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
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.
was his turn to work in the school’s blacksmith shop. As he walked into the place, he knew that his medicine had...
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.

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.
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.
Get Students Going

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

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Bridge Text: Through the Tunnel
Dark Lesling | Short Story

This version of the selection alternates original text with summarized passages. Click lines appear next to the summarized passages.

Going to the store on the first morning of the vacation, the young English boy stopped at a turning of the path and looked down at a wild and rocky bay, and then over to the closest beach he knew so well from other years.

Joey's mother, walking in front of him, feels that he isn't keeping up with her. She turns back and asks whether he wants her to go to the beach with her. He is a steady and she is no longer sure what he likes to do. Joey goes with her, but as he plays on the safe beach, he thinks of the wild bay. The next morning, he is going down to the rocky bay. His mother does not want him to feel he has to always be with her. She thinks he is old enough to be safe without her and allows him to go.

He knows the stones along the bay, from which he can look out over ocean.

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Reading Coach
Sentence Breakdowns
1. First, skim the text to look for who (subject) is doing what (predicate).

Finally, as he ran sliding and scoping down the last few yards he saw an edge of white surf and the shallow, luminous movement of water over white sand and beyond that, a solid, heavy blue.

So, this sentence at its most basic is: He saw surf and the shallow movement of water over sand and a solid, heavy blue.

2. Then, complete your understanding by revising, paying attention to details that provide description.

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Create Mental Images
Authors use descriptions to help readers picture a story's characters, settings, and actions in their minds. To form strong mental images, pay special attention to words and phrases that relate to visual qualities, such as color, shape, size, motion, and location. Also note comparisons that create vivid word pictures.

EXAMPLE: Notice the details related to color, position, and movement in this passage from the story's first paragraph. Use them to see the scene in your mind.

His mother walked on in front of him, carrying a bright striped bag in one hand. Her other arm, swinging loose, was very white in the sun.

PRACTICE: as you read, look for words and phrases that help you create mental images and deepen your understanding of the story. jot down the most striking details.
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**

Background knowledge helps students contextualize the material they are about to read with:
- Unit Introduction Videos
- Selection Background
- Media Connections
- Listenwise® Current Events Podcasts
- Hook & Inspire Multimedia Connections
- Digital Library Background Connections

** VOCABULARY**

Vocabulary builds reading stamina and decreases the amount of effort students need to navigate through a text with:
- Concept Vocabulary with Multilingual Glossary
- Concept Vocabulary Strategies and Practice
- Online Reading Coach
- High-Utility Word Lists
- Word Study Lessons
- Word Wall

**LANGUAGE STRUCTURES**

Authors employ their own style that often adheres to language structure, but sometimes breaks the rules. *myPerspectives* helps students to understand author’s craft using:
- Mentor Text Models
- Online Reading Coach
- Word Study Lessons
- Author’s Craft Lessons
- Focus on Sentences
- Create Coherence
- Spotlight Teacher’s Edition Notes

**ESSENTIAL QUESTION**

Sparking 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:
- Share their initial thoughts on a unit’s theme
- Participate more fully in class discussions
- Develop a perspective to share with others
- Prepare for the Performance Task

**MULTIGENRE PRACTICE**

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:
- Panel Discussion
- Digital Presentation
- Free-Verse Poetry
- Monologue
- Narrative Essay
- Informational Report
- Radio Feature

**MENTOR TEXTS**

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:
- Are short and accessible to most students
- Spark interest from the very beginning of the unit
- Contain key elements of the writing mode, author’s craft, and conventions of writing
- Serve as writing models in the Writer’s Handbooks
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

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

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.

**Linear Plot Development**

**Plot** is the sequence of connected events that occur in a story. These events are related to one main conflict, unless there may be sequences, internal, or both. Plot follows specific stages:

- **Exposition:** characters, setting, situations, questions are introduced
- **Rising Action:** conflicts develop and intensify
- **Climax:** highest point of conflict
- **Falling Action:** intensity lessens
- **Resolution:** conflicts are resolved

In many cases, the order of these events is linear, meaning they follow a straightforward sequence. Other stories feature nonlinear elements, such as flashbacks or flash-forwards, which provide two or more levels of time and action.

**Exposition**

The story begins with character(s) introduced. Conflict(s) develop, and events happen in time order.

**Rising Action**

The conflict intensifies, and new questions are raised. If many choices, the order of these events is linear, meaning they follow a straightforward sequence. Other stories feature nonlinear elements, such as flashbacks or flash-forwards, which provide two or more levels of time and action.

**Climax**

The conflict reaches its highest point of drama or tension. At what point does the story’s climax occur?

**Falling Action**

The conflict begins to resolve. It intensifies again. The conflict is fully resolved. What stage of the plot includes the details of Jerry’s training? Explain.

