



New York City Reviewer Guide

Use this guide, along with your online sampler login credentials, to make the most of your review of *HMH Into Literature*®. View the “learn more” videos to find out more about each topic.

**Interactive
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Click on a topic
to go to that
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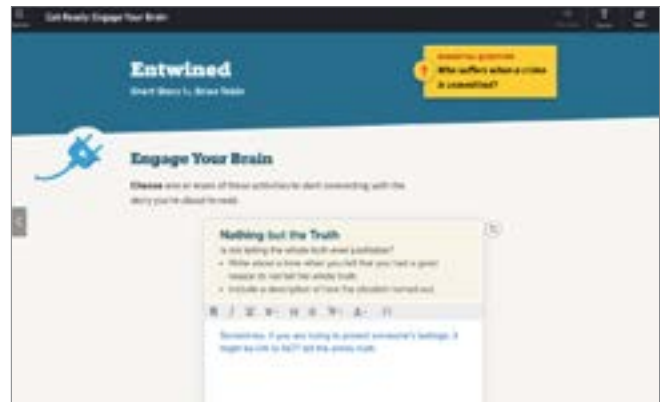
Reasons to Choose *HMH Into Literature*

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Culturally Relevant Text to Ignite Student Engagement



▲ High-interest topic from Grade 9, Unit 3



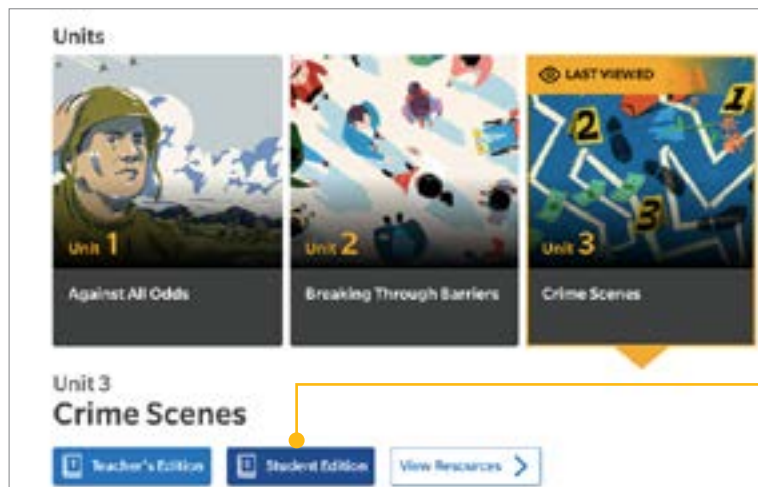
▲ Engage Your Brain and Choices activities before and after reading

A program with student engagement at its heart, *HMH Into Literature* has:

- **Culturally diverse**, relevant texts grounded in high-interest topics and essential questions
- Activities **before and after reading** that invite students to bring their expertise to the classroom
- Guiding questions during reading that **promote annotation** and close reading
- A digital experience **designed for presentation**
- A *Teacher Review* tech tool that allows you to see students responding **in real time**

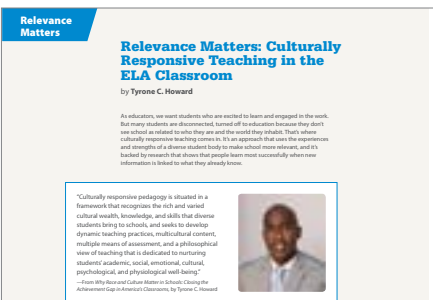


▲ Interactive digital presentation to foster engagement and discussion



REVIEWER QUICK TIP: Select any unit, and then choose *Student Edition* to view the interactivity designed for whole-class engagement.

Culturally Relevant Text to Ignite Student Engagement (continued)



Our approach to culturally responsive teaching was guided by program author Dr. Tyrone Howard.



