# myPerspectives®
ENGLISH LANGUAGE ARTS

# OPEN A WORLD OF IDEAS

**Develop, Inspire, and Empower Students!**

SAVVAS

# myPerspectives™
### ENGLISH LANGUAGE ARTS

*myPerspectives* English Language Arts is a **standards-aligned** next-generation program that includes a flexible instructional model; multi-genre texts; integrated reading, writing, speaking and listening, and language skills instruction; and collaborative activities to prepare students for success in college and career.

**Blended Print and Digital**

# LITERACY EXPERTS AND RESEARCHERS

## myPerspectives Authors

Built on collaborative research and best practices, *myPerspectives* prepares students to become lifelong readers, writers, and thinkers.

**Ernest Morrell, Ph.D.**
*Coyle Professor of Literacy Education and Director of the Center for Literacy Education at the University of Notre Dame*
*Expertise:* Assessment, Writing and Research, Student Engagement, and Collaborative Learning

**Elfrieda "Freddy" H. Hiebert, Ph.D.**
*CEO/President, TextProject*
*Expertise:* Vocabulary, Text Complexity, and Assessment

# OPEN A WORLD OF IDEAS

**Meet Students Where They Are**
Collaborative, independent, and accessible learning experiences

**Make It Your Own**
Instructional flexibility and data to drive instruction

**Prepare Students for College & Career**
Monitor progress and prepare for high-stakes tests

## SAVVAS realize™

- Interactive Student Edition with built-in tools
- Assignable Texts & Digital Novels
- Skills videos and interactive lessons
- Daily Current Events
- Home Connection Letter for every unit
- Classroom Discussion Board
- Savvas Realize™ and Google Classroom™ Partnership
- Interactive PDF Tool

**Jim Cummins, Ph.D.**
*Professor Emeritus, University of Toronto*
*Expertise:* English Language Learners and
English Language Development

**Kelly Gallagher, M.Ed.**
*Former 30+ year teacher and Educator*
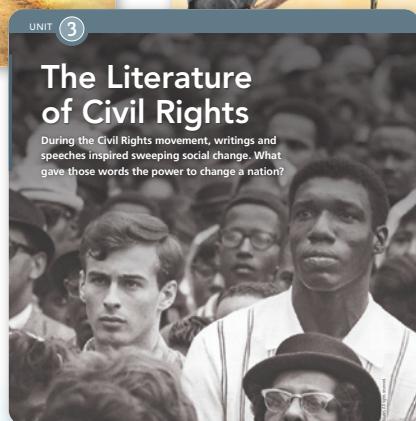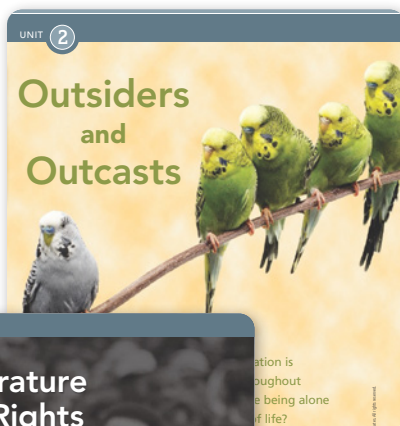*Expertise:* Writing, Close Reading,
and the Role of the Teacher

Access helpful author videos and white papers Savvas.com/myPerspectives

# LITERACY FROM A NEW PERSPECTIVE

*myPerspectives* gives you MORE flexibility; MORE time-saving tools; MORE digital resources; MORE comprehensive writing support; MORE integrated skills instruction; MORE opportunities for students to practice for high-stakes assessments; MORE ways to connect with students; and **MORE relevant, diverse, and engaging texts.**
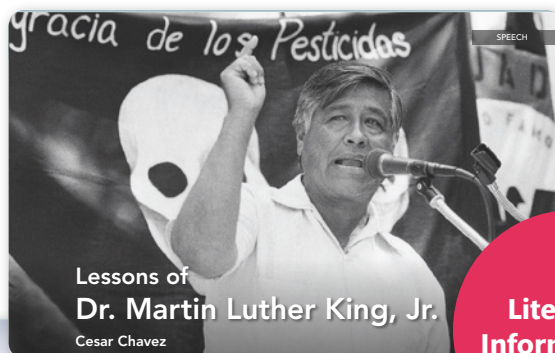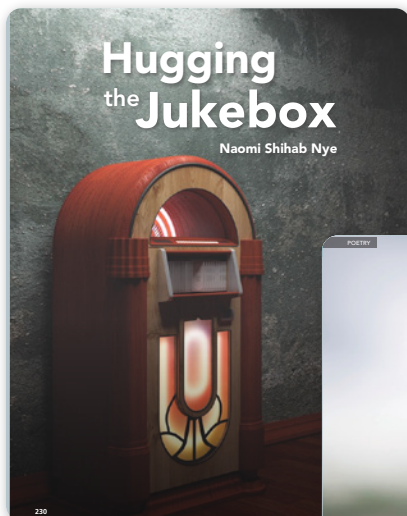
## RELEVANT & RELATABLE

Texts and media from culturally diverse authors allow students to see themselves in what they are reading and viewing.
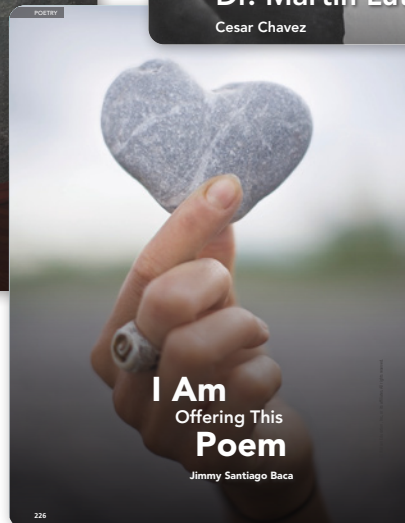
MEMOIR

With a
**Little Help**
From My
**Friends**

*from Funny in Farsi*

Firoozeh Dumas

Diane Sawyer Interviews
**Malala Yousafzai**
ABC News

SHORT STORY

**Hamadi**

Naomi Shihab Nye

UNIT 5
Journeys of
Transformation

Why are we drawn to seek new horizons?
What do we learn when we go?

UNIT 2
**Outsiders**
**and**
**Outcasts**

...ation is
...oughout
...e being alone
...f life?

UNIT 3
**The Literature**
**of Civil Rights**

During the Civil Rights movement, writings and
speeches inspired sweeping social change. What
gave those words the power to change a nation?

## ENGAGING THEMATIC UNITS

Students make connections to their own lives as they cultivate their views and voices.

Hugging the Jukebox
Naomi Shihab Nye

230

SPEECH

gracia de los Pesticidas

Lessons of
Dr. Martin Luther King, Jr.
Cesar Chavez

**Literary & Informational**

POETRY

I Am
Offering This
Poem
Jimmy Santiago Baca
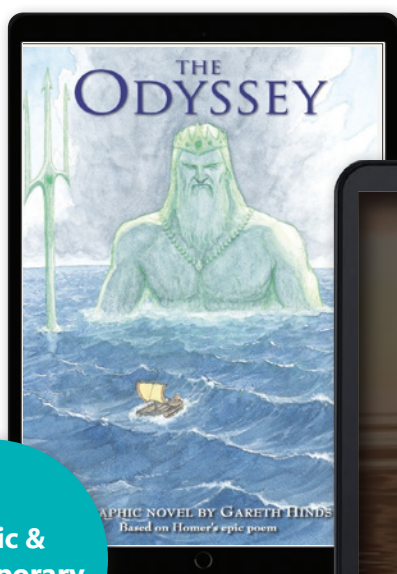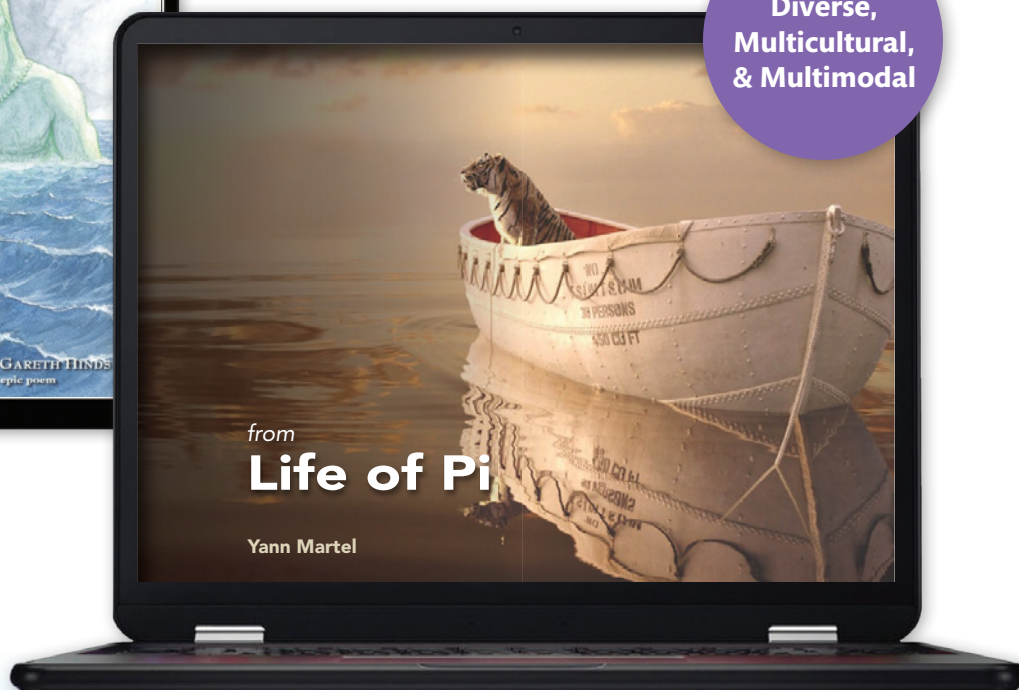
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## MULTIGENRE TEXTS & MEDIA

Poetry, myths, realistic fiction, historical fiction, speeches, graphic novels, interviews, dramas, literary criticism, letters, film, speeches, articles, short stories, and more.

THE ODYSSEY

GRAPHIC NOVEL BY GARETH HINDS
Based on Homer's epic poem

**Diverse, Multicultural, & Multimodal**

**Classic & Contemporary**

from
Life of Pi

Yann Martel

# UNIT LEARNING EXPERIENCE

Students become **self-directed learners** as they move from Whole-Class to Small-Group to Independent Learning. They read and explore different views on the unit theme, listen to the ideas of others, and share their own perspectives.

