

myPerspectives Texas Integrated Literacy Instruction

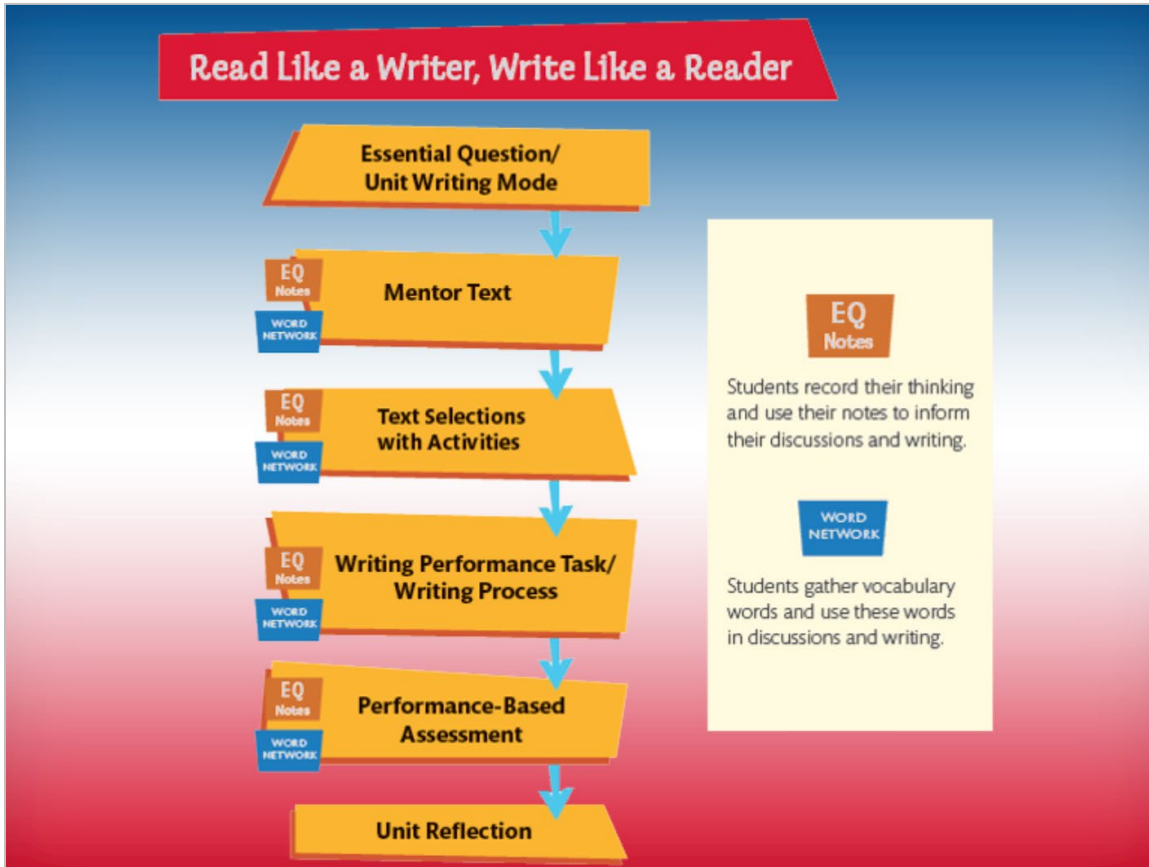
Get Started



Hi, teachers! I'm excited to show you how *myPerspectives* Texas integrates reading, writing, language, and listening and speaking.

I'll walk you through the strategies that help students analyze texts through the eyes of a reader and writer.

Analyze Texts



Throughout the unit, your students will analyze texts through the author's eyes as they develop and grow their writing and communication skills.

Let's take a closer look at the ways your students will do this.

Essential Question/Unit Writing Mode

Essential Question

Is technology helpful or harmful to society?

PERFORMANCE-BASED ASSESSMENT

Argumentative Essay

You will write an essay in response to the Essential Question for the unit.

ESSENTIAL QUESTION

How can words inspire change?

PERFORMANCE TASK

WRITING PROCESS

Write a Formal Research Report

TIMED WRITING

Write an Informational Essay

PERFORMANCE TASK

SPEAKING AND LISTENING

Deliver a Podcast

PERFORMANCE-BASED ASSESSMENT

Informational Essay

You will write an informational essay in response to the Essential Question: *How can words inspire change?*

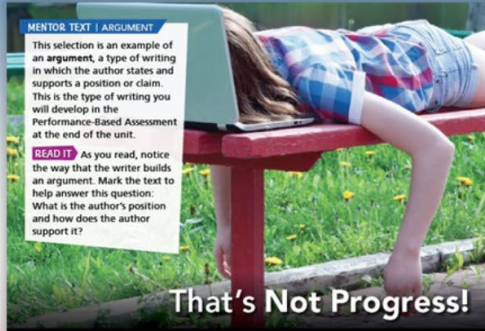
Each thematic unit begins with an **Essential Question (EQ)**. The EQ presents a writing opportunity for your students to respond to throughout the unit selections.

