



# myPerspectives®

ENGLISH LANGUAGE ARTS

# myPerspectives®

## ENGLISH LANGUAGE ARTS

There was a reason—or maybe hundreds of reasons—why you wanted to be a teacher.

Whether it's your love of learning or the ability to be creative or the opportunity to be a part of the "aha" moments, teaching is your craft. *myPerspectives*® from Savvas Learning Company makes it easier for you to do what you do best.

We know that one size does not fit all, so with *myPerspectives* you'll find evidence-based strategies, flexible resources, and the right tools to:

**Bring Students In**

**Get Students Going**

**Keep Students on Track**

**Let Students Explore, Share, and Grow**

“With today's rapidly changing classroom, digital technologies, and workplace literacy demands, we need a new way of teaching English that taps into students' cultural and linguistic assets, that engages them as meaningful participants in classrooms, that develops their identities as powerful academic readers and writers, and that exposes them to diverse literature and nonfiction texts.”

— Ernest Morrell, Ph.D.  
*myPerspectives* author



### Evidence-Based, Proven Student Growth

- Students using *myPerspectives* demonstrate significantly higher ELA proficiency rates after just one year of implementation.
- *myPerspectives* meets ESSA's "Moderate" evidence criteria and has shown a significantly positive effect on student outcomes.

To learn more, visit [Savvas.com/myPerspectives](https://Savvas.com/myPerspectives)



## Student-Centered Design

Each unit has an intriguing theme and is aligned to a thought-provoking *Essential Question*. Relevant and diverse texts allow students to see themselves reflected in the stories and bring their lived experiences into the classroom. Students learn from each other, develop and share their own perspectives, and become critical thinkers, listeners, and communicators as they begin to understand the broader conversation and explore the world they live in.

### Literature That Speaks to Students

Immerse your students in powerful texts and media that they will actually WANT to read as they make connections with the characters, content, and authors.



See the entire Grade 6-12 Table of Contents



# Student Voice and Engagement

Make everyone feel a part of the conversation. *myPerspectives* supports you in creating a classroom that encourages student voice, elevates diverse perspectives, provides students with choices in how they learn, and builds inclusive spaces where differences are celebrated.

## Essential Question

Thought-provoking questions spark curiosity and bring students into the conversation.

### ESSENTIAL QUESTION

#### What makes a hero?

Beowulf is the starring character in the epic poem that bears his name. In one of the most famous contests between good and evil in literature, Beowulf defeats both the brutal Grendel and Grendel's mother. As the conquering warrior, Beowulf is unquestionably heroic. However, there are many forms of heroism that do not involve fighting monsters. As you read, consider the characteristics that make people heroic. You will work with your whole class to explore how heroes are made.



### First Thoughts

Choose one of the following items to discuss.

- What aspect of the story do you find most interesting?
- Do you think the narrator is relatable? Is it important to be "fly" on the first day of school?

## First Thoughts

Students' ideas are valued as they share what they find important or interesting about what they've just read.

## Sharing Perspectives

Discussion prompts challenge students to think deeper and more critically about texts as they bring their own voices and backgrounds to the conversation.

### SHARING PERSPECTIVES

**Discussion Prompts** These optional prompts are a starting point for great discussions. Preview the questions, and consider sharing with the class as they build insight about "The Medicine Bag."

- You may want to assign a prompt in addition to or as a replacement to the questions in First Thoughts.
- Alternatively, you may want to display all the prompts and have students decide which ones they'd most like to discuss.

**Judging Others** What impact do stereotypes have on the characters in this story and in real life? Do you think Martin and Grandpa understand each other? To what extent do you think older and younger people understand each other? Explain your ideas.

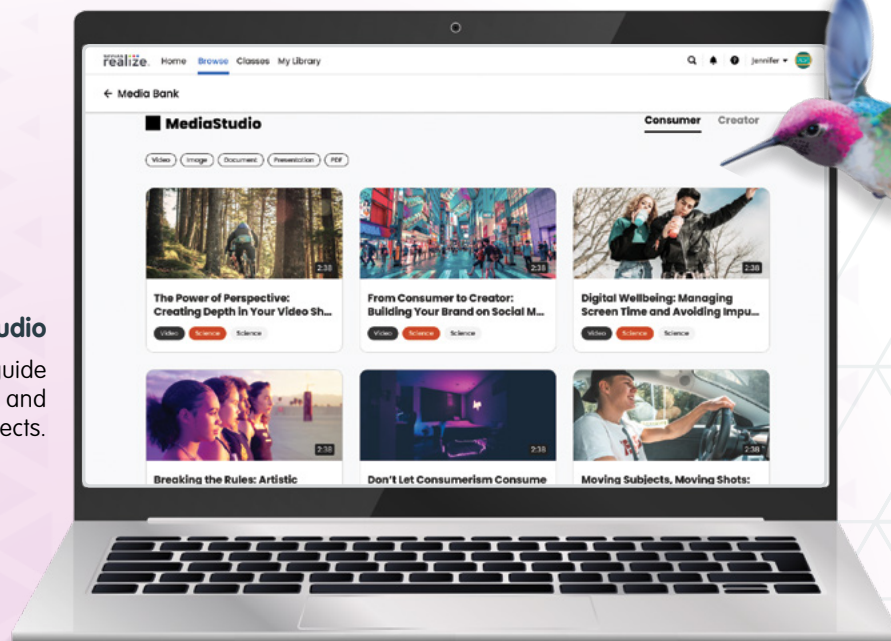
**Maturity** How does this story highlight both positive and negative aspects of growing up? Do you think those pros and cons are universal? Discuss the significance of the "right time" in the story.

How do you know when it's the "right time" to do something, such as take on a new role or accept new responsibilities? Explain.

