Introduction to PRIME

WIDA developed PRIME as a tool to assist publishers and educators in analyzing their materials for the presence of key components of the WIDA Standards Framework. PRIME stands for Protocol for Review of Instructional Materials for ELLs.

The PRIME correlation process identifies how the components of the 2012 Amplification of the English Language Development Standards, Kindergarten through Grade 12, and the Spanish Language Development (SLD) Standards, Kindergarten through Grade 12 are represented in instructional materials. These materials may include core and supplemental texts, websites and software (e.g., apps, computer programs), and other ancillary materials. PRIME is not an evaluative tool that judges the effectiveness of published materials.

Those who complete WIDA PRIME Correlator Trainings receive PRIME Correlator Certification. This may be renewed annually. Contact WCEPS for pricing details at store@wceps.org or 877-272-5593.

New in This Edition

PRIME has been expanded to include
- Correlation to the WIDA Standards Framework
- Connections to English and Spanish Language Development Standards
- Relevance for both U.S. domestic and international audiences

Primary Purposes

- To assist educators in making informed decisions about selecting instructional materials for language education programs
- To inform publishers and correlators on the various components of the WIDA Standards Framework and of their applicability to the development of instructional materials

Primary Audience

- Publishers and correlators responsible for ensuring their instructional materials address language development as defined by the WIDA English and Spanish Language Development Standards
- District administrators, instructional coaches, and teacher educators responsible for selecting instructional materials inclusive of or targeted to language learners

At WIDA, we have a unique perspective on how to conceptualize and use language development standards. We welcome the opportunity to work with both publishers and educators. We hope that in using this inventory, publishers and educators will gain a keener insight into the facets involved in the language development of language learners, both in the U.S. and internationally, as they pertain to products.
Overview of the PRIME Process

PRIME has two parts. In Part 1, you complete an inventory of the materials being reviewed, including information about the publisher, the materials’ intended purpose, and the intended audience.

In Part 2, you answer a series of yes/no questions about the presence of the criteria in the materials. You also provide justification to support your “yes” responses. If additional explanations for “No” answers are relevant to readers’ understanding of the materials, you may also include that in your justification. Part 2 is divided into four steps which correspond to each of the four elements being inventoried; see the following table.

PRIME at a Glance

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PRIME Part 1: Provide Information about Materials

Provide information about each title being correlated.

Publication Title(s): HMH Into Literature © 2020

Publisher: Houghton Mifflin Harcourt

Materials/Program to be Reviewed: Into Literature Teacher’s Edition 2020

Tools of Instruction included in this review: HMH Into Literature Teacher’s Editions, HMH Into Literature Studios, Level Up Tutorials

Intended Teacher Audiences: Teachers of ELD and ELLs, Grades 6–12

Intended Student Audiences: Grades 6–12 ELD and ELLs

Language domains addressed in material: Reading, Writing, Listening, Speaking

Check which set of standards will be used in this correlation:

☐ WIDA Spanish Language Development Standards

☒ WIDA English Language Proficiency Standards

WIDA Language Development Standards addressed: (e.g. Language of Mathematics). Social and Instructional Language Standard 1, Language of Language Arts Standard 2

WIDA Language Proficiency Levels included:
The materials do not specifically reference WIDA Language Proficiency Levels.

Most Recently Published Edition or Website: © 2020

In the space below explain the focus or intended use of the materials:

HMH Into Literature builds content knowledge through text sets comprised of titles in multiple genres. Each themed unit gives students opportunities to share and build background knowledge, analyze texts of varied genre types, model and practice fluent and shared reading, and extend and synthesize knowledge of language conventions. The Into Literature program, along with the digital Into Literature Studios, helps students develop fundamental listening, speaking, reading, writing, and thinking skills. HMH Into Literature also allows for educators to maximize student achievement through the use of differentiation and assessments. The program provides English Language Learners of varied proficiency levels targeted instructional support to help them master each lesson’s skills and concepts. The program enables all students to hone skills and meet goals with the support of strong differentiated instruction, focused English language development, and data-driven assessment.
PRIME Part 2: Correlate Your Materials

1. Asset-Based Philosophy

A. Representation of Student Assets and Contributions
The WIDA Standards Framework is grounded in an asset-based view of students and the resources and experiences they bring to the classroom, which is the basis for WIDA’s Can Do Philosophy.

1) Are the student assets and contributions considered in the materials?  
   Yes  No

2) Are the student assets and contributions systematically considered throughout the materials?  
   Yes  No

Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

1) Student assets and contributions are considered throughout the HMH Into Literature program. Each unit of the Teacher’s Edition provides opportunities for students to build background knowledge and connect the text and conversational topic to their personal experiences. Students often explore the Essential Question by drawing on their own lives. See the following examples from page 58 of the Grade 7 Teacher’s Edition:

   Connect to the 
   **ESSENTIAL QUESTION**
   In “Thank You, M’am,” a poor young man attempts to snatch a woman’s purse, but his victim turns out to be far tougher and far kinder than expected. The two strangers bond in a way that changes the young man. Ask students to think about a time when they faced up to difficulties in their own lives, and whether they had someone like Mrs. Jones who helped, encouraged, or mentored them during that hard time.

   **COMPARE ACROSS GENRES** 
   As you read, notice how the ideas in both texts relate to your own experiences, as well as how they relate to the experiences of other teens. Then, look for ways that the ideas in the two texts relate to each other. After you read both selections, you will collaborate with a small group on a final project.
Students are routinely asked to connect to personal experiences in other elements of the program, such as the Learning Mindset element. In the following examples, students are encouraged to engage with the text using certain mindsets and to share their own experiences as they relate to the text.

**G6 Unit 1 p. 16**

**LEARNING MINDSET**

**Belonging** Tell students that a belonging mindset means having confidence you have something to contribute to the learning community. Encourage students to bring their own previous experiences, insights, and questions to discussions about the reading selection. Emphasize the value of expressing and listening to diverse perspectives.

**G6 Unit 1 p. 38**

**LEARNING MINDSET**

**Belonging** Ask students to share and celebrate a mistake they made while answering the Analyze the Text questions. Remind them that we all make mistakes and can learn from each other. You might say, “I make mistakes. Let’s learn from each other.” Then, model how to reflect on the mistake and learn from it.

**G7 Unit 2 p. 142**

**LEARNING MINDSET**

**Curiosity** Ask students to think about the mythical city of El Dorado. Is there anything about the city that makes them feel curious? Explain that curiosity and the habit of asking questions enhances learning. Tell students that setting a purpose by asking a question before reading can help them approach a topic with curiosity. Suggest that students think of a time they learned something in school that helped them outside of the classroom. Encourage students to use reading to explore their interests both inside and outside of the classroom.
Students are given further opportunities to bring their individual experiences and knowledge to discussions in other areas of the HMH *Into Literature* materials. One such component is the Quick Start, in which students discuss a given topic prior to a reading selection. See the following examples from Grade 6:

**QUICK START**

Have students read the Quick Start question, and have them form groups to discuss what they know about stories set in other cultures or time periods. Then have them discuss how these stories are different from stories about their own culture and times, and what those differences reveal.

(G6 Unit 1 p. 5)

**QUICK START**

The poem you are about to read explores both real and imaginary fears that we all face as we grow up. Make notes about both real and imaginary fears that you have now or have had in the past. After you read the poem, you will write your own poem about facing fear.

(G6 Unit 1 p. 21)

**QUICK START**

Have students read the Quick Start question, and invite them to share their reactions to heights. Ask them to rate their fear of heights on a scale of 1 to 10. Call on students who are not very afraid of heights to name other things that are scarier. Then have the class brainstorm a list of specific responses to fear, including both emotional and physical sensations.

(G6 Unit 1 p. 29)
2) As shown in the examples above, the HMH Into Literature program considers student assets and contributions systematically throughout the materials. Each unit of the HMH Into Literature program provides opportunities for students to apply their personal experiences and prior knowledge to explore the connections among reading selections, topical concepts, and their own lives and experiences. Each subsequent unit and grade level are organized in this fashion, enabling English Language Learners (ELLs) to continue to grow their knowledge base and apply their individual assets to learning.

2. Academic Language
WIDA believes that developing language entails much more than learning words. WIDA organizes academic language into three dimensions: discourse, sentence, and word/phrase dimensions situated in sociocultural contexts. Instructional material developers are encouraged to think of how the design of the materials can reflect academic language as multi-dimensional.

