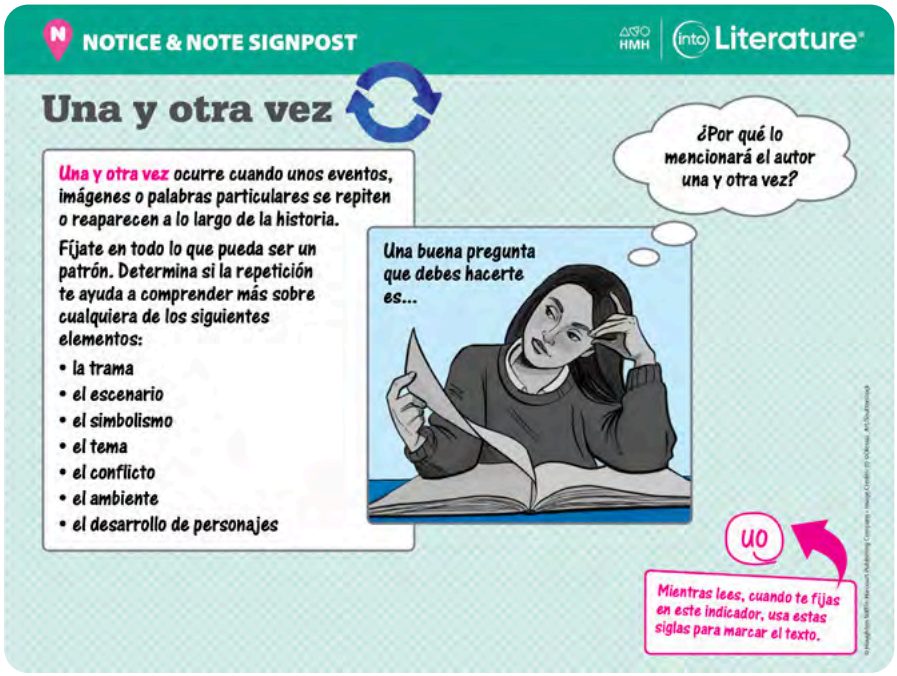
Glossary of Literary and Informational Terms

English	Tagalog
Folk Tale A folk tale is a story that has been passed down from generation to generation by word of mouth. Folk tales may be set in the distant past and involve supernatural events. The characters in them may be animals, people, or superhuman beings.	**Kuwentong-bayan** Ang kuwentong-bayan ay isang kuwentong napagpasahan na ng henerasyon sa henerasyon sa pamamagitan ng pasalitang pagkuwento. Ang tagpuan sa mga kuwentong-bayan ay maaaring sinaunang panahon at mayroong mga di-pangkaraniwang pangyayari. Ang mga tauhan sa mga ito ay maaaring mga hayop, tao, o makapangyarihang nilalang.
Foreshadowing Foreshadowing occurs when a writer provides hints that suggest future events in a story. Foreshadowing creates suspense and makes readers eager to find out what will happen.	**Paghuhula o Pagpapahiwatig ng Magaganap** Ang paghuhula o pagpapahiwatig ng magaganap ay nangyayari kapag ang manunulat ay nagbibigay ng pahiwatig na nagmumungkahi ng hinaharap na mga pangyayari sa kuwento. Ang paghuhula ng magaganap ay lumilikha ng suspense sa mga mambabasa kung sila nasasabik malaman
Form The structure or organization of a written work is often called its form. The form of a poem includes the arrangement of its words and lines on the page.	**Anyo** Ang kayariar na akda ay kadalasa sa anyo ng isang tul taludtod nito sa pah
Free Verse Poetry without regular patterns of rhyme and rhythm is called free verse. Some poets use free verse to capture the sounds and rhythms of ordinary speech.	**Malayang Taludt** na istilo ng tugma a malayang taludtura ng malayang taludt ang mga tunog at r