**Heritage** What does Martin learn about his heritage over the course of the story? How does this knowledge change him? Do you think knowledge of one's heritage is important, or should we only look to the future? Explain and support your thinking.

## Media Studio

Groundbreaking units guide students through analyzing and creating media projects.

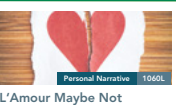




## Activate, Engage, and Customize!

You are the expert, and *myPerspectives* gives you relevant, ready-made content to connect with every student. The award-winning Savvas Realize® learning management system makes it easy to enhance and personalize learning experiences.

### LESSON OVERVIEW



**L'Amour Maybe Not**

OBJECTIVES AT A GLANCE	Related Standards
<b>PREPARE TO READ/READ</b>	RI.4
• Identify characteristics of a personal narrative and narrator's tone.	RI.10
• Read and comprehend literary non-fiction.	
<b>BUILD INSIGHT</b>	RI.2
• Determine a central idea of a text.	RI.10
• Create mental images.	
<b>ANALYZE AND INTERPRET</b>	RI.4
• Analyze the impact of word choice on tone.	W.7
• Conduct short research projects.	
<b>STUDY LANGUAGE AND CRAFT</b>	L.2
• Use punctuation correctly.	L.4
• Clarify the meaning of unknown and multiple-meaning words.	
<b>SHARE IDEAS</b>	SL.6
• Use precise, descriptive, and sensory words to enhance writing.	
• Adapt speech to a variety of contexts and tasks.	

### PACING AT A GLANCE

Activity	Days
<b>PREPARE TO READ/READ</b>	1
• Learn About Genre: Personal Narrative	
• Concept Vocabulary	
• Create Mental Images	
• Selection Text	
<b>BUILD INSIGHT</b>	1/2
• First Thoughts	
• Summary	
• Analyze	
• Exploring the Essential Question	
<b>ANALYZE AND INTERPRET</b>	1/2
• Close Read	
• Inquiry and Research	
• Language and Tone	
<b>STUDY LANGUAGE AND CRAFT</b>	1
• Concept Vocabulary	
• Word Study: Multiple-Meaning Words	
• Dashes and Ellipses	
<b>SHARE IDEAS</b>	1
• Writing: Story Scene	
• Speaking and Listening: Pop Talk	

### ANALYZE AND INTERPRET pp. 56-57

**Close Read**

**Inquiry and Research: W.7**

**Language and Tone RI.4**

**Exit Ticket: Language and Tone RI.4**

**RETEACH AND PRACTICE (RP): Language and Tone RI.4**

### STUDY LANGUAGE AND CRAFT pp. 58-59

**Concept Vocabulary L.4**

**Word Study: Multiple-Meaning Words L.4**

**Exit Ticket: Multiple-Meaning Words L.4**

**RETEACH AND PRACTICE (RP): Multiple-Meaning Words L.4**

**Dashes and Ellipses L.2**

**Exit Ticket: Dashes and Ellipses L.2**

**RETEACH AND PRACTICE (RP): Dashes and Ellipses L.2**

**Mini Lesson: Dashes and Ellipses L.2**

**Grammar Tutorial L.2**

### SHARE IDEAS pp. 60-61

**Writing: Story Scene W.3.d**

**Exit Ticket: Narrative Nonfiction Minilessons W.3.d**

**Speaking and Listening: Pop Talk SL.6**

**Conversations and Discussions SL.6**

**ADDITIONAL RESOURCES**

**TEACHER**

- Customizable Presentation
- Customizable Lesson Plan

**STUDENT**

- Close Read Guide: Nonfiction
- Evidence Log
- Word Wall

**RESOURCES KEY**

- Activities
- Books / Readers
- Practice
- Video / Audio
- Assessment
- Teacher Support
- Presentations
- Program Resource

This flexible framework can be modified based on your district, class, or students' individual needs. Each day represents a 40-50 minute class period and can be modified as needed. If your class periods are longer, or if you use block scheduling, you may combine days to reflect your schedule.

### Lesson Overview

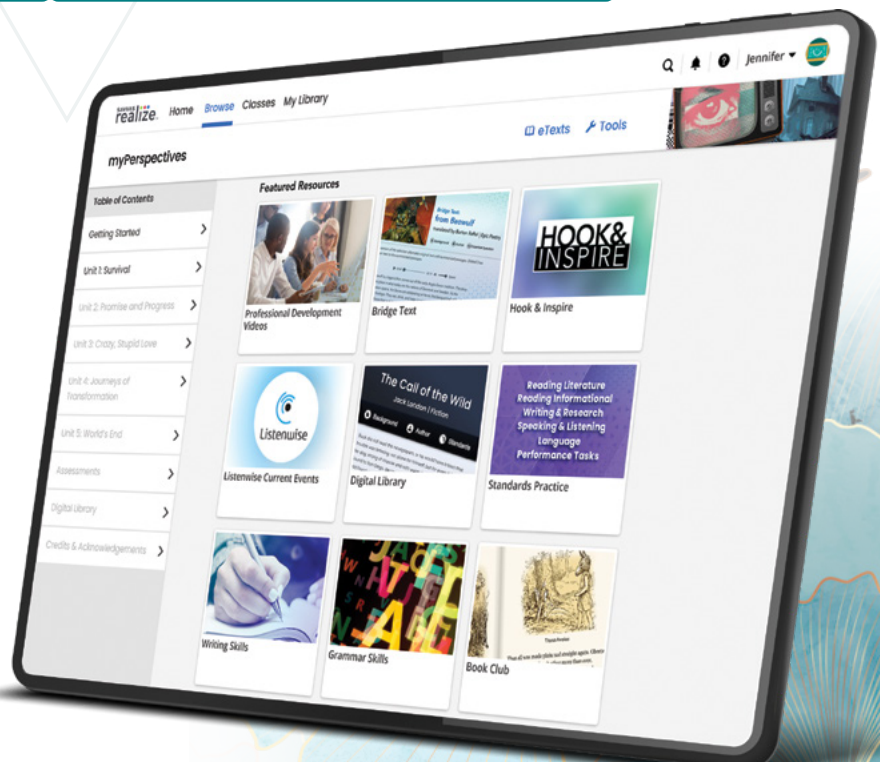
Easily plan with pacing, objectives, skills, standards, resources, and more at your fingertips.