New Kid by Jerry Craft
Grade 6, Unit 2, p. 141



A Long Walk to Water by Linda Sue Park
Grade 6, Unit 5, p. 393



Amigo Brothers by Piri Thomas
Grade 7, Unit 5, Reader's Choice on Ed



Spirit Walking in the Tundra by Joy Harjo, Grade 8, Unit 3, p. 223



The 57 Bus by Dashka Slater
Grade 9, Unit 3, p. 233



Super Human by Nicola Yoon
Grade 10, Unit 2, p. 105



They Called Us Enemy by George Takei
Grade 11, Unit 6, p. 677



A Village After Dark by Kazuo Ishiguro
Grade 12, Unit 6, p. 739

Integrated Social & Emotional Learning

Into Literature focuses on the core competencies of social and emotional learning developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL).

Integrated Social & Emotional Learning (continued)

Into Literature unit topics and selections can be used to reinforce instruction of SEL concepts, and you can use SEL concepts to encourage students to analyze the selections through a different lens.



Social & Emotional Learning

Self-Awareness Our emotions, experiences, and unique point of view affect how we interpret and understand people and events in the world around us. Begin a class discussion by asking students to identify what they think they know about tenth grade and what they cannot know based on their point of view. Ask how their understanding and point of view may be different from a teacher's. Extend the discussion by having students work in small groups to make a poster that describes their understanding of tenth grade, emotions they feel about the school year, and how these emotions may affect their point of view. When finished, ask: How were you able to identify your emotions and point of view? What did you learn?

In the **Introduce the Unit** feature, a Teacher's Edition note supports direct instruction in a specific competency.

Social & Emotional Learning

Journal Entry

Think of an emotional or physical journey you have taken in your life. Maybe you had to move to a new school, went through a breakup, joined a team, or went on a trip. In a journal entry, describe the following:

- What obstacles did you have to overcome?
- How did others help or hinder your progress?
- What strengths did you discover in yourself? Did you learn things about yourself that you want to work on?

In the **Choices** section of every lesson, there's an activity in the Student Edition or the Teacher's Edition that connects the content of the literature to a competency.

Social & Emotional Learning

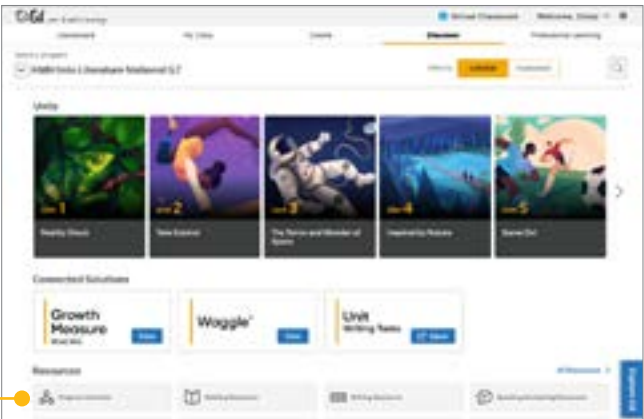
Reflect on the Essential Question Help students develop social awareness by responding to the questions and completing the sentence stems independently. Then have students work in small groups to interview each other about their responses.

- Circulate during these interviews to get a sense of students' thoughts.
- Wrap up with a whole-class discussion in which you reinforce key themes from the interviews.
- If you observe any consistent challenges that students encountered with the writing and presentation tasks, have students share strategies for overcoming them.

In the **Reflect & Extend** section at the end of every unit, an SEL note in the Teacher's Edition provides guidance for incorporating an SEL competency into one of the activities.



REVIEWER QUICK TIP: For more information on SEL, click on the *Program Overview* and select *Program Guide*, Student Engagement Section.



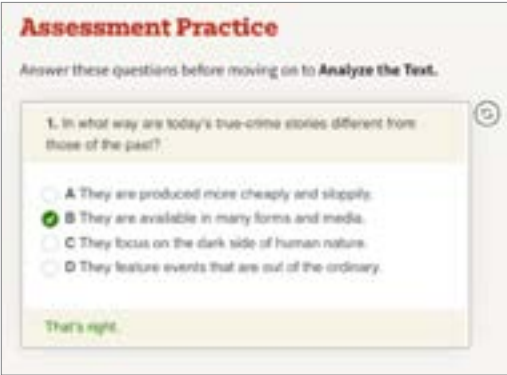
Diagnose Student Needs and Track Growth with the Growth Measure and Assessment

HMH Growth Measure provides NY standards-based domain level reporting.

