

Evolving with *myPerspectives* is your guide to the new features you'll find in the new edition of your English Language Arts program.

Many of the new features will fit right into the essential literacy practices and routines that have *taken root* in your classroom as you used previous editions of *myPerspectives*. Think of these as the **Strong Roots** of *myPerspectives*. These roots are essential in the program design.

For each of the Strong Roots you'll find **New Leaves**, the **enhancements** to *myPerspectives* that will improve your experience and student outcomes.



Strong Roots: Unit Design

Students read across literary and informational text sets, building knowledge connected to the theme, driven by the Essential Question as they prepare for the Performance-Based Assessment.

FLORIDA SAMPLE TEXTS COMPANION



myPerspectives[®]
FLORIDA
ENGLISH LANGUAGE ARTS
SAVVAS

The **Sample Text Companion** is a new student consumable resource in two parts:

Part 1: Grade-level sample texts with comprehension questions and short-response prompts aligned to the B.E.S.T. Reading Standards.

Part 2: Explicit instruction and practice for the B.E.S.T. Reading Standards suitable for using with any text.

B.E.S.T. Argumentation Rubric (Score Point 3)
Evaluating Student Responses: Those Level 3 Score Points are within the range of grade-level performance on the B.E.S.T. Writing Argumentation Rubric. Help students improve their writing by sharing key descriptors from Score Point 4, as shown at the far right.
The full, holistic version of the B.E.S.T. Argumentation Rubric can be found online and in the back of this book.

Purpose / Structure
• Purpose is focused on the task and generally maintained.
• Organizational structure is logical and allows for advancement of the argument.
• Purposeful transitional strategies connect ideas within and among paragraphs.
• Sufficient introduction and conclusion contribute to the overall effectiveness of the argument.

Development
• Logical development demonstrates understanding of the topic.
• Adequate elaboration may include a combination of original student writing with paraphrasing, text evidence, examples, definitions, and narrative and/or rhetorical techniques as appropriate to support the argument.
• Relevant, pertinent evidence from multiple sources is used to support the overall argument.

Language
• Integration of academic vocabulary demonstrates clear expression of ideas.
• Sentence structure is varied and demonstrates grade-appropriate language facility.
• Use of grammar, punctuation, capitalization, and spelling demonstrates grade-appropriate command of standard English conventions.
• Language is appropriate for the overall audience and purpose.

PERFORMANCE TASK

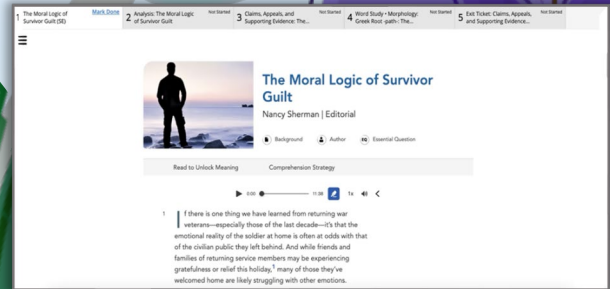
B.E.S.T. WRITING PREP

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.

The writing **Performance Tasks** have been revised to align with the language of the B.E.S.T. Writing Standards and assessment prompts.

The **B.E.S.T. writing rubrics** are now included in the wrap-around Teacher's Edition and in Student Edition Toolkit.



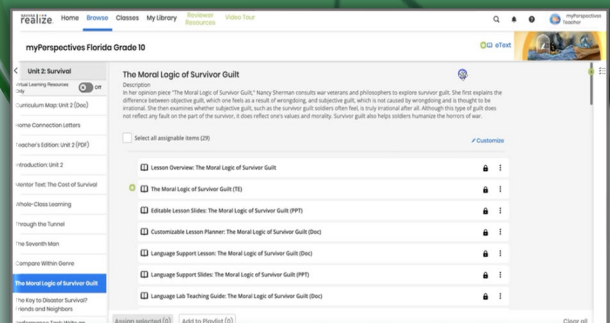
On the **Savvas Realize** platform, students have a redesigned digital experience, simplified to be a "reader".

Students now have embedded audio with word by word highlighting and a Translate Feature.

A redesigned **Savvas Realize** teacher experience makes navigation even easier.

