



A Vision for Student Growth

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International Program Overview



GRADES 6–12

A NEW COMPREHENSIVE LITERACY SOLUTION

A Vision for Student Growth

Energize!

Energize your class with award-winning literature and digital resources designed for the way 21st-century students learn.

- Unit Themes and Essential Questions
- Culturally Relevant Literature
- Choice Reading Opportunities
- Interest-Grabbing Digital Resources

Elevate!

Elevate performance and drive growth with personalized instruction that builds confidence, standards mastery, and college and career readiness for every student.

- Focused Standards Instruction
- English Learner Support
- Studio & Differentiation Resources
- Collaboration and Communication





Empower!

Easy, flexible planning and instruction with actionable data restores the love of teaching and sharing the amazing gift of literature!

- Assessment and Data
- Flexible Planning
- Social-Emotional Learning
- Professional Learning

What's Inside

04 Energize

12 Elevate

34 Empower

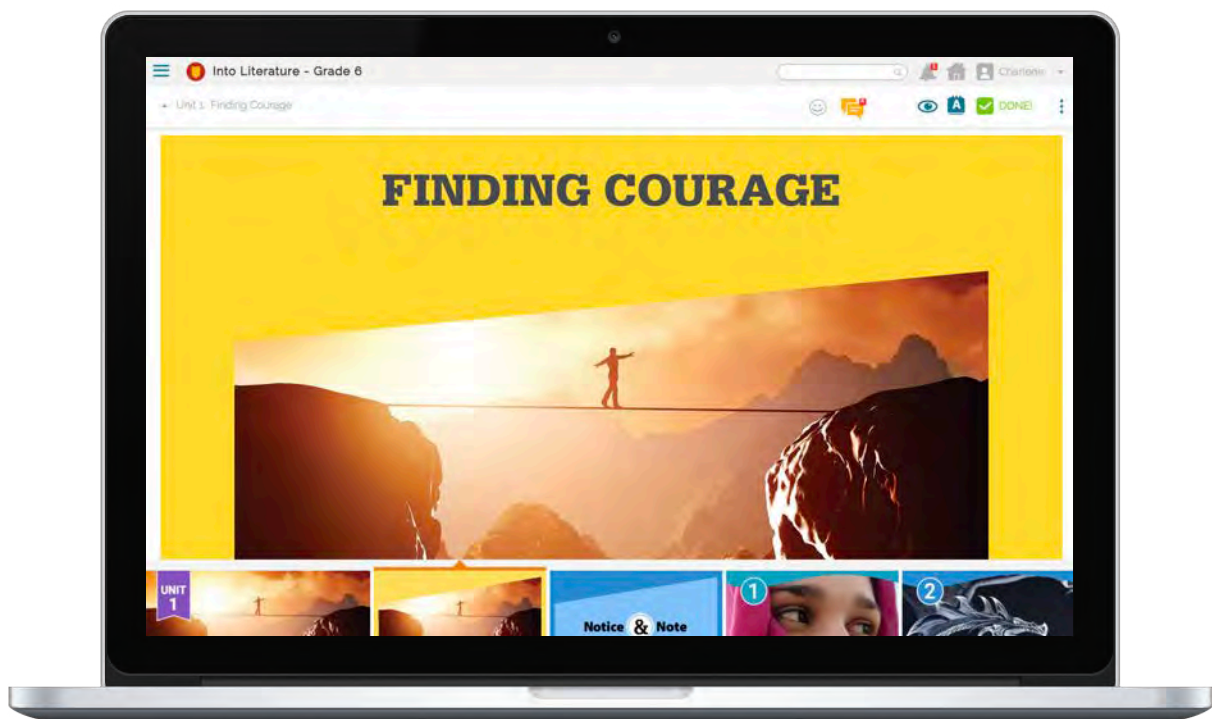




Personalized.

Manageable. Flexible Resources.

With engaging literature, relevant themes, intuitive technology, and a wealth of high-impact resources located all in one place, **HMH Into Literature™** was built to address the needs of today's teacher and prepare students for success in tomorrow's world.



The Houghton Mifflin Harcourt® Global Learning Platform (HMH® GLP) is a flexible, fully integrated online platform that provides intuitive pathways through all of your lesson resources, making it easy to adapt, plan, teach, assess, and differentiate—all from one simple platform.



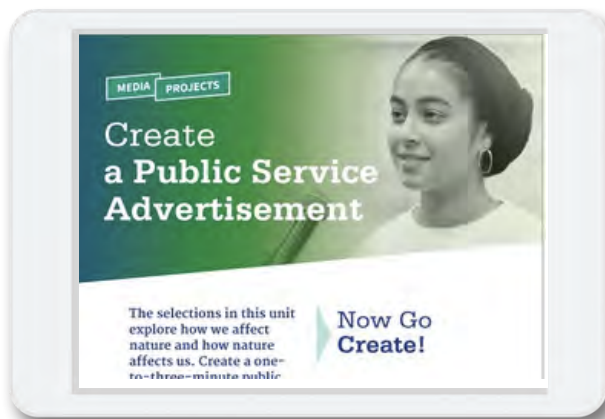
Leveled Texts



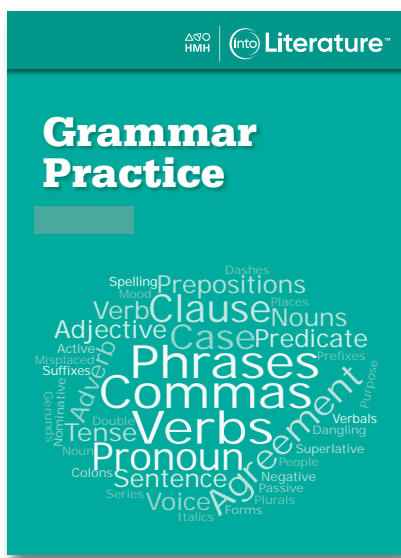
Interactive Tutorials



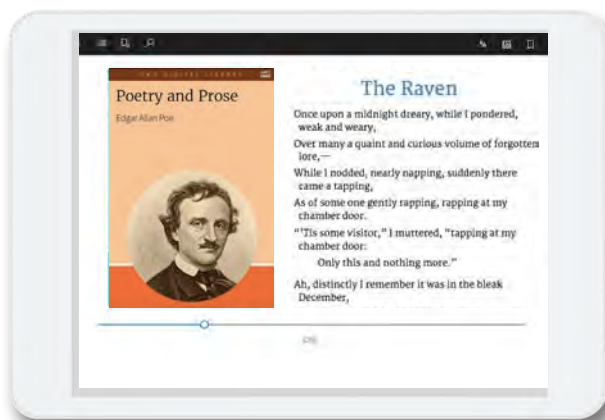
Instructional Videos



Digital Literacy Projects



Consumable Grammar
Practice Workbook



Digital and Print Novels



ENERGIZE

Captivate Your Students

Energize Your Classroom

What can blur the lines between what's real and what's not?



Grade 7

- Thematic units with engaging **Essential Questions**

How do changes around us reveal who we are?



Grade 10

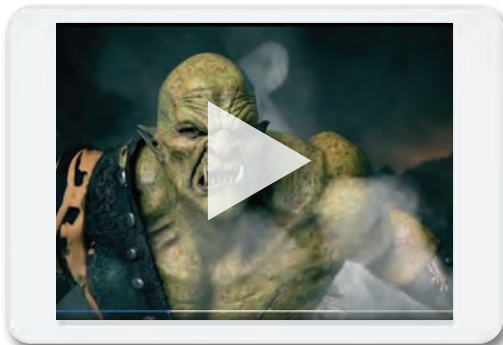
What happens when a society unravels?



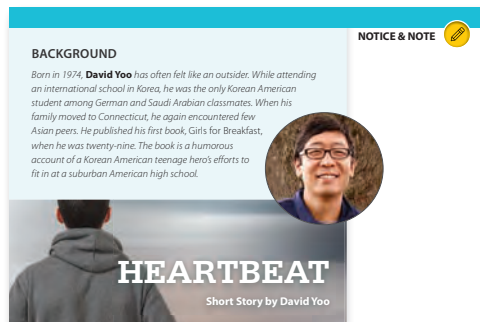
Grade 12 – British Literature



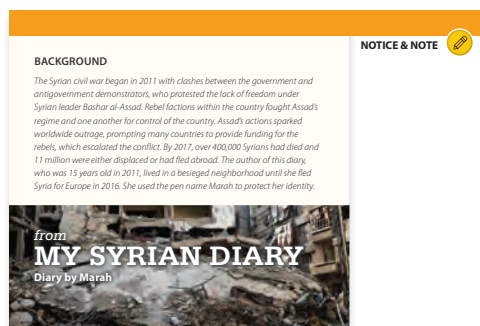
Grade 7



Grade 12



Grade 7



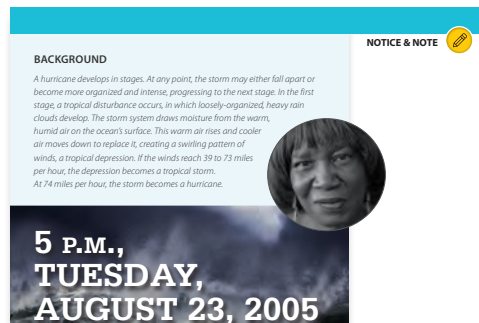
Grade 12

- Cinematic **Stream to Start**® videos grab attention in the unit introduction.



Grade 10

- Relevant **contemporary literature** alongside selections you know and love to teach



Grade 10



Celebrate Diversity

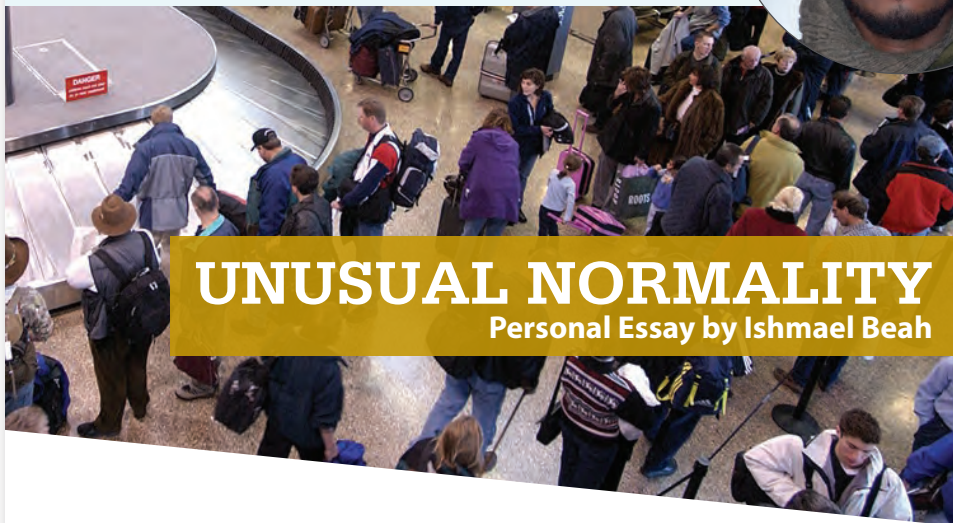
- Culturally relevant selections and novels
- Diverse writers, characters, and settings
- Detailed backgrounds on writers in selection introductions

BACKGROUND

Ishmael Beah (b. 1980) began to write about his experiences as a way of dealing with being forced to be a child soldier in Sierra Leone in Africa. After his family was killed when he was just 12 years old, Beah was threatened with death if he didn't fight with a rebel group that was trying to overthrow the country. An American working for UNICEF brought him to the United States. Today, he is a lawyer, author, and a UN Goodwill Ambassador helping others like him.



NOTICE & NOTE



Mentor Text for Personal Essay

This is an example of an effective personal essay. Use it as a model when you write your own **personal essay** at the end of Unit 1.