Teacher insights from Growth Measure enable educators to make informed instructional decisions for individual, group, and whole-class environments.



This **computer-adaptive test** adjusts item difficulty based on students' responses to accurately measure their proficiency.



Check Progress with Embedded Formative Assessments

Find a variety of options in the Student Edition, Teacher's Edition, and digital experience for checking students' understanding of the texts and the skills that you teach throughout the year.



HMH Growth Measure provides:

- HMH Scaled Score
- Student Growth Index
- Grade Level Equivalency
- Three Performance Levels: Below-Level, On-Level, and Above-Level
- Lexile® (Reading) or Quantile® (Math) Interval
- Domain-Level Reporting
- A consistent reporting experience across *Into Reading* and *Into Literature*

Measure Mastery with Summative Assessment

Choose from a library of **editable Selection and Unit Tests**—as well as skills-based practice assessments in reading, vocabulary, and grammar—to check students' proficiency with **NY standards and skills**.



▲ Unit tests with passages and technology-enhanced item types that mirror high-stakes assessments

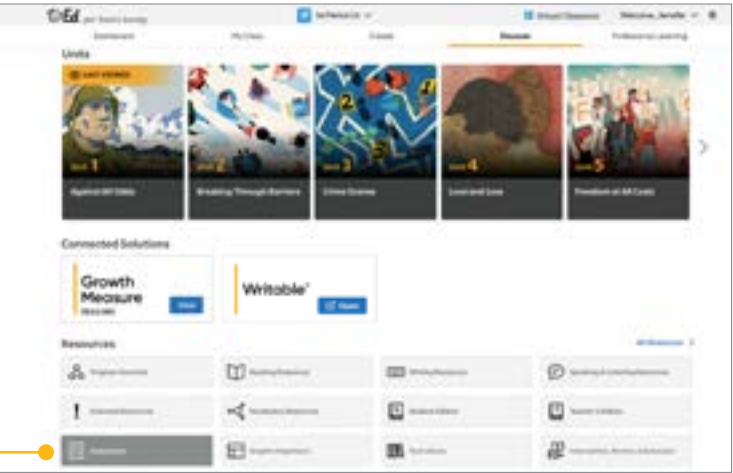
Both the **culminating unit writing tasks** and the Collaborate & Compare features systematically build the thinking, writing, and synthesizing skills needed for high-stakes assessments and college and career readiness.



▲ Culminating writing task from Grade 9, Unit 1, p. 86



REVIEWER QUICK TIP: Select **Assessment** and use the Component filter to browse *Online Unit Tests* that reflect high-stakes assessments.



Promote Close, Careful, and Analytical Reading with the Notice & Note Close Reading Protocol

Use Notice & Note for Close Reading

Developed by educational leaders and HMH *Into Literature* authors, **Dr. Kylene Beers** and **Dr. Robert Probst**, the Notice & Note protocol with Signposts can improve comprehension and sharpen students' close reading.



Integrated Notice & Note resources, such as the **student handbook**, highlight Next Generation Learning Standards, making complex text accessible.



▲ Printable Notice & Note Bookmarks

Notice & Note Signposts invite students not only into the text but also into the conversation, enabling every student to have a dialogue with the text.