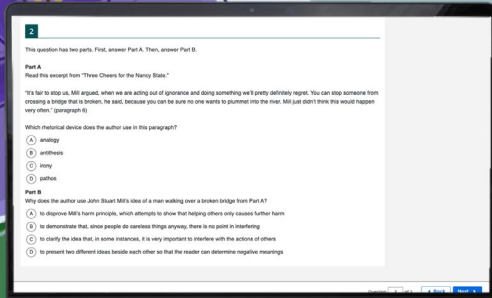
Highlights include:

- **Skills/Standards Lessons** are digital with side-by-side text
- **Lessons** are "chunked" and assignable as single assets
- **Answer Keys** are provided per lesson
- New **Slide Sorter** and **Teacher Presentation Tool**



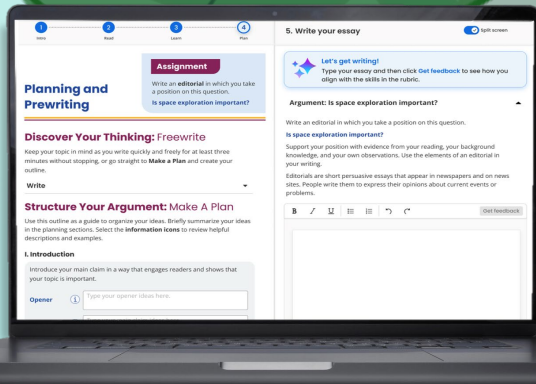
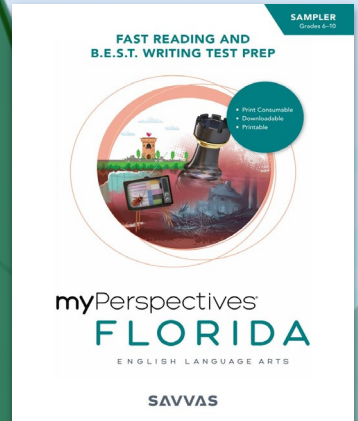
Strong Roots: Assessment to Guide Instruction

Unit Tests, Exit Tickets, Performance Tasks, and the Performance-Based Assessment continue to be your most valuable tools for measuring student progress.



Exit Tickets are now available on Realize in the same format students see with Cambium, the platform for F.A.S.T. They still inform teaching and learning, serving as helpful formative checks for you and your students.

In addition to the F.A.S.T. Prep and B.E.S.T. Writing Prep embedded in the unit, you now have a **Test Prep Workbook**. This student consumable and questions online were reformatted to match the format of FAST Reading.



SavvyWriter is an AI-Powered Writing Tool that provides support, not corrections. Trained on collections of real writing done by real students, and scored by classroom teachers, SavvyWriter helps students become better writers.

A **Benchmark and Clarification Focus Chart** is included with each Whole Class Learning and Peer Group Learning text selection. This chart shows which Benchmark, and what part of the Clarification, is addressed with the routines for that text selection.

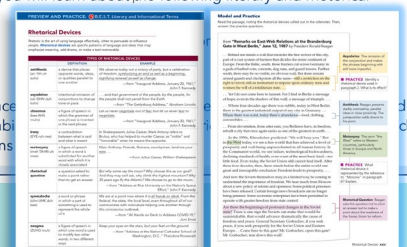
PREVIEW AND PRACTICE:

B.E.S.T. Literacy and Informational Terms

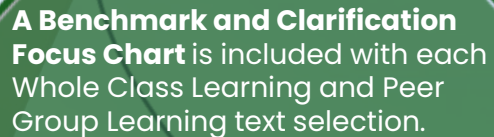
In this introductory unit, you will learn about the following literary and rhetorical elements:

- figurative language
- rhetorical devices
- rhetorical appeals

Understanding these concepts is essential for your classroom discussions.



The resources you've come to rely on as you prepare for student success haven't gone anywhere. The Curriculum Maps, Selection Overview, and Lesson Planning spread for each text selection are still where you expect them, but now they' do even more.



This chart shows which Benchmark, and what part of the Clarification, is addressed with the routines for that text selection.

FLORIDA B.E.S.T. Benchmarks and Clarifications

Tested Benchmarks

Clarifications Focus

Central Idea

6.2.2: Analyze the central idea, implied or explicit, and its development throughout a text.

Expository Writing

6.1.4: Write explanatory texts to explain an idea or topic, drawing evidence from multiple sources, using a logical organizational structure, relevant elaboration, and varied transitions.

Oral Presentation

6.2.1: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.

Conventions

6.1.3: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Morphology

6.1.2: Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.