A **Gradual Release Instructional Model** guides teachers from instructor to facilitator to advisor and moves students towards independence.

## Unit Introduction
Students set goals and develop responsibility for their learning.

## The **Essential Question**
pulls the unit together as students read related texts, write about their learning, and discuss their perspectives.

## Performance-Based Assessment
Students use the Evidence Log, Word Network, and information learned to complete a culminating unit writing and speaking and listening assignment.

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UNIT 2

### UNIT INTRODUCTION

ESSENTIAL QUESTION:
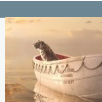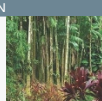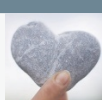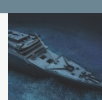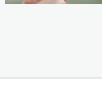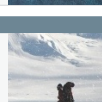
## What does it take to survive?

LAUNCH TEXT
ARGUMENT MODEL
The Cost of Survival

### WHOLE-CLASS LEARNING

ANCHOR TEXT: SHORT STORY
**The Seventh Man**
*Haruki Murakami*

ANCHOR TEXT: EDITORIAL
**The Moral Logic of Survivor Guilt**
*Nancy Sherman*

MEDIA: RADIO BROADCAST
**The Key to Disaster Survival? Friends and Neighbors**
*Shankar Vedantam*

### SMALL-GROUP LEARNING

NARRATIVE NONFICTION
**The Voyage of the James Caird**
*from The Endurance*
*Caroline Alexander*

MEDIA: PHOTO GALLERY
**The *Endurance* and the *James Caird* in Images**
*Frank Hurley*

NOVEL EXCERPT
*from* **Life of Pi**
*Yann Martel*

ARGUMENT
**The Value of a Sherpa Life**
*Grayson Schaffer*

POETRY COLLECTION
**I Am Offering This Poem**
*Jimmy Santiago Baca*

**The Writer**
*Richard Wilbur*

**Hugging the Jukebox**
*Naomi Shihab Nye*

### INDEPENDENT LEARNING

SHORT STORY
**To Build a Fire**
*Jack London*

SHORT STORY
**The Most Dangerous Game**
*Richard Connell*

BIOGRAPHY
*from* **Unbroken**
*Laura Hillenbrand*

EXPOSITORY NONFICTION
**Seven Steps to Surviving a Disaster**
*Jim Y. Kim*

MAGAZINE ARTICLE
*Titanic* vs. *Lusitania*: **How People Behave in a Disaster**
*Jeffrey Kluger*

PUBLIC LETTER
**Survival is Your Own Responsibility**
*Daryl R. Miller*

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PERFORMANCE TASK

WRITING FOCUS:
**Write an Argument**

PERFORMANCE TASK

SPEAKING AND LISTENING FOCUS:
**Present an Argument**

PERFORMANCE-BASED ASSESSMENT PREP

**Review Evidence for an Argument**

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### PERFORMANCE-BASED ASSESSMENT

Argument: Essay and Oral Presentation

PROMPT:
Should people in life-or-death situations be held accountable for their actions?

## OVERVIEW: WHOLE-CLASS LEARNING

ESSENTIAL QUESTION:

### Should we make a home in space?

Some people gaze up at a starry sky and think it is beautiful. Some people look up at the same sky and want to find out who or what is up there. You will work with your whole class to explore the pros and cons of space exploration.

#### Whole-Class Learning Strategies

Throughout your life, in school, in your community, and in your career, you will continue to learn and work in large-group environments.

Review these strategies and the actions you can take to practice them as you work with your whole class. Add ideas of your own for each category for each step. Get ready to use these strategies during Whole-Class Learning.

## OVERVIEW: SMALL-GROUP LEARNING

ESSENTIAL QUESTION:

### Should we make a home in space?

Some people think that space exploration is the biggest thrill of all. Others think it is a big waste of time and money. You will read selections that examine different aspects of this subject. Work in a small group to continue your investigation into the concept of space travel.

#### Small-Group Learning Strategies

Throughout your life, in school, in your community, and in your career, you will continue to learn and work with others.

Look at these strategies and the actions you can take to practice them as you work in teams. Add ideas of your own for each step. Use these strategies during Small-Group Learning.

| STRATEGY | ACTION PLAN |
|---|---|
| Prepare | • Complete your assignments so that you are prepared for group work.<br>• Organize your thinking so you can contribute to your group's discussions.<br>• |
| Participate fully | • Make eye contact to signal that you are listening and taking in what is being said. |
| Support others | |
| Clarify | |

## OVERVIEW: INDEPENDENT LEARNING

ESSENTIAL QUESTION:

### Should we make a home in space?

There is much we don't know about the universe. Some people are eager to support further space exploration, whereas others would prefer to devote time and money to improving conidtions on our own planet. In this section, you will choose one additional selection about outer space for your final reading experience in this unit. Follow these steps to help you choose.

**Look Back** Think about the selections you have already read. What more do you want to know about outer space?

**Look Ahead** Preview the selections by reading the descriptions. Which one seems most interesting and appealing to you?

**Look Inside** Take a few minutes to scan through the text you chose. Make another selection if this text doesn't meet your needs.

#### Independent Learning Strategies

Throughout your life, in school, in your community, and in your career, you will need to rely on yourself to learn and work on your own. Review these strategies and the actions you can take to practice them during Independent Learning. Add ideas of your own for each category.

| STRATEGY | ACTION PLAN |
|---|---|
| Create a schedule | • Understand your goals and deadlines.<br>• Make a plan for what to do each day.<br>• |
| Take notes | • Record important ideas and information. |

SCAN FOR

**Learning Strategies** set expectations and guide students as they work as a whole class, collaboratively, or independently. Instruction and activities are designed specifically for each of these learning environments.

### WHOLE-CLASS LEARNING

Teachers lead a shared reading experience as they model close reading and provide skills instruction.

### SMALL-GROUP LEARNING

Students collaborate on activities as they work in small groups.

### INDEPENDENT LEARNING

Students choose a text to read independently and implement close reading strategies.

# Social and Emotional Learning

Build student SEL competencies with built-in activities, strategies, and routines that promote:

- Setting Goals
- Building Relationships
- Responsible Behavior
- Problem Solving
- Making Decisions
- Collaborating
- Self-Motivation
- Reflecting
- Self-Management

# LITERACY ROUTINES

With each selection, students engage in activities to develop **critical reading, writing, and analysis skills**.

**Rigorous Questions & Activities Require Students to Dig Deeper**

## MAKING MEANING

### Before Reading
Concept vocabulary is introduced and students develop comprehension strategies to monitor their understanding.

### Read
Students build background knowledge and develop Close Reading strategies.

**Built-In Formative Assessment**

**Cite Textual Evidence**

## Comprehension Check
These questions allow for a quick check after the first read. Students have an opportunity for short research projects.

## Rigorous Questioning
First Read Extension Questions are standards-based and dive deeper into the text.

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## MAKING MEANING

**Close Read the Text**

1. This model, from paragraph 251 of the text, shows two sample annotations, along with questions and conclusions. Close read the passage, and find another detail to annotate. Then, write a question and your conclusion.

DARK THEY WERE, AND GOLDEN-EYED

**Close Read**

ANNOTATE: I notice that many words contain the letter *m*.

QUESTION: What effect does this repetition create?

CONCLUDE: The repeated sound creates a drowsy mood.

ANNOTATE: I notice that an unusual comparison is made.

QUESTION: What effect is created with this simile?

CONCLUDE: It emphasizes the heat and desolation of the setting.

Summer burned the canals dry. Summer moved like flame upon the meadows. In the empty Earth settlement, the painted houses flaked and peeled. Rubber tires upon which children had swung in back yards hung suspended like stopped clock pendulums in the blazing air.

🛠 **Tool Kit**
Close-Read Guide and Model Annotation

2. For more practice, go back into the text and complete the close-read notes.

3. Revisit a section of the text you found important during your first read.

### Close Read
A model passage from the text allows students to practice critical analysis.

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## LANGUAGE DEVELOPMENT

**Concept Vocabulary**

| submerged | canals | atmosphere |
| forlorn | immense | mosaic |

**Why These Words?** The concept vocabulary words from the text describe Bradbury's vision of Mars. For example, the Bitterings' house is *submerged* by a river of wind, which also roars "*forlorn* and changing through the old peach tree."

1. How does the concept vocabulary sharpen the reader's understanding of what it is like for the Bitterings to live on Mars?

2. What other words in the selection connect to the concept of describing an alien world?

**Practice**

📓 **Notebook** The concept vocabulary words appear in "Dark They Were, and Golden-Eyed."

1. Use each concept word in a sentence that demonstrates your understanding of the word's meaning.

2. Work with a partner and challenge each other to replace each concept word with one or two synonyms. How does the word change affect the meaning of your sentence? For example, which sentence is stronger? Which has a more positive meaning?

### Language Development
Students interact with vocabulary words and complete word study activities. Grammar is taught in context with on-the-spot practice.

**Grammar Taught in Context**

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**Analyze Craft and Structure**

**Figurative Language: Metaphor and Simile** Figurative language is writing or speech that is not meant to be taken literally. The use of figurative language creates layers of meaning and helps readers see things in new ways.

- A **simile** compares two apparently unlike things using the words *like* or *as*: *The rocket was like a speeding bullet that tore through the sky.*
- A **metaphor** compares two apparently unlike things by saying that one thing is another: *The rocket was a speeding bullet that tore through the sky.*
- **Personification** is a comparison in which a nonhuman subject is given human characteristics: *The rocket gently enfolded its passengers as it tore through the sky.*

**Practice**

📓 **Notebook** Respond to these questions.

CITE TEXTUAL EVIDENCE to support your answers.

1. Read each passage from the story shown in the chart. Identify each as an example of simile, metaphor, or personification. Some passages may contain more than one type of figurative language. In the final column of the chart, give reasons for your answers.

| TEXT PASSAGE | TYPE(S) OF FIGURATIVE LANGUAGE | EXPLANATION |
| --- | --- | --- |

### Author's Craft and Structure
Students study ways in which authors use language to craft setting, mood, suspense, point of view, and voice.

---

## EFFECTIVE EXPRESSION

DANGER! THIS MISSION TO MARS COULD BORE YOU TO DEATH

**Writing to Sources**

A **blog post** is a piece of writing added to an online journal called a **blog**, in which someone provides information about or expresses his or her thoughts on various subjects.