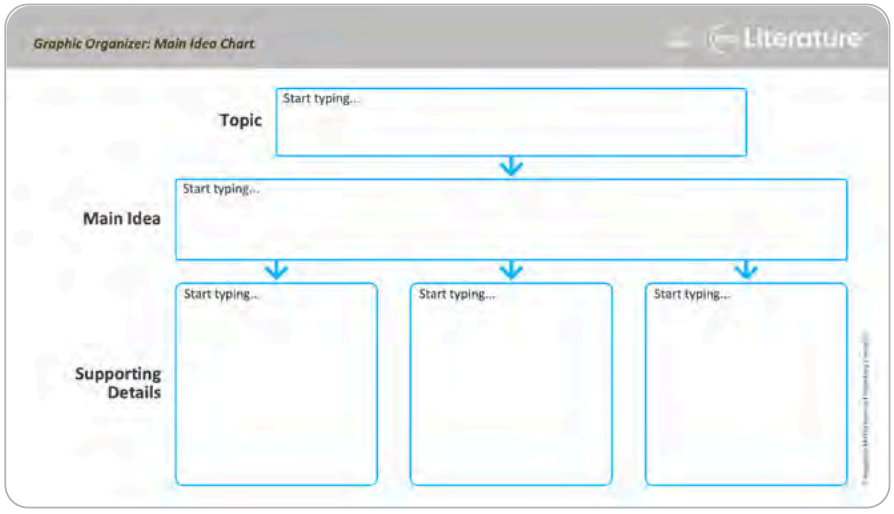
Glossary of Critical Vocabulary

English	Arabic
embrace *v.* To *embrace* an idea means to accept and support it.	يعتنق فعل. أن يعتنق الشخص فكرة ما، معناه أن يقبل الفكرة ويدعمها.
enhancement *n.* An *enhancement* improves or adds to the quality or function of something.	تطوير اسم. التطوير يحسن أو يضيف إلى جودة الشيء أو وظيفته.
evoke *v.* When you *evoke* something, you bring it to mind.	يستدعي فعل. إنك عندما تستدعي شيئًا، فإنك تتذكره.
exotic *adj.* Something that is *exotic* is unusual or different.	عجيب صفة. الشيء العجيب يكون غير معتاد أو مختلفًا.
expansive *adj.* *Expansive* means broad in size, range, or degree of openness.	متمدد صفة. متمدد معناها كبير في الحجم أو النطاق أو درجة الانفتاح.
froth *n.* A *froth* is a fit of frustration or excitement.	هياج اسم. الهياج هو نوبة غضب أو إثارة.
grimace *n.* A *grimace* is a facial expression of pain or disgust.	تجهم اسم. التجهم هو تعبير على الوجه يعبر عن الألم أو القرف.

Glossaries for Literary Terms and Critical Vocabulary are provided in ten different languages. This supports students in both text comprehension and language acquisition.