Author's Purpose and Central Idea

Instruction focuses on the author's purpose for writing an autobiographical story, which includes communicating a central idea. Instruction and practice activities also focus on explain and implied central ideas, and on analyzing key details to identify the author's purpose and central idea.

Composition: How-To Essay

Students write an essay to explain a process, analyzing information from the text and a second source, to develop a new view on a logical organizational structure: a variety of elaborate techniques, such as facts, explanation, description, and personal observations, and transitions.

Speaking and Listening: Class Discussion

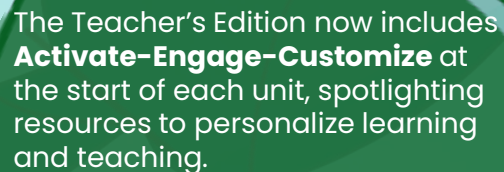
Students present information orally with notes organized in a logical sequence. Students will practice using appropriate volume, clear pronunciation, and appropriate pacing.

Commas

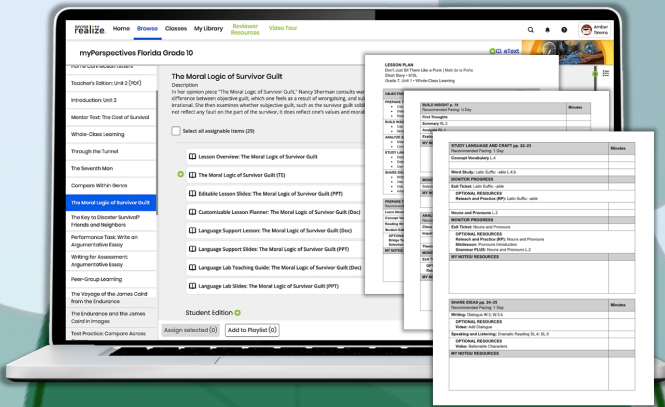
Instruction and practice activities focus on appropriately using commas, particularly in compound and complex sentences.

Word Study - Morphology: Latin Suffix: -able

Students use their knowledge of the Latin suffix -able to understand the meaning of *miserable*, and explain how the addition of the suffix changes the meanings of the words *notice* and *select*.

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Strong Roots: More Lesson Planning Resources



Editable PowerPoint slides make it easy for you to customize and project for classroom instruction.

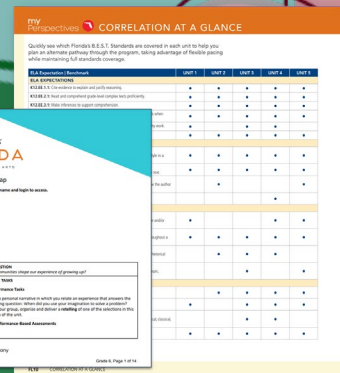
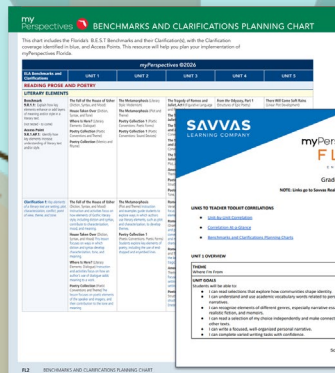
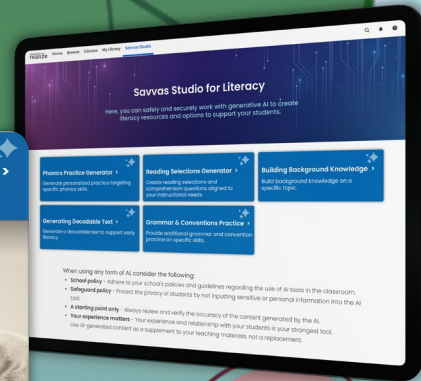
Lesson Planner outlines the routine and aligns with standards for each text.

Savvas Studio, the new AI-powered resource to personalize learning, includes a host of tools, including a background knowledge generator to generate resources to prepare students for unit and text topics.



Building Background Knowledge
Build background knowledge on a specific topic.

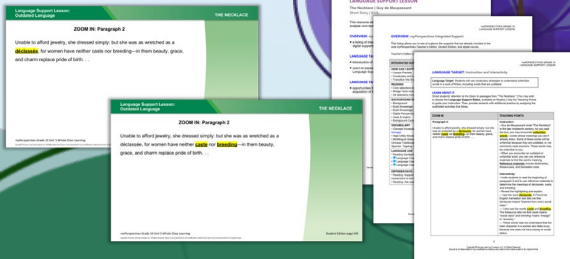
Natural Allies



A **Benchmarks and Clarification Planning Chart** are now provided in the Correlations at the back of the Teacher's Edition. On Savvas Realize you'll **find editable Curriculum Maps**.