A. Discourse Dimension (e.g., amount, structure, density, organization, cohesion, variety of speech/written text)

1) Do the materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels? Yes  No

2) Are the language features at the discourse dimension addressed systematically throughout the materials? Yes  No

Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

1) The HMH Into Literature instructional materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels. Students answer questions about texts and respond to discussion prompts in each lesson of the Teacher’s Edition. Tools for differentiated instruction, including the English Learner Support, When Students Struggle, and To Challenge Students exercises, afford teachers varied means by which they can offer additional instruction to English Language Learners at different proficiency levels or who may require supplemental context or instruction to grasp a concept or master a particular skill. See the following examples from Grade 6 Unit 1:
ENGLISH LEARNER SUPPORT

Language Conventions
Use the following supports with students at varying proficiency levels:

- Have students orally say a simple sentence with one idea. Write that sentence. Then ask students to say another simple sentence related to the first. For example: The family packed lunch. They went to go on a picnic. Ask students to use the subordinating conjunction because to join the two sentences. SUBSTANTIAL

- Have students work with a partner to compose simple sentences that can be joined with a subordinating conjunction. Provide a list of subordinating conjunctions for students to use. MODERATE

- Read the following sentence aloud: The trees came right up to the edge of the lake. Have students notice that this sentence is still simple but has a more interesting idea than the sentence: He likes soap. Have students brainstorm interesting related sentences to combine with subordinating conjunctions. LIGHT

(WG6 Unit 1 p. 75)

WHEN STUDENTS STRUGGLE...

Discuss Setting and Plot: Review with students the setting of the story, both the time and the location. Discuss some of the rules Parvana and her family must follow. Then discuss how living in Afghanistan under harsh rule affects the plot of the story. Have students answer these questions: Where is the story set? What challenge do the characters face? How do they respond to the challenge? Remind students that the plot points they just described happened because of the particular setting in which the story’s characters live.

For additional support, go to the Reading Studio and assign the following Level Up tutorial: Setting: Effect on Plot.

(WG6 Unit 1 p. 10)

ENGLISH LEARNER SUPPORT

Give a Multimodal Presentation: Provide students with an image related to a relief organization and three facts about the aid organization. Have students present the facts and refer to the image as they do so. Give them sentence frames to help them present. For example, In this picture we see ___. ___. is helping ___. Base sentence frames on the picture. SUBSTANTIAL/MODERATE

(WG6 Unit 1 p. 17)
The Small-Group Options feature provides students with a variety of opportunities to express their thoughts at the discourse level, including text-related discussions, topical conversations, and role-playing exercises, among others. See the following examples from Grade 7:

**SMALL-GROUP OPTIONS**

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

**Think-Pair Share**
- After students have read and analyzed “A Police Stop Changed This Teenager’s Life,” pose this question: Why is it important to take action when you face a challenge? An action can have immediate consequences (Keller getting Duncan a bicycle) or be a continuous decision (Duncan commutes to work by walking after his car breaks down).
- Have students think about the question individually and take notes.
- Then, have pairs discuss their ideas about the question.
- Finally, ask pairs to share their responses with the class.

**Three Before Me**
- After students have completed their summaries on page 79, have them ask three classmates to edit their writing.
- Provide students with a list of errors to look for as they edit each other’s work: clear topic sentences, key details included, correct usage of quotations marks, and correct spelling and usage of vocabulary words.
- Finally, have students apply the edits their peers have identified before turning them in.

(G7 Unit 2 p. 70B)

**SMALL-GROUP OPTIONS**

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

**Sense It**
- Tell students to take notes while they are reading “The Flight of Icarus” that reflect what Icarus and Daedalus see, hear, and feel during the story.
- Ask students to take notes about sensory experiences the author does not describe but which they think the characters are likely to have experienced.
- After reading the myth, have students form small groups and discuss their notes, concentrating on where they agree and disagree.

**Numbered Heads Together**
- After students have read “The Flight of Icarus,” have them form groups of four and number off 1–2–3–4 within the group.
- Pose this question to the groups: What is the most important lesson readers can learn from this myth?
- Have students discuss the question and record an answer that reflects the group’s opinion—either a consensus or an answer that reflects differing ideas.
- Call a number from 1 to 4 and have the student with that number from each group respond for the group.

(G7 Unit 1 p. 24B)
2) As stated above, the HMH *Into Literature* instructional materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels. Through Differentiated Instruction features, text-related questions, and options for discussion, the targeted language features are addressed systematically, allowing students time to master fundamental skills and build on their knowledge with each subsequent unit.

B. **Sentence Dimension (e.g., types, variety of grammatical structures, formulaic and idiomatic expressions; conventions)**

1) **Do the materials address language features at the sentence dimension for all of the identified proficiency levels?**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
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</table>

2) **Are the language features at the sentence dimension appropriate for the identified proficiency levels?**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
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</table>

3) **Are the language features at the sentence dimension addressed systematically throughout the materials?**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

**Justification:** Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

1) HMH *Into Literature* addresses language at the sentence dimension in a consistent manner for all identified proficiency levels. Activities within the Teacher’s Edition, including the English Learner Support activities, Language X-Rays, and Text X-Rays, offer language instruction to support and ensure access for all learners and provide differentiated instruction to ELLs of varied proficiency levels. See the following in-text sentence-level activities from Grade 7:
**WRITING**

**Write an Explanation**

Work with students to read the writing assignment on p. 33. Help students to use commas correctly in their work.

Use the following supports with students at varying proficiency levels:

- Help students compile lists of the kinds of behavior that they found in the story such as: bravery, foolishness, disobedience, etc. Then, have them use the lists to write a paragraph on the board. Have students copy the paragraph in their notebooks. Ask them to pay special attention to commas usage when listing kinds of behavior in their paragraphs. Work with them to complete it. **SUBSTANTIAL**
  - Provide sentence frames such as the following that students can use to craft their essays: An example of Daedalus’s/Icarus’s behavior is ____. This behavior would be acceptable/unacceptable in ancient Greece because ____. (Have students give a number of reasons. Ask them to pay attention to comma usage.)
  - Remind students to use transitions to link their evidence to their explanations, such as therefore, another reason, as a result, furthermore. Have pairs find three places in their essays where they can use a transition. **LIGHT**

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**ENGLISH LEARNER SUPPORT**

**Discuss with a Small Group**

Restate the writing topic as a question: What kinds of behavior did the ancient Greeks find acceptable? Allow students to work with partners to form opinions that answer the question. Provide these sentence frames to help them develop their ideas for the discussion:

- The ancient Greeks felt that freedom ______ (can be dangerous, involves responsibility) The ancient Greeks believed that when a parent gives a child an order the child should ______ (follow the order) The ancient Greeks found this kind of behavior acceptable because in the Icarus myth ______ (We see the dangers of not listening to wise advice. Do you think that Daedalus is a good example of the kind of behavior that the ancient Greeks find acceptable or even praiseworthy? If you know anything else about Daedalus from other Greek myths, such as Theseus and the Minotaur, you can use this knowledge to help answer the question. What about Icarus? (Answers will vary.)

**MODERATE/LIGHT**

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**ENGLISH LEARNER SUPPORT**

**Language Conventions**

Ask students to think of a prominent person or celebrity and use adjectives to describe him or her. Then use the following supports with students at varying proficiency levels:

- Have students work in groups to circle five adjectives that appear in “The Flight of Icarus.” Then ask them to discuss with each other why those words are adjectives.
  - Have students work with partners to write original sentences that contain properly punctuated coordinate adjectives. Then have them meet with another pair to compare their sentences.
  - Ask students to write a brief paragraph that contains at least four sets of properly punctuated coordinate adjectives. Then ask them to justify their use of a comma between the adjectives.

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(G7 Unit 1 p. 24D)

(G7 Unit 1 p. 33)

(G7 Unit 1 p. 35)
Both the Teacher’s Edition and HMH Into Literature Writing Studio provide students opportunities to engage in a variety of writing exercises. Students practice sentence-level concepts while extending their knowledge and skills to create written products of various types and for different purposes. Along the way, students engage in scaffolded sentence-focused exercises, whether using sentence frames to complete simple declarative sentences or connecting words and phrases to create complex sentences. When revising their work, students identify sentence structures that they may use to improve their writing. See the following examples from Grade 7:

(G7 Unit 1 p. 6)
**ENGLISH LEARNER SUPPORT**

Use Connecting Words Model connecting words that can be used to combine sentences, and encourage students to use these words as they edit their essays. Remind students that they have practiced using the conjunctions and and because to form compound and complex sentences. Model ways that the subordinating conjunction because can be used effectively in sentences that offer explanations. Have students work in pairs to practice using and and because in oral and written sentences. Then, have them apply what they have learned in their essays. **MODERate/ LIGHT**

(G7 Unit 1 p. 90)

**Syntax** refers to sentence structure, or the way words are arranged in sentences. By varying syntax, writers create unity and add interest.