**Assignment**

Write an argument in the form of a **blog post** in response to "Danger! This Mission to Mars Could Bore You to Death!" In your post, state your position on the topic of combating astronauts' boredom while traveling to Mars. Is the effort to combat boredom worth the expense? Briefly research different perspectives on the topic, and then make and support your claim in your blog post.

- Identify your claim, and decide on a research plan.
- Conduct research—using accurate, credible sources—to compile evidence to support your argument.
- Organize the information you will use in your blog post so that your reasons and evidence are clearly connected and flow logically.
- Acknowledge and address alternative or opposing claims.
- Provide a concluding statement that follows from and supports your argument.

**Vocabulary and Conventions Connection** Think about including several of the concept vocabulary words in your writing. You may also want to be aware of your use of action and linking verbs. Using too many linking verbs may make your writing dull.

| chronic | subconsciously | monotony |
| stimulus | excruciatingly | catastrophic |

**Reflect on Your Writing**

After you have written your blog post, answer these questions.

1. Was it easy or difficult to support your claim?

2. What is the most surprising thing you learned during your research?

3. **Why These Words?** The words you choose make a difference in your writing. Which words did you specifically choose to strengthen your argument?

**Speaking and Listening**

A **visual presentation** is a way of conveying information through the use of visual aids such as charts, diagrams, illustrations, photos, or video clips.

**Assignment**

Briefly research activities that are designed to combat boredom. Use these ideas, as well as those in the article, to create an activity that could help astronauts combat boredom during an eight-month journey to Mars. Share your idea with the class in a **visual presentation**. Be sure to clearly explain why your activity will effectively combat the boredom that astronauts will face.

1. **Plan Your Presentation**
   - Consult several print and digital sources to gather information.
   - Gather or create a variety of visual aids.

2. **Organize Your Presentation**
   - Create a script that flows logically. Indicate in the script the point at which you will show visuals.
   - Arrange the visuals in the order in which you will show them.
   - Rehearse your presentation. You may want to work with a peer and get feedback.

3. **Deliver Your Presentation**
   - Maintain appropriate eye contact with your audience.
   - Speak clearly and at an appropriate volume.
   - Ensure that your classmates can clearly see and examine the visuals you display.

4. **Evaluate Presentations** Use a presentation evaluation guide like the one shown to evaluate your own as well as your classmates' presentations.

PRESENTATION EVALUATION GUIDE
Rate each statement on a scale of 1 (not demonstrated) to 5 (demonstrated).

☐ The idea for an activity was creative and original.
☐ The speaker supported his or her ideas with details, descriptions, and examples.
☐ The presentation was well organized and easy to follow.
☐ The presentation included a variety of visual aids.
☐ The speaker maintained eye contact with the audience.
☐ The speaker spoke clearly and at an appropriate volume.

📝 EVIDENCE LOG
Before moving on to a new selection, go to your Evidence Log and record what you've learned from "Danger! This Mission to Mars Could Bore You to Death!"

### Writing to Sources/ Speaking and Listening
Students share their learning through a collaborative speaking and listening activity or a writing assignment. Students use texts as models and sources to complete short writing tasks.

# INTEGRATED READING, WRITING, SPEAKING AND LISTENING

Students analyze texts through the eyes of a reader and writer. They create their own compositions and complete the Performance-Based Assessment — all while exploring the Essential Question.

## Essential Question/ Unit Writing Mode

Each unit focuses on a writing mode and an Essential Question.

## Launch Text

The Launch Text is a model of the unit's writing mode.

## Text Activities

Instructional activities allow students to read, write, and develop their own craft.

**Explicit Writing Instruction & Practice**

## Writing Performance Task

Students complete a task in the unit's writing mode.

## Speaking and Listening Performance Task
Students collaborate as they develop media, presentations, speeches, and more.

## Performance-Based Assessment
Students share their perspective on the Essential Question through a final assignment.

## Unit Reflection

Students reflect on their goals, the texts they read, the Essential Question, and their perspective.

**Student Voice**

# ENGAGE STUDENTS IN THE WRITING PROCESS

turnitin® revision assistant

Turnitin™ Revision Assistant provides a supportive writing space for students as they outline and brainstorm, write and revise, view revision history, and communicate with their teacher. Revision Assistant Signal Checks provide instant targeted sentence level feedback to encourage and guide students as they write.
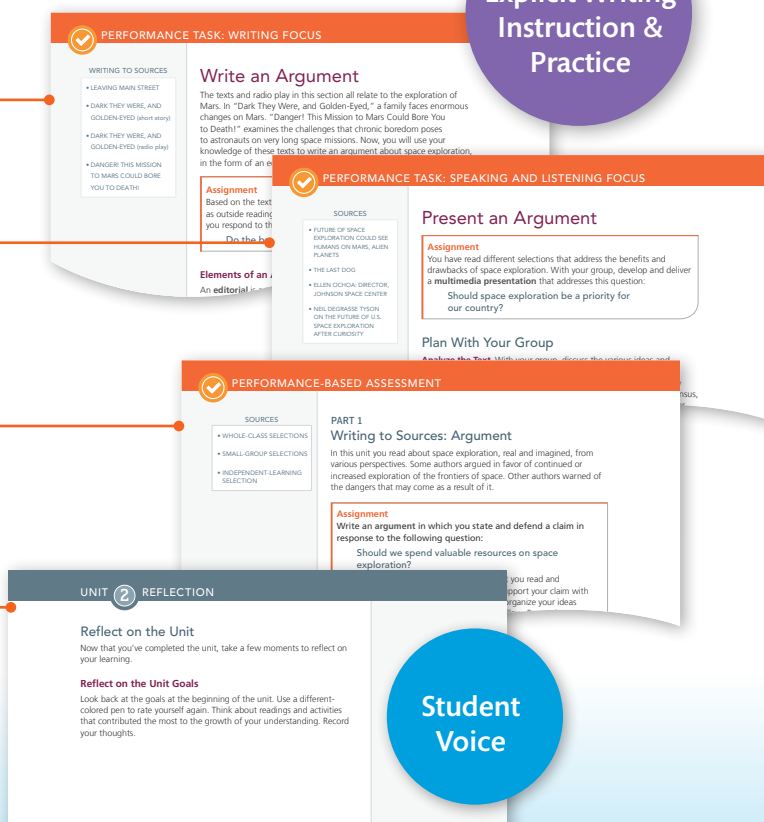
### Current Draft

| Genre | Focus | Evidence | Ideas |
|---|---|---|---|

**My Essay: The Benefits of Social Media for Life**

The recent phenomenon of social media offers tremendous value to the world at large. These web-based social sites facilitate large groups of people to exchange ideas, empathize with one another and engage in important topics. The social media help to democratize the world. One does not need technical ... rest of the planet. One does not ... ed families or networks to gain ... ugh the web. ... democratize ...

turnitin®
**Revision Assistant**

| Immediate Feedback | Automated Scores | Real-Time Data |
|---|---|---|
| | 3. | |
| | 2. | |

**Includes "Proofread Mode" which provides feedback on grammar!**

### Holistic Feedback
Colorful icons show students how. well their ideas are getting across.

### Targeted Feedback
Highlighted sentences focus students on areas of strength and areas in need of improvement.

### Actionable Comments
Genre-specific guides students through the revision process so that students learn to write for any situation.

**Use of Evidence** ✕
✔ You're making progress here. This is a strong example to support your point.
Helpful? ○ Yes ○ No
○ I took care of this.

> ❝ **Writing is not simply a tool for having students repeat what they already know. Writing is often generative – that is, it can create new thinking. ❞**
> — **KELLY GALLAGHER, M.ED.**

# DIGITAL RESOURCES TO SAVE TIME

Savvas Realize™ provides tools that make classroom management, lesson delivery, and gathering data easy. Plus, Savvas Realize IMS Certified means more integrations, more support, and more flexibility!

## Integrate With Top Learning Management Systems

**SAVVAS** realize™

**S** schoology®

**P** PowerSchool

**Google** Classroom

### Interactive PDF Tool

Students can annotate PDFs with a highlighter, freeform draw tool, type responses, and complete graphic organizers!

• Assign ready-made PDFs OR upload your OWN!

• No need to download or print files— all work can be completed and submitted directly in Savvas Realize!
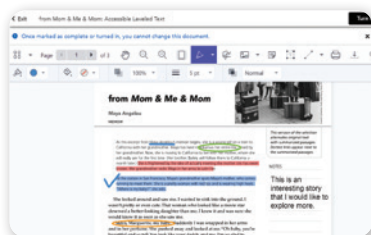
**All Lesson Worksheets Available in Editable Word & PDF Formats for MORE Flexibility**

myPerspectives ELA Alabama Grade 7

Table of contents    Resources    Standards    eText    To

Show Distance Learning Resources

Table of Contents

GETTING STARTED

DISTANCE LEARNING

INTERACT

Getting Started with myPerspectives

Distance Learning

Options ▼

Options ▼

Opti

Uni

# SAVVAS EasyBridge

**Time-saving Solution** provides districts with single sign-on and automated class rostering.

Perfect if you have other Savvas solutions!