SETTING A PURPOSE

As you read, pay attention to the author's reflections on the person he

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



Lorna Dee Cervantes

Grade 10

- Kareem Abdul-Jabbar
- Lorna Dee Cervantes
- Naguib Mahfouz
- Edwidge Danticat
- Haruki Murakami



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
- Du Fu
- Helen Oyeyemi



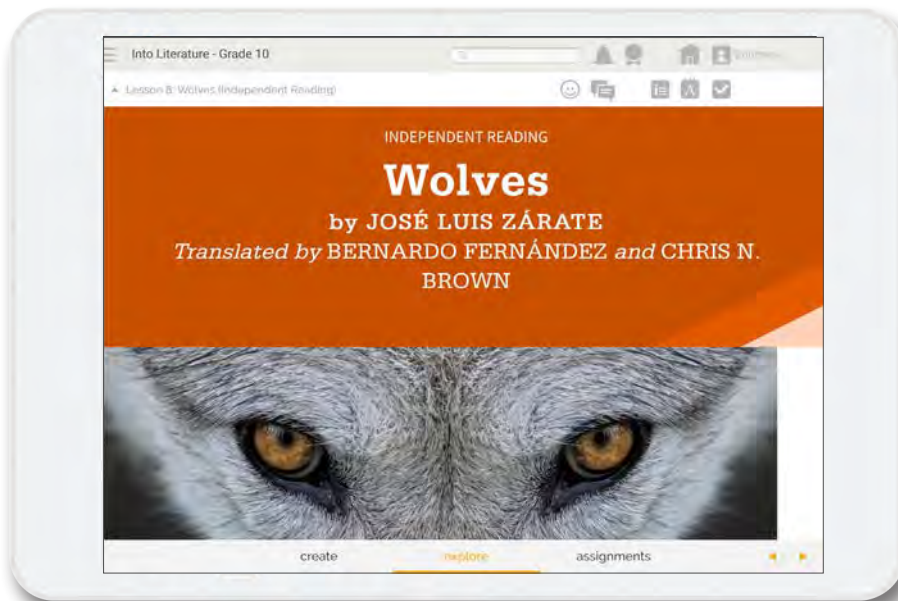
Alberto Rios

Grade 9

- Alberto Rios
- Margot Lee Shetterly
- Yusef Komunyakaa
- Luisa Valenzuela
- Eboo Patel

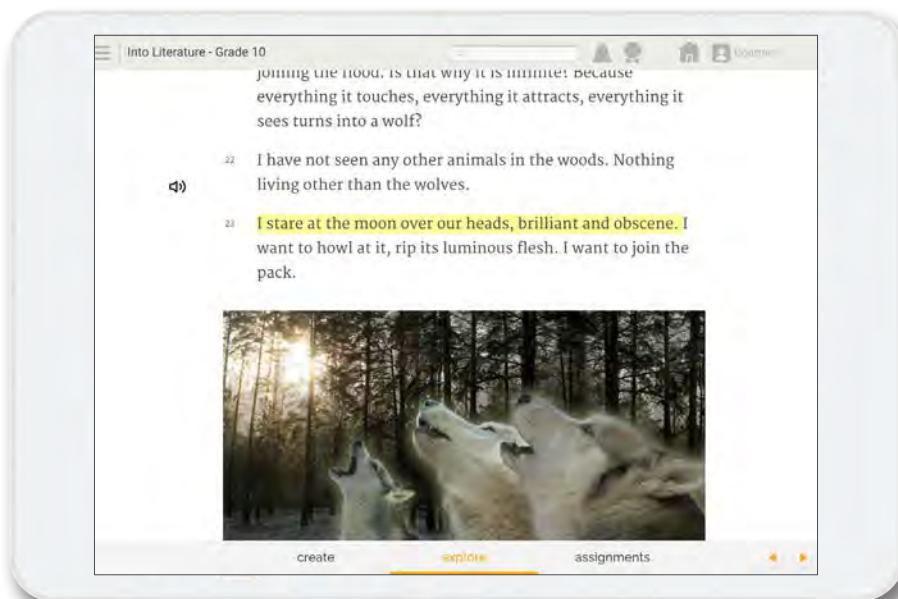


Increase Engagement with Student Choice



Independent Reading Selections

- Multiple texts with every unit
- Can be self-selected or assigned
- Variety of Lexile® levels, genres, and topics of interest



- **Audio with sentence highlighting** for all digital Student Edition selections
- Annotated digital texts





Classroom Novels

- Choose from hundreds of titles
- Contemporary and multicultural
- Three suggested titles per unit match theme and include a full **Novel Study Guide** that contains:
 - Teacher planning pages
 - Social-emotional considerations
 - Student-facing activities:
 - Anticipation guides
 - Read and respond questions
 - Writing prompts
 - Choice creative projects
 - And more!

Digital Novels

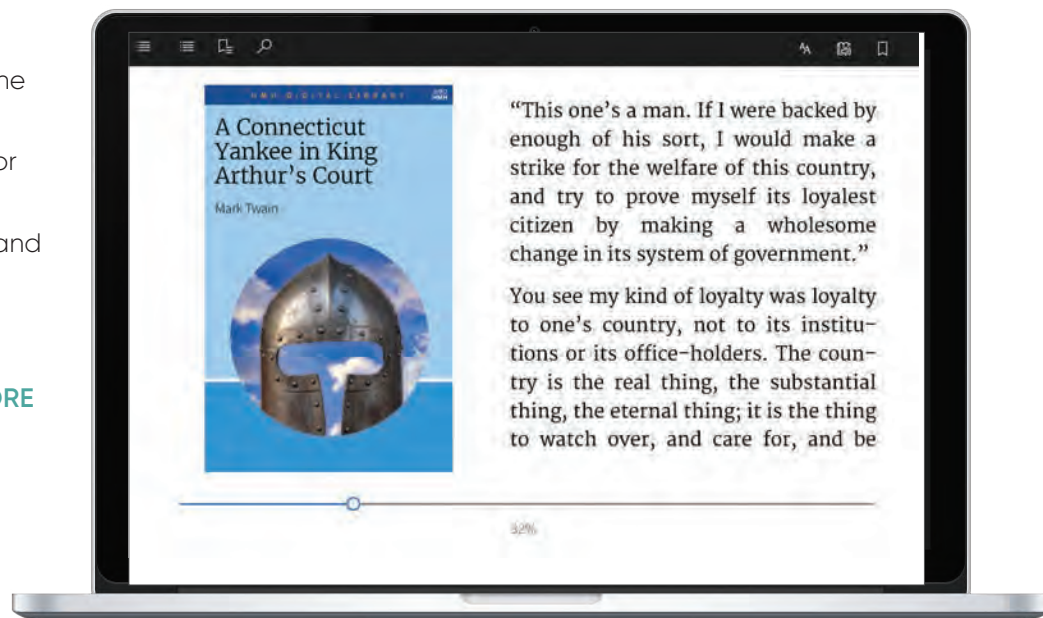
- 100+ titles located in the Text Library
- Can be self-selected or assigned
- Includes digital notes and class discussion tools



Text Library

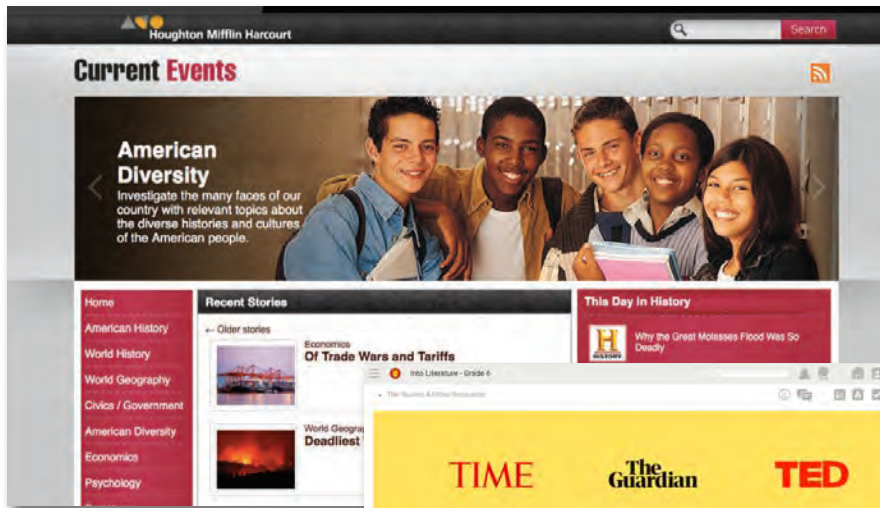


LEARN MORE
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Digital Extras

Keep Students' Attention



Current Events in HMH GLP

Current Events

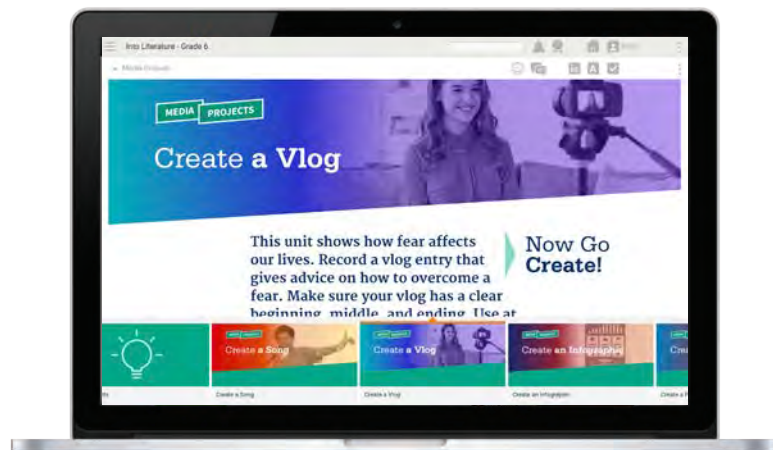
- Unlimited articles and leveled texts from trusted publications
- Add to customized lesson plans or assign directly to students



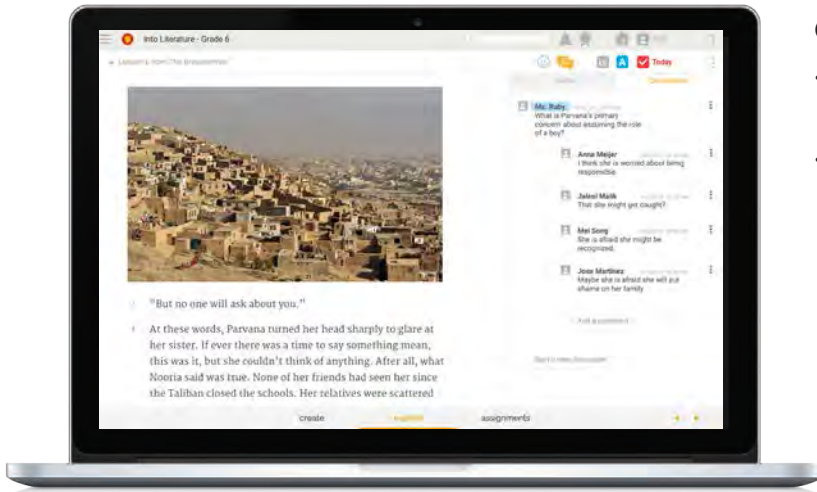
- Current Events
- Newsela®
- CommonLit®
- The Guardian®
- National Public Radio®
- CNN®

Media Projects

- Unique project that relates to readings for every unit
- Improves digital literacy skills
- Additional opportunity to showcase and extend learning



Media Projects Found in Studios and Other Resources

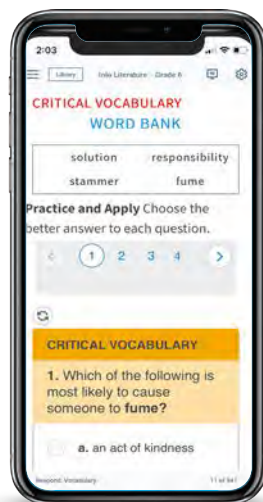


Online Discussions

- Moderate online discussions within the lesson.
- Set parameters and score for student participation.

Close Read Screencasts

- Modeled conversations of challenging passages
- Embedded in the digital Student Edition within selections
- Followed by collaborative practice activities



HMH Global App

- Available for any smartphone or tablet
- Download lessons, including interactive lessons, for offline use.



Elevate Learning

towards Independence

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

Whole Class

Reading Model

- Located in each unit for Grades 6–10
- Explicit instruction on the close reading strategy Notice & Note

Small Group

Mentor Text

- Located in each unit for all grades
- 100% authentic, published writers
- Serves as a model for writing techniques

UNIT 4

HARD-WON LIBERTY

PAGE 218



ESSENTIAL QUESTION:

What do we need in order to feel free?

ANALYZE & APPLY

NOTICE & NOTE READING MODEL



ARGUMENT

Letter from Birmingham Jail 222
by Martin Luther King Jr.



POEM

Elsewhere 248
by Derek Walcott



MEMOIR

The Hawk Can Soar 256
by Randi Davenport



SHORT STORY

The Briefcase 268
by Rebecca Makkai

COLLABORATE & COMPARE

COMPARE ACCOUNTS



ARGUMENT

from Letter to Viceroy, Lord Irwin 284
by Mohandas K. Gandhi



DOCUMENTARY FILM

from Gandhi: The Rise to Fame 296
by BBC

MENTOR TEXT

4

304

These selections can be accessed through the digital edition.



SPEECH

from Speech at the March on Washington

by Josephine Baker



SHORT STORY

The Book of the Dead

by Edwidge Danticat



POEM

Cloudy Day

by Jimmy Santiago Baca



HISTORY WRITING

from Crispus Attucks

by Kareem Abdul-Jabbar

Suggested Nonfiction Connection



NONFICTION

Why We Can't Wait

by Martin Luther King Jr.

4

Tasks

- Write an Argument 306
- Deliver an Argument 313

Reflect on the Unit 315

Key Learning Objectives

- Analyze argument
- Analyze rhetorical devices
- Analyze poetic structure
- Analyze diction and syntax
- Analyze character and theme
- Analyze media techniques

Visit the Interactive Student Edition for:

- Unit and Selection Videos
- Media Selections
- Selection Audio Recordings
- Enhanced Digital Instruction

Independent Learning

- Practice newly acquired text analysis skills
- Variety of Lexile levels, genres, and topics
- Printable

Suggested Connection

- Three suggested titles per unit—one in the Student Edition and two more in the Teacher's Edition



Differentiate to Meet All Needs

Accessible Texts

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



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Original Text

In the print and digital Student Edition

BACKGROUND
Edgar Allan Poe (1809–1849) is considered one of literature's "most brilliant, but erratic stars." Poe explored such distinctive themes as madness, untimely death, and obsession. He was orphaned at an early age, and for most of his life he struggled to earn a living. The 1845 publication of his poem "The Raven" made Poe famous. This success, however, was soon marred by the death of his wife and his own illness. Although Poe's life was brief, his literary influence was great, especially on the development of the horror story and detective fiction.