**Example:** Not surprisingly, along with that money and recognition comes a loss of privacy. When people make the decision to become professional entertainers or athletes, they automatically give up their right to privacy.

(G7 Writing Studio: Writing Arguments: Creating a Coherent Argument)

**ENGLISH LEARNER SUPPORT**

Share and Discuss Plot Details Have partners use text evidence to discuss plot details that make “Rogue Wave” a suspenseful story. Provide these sentence frames to begin the discussion. Explain that sequence of events means “events that happen in order: one after another”: *This sequence of events made the story suspenseful:* ______. *These are things I learned about Scott’s character:* ______, I felt most tense when ______, I felt sorry for ______ when ______. *An unexpected event was* ______, because ______.

**MODERate/LIGHT**

(G7 Unit 1 p. 21)
Students are routinely tasked with completing and creating sentences using new vocabulary. See the following example from the Get Ready activity on Grade 6 Unit 1 p. 30:

![Critical Vocabulary Example](image)

Students also practice sentence-level language skills in the Grammar Studio. The Grammar Studio offers a series of interactive digital lessons to improve students’ comprehension and application of grammar-related rules and strategies. See the following sentence-related examples from the Grade 12 Grammar Studio:

![Grammar Studio Example](image)

(G12 Module 1: The Sentence: Opener)
Sentence Fragments and Run-on Sentences

A sentence should express a complete thought. If you punctuate a part of a sentence as if it were a complete sentence, you create a sentence fragment.

A phrase is a group of related words that does not contain both a verb and its subject. If a phrase gets separated from the sentence it belongs with, it becomes a phraseal fragment.

FRAGMENT: The cuckoo laid its egg in a mockingbird's nest.
SENTENCE: The cuckoo laid its egg in a mockingbird's nest.

A subordinate clause has a subject and a verb but does not express a complete thought. Unlike an independent clause, a subordinate clause cannot stand on its own as a sentence.

FRAGMENT: I've always appreciated my mother. Who taught me how to throw a football.
SENTENCE: I've always appreciated my mother, who taught me how to throw a football.

Why it matters
One of your jobs as a writer is to help readers understand your ideas. Sentence fragments and run-on sentences will frustrate even the most patient and attentive readers. You can identify fragments and run-on sentences by reading your writing aloud. Listen closely for natural pauses and breaks in your ideas, and then edit your writing accordingly.

Compound Subjects and Compound Verbs

A compound subject consists of two or more subjects that are joined by a conjunction and have the same verb.

Compound subjects are usually joined by and/or or.

EXAMPLES
- The cat and her kittens slept in the hall closet last night.
- Sam, Matt, and Pedro rode their horses through the woods.

A compound verb consists of two or more verbs that are joined by a conjunction and have the same subject.

Compound verbs are usually joined by and, but, or, or.

EXAMPLES
- Kristie or Jean walked or jogged along the long trail.
- For the dinner party, I prepared pasta and baked bread.

Why it matters
Using compound subjects and compound verbs is one way to become an efficient writer. It saves time for both you and your reader. For example, writing Ang plays the saxophone and the piano is much more efficient than writing Ang plays the saxophone. Ang plays the piano.
2) The HMH *Into Literature* language features at the sentence dimension are appropriate for the identified proficiency levels. Activities offer differentiated language instruction to support and ensure access for all ELLs. Throughout the program, students engage in myriad sentence-reading and sentence-building exercises, whether using sentence frames to complete simple declarative sentences or connecting words and phrases to create complex sentences. Both the Teacher’s Edition and the Writing and Grammar Studios target sentence structure at each grade level of the HMH *Into Literature* program. See the previous examples, as well as the following examples from Grade 12:

![English Learner Support](ENGLISH_LEARNER_SUPPORT.png)

(G12 Unit 3 p. 362)

**Syntax** is sentence structure. Using different structures creates coherence.

- **Simple sentence:** Norse Vikings were the primary settlers of Iceland.
- **Compound sentence:** Fishing forms the basis of the Icelandic economy, but manufacturing is also prominent.
- **Complex sentence:** Though most of Iceland’s settlers came from Norway, some also came from Ireland and Scotland.

(G12 Writing Studio: Writing Informative Texts: Organizing Ideas)
3) As stated above, the language features at the sentence dimension are addressed systematically throughout the HMH Into Literature program. Activities throughout the Teacher’s Edition and the Writing and Grammar Studios offer differentiated language instruction to support and ensure access for all ELLs. Throughout the program, students engage in a variety of sentence-reading and sentence-building exercises, gaining and building upon knowledge in each successive lesson and grade level.

C. Word/Phrase Dimension (multiple meanings of words, general, specific, and technical language)

1) Do the materials address language features at the word/phrase dimension in a consistent manner for all identified proficiency levels? Yes  No

2) Are words, expressions, and phrases represented in context? Yes  No

3) Is the general, specific, and technical language appropriate for the targeted proficiency levels? Yes  No

4) Is the general, specific, and technical language systematically presented throughout the materials? Yes  No

Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

1) HMH Into Literature addresses language features at the word/phrase dimension in a consistent manner for all proficiency levels. The text provides both written and oral activities for ELLs to learn, practice, and integrate new vocabulary skills and language conventions at the word/phrase dimension. English Learner Support and differentiated instruction activities in each unit provide scaffolded instruction and support for students of varied proficiency levels. The Language X-Rays and Text X-Rays for English Learner Support contain supports and scaffolds to help teachers guide students at different proficiency levels through the reading selection. These opportunities arise throughout the text to help students learn and use new vocabulary words and skills. See the following examples:
Text X-Ray: English Learner Support for “Women in Aviation”

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 SELECTION-RELATED VOCABULARY

In this lesson, students will need to understand and discuss aviation as well as discrimination. Read paragraph 1 with students, and point out the words aviation, sexist, and racist. Provide the following explanations, and have students discuss the terms.

- Aviation is the technical word (noun) used for all the knowledge, engineering, science, skill, and craft that go into flying.
- Sexist is the term (adjective or noun) given to any behavior or opinion that assumes one gender is better than the other. It can also be used as a noun for a person who has sexist opinions.
- Racist is the term (adjective or noun) given to any behavior or opinion that assumes one race is better than the other. It can also be used as a noun for a person who has racist opinions.

Ask students whether other readings or media they have encountered have helped them understand these concepts. Explain they will be discussing these concepts in the following text, “Women in Aviation.”

CULTURAL REFERENCES

The following words and phrases may be unfamiliar to students:

- token for granted (paragraph 1): assumed to be true
- Katharine Wright (paragraph 3): sister of Orville and Wilbur Wright, who built the first successful airplane
- firsthand (paragraph 5): answers a question in a quick or angry way
- Women’s Suffrage Amendment (paragraph 5): gave women the right to vote in the United States, the 19th Amendment to the U.S. Constitution
- mongoose (paragraph 12): someone who styles and shapes a person’s fingernails and toenails

ENGLISH LEARNER SUPPORT

Confirm Understanding Use the following supports with students at varying proficiency levels:

Write maneuvering on the board, and draw lines to separate the syllables. Pronounce the word several times, with students repeating after you. Then, act out what Sully is doing to try to reach Scoot. Place two chairs or other objects close together, and then maneuver between them. SUBSTANTIAL

Have students pronounce maneuvering and help them understand what it means (moving carefully) by acting it out. Prompt them to explain why Sully had to maneuver. (He had to get his body in just the right position to allow him to open the door.) MODERATE

Ask students to pronounce maneuvering, correcting them as needed. Then ask them to summarize in their own words why Sully needed to maneuver his body. LIGHT
The Vocabulary Studio provides teachers opportunities for instruction of the many different types of English words and phrases, regardless of student proficiency level. See the Vocabulary Studio Opener and individual lessons from Grade 12:

Vocabulary Studio

The key to becoming an independent reader is to develop a toolkit of vocabulary strategies. By learning and practicing the strategies, you’ll know what to do when you encounter unfamiliar words while reading.

You’ll also know how to refine the words you use for different situations—personal, school, and work.