▲ Grade 9, Unit 1 *A Chance in the World*



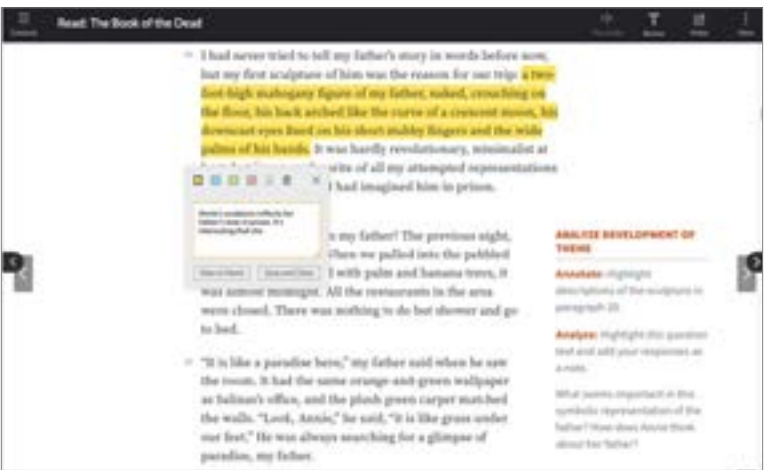
LEARN MORE



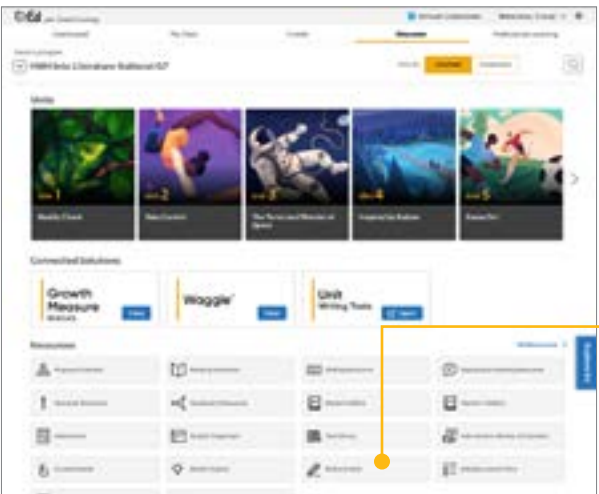
SCAN ME

OR CLICK HERE

Promote Close, Careful, and Analytical Reading Through Digital Annotation and Support

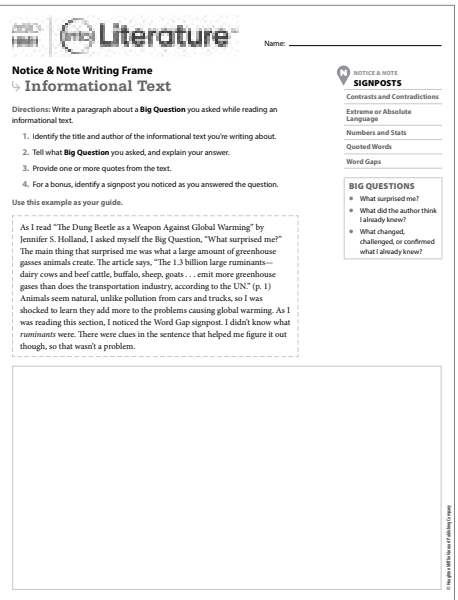


Notice and Note **Peer Coach Videos** include a student introducing a Signpost and anchor question by demonstrating an example.



Annotation and notetaking tools in the eBook allow you to model close reading and generate class discussion.

Students can use these tools in their **Student eBook** to answer guided reading questions, record their reactions to texts, and prepare for writing assignments.



Printable Writing Frames ask students to explain the significance of the Signpost and provide an example to guide them.



REVIEWER QUICK TIP: Review Notice and Note Resources by selecting the *Notice and Note* bucket.

Differentiation for All Learners

Into Literature provides personalized scaffolds for students so that they can read and understand the texts in each unit, including:

- **Leveled questions** and sentence frames for each text that can be assigned online
- Visual summaries and **targeted passages** with reading checks
- Vocabulary in **10 languages**
- **Multilingual summaries** in Spanish, Haitian-Creole, and Portuguese
- Alternative authentic texts for students who need **more accessible or challenging** options
- Videos, anchor charts, and leveled practice to **reteach** skills and standards

English	Haitian Creole
conceive v. to plan; to design	konsepsyon n. planifikasyon; konsepsyon
conceived adj. already planned or calculated; not spontaneous or natural	konsepsyon adj. deja planifikasyon; deja konsepsyon
conventional adj. based on or in accordance with general agreement, use, or practice; customary	konvansyonel adj. bazé sou dwa ki konfòrme avèk yon pratik, konvansyon, oswa yon pratik komen.
extensive adj. extensive	ekstansif adj. ki anpil
defection n. the abandonment of one's social or political group in favor of another	defeksyon n. si yon moun abandone yon gwoup pou al jwenn yon lòt gwoup
deliberate n. something showing and appealing especially a choice; food	delibere n. yon bagay ki gen yon choiz ki fèt avèk yon chwa anpil.
deliberately n. purposely or intentionally	delibere n. yon fason pou yon moun fè yon bagay.
deliberate adj. being so; to what law or duty requires	delibere adj. ki pou se pou yon moun fè yon bagay ki obligasyon.