NOTICE & NOTE

THE PIT AND THE PENDULUM
Short Story by Edgar Allan Poe

PREPARE TO COMPARE
You have analyzed how Hawthorne developed theme through the use of characterization and symbols. Look for clues in Poe's text for his theme and the literary elements he uses to develop it.

*Impia tortorum longos hic turba furores
Sanguinis innocui, non satulata, alunt
Sospite nunc patria, fracto nunc funeris antro,
Mors ubi dira fuit vita salusque patent.¹*
[Quatrain composed for the gates of a market to be erected upon the site of the Jacobin² Club House at Paris.]

¹ I was sick—sick unto death with that long agony; and when they at length unbound me, and I was permitted to sit, I felt that my senses were leaving me. The sentence—the dread sentence of death—was the last of distinct accentuation which reached my ears. After that, the sound of the inquisitorial voices seemed

ANALYZE PLOT STRUCTURE
Annotate: Mark the first two sentences of paragraph 1.
Analyze: What is happening to the narrator in these two sentences? How does the beginning of the story create dramatic tension?

¹ *Impia . . . patent:* Latin: Here the wicked crowd of tormentors, unsated, fed their long-time lusts for innocent blood. Now that our homeland is safe, now that the tomb is broken, life and health appear where once was dread death.
² *Jacobin* (jăk'ə-bīn): a radical political group active in the French Revolution and later known for implementing the Reign of Terror.

The Pit and the Pendulum 293

Adapted Text

In the Reading Studio

The Pit and the Pendulum
Based on the short story by Edgar Allan Poe

BACKGROUND
Starting in the late 1400s, the Spanish Inquisition, a court of the Roman Catholic Church, punished people who they believed disagreed with church teachings. In this story, the narrator is a prisoner of the Spanish Inquisition in Spain. Although Poe's story is fiction, the Inquisition really did imprison, torture, and sometimes execute people. The French did invade Spain in 1808, when this story takes place. They stopped the Inquisition for a while. It was finally officially ended in 1834.

NOTES

ADAPTATION
I was sick—sick to death with this long **agony**. I felt that my senses were leaving me. The death sentence was the last sound I heard clearly. Yet, for a while, I saw; I imagined that the lips of the black-robed judges were white and thin and twisting. I saw them say my name; and I shook because I heard no sound. I realized that nothing would save me. Just as I began to think what sweet rest there must be in the grave, everything went black. Then silence, and stillness, and night were the universe.
I had fainted; but I believe I could remember something about what happened while I was passed out. Waking from a deep sleep, we may not be able to remember our dreams right away. But later we are surprised when for no reason we suddenly remember what we dreamt.
I vaguely remember tall figures that lifted and carried me in silence down—down—still down. I thought the journey would never end. My heart seemed to stop beating. Then it was as if everything had

agony: strong or intense pain of mind or body

Read this passage from the selection to find out why the narrator is terrified.

TARGETED PASSAGE

5 So far, I had not opened my eyes. I felt that I lay upon my back, unbound. I reached out my hand, and it fell heavily upon something damp and hard. There I **suffered** it to remain for many minutes, while I **strove** to imagine where and *what* I could be. I longed, yet dared not to employ my vision. I dreaded the first glance at objects around me. It was not that I feared to look upon things horrible, but that I grew aghast **lest** there should be *nothing* to see. At length, with a wild desperation at heart, I quickly unclosed my eyes. My worst thoughts, then, were confirmed. The blackness of eternal night encompassed me. I struggled for breath. The intensity of the darkness seemed to oppress and stifle me. The atmosphere was intolerably close.

Includes:

- Original targeted passages
- Reading comprehension checks
- Critical vocabulary
- End-of-selection discussion questions

Leveled Texts

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



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Malala's Fight for Education

Biography by Manjiv Mehta

Imagine that you could read or write anything you want. Would you grow up, still? Even at her age, Malala was trying to make a difference.

Malala was born in Pakistan. Malala and runs a girls' school. During religious groups.



A Final Emancipation

Biography by Haydelle

Background

When abolitionist Frederick Douglass was born, slavery was still legal in half of the United States. He was born enslaved, and he tried to escape permanently.

According to the story, Douglass was once on a train platform that he was ready to ruin his plan.



One-Way Ticket to New Orleans, Please

Informational article by Marcia Amidon Lusted

One spring morning over 50 years ago, 13 people entered Washington, D.C.'s bus terminal and bought tickets for a 13-day bus ride to New Orleans, Louisiana. It was May 4, 1961, and although many other people were also traveling that day, this group was different. It was made up of both black and white people traveling together to test the U.S. Supreme Court's 1960 ruling banning segregated bus and train terminals. They were the Freedom Riders.

The Freedom Riders weren't just a random group of people. They had submitted applications to James Farmer and leaders of the Congress of Racial Equality (CORE) before being chosen to participate. Once accepted, they underwent three days of intensive

Found in the Text Library on HMH GLP



Encourage English Learners with Leveled Supports

PLAN
PLAN

Text X-Ray: English Learner Support for “The Hawk Can Soar”

Use the Text X-Ray and the supports and scaffolds in the Teacher’s Edition to help guide students at different proficiency levels through the selection.

INTRODUCE THE SELECTION DISCUSS DISABILITY

In this lesson, students will need to discuss the author’s challenge of coping with a disability that developed when she was an adult. Explain words that describe her initial physical symptoms:

- When you’re **weak**, you have little strength.
- When you **quake**, you shake.
- When you **stiffen**, you feel hard and tense.
- When you feel **fatigue**, you are very tired.

Have volunteers share how it might feel for a healthy person to begin to experience serious physical symptoms. Encourage students to listen closely and respond to each other.

CULTURAL REFERENCES

The following words or phrases may be unfamiliar to students:

- **full expression** (paragraph 3): all symptoms are clearly apparent
- **a fighter** (paragraph 7): someone who is strong and doesn’t give up easily
- **saving grace** (paragraph 7): something that makes a difficult situation easier to take
- **escape fate** (paragraph 7): avoid what must happen
- **epiphany** (paragraph 12): a moment in which something important is realized
- **this narrative in America** (paragraph 12): a popular type of story in America, such as one in which someone overcomes a great hardship

LISTENING

Interpret Tone

Explain that reading aloud can help students notice the author’s syntax—the pattern and arrangement of words and sentences. Explain that syntax often contributes to the tone of a text.

Have students listen as you read aloud paragraph 5. Emphasize syntax as you read. Use the following supports with students at varying proficiency levels:

- Tell students that you will ask some questions about the tone of the paragraph. Model giving a thumbs up or down for the answer. Does the author seem nervous? Do the short sentences make the author seem scared? **SUBSTANTIAL**
- Reread the first six sentences of paragraph 5. Ask students to describe the sentences. (short, incomplete) Ask them to identify the tone. (scared, nervous, desperate) **MODERATE**
- Have students work in pairs to describe the syntax and identify the tone of the paragraph. **LIGHT**

SPEAKING

Discuss the Introduction

Have students discuss how the author uses specific details to introduce herself as someone with a disability.

Use the following supports with students at varying proficiency levels:

- Read aloud the first three sentences of paragraph 1. Have students read aloud the sentences back to you. **SUBSTANTIAL**
- Have one student read aloud the first three sentences of paragraph 1. Then have a partner paraphrase aloud. **MODERATE**
- Invite partners to read aloud paragraph 1 together. Encourage them to break down words they find difficult to pronounce into individual parts. Have them discuss how they feel reading specific descriptions of the author’s disability. **LIGHT**

READING

Analyze Text Structure

Remind students that authors do not always tell stories in chronological order. Remind them that understanding the order of events is important to comprehending the text.

Use the following supports with students at varying proficiency levels:

- Reread paragraphs 3–4 aloud to students as they follow along. Then ask students to locate the phrase “It begins for me in my 30s.” Think aloud: This phrase lets me know that the author’s illness began when she was in her 30s. **SUBSTANTIAL**
- Have students reread paragraphs 3–4. Then instruct them to find evidence to support the fact that the author has not lived with the disease for her entire life. Supply a sentence frame: I know that the author became sick as an adult because _____. **MODERATE**
- Have partners reread paragraphs 3–4 and identify when the author began experiencing symptoms. Have them discuss why the author might not reveal that information until paragraph 4. **LIGHT**

WRITING

Design a Web Page

Work with students to complete the writing assignment on Student Edition page 265.

Use the following supports with students at varying proficiency levels:

- Provide sentence frames that students can use as they begin planning their web page: _____ will be the topic of my web page. I chose this topic because _____. **SUBSTANTIAL**
- Using Think Aloud and modeling strategies, help students brainstorm features to help them structure information. For example, say, I think I will include a bulleted list to display the evidence I gathered. This list will make it easier for users to understand my ideas. **MODERATE**
- Have partners review each other’s work. Ask: Which features did the writer use to structure the information? Which features might be added to improve the work? **LIGHT**

Text X-Ray

- Available for all print selections in the Teacher’s Edition
- Includes introduction and cultural references
- Provides multiple levels of differentiation for listening, speaking, reading, and writing

Language X-Ray: English Learner Support

Use the instruction below and the supports and scaffolds in the Teacher’s Edition to help you guide students at different proficiency levels.

INTRODUCE THE WRITING TASK

Explain that an **argument** is a type of writing in which the author takes a position on a topic and then offers reasons backed by evidence to support that position. In the introduction, the writer discusses the topic in a general way, explains why it is important, and then states a position by making a claim expressed in a clear, concise thesis statement. The body of an argument develops the claim with reasons and supporting evidence. Counterclaims, or opposing arguments, are also discussed to provide additional support. Paragraphs are presented in a logical order with smooth transitions from one to the

next. The conclusion restates the thesis with a claim, synthesizes the key points of the argument, and offers a new insight.

Point out that the selections in this unit deal with the theme of what we need in order to feel free. Provide sentence frames to help students explore ideas related to this theme. For example: *In order to feel free, a person needs to _____. Assist students as they brainstorm words and phrases such as *have equal rights in society*. Have pairs of students work together to write an original thesis statement related to freedom.*

WRITING

Use Correct End Punctuation

Emphasize the importance of using correct end punctuation.

Use the following supports with students at varying proficiency levels:

- Review examples of the four sentence types: declarative, interrogative, imperative, and exclamatory. Note the end punctuation for each type of sentence. **SUBSTANTIAL**
- Instruct students to delete the semicolons and add end punctuation to these sentences:

Language X-Ray

- Located prior to end-of-unit tasks in the Teacher’s Edition
- Offers leveled support for writing, speaking, and listening

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Student-Facing Resources

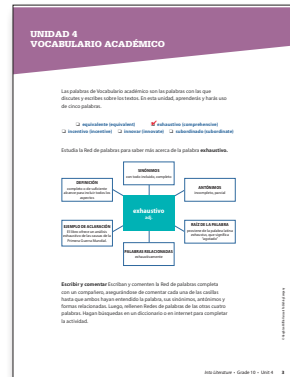
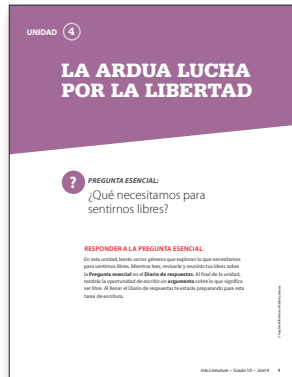
- Essential Questions
- Academic Vocabulary
- Multilingual Glossary
- Response Logs
- Selection Summaries
- Text Sketch



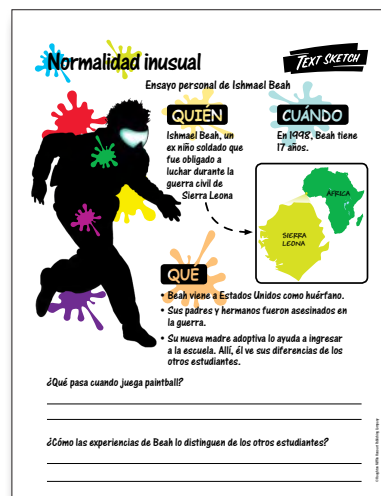
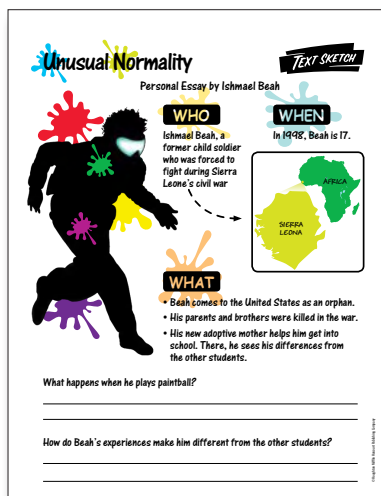
Reading Studio



LEARN MORE
P. 18



Spanish novels
available



Text Sketch

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



Reading Studio



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Exclusive Digital Studios

Provide Curated Resources



Easy-to-find resources organized into separate studios are on demand and on HMH GLP.