Remember that being a good speller is important when communicating your ideas in writing. Learning basic spelling rules and checking your spelling in a dictionary will help you spell words that you may not use frequently.
Understanding Word Origins

Etymologies

Etymologies show the origin and historical development of a word. When you study a word’s history and origin, you can find out when, where, and how the word came to be. Histories of language and dictionaries are valuable tools for exploring how forms and meanings of words have changed through time:

**boycott (boiˈkōtˈ) n.** v. -cott·ed, -cott·ing, -cotts

To abstain from or act together in abstaining from using, buying, or dealing with as an expression of protest or disfavor or as a means of coercion. See synonyms at blackball. n. The act or an instance of boycotting. [After Charles C. Boycott (1832–1897), English land agent in Ireland].

Words with Multiple Meanings

Some words have acquired additional meanings over time that are based on the original meaning.

**EXAMPLE**

*I was in a hurry, so I jammed my clothes into the suitcase.*

*Unfortunately, I jammed my finger in the process.*

These two uses of *jam* have different meanings, but both of them have the same origin. You will find all the meanings of *jam* listed in one entry in the dictionary. Context can also help you figure out the meaning of the word.
2) Words, expressions, and phrases are addressed in context. As stated above, the text provides both written and oral activities for ELLs to learn, practice, and integrate new vocabulary and language conventions at the word/phrase dimension. Differentiated instruction activities in each lesson provide scaffolded instruction and support for students of varied proficiency levels. Students are given opportunities to explore words and phrases in a variety of contexts, including their use in the text at hand. See the following example from the Teacher’s Edition. New vocabulary terms are bolded in the text and defined in the Notice & Note component. Prompts for further contextualization and instruction appear in the Critical Vocabulary exercise in the Teacher’s Edition:

(G12 Unit 3 p. 382)
Part of the Respond section of the reading instruction, Critical Vocabulary is paired with a targeted Vocabulary Strategy exercise. These activities provide ELLs further practice using the target vocabulary in context. See the following sample from Grade 12 Unit 3 p. 394:

**CRITICAL VOCABULARY**

**Practice and Apply** Choose the situation that fits the meaning of the Critical Vocabulary word. Explain your decision.

1. Which is a rudiment of farming—knowing how to grow plants or knowing how to cook harvested food?
2. Which would a scrupulous landlord be more likely to do for a tenant who is out of work—offer a break on rent or ask for rent earlier than it is due?
3. Which is a collateral effect of heavy rains—a rise in umbrella sales or a decline in raincoat sales?
4. Which is an Inducement to exercise more—getting a guitar or getting a skateboard?
5. Which of these provides healthier sustenance—a salad or a cake?
6. Which of these is an encumbrance to maintaining your household—not getting a bigger office at work or not earning a high hourly wage?
7. Which of these is more prodigious—the state of Texas or the state of Rhode Island?

**VOCABULARY STRATEGY: Context Clues**

Context clues are often found in the words and sentences around an unknown term. A context clue may consist of a definition or a restatement of the meaning of the unfamiliar word, an example following the word, a comparison or contrast, or a nearby synonym. The unknown word’s position or function in a sentence can also be a clue.

For example, the placement and suffix of the Critical Vocabulary word prodigious in paragraph 2 tells you that it is an adjective. Knowing this makes the word easier to define.

After using context clues to get a preliminary understanding of a word, you can verify the word’s meaning by looking it up in a dictionary.

**Practice and Apply** Use context clues in each sentence to help you identify the correct words to complete the sentences. Check your answers in a dictionary.

1. The farmer was ________ for the loan payment on the farm, even though he was not responsible for the failure of his crops.
2. He ________ the cost of raising a child, computing it to the penny.
3. The ________ of the winter weather, with frequent snow and ice storms, added to the misery of the homeless.
The Vocabulary Studio provides further contextual instruction at the word/phrase level. Students may use reading selections to comprehend how words are used in text or apply vocabulary knowledge by engaging with sentences. They also practice identifying word meaning by using context clues. See the following examples:

**Using Context Clues**

The context of a word is made up of the punctuation marks, words, sentences, and paragraphs that surround the word. A word’s context can give you important clues about its meaning.

**Read these points to learn more about context clues.**

- General Context
- Specific Context Clues
- Idioms, Slang, and Figurative Language

<table>
<thead>
<tr>
<th>Specific Context Clues</th>
<th>Type of Clue</th>
<th>Key Words/Phrases</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Definition or restatement of the meaning of the word</td>
<td>or, which is, that is, in other words, also known as, also called</td>
<td>In 1909, a French inventor flew a monoplane, or a single-winged plane.</td>
</tr>
<tr>
<td></td>
<td>Example following an unfamiliar word</td>
<td>such as, like, as if, for example, especially including</td>
<td>The stunt pilot performed aerobatics, such as dives, loops, and rolls.</td>
</tr>
</tbody>
</table>

(G12 Vocabulary Studio: Using Context Clues)

**Select the word or phrase that is an antonym of the boldface word. Use context clues to help you understand the word’s meaning.**

Around flu season, the school’s supply of tissues **wanes**.

- tells
- warns
- surprises
- decreases

(G8 Vocabulary Studio: Synonyms and Antonyms)
3) The general, specific, and technical language instruction in HMH Into Literature is appropriate for the targeted proficiency levels. Each unit provides activities that focus on elements of vocabulary and word study and includes scaffolded instruction to reach learners of different skill levels. Activities are connected to grade-level texts, and the Lexile levels of these texts are regularly noted in the Text Complexity table preceding the selection on the Plan page. The HMH Into Literature Teacher’s Edition and Vocabulary Studio each provide opportunities for students to master grade-appropriate skills and vocabulary, with more challenging words and concepts introduced at the higher levels. See the following examples:

(G6 Unit 1 p. 28A)

(G7 Unit 2 p. 97)
4) The general, specific, and technical language is systematically presented throughout the materials. As illustrated above, each HMH Into Literature Teacher’s Edition unit and Vocabulary Studio lesson provides activities and instruction that focus on elements of vocabulary and word study and includes scaffolding to guide learners of different skill levels. The HMH Into Literature Teacher’s Edition and Vocabulary Studio each systematically provides opportunities for students to master skills and build upon their knowledge in successive lessons and activities.

3. Performance Definitions
The WIDA Performance Definitions define the WIDA levels of language proficiency in terms of the three dimensions of academic language described above (discourse, sentence, word/phrase) and across six levels of language development.

A. Representation of Levels of Language Proficiency

1) Do the materials differentiate between the language proficiency levels?  
   Yes  No

2) Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language?  
   Yes  No
levels?

3) Is differentiation of language systematically addressed throughout the materials?  

Yes  No

Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

1) HMH Into Literature materials differentiate between language proficiency levels. The When Students Struggle and To Challenge Students activities, as well as the Text X-Rays, Language X-Rays, and English Learner Supports in the Teacher’s Edition, provide strategic scaffolding methods to provide Substantial, Moderate, and Light supports for English Language Learners at each grade level. See the following examples:

![Example from HMH Into Literature](G6_Unit_1_p.28D)
ENGLISH LEARNER SUPPORT

Confirm Understanding Use the following supports with students at various proficiency levels:

- Display and read aloud these sentences: Parvana has to cut her hair and dress like a boy so she can go to the market. She wears her dead brother’s clothes, and her mother feels sad to see Parvana wearing them. Have students echo read the sentences back to you.
  - **SUBSTANTIAL**
  - Have students complete the following sentence frames to confirm their understanding: Parvana has to ___ in order to ___. Her mother sees her wearing her brother’s clothes and feels ___.
  - **MODERATE**
  - Have students answer the following questions in complete sentences: Why does Parvana have to change her appearance? Why does her mother feel sad when she sees Parvana in her brother’s clothes?
  - **LIGHT**

ENGLISH LEARNER SUPPORT

Confirm Understanding Use the following supports with students at varying proficiency levels:

- Write amygdala on the board, and draw lines to separate the syllables. Pronounce the word several times, with students repeating it after you. Then use simple drawings to illustrate the example about the bee phobia in paragraph 23.
  - **SUBSTANTIAL**
  - Have students pronounce amygdala, and help them understand what it means for this brain structure to “[keep] track of experiences that trigger strong emotions.” Prompt them to state the steps in the development of the bee phobia using words like first, then, and next.
  - **MODERATE**
  - Ask students to pronounce amygdala, correcting them as needed. Then ask them to summarize in their own words the example of how a bee phobia could develop.

ENGLISH LEARNER SUPPORT

Oral Assessment Use the following questions to assess students’ comprehension and speaking skills.