▲ Multilingual Glossaries in 10 languages

TEXT SKETCH

de Una oportunidad en el mundo

Memorias de Steve Pemberton

MEMORIA una historia que se cuenta desde la perspectiva del escritor

QUÉ

Steve Pemberton: un joven huérfano

Los Robinson: la familia adoptiva de Steve, quienes lo maltratan

Señora Levin: vecina de Steve

CUÁNDO/DÓNDE

Steve se fue a vivir con los Robinson a Massachusetts cuando tenía 7 años.

QUÉ

- Steve se complacía en leer libros, pero a veces no se le permitía. Para poder leer, creó un escondite seguro debajo de las escaleras en el sótano.
- A través de los años, su vecina la señora Levin le dio muchos libros para que los leyera.
- ¿Cuál es el libro favorito de Steve? ¿Por qué es su libro favorito?

▲ Visual and text-based summaries support students in grappling with complex texts.

UNIT 1

Selection Summaries

English, Spanish, Haitian Creole and Brazilian Portuguese

A Chance in the World

English

This text is a first-person memoir about the author's experience as a child in an abusive foster home. Steve is malnourished and regularly beaten by his foster parents, the Robinsons. He resorts to stealing food from the Robinsons and eating it in secret in their cellar. Steve also finds comfort and inspiration in the books he reads, which he must also keep hidden from the Robinsons.

Steve's neighbor Mrs. Levin shows kindness toward him, offering him dozens of books. These provide him with not just a sense of vicarious escape—of life outside of his abusive environment—but also models of perseverance through impossibly difficult circumstances.

Una oportunidad en el mundo

Spanish

Este es un texto autobiográfico sobre la experiencia del autor en un hogar de acogida violento en su niñez. Sus padres adoptivos, los Robinson, lo tenían mal alimentado y solían golpearlo. Steve termina robando comida de los Robinson y comiéndola, en secreto, en el sótano de la casa. Steve también encuentra consuelo e inspiración en los libros que lee, que también debe ocultar de los Robinson.

La vecina de Steve, la señora Levin, es amable con él, y le ofrece docenas de libros. Los libros no solo le brindan una especie de escape, de vida por fuera de su ambiente de maltrato, sino también modelos de perseverancia en circunstancias extremadamente difíciles.

Yon Chans nan Lemonn

Haitian Creole

Tèks sa se yon memwa an premye pèson sou eksperyans otè a lè li te timoun nan yon mezon dakty kote yo te abize l. Steve te mal nourri epi paran adoptif li yo, fammi Robinson te konn bat li. Sa lakòz li kon vòlè manje fammi Robinson pou li manje ansekre nan sousòl yo. Steve jwenn konfò ak enspirasyon tou nan liv li konn li yo, li te oblije sere yo tou pou Robinson yo.

Vwaizen Steve Madan Levin janti avèk li, li ba li plizyè douzèn liv. Liv sa yo ba li non sèlman yon sans pou chape mantalman — epi viv andeyò anviwman abizif li a — men tou yon modèl pèseverans nan sikonstans ki vrèman difisil yo.

Uma chance no mundo

Brazilian Portuguese

Este texto narrado em primeira pessoa é um relato das experiências da infância do autor vivendo em um lar adotivo abusivo. Desnutrido, Steve era regularmente espancado por seus pais adotivos, os Robinsons. Ele teve de recorrer a roubar comida dos Robinsons e comê-la em segredo na adega deles. Steve também encontrava conforto e inspiração nos livros que lia, e que também mantinha escondido dos Robinsons.