**SAVVAS**  
**realize®**

- Rearrange lessons
- Upload your own resources
- Create and assign playlists
- Integrate with your district's learning management system
- Share content with other teachers, access student data, and more!
- Optimize instruction with the new Teacher Panel in-line notes and presentation mode
- Assign easily with slide sorter view of all lesson resources
- Utilize Performance Analysis reports that allow for quick grouping

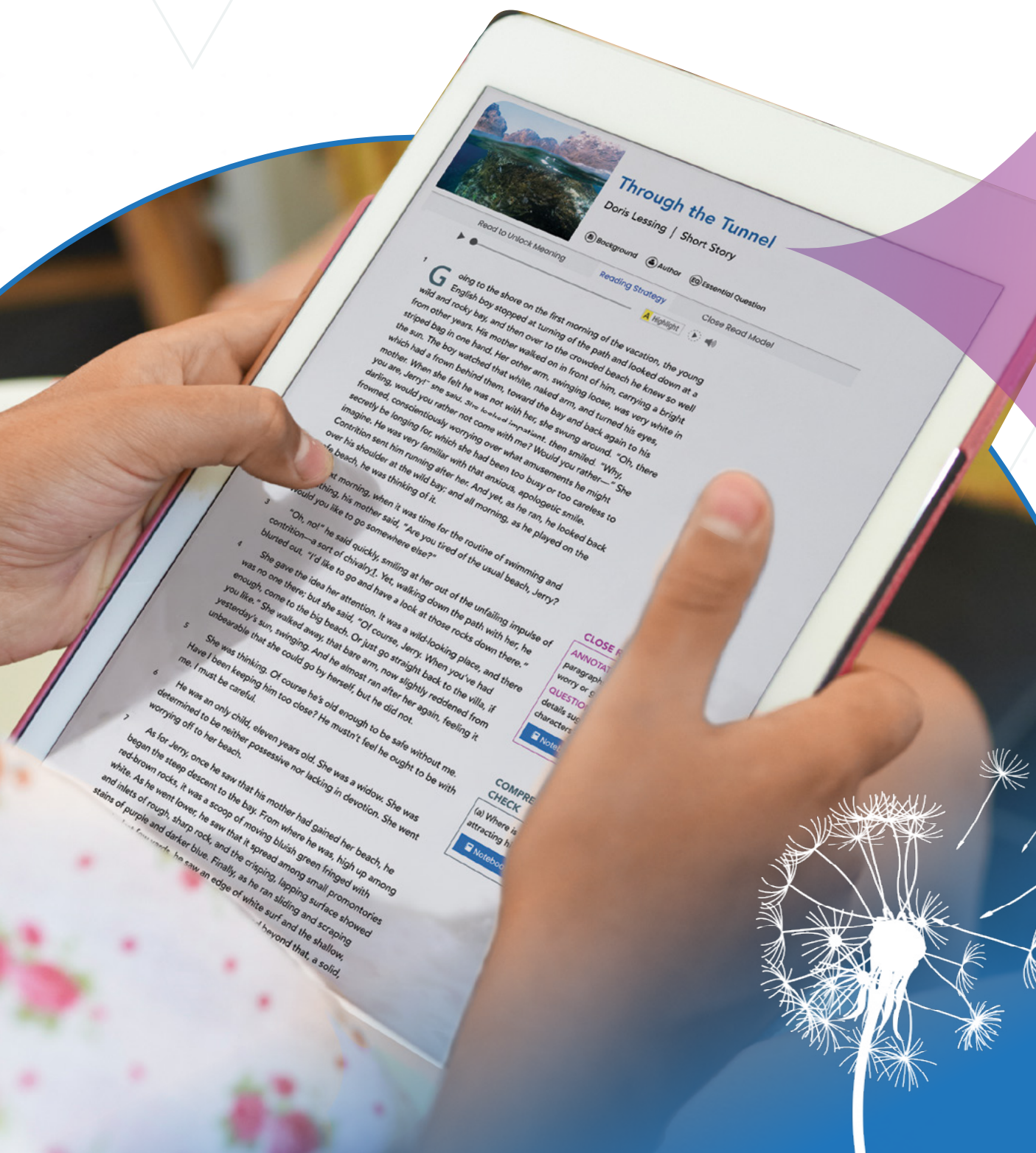


Take a closer look at flexible digital resources on Realize.