1. What two things are made stronger by educating women, according to Wollstonecraft? (minds and bodies)
2. What is a different viewpoint that Wollstonecraft uses to build her argument? (to make women pleasing to men)
3. What is the main source of women’s “misery,” according to Wollstonecraft? (a false system of education)
   - **SUBSTANTIAL/MODERATE**

(G6 Unit 1 pp. 11, 35)

(G12 Unit 3 p. 429)
The digital version of HMH *Into Literature* provides educators with data collected from individual student-users to help them provide differentiated instruction to each English Language Learner. See page T14 of the Grade 6 Teacher’s Edition:

2) Differentiation of language proficiency is developmentally and linguistically appropriate for the designated language levels. The Teacher’s Edition provides the Lexile level of each Mentor Text selection and for each text recommended for independent reading, giving teachers more information about each text’s level of complexity prior to instruction and scaffolding. As stated above, the Language X-Rays and Text X-Rays for each reading selection, as well as the English Learner Supports in the Teacher’s Edition, suggest strategic scaffolding methods to provide Substantial, Moderate, and Light supports for English Language Learners at each grade level. This system ensures grade- and level-appropriate material and instruction for every student.
3) Differentiation of language is systematically addressed throughout the HMH *Into Literature* program. The materials provide both written and oral activities for English Language Learners to learn, practice, and integrate new language skills. As illustrated above, differentiated instruction and scaffolding are provided in each selection’s Text X-Rays, Language X-Rays, and English Learner Supports, helping teachers to provide Substantial, Moderate, and Light support to students at different proficiency levels.

**B. Representation of Language Domains**

WIDA defines language through expressive (speaking and writing) and receptive (reading and listening) domains situated in various sociocultural contexts.

1) **Are the language domains (listening, speaking, reading, and writing) targeted in the materials?**
   - Yes
   - No

2) **Are the targeted language domains presented within the context of language proficiency levels?**
   - Yes
   - No

3) **Are the targeted language domains systematically integrated throughout the materials?**
   - Yes
   - No

*Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.*

1) The four language domains are targeted in the HMH *Into Literature* materials. Each unit lesson is structured around the reading and analysis of a Mentor Text selection. Students learn and apply reading, language, speaking, and listening skills to each part of the reading: before, during, after. Students also practice writing skills and strategies based on text-related prompts. Each lesson’s Language X-Ray, Text X-Ray, and English Learner Support components provide scaffolds for students who may require Substantial, Moderate, or Light support to comprehend and internalize specific skills and concepts. See the following example from the Grade 7 Unit 2 Mentor Text, pages 98C–98D:
LISTENING
Understand the Character

Draw students' attention to the way the main character, Dave, describes himself. Point out the other information Dave shares, such as how he believes his peers view him.

Have students listen as you read aloud paragraphs 1–2. Use the following supports with students at varying proficiency levels:

- Tell students that you will ask questions about what you just read aloud. Model using thumbs up for yes, and thumbs down for no. Ask: Does Dave like the way he looks? (no) Tell students to answer verbally: Does Dave want to be bigger or smaller? (bigger). SUBSTANTIAL
- Have students identify how Dave feels about his appearance. Ask: Is Dave happy about his body? (no) How would he like to look? (Thicker, bigger) Who is the girl Dave likes? (Sarah) MODERATE
- Have students in pairs share their written answers to the following questions: Why does Dave eat a lot? (He wants to look thicker.) Why does he think Sarah does not like the way he looks? (She says that he’s “too skinny.”) He thinks she looks “injured” by him.) LIGHT

SPEAKING
Discuss Conflict

Model identifying the source(s) of conflict in the story: Who has a problem? Where is the conflict coming from? Is there a conflict between characters? What does the text evidence tell the reader about the conflict? Who is telling the story?

Use the following supports with students at varying proficiency levels:

- Read the following sentence from paragraph 2 aloud: “I didn’t care about getting stronger if nobody could tell.” Explain that “tell” means “see” in the sentence. Have students respond by saying yes or no: Does Dave not care what people think? (no) Does Dave care if people see that he’s getting stronger? (yes) SUBSTANTIAL
- Have pairs work together to complete the following sentences, taking turns to read each one aloud. Dave cares less about getting ______ (strong) than he does about ______ (looking strong/good). MODERATE
- Have students read paragraphs 1–3: Ask: What is Dave’s larger problem—his thinking, or his weight? Why? Have them use text evidence to discuss their answers with a partner. Have each pair share their answer with the rest of the group. LIGHT

READING
Understand a Character’s Motivation

Looking for details in what a character thinks, says, and does, helps readers identify a character’s qualities, or traits. Identifying qualities such as “honesty” can help readers discover a character’s motivation.

Work with students to read paragraphs 3–5. Use the following supports with students at varying proficiency levels:

- Remind students that what a character does can explain why they do things (motivations). Ask: Why does Dave wear so many shirts at the same time? Accept single words or phrases. SUBSTANTIAL
- Guide students to discuss why Dave reacts the way he does after Sarah asks if he’s been working out. Provide sentence frames as necessary: Dave wears ______ (extra layers) to school because he wants to ______ (look bigger) and ______ (impress Sarah). MODERATE
- Have students identify why Dave wears extra shirts to school. Ask the following question and have them share their response with a partner: Identify some of Dave’s qualities, for example: Is he an anxious, worried boy? Why does he want to look bigger? Find details in the text that support your answers. (He’s very anxious. He’s motivated by wanting to belong, and to be attractive.) LIGHT

WRITING
Write an Infographic

Work with students to read the writing assignment on page 121.

Use the following supports with students at varying proficiency levels:

- Provide students with a list of vocabulary and definitions to guide the writing portion of their infographics: self-esteem, confidence, perceive, motivation, and qualities. Have pairs work together to find an image that matches each definition. Students should label each definition with the appropriate vocabulary term. SUBSTANTIAL
- Provide some sample sentence frames that students can use to craft their paragraphs: Self-esteem is how you ______ (perceive yourself). Being kind to yourself can give you ______ (confidence). MODERATE
- Remind students to use the following words and their definitions in their paragraphs: self-esteem, confidence, perceive, motivation, and qualities. Have pairs identify the terms and definitions in each other’s paragraphs. LIGHT
Each lesson of HMH Into Literature focuses on skills in all or a combination of the following instructional foci: Reading, Writing, Speaking and Listening, Vocabulary, and Language Conventions. Students read a variety of thematically related texts in numerous genres. Teachers guide reading using question prompts and activities in the Teacher’s Edition. Before, during, and after reading the selections, individuals and small groups engage in reading activities with scaffolds supplied as needed. See the following Mentor Texts and Independent Reading titles from the Instructional Overview table from Grade 7 Unit 2 pages 96A–96D:
As shown in the Instructional Overview, and as mentioned above, each unit focuses on skills in reading, writing, speaking and listening, vocabulary, and language conventions. See the following examples of activities from the four language domains:

<table>
<thead>
<tr>
<th>UNIT 2 Continued</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COLLABORATE &amp; COMPARE</strong></td>
</tr>
<tr>
<td><strong>Reading:</strong></td>
</tr>
<tr>
<td>- Compare Mood</td>
</tr>
<tr>
<td>- Analyze Themes</td>
</tr>
<tr>
<td>- Analyze Writing</td>
</tr>
<tr>
<td>- Write a Scene</td>
</tr>
<tr>
<td><strong>Online</strong></td>
</tr>
<tr>
<td>- Analyze Media</td>
</tr>
<tr>
<td>- Identify/Develop/Develop</td>
</tr>
<tr>
<td>- Language Conventions: Complex Sentences</td>
</tr>
<tr>
<td><strong>INDEPENDENT READING</strong></td>
</tr>
<tr>
<td><strong>Go to the Reading Studio for more information on NOTICE &amp; NOTE.</strong></td>
</tr>
<tr>
<td>- “A Priceless Lesson in Humility” by Felipe Londoño de León &amp; Londoño de León</td>
</tr>
<tr>
<td>- “In My Own Country” Short Story by Dinesh Doshi</td>
</tr>
<tr>
<td><strong>END OF UNIT</strong></td>
</tr>
<tr>
<td><strong>Writing Task:</strong> Create a Multimedia Presentation</td>
</tr>
<tr>
<td><strong>Reflect on the Unit</strong></td>
</tr>
<tr>
<td><strong>Unit 2 Response Log</strong></td>
</tr>
<tr>
<td><strong>Writing:</strong> Create a Multimedia Presentation</td>
</tr>
<tr>
<td><strong>Genre:</strong> SHORT STORY</td>
</tr>
<tr>
<td>- A single idea and can be read in one sitting</td>
</tr>
<tr>
<td>- Develops one or more characters</td>
</tr>
<tr>
<td>- Presents a plot with one main conflict</td>
</tr>
<tr>
<td>- Includes a setting</td>
</tr>
<tr>
<td>- May be realistic or imaginative</td>
</tr>
<tr>
<td>- Often conveys a theme or lesson about life</td>
</tr>
</tbody>
</table>

As shown in the Instructional Overview, and as mentioned above, each unit focuses on skills in reading, writing, speaking and listening, vocabulary, and language conventions. See the following examples of activities from the four language domains:

**ANALYZE CHARACTER**

Characters are the people who take part in a story. By analyzing a character’s traits and motivations, you can understand the character—and the story—better.