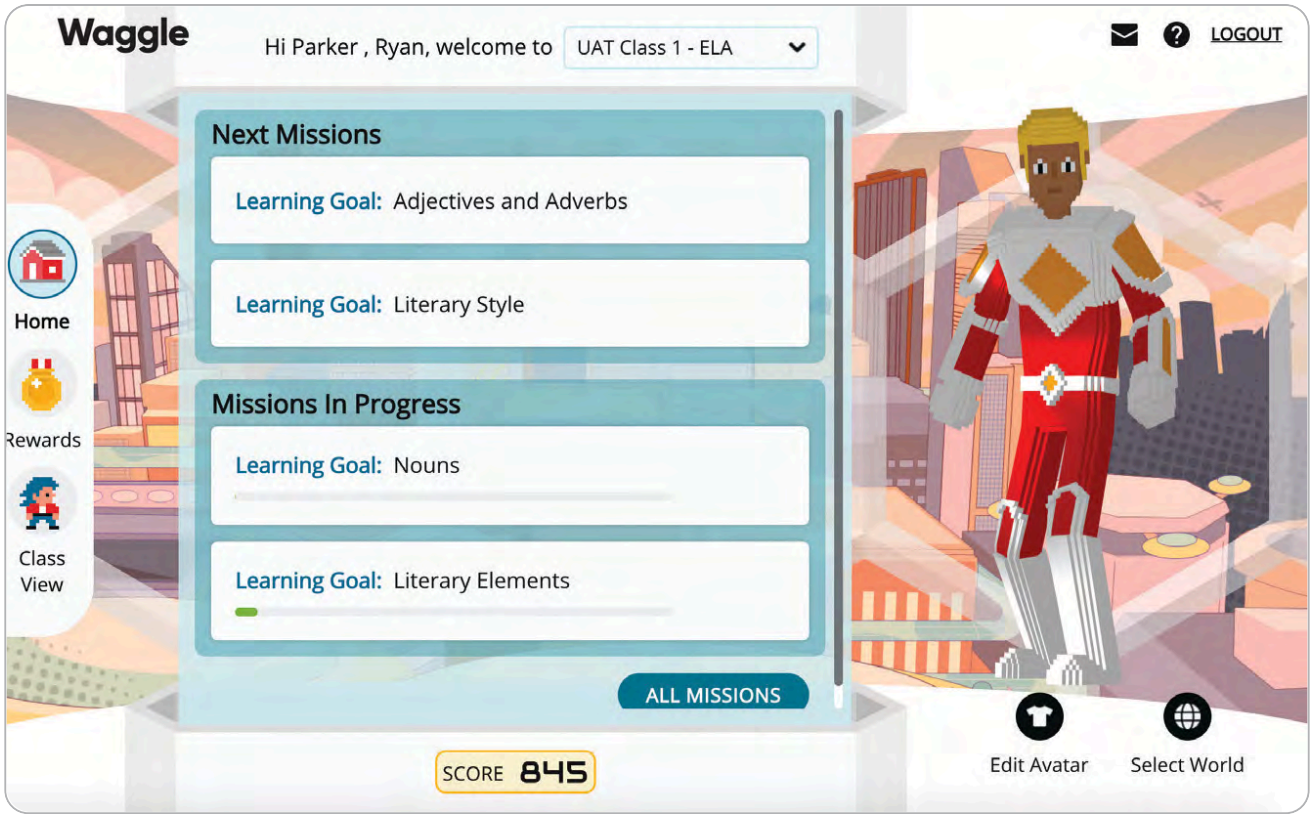
Into Literature's close reading routine, Notice & Note, supports text comprehension with practical reading resources for multilingual learners, such as Spanish translated anchor charts.



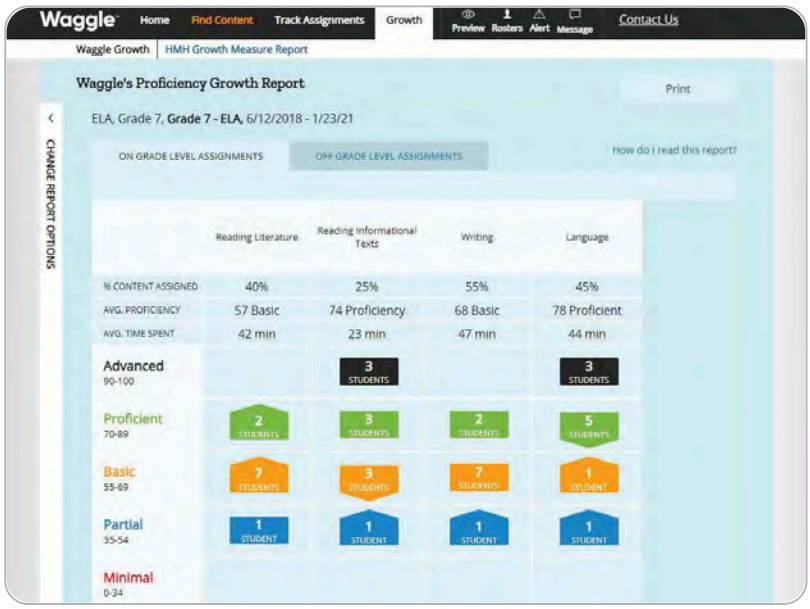
Graphic organizers give multilingual learners the structure they need to support deeper text comprehension as students read, annotate, and write.