Reading Studio

- Close Read Screencasts
- Close Read Practice Pages
- Steam to Start Videos
- Text in Focus Videos (6–8)
- Text in Focus Practice Pages (6–8)
- Notice & Note Signpost Anchor Charts
- Spanish Unit Resources
- Multilingual Glossary
- Text Sketches (English and Spanish)



Writing Studio

- Interactive Lessons
- Timed Writing Activities (9–12)
- Rubrics
- Student Models
- Assessments



Speaking & Listening Studio

- Interactive Lessons
- Rubrics
- Assessments



Text Library

- Leveled Texts
- Printable Independent Reading Selections
- Novel Study Guides
- Novel Study Assessments
- Digital Library of eBooks



Grammar Studio

- Printable, Editable Practice Pages
- Interactive Lessons
- Pre-#and Post-Module Assessments
- Diagnostic Screening Test



Intervention, Review, & Extension

- Leveled Texts/Interactive Skills Bank
- Peer Coach Videos
- ELA Skills Anchor Charts
- Level Up Tutorials
- Level Up Practice Assessments



Vocabulary Studio

- Interactive Lessons



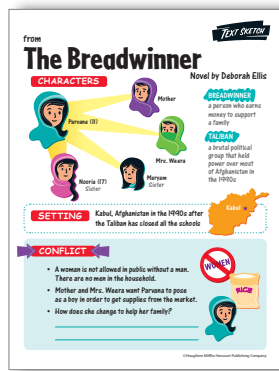
Stream to Start Videos



Close Read Screencasts and Text in Focus Videos



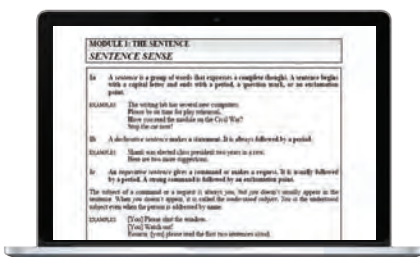
Current Events Unlimited Nonfiction from HMH, Newsela, National Geographic®, and More!



Text Sketch in English and Spanish



Accessible Texts



Editable Grammar Practice



Level Up Tutorials



Interactive Lessons



Peer Coach Videos

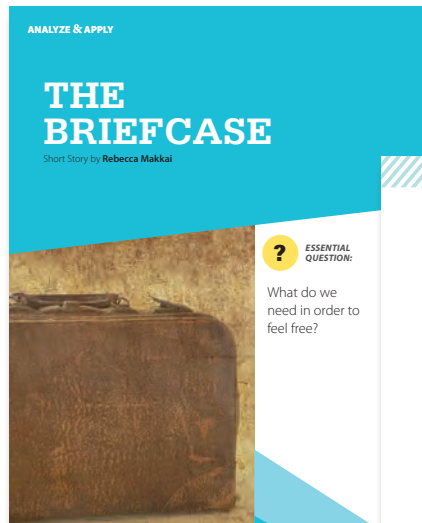


Leveled Texts with Instruction from Publications Such as Cricket Media®, National Geographic Magazine, and Arte Publico Press



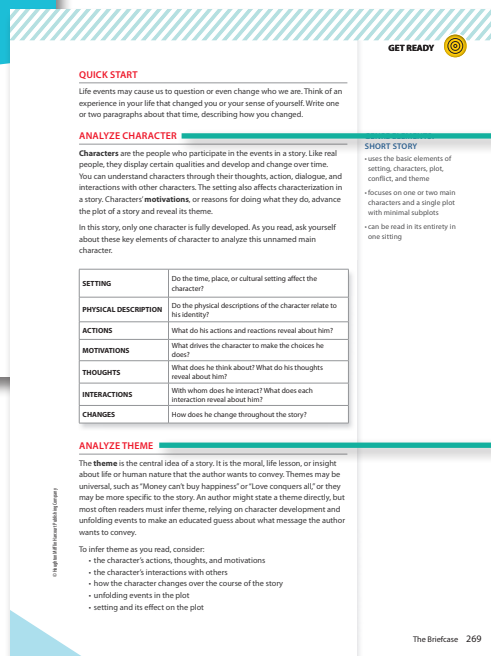
Digital Novels

Prepare for Success: Targeted Reading Instruction



Print and Digital Student Edition

- Focused standards instruction
- Skills are introduced during pre-reading and analyzed within the selection



ANALYZE CHARACTER

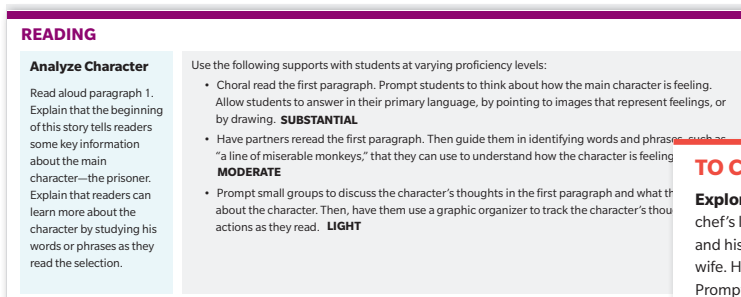
Annotate: Mark the woman's actions and words in paragraphs 45–54.

Analyze: What do the chef's responses to these words and actions reveal about him?

ANALYZE THEME

Annotate: Mark the sentence in paragraph 13 that summarizes the chef's answer to the professor's question.

Infer: What does this answer reveal about how the chef's character is changing?



Text X-Ray in Teacher's Edition

- Easily differentiate with planning and point-of-use supports

TO CHALLENGE STUDENTS . . .

Explore Themes After they have read the **story**, ask students what role women play in the chef's life. Point out the brief but telling scenes about the chef's relationships with his landlady and his lover. The story climaxes in the confrontation between the chef and the professor's wife. Have students work in small groups to discuss the importance of women in the story. Prompt them to consider what we learn about the chef through his relationships. Ask: Are there ways in which the women highlight different parts of his personality? Tell students to think about how the female characters relate to the theme of identity. Ask: Why does the chef feel so strongly attracted to the professor's wife? Invite students to present their ideas to the rest of the class.

Point-of-Use Supports in Teacher's Edition

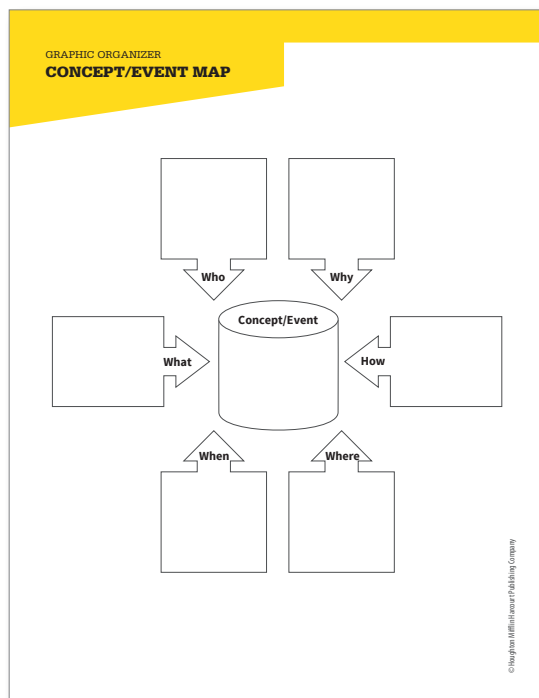


Peer Coach Videos and Anchor Charts

- Videos review challenging concepts in a fresh, relatable style
- Anchor Charts correspond to video content
- Located in Studios & Other Resources on HMH GLP



LEARN MORE
P. 18



Graphic Organizers under Student Resources
on HMH GLP

Interactive Graphic Organizers

- 40+ organizers
- Printable
- Range of topics including reading analysis, writing support, decision making, and more!

Deepen Comprehension with Notice & Note



Kyleene Beers, EdD




Robert E. Probst, PhD

- Developed by educational leaders and *HMH Into Literature* authors **Kyleene Beers** and **Robert Probst**
- **Signposts** guide analysis of fiction and nonfiction texts
- Matures at higher grades by reducing scaffolds

Notice & Note

READING MODEL



For more information on these and other signposts to Notice & Note, visit the [Reading Studio](#).

LETTER FROM BIRMINGHAM JAIL

You are about to read the argument “Letter from Birmingham Jail.” In it, you will notice and note signposts that provide clues about the argument’s claims and evidence. Here are a key question and two signposts to look for as you read this argument and other nonfiction writing.

Big Question Have you ever watched a TV commercial or listened to a classmate’s student council campaign speech and thought, “*REALLY?*” When you’re presented with an idea that’s hard to believe, determine whether the information makes you wonder about something new or is simply untrue.

A nonfiction writer may share fascinating, true information with you—or the writer may have a bias or purpose that affects how believable the information is. As you read, be prepared to ask yourself: *What surprised me?* Look for:

- New information (“I didn’t know that!”)
- Suspicious information (“Seriously? Is that really true?”)
- Clarifying information (“Oh! Now I get it!”)
- A different perspective (“I hadn’t thought of it that way.”)


Here is how a student might mark surprising elements in King’s letter.

April 16, 1963
My Dear Fellow Clergymen:

1 While confined here in the Birmingham city jail, I came across your recent statement calling my present activities “unwise and untimely.” Seldom do I pause to answer criticism of my work and ideas. If I sought to answer all the criticisms that cross my desk, my secretaries would have little time for anything other than such correspondence in the course of the day, and I would have no time for constructive work. But since I feel that you are men of genuine good will and that your criticisms are sincerely set forth, I want to try to answer your statement in what I hope will be patient and reasonable terms.

Unit Reading Model

- Focused instruction on three signposts at the beginning of every unit
- Includes instruction on recognizing the signpost, using the anchor questions, and annotating the selection

ANNOTATION MODEL
NOTICE & NOTE 

Here is how a student marked the opening of “Letter from Birmingham Jail.”

<p>April 16, 1963 My Dear Fellow Clergymen:</p> <p>While confined here in the Birmingham city jail, I came across your recent statement calling my present activities “unwise and untimely.” Seldom do I pause to answer criticism of my work and ideas. If I sought to answer all the criticisms that cross my desk, my secretaries would have little time for anything other than such correspondence in the course of the day, and I would have no time for constructive work. But since I feel that you are men of genuine good will and that your criticisms are sincerely set forth, I want to try to answer your statement in what I hope will be patient and reasonable terms.</p>	<p>King establishes audience and his own credibility—he’s one of them.</p> <p>He explains why he’s writing.</p> <p>He’s not overly sensitive to criticism.</p> <p>He’s polite and respectful.</p>
--	---

Annotation Model

- Example at the beginning of every selection provides guidance on how students might respond to the text

Print and Digital Student Edition

Quoted Words Backing up your ideas with documented evidence and expert opinions shows that you really know your topic. The same is true of professional writers and speakers. A strong argument is supported by:

- Personal Perspectives: the experience or views of an ordinary person
- Voices of Authority: an expert view, from someone with relevant credibility
- Documented Facts: verifiable information that supports an idea or claim

Here a student annotated part of King's letter that uses **Quoted Words**:

15 . . . One has not only a legal but a moral responsibility to obey just laws. Conversely, one has a moral responsibility to disobey unjust laws. I would agree with St. Augustine that "an unjust law is no law at all."

Anchor Question
When you notice this signpost, ask: Why is this person quoted, and what do the quoted words add?

Who is quoted?	Saint Augustine
Why did the author include the quote? What did it add?	The words of a saint will resonate with an audience of clergy. It also shows that this is not a new or revolutionary idea.

Extreme or Absolute Language If a friend tells you that you *have* to play this new game because it has the *most intense* plot line and you'll be a *complete loser* if you don't, you should ask: Why all the extreme language?

In nonfiction, absolute words like *every*, *always*, *never*, or words that end in -est should also catch your attention. When you see extreme or absolute language, don't just accept it; determine why the author is using it.

In this example, a student marked **Extreme or Absolute Language**:

26 I have just received a letter from a white brother in Texas. He writes: "All Christians know that the colored people will receive equal rights eventually, but it is possible that you are in *too great* a religious hurry. . . ."

Anchor Question
When you notice this signpost, ask: Why would the author use this language? What does this reveal about the author's biases or purpose?

What is extreme about this statement?	It doesn't acknowledge that some Christians don't "know" this and assumes that eventual equality will just happen. It also dismisses people's need for equality.
What does this language reveal about purpose, bias, or perspective?	It reflects the letter writer's perspective that things are going fine, which he may see because he isn't really affected by inequality.

Notice & Note 221

Close reading Notice & Note prompts in the selections provide practice on the signposts.

QUOTED WORDS

Notice & Note: Mark the direct quotation in paragraph 2. Who is being quoted?

Interpret: Why are these words central to King's argument?

EXTREME OR ABSOLUTE LANGUAGE

Notice & Note: Mark uses of the word *never* and other absolute language in paragraph 4.

Connect: How might King's choice of words make it difficult for his audience to disagree with him?

Extreme or absolute language

When you're reading and you notice the author uses language that leaves no doubt, exaggerates, or pushes to the limit, you should stop, and ask yourself:

"Why did the author say it like that?"

The answers will tell you something about the author's point-of-view and purpose. Or, you might realize the author is exaggerating to make you think a certain way.

Words of the Wiser

When you're reading and a character (who's probably older and lots wiser) takes the main character aside and gives serious advice, You should stop and ask yourself:

"What's the life lesson, and how might it affect the character?"

Whatever the lesson is, you've probably found a theme for the story.

Word Gaps

When you're reading and the author uses a word or phrase you don't know, you should stop and ask yourself:

"Do I know this word from some place else?"

"Does this seem like technical talk for experts of this topic?"