Google for Education Partner

OneDrive

IMS GLOBAL CERTIFIED

**Create Content**

- ⊕ Upload a file
- ⚭ Add a link
- ▤ Build a test
- ✎ Write an essay prompt

✛ Rearrange

⊙ My Content

T Teacher Resources
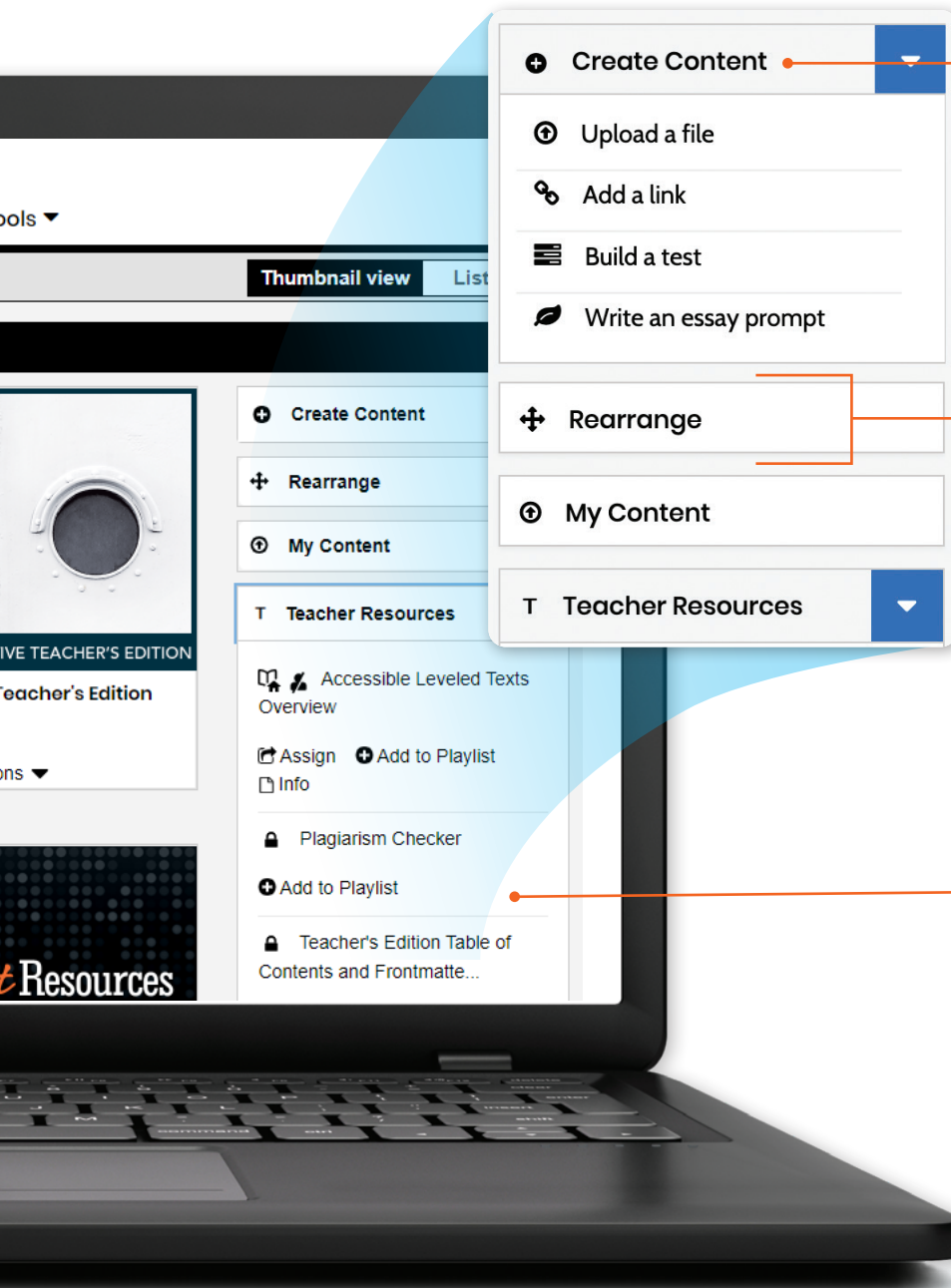
## ADD YOUR OWN
Upload files from your desktop, Google Drive™ or Microsoft OneDrive™.

## Rearrange and Customize
Rearrange the **Table of Contents**, create your own tests, and upload your own resources to match your curriculum.

ols ▾

Thumbnail view | List

⊕ Create Content

✛ Rearrange

⊙ My Content

T Teacher Resources

IVE TEACHER'S EDITION

eacher's Edition

ons ▾

📖 ⚡ Accessible Leveled Texts Overview

↪ Assign  ⊕ Add to Playlist
🗋 Info

🔒 Plagiarism Checker

⊕ Add to Playlist

🔒 Teacher's Edition Table of Contents and Frontmatte...

Resources

## Create Your Own Playlist
Add your own content, *myPerspectives* resources, or Hook & Inspire links to create your own units or lessons.

Playlists Can Be Shared Among Teachers

# DIGITAL RESOURCES TO ENGAGE

Multimedia resources allow students to express their opinions, engage in discussions, and respond to their peers.

**Perfect for Distance Learning with Annotation and Response Tools!**

**Background, Author, and Standards**

**Selection Audio**

**Multilingual Glossary**

**Unit Opener Videos**

realizereader.

Unit 1 Insi...ightmare > Whole-Class Learning > The Fall of...of Usher

## The Fall of the House of Usher
Edgar Allan Poe
ANCHOR TEXT | SHORT STORY

Background · Author · Essential Question | ▶ ⸺ 19:36 🔊 ▭ Audio

1 During the whole of a dull, dark, and soundless day in the autumn of the year, when the clouds hung oppressively low in the heavens, I had been passing alone, on horseback, through a singularly dreary tract of country; and at length found myself, as the shades of the evening drew on, within view of the melancholy House of Usher. I know not how it was—but, with the first glimpse of the building, a sense of insufferable gloom pervaded my spirit. I say insufferable; for the feeling was unrelieved by any of that half pleasurable, because poetic, sentiment, with which the mind usually receives even the sternest natural images of the desolate or terrible. I looked upon the scene before me—upon the mere house, and the simple landscape features of the domain—upon the bleak walls—upon the vacant eye-like windows—upon a few rank sedges[1]—and upon a few white trunks of decayed trees—with an utter depression of soul, which I can compare to no earthly sensation more properly than to the after-dream of the reveler upon opium—the bitter lapse into everyday life—the hideous dropping off of the veil. There was an iciness, a sinking, a sickening of the heart—an unredeemed dreariness of thought which no goading of the imagination could torture into aught of the sublime. What was it—I paused to think —what was it that so unnerved me in the contemplation of the House of Usher? It was a mystery all insoluble; nor could I grapple with the shadowy fancies that crowded upon me as I pondered. I was forced to fall back upon the unsatisfactory conclusion, that while, beyond doubt, there are combinations of very simple natural objects which have the

**annihilate**
*(uh NY uh layt)* v.
destroy completely

Language: English
- Arabic
- English
- Filipino
- Hmong
- Korean
- Mandarin Chinese (Simplified)
- Mandarin Chinese (Traditional)
- Punjabi
- Russian
- Spanish
- Vietnamese

Prepare to Read · Build Insight · An...

▸ Concept Vocabulary
▸ Comprehension Strategy
▸ Media Connection

📓 Notebook
B I U ▤ ▤
↶ ↷
These are my close read notes.

Highlight · Circle · Underline
Type an annotation (optional)

**Student Edition Available as PDF**

Q Search ⊗
Settings
Font Size
A | A
Color Mode
(Default) | Whi
Yellow
Font Family (Default) ⌄
Icon Size Medium (Default) ⌄
Keyboard Shortcuts ⬤
More info ↗

**Built-In Accessibility Tools**

**Each Unit is Downloadable for Offline Access**
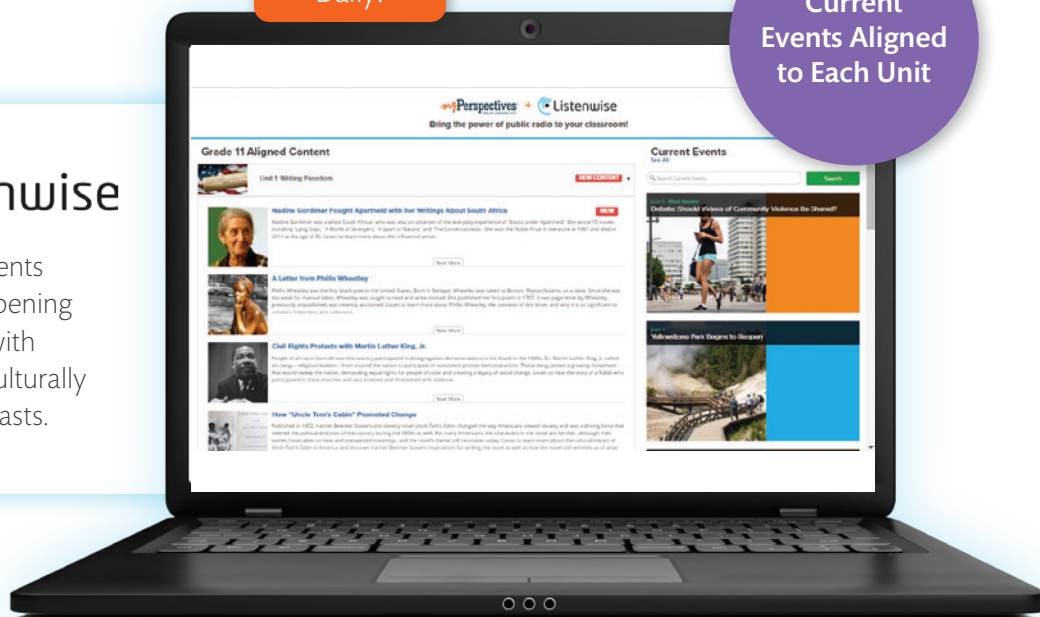
Also works with Google Translate!

**Annotate the Text**

**Side-by-Side Scrolling and Integrated Notebook**

**Updated Daily!**

**Current Events Aligned to Each Unit**

## Listenwise

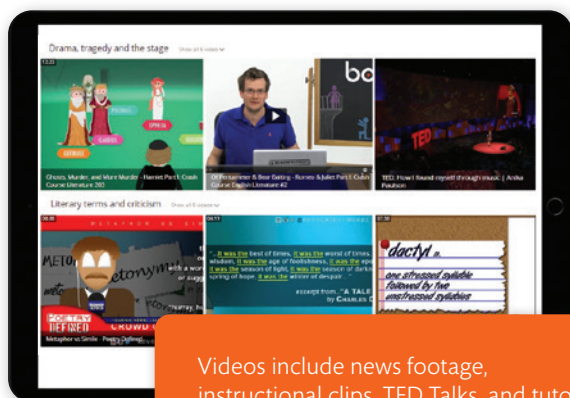Connect students to what's happening in the world with current and culturally relevant podcasts.

**New Videos Added Each School Year**

## myPerspectives Video Library

Customize your lessons with compelling videos that have been curated for classrooms.