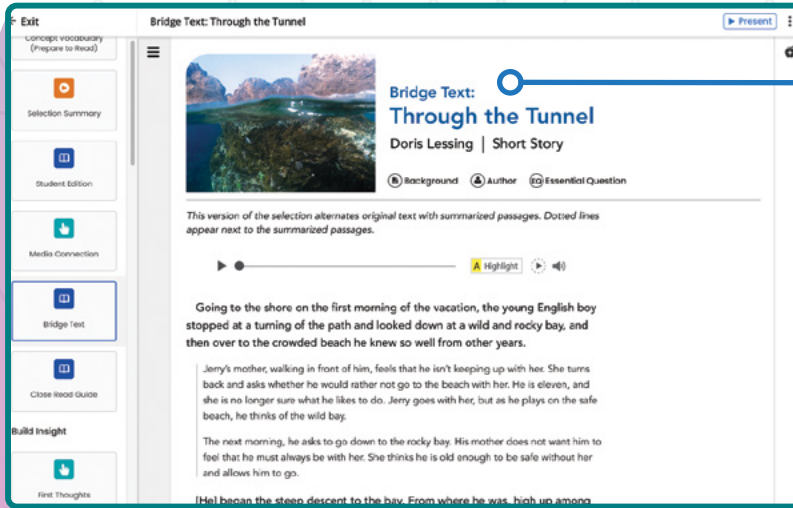


# Reading Support for All Learners

*myPerspectives* is designed to optimize learning for every student. Built-in strategies and robust scaffolds ensure students have what they need to access texts and standards-based instruction.

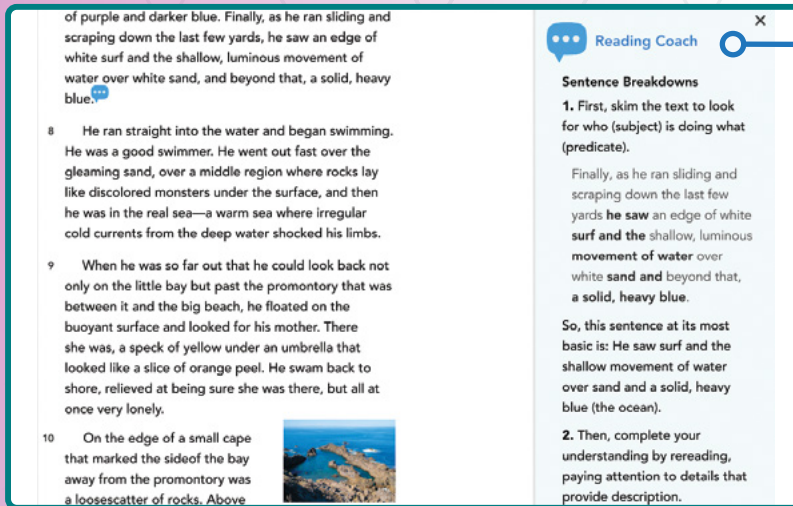






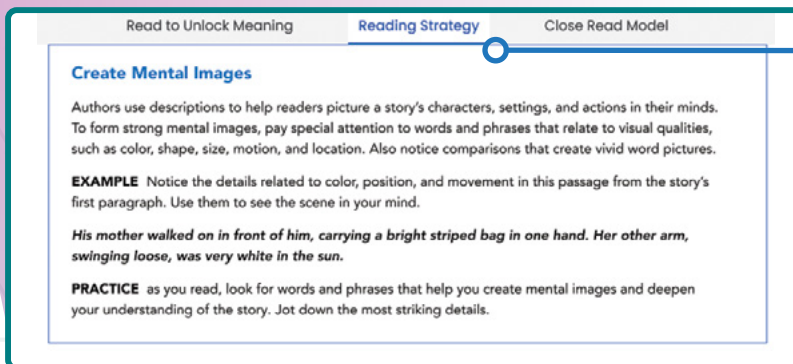
## Bridge Texts

Summarized or chunked passages of core texts aid students with reading comprehension.



## Reading Coach

Students can access on-the-spot reading comprehension and language support when and where they need it!



## Reading Strategies

Available before and during reading, these interactive notes help students improve comprehension.

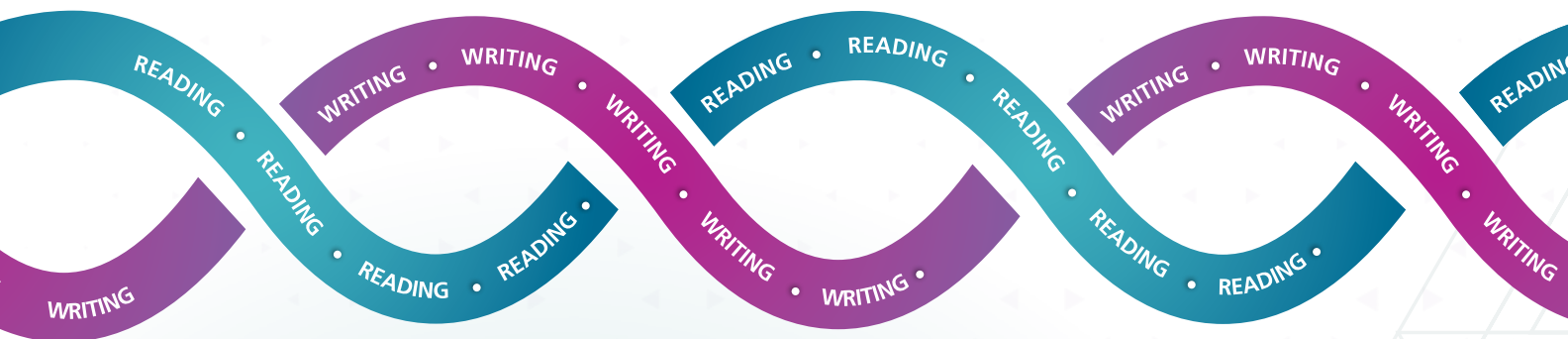
### Additional Supports:

- Comprehension Checks
- eText Translation Tool
- Audio Recording
- Multilingual Glossary
- Annotation Tool and Notebook Summaries
- Background and Author Information
- Close Read Notes

# Developing Skilled Readers and Writers

Reading and writing are reciprocal. As students develop reading skills, they transfer those skills to the writing arena, and vice versa. This integrated approach to reading and writing ensures that students become confident and skilled communicators.