"Can I find clues in the sentence to help me understand the word?"

The answers will help you decide if you need to look the word up, or keep reading for more information.

Signpost Anchor Charts are available in the Reading Studio.

LEARN MORE
P. 18





Build Extensive

Academic Vocabulary



Print and Digital
Student Edition

Academic Vocabulary

- Six words per unit expand ability for academic discourse
- Introduced at the beginning of each unit and applied throughout

UNIT 4

ACADEMIC VOCABULARY

Academic Vocabulary words are words you use when you discuss and write about texts. In this unit you will practice and learn five words.

☒ **comprehensive** ☐ **equivalent** ☐ **incentive** ☐ **innovate** ☐ **subordinate**

Study the Word Network to learn more about the word **comprehensive**.

APPLYING ACADEMIC VOCABULARY

☒ **comprehensive** ☐ **equivalent** ☐ **incentive** ☒ **innovate** ☐ **subordinate**

Write and Discuss Have students turn to a partner and discuss the following questions. Guide students to include the academic vocabulary words *comprehensive* and *innovate* in their responses.

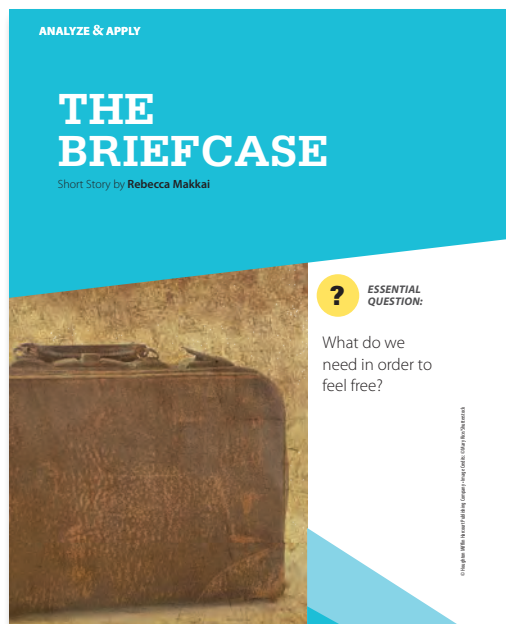
- Does the chef have a **comprehensive** set of reasons for his actions?
- How does the professor's question **innovate** astronomy instruction?

- Instruction supports application in discussions and written responses

Point-of-Use Teacher's Edition

Critical Vocabulary

- Supports comprehension with selection-specific words
- Focused pre-reading, during, and post-reading instruction and practice



Print and Digital Student Edition

CRITICAL VOCABULARY

flail	inversion	equidistant
transpire	flagrantly	havoc

To see how many Critical Vocabulary words you already know, use them to complete the sentences.

1. The tornado caused _____ in the neighborhoods where it touched down.
2. The two buildings are _____ from the street.
3. I have rarely seen rudeness displayed so _____.
4. He began to _____ his arms wildly to shoo the bee away.
5. The _____ of roles at my company means I am my former boss's new manager.
6. It was easy to predict what would _____ by the end of the movie.

CRITICAL VOCABULARY

havoc: The war has resulted in chaos and destruction.

ASK STUDENTS why no one would be able to check on the chef's identity in the midst of *havoc*. (*Records may have been destroyed, or those that do exist may be in dangerous places.*)

Point-of-Use Teacher's Edition

- Prompts in the Teacher's Edition supply new examples for class discussion.

Using Context Clues

When you find an unfamiliar word in your reading, look at the surrounding text for context clues.

Select the word that means the same as the boldfaced word in each passage.

- When she's joking, Chancy sometimes says **superfluous** things, unlike when she's serious and speaking carefully. ☐ distasteful ☐ unnecessary
- We were unable to see the **belfry**, which houses the church's bells, from the flower garden. ☐ roof ☐ bell tower
- Some photographers are **sympathetic** to wildlife; for instance, they will not disturb animals and their young. ☐ sensitive ☐ friendly

- Vocabulary Studio icon directs to additional lessons and support.

VOCABULARY STRATEGY: Discipline-Specific Terms

The author of this story uses terms from cooking, physics, and history. Context clues, encyclopedias, or technical dictionaries can help you determine the meaning of an unfamiliar term specific to a particular field or discipline.

Practice and Apply Read these sentences from the story. Use context clues or other resources to write the meaning of each boldfaced term.

1. His knowledge of biology was limited to the deboning of chickens and the behavior of **Saccharomyces cerevisiae**, common bread yeast.
2. Hence the **Aztec sacrifices**, the ancient rites of the eclipse. If the sun so willingly leaves us, each morning it returns is a stay of execution, an undeserved gift.
3. Using modern **astronomical data**, construct, to the best of your ability, a proof that the sun actually revolves around the Earth.

- End-of-selection practice page for application and strategy




Boost Grammar Instruction



Print and Digital Student Edition

- Embedded lessons and practice to learn in context
- **Get Ready**, at the beginning of every selection, introduces the concept

 **GET READY**

LANGUAGE CONVENTIONS

Purposeful Fragments In this lesson, you will learn about the intentional use of fragments in writing. While a fragment is usually an error, an author may choose to use fragments for effect, as in this example from the text:

I tell myself that I'm working too hard. Trying to do too much.

This fragment reflects the author's thought process. As you read, note other fragments that develop a conversational tone and emphasize key ideas.

- Includes selection prompts to analyze author's use of language conventions

LANGUAGE CONVENTIONS

Annotate: Mark a purposeful fragment in paragraph 14.


Analyze: How does the fragment you marked contribute to the voice and tone of the memoir?

LANGUAGE CONVENTIONS: Purposeful Fragments

Although it is grammatically incorrect, a writer may intentionally use a sentence fragment, or incomplete sentence, as a stylistic choice for effect. Fragments create a particular tone, breaking up the flow of writing. If not used appropriately, fragments can cause confusion, so they are not used in formal pieces of writing, such as a letter to a business.

In "The Hawk Can Soar," fragments are used in the following ways.

- To emphasize an idea
Disabled. Like this word is the sum total of my existence.
- To develop tone
That dragging leg. That dropping foot. That unbearable fatigue.

 Go to the **Grammar Studio** for more on sentence fragments.

Sentences and Sentence Fragments

Revising Sentence Fragments

Revise the sentence fragment shown below to make it a complete sentence. When you are finished, click Sample Answer to see an example.

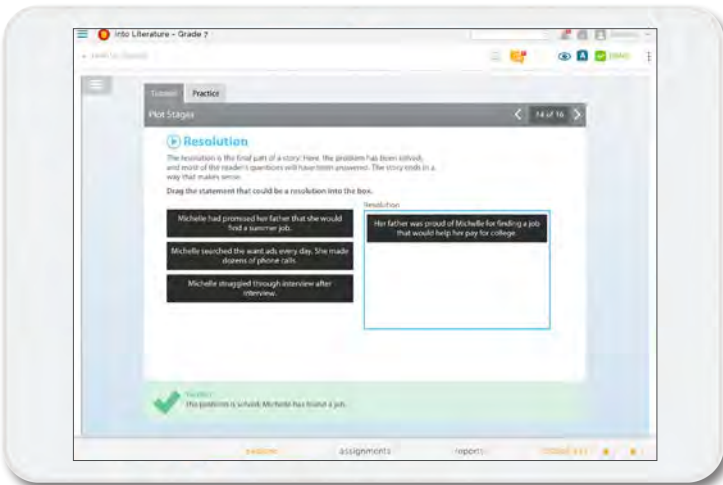
Only my oldest brother,

[Sample Answer](#)

Only my oldest brother is allowed to ride the new horse.

- End-of-selection lesson with instruction and practice

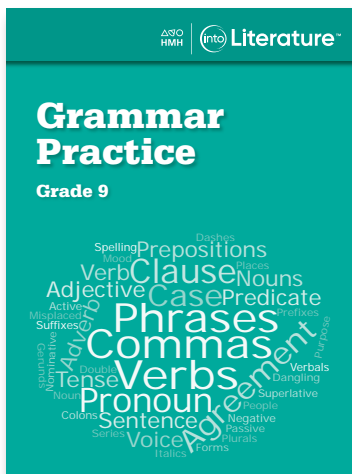
- Grammar Studio icon directs students to additional lessons.



Level Up Tutorials Section under Student Resources on HMH GLP

Level Up Tutorials

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

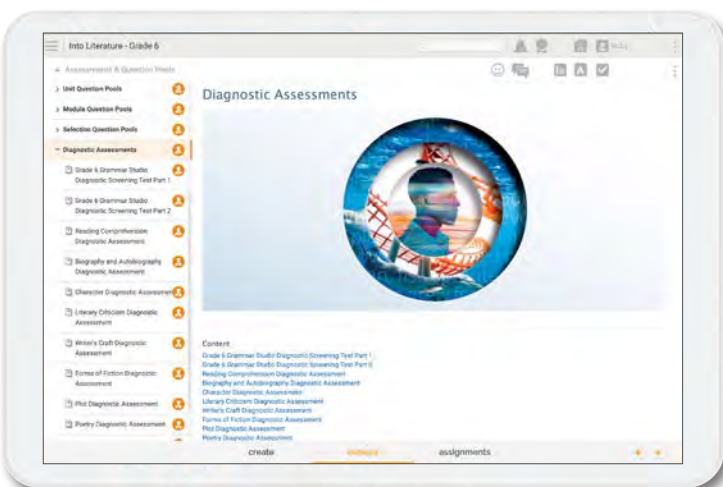


Stand-Alone Practice

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



LEARN MORE
P. 18



Assessment

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

Read as a Writer, Write as a Reader

COLLABORATE & COMPARE

MENTOR TEXT

from
LETTER TO VICEROY, LORD IRWIN
Letter by **Mohandas K. Gandhi**
pages 287-291



COMPARE ACCOUNTS
As you read the letter and view the documentary, notice how Gandhi presents his argument to Lord Irwin and how the film portrays the resulting nonviolent protest. How do these different formats affect your understanding of Gandhi's leadership in a movement to bring justice to the Indian people? After you review both selections, you will collaborate with a small group on a final project.

ESSENTIAL QUESTION:
What do we need in order to feel free?

from
GANDHI: THE RISE TO FAME
Documentary Film by **BBC**
page 299



Print and Digital
Student Edition

100% Authentic Mentor Texts

- Students study the techniques of published writers
- Includes pre-reading instruction, analysis prompts while reading, and post-reading application

from Letter to Viceroy, Lord Irwin

QUICK START

Many countries throughout history have gained independence from rule by a foreign government. How does a fight for freedom get its start? With a group, discuss how one person might begin a movement for independence.

ANALYZE ARGUMENT

A formal argument sets forth a specific and well supported claim. Gandhi's letter attempts to sway the British Viceroy to improve the living conditions of the Indian people. As you analyze his argument, consider these elements:

ELEMENTS TO CONSIDER	CRITERIA FOR EVALUATION
Claim: the central point of an argument	Should be specific and reasonable
Reasons: the logical support for a claim	Must be valid —both accurate and relevant. Faulty reasoning, or logical fallacy, can weaken the argument.
Evidence: facts, details, examples, and anecdotes that elaborate on reasons	Must provide solid support. Irrelevant or insufficient evidence weakens a writer's argument.
Counterarguments: points that refute a counterclaim, or an argument against the central claim	Like a claim, must be supported by reasons and evidence

ANALYZE RHETORIC

A writer uses **rhetoric** to effectively communicate ideas to an audience. A writer can construct a strong argument by establishing credibility and using an appropriate tone. The use of rhetoric can determine whether readers accept or reject an argument. Rhetoric includes these devices:

- **Appeals:** An appeal to logic, emotions, or the character of the speaker can strengthen the power of an argument.
- **Antithesis:** Opposing ideas linked in a sentence can provide a strong contrast, examine pros and cons, and make the argument more memorable.
- **Parallelism:** The repetition of words, phrases, and grammatical patterns can be used to emphasize points and provide a rhythm.
- **Shifts:** A shift in rhetoric is a change from one idea to another to prove a point. Shifts can be signaled by conjunctions such as *but* or *however*.

As you read, notice how Gandhi uses these devices to convince Lord Irwin.

GET READY

FOCUS ON GENRE

ARGUMENT

- makes a claim that states the central point
- provides logical and accurate reasons for a claim
- includes evidence to support reasons
- includes counterarguments that address potential counterclaims

ANALYZE ARGUMENT

Annotate: Mark the counterclaim Gandhi anticipates in paragraph 2.

Interpret: What counterargument does Gandhi make to refute this counterclaim?

ANALYZE RHETORIC

Annotate: Gandhi uses antithesis in paragraph 6 to explain his approach. Mark the two forces Gandhi states that his nonviolent force is opposing.

Compare: Are these two forces more alike or more different? How might nonviolence counter both of them?

WRITING TASK

Use the Mentor Text

Genre Characteristics
In any argument, it's crucial to write a clear thesis statement with your claim. If your reader doesn't understand the core of your argument, the rest of what you write will not fully make sense, no matter how well you write it. Notice how Gandhi states his claim in the first paragraph of "Letter to Viceroy, Lord Irwin."

Whilst therefore I hold the British rule to be a curse, I do not intend to harm a single Englishman or any legitimate interest he may have in India.

Gandhi makes a clear, strong statement by stating that British rule is a curse.

Apply What You've Learned State your claim clearly in the first paragraph of your argument.