Videos include news footage, instructional clips, TED Talks, and tutorials from popular sources, such as:

- YouTube™ EDU Channels
- Crash Course Literature
- TED Talks
- PBS NewsHour
- Bloomberg News
- Associated Press

## Discussion Board

Use these resources with the Realize Discussion Board to create a lively classroom.
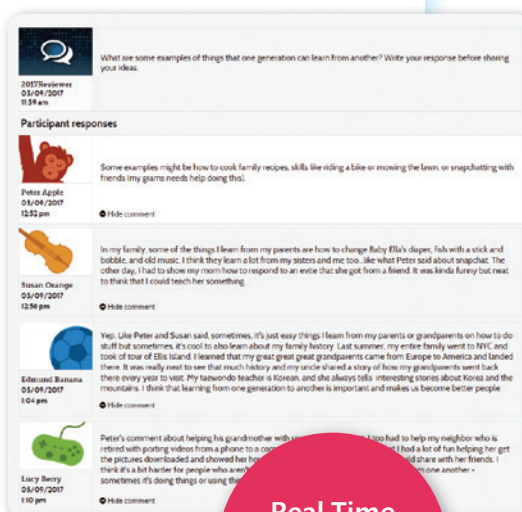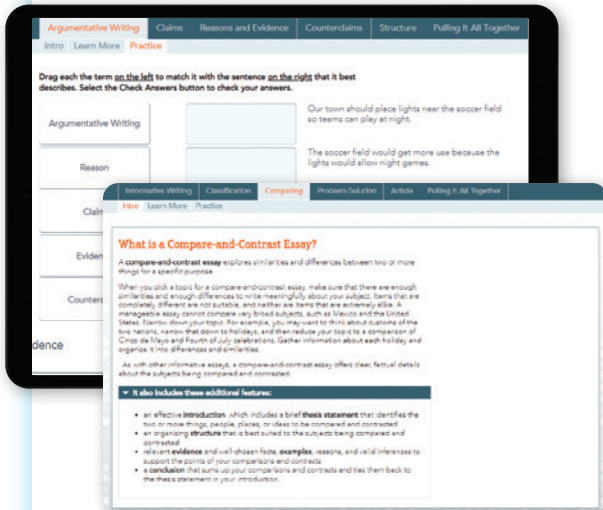
**Real Time Peer-to-Peer Commenting**

# FLEXIBLE & ENGAGING RESOURCES

## INTERACTIVE MINI LESSONS

Student-facing interactive lessons provide additional instruction and practice.
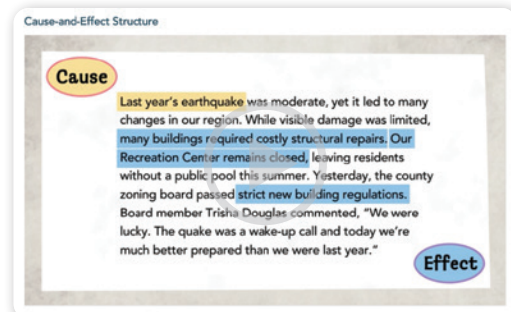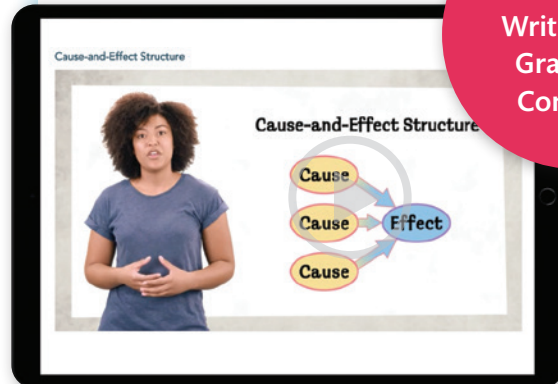
### Writing, Grammar, and Research



### Speaking and Listening



## SKILLS VIDEOS

Engaging tutorials reinforce important skills and concepts.

**Breaks Down Writing and Grammar Concepts**





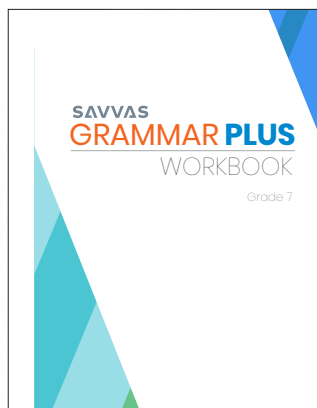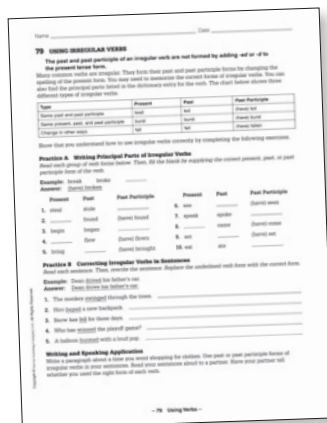**Assign Out for Independent Learning or Extra Support**

## GRAMMAR PLUS WORKBOOK

The Grammar Plus Workbook is designed to provide additional practice with grammar, usage, and mechanics. The Grammar Center on Savvas Realize™ includes the Grammar Plus Workbook, Interactive Lessons, and more!
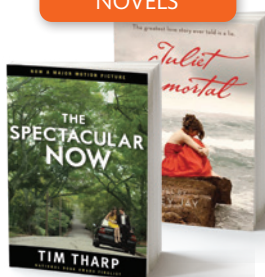
**Grammar Plus Workbook**

## HOOK & INSPIRE TEXTS

Hook & Inspire Texts include optional bonus features to help students connect literature to their lives—*Into*, *Through*, and *Beyond* the text.
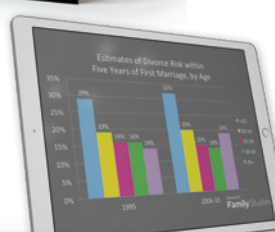
NOVELS

VIDEOS

STATISTICS

MUSIC VIDEOS...AND MORE!

# READING OPTIONS TO CONNECT AND INSPIRE

Choose to replace a unit, integrate novels within a unit, or allow student choice. Novels integration options make it easy to bring in **contemporary, diverse, and multicultural literature to connect to students' lives.**

**Easily Use as a Distance Learning Resource**

## Over 130+ Digital Novels

These full-length digital novels are included with *myPerspectives*. You can assign or allow student choice for independent reading.

### Titles include the following:

- *Candide*
- *The Canterbury Tales*
- *Captains Courageous*
- *A Connecticut Yankee in King Arthur's Court*
- *Crime and Punishment*
- *The Divine Comedy*
- *A Doll's House*
- *Don Quixote*
- *Dracula*
- *The Emerald City of Oz*

- *Emma*
- *Ethan Frome*
- *Flatland: A Romance of Many Dimensions*
- *Frankenstein*
- *Great Expectations*
- *Gulliver's Travels*
- *Hamlet*
- *Heart of Darkness*
- *The Hound of the Baskervilles*

- *Incidents in the Life of a Slave Girl*
- *The Island of Dr. Moureau*
- *Jane Eyre*
- *The Jungle*
- *My Ántonia*
- *The Narrative of Sojourner Truth*
- *The Scarlet Letter*

### And more!

**Assign Out For Independent Reading**

# 1000+ Print Novel Options

Engage students with novels that connect to their lives and experiences, that open doors and spark their imagination, and that promote independent reading. Choose from thousands of contemporary and classic titles to add to your classroom library.

**Spanish Titles Available**

**Diverse, Contemporary, and Multicultural**

Titles and availability are subject to change.

# Integrate Novel Studies

Suggested novel titles align with each unit and include a reading guide, test, and pacing plan.

**Use Diverse and Engaging Novels for Culturally Relevant Learning**

**Bring in Social and Emotional Learning with Novels**

**Reading with Relevance**
Building Independent Readers and Thinkers

## A CASEL-certified SEL Resource

Easy to integrate into what you're already doing, *Reading with Relevance* Teaching Guides go along with diverse and relevant novels such as **The Hate U Give, The House on Mango Street,** and more!

**www.Savvas.com/ReadingwithRelevance**

CASEL
DESIGNATED
SELect Program

# DIFFERENTIATED INSTRUCTION
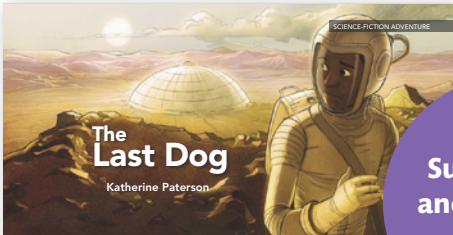
The resources in *myPerspectives* are intended to help students **build comprehension and background knowledge**, allowing them to participate in class activities and discussions of the texts.

## Leveled Texts—Available for Most Core Texts

Leveled Texts Not Available for Media and Poetry

### Literary Texts

Leveled Literary Texts allow students to read portions of the authentic literature, with summarized paragraphs to aid in comprehension.

### Informational Texts

Leveled Informational Texts are written with simplified vocabulary and varied sentence structure, making the text more accessible to struggling readers.

**Summarized and Authentic Text**

**Written at a More Accessible Level**

SCIENCE-FICTION ADVENTURE

**The Last Dog**
Katherine Paterson

BACKGROUND
In this science-fiction story, the author imagines a future in which people live in a sealed dome and believe that the outside world is unsafe and in ruins. The story's main character discovers something that everyone thinks can't exist—and it changes everything.

INTERVIEW

**Neil deGrasse Tyson**
on the Future of U.S. Space Exploration After *Curiosity*    Keith Wagstaff

BACKGROUND
NASA's *Curiosity* is a robotic rover that landed on Mars in 2012. Since then, *Curiosity* has been roaming Mars, collecting data and looking for signs of microbial life. In this interview, astrophysicist Neil deGrasse Tyson discusses the *Curiosity* mission and the possibility of people's traveling to Mars.

On-Level

On-Level

Leveled

Leveled

# English Learner Resources



Cuento corto realista

## El **príncipe Francis**
**Roddy Doyle**
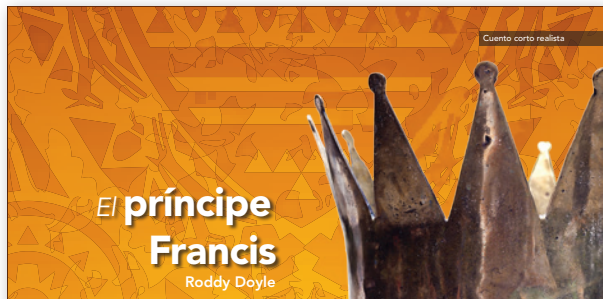
### CONTEXTO
Este cuento está incluido en la antología de cuentos cortos para jóvenes *Free? Stories About Human Rights*, que celebra la Declaración Universal de los Derechos Humanos. Cada uno de los cuentos se enfoca en un artículo de este importante documento de las Naciones Unidas. En este relato, un niño que ha tenido que dejar su hogar en África espera hacer nuevos amigos en Irlanda, donde vive actualmente.