A vizinha de Steve, a Sra. Levin, era gentil com ele, e ofereceu-lhe dezenas de livros. Isso oferecia a ele não apenas uma sensação de fuga indireta — de se ausentar de seu ambiente abusivo — mas também modelos de perseverança em circunstâncias impossivelmente difíceis.

Into Literature • Grade 9

▲ Selection summary in Spanish

Differentiation for All Learners (continued)

The Brave Little Toaster

Readers and you understand and answer the questions below. After submitting your Close Reading answers, write a brief Story Summary.

Assignment Prompts

Prompt: As you read Cory Doctorow's science fiction short story, "The Brave Little Toaster," answer the Close Reading questions below. After submitting your Close Reading answers, write a brief Story Summary.

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▲ Four levels of scaffolding for Student Edition texts



REVIEWER QUICK TIP: Go to *Reading Resources* and filter by component to see reading support for each text. Or, browse *Intervention, Review, & Extension* for skills support.

Unit 1

Unit 2

Unit 3

Unit 4

Unit 5

Unit 6

Unit 7

Unit 8

Unit 9

Unit 10

Unit 11

Unit 12

Unit 13

Unit 14

Unit 15

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Unit 98

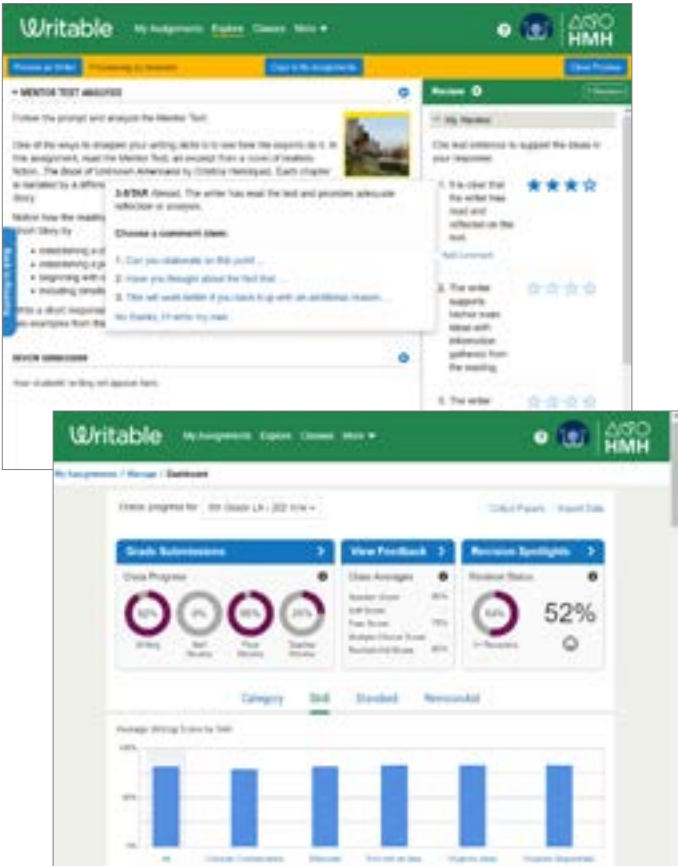
Unit 99

Unit 100

Writing to Respond & Writing to Create with Writable®

Writable

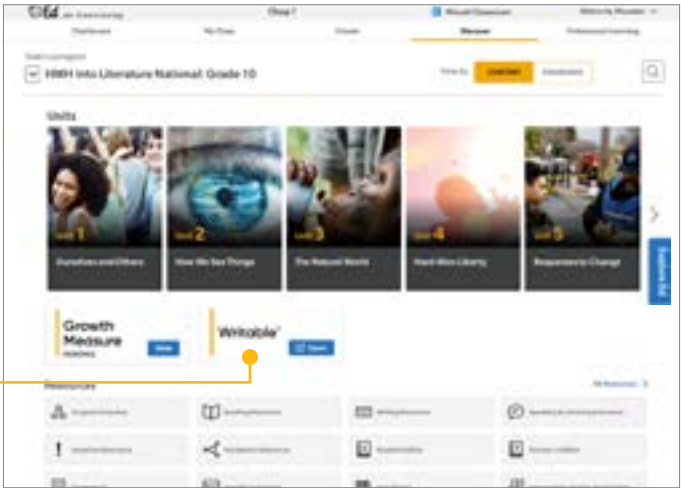