Build confidence and motivation in Grades 6-8

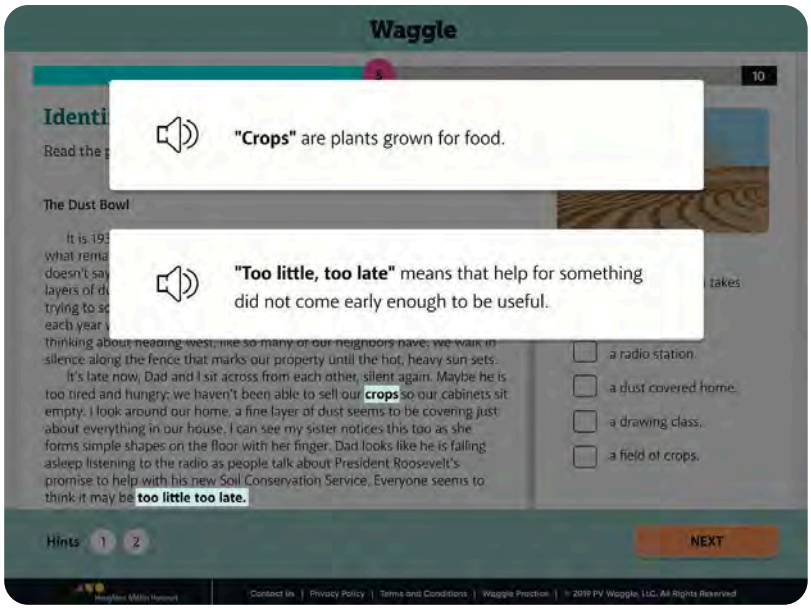
For additional support for striving readers and multilingual learners, *Waggle* unites dynamic personalization with powerful instructional lessons® aligned to the Into Literature Table of Contents.



Many programs claim to provide "personalized practice," but only *Waggle* dynamically adapts to a student's knowledge in real time, assessing students' proficiency *during* practice.



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.