Each unit also focuses on a writing mode—**Informative/Explanatory, Narrative, or Argument.**

Mentor Text

The **Mentor Text** provides your students with a common starting point to address the unit theme. It also serves as a model of the unit's writing mode.

After reading the Mentor Text, your students will be able to participate in discussions about the theme.

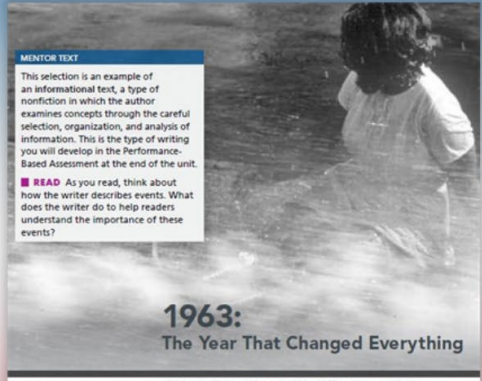


MENTOR TEXT | ARGUMENT
This selection is an example of an argument, a type of writing in which the author states and supports a position or claim. This is the type of writing you will develop in the Performance-Based Assessment at the end of the unit.
READ IT As you read, notice the way that the writer builds an argument. Mark the text to help answer this question: What is the author's position and how does the author support it?

That's Not Progress!

AUDIO
ANNOTATE

- 1 Social networking has become a big part of our lives, and its negative effects can be overlooked. But mental health experts are starting to notice—and what they are finding is disturbing.
- 2 As the popularity of social media skyrockets, so do reports of “Facebook depression.” Like other kinds of depression, its common signs are anxiety, low self-confidence, and loneliness.
- 3 This form of depression hits those who worry too much about what others think. It largely affects young people because they tend to worry most about others’ opinions. The constant need to see how they’re “measuring up” can cause people to feel huge amounts of stress.
- 4 Studies have found that people who get their sense of self-worth from others are more likely to keep checking their status. They want to monitor their updates, wall posts, and photos to see how well or how poorly they’re measuring up. The feeling that they’re missing out on something makes it hard to take a break. And they don’t have to—smartphones have made it possible to log in from any place at any time. The result is more stress.
- 5 Social networking can cause serious emotional problems. Everyone knows the effects of online bullying. There are other ways to damage a person’s self-confidence. “When ‘friends’ upload unflattering photos and post mean comments, it can seriously damage a person’s self-image,” says one mental health



MENTOR TEXT
This selection is an example of an informational text, a type of nonfiction in which the author examines concepts through the careful selection, organization, and analysis of information. This is the type of writing you will develop in the Performance-Based Assessment at the end of the unit.
READ As you read, think about how the writer describes events. What does the writer do to help readers understand the importance of these events?

1963: The Year That Changed Everything

During the Children's Crusade of May 1963, police turned fire hoses on young civil rights protesters, including this girl who was knocked to the ground by the force of the water.

- 1 In 1865, the Thirteenth Amendment to the United States Constitution ended slavery. Nearly a century later, African Americans continued to struggle for equality under the law. A number of major events in this dramatic battle took place in 1963.
- 2 In April of that year—from behind the bars of a jail cell in Birmingham, Alabama—Dr. Martin Luther King Jr. wrote a message that would inspire countless others. King had been arrested for breaking a law banning public protest. His message, the famous “Letter From Birmingham Jail,” defends nonviolent resistance to injustice. “Injustice anywhere is a threat to justice everywhere,” King wrote. He added, “Whatever affects one directly, affects all indirectly.”
- 3 In early May, the young people of Birmingham took King’s message to heart. Disobeying a court order, more than 1,000 African American students marched from the 16th Street Baptist Church. The next day, the students marched through Kelly Ingram Park. They were met by an angry white mob as well as police, who blasted

Text Selections with Activities

The text selections cover a wide variety of multicultural, multimodal, and multigenre texts.

Writing Performance Task/Writing Process

Writing Performance Task

In Whole-Class Learning, your students are guided through the writing process to complete an assignment in the unit's writing mode.

The image displays four sample writing performance task cards, each with a title, a description, and an assignment section. The cards are arranged in a 2x2 grid.