- Reinforce the reading-writing connection with **authentic mentor texts** that reflect the culminating writing tasks.
- Prepare students for that culminating task with **skills ladder prompts** with each lesson.
- Foster peer collaboration and “gamify” the writing experience with **anonymous review**.
- Save time grading with **TurnItIn®** originality checking, AI-powered **RevisionAid**, and a teacher dashboard.
- **Customize** prompts, rubrics, and Google®-compatible graphic organizers with *Writable*’s extensive library, including SAT®/ACT® assignments.



▲ Foster peer collaboration and save time grading



REVIEWER QUICK TIP: Select *Writable*, then *Explore* to browse the library or discover resources connected to *Into Literature*.



Alignment to NY Next Generation Learning Standards & NYC Priority Standards

HMH Into Literature was designed to support educators in confidently teaching all of the **New York Next Generation Learning Standards**. As you review the program, notice:

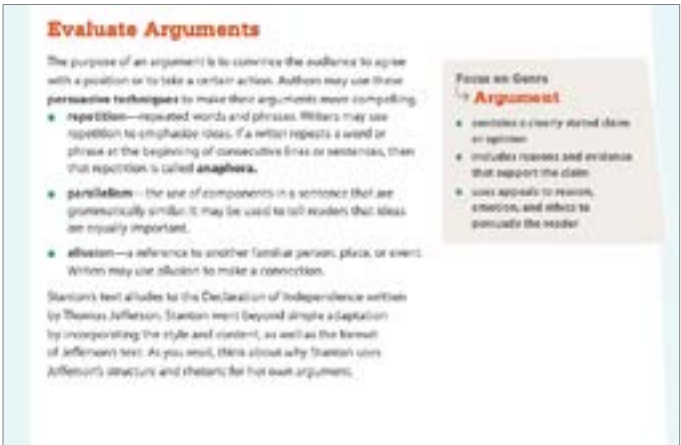
- Strong **vertical alignment** across grade levels
- Lessons that introduce skills and standards prior to the readings—with graphic organizers to aid **comprehension** and **analysis**
- Videos, anchor charts, and interactive skills practice to **reinforce mastery**



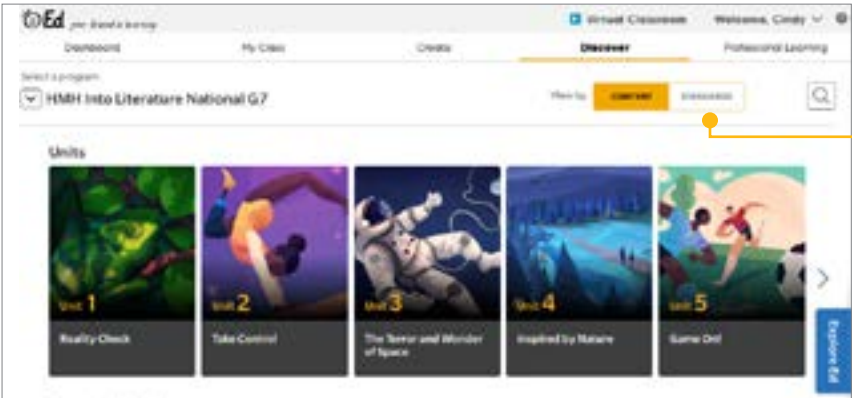
▲ Peer Coach Videos—available in Intervention, Review, & Extension on *Ed*