Character traits are the qualities shown by characters or the expressions of their personality.

Character motivations are the reasons why characters act the way they do.

**GENRE ELEMENTS:**

- A single idea and can be read in one sitting
- Develops one or more characters
- Presents a plot with one main conflict
- Includes a setting
- May be realistic or imaginative
- Often conveys a theme or lesson about life

(G7 Unit 2 p. 101)
CREATE AND DISCUSS

Write an Opinion Essay  Write a three- to four-paragraph essay in which you express your opinion about why fake images or videos fascinate people.

- Introduce the topic and state your opinion clearly.
- Provide reasons that support your opinion. Support each reason with facts, examples, and other details from the text and from additional research. Use transitions to connect ideas.
- In your final paragraph, state your conclusion about the topic.

Create a Multimodal Presentation  A multimodal presentation is one that includes different modes of communication, such as writing, speech, and visuals (such as time lines, maps, or photos). With a partner or group, create a storyboard makes a brief multimodal presentation about forged images and video.

- Each As a group, locate examples of images and video that seemed designed to be authentic but are not.
- Review the article for ways to detect fakery. Use those methods (and others, as appropriate) to analyze the images or video you located.
- Consider the information you discover and then work together to plan and organize your presentation.
- Present your findings to the class. Speak clearly and use eye contact and hand gestures to hold the audience’s attention.

(G7 Unit 2 p. 121)

CREATE AND PRESENT

Write an Argument  Use what you have learned from reading and studying Wollstonecraft’s essay to write your own argument. Choose a topic related to education or to the essential question: What keeps women from achieving equality with men?

When you write your argument, remember the basic structure of an argument:

- State your claim, or thesis, clearly in your introduction.
- Support your claim with logical reasons. Make sure to avoid relying on logical fallacies.
- Use quotations and other evidence from the text and your research to support your reasons.
- Anticipate any opposing views to your argument and prepare counterarguments.

Give a Persuasive Speech  Once you have written your argument, prepare to present it as a persuasive speech to your class. Practice first with a partner. Critique each other using the following criteria:

- clear and logical presentation of argument
- effective use of logical, ethical, and emotional appeals
- appropriate volume and tone of voice
- appropriate use of eye contact, facial expressions, and gestures

(G12 Unit 3 p. 430)
The HMH Into Literature Studios are digital-only lessons that target skills in all four language domains. Links in each lesson of the Teacher’s Edition correspond to a specific lesson in one of the following Studios: Reading, Writing, Speaking & Listening, Grammar, Vocabulary. See the following examples:

Close Read Practice Page

What, of This Goldfish, Would You Wish?
by Etgar Keret

Do a close read of paragraphs 19–25 in the selection by marking the text and answering the following questions.

<table>
<thead>
<tr>
<th>What, of This Goldfish, Would You Wish?</th>
<th>Close Read Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paragraphs 19–22</td>
<td>1. Mark and discuss details in this passage that reveal new information about Sergei's character.</td>
</tr>
<tr>
<td></td>
<td>2. Describe the goldfish’s character. Some words and phrases that help reveal his character include …</td>
</tr>
<tr>
<td></td>
<td>3. The author has introduced a talking goldfish to the story. Discuss the effect this has on you as a reader.</td>
</tr>
</tbody>
</table>

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(G10 Reading Studio, Unit 1 Lesson 1)
Planning and Drafting

What Exactly Are Planning and Drafting?

Planning refers to the work writers do before they start writing. Drafting is the first stage of writing. Your draft shouldn’t be perfect; it’s a place to simply get the ideas on the page in whatever form you can. At which stage might each of the following occur?

You’ve spent hours researching the life of Bill Gates, amassing a Word document full of details about various stages in his life. Now you decide to put the details in chronological order.

At which stage might this occur?

Analyze a Presentation

What’s the Big Idea?

Presentations can include print advertisements and posters. The goal of these graphics is to convey information or ideas clearly.

Analyze this graphic to determine its purpose, message or claim, reason, and supporting evidence.

Weather Fatalities 2017
2) As stated previously, the HMH *Into Literature* teaching materials include scaffolds and prompts for differentiated instruction to support students of various language proficiency levels. The Language X-Rays, Text X-Rays, and English Learner Supports in the Teacher’s Edition provide teachers with strategic scaffolding methods, giving Substantial, Moderate, and Light supports for English Language Learners at each grade level. The four language domains are addressed with the same system of differentiation. See the following examples:
3) The targeted language domains are systematically integrated throughout the materials in the HMH Into Literature program. As stated above, students are provided opportunities to practice listening, speaking, reading, and writing skills in each lesson. The Language X-Rays, as well as each selection’s Text X-Ray and English Learner Supports, provide scaffolds for students who need Substantial, Moderate, or Light support in each of the four language domains. As students progress throughout each module, they learn and review skills and systematically build a broader skill set based upon what they have already learned. This progressive model continues throughout subsequent grade levels.

4. The Strands of Model Performance Indicators and the Standards Matrices
The Strands of Model Performance Indicators (MPIs) provide sample representations of how language is processed or produced within particular disciplines and learning contexts. WIDA has five language development standards representing language in the following areas: Social and Instructional Language, The Language of Language Arts, The Language of Mathematics, The Language of Science, The Language of Social Studies as well as complementary strands

The Standards Matrices are organized by standard, grade level, and domain (Listening, Speaking, Reading, and Writing). The standards matrices make an explicit connection to state academic content standards and include an example for language use. Each MPI includes a uniform cognitive function (adopted from Bloom’s taxonomy) which represents how educators can maintain the cognitive demand of an activity while differentiating for language. Each MPI provides examples of what students can reasonably be expected to do with language using various supports.

A. Connection to State Content Standards and WIDA Language Development Standards

1) Do the materials connect the language development standards to the state academic content standards?

   Yes  No

2) Are the academic content standards systematically represented throughout the materials?

   Yes  No

3) Are social and instructional language and one or more of the remaining WIDA Standards present in the materials?

   Yes  No

Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

   1) The materials do not connect the language development standards to state academic content standards.
   2) The academic content standards are not systematically represented throughout the materials.
   3) Social and instructional language standards and one or more of the remaining WIDA Standards are present in the materials. The language of instruction for reading and language arts are taught explicitly in the HMH Into Literature materials. These skills are practiced and applied in various exercises and real-world scenarios. Throughout each unit and at each grade level, English Language Learners discuss and use academic language in a variety of activities involving reading, speaking, listening, and writing.

   B. Cognitive Challenge for All Learners at All Levels of Language Proficiency
1) **Do materials present an opportunity for language learners to engage in various cognitive functions (higher order thinking skills from Bloom’s taxonomy) regardless of their language level?**

Yes | No

2) **Are opportunities for engaging in higher order thinking systematically addressed in the materials?**

Yes | No

**Justification:** Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

1) The HMH *Into Literature* materials effectively challenge students to achieve higher order thinking. Each lesson provides opportunities for ELLs to engage in a variety of cognitive functions, such as those represented by Bloom’s taxonomy. Bloom’s taxonomy verbs are embedded in the unit Learning Objectives and general instruction throughout each lesson, applying to all students, irrespective of proficiency level. In particular, each reading selection is followed by the Respond section in which students apply higher order thinking skills to answer questions about and further explore the text and related concepts. See the following examples from Grade 7, in which text analysis questions and lesson extension activities are labeled with their respective skill, such as *Interpret, Analyze, and Evaluate*:

![ANALYZE THE TEXT](image)

(G7 Unit 2 p. 130)
Higher order thinking skills are also found in the scaffolds and differentiated instruction language for students of different proficiency levels. See the following examples from Grade 12:
2) Opportunities for engaging in higher order thinking are systematically addressed in the materials. As mentioned above, the Bloom’s taxonomy verbs are embedded in the unit Learning Objectives and throughout the general instruction in the Teacher’s Edition. These also appear as a regular function of the Respond and English Learner Support sections. This system allows students regular and repeated practice utilizing higher order thinking skills and applying them to situations of ever-increasing complexity.