- Top Left Card: Write an Argumentative Essay**
 - 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.
 - ASSIGNMENT**
 - Write an **argumentative essay** in which you take a position on the following question:
 - Do mobile devices improve our lives?
 - Support your position with evidence from your reading, your background knowledge, and your own observations. Include the elements of an argumentative essay in your writing.
- Top Right Card: Conduct a Debate**
 - PERFORMANCE TASK**
 - SOURCES**
 - Is Our Gain Also Our Loss?
 - The Black Hole of Technology
 - The Fun They Had
 - Mexico's Abandoned Railways and the SEFT-1
 - Board ... and Brilliant?
 - Conduct a Debate**
 - With your group, pair up with another group to conduct a **debate** in which each team takes a position or stance on this resolution:
 - The disadvantages of technology outweigh its benefits.
 - ASSIGNMENT**
- Bottom Left Card: Write a Formal Research Report**
 - PERFORMANCE TASK**
 - Write a Formal Research Report**
 - KEY CONCEPT**
 - All the elements of your report should work together.
 - A **focused** research report develops a specific main idea and stays on point.
 - A **well-structured** research report presents ideas and evidence in a logical sequence.
 - A **coherent** research report integrates information from a variety of sources to develop a clear idea from beginning to end.
 - ASSIGNMENT**
 - Write a focused, structured, and coherent **research report** in which you develop and explore a research question related to the unit theme of creating a more just world. Consider one of the following general topics to begin your inquiry:
 - the American justice system
 - educational opportunities
 - community planning and organization
 - Develop a major research question, locate relevant sources, and synthesize the information you find. Be sure to include the elements of research writing in your report.
- Bottom Right Card: Deliver a Podcast**
 - PERFORMANCE TASK**
 - Sources**
 - Whole-Class Learning Selections
 - Peer-Group Learning Selections
 - COLLABORATION CENTER**
 - Visit the Collaboration Center for video tips on working together.
 - Deliver a Podcast**
 - A podcast is an audio show that is usually made available on the Internet and that can be downloaded and listened to at any time.
 - ASSIGNMENT**
 - Many of the selections in this unit show the power of words to move people and change their perceptions. Work with your group to write and present a **podcast** that answers this question:
 - How can words inspire positive change?
 - Work collaboratively to research, plan, and write, building on one another's ideas and contributing relevant information. Then, work together to refine your presentation, utilizing informal but engaging language to suit your audience, your purpose, and the occasion, paying attention to speaking rate, volume, enunciation, and the proper use of language conventions.

Performance-Based Assessment

PERFORMANCE-BASED ASSESSMENT

Argumentative Essay

ASSIGNMENT

In this unit, you read about technology and society from different perspectives. You also practiced debating and writing arguments. Now, apply what you have learned.

Write an **argumentative essay** in which you state and defend a claim in response to the Essential Question:

Essential Question

Is technology helpful or harmful to society?

PERFORMANCE-BASED ASSESSMENT

Sources

- WHOLE-CLASS SELECTIONS
- PEER-GROUP SELECTIONS
- INDEPENDENT-LEARNING SELECTIONS

Informational Essay INTERACTIVITY

ASSIGNMENT

In this unit, you read about struggles to create a more just world, particularly those struggles that took place during the civil rights era. You also practiced writing informational essays. Now, apply what you have learned.

Write an **informational essay** in which you synthesize information you learned in this unit with your own ideas to respond to the Essential Question:

How can words inspire change?

The **Performance-Based Assessment (PBA)** is an opportunity for your students to consolidate their learning throughout the unit.

Students will review the work they did earlier in the unit as they complete the PBA. They can use these resources:

- EQ notes
- QuickWrite
- Word Network

Students may also use the rubric, located in the Tool Kit section of their Student Editions, as a resource to guide their revisions.

Unit Reflection

The **Unit Reflection** is an important feature that allows your students to stop and reflect on their growth as learners, as a class, and as individuals before they move on to the next unit.

Your students will reflect on their **goals**, the selections, the **Essential Question**, and their perspectives on the **unit theme**.

UNIT 3 REFLECTION

Reflect on the Unit NOTEBOOK
INTERACTIVITY

Reflect On the Unit Goals
Review your Unit Goals chart from the beginning of the unit. Then, complete the activity and answer the question.

- In the Unit Goals chart, rate how well you meet each goal now.
- In which goals were you most and least successful?

Reflect On the Texts
REVISIT When you look back on the entire unit, which selection do you find most memorable? Use the Selection List to make your choice. Then, discuss your reasons.