1  Era realmente emocionante. Toda la clase iba a ser entrevistada, como si estuvieran en la televisión. De hecho, estaban en la televisión.
2  La cámara estaba en posición, al fondo de la clase, en la parte más alta. Daragh era el camarógrafo.
3  Francis envidiaba a Daragh. A él le hubiera gustado ser el camarógrafo. Había levantado la mano: "¡Señor! ¡Señor! ¡Señor, yo!", pero Señor había elegido a Daragh.
4  No había problema. A Francis, en realidad, no le importaba. Se llevaba bien con Daragh.
5  —Ciúnas —dijo Señor.
6  Francis sabía que *ciúnas* significaba "silencio" en irlandés. Sabía, también, algunas otras palabras irlandesas. *Buachaill* quería decir "niño", y *leithreas* significaba "baño".
7  —Estamos listos —dijo Señor—. ¿Quién será nuestra primera estrella?
8  Los estudiantes rieron e intercambiaron miradas. Esto iba a ser divertido.
9  Una de las niñas, Alicia, era la entrevistadora. Llevaba un vestido negro que había pertenecido a su abuela, y usaba en los ojos una sombra negra que la hacía parpadear. Tenía una tabla sujetapapeles sobre el regazo con las preguntas que iba a hacer.
10  —Kevin —dijo Señor—. Serás el primero.

El príncipe Francis  **1**

## Spanish Translations
Spanish Translations of text selections, including media selections and unit opener videos, are available.



Las personas y los caballos: Un vínculo especial
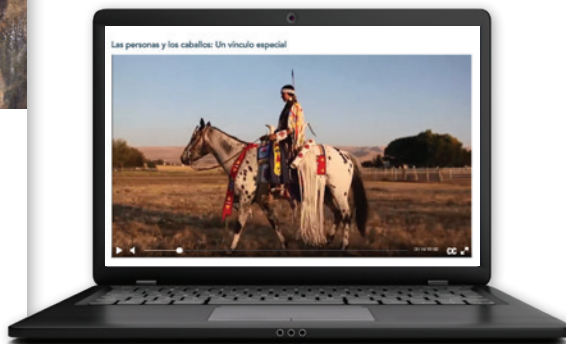
## 10+ Languages

brooklyn rain

The rain here is different than the way

it rains in Green

No soft squish

Just Mama sayir

and me at the window. Nothing to do but

▶ blandura
*s.*
sensación suave y esponjosa que se tiene al caminar en una superficie flexible y mullida

Language: Spanish

## Multilingual Glossary
Vocabulary words are defined in multiple languages including Arabic, Filipino, Hmong, Korean, Punjabi, Russian, Simplified Chinese, Spanish, Traditional Chinese, and Vietnamese.



## Student Reference Materials
The Student Edition Toolkit includes Academic and Concept Vocabulary and a Literary Handbook in English and Spanish.

De Empacando Para Ir a Marte
Mary Roach
ENSAYO | RESUMEN AUDIO

En el ensayo "Empacando para ir a Marte", Mary Roach analiza cuánto costaría llegar a Marte. Argumenta a favor de la exploración, dando explicaciones de hechos pasados y de su propia experiencia para defender por qué le parece una buena idea. Roach habla de lo emocionante que fue observar los momentos previos al aterrizaje de una sonda espacial en Marte. También explica que existe una diferencia importante entre ver imágenes remotas o estar allí en persona. Por muy bueno que pueda ser un simulacro, nunca puede reflejar fielmente la realidad. La diferencia principal radica en la emoción de saber que algo es real. Roach concluye diciendo que el gobierno debería invertir dinero para contribuir en el crecimiento del espíritu humano.

## Audio Support & Summaries
Full Selection Audio and Selection Summaries in English and Spanish, recorded with authentic narrators, support multimodal learners.

# DIFFERENTIATED INSTRUCTION

Planning resources, talking points, and instructional strategies provide suggestions at point of use to help teachers meet the needs of all learners.

## TEACHER'S EDITION

**Provided for EVERY Selection**

### PERSONALIZE FOR LEARNING · WHOLE-CLASS LEARNING · DARK THEY...

## Reading Support

**Text Complexity**

Text Complexity Rubrics provide quantitative and qualitative information.

| Text Complexity Rubric: Dark They Were, and Golden-Eyed | |
|---|---|
| **Quantitative Measures** | |
| Lexile: 490    Text Length: 4,701 words | |
| **Qualitative Measures** | |
| Knowledge Demands ①—②—③—❹—⑤ | Explores sophisticated themes including cultural adaptation, fear of changing identity, and colonization. Story was written in 1949 and has references to atom bomb, Rockefeller, Ford, etc. |
| Structure ①—②—❸—④—⑤ | Story is mostly chronological, but plot elements are not revealed immediately. Plot events are intertwined with internal reflection of main character; use of dialogue makes story easy to follow. |
| Language Conventionality and Clarity ①—②—❸—④—⑤ | Language does not sound contemporary; mostly short sentences with simple construction, some more complex sentences with descriptive or figurative phrases. |
| Levels of Meaning/Purpose ①—②—③—❹—⑤ | Multiple levels of meaning are complex and subtle (plot events as well as commentary on culture, colonization, and changing identity); meaning is revealed as story develops. |

### DECIDE AND PLAN

**Decide and Plan**

Practical and easy-to-implement differentiation suggestions help you meet students where they are.

#### English Language Support
Provide English Learners with support for knowledge demands and meaning as they read the selection.

**Knowledge Demands** Write 1949, the year the story was written, on the board. Then list some of the situations that students will find in the story: *space exploration, war and atomic bombs, family adjusting to Mars, people from Earth renaming land.* Point out that paragraph 48 lists names that Earth people in the story gave when they came to Mars. Explain that the names (Ford, Roosevelt, etc.) are names of U.S. presidents and other historical figures.

**Meaning** After reading the story once through, have students reread sections. As a group, write sentences summarizing the events and characters' feelings in each section.

#### Strategic Support
Provide students with strategic support to ensure that they can successfully read the text.

**Knowledge Demands** Discuss some of the story themes that are related to the time the story was written (1949). For example, the first atomic bombing occurred in 1945, and WWII had just ended. How might these major events have shaped the story's themes?

**Meaning** Ask questions to determine if students understand the different levels of meaning. For example, *Why can't the family return to Earth? Who renamed the Martian mountains?* Then discuss the meaning that is implied. Have students reread paragraphs 43 and 48. Ask *How does Bittering feel about Earthmen changing Martian names? (He does not think they should have changed names).*

#### Challenge
Provide students who need to be challenged with ideas for how they can go beyond a simple interpretation of the text.

**Text Analysis** Ask students to reread paragraphs 43 and 48. Discuss Bittering's thoughts about renaming the Martian landscape. Ask students to describe his opinion about the name change. Then ask why they think the author compares the name changes on Mars to the names American settlers used for Indian territories.

**Written Response** Ask students to imagine they are a new character in the story—a son or daughter. Have them think about how the character reacts to being on Mars. Ask them to write a short dialogue between the father and this character. They may include narration detailing characters' actions or feelings.

### TEACH

#### Read and Respond
Have the class do their first read of the selection. Then, have the students complete their close read. Finally, work with them on the Making Meaning and Language Development activities.

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**IF/THEN Teaching Notes Provide Targeted Action**

## FORMATIVE ASSESSMENT
### Analyze Craft and Structure

- **If** students are unable to identify similes, **then** discuss common similes, pointing out the use of *like* or *as*, and showing the comparison.
- **If** students are unable to identify metaphors, **then** discuss common metaphors, pointing out the absence of *like* or *as*, and showing the comparison.

For Reteach and Practice, see **Analyze Craft and Structure: Metaphor and Simile (RP).**

**Formative Assessment** notes use practical **IF/THEN** support to help you respond to students' needs at point of use. **Reteach and Practice** activities provide additional support and scaffolding.

**Personalize for Learning** notes provide point-of-use support for ALL learners.

**Challenge**
**Dialogue** Review paragraphs 81–121 and point out that a good portion of this part of the story is dialogue. Using little narrative, Bradbury advances the story mainly through the words his characters speak. Have students continue this part of the story, writing dialogue that picks up after paragraph 121 and creating several more exchanges between Harry and the men.

PERSONALIZE FOR LEARNING

**Challenge**
**Speculate** Review the changes that are described in paragraphs 61–70. Ask students to speculate on the changes that are occurring. Have them write their own original descriptions of an onion that isn't an onion; a carrot that isn't a carrot; a rose that isn't a rose; a cow that isn't a cow.

PERSONALIZE FOR LEARNING

**Strategic Support**
**Personification** Remind students that personification is the technique of giving human qualities to nonhumans. Point out the following example of personification in paragraph 41: This was the moment Mars had waited for. Now it would eat them. Encourage students to look for more examples of personification as they continue reading. What effect does personification create in the reader?

PERSONALIZE FOR LEARNING

**Strategic Support**
**Comparison** Review paragraphs 158–159. Lead a class discussion about the differences between Harry and Cora at this point in the story. Use these questions to prompt discussion: *What is Harry focused on? What is Cora's response? What's the main difference between them?* Then have students write a paragraph about what this difference suggests and what might happen regarding Harry and Cora as the story goes on.

**EL Notes** provide a range of supports including cultural context, background information, and help with specific language challenges, such as slang, puns, and idiomatic language.

PERSONALIZE FOR LEARNING

**English Language Support**
**Words That Sound Alike** Point out the word *metal* in paragraph 143 and explain to students that it means "a substance that is a good conductor of electricity." Then, point out, pronounce, and define the following words: *medal* ("a piece of metal often resembling a coin and having a stamped design that is issued to commemorate a person or event or awarded for excellence or achievement"); *meddle* ("to interest oneself in what is not one's concern"); and *mettle* ("vigor and strength of spirit or temperament"). **ALL LEVELS**

PERSONALIZE FOR LEARNING

**English Language Support**
**Multiple-Meaning Words** Explain to students that the word *stuff* in paragraph 72 has several different meanings. As it's used in this part of the story, it's a noun that means "something consumed or introduced into the body." As a noun, it can also mean personal property ("I can't keep track of all my stuff."); a matter to be considered ("The ideas in this book are serious stuff."); a group or scattering of objects or articles ("Pick up all that stuff on the floor."); or subject matter ("You really know your stuff."). Stuff can also be a verb ("Just stuff everything into a box.").