**Resolution**

The conflict is fully resolved. What stage of the plot includes the details of Jerry’s training? Explain.

**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 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.

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

**POSSIBLE RESPONSES**

**PRACTICE**

1. (a) Jerry feels guilt over leaving her. She is being too protective of him. In fact, the boy is not even legally her child.
2. (b) The local boys’ shunning him because of his inability to swim through the tunnel. (c) External: Jerry’s mother, who is against him. Internal: Jerry’s own inability to swim through the tunnel.
3. (a) The rising action does. (b) The details suggest the boy is not a child. (c) He is given a name. (d) The local boys’ shunning him. (e) Jerry’s concern for his son.
4. (a) The problem is Jerry’s inability to swim. (b) The conflict starts with an inability to swim through the tunnel. (c) External: Jerry’s mother, who is against him. Internal: Jerry’s own inability to swim through the tunnel.

**DIAgnose**

- **READINESS CHECK allows you to quickly gauge student knowledge of a skill.**
- **Use the results to determine the level of Skills Support needed.**
Your classroom, your expertise, your students. Teaching strategies in your hands make the difference.

**Language Support**

**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 _________________. 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.

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

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**Language Support and Checkpoint**

**Multilingual Learners notes for Reading, Writing, Speaking, and Listening** provide Substantial, Moderate, and Light suggestions for differentiating instruction.

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**Differentiate for Text Complexity**

**Text Complexity Rubric: Through the Tunnel**

**Quantitative Measures:** Lexile: 850L

**Qualitative Measures:**

- **Knowledge and Demands**
  - **Structure**
  - **Level of Meaning/Purpose**
  - **Teaching Ideas + Activations**

**Additional Teaching Support Notes:**

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

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

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**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 setting, verb choices, and sentence structure create a mood, or atmosphere, of the story. (Possible response: The description of the “spray of failure” along with the image of Jerry falling in the water!) Point out that this image creates an emotional atmosphere, or mood. Ask students to identify sensory details and figurative language to bring a scene to life. (Possible response: “a foiled dog,” “the eyes of a foolish dog,” “he tumbled into the water,” “his eyes glittered.”)

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

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<tr>
<th>SCREENER AND DIAGNOSTICS</th>
<th>Available for Grades 6-8</th>
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**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

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<th>SELECTION LEVEL OPPORTUNITIES</th>
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**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
ARGUMENTATIVE ESSAYS

Then, walk them through the Elements of Argumentative Essays. Allow students time to read the assignment. Write an Argumentative Essay:

- Present a claim, or position, and support it with reasons and evidence. Consideration of counterclaims and responses that show an understanding of the counterpoint.
- Develop and strengthen writing to make thought-provoking arguments. To what extent should people in life-or-death situations be held accountable for their actions?
- 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.

KELLY GALLAGHER, M.ED.

PERFORMANCE TASK

Write an Argumentative Essay

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

MULTIPLE-CHOICE QUESTIONS

1. Which answer choice most accurately describes the purpose of each selection?
   A) narrative: to provide an in-depth account of Shackleton’s journey in the photo gallery; To contrast reality with fictionalized accounts
   B) narrative: to provide a detailed history of the expedition in the photo gallery; To explain the story behind the story
   C) narrative: to present a true-life account of the expedition in the photo gallery; To contrast reality with fictionalized accounts
   D) narrative: to show the very real dangers the explorers faced in the photo gallery; To explain the story behind the story

2. The boat was equipped with a Primus stove. Which selection best supports this statement?
   A) The narrative does not explain the story behind the photo gallery documents the shipwreck itself and its true-life account of the expedition.
   B) The narrative does not explain the story behind the photo gallery documents the shipwreck itself and its true-life account of the expedition.
   C) The narrative does not explain the story behind the photo gallery documents the shipwreck itself and its true-life account of the expedition.
   D) The narrative does not explain the story behind the photo gallery documents the shipwreck itself and its true-life account of the expedition.

3. Details about removing ice from the boat are given only in the narrative nonfiction. J: The narrative does not explain the story behind the photo gallery documents the shipwreck itself and its true-life account of the expedition. H: Details about removing ice from the boat are given only in the narrative nonfiction. G: The below-deck dimensions are given only in the narrative nonfiction. F: The narrative does not explain the story behind the photo gallery documents the shipwreck itself and its true-life account of the expedition. E: The narrative does not explain the story behind the photo gallery documents the shipwreck itself and its true-life account of the expedition. D: The narrative does not explain the story behind the photo gallery documents the shipwreck itself and its true-life account of the expedition.

4. Why does the narrative focus on冰川 ice in the narrative nonfiction?
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.
Let Students Explore, Share, and Grow

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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.