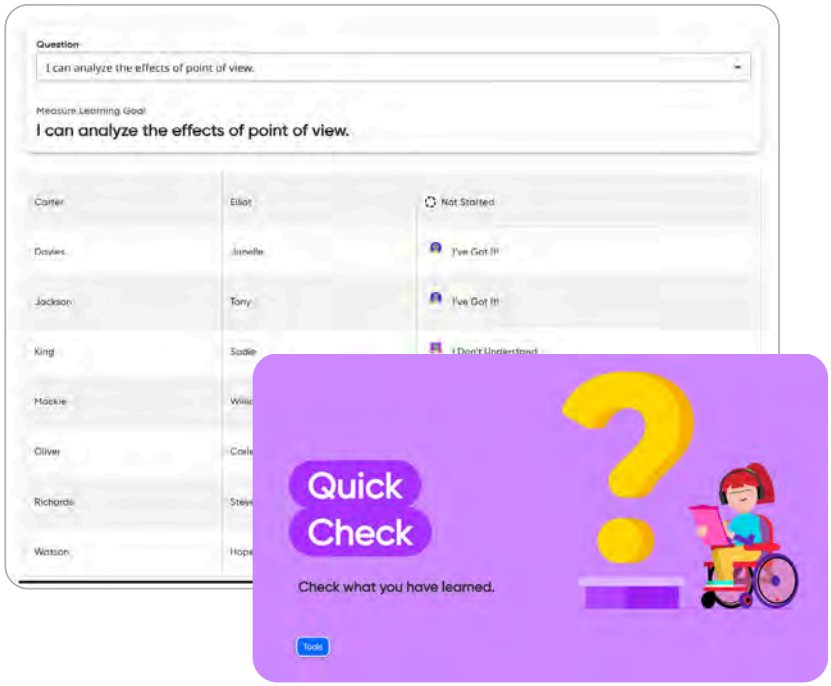


Waggle provides robust support to multilingual learners, including tools to access challenging language and terms. Idioms, cognates, cultural references, and more are called out in text and audio to support comprehension, as well as translanguaging strategies to leverage students’ existing linguistic assets.

To learn more about this add-on and take a test flight, visit hmhco.com/waggle

Measuring growth and outcomes

HMH Into Literature equips educators with tools for data-driven instruction like customizable print and digital assessments, intuitive data reports, individual and whole- group standards analysis, and resource recommendations based on student performance.



Formative assessments include:

- Interactive Measure Your Learning Goals and Quick Checks (Grads 6-8 only)
- Analyze the Text questions
- Choices project-based tasks
- Writable selection tasks
- Grammar pre- and post-tests

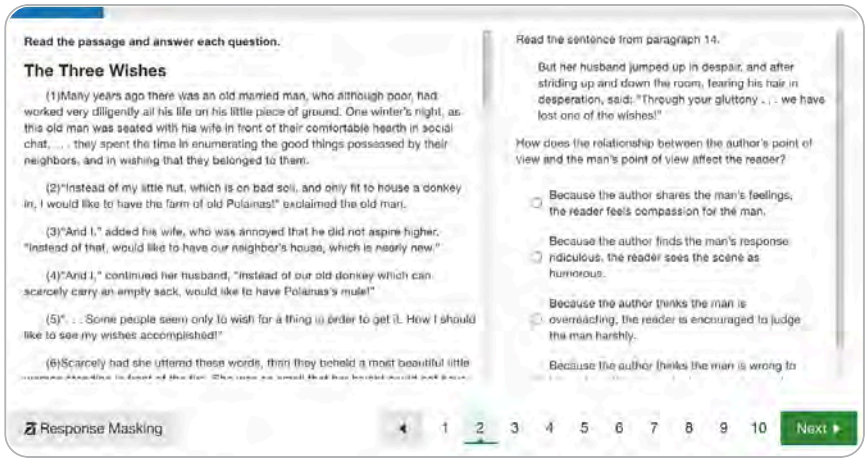
.

Summative assessments include:

- Selection tests
- Unit tests
- End-of-Unit Writing Tasks
- Project-based speaking and listening tasks

Data-informed instruction

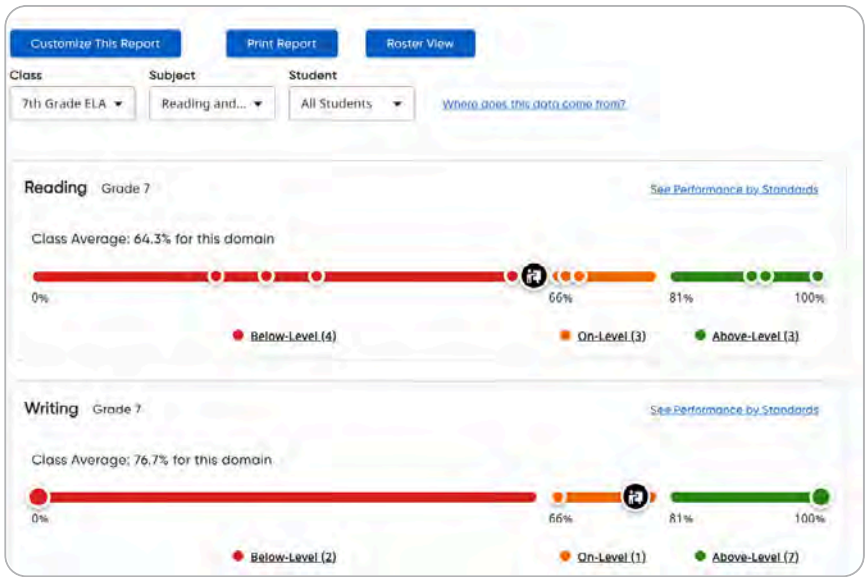
HMH Ed™ connects assessment data with core and supplemental content. Insights from in-program assessments provide valuable tools to support informed instructional decision-making.