**Additional Resources and Support:**
- Highlighted EL Passages
- English Language Support Lessons
- Every Teacher's Toolkit
- QReads
- Reality Central



**"In order to differentiate instruction effectively, teachers must get to know their students."**

**– JIM CUMMINS, PH.D.**

# REACH EVERY LEARNER WITH THE CORE AND MORE

Help all students get the support they need with a variety of vetted resources including **interactive and multimodal activities**.



*myPerspectives* **Provides Hundreds of Additional Multimodal, Customizable, and Interactive Resources.**

**my Perspectives+**

- Digital Novels Library
- Novels/Trade Book Lesson Plans
- Anchor Charts
- English Learner Support
- EssayScorer Writing Prompts
- Graphic Organizers and Rubrics
- Reading Skills and Literacy Analysis Practice
- Standards Practice

## Essay Scorer Writing Prompts

**Extra writing practice** includes automatic feedback.

## Grammar Center

**Interactive lessons**, **worksheets**, and **tutorials** offer additional practice and support.

## *myPerspectives* Centers

**Interactive mini-lessons**, Peer-to-Peer videos and Skills tutorials cover writing and research, speaking and listening, and vocabulary.

# MULTI-TIERED SYSTEM OF SUPPORTS

## iLit20

**3000+ DIGITAL TITLES**

### Supplemental Literacy Program

**Student Choice, Student Interest:**

A supplemental literacy program helps address these challengesand build reading stamina and confidence.

### Student Choice!

3,000+ **digital texts for Self-Selected Reading**

Your literacy routine likely includes required texts and selections. Go beyond that with **iLit20.** Student choice kicks up the motivational level and encourages student ownership and self-selected reading goals

**3000+ TITLES**
Beginning Reader **TO** 2500+ Lexile® Level

## SuccessMaker®
### LEARNING LED BY YOU.

*SuccessMaker*® ensures reading mastery though individual student progress tracking, realtime course adaptation, and reporting.
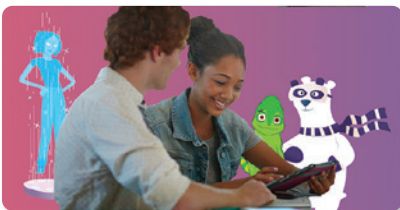
**SuccessMaker Works for YOU! Here's How:**

- Smart adaptive technology applied to a deep breadth of content means targeted learning for each student's level.
- Aligned to state, college and career readiness, WIDA, and SIOP® standards.
- Based differentiation to support your core program. Easily create custom courses aligned to standards or targeted learning gaps.
- 60+ languages remove language barriers and help English learners excel.

> **Students need a foundation that permits them to comprehend increasingly more complex texts.**
>
> — **ELFRIEDA HIEBERT, PH.D.**

# FLEXIBLE AND CUSTOMIZABLE

Whether you follow the program as intended, pick and choose units or selections, or integrate novels, you will find the tools you need to **assist you in planning**.

## Unit Planning

### Pacing
Daily pacing is recommended and can be modified based on classroom needs.

### Lexile Level
Lexile levels help you plan to meet student needs.

### Unit at a Glance
Includes standards, skills, and other data to help teachers plan.



### Unit Opener
Quick bird's-eye view of the unit including the Essential Question, all the texts that will be read, and Performance Tasks.

### Digital Resources
See all of the resources that support instruction.



### Pacing
Suggested pacing is offered in multiple ways.

### Connect and Bring Relevance
Use novels and current events to connect student learning to the world.

**Editable Unit Planning Guides**
provide day-by-day skills and standards support and make it easy to customize lessons to meet your district frameworks.

**College Test Prep** Banks Available on Realize

Additional **Standards Correlations** help you with planning and meeting state standards.

SAT PREP ACT

**SAT and ACT Correlations** help you with preparing students for high-stakes tests.

**Priority Standards Alignment Available**

Digital & Print **Resource Charts** in the Teacher's Edition make planning lessons easy.

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*myPerspectives* Unit Planning Guide | Grade 9

| DAY 1 UNIT INTRODUCTION | DAY 2 OVERVIEW Whole-Class Learning | DAY 3 SELECTION Anchor Text A Quilt of a Country, Anna Quindlen | DAY 4 SELECTION Anchor Text A Quilt of a Country, Anna Quindlen | DAY 5 SELECTION Anchor Text A Quilt of a Country, Anna Quindlen |
|---|---|---|---|---|
| SE pp 4-9 | SE pp 10-11 | SE p 13-17 | SE p 18 | SE p 19 |

**DAY 1 — UNIT INTRODUCTION**

**Unit Goals**
Students will deepen their understanding of what it means to be "American" by reading, writing, speaking, listening, and presenting.
- Unit Goals Video

**Academic Vocabulary**
conflict; description; dialogue; exposition; sequence
- Home Connection Letter
- Spanish Home Connection Letter
- Unit 1 Answer Key

**Launch Text**
Students will read "*Music for My Teacher*" They will then be asked to identify what details make this narrative vivid and real.

**Word Network**
Students add new words to their Word Network as they read texts in the unit.
- Word Network

**Summary**
Students write a summary of the Launch Text.

**Launch Activity**

**DAY 2 — OVERVIEW Whole-Class Learning**

**Essential Question**
*What does it mean to be "American"?*

**Whole-Class Learning Strategies**
- Listen actively
- Clarify by asking questions
- Monitor understanding
- Interact and share ideas
- Whole-Class Learning Strategies

**Table of Contents Preview**
Preview the selections in the unit and discuss how they relate to the EQ and unit topic.

**DAY 3 — SELECTION**

**MAKING MEANING**

**Concept Vocabulary**
disparate; discordant; pluralistic; interwoven; diversity; coalescing

**First Read**
Students Notice, Annotate, Connect, Respond as they read the selection the first time.
- First-Read Guide: Nonfiction

**Read the Selection**
- Selection Audio
- A Quilt of a Country: Accessible Leveled Text

**Comprehension Check**
Students complete comprehension questions.
- A Quilt of a Country: First Read Extension Questions

**Research to Clarify**
Students research one unfamiliar detail from the text.

**Research to Explore**
Students research something that interests them from the text.

**DAY 4 — SELECTION**

**MAKING MEANING**

**Close Read the Text**
Students will review the Close Read Model and complete the close read sections in the selection.
- Close Read the Text

**Analyze the Text**
Students will respond to questions about the text, citing textual evidence.

**STANDARDS**
RI.9-10.5

**DAY 5 — SELECTION**

**MAKING MEANING**

**Analyze Craft & Structure Purpose and Rhetoric**
Students will discuss why an author uses rhetoric or language devices and will complete a practice activity.
- Analyze Craft and Structure: Purpose and Rhetoric
- Analyze Craft and Structure: Purpose and Rhetoric (RP)

**STANDARDS**
RI.9-10.6

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice
Audio | Video | Downloadable / Printable Document | Online Assessment | EL Highlight

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A Correlation of Savvas *myPerspectives*, Grade 9 to the
ACT College and Career Readiness Standards for English, Reading, and Writing

English

**Production of Writing**

| | Score Range 13–15 | Score Range 16–19 | Score Range 20–23 | Score Range 24–27 | Score Range 28–32 | Score Range 33–36 | |
|---|---|---|---|---|---|---|---|
| **Topic Development in Terms of Purpose and Focus (TOD)** | **TOD 201.** Delete material because it is obviously irrelevant in terms of the topic of the essay | **TOD 301.** Delete relevance of material in terms of the focus of the essay **TOD 302.** Identify the purpose of a word or phrase when the purpose is simple (e.g., identifying a person, defining a basic term, using common descriptive adjectives) **TOD 303.** Determine whether a simple essay has met a straightforward goal | **TOD 401.** Determine relevance of material in terms of the focus of the paragraph **TOD 402.** Identify the purpose of a word or phrase when the purpose is straightforward (e.g., describing a person, giving examples) **TOD 403.** Use a word, phrase, or sentence to accomplish a straightforward purpose (e.g., conveying a feeling or attitude) | **TOD 501.** Determine relevance of material in terms of the focus of the essay **TOD 502.** Identify the purpose of a word, phrase, or sentence when the purpose is fairly straightforward (e.g., identifying traits, giving reasons, explaining motivations) **TOD 503.** Determine whether an essay has met a specified goal | **TOD 601.** Determine relevance when considering material that is plausible but potentially irrelevant at a given point in the essay **TOD 602.** Identify the purpose of a word, phrase, or sentence when the purpose is subtle (e.g., supporting a later point, establishing tone) or when the best decision is to delete the text in question | **TOD 701.** Identify the purpose of a word, phrase, or sentence when the purpose is complex (e.g., anticipating a reader's need for background information) or requires a thorough understanding of the paragraph and essay **TOD 702.** Determine whether an essay has met a specified goal **TOD 703.** Use a word, phrase, or sentence to accomplish a complex purpose, often in terms of the focus of the essay | **SE/TE:** Dialogue, 56; Review the Elements of Effective Nonfiction Narrative, 118; Revising for Evidence and Elaboration, 172, 302, 498, 644; Review the Elements of Effective Argument, 246; Remember Your Audience, 300; Review the Elements of an Informational Text, 352; Review the Elements of Literary Criticism, 538; Review the Elements of Effective Explanatory Essays, 690 |