C. Supports for Various Levels of Language Proficiency

1) Do the materials provide scaffolding supports for students to advance within a proficiency level?  
Yes  No

2) Do the materials provide scaffolding supports for students to progress from one proficiency level to the next?  
Yes  No

3) Are scaffolding supports presented systematically throughout the materials?  
Yes  No

*Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.*
1) The HMH *Into Literature* materials provide scaffolding supports for students to advance within a proficiency level. As stated previously, the When Students Struggle and To Challenge Students activities, as well as the Language X-Rays, Text X-Rays, and English Learner Support features, use scaffolds, such as sentence frames, discussion prompts, and proficiency-specific questions and responses, to support ELLs at their individual proficiency levels and to help them extend their skills. See the following examples:

(G7 Unit 2 p. 134D)
ENGLISH LEARNER SUPPORT

Summarize Using Five-Word Summary Read aloud the first paragraph of the text while students read along silently. Have each student create a list of five words they consider the five most important from the text. Students should pair up and select only five words from their combined lists. Remind students they should discuss and defend any word choices as they choose. Pairs should then gather into groups of four and consolidate lists one more time, again defending their word choices if necessary. Finally, students will use the five words they chose and work individually to summarize the paragraph.

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 of different proficiency levels.

INTRODUCE THE WRITING TASK

Explain that a memoir has a tone, much like other forms of writing. Review with students that their memoirs can have a conversational tone, but the use of narrative techniques will help their memoirs sound more like literature. Discuss the difference between an informal tone and a more literary tone. Have students consider ways to make their language more formal.

WRITING

Share Reflections

Remind students that a reflection explains what they have learned or how they felt about their personal experience. Tell them to think about each event in their narrative and how they felt before, during, and after it.

Use the following supports with students at varying proficiency levels:
- Provide sentence frames to help students articulate their reflections about their personal experience. For example: Before I __________ I felt __________. After I __________ I felt __________. Have students copy the frames and help them complete as needed. SUBSTANTIAL.
- Have partners ask each other questions about their reflections. For example: How did you feel before you __________? How did your thinking change as you __________? Have partners write simple sentences in response. MODERATE.
- Have students review the ways Hatch wrote his reflections. Then, have them use his sentences as a model for their own reflections. LIGHT.

SPREADING

Ask for Advice

Have students use informal language to ask each other for advice on how to improve their presentations. Guide them to use the sentence stem: How can I improve my __________?

Use the following supports with students at varying proficiency levels:
- Provide a word bank of terms and phrases students can use as they seek advice, such as: delivery, pronunciation, enunciation, speaking rate. Help students use a dictionary to define unfamiliar terms. SUBSTANTIAL.
- Provide the sentence stem as a model, and then have students make a list of questions they can ask each other about improving the delivery of their presentations. MODERATE.
- Have partners observe each other’s presentations. Then, have presenters ask observers questions about ways to improve both their delivery and the content of their presentations. LIGHT.
The When Students Struggle activities direct teachers to a corresponding Level Up Tutorial to give students additional support in mastering skills. These also provide further opportunities for ELLs to advance among proficiency levels.

2) The materials provide scaffolding supports for students to progress from one proficiency level to the next. As students progress through the modules, the scaffolding supports help them gain mastery of concepts and skills and build upon what they have learned. As students’ overall comprehension and capabilities are strengthened, students are gradually able to progress to higher levels of proficiency. Again, the Language X-Rays, Text X-Rays, and English Learner Support features employ a variety of scaffolds to support ELLs at their individual proficiency levels and to help them extend their skills. Meanwhile, the When Students Struggle activities direct teachers to Level Up Tutorials to give students additional support in mastering skills and providing further opportunities to advance among proficiency levels.

3) Scaffolding supports are presented systematically throughout the HMH *Into Literature* materials. As shown above, students are provided opportunities to practice skills in all four language domains in each unit. The Language X-Rays, Text X-Rays, English Learner Supports, and Level Up Tutorials are present in each unit, providing a clear organization of scaffolds for students who need Substantial, Moderate, or Light support. As students progress throughout each unit, they learn and review skills and systematically build a broader skill set based upon what they have already learned.
D. Accessibility to Grade Level Content

1) Is linguistically and developmentally appropriate grade-level content present in the materials?  
   
   Yes  No

2) Is grade-level content accessible for the targeted levels of language proficiency?  
   
   Yes  No

3) Is the grade-level content systematically presented throughout the materials?  
   
   Yes  No

Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

1) Linguistically and developmentally appropriate grade-level content is present in the HMH Into Literature materials. Students read and analyze authentic, complex, and grade-appropriate Mentor Texts and Independent Reading selections of a variety of genres. Each unit reading plan provides a Text Complexity summary, including the text’s Lexile level. Lexile levels are also provided for each Independent Reading selection. Prompts for questions, discussions, and differentiation are appropriate for the specified grade level and for students of different proficiency levels. See the following Instructional Overview from Grade 10 Unit 5:

![Instructional Overview and Resources](image-url)
2) Grade-level content is accessible for the targeted levels of language proficiency. As stated previously, the HMH Into Literature Teacher’s Edition scaffolds instruction to target students who require Substantial, Moderate, or Light support to master skills and concepts. As students progress through each reading selection, teachers may apply the Language X-Rays, Text X-Rays, English Learner Supports, and Level Up Tutorials to focus on students who require specific levels of support. See the following examples from Grade 10:

(G10 Unit 5 p. 318D)
WHEN STUDENTS STRUGGLE...

Clarify the Author’s Meaning  Explain that Dillard’s statement about general scientific knowledge in paragraph 1 (“given a flashlight, a grapefruit… for daylight saving time”) is not supposed to make sense. Note that daylight saving time is not based on scientific principles; it is simply a system used to save energy by taking advantage of longer daylight hours. Dillard humorously makes the point that many people do not have a solid grasp of science.

For additional support, go to the Reading Studio and assign the following Level Up Tutorial: Literal and Figurative Meanings.

(G10 Unit 5 p. 323)

ENGLISH LEARNER SUPPORT

Distinguish Verb Tenses  Use paragraphs 3 and 4 to revisit students about some uses of the past tense and present tense. In paragraph 3, point out the first few past tense verbs (saw, refreshed, blew) and invite students to identify other past tense verbs in the two paragraphs. (pews, were dissolving, held, deepened, was, said, and [again] was) Explain that all of the verbs in paragraph 3 are in the past tense, for they describe an experience that happened in the past. Most of the verbs in paragraph 4 are also in the past tense, and for the same reason. Then point out these exceptions:

- “A dark sky usually loses color” – present-tense verb because the statement describes something that is always true
- “The alpenglow… are dimmed” – present-tense verb because the statement describes a condition that is always true
- “…the last same moment remembered” – present-tense verb to show the lasting impact of that memory SUBSTANTIAL/MODERATE

(G10 Unit 5 p. 314)
3) The HMH Into Literature materials are linguistically and developmentally appropriate and are presented systematically. Each unit is organized into several sections: Analyze & Apply, Collaborate & Compare, and Independent Reading. These are followed by a unit Task, in which students demonstrate essential comprehension of the unit instruction, and a section in which students reflect on their understanding of the selections and themes from the unit. This repeated organization pattern provides students a greater ability to learn and review concepts and systematically build a broader skill set based upon prior knowledge. In turn, students may be better equipped to advance within and among proficiency levels.

E. Strands of Model Performance Indicators

1) Do materials include a range of language functions?  
   Yes  
   No

2) Are the language functions incorporated into a communicative goal or activity?  
   Yes  
   No

3) Do the language functions support the progression of language development?  
   Yes  
   No

Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

1) Students practice and develop a range of language functions in every lesson of the HMH Into Literature program. As students progress through each reading selection, they use the Language Conventions element to practice new language functions and build upon the skills and concepts they’ve already learned. The targeted Language Convention skills are outlined in each unit’s Instructional Overview. Students requiring additional support in these language skills are provided English Learner Supports. See the following examples from Grade 6:
**Words Do Hurt Like Sticks and Stones**

Why do we use pain words, like “hurt feelings” and “broken hearted,” to talk about problems with other people? Maybe because our brains react to physical pain and social rejection in the same way. Researchers explore this connection between physical and social pain by measuring brain activity while people play a computer game called Cyberball.