BACKGROUND KNOWLEDGE	VOCABULARY	LANGUAGE STRUCTURES
<p>Background knowledge helps students contextualize the material they are about to read with:</p> <ul style="list-style-type: none"> <li>• Unit Introduction Videos</li> <li>• Selection Background</li> <li>• Media Connections</li> <li>• Listenwise® Current Events Podcasts</li> <li>• Hook &amp; Inspire Multimedia Connections</li> <li>• Digital Library Background Connections</li> </ul>	<p>Vocabulary builds reading stamina and decreases the amount of effort students need to navigate through a text with:</p> <ul style="list-style-type: none"> <li>• Concept Vocabulary with Multilingual Glossary</li> <li>• Concept Vocabulary Strategies and Practice</li> <li>• Online Reading Coach</li> <li>• High-Utility Word Lists</li> <li>• Word Study Lessons</li> <li>• Word Wall</li> </ul>	<p>Authors employ their own style that often adheres to language structure, but sometimes breaks the rules. <i>myPerspectives</i> helps students to understand author's craft using:</p> <ul style="list-style-type: none"> <li>• Mentor Text Models</li> <li>• Online Reading Coach</li> <li>• Word Study Lessons</li> <li>• Author's Craft Lessons</li> <li>• Focus on Sentences</li> <li>• Create Coherence</li> <li>• Spotlight Teacher's Edition Notes</li> </ul>



ESSENTIAL QUESTION	MULTIGENRE PRACTICE	MENTOR TEXTS
<p>Sparkling curiosity with thought-provoking questions brings students into the conversation in an informal, low-stakes way. Writing to the Essential Question will help your students to:</p> <ul style="list-style-type: none"> <li>• Share their initial thoughts on a unit's theme</li> <li>• Participate more fully in class discussions</li> <li>• Develop a perspective to share with others</li> <li>• Prepare for the Performance Task</li> </ul>	<p>To write better, students need to write more. In each unit, students write in a variety of genres, both informally and formally, to build confidence and share their perspective. Genres include:</p> <ul style="list-style-type: none"> <li>• Panel Discussion</li> <li>• Digital Presentation</li> <li>• Free-Verse Poetry</li> <li>• Monologue</li> <li>• Narrative Essay</li> <li>• Informational Report</li> <li>• Radio Feature</li> </ul>	<p>Mentor Texts give your students a chance to read like a writer! Each unit opens with a text that is written in the same mode as the eventual Writing Performance Task and the Performance-Based Assessment they will be assigned. Mentor Texts:</p> <ul style="list-style-type: none"> <li>• Are short and accessible to most students</li> <li>• Spark interest from the very beginning of the unit</li> <li>• Contain key elements of the writing mode, author's craft, and conventions of writing</li> <li>• Serve as writing models in the Writer's Handbooks</li> </ul>



## ALIGNED TO THE SCIENCE OF READING

### VERBAL REASONING

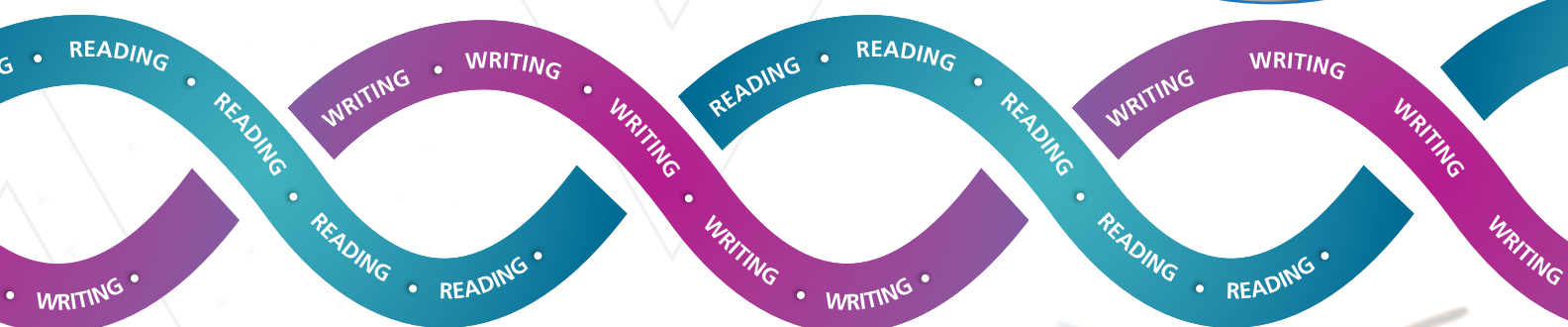
Verbal Reasoning skills help students make meaning and think closely about what they are reading. In *myPerspectives*, students will develop these skills which will result in better retention and greater comprehension as they read.

- Reading Strategy
- Whole Class Discussion
- Small Group Collaboration
- Close Read Notes

### LITERARY KNOWLEDGE

Not all literature is the same! *myPerspectives* provides multiple genres, including multigenre and multimodal texts, and helps students gain knowledge about genres through:

- Anchor Charts
- Multigenre Units
- Author's Craft Study
- Learning About Genre Lessons
- Literacy Skills Lessons



### THE WRITING PROCESS

Students learn to write as they write to learn, making the process just as important as the outcome. Writing resources include:

- Step-by-Step Writer's Handbook
- Writing Minilessons
- Grammar Minilessons
- High-Stakes Test Prep
- Timed Writing Practice
- Rubrics
- Models showing various scorepoints

### FORMAL WRITTEN ASSESSMENT

Students independently display their learning through culminating Performance Tasks. Formal written assessment opportunities are:

- Writing Performance Task
- Writing Performance-Based Assessment



# Responsive Supports to Differentiate and Deliver Instruction

Readiness Checks at the beginning of each skills lesson are informal and interactive and help you know where your students are, when they need help, and what to help them with.