Strong Roots: Access for All Learners

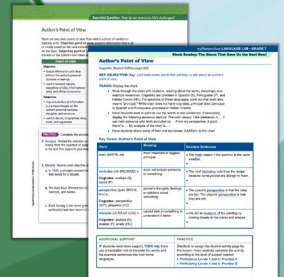
Grade-level complex text sets that build knowledge and related vocabulary, the core routines that move students from basic comprehension to deep analysis and critique, and the instructional support for student tasks amplify complex texts and tasks.



Language Support Lessons provide teacher-guided, targeted support for all students as they acquire English.

Each includes Language Targets with zoom-in passages and teaching points, oral and writing tasks, and Lesson Slides.

Language Lab helps learners build the language skills needed for Vocabulary, Word Study, Author's Craft, and more. The Teacher Guide provides additional explicit lessons to support the activities in the Student Edition. The Student Practice pages provide additional activities at two levels and include simplified language.



To support student success with the B.E.S.T. Standards, each unit now includes **Preview and Practice**. Found at the beginning of the Teacher's Edition and Student Edition, it includes references for key academic terms, including definitions, examples, and text-based models.

The Grammar Plus Workbook and Skills Centers provide students with additional practice for grammar, usage, and mechanics.

Use them alongside the Study Language and Craft routine or for pre-assessment, as review, or to reteach specific skills.



Strong Roots: Access for All Learners

Resources for Access Points, Florida's alternate academic standards for students with significant cognitive disabilities, are now available on Realize. These editable worksheets provide instruction and practice related specifically to Florida's Access Points and can be used alongside any text.

ACCESS POINT: ELA.6.R.1.AP.1

OBJECTIVE: Help students access the Benchmark by sharing essential understandings about characters and plot.

Benchmark ELA.6.R.1.1	Access Point ELA.6.R.1.AP.1
Analyze how the interaction between characters contributes to the development of a plot in a literary text.	Explain how the interactions of characters contribute to the plot in a literary text.

ESSENTIAL UNDERSTANDINGS: Tell students that one type of literary text is a story. Stories contain characters and a plot. Share these terms and definitions with students. Then, help them make connections between the instruction and their own experiences by asking the questions.

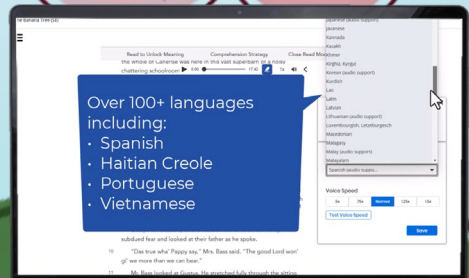
Literary Elements	Questions
Characters: Characters are people, animals, or even things—such as the sun—in a story. The characters interact with one another throughout the story.	Ask: Think of your favorite story. Who are the characters? Are they people, animals, or things? How do they act toward one another?
Plot: The events that take place in a story make up the plot. Most plots have a main problem, or conflict, that characters face. The actions the characters take to solve the problem drive the plot forward.	Ask: In your favorite story, what happens at the beginning? in the middle? at the end? What do the characters do that moves the story along? What choices do they make?

APPLY LEARNING: Once students understand the elements of character and plot in a literary text, help them achieve the Access Point. Work with students to create an example of a plot to see how well they apply their learning. You may wish to use a plot diagram or flow chart to present this information visually.

Explain how character interaction contributes to plot. Work with students to create plot events related to two characters. If desired, repeat the activity with other characters and scenarios.

- Begin by setting the scene. Say: Jay and Marisol are friends, and they are walking to school together. Jay forgets that it is Marisol's birthday. How might Marisol react?
- Allow students to offer ideas about what Marisol might do or how she might feel. Then ask them to describe what Jay might do next.
- Continue until students have added several plot events.
- Finally, discuss how the interaction between Jay and Marisol moved the plot forward.

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Students now have an **eText Translation Tool** at point of use. Whether a paragraph or a word, students select text, choose their language from over 100 choices—many with audio support—and the Translation Tool translates the literature and connected questions, supporting students when needed while staying with the complex text.