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## Standards Correlation

**Grade 9 Writing Standards**

| Standard | Print and Interactive Editions |
|---|---|
| **Text Types and Purpose** | |
| **W.9.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | **SE/TE:** *Whole Class Performance Task:* Unit 2: 168, Unit 4: 494, *Life of Pi:* 214, *Performance-Based Assessment:* Unit 2: 246, *Romeo and Juliet:* 465, 484, *Tragic Romeo and Juliet Offers Bosnia Hope,* 528, *Radiolab: War of the Worlds; The Myth of the War of the Worlds Panic:* 781 |
| **W.9.1.a** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. | **SE/TE:** *The Seventh Man:* 150, *Whole Class Performance Task:* Unit 2: 168–169, Unit 4: 494–495, *Life of Pi:* 214, *Performance-Based Assessment:* Unit 2: 245, Unit 4: 537–538, *Romeo and Juliet Is a Terrible Play; In Defense of Romeo and Juliet:* 515, *The Odyssey; A Graphic Novel:* 632 |
| **W.9.1.b** Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. | **SE/TE:** *Whole Class Performance Task:* Unit 2: 169, Unit 4: 496, 497, *Performance-Based Assessment:* Unit 2: 246, Unit 4: 538 |
| **W.9.1.c** Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. | **SE/TE:** *Whole Class Performance Task:* Unit 2: 171, Unit 4: 497, *Performance-Based Assessment:* Unit 2: 246 |
| **W.9.1.d** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. | **SE/TE:** *Whole Class Performance Task:* Unit 2: 172, Unit 3: 303, Unit 4: 498, Unit 5: 644, *Performance-Based Assessment:* Unit 2: 246, *Remarks on the Assassination of Martin Luther King, Jr.:* 297, *Performance-Based Assessment:* 246 |
| **W.9.1.e** Provide a concluding statement or section that follows from and supports the argument presented. | **SE/TE:** *Whole Class Performance Task:* Unit 2: 170, Unit 4: 494, 498, *Performance-Based Assessment:* 246 |
| **W.9.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. | **SE/TE:** *A Quilt of a Country; The Immigrant Contribution:* 34, *With a Little Help From My Friends:* 97, *I Have a Dream; Letter From Birmingham Jail:* 292, *Performance-Based Assessment:* Unit 3: 351, *Romeo and Juliet:* 449, *Pyramus and Thisbe:* 492, 689, 690, *Whole Class Performance Task:* Unit 3: 298, Unit 5: 640, *The Return:* 658 |
| **W.9.2.a** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. | **SE/TE:** *The Moral Logic of Survivor Guilt:* 162, *Letter From a Birmingham Jail:* 292, *Whole Class Performance Task:* Unit 3: 300, Unit 5: 641, 642, *Performance-Based Assessment:* Unit 3: 352 |
| **W.9.2.b** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. | **SE/TE:** *With a Little Help from My Friends:* 97, *Remarks on the Assassination of Martin Luther King, Jr.:* 297, *Whole Class Performance Task:* Unit 3: 300, Unit 5: 641, *Performance-Based Assessment:* Unit 3: 352 |
| **W.9.2.c** ...tions of the text, and clarify the relationships among ideas and concepts. | **SE/TE:** *Whole Class Performance Task:* Unit 3: 302, Unit 5: 644, *Lessons of MLK, Jr.:* 332, *Romeo and Juliet Is a Terrible Play; In Defense of Romeo and Juliet:* 514 |
| **W.9.2.d** ... | **SE/TE:** *Whole Class Performance Task:* Unit 3: 302, 302, Unit 5: 644 |
| ... | **SE/TE:** *Remarks on the Assassination of Martin Luther King, Jr.:* 297, *Whole Class Performance Task:* Unit 2: 172, Unit 3: 302, Unit 4: 498, Unit 5: 644 |
| ... | **SE/TE:** *Whole Class Performance Task:* Unit 3: 302, Unit 5: 640–645, *Performance-Based Assessment:* Unit 3: 353, Unit 5: 691 |

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DIGITAL PERSPECTIVES — Audio | Video | Document | Annotation Highlights | EL Highlights | Online Assessment

**LESSON RESOURCES**

| | Making Meaning | Language Development |
|---|---|---|
| **Lesson** | First Read / Close Read / Analyze the Text / Analyze Craft and Structure | Concept Vocabulary / Word Study / Conventions |
| **Instructional Standards** | **RI.10** By the end of grade 9, read and comprehend . . . **RI.5** Analyze in detail how an author's ideas . . . **RI.6** Determine an author's point of view . . . | **RI.4** Determine the meaning of words and phrases . . . **L.4.b** Identify and correctly use patterns of word changes . . . |
| **STUDENT RESOURCES** Available online in the Interactive Student Edition or Unit Resources | Selection Audio / First-Read Guide: Nonfiction / Close-Read Guide: Nonfiction | Word Network / Evidence Log |
| **TEACHER RESOURCES** | | |
| **Selection Resources** Available online in the Interactive Teacher's Edition or Unit Resources | Audio Summaries / Annotation Highlights / EL Highlights / Analyze Craft and Structure: Purpose and Rhetoric / English Language Support Lesson: Rhetoric | Concept Vocabulary and Word Study / Author's Style: Word Choice |
| **Reteach/Practice (RP)** Available online in the Interactive Teacher's Edition or Unit Resources | Analyze Craft and Structure: Purpose and Rhetoric (RP) | Word Study: Latin Prefix *dis-* (RP) / Author's Style: Word Choice (RP) |
| **Assessment** Available online in Assessments | Selection Test | |
| **My Resources** | A Unit 1 Answer Key is available online and in the Interactive Teacher's Edition. | |

# ASSESSMENT OVERVIEW

## INFORM INSTRUCTION
### Formative and Performance-Based Assessments

**What you need...**

### POINT-OF-USE OPPORTUNITIES

Gather comprehensive data to inform instructional pathways using embedded routines:

- **If / Then** Teacher Notes
- Reteach and Practice
- Comprehension Check Questions
- First Read Extension Questions
- Analyze the Text Questions
- Selection Instructional Activities

### REAL-TIME DATA TO DRIVE INSTRUCTION

Detailed reports on usage, progress, and mastery are available. Instructional support and guidance include interpretation guides, remediation, and DOK levels. Teachers can provide feedback, group students, modify instruction, and reteach concepts.

### PERFORMANCE-BASED ASSESSMENTS

Monitor student critical thinking and **synthesis** of the unit themes, Essential Question, and skills knowledge:

- Writing Performance Tasks
- Speaking and Listening Performance Tasks
- End-of-Unit Performance-Based Assessments

### SELECTION TESTS

Monitor student understanding of texts read in each unit.

### EXTENSION SELECTION TESTS

Challenging, **standards-aligned items** in selected, short, and extended response format.

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**Delivered how you need it...**

| | print | digital | customizable |
|---|:---:|:---:|:---:|
| Point-of-Use Opportunities | ✓ | ✓ | ✓ |
| Selection Tests | ✓ | ✓ | ✓ |
| Extension Selection Tests | ✓ | ✓ | ✓ |
| Performance-Based Assessments | ✓ | ✓ | |
| Test Prep Banks | | ✓ | ✓ |

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**realize** Online Assessment

**Data and Reports** allow teachers and districts to gather and track student, class, and district growth on grade-level knowledge and skills.

**EXAMVIEW®** ASSESSMENT SUITE

**Customizable Digital Assessments and Editable Word Documents** allow teachers to edit, add, or delete questions or to build a test from scratch.

**Test Items Aligned to Standards/ DOKS Provided**

## MONITOR PROGRESS
### Formative and Summative Assessments

### UNIT TESTS

• Monitor student understanding of skills taught in each unit.

### BEGINNING-OF-YEAR TEST

• Test all standards that will be taught in the school year.

• Use test data to plan which standards need focus.

**Additional Extension Beginning-, Mid-, and End-of-Year Tests**

### MID-YEAR TEST

• Test **mastery of standards** taught in the first half of the year.

• Provide an opportunity to remediate; if administered online, remediation is assigned automatically.

### END-OF-YEAR TEST

• Use results to determine mastery, place students in classes for the following school year, and capture final assessment data.

| | print | digital | customizable |
|---|---|---|---|
| Unit Tests | ✓ | ✓ | ✓ |
| Beginning-Of-Year Test | ✓ | ✓ | ✓ |
| Mid-Year Test | ✓ | ✓ | ✓ |
| End-Of-Year Test | ✓ | ✓ | ✓ |

## PREPARE FOR HIGH-STAKES TESTS

### TEST PREP BANKS

Provides passages and assessment items aligned to Standards that can be used as standalone banks for test-taking practice or combined banks for a full-length test.

### NEXT GENERATION ASSESSMENTS

Open Constructed Response, Technology-Enhanced Items, Drag and Drop, Multiple Choice, Part A and B Questions

### SUPPORT

**SAT PREP ACT**

• Detailed SAT® and ACT® Correlations provide lesson planning support in preparing students for the tests.

• **College Test Prep** Banks offer SAT and ACT format test-taking practice.

• Give students practice with online assessments that mimic the types of formats that they will be required to use.

• Students are required to use Text Evidence to support their responses and writing.

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### NEW! SAVVAS LITERACY SCREENER & DIAGNOSTIC ASSESSMENTS

• Includes screener with passages and questions to identify gaps

• Diagnostic assessments connect to instructional support

**❝ What does authentic assessment look like? It should be formative, in real-time, useful, and needs to have opportunities for revision. ❞**

**— ERNEST MORRELL, PH.D.**

# my Perspectives™
ENGLISH LANGUAGE ARTS

# COMPONENTS

### VIDEO LIBRARY

Skills, background, TED Talks, Crash Course Literature, and multimodal selections

### NOVELS

Recommended texts and Study Guides for student choice

### DIGITAL TEXTS

Interactive reading selections and lessons

## STUDENT RESOURCES

Digital Interactive & PDF Student Edition

Consumable Interactive Student Edition

Digital Novels Library

Collaboration Center Modeling Videos

Writing Gallery Videos & Tutorials

Skills Reinforcement Videos

Essay Scorer

Plagiarism Checking Tools

Graphic Organizers

Writing Rubrics and Models

Interactive Mini Lessons

## DIFFERENTIATED INSTRUCTION

Leveled Texts

Spanish Translations

English & Spanish Audio Summaries

Reteach & Practice Activities

High-Interest Readings

Multilingual Glossary

Every Teacher's Toolkit for English Learners

Fluency Assessment Guide

## CURRENT EVENTS

Daily podcasts powered by *Listenwise*®

## DISCUSSION BOARD

Anytime online discussion forum

## LEVELED TEXTS

Varied reading levels to reach all students

## TEACHER RESOURCES

Digital Teacher's Edition with Hyperlinked Resources

Print & PDF Teacher's Edition

Distance Learning Implementation Videos

Distance Learning Lesson Planning Guide

Customizable Lesson Plans

Live Chat, 24/7 Tutorials, Webinars

Professional Development Videos

*myPerspectives*+ Digital Resources

Novels Lessons Plans

Grammar Activities & Practice

Hook & Inspire Texts

## ASSESSMENT & REPORTING

Selection Tests

Beginning-of, Mid-, & End-of-Year Tests

Performance-Based Assessments

Unit Tests with Remediation

ExamView® Installer with Customizable Test Banks

Student/Class/District Reporting

Test Prep & College Test Prep Banks

Literacy Screener & Diagnostic Assessments