ESSENTIAL QUESTION | What qualities help us survive?

## Linear Plot Development

Plot is the sequence of connected events that occur in a story. These events are driven by one or more conflicts, which may be external, internal, or both. Plots follow specific stages:

- **Exposition:** characters, setting, and basic situation are introduced
- **Rising Action:** conflict starts with an *inciting incident* and begins to intensify
- **Climax:** conflict reaches its highest point of drama or tension
- **Falling Action:** tension in the story lessens
- **Resolution:** conflict ends, and remaining issues are resolved

In many stories, the order of these events is *linear*, meaning they follow a straight line through time. Other stories feature *nonlinear* elements, such as *flashback* or *flash-forward*, both of which present events out of time sequence.

**KEY CONCEPT**  
Remember that there are two general types of conflict:  
• In an external conflict, a character struggles against an outside force, such as another character, nature, or society.  
• In an internal conflict, a character struggles with their own opposing feelings, beliefs, needs, or desires.  
Often characters experience both external and internal conflicts.

**Linear Plot Development**

The story begins with the earliest event. Conflict intensifies as events happen in time order. After the climax, the conflict is fully resolved.

**PRACTICE** Answer the questions.

- (a) **Analyze** What hints of conflict between Jerry and his mother appear in the story's exposition? (b) **Distinguish** What other aspects of the setting and situation that are important to the plot appear in the exposition? Explain.
- (a) **Analyze** What is the story's main conflict? (b) **Summarize** Explain the inciting incident that starts that conflict. (c) **Interpret** In what ways does that conflict include both external and internal factors? Explain.
- (a) **Analyze** What stage of the plot includes the details of Jerry's training? Explain. (b) **Interpret** What do these details show about the importance of the struggle Jerry faces? (c) **Analyze** At what point does the story's climax occur?
- Interpret** In the story's resolution, has the relationship between Jerry and his mother changed? Has that conflict ended? Explain.
- Compare** Doris Lessing could have used nonlinear devices to tell this story. For example, she might have had an adult Jerry relate this experience as a memory. Explain how the linear plot structure adds to the story's effect, including its suspense.

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**POSSIBLE RESPONSES**

**PRACTICE**

- (a) Jerry feels guilt over leaving her. She is being too protective of him. (b) It sets up the wild bay in contrast to the safe beach.
- (a) Jerry needs to prove he is no longer a child. (b) The local boys' shunning him because of his inability to swim through the tunnel. (c) External: his physical battle to swim through the tunnel. Internal: the need to prove he is no longer a child
- (a) The rising action does. (b) The details suggest how dangerous the task is. (c) It is when Jerry sees the light within the tunnel and realizes he has not reached the end.
- The conflict has ended because their relationship has changed—Jerry no longer needs to struggle against her.
- Student responses will vary.

## Linear Plot Development

**READINESS CHECK**  
**Take a Quick Poll** Assess student readiness for the lesson by asking: *Do you prefer reading stories with linear plots or nonlinear plots?* Observe the discussion to gauge students' familiarity with the concept of linear plot development, and then use the following scaffolds to guide your teaching.

An Anticipate note for this skill appears in the side column of the selection.

**SKILLS SUPPORT**

**SUBSTANTIAL** Begin by defining key words from the lesson: plot, exposition, climax, resolution. Provide examples of plot elements from stories students have read in class or from familiar movies. Then, move on to the lesson in the student edition.

**MODERATE** Review for students the basic elements of plot. As you describe each plot element, call on students to provide examples from popular stories, films, or television shows. Then, move on to the lesson in the student edition.

**LIGHT** Engage students in the lesson and provide quick review by calling on five volunteers to do a serial story-telling. Student 1 begins by making up a short exposition. Student 2 provides rising action, and so on. Then, launch into the lesson.

**MONITOR AND ADJUST** If students have a hard time identifying plot elements, then create a graphic organizer to map events.

**EXIT TICKET** To assess students' progress, administer the **Exit Ticket: Linear Plot Development**. RL.5

**RETEACH AND PRACTICE** If students need more practice, see **Linear Plot Development (RP)**.

Through the Tunnel 25

## DIAGNOSE

- **READINESS CHECK** allows you to quickly gauge student knowledge of a skill.
- Use the results to determine the level of Skills Support needed.

## DIFFERENTIATE

- **SKILLS SUPPORT** offers guidance for supporting all learners during the lesson and includes Substantial, Moderate, Light, or Extend Learning.

## FORMATIVE ASSESSMENT

- **MONITOR AND ADJUST** If/Then notes include suggestions for follow-up.
- **EXIT TICKETS** assess learning quickly and easily.
- **RETEACH AND PRACTICE** is available if students still struggle.





Your classroom, your expertise, your students. Teaching strategies in your hands make the difference.

## LANGUAGE SUPPORT Multilingual Learners

**Reading** Support multilingual students as they acquire additional concept vocabulary for their Word Walls.

**SUBSTANTIAL** Write the word *survivor* on the board and define it. Help students build fluency with the word by discussing the related words *survival* and *survive*. Then, use this sentence frame to

reinforce the word *survivor*. We helped the survivors of the \_\_\_\_ by \_\_\_\_\_. Repeat with the word *saved*, providing a new sentence frame.

**MODERATE** Confirm students' understanding of the words *saved* and *survivor* by asking them to sketch a situation that illustrates the words. Then, have students write a caption that uses both words.

Help students find additional words that relate to the concept of survival, as needed.

**LIGHT** Have students work in pairs to add words related to the concept of survival to their Word Walls.



**Language Support and Checkpoint**  
Multilingual Learner notes for Reading, Writing, Speaking, and Listening provide Substantial, Moderate, and Light suggestions for differentiating instruction.