Author's Craft
When pressing home an argument, authors frequently use repetition to make their points more effectively. Gandhi uses the repetition of grammatical structure, or parallel structure, when he gives evidence for why he considers British rule over India a curse.

Print and Digital Student Edition

End-of-Unit Writing Tasks

- Step-by-step writing process instructions
- Incorporates application of the mentor text
- Can also be completed digitally on HMH GLP

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.

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.

Timed Writing Activities

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



Writing Studio



LEARN MORE
P. 18



Inspire

Collaboration & Communication

Small-Group Options

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

Numbered Heads Together

- Form groups of four students and then number off 1 – 2 – 3 – 4 within the group.
- Ask students: “Why do you think the story of the rug weaver affected Craig so strongly?”
- Have students discuss their responses in their groups.
- Call a number from 1 to 4. That “numbered” student will then respond for the group.
- If you like, groups may adopt names, such as “Wildcats,” to identify their groups. You will then call on Wildcat number 4.

Three Before Me

- Have students bring in a piece of writing to class, for instance a draft of their ode (see p. 487 for details of this assignment).
- Each student asks three other students to edit the writing before turning it in. Students can be asked to edit only for pronoun-antecedent agreement or for all general grammatical errors.
- Each student is responsible for evaluating editorial comments from the three student editors before turning in the assignment.

Sticky Note Peer Review

This activity can be used for the “Write a Letter” writing exercise at the end of the selection.

- Have each student read his or her paper to a partner or small group.
- Have the students who listen, record specific feedback on sticky notes.
- Have students categorize their notes: positive comments, suggestions, and questions are three categories and should go on three separate notes.
- Have students initial their sticky notes and present them to the writer.

Jigsaw with Experts

- Divide the excerpt into its three component sections.
- Have students count off, or assign each student a numbered section.
- After they read their section, have students form groups with other students who read the same section. Each expert group should discuss its section.
- Then, have students form new groups with a representative for each section. These groups should discuss the excerpt as a whole.

CREATE AND DISCUSS

Design a Web Page Use your research findings to create a web page about your research topic.

- Objectively introduce and develop your topic using concise sentences and a formal style.
- Use features such as boldfaced headings, sidebars, bulleted lists, and images to incorporate evidence and structure your information.
- Create your web page online or represent your page using a word processing program or a handwritten mock-up.

Discuss with a Small Group Have a discussion about how the memoir “The Hawk Can Soar” relates to the theme of Hard-Won Liberty. In what way is the author striving for freedom?

- Have group members prepare ideas and gather evidence from the memoir.
- Listen actively and respectfully to the members of your group. Ask questions for clarification if needed.
- Respond to questions appropriately.

RESPOND

Go to the **Writing Studio** for more on publishing with technology.

Go to the **Speaking and Listening Studio** for help with having a group discussion.

Create and Discuss

- Brief, low-risk opportunities to practice speaking and listening skills
- Includes checklists to assist with social-emotional learning skills like teamwork



Icons direct students to additional supports in the studios.

Student Edition End-of-Selection Activities

RESPOND

Letter to Viceroy
Letter by Mohandas K. Gandhi

Gandhi: The Rise to Fame
Documentary Film by BBC

Collaborate & Compare

COMPARE ACCOUNTS

When you compare two or more perspectives of the same material in different formats or genres, you **synthesize** the information, making connections and building on key ideas. Sometimes you can get a more thorough understanding of the topic by experiencing the material in different formats. This especially is true for historical events and figures.

In a small group, complete the chart below to compare the information in the letter and the film.

Letter	Film

ANALYZE THE ACCOUNTS

Discuss these questions in your group:

- Interpret** Describe the main message of the letter and the film. Provide examples from those word choices and images.
- Evaluate** In the document, the information is documented in chronological order and comment on the images. Why is this an effective argument, as was presented in the film?
- Compare** What are the similarities between the letter and the film?
- Synthesize** How do the two accounts compare?

RESPOND

Go to the **Speaking and Listening Studio** to find more information on tracing a speaker's argument.

Collaborate & Compare

COMPARE AND DEBATE

Now, your group can continue exploring the ideas in these different formats by participating in a debate to answer this question: Which format communicates Gandhi's ideas more effectively, the letter or the film?

Follow these steps:

- Form teams** of two to three students each with half defending the letter as more effective and half defending the film clip.
- Gather evidence** from both the letter and the film to support your team's position. Prepare a chart such as the following to help you gather evidence.

Key Idea	How Best To Communicate Idea	Why This Medium is Effective	Why Other Medium is Less Effective

- Follow the rules** of debating:
 - Appoint a **moderator** to present the topic and goals of the debate, keep track of the time, keep the debate moving, and introduce and thank the participants.
 - As a participant, anticipate possible **opposing claims**. Include evidence in your preparation to counter those claims.
 - Follow the **moderator's instructions** on whose turn it is to speak and how much time each speaker has.
 - Maintain a **respectful presentation** for the exchange of ideas.
- Write a brief evaluation** of which side presented a more compelling argument.

Collaborate & Compare

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

Student Edition Collaborate & Compare Activity



Go Further

with Speaking & Listening

Deliver an Argument

You will now prepare to deliver your argument as an oral presentation to your classmates. You also will listen to your classmates' arguments, ask questions to better understand their ideas, and help them improve their presentations.

1 Adapt Your Argument for Presentation

Review your argument, and use the chart below to guide your presentation.

DELIVERING AN ARGUMENT PLANNING CHART	
Title and Introductory Paragraph	How can you revise your introduction to capture listeners' attention and make a powerful statement of your claim?
Audience	What information will your audience already know about your claim? What counterclaims might they make? How will you address those counterclaims?

SPEAKING AND LISTENING TASK

Go to Giving a Presentation in the Speaking and Listening Studio to learn more.

End-of-Unit Speaking and Listening Task

- Adapt writing task into an oral presentation
- Planning guide to prepare students for success
- Checklists for verbal and non-verbal presentation techniques
- Peer review and feedback guides
- Includes four-point Grading Rubric

SPEAKING AND LISTENING TASK

2 Practice with a Partner or Group

When you have adapted your argument, practice with a partner or group to improve your delivery.

Practice Effective Verbal Techniques

- ☐ **Enunciation.** Consider replacing words that you stumble over if you can find effective alternatives. Rearrange sentences that are not as understandable in speech as in writing.
- ☐ **Voice Modulation and Pitch** Use your voice to express enthusiasm, emphasis, or emotion.
- ☐ **Speaking Rate** Adjust your speaking rate to the points in your argument. Pause briefly at points you want your audience to ponder or consider carefully.
- ☐ **Volume** Adjust your volume to the size of the room and the distance of the audience.

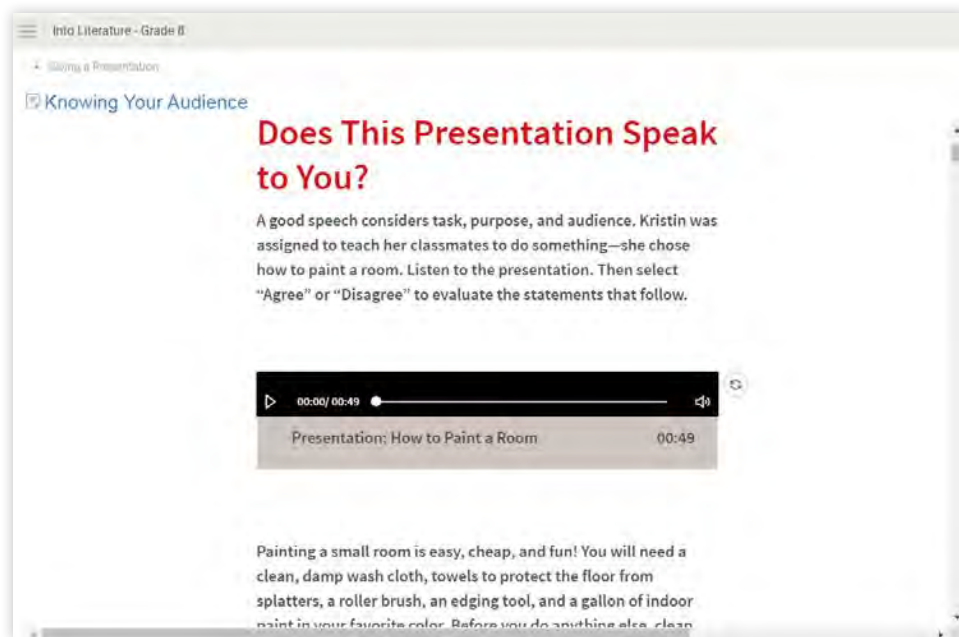
Practice Effective Nonverbal Techniques

- ☐ **Eye Contact** Try to make eye contact with everyone in your audience at least once.
- ☐ **Facial Expression** Use facial expressions as well as your words and your voice to show your audience your feelings about various points of your argument.
- ☐ **Gestures** Don't force gestures, but add them if they improve meaning and interest.

As you work to improve your own delivery and that of your classmates, follow these discussion rules:

- ☐ listen attentively
- ☐ be respectful and considerate of other students' feelings
- ☐ stay focused on one student's work at a time
- ☐ raise questions and counterarguments that might not have occurred to the author
- ☐ be clear and specific in your suggestions for improvement

Print and Digital Student Edition



Listening Practice

- Interactive lessons in the Speaking & Listening Studio
- Provides opportunity to listen and respond to audio clips



LEARN MORE
P. 18

Teacher Resources

- Point-of-use supports
- Differentiated planning page with Language X-Ray
- Additional lesson plans, assessments, and rubrics in the Speaking & Listening Studio

SPEAKING AND LISTENING

Listen to Pitch and Pauses

Provide oral practice in hearing pitch and identifying pauses in different types of sentences.

Use the following supports with students at varying proficiency levels:

- Read paragraphs 2–3 of Gandhi's letter. Tell students to raise their hands when they hear a question. **SUBSTANTIAL**
- Read paragraph 4 of Gandhi's letter. Have students raise their hands every time they hear a pause that indicates the end of a sentence. **MODERATE**
- Discuss how pauses and changing pitch help a listener. Ask: Why do we pause after a sentence? How does changing pitch help us understand sentence meaning? **LIGHT**

Language X-Ray in Teacher's Edition

WHEN STUDENTS STRUGGLE . . .

Use Visuals Explain that visuals can help a presenter remember key ideas and the structure of their presentation, and establish proper pacing. Discuss using slides, drawings, photos, or other images for the following elements for students giving an oral or slide show presentation:

- title
- opening quotation
- counterarguments or contrasting ideas
- thesis statement
- an important example
- a final thought for further consideration
- a summary

Point out that all text displayed should be concise and readable, and may include decorative elements for added emphasis.

Point-of-Use Supports in Teacher's Edition

Empowered Decisions through Assessment & Reporting

- Customizable print and digital assessments
- Intuitive data reports and growth tracking
- Time-saving analysis of ELA skills and standards mastery
- High-stakes assessment and ACT®/SAT® preparation

Assessment Made Easy with a Full Library of Resources



Formative

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



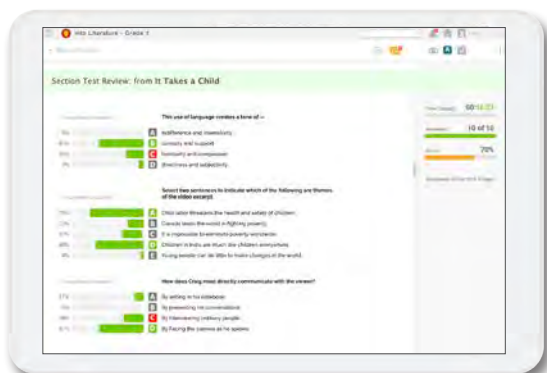
Benchmark/Interim

- Check Your Understanding
- ACT/SAT Assessment Practice
- Grammar Studio Pre- and Post-Tests
- Selection Assessments



Summative

- Unit Assessments
- Writing Tasks
- Speaking & Listening Tasks



Assessment Setup & Grading Parameters

In your question pools and assessment collection, define parameters for the assessment, assessment sections, and assessment review, such as:

- Setting time limits – and number of attempts
- Maintaining question pool integrity for exams by creating quizzes with a random set of questions
- Defining review parameters—from only showing questions as correct/incorrect—to graphically showing students how they did with respect to other students in their classroom

Within the gradebook:

- Create preset assessment categories with weights that automatically apply to the assessments results in the gradebook.
- Set participation scores for ungraded activities.



- ## Individual Student Feedback

- ## Student Proficiency Report

- ## Manage Groups

- HMH Into Literature | 35



A Seamless Digital Experience

Everything you need, organized in one simple place.

On the HMH GLP, the teacher and student experiences are very much the same. Content tagged with the teacher-only badge will not show in the student view.

Table of Contents

Navigate and easily reorganize course content using the traditional table of contents. The TOC is typically closed to increase the size of the learning window.

Explore Carousel

Students and teachers love to explore the course content with the visual navigation carousel, which presents itself when you hover over the explore bar.

Create Content

Allows you to create and add content as an administrator at the school level before distribution, or as a teacher in your classroom. Not visible in the student view.



Home

Takes you to your personal school dashboard where you can quickly access all your courses.