▲ Grade 7 Student Edition, p. 274



▲ Grade 11 Student Edition, p. 460



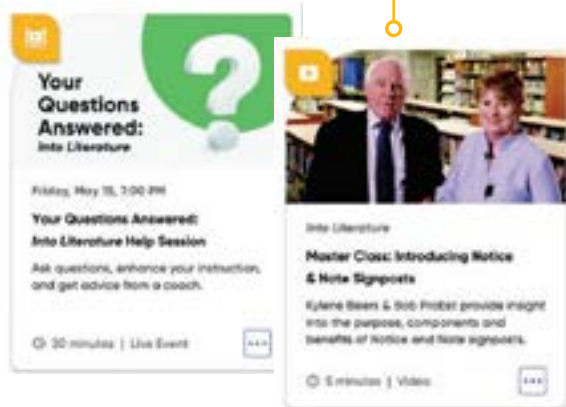
REVIEWER QUICK TIP: Visit *Standards* to see standards correlations across all grade levels.

Embedded, Ongoing Professional Learning

With **Teacher's Corner™**, whether you want to quickly prep for a lesson or invest time in your professional growth, we have trusted resources to enhance your instruction and classroom tomorrow.

- Read articles or watch **classroom videos** and see master teachers in action
- Improve classroom and institutional practice through **tips** from other users of Into Reading.
- Connect with HMH coaches, thought leaders, and each other and thought leaders with weekly **live events**.

Leader's Corner™ provides administrators access to all existing professional learning in Teacher's Corner, family resources from Family Room and content specifically designed for instructional leaders and administrators.



LEARN MORE



OR CLICK HERE

Embedded Family Engagement

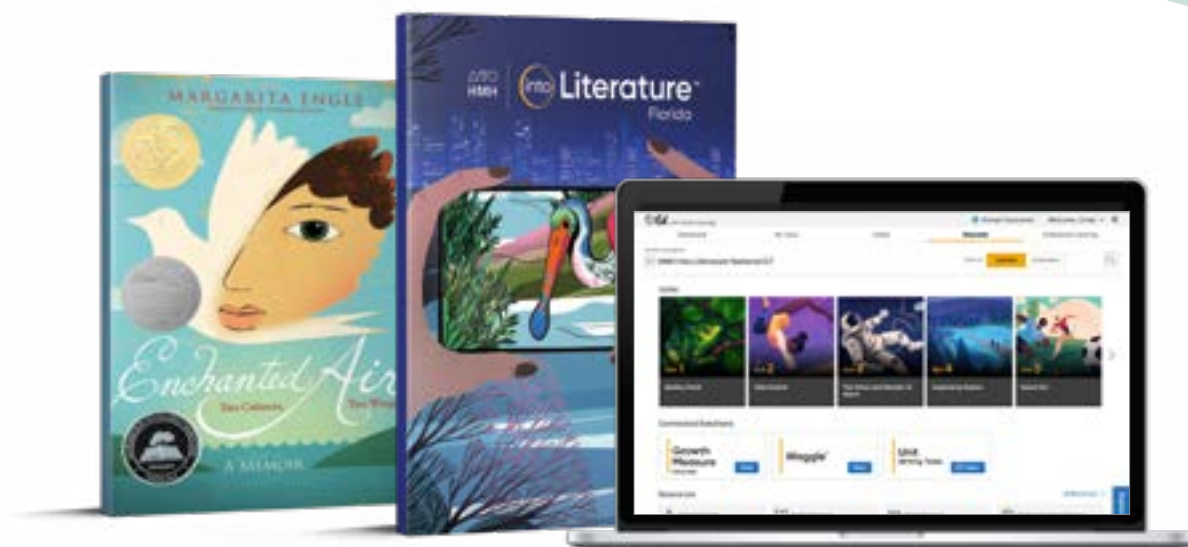
Welcome to the Family Room, a place for families to engage in your child's learning and build partnerships with communities!

The Family Room supports new learning environments and helps make at-home learning more manageable to help support children.

- Easily accessible and equitable, on-demand resources in both **English and Spanish**
- **Getting Started Tips** for family members on how to navigate the HMH Platform
- Program Support Information and **how family members can help**
- **Shareables** are quick and friendly tips to manage their child's engagement, instruction, and development giving students a sense of ownership and belonging in school.



Access the Family Room on the Student Dashboard



A Vision for **Student Growth**

To learn more about *HMH Into Literature*, please visit

hmhco.com/NYC

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