## Differentiate for Text Complexity

### Text Complexity Rubric: Through the Tunnel

**Quantitative Measures:** Lexile: 850L Text Length: 3,957 words

**Qualitative Measures** (1 = least complex; 5 = most complex)

<b>KNOWLEDGE AND DEMANDS</b> 1 2 3 4 5	Story explores concepts common to adolescents: striving for independence, wanting to prove oneself, and accepting challenges that might be dangerous.
<b>STRUCTURE</b> 1 2 3 4 5	Story follows a linear progression using a mix of sentence types. Main character's thoughts and dialogue are short and to the point, typical of adolescents. Narrative descriptions are more complex and descriptive.
<b>LANGUAGE CONVENTIONALITY AND CLARITY</b> 1 2 3 4 5	Language and vocabulary are generally familiar and not complex, but often reflect another time period (probably the 1940s or 1950s).
<b>LEVELS OF MEANING / PURPOSE</b> 1 2 3 4 5	Story has multiple levels of meaning, but concepts are not overly complicated or unfamiliar.

### TEACHING IDEAS • ACTIVATORS

#### KNOWLEDGE DEMANDS

If students will need help understanding the setting of the story, **then** review the Background Note with students and ask them to scan the images that accompany the story. Encourage students to describe the story's setting in their own words. Ask an anticipatory question such as:  
**What sort of conflict might the story's main character experience in this setting?**  
Help students to imagine what challenges the story's setting might provide.

#### STRUCTURE

If the students are likely to need help with structure, **then** have students create a timeline of story events. Then, direct students to work in groups and identify quotes that indicate Jerry's feelings at each major event. Discuss how Jerry changes throughout the story. For example:  
**Why does Jerry make faces to show off?**  
**How does Jerry's new goal differ from his original goal of fitting in with the older boys?**

### HOW CAN I SUPPORT MULTILINGUAL LEARNERS?

#### Lesson Preview

Introduce the beginning of "Through the Tunnel" to multilingual learners. Point out the words *shore*, *beach*, *bay*, *swimming*, and *sunbathing* in the first few paragraphs.  
• Point out the images in the story, and describe how those words relate to the story's setting.  
• Draw on students' knowledge and experience by having them share words from their first language that describe similar settings.

#### Vocabulary and Language Support

• Help students create and maintain a Word Wall. Periodically review the words with

## Additional Teaching Support Notes:

- Vocabulary Development
- Grouping Opportunity
- Cross-Curricular Perspectives
- Sharing Perspectives
- Digital Perspectives
- How Language Works and more!

**Text Complexity Rubrics** provide quantitative and qualitative information to help you plan and modify instruction.

## LITERARY ELEMENTS SPOTLIGHT

**Imagery and Mood** Read paragraphs 13 and 14 aloud as students close their eyes and create mental images of the scene. Explain that writers use language to help readers create mental images: They include sensory details and figurative language to bring a scene to life. This use of language is called *imagery*. Have students identify strong images and the descriptions from these paragraphs that helped them create the mental images. (Possible

response: The description of the "panic of failure," along with the simile describing his behavior "like a foolish dog," paint a vivid picture of Jerry flailing in the water.)

Point out that this image creates an emotional atmosphere, or mood—the feelings and responses that are evoked in readers. Ask students to share their emotional responses to the description. Have

them identify specific words and phrases that elicited those responses. (Possible response: The author creates a mood of shame and discomfort by comparing Jerry's behavior to that of "a foolish dog." His acknowledgment of the boys' judgment of him makes the reader feel pity for him, as well as the shame and discomfort he feels. The fact that he goes on to waggle his ears after realizing his position makes it even more uncomfortable and pitiful.)

**Spotlight Notes** help you focus on literary elements, grammar, media, writing, or test-taking.

**Ask your Account Manager**  
about additional intervention solutions connected to *myPerspectives!*  
**successmaker®**

Grades 6–8

**iLit**  
Instructional

Grades 6–12

# Assessing to Improve Learning

Monitor students' progress and mastery with a comprehensive suite of assessments that informs your instruction. Formative and summative assessments provide timely opportunities to adjust teaching using evidence of learning needs.

## SCREENER AND DIAGNOSTICS

Available for  
Grades 6–8



### Screener

- Identifies proficiency in prerequisite ELA/Literacy skills
- Determines which Diagnostic to assign

### Diagnostics

- Adaptive and used to identify strengths and weaknesses
- Scores are norm-referenced
- Generates on-, above-, or below-level instructional content recommendations

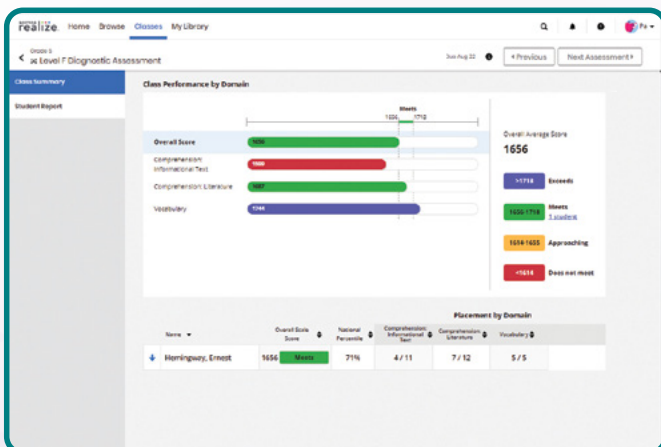
## SELECTION LEVEL OPPORTUNITIES

### Point of Use

- Comprehension Check, Reading Strategy, and Close Read responses
- Build Insight Questions
- Skills Instructional activities
- Monitor student comprehension and vocabulary acquisition

### Exit Tickets

- Quick skills assessment in multiple-choice format
- Includes Reteach and Practice



Exit Ticket: Diction, Syntax, and Mood (Online)

Which of the following best defines mood in a text?