With the **Beginning of Year Assessment**, you can:

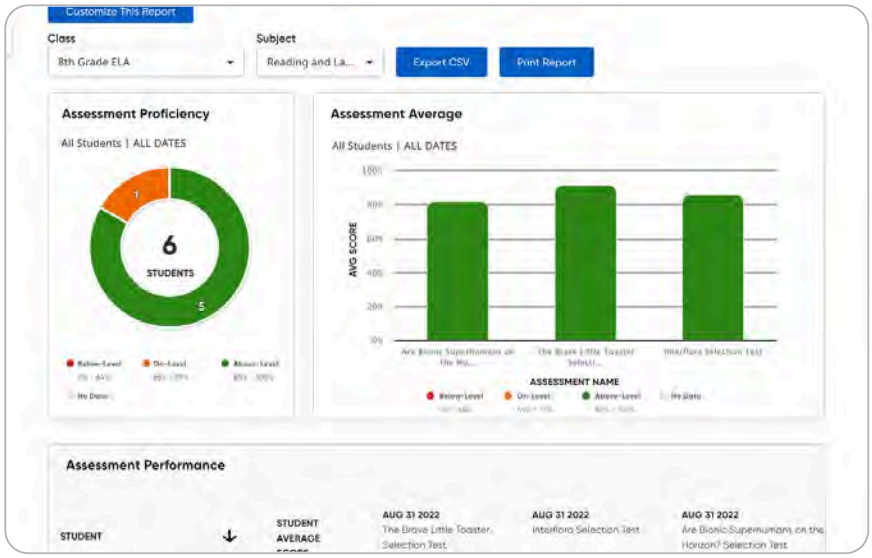
- establish students' initial standards proficiency as a baseline to inform big-picture planning
- Identify addressable skills and standards gaps early in the year to promote student success

.



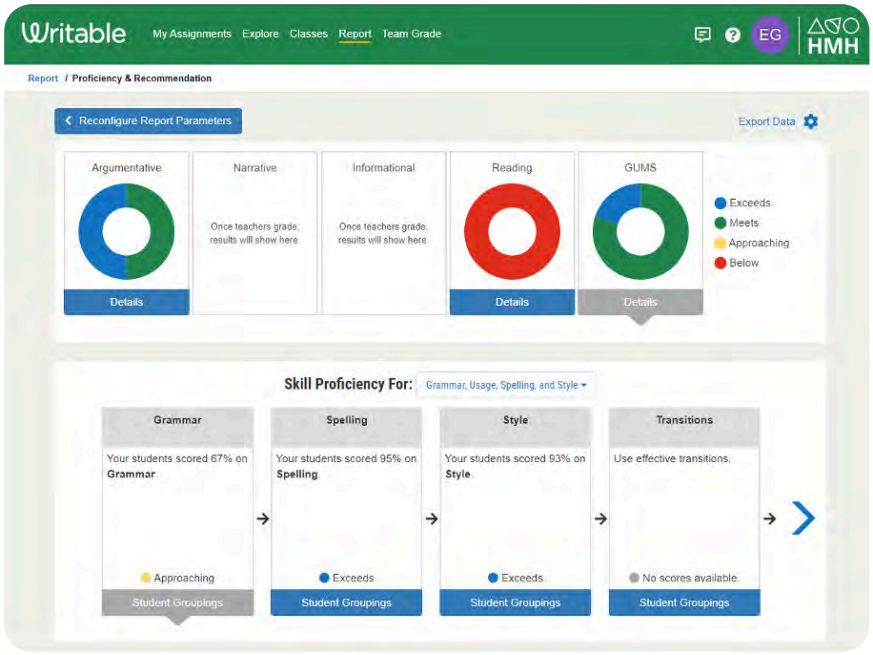
With the **Standards Report**, you can:

- view standards-based performance for your class, including data from the Beginning of Year Assessment
- see class performance by domain or individual standards
- group students by standards performance



With the **Assessment Report**, you can:

- view whole-class performance across all in-program assessments
- group students by proficiency levels



With the ***Writable*** **Proficiency and Growth Report**, you can:

- view class, student, and assignment-level reports, and see results by overall assignment, category, skill, or standard
- roster and grade with seamless LMS integration

Getting started with *HMH Into Literature*

We understand that implementing a new program takes a lot of support, and we're here for you every step of the way! HMH's blended professional learning delivers what teachers need, when they need it, with Getting Started, Teacher Success Pathways, and Teacher's Corner® to help teachers and students to thrive.

Kick off your implementation with engaging in- person or live online Getting Started sessions designed to build teacher confidence. Teachers will get to know the program organization, lesson structure, and digital resources on the *HMH Ed*™ learning platform. With the support of an HMH® instructional coach, teachers will gain an understanding of their program and a Digital Program How-To Guide.

Note: Hours for Getting Started sessions are calculated based on the number of student digital licenses/packages.

HMH Into Literature How-To Guide

During our time together, you'll learn the essential components of *HMH Into Literature*® and be prepped and ready to plan your first lesson as you continue on your Teacher Success Pathway.

Today's learning objectives:

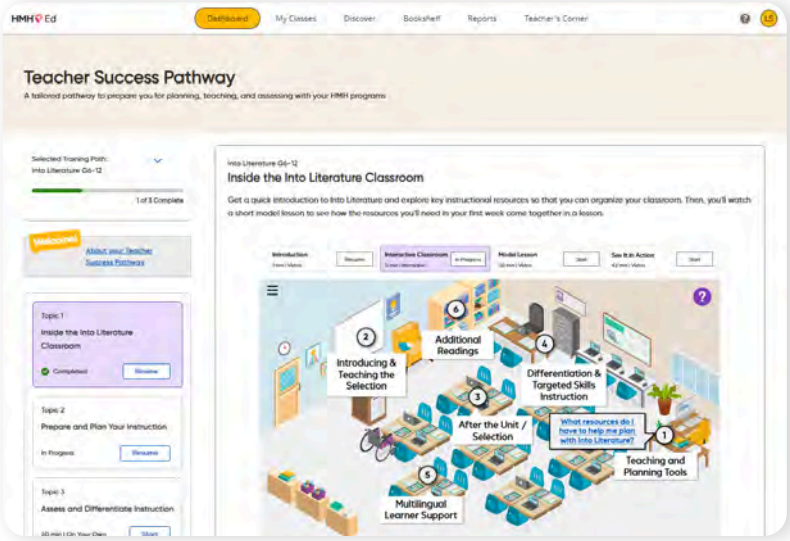
1. **Identify** how *HMH Into Literature* fits within your instructional block.
2. **Explore and select resources** to begin planning and teaching.
3. **Prepare for next steps** on your literacy program learning plan.

Teachers receive a comprehensive How-To Guide during their Getting Started session that they can continue to reference throughout the school year.

Guided learning pathways

Into Literature professional learning supports teacher success in the first 30 days, even those who are new to teaching ELA.

Every teacher receives a personalized guided learning pathway: a series of topics to support them with planning, assessment, and differentiation.



Access the Teacher Success Pathways on your teacher dashboard or in Teacher's Corner on *HMH Ed*

Build teacher confidence with personalized learning

Plan

Review planning resources and navigate digital tools to understand unit and lesson structures, create engaging lesson plans, and apply prioritization and pacing strategies.