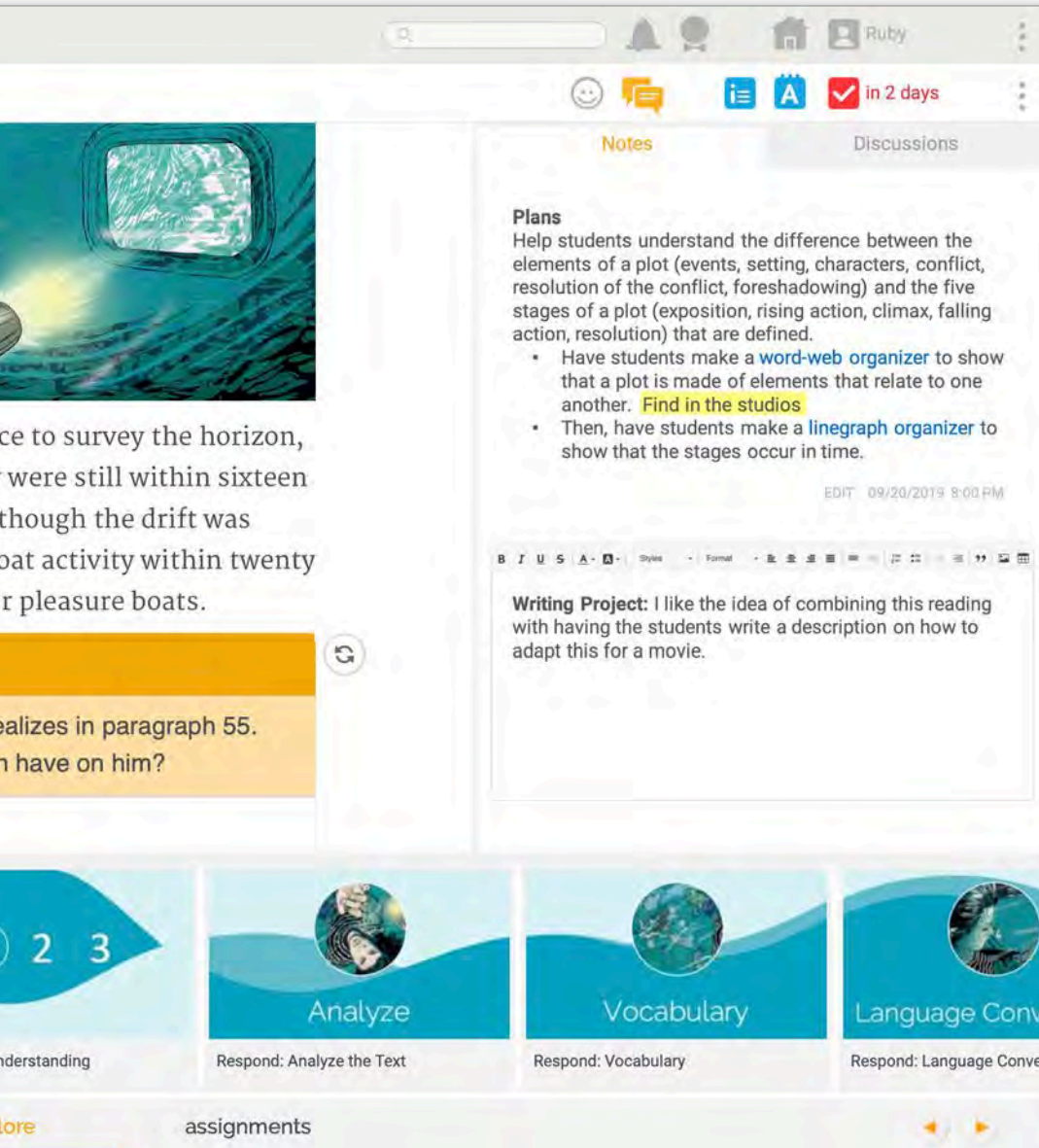
Gradebook

Fully integrated course gradebook allows teachers to create custom categories and weights for graded assignments and student participation.



Assign

Teachers can browse content- and then assign the material with written instructions-directly from the content page. Assigned content immediately appears in the Assignments Overview and activates the icons.



Assignments Overview

Available to both teachers and students. The Assignments Overview allows teachers to track all assigned reading, and assessments, and progress for each of their students.



Assignment Status

Students can see their assignment status while viewing the content. They get satisfaction from checking DONE! when they feel they have covered the material. This action puts marker badges within their navigation and within the Assignments Overview that the teacher can also see.



Notes & Online Discussions

Teachers and students can take notes on the page. Teachers are also able to moderate class discussions.



Emojis

While not always required, emojis help students express how they feel about the learning material and can provide teachers a guide for early intervention.

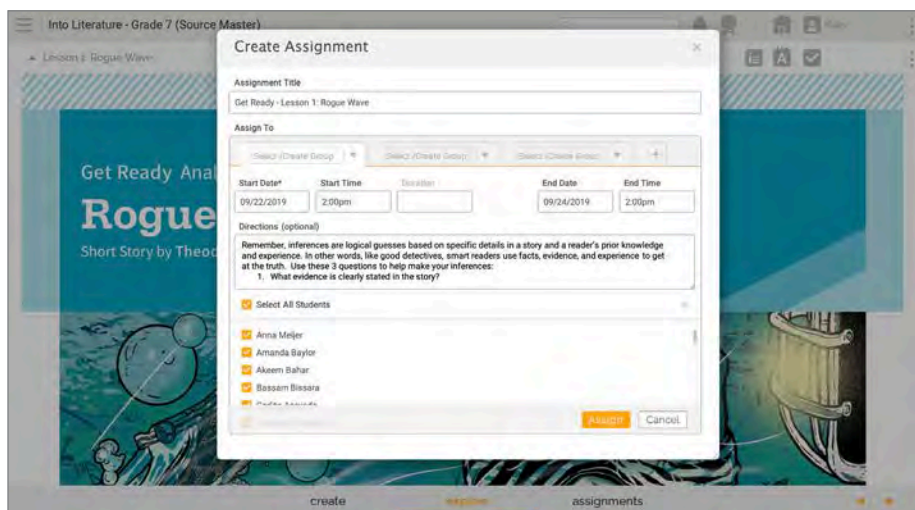


Customize HMH courses and Create New Content



Built-in authoring capabilities allow you to seamlessly add new material—and to customize any course at the country, school, and classroom level. This helps you standardize and localize at every level to truly fit your students' needs.

You can then license your custom versions from year to year while still receiving all the published updates. Management of your own content is also seamless. If your needs grow, group repositories to manage and share master versions of your own custom content are also available.



Assign

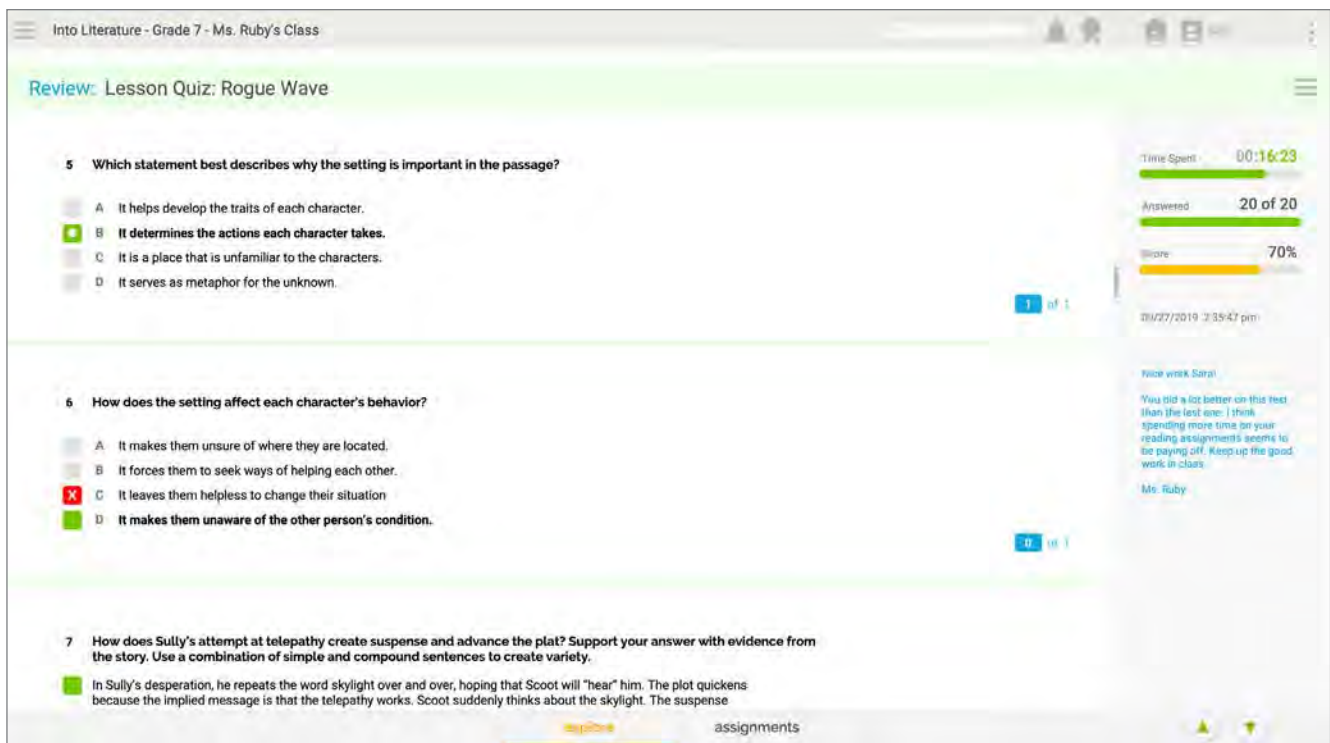
Whether you are in the planning process or in class with your students, you can easily assign any lesson or assessment directly from the material. As necessary, choose start and stop dates and times, identify students or groups, and add any written instructions.

The screenshot shows the 'Assignment Overview' table. The table has columns: Due Date, Title, Time Spent, Not Started, In Progress, Done, To Grade, Score, and Group. The data is as follows:

Due Date	Title	Time Spent	Not Started	In Progress	Done	To Grade	Score	Group
7 days ago Sep 20, 2019	Taking Action: Unit Opener		0	0	6			Full Class >
4 days ago Sep 23, 2019	Unit 1 Pre-test: Reading Comprehension		0	0	6	1	84.0%	Full Class >
3 days ago Sep 24, 2019	Lesson 1: Rogue Wave		1	0	5			Full Class >
Today Sep 27, 2019	Check Your Understanding		1	2	3			Full Class >
<div> <div>Completed</div> <div>Student</div> <div>Time Spent</div> <div>Emoji</div> <div>Status</div> </div>								
09/27 09:39	Anna Meijer	47:18						
09/27 09:10	Jaleel Malik	17:47						
09/27 09:10	Jose Martinez	36:16						
09/26 21:11	Mei Song	09:39						
09/26 21:11	Sara Patel	27:19						
	Vincent Deboi							
in 2 days Sep 29, 2019	Lesson Quiz: Rogue Wave		3	0	3	1	85.0%	Full Class >
<div> <div>Completed</div> <div>Student</div> <div>Time Spent</div> <div>Attempts</div> <div>Emoji</div> <div>Status</div> <div>Grade</div> <div>Score</div> </div>								
09/27 16:16	Anna Meijer	17:12	1					
09/27 17:44	Jaleel Malik	16:21	1					
09/27 17:44	Jose Martinez							90.0%
09/26 23:12	Mei Song							
09/26 23:12	Sara Patel	17:44	1					
	Vincent Deboi							80.0%

Assignment Overview

allows you track aggregate and individual student progress—such as time spent, progress, and grade—for assigned reading and assessments. Students falling behind can easily be identified.



Question Pools & Assessments

It is easy to modify existing question pools or create any number of your own. From your question pool and assessment collection, you can assemble a new assessment of any type. Whether a graded assessment, or flashcards, you can select a variety of parameters and choose from your preset categories, which automatically apply your preset weights to the assessment results in the gradebook. Participation grades can also be applied to otherwise ungraded activities.

Assessments get added directly to the table of contents and can be organized and assigned like any other material.

Feedback

Teachers can provide their students with automated and/or custom feedback for each question—as well as personalized feedback on the assessment.

Reporting

Teachers can track the progress and data of each student, and view visualizations and aggregate data of the classroom results.

Students see their own results and can track their own progress.



Go Mobile

- HMH Global, the app for mobile devices, allows students to take any material, including interactive lessons, offline.
- Provides a seamless experience between multiple devices and between school and home.



Selection Planning in One Simple Place

THE HAWK CAN SOAR

Memoir by Randi Davenport



GENRE ELEMENTS MEMOIR

Remind students that a **memoir** is a written account of an important experience in the author's life. The author's feelings or attitudes about the experience are evident in the voice, mood, and tone of the memoir, which the author conveys through the use of stylistic elements such as diction and syntax. Like any narrative, the sequence of events does not always follow chronological order. In this lesson, students will read to understand how the author uses the genre of a memoir to share thoughts about her disability.

LEARNING OBJECTIVES

- Analyze diction, syntax, and overall text structure.
- Conduct research about a degenerative disease.
- Design a web page to share information gained through research.
- Discuss with a small group how the memoir relates to the theme of Hard-Won Liberty.
- Explain specific allusions.
- Identify the functions of purposeful fragments and distinguish purposeful fragments from incomplete but purposeless thoughts.
- **Language** Explain how the memoir's syntax and tone help readers understand an unfamiliar experience.