In Cyberball, research participants play a game of catch online with two other players. At least, that’s what they believe is happening. In reality, the other “players” are fake, just part of the game’s programming. The game starts fair, with the players programmed to share the ball with the research participant. Then, with no warning, the players start throwing the ball only to each other, leaving the research participant out completely. No big surprise—tens in these Cyberball experiments feel sad and rejected. The surprising part? Rejection activates the same brain systems that physical pain triggers. Brain scans show that rejection cues up the “One” part of our brains that makes pain upsetting. Without this pain response system, we would recognize physical pain, but it wouldn’t bother us. This physical pain system also responds to many kinds of social pain, like thinking about a breakup or being called boring.

Some people have especially reactive pain response systems. A stronger “One” brain response in the lab translates to people feeling more rejected, self-conscious, and sad in real life. Differences in pain system reactivity may help explain why rejection hurts teenagers more than young kids. In Cyberball experiments comparing children to teens, teens activate brain systems related to pain and sadness more strongly.

**ANALYZE ORGANIZATIONAL PATTERNS**

Annotate the subhead. Analyze which main organizational pattern is the author using. How can you tell?

**ANALYZE ORGANIZATIONAL PATTERNS**

Have students circle the subhead. Then have them refer back to the chart of Organizational Patterns on page 47 and determine which organizational pattern the author uses in this section and how they can tell the author is using this pattern. (Answer: definition; you can tell because the author explains the idea that embarrassment and rejection produce pain reactions in the brain, and then provides evidence of this topic from a research experiment.)

**LANGUAGE CONVENTIONS**

Point out that the introductory phrase connects paragraph 6 to paragraph 5.

**ENGLISH LEARNER SUPPORT**

*Language Conventions* Use the following supports with students at varying proficiency levels:

- Have students find other sentences in the text that use commas with introductory elements and copy these sentences into their notebooks.

**SUBSTANTIAL**

- Have students work with partners to write their own original sentences with commas after introductory elements. Encourage them to write one sentence using each type of introductory element. Then have them meet with another pair to compare their sentences.

**MODERATE**

- Ask students to write one sentence modeled on each of the example sentences from the text. Then have them explain to partners why each original sentence uses the same type of introductory element as the example sentence. **LIGHT**

**ANALYZE & APPLY**

**Reading**

- Analyze How Character Develops Plot
- Analyze Setting and Character
- Speaking and Listening: Give a Multimodal Presentation
- Vocabulary: Parts of Speech
- Language Conventions: Capitalization of Proper Nouns

**Reading**

- Analyze Speaker
- Analyze Reference
- Writing a Letter
- Speaking and Listening: Present a Point

**Mentor Text**

*Fears and Phobias* Adapted by L. H. Vincent, Modified by Hannah steam.org

- Life Structure
- Analyze Structure
- Writing an Informative Essay
- Speaking and Listening: Discuss with a Small Group
- Vocabulary: Prefix That Means *Near*
- Language Conventions: Dash

**Grammar & Style**

- Listen to Tense: Pre-Heating the Text
- Close Read: Scenarios: Modelled Discussion
- Reading Studies: Notice & Note
- Writing Studies: Writing Informational Texts
- Speaking and Listening Studies: Participating in Collaborative Discussions
- Vocabulary Studies: Prefix
- Grammar Studies: Modules 12 and 13: Punctuation
Students are provided an excellent source of instruction and practice in language functions in the Grammar Studio. The Grammar Studio is a digital interactive collection of instruction and lessons in language conventions, such as subjects and objects, sentence types, conjunctions, prepositions, and many more foundational language skills and concepts. See the following examples from Grade 9:

<table>
<thead>
<tr>
<th>One Word</th>
<th>bodyguard, footprint, newspaper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two or More Words</td>
<td>high school, Kalahari Desert, League of Nations</td>
</tr>
<tr>
<td>Hyphenated Word</td>
<td>great-grandmother, left-hander</td>
</tr>
</tbody>
</table>

(G9 Module 1: The Parts of Speech: Compound Nouns)
(G9 Module 1: The Phrase: Prepositional Phrases)

Your Turn!

**Identifying Prepositional Phrases**
Select all the words that make up the prepositional phrase.

The baseball sailed over the fence, the street, and the parking garage.

**Writing Sentences from Notes**
Use the notes below to write a complete sentence. Include a prepositional phrase as part of your sentence. When you are finished, click Sample Answer to see an example.

asp—also called Egyptian cobra

(G9 Module 1: A Glossary of Usage: Double Negatives)

**Double Negatives**

In a **double negative**, two negative words are used when one is sufficient. Avoid double negatives in both writing and speaking. Some common negative words are barely, hardly, neither, never, no, nobody, none, no one, not (~n't), nothing, nowhere, and scarcely. Use only one negative at a time.

**hardly, scarcely** The words hardly and scarcely both convey a negative meaning. Never use one of these words with another negative word.

**EXAMPLES**

- I can hardly believe that my sister is graduating.  
  (not can't!)
- The park has scarcely enough swings.  
  (not hasn't)

**OBJECTIVES**

- Identify double negatives.
- Revise writing to eliminate double negatives.

**WHY IT MATTERS**

Double negatives are nonstandard uses of modifiers that you should never use in your formal writing. The only situation in which it is okay to include these nonstandard uses in your writing is when you are writing dialogue in a story or are quoting someone else who has used them.
2) The HMH *Into Literature* language functions are incorporated into communicative goals and activities. As stated above, students practice and develop a range of language functions in every unit of the HMH *Into Literature* program. As students progress through each reading selection, they analyze many different fundamental elements of language encountered in the selections. The Language Conventions component provides crucial instruction throughout the reading selection and allows students to then apply these new skills to the Practice and Apply activity at the end of the lesson. These activities also include English Learner Supports for students requiring them. See the following:

(G7 Unit 1 p. 23)
LANGUAGE CONVENTIONS:
Active and Passive Voice

Swift uses both active and passive voice in his essay. When a verb is in the active voice, the subject performs the action. When the verb is in the passive voice, the subject is the receiver of the action. The passive voice is formed with the verb be and the past participle of a verb. Typically, the active voice is preferred because it conveys more energy and is more direct. To develop a more refined, formal tone fitting for the narrator of his proposal, however, Swift turns to the passive voice.

Read these sentences from the essay.

It is agreed by all parties that this prodigious number of children...is...a very great additional grievance.

I am assured by our merchants that a boy or girl before twelve years old is no salable commodity.

Swift could have chosen to use the active voice in both sentences.

All parties agree that this prodigious number of children is a very great additional grievance.

Our merchants assure me that a boy or girl before twelve years old is no salable commodity.

Marking the verb from passive to active makes the writing more vigorous and less like the bureaucratic language that might be used in a legal proposal. Sometimes, the passive voice is preferred for other reasons as explained in the chart.

<table>
<thead>
<tr>
<th>PURPOSE</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>to emphasize the receiver of the action</td>
<td>The tree was shattered by the accidental hemp.</td>
</tr>
<tr>
<td>when the doer of the action is not known or not important or when the action or process is to cancel the identity of the doer</td>
<td>The window was broken.</td>
</tr>
</tbody>
</table>

Practice and Apply Write four sentences about A Model Proposal in the passive voice. Exchange sentences with a partner and rewrite each other’s sentences in the active voice. Compare the difference between the two versions.

ENGLISH LEARNER SUPPORT

Language Conventions Use the following supports with students at varying proficiency levels:

- Have students read the first sentence in paragraph 29. Explain why this is a passive sentence.
- Have them write the sentence: SUBSTANTIAL

- Have students rewrite “It should be urged” from the first sentence in paragraph 29 to make it active. Explain that to make it active, they should start with “Urge...” MODERATE

(G12 Unit 3 p. 395)
In many cases, students will also apply the targeted skills from the Language Conventions instruction to the Task activity at the end of each unit. These activities may be essays, narratives, or other written products for sharing or presentation. See the following examples:

(G12 Unit 3 p. 485)
3) The language functions support the progression of language development. Each lesson in the HMH *Into Literature* program begins by introducing the objectives and target skills. Students then learn to apply new vocabulary and language conventions for a variety of functions, aided by scaffolding. As they proceed through the Analyze & Apply, Collaborate & Compare, and Independent Reading lesson sections, English Language Learners progressively gain strength in applying new language functions to performing various tasks. This progression aids ELLs as they systematically advance through the HMH *Into Literature* program and from one level of proficiency to the next.