☐ A. the feelings evoked by a text

☐ B. the attitude that the author or narrator takes toward a subject

☐ C. a literary style

☐ D. the author's word choices



## DATA AND REPORTING

Easily access Savvas Realize data to monitor student growth. Reports include:

- Class Mastery by Standards
- Student Mastery
- Average Mastery
- Progress by Student
- Standards Item Analysis
- Usage by Student



## UNIT LEVEL OPPORTUNITIES

### Performance-Based Assessments

- Writing Performance Tasks
- Quick Conference Teacher Notes
- Speaking and Listening Performances Tasks
- Student Choice Unit Projects

### Unit Tests

- Monitor student understanding of texts read and skills taught in each unit
- Provide remediation, as needed

## BENCHMARK OPPORTUNITIES

### Beginning, Midyear, End-of-Year Tests

- Monitor mastery of standards at different checkpoints throughout the year
- Consult interpretation guides and assign remediation

## HIGH-STAKES TEST PREP

### Test Practice

- Multiple-choice, short-response, and timed writing activities
- Test Prep Banks in SAT® and ACT® formats
- SAT and ACT style questions embedded in high school Close Reads

### PERFORMANCE TASK

#### Write an Argumentative Essay

**WRITING CENTER**  
Visit the writing center to watch video tutorials and view annotated student models and rubrics.

An **argumentative essay** is a brief nonfiction work in which an author presents a claim, or position, and supports it with reasons and evidence.

#### ASSIGNMENT

Write a well-structured and cohesive **argumentative essay** in which you state and defend a position on the following question:

**To what extent should people in life-or-death situations be held accountable for their actions?**

Support your ideas with evidence from your reading, background knowledge, and any research you may conduct. In addition, review the elements of argumentative essays and include them in your work.

### TEST PRACTICE



#### Multiple Choice

These questions are based on "The Voyage of the James Caird," by Caroline Alexander, and the photo gallery "The Endurance and the James Caird in Images," featuring the photographs of Frank Hurley. Choose the best answer for each question.

1. Which answer choice most accurately describes the purpose of each selection?
- A) narrative: to provide an in-depth account of Shackleton's genius / photo gallery: to contrast reality with fictionalized accounts
  - B) narrative: to provide a detailed history of the expedition / photo gallery: to explain the story behind the story
  - C) narrative: to thrill readers with a true-life account of a historic expedition / photo gallery: to show the very real dangers the explorers faced
  - D) narrative: to explain the science behind navigation and seamanship / photo gallery: to provide a detailed timeline of events surrounding the *Endurance* expedition

# Lifelong Literacy Learning

With *myPerspectives*, you'll find rigorous, research-based instruction, practical support, and purposeful activities that help your students develop real-world skills today to tackle the challenges of tomorrow.



## Writing to Think Deeper

Students write to learn as they move through the unit and respond to the *Essential Question*, take notes in their *Evidence Log*, share their ideas through writing, and complete the Writing Performance Task.

- Informal and formal writing opportunities ensure that students are writing daily.
- A *Writer's Handbook* in every unit provides step-by-step guidance through the writing process.
- Additional writing tools support students with adaptive feedback, proper citation of sources, and AI-enabled features.



## Sharing through Speaking and Listening

*myPerspectives* gives students opportunities to learn from each other and provides guidance, support, and practice activities to nurture speaking and listening skills.

- *Listenwise*® current events podcasts, *Hook and Inspire* texts, and media connections engage students with multimodal content.
- Students share their ideas after every text and use evaluation guides as well as their *Evidence Log* notes to prepare for discussions.







### Working Together

Collaboration is key in real-world scenarios, so *myPerspectives* creates space for students to learn how to work together.

- In Peer-Group Learning, students learn strategies for effective collaboration, such as setting ground rules and deadlines, creating schedules, and using accountable talk guidelines so that everyone feels included and respected.
- A Speaking and Listening Performance Task requires students to work effectively together to plan and deliver a presentation.



### Transferring Skills

With *myPerspectives*, students become not only skilled readers, strong writers, effective speakers, good listeners, and productive collaborators but also critical thinkers and empowered creators.

- *Unit Projects* allow students to share their learning their way using suggested multimodal formats or creating their own.
- *Compare Texts* enable students to build insight and develop higher-order thinking skills as they compare texts within and across genres. *Extended Studies* at Grades 11/12 provide college-level reading and writing projects to help students synthesize across texts.
- *Media Studio* projects also give students an opportunity to learn how to be a savvy consumer and creator.

# myPerspectives®

## ENGLISH LANGUAGE ARTS

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The collage features several myPerspectives English Language Arts book covers, including 'myPerspectives ENGLISH LANGUAGE ARTS' (Levels 6, 7, 8, 9, 10), 'myPerspectives AMERICAN LITERATURE', and 'myPerspectives BRITISH AND WORLD LITERATURE'. A central digital interface displays a lesson plan for 'Bridge Text: Through the Tunnel' by Doris Lessing, a Short Story. The interface includes a 'Concept Vocabulary (Prepare to Read)' section, a 'Selection Summary', and a 'Student Edition' view. The text of the story is displayed, with a 'Highlight' button and a 'Background' button. A sidebar on the right lists 'Background', 'Author', and 'Essential Question'.

All resources are available on **SAVVAS realize®**

- Activities
- Books / Readers
- Practice
- Video / Audio
- Assessment
- Teacher Support
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