TEXT COMPLEXITY

Quantitative Measures	The Hawk Can Soar	Lexile: 790L
Qualitative Measures	Ideas Presented	Mostly explicit, but requires some inferential reasoning.
	Structures Used	Primarily one perspective; may vary from simple chronological order.
	Language Used	Vocabulary not defined at point of use; uses purposeful fragments.
	Knowledge Required	Experiences may be less familiar to many; cultural and literary allusions.

Text Complexity charts help match student ability and predict challenges.

Selection Planning Page in the Teacher's Edition

Collections of all the additional resources can be found within the course itself—saving you the time and hassle of searching other sites.

Additional materials you wish to use can remain in place and be assigned like any other lesson. They can also be used offline.

SUMMARIES

English

In her 30s, author Randi Davenport begins to experience physical symptoms of weakness and lack of control. Diagnosed with an incurable degenerative neuromuscular disease, Davenport adjusts her activities and her expectations as her mobility deteriorates. She describes her struggle and her determination to sustain a spirit that can soar even as her body lets her down.

Spanish

En sus 30, la autora Randi Davenport comienza a experimentar síntomas de debilidad y falta de control. Al ser diagnosticada con una enfermedad neuromuscular degenerativa incurable, Davenport ajusta sus actividad y expectativas a medida que su movilidad se deteriora. Describe su lucha y su determinación para mantener un espíritu que pueda surgir, incluso a pesar de que su cuerpo le falle.

Summaries in English and Spanish give the gist of the selection and can be assigned to a student or group of students—like any other lesson.



SMALL-GROUP OPTIONS

Have students work in small groups to read and discuss the selection.

Reciprocal Teaching

- After students have read the memoir, present them with a list of generic question stems (What? Who? Where? When? Why? How?).
- Instruct students to work independently to write three to five questions about the memoir, using the question stems. They do not need to know the answers.
- Group students into teams of three and have each student offer two questions for group discussion.
- Guide groups to reach consensus on the answer to each question and cite text evidence that supports the answer.

Three-Minute Review

- Pause during reading or discussion of the memoir and direct students to spend three minutes reviewing what they have read.
- Set a timer and have pairs or triads work together to reread, review class notes, and write clarifying questions about the memoir. You may want to suggest they focus on one aspect of the author's style or structure or on a specific topic such as living with a chronic disease.
- When the time is up, ask volunteers from each group to share and discuss their clarifying questions.

Small-Group Options offer new ideas for student collaboration.



Foster Social and Emotional Growth



SOCIAL-EMOTIONAL LEARNING LEARNING MINDSET

Asking for Help Before pairs research and discuss political imprisonment, encourage them to take advantage of the different perspectives and ideas everyone in the classroom can offer that might help them generate, modify, and refine their research questions. For example, pairs might exchange drafts of their questions or early findings with another pair and ask for feedback to help them refine and refocus their efforts. Or assign students or ask for volunteers to serve as an advisor-of-the-day and be the initial person others ask for help that day.



SOCIAL-EMOTIONAL LEARNING LEARNING MINDSET

Try Again Explain to students that it's natural for everyone learning a new skill or new information to make mistakes. Stress that the important thing is to use the mistake as an opportunity to grow. Encourage students to understand the value of making mistakes by presenting an account of how you or someone you know about learned by making a mistake and trying again by using a different strategy. For example, point out how sports teams respond after a loss: they'll go over which plays worked (and which didn't) and practice on improving certain plays or learning new ones. Emphasize that often it takes several attempts to succeed at learning

Learning Mindset

- Included throughout the Teacher's Edition
- Provides timely discussion topics that promote social-emotional learning (SEL)
- Developed in partnership with Carol Dweck's Mindset Works®



REFLECT	
Reflect on the Unit In this writing task, you wrote about your idea of the meaning of freedom in the light of ideas and insights from the readings in this unit. Now is a good time to reflect on what you have learned. Reflect on the Essential Question <ul style="list-style-type: none">• What do we need in order to feel free? How has your answer to this question changed since you first considered it when you started this unit?• What are some examples from the texts you've read that show what freedom means to people? Reflect on Your Reading <ul style="list-style-type: none">• Which selections were the most interesting or surprising to you?• From which selection did you learn the most about the nature of freedom? Reflect on the Writing Task <ul style="list-style-type: none">• What difficulties did you encounter while working on your argument? How might you avoid them next time?• What part of the argument was the easiest and what part was the hardest to write? Why?• What improvements did you make to your argument as you were revising?	UNIT 4 SELECTIONS <ul style="list-style-type: none">• "Letter from Birmingham Jail"• "Elsewhere"• "The Hawk Can Soar"• "The Briefcase"• from "Letter to Viceroy, Lord Irwin"• from Gandhi: <i>The Rise to Fame</i>

Self-Reflection

- End-of-unit activity to promote metacognition and goal setting

GRAPHIC ORGANIZER DECISION CHART	
<div>Issue</div> <div><div>Pro</div><div>Pro</div><div>Pro</div></div> <div><div>Con</div><div>Con</div><div>Con</div></div>	

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Decision Making

- Multiple interactive graphic organizers to assist with positive choices on HMH GLP

Trauma-Informed Instruction

- Details moments that may trigger emotional reactions
- Located in all Novel Study Guides
- Can be shared with counselors or parents



LEARN MORE
P. 18

Classroom discussion prompts relate SEL topics to character experiences.

Student-facing activities encourage deeper thought on SEL themes.

TEACHER NOTES • *The Namesake* (continued)

Content Caution In addition to the issues that appear on the Social and Emotional Considerations chart below, the text includes multiple references to sex, descriptions of body parts, and infidelity. Underage characters use alcohol, marijuana, and tobacco.

SOCIAL AND EMOTIONAL CONSIDERATIONS

While most students will have positive reactions to this book, it is important to be sensitive to the few who may make connections between story events and personal trauma. The chart below lists topics or events that may trouble students, together with how the situation was resolved and ways that you might address this content with individual students. Because the chart contains plot spoilers, you may want to avoid sharing this information before students read.

You may wish to share this chart with a school counselor for additional support.

Sensitive Content	Context	Evaluating the Outcome
Gender inequality	Ashima weds Ashoke in an arranged marriage negotiated by their parents and remains marginalized in her role.	Ashima upholds the values of her traditional society despite moving beyond its physical borders. Ask: In what ways does Ashima become more independent over time?
Train accident	Ashoke is one of few passengers to survive a horrific train derailment. He witnesses the deaths of passengers around him and suffers serious injuries.	Ashoke recovers from his injuries, but the event ultimately changes his life course. Ask: How does Ashoke develop hope for the future from his experience?
Murder and robbery	A passenger aboard the Gangulis' train is stabbed to death and robbed.	Ashoke is distressed to learn about the crime. Ask: How does Ashoke work to ensure his own safety and that of others?
Sexual consent	Gogol loses his virginity in a drunken encounter that he later doesn't remember.	Gogol's subsequent sexual relations are consensual. Ask: How does Gogol's intoxication affect his judgment and his ability to consent to sex?
Suicide	A person commits suicide by jumping onto the tracks in front of Gogol's approaching train.	Gogol is disturbed to learn about the incident. Ask: How does this incident cause Ashoke to reflect on his gratitude for life?
Sudden death	Ashoke Ganguli suffers a fatal heart attack after driving himself to the emergency room.	The surviving Gangulis develop a stronger bond. Ask: How do the family members support one another through loss and grief?

To prepare students to engage with the book's themes and events, have them complete the following Student Anticipation Guide before and after reading. The Before Reading and After Reading freewriting associated with the Anticipation Guide may serve as a starting point for a more in-depth discussion.

Novel Study Guide in the Text Library



Build a Culture of Professional Growth

Our blended professional learning model moves beyond the one-size-fits-all approach to include in-person and online support that is flexible, collaborative, and personalized to meet your needs. Together, we help create meaningful learning experiences for long-term, sustainable growth.



Comprehensive Implementation Support

Your implementation will begin with **Getting Started with *Into Literature***— and the use of a **Professional Learning Guide** with suggestions for prioritizing content with manageable milestones.

Getting Started Modules and **Classroom Videos** on the HMH GLP will help you hone your craft and discover new strategies and techniques for teaching.



Personalized Follow-Up

Our in-person and live, online **Follow-Up** sessions focus on supporting key *HMH Into Literature* topics. Choose from relevant topics for a personalized Follow-Up experience:

- Maximize Learning with Digital Resources
- Plan and Prioritize Instruction
- Apply Notice & Note Close Reading Strategies for Deep Analysis of Text
- Make Literacy Accessible for All Learners through Differentiation
- Support English Learners in Reading, Writing, Speaking, and Listening
- Embolden Student Voice, Choice, and Action through the Writing Process

Blended Coaching

Our blended coaching focuses not only on an *HMH Into Literature* implementation, but it also emphasizes reading and writing content skills and instructional strategies to strengthen teaching and learning practices.

Our coaches will work with you in person and online to set your goals, help you learn new instructional practices, and apply those practices in your classroom. Ongoing support is available through the **Coaching Studio**.

Comprehensive Implementation Support*		In Person	Webinar
Getting Started with <i>Into Literature</i> Course	In this course, you'll build understanding and confidence to ensure a strong implementation. Support differentiation, assessment, and effective whole- and small-group instruction using <i>Into Literature</i> resources and instructional tools.	●	●
Professional Learning Guide	This interactive guide allows for detailed note taking and reflection and contains an overview of the print and digital resources, manageable milestones, and relevant teacher tips to support implementation. It serves as a reference for the <i>Getting Started</i> course, complements the Teacher's Edition (print or digital), and supports your first year of implementation. This guide is included with the purchase of the digital teacher materials.		●
Getting Started Modules	Professional learning topics that support your understanding of the pedagogy and components of <i>Into Literature</i> . Included with the purchase of the digital teacher materials.		●
Classroom Videos	These videos showcase the program in action; were filmed in real classrooms using <i>Into Literature</i> strategies, routines, and lessons; and feature teacher and author experts. Included with the purchase of the digital teacher materials.		●
Expert Videos	These videos feature the point of view of an <i>Into Literature</i> expert and explain effective instructional practices and the foundational knowledge of reading. Included with the purchase of the digital teacher materials.		●
Technical Support	Our Technical Support team supports your questions on HMH GLP.		●
Personalized Follow-Up*		In Person	Live, Online
Follow-Up Courses	Designed for first- and second-year implementation, Follow-Up deepens program mastery and teaching practices. Leaders choose from relevant topics, which are listed on page 44.	●	●
Coaching and Courses to Sustain Growth*			
Blended Coaching	Collaborate with an HMH coach individually or as a team. This job-embedded support allows you to set your goals, learn new instructional practices, and reflect. You'll stay connected with your coach through the Coaching Studio.	●	●
Courses to Improve Teaching Practices	Focus on the literacy strategies and techniques that increase rigor and relevance specific to your content areas.	●	●
For additional professional learning opportunities to support the classroom, visit hnhco.com/ftp.			

*HMH offers a variety of ways to support you with your implementation needs. Your HMH Services partners will work with you to create an implementation plan tailored to your budget, delivery, and professional learning needs.

35 teachers per professional learning course or session.

We Share **Your Vision**

Expert Authorship

Experts led the 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.

Leading Partnerships



Mindset Works develops programs designed to increase motivation and self-efficacy through growth mindset development.



International Center for Leadership in Education. ICLE works with schools around the world to identify innovative practices and revolutionize learning communities.



Kylene Beers, EdD



Martha Hougen, PhD



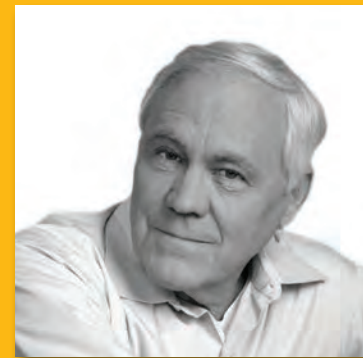
Elena Izquierdo, PhD



Weston Kieschnick



Eric Palmer, MA



Robert E. Probst, PhD



Carol Jago, MA

“Children also need to believe that their ability and competence grow with effort.”

—Carol Jago





The Learning Company & You

For you, as teachers, the pressure is on. Class time is limited, as are students' attention spans. Student populations are increasingly more diverse, standards are higher than ever, and school leaders are asking for data every step of the way.

You know that all students have the potential to reach higher and grow, but in order to get them there, you need smarter resources and strategies to meet the needs of learners with efficiency and impact.

As part of The Learning Company™, *HMH Into Literature* supports and enhances your practice while helping students grow!





Invest in You

With literature that excites, robust technology, embedded assessment, support, and intuitive design, *Into Literature* gives you everything you need to focus on your passion—helping your students grow into effective readers, writers, critical thinkers, and communicators.

Embolden Student Voice, Choice, and Action

In today's world, collaboration, analytical thinking, and communication skills are essential to success. With thoughtfully designed lessons rich in engaging texts—plus daily opportunities to write, analyze, and self-evaluate their work, students take charge of learning and propel their own growth.



Foster a Culture of Growth

Using the research and support of Mindset Works to incorporate growth mindset strategies into every lesson at every stage of academic development, you will promote a culture in which students embrace learning, collaborate respectfully, encourage differing points of view, and experience positive outcomes.