Teach

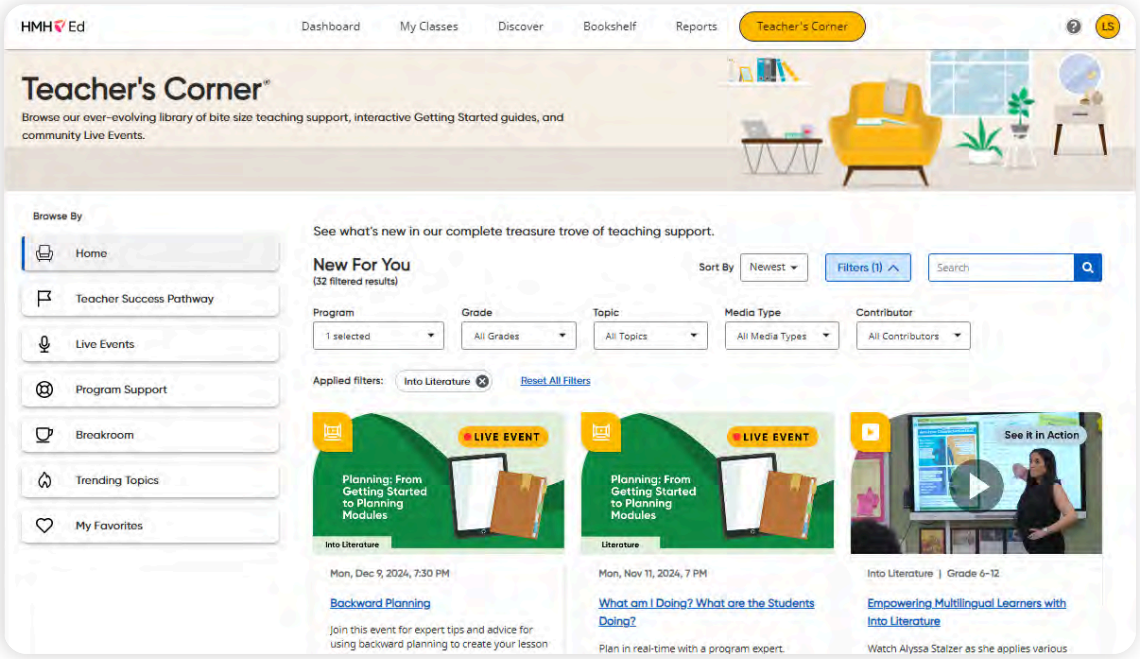
Become acquainted with key instructional resources to organize your classroom and watch a short model lesson to see how the resources come together in a lesson.

Assess

Explore year-round program assessments, how to align instruction with those assessments, and use reporting on *HMH Ed* to monitor student learning.

On-demand professional learning

The learning journey continues with yearlong support in Teacher's Corner for every teacher, including those new to teaching literature. Here they will find articles, videos, quick tips, and live events on popular topics such as writing skills, planning and pacing, and more!



Teacher's Corner deepens program knowledge and strengthens instructional practices.

Teacher's Corner resources

Access a library of instructional resources to support program implementation.

Attend live events hosted by experts and practicing teachers.

HMH Into Literature®

Tools for every teacher, literature for every learner

To learn more about *HMH Into Literature*, please visit
hmhco.com/intoliterature

SAT® is a registered trademark of the College Board, which was not involved in the production of, and does not endorse, this material. 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. Lexile® and Quantile® are trademarks of MetaMetrics, Inc., and are registered in the United States and abroad. HMH Into Literature®, Writable®, NWEA® MAP® Growth™, HMH Ed™, Houghton Mifflin Harcourt®, and HMH® are trademarks or registered trademarks of Houghton Mifflin Harcourt. © Houghton Mifflin Harcourt. All rights reserved. 07/24 WF1992250 F-1883337