Selection Title	Most Memorable
Feathered Friend	
The Biometric Body	
Biometrics Are Not Better	
The Internet of Things	
Is Our Gain Also Our Loss?	
The Black Hole of Technology	
The Fun They Had	
Mexico's Abandoned Railways and the SEFT-1	
Bored...and Brilliant? A Challenge to Disconnect from Your Phone	
Your Independent Reading Selection:	

Reflect On the Essential Question
Going Away Card Send this unit off with a going away card from the class. Invite everyone in the class to contribute a final thought, joke, saying, quotation, or other brief message that relates to the unit or its Essential Question: Is technology helpful or harmful to society?

10.15.15
10.15.15 Edit drafts using standard English conventions, including prepositions and prepositional phrases and their influence on subject-verb agreement.
10.15.15 Edit drafts using standard English conventions, including prepositions, including relative.

UNIT 2 REFLECTION

Reflect On the Unit INTERACTIVITY

Reflect On the Unit Goals
REVISIT Review your Unit Goals chart from the beginning of the unit. Then, complete the activity and answer the question.

- In the Unit Goals, rate how well you meet each goal now.
- In which goals were you most and least successful?

Reflect On the Texts
RECOMMEND Which two selections from the unit do you think all students should read? Use a chart like the one shown to note your choices and your reasons.

SELECTION CHOICES		REASONS
TITLE		
Remembering Civil Rights History, When "Words Meant Everything"		
I Have a Dream		
Letter from Birmingham Jail		
Señor Noboa		
For My People • Incident • Who Burns for the Perfection of Paper		
Lessons of Dr. Martin Luther King, Jr.		
The Many Lives of Hazel Bryan		
Your Independent Learning selection		

Reflect On the ESSENTIAL QUESTION
CREATE A public service announcement, or PSA, is a brief media message designed to share information about an important issue and motivate an audience to take a specific action. It is essentially an advertisement for something that will benefit people and isn't for sale. Create a public service announcement in which you share your most interesting or inspiring responses to the Essential Question.

How can words inspire change?

- Review the unit selections to recall your answers and insights.
- Identify a specific action that you would like an audience to take to be a voice for justice.
- Be very brief (see the TIP), choose language that is vivid, specific, and energetic.

PSAs are distributed online or in broadcast (TV and radio) media. They are very short—from 10 to 60 seconds in broadcast time, or approximately 25 to 75 words.

EQ Notes

As your students read multiple texts about a topic, their thinking may evolve as they write to sources and collect text evidence throughout the unit. Your students will record their thoughts by taking notes about the Essential Question.

Your students' **EQ Notes** will allow them to track details they might use later in their writing or in a discussion.

Be sure to glance at the Tool Kit, in the back of the Teacher's Edition and Student Edition, for the **EQ Notes Model**.

Check out the examples shown here.

MODEL
EQ Notes

Unit Title: Discovery

Performance-Based Assessment Prompt:
Do all discoveries benefit humanity?

My initial thoughts:
Yes—all knowledge moves us forward.

As you read multiple texts about a topic, your thinking may change. Create EQ Notes like these to record your thoughts, to track details you might use in later writing or discussion, and to make further connections.

Here is a sample to show how one reader's ideas deepened as she read two texts.

TITLE	MY IDEAS/OBSERVATIONS	TEXT EVIDENCE/INFORMATION
Classifying the Stars	Newton shared his discoveries and then other scientists built on his discoveries.	Paragraph 2: "Isaac Newton gave to the world the results of his experiments on passing sunlight through a prism." Paragraph 3: "In 1814... the German optician Fraunhofer... saw that the multiple spectral lines... were crossed by hundreds of fine dark lines."

How does this text change or add to my thinking? This confirms what I think. Date: Sept. 20

TITLE	MY IDEAS/OBSERVATIONS	TEXT EVIDENCE/INFORMATION
Cell Phone Mania	Cell phones have made some forms of communication easier, but people don't talk to each other as much as they did in the past.	Paragraph 7: "Over 80% of young adults state that texting is their primary method of communicating with friends. This contrasts with older adults who state that they prefer a phone call."

How does this text change or add to my thinking? Maybe there are some downsides to discoveries. I still think that knowledge forward, but sometimes there are negative effects.

MODEL
EQ Notes

Unit Title: Discovery

Performance-Based Assessment Prompt:
Do all discoveries benefit humanity?

My initial thoughts:
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Here is a sample to show how one reader's ideas deepened as she read two texts.

TITLE	MY INSIGHT / ANALYSIS	TEXT EVIDENCE / INFORMATION
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Cell Phone Mania	Cell phones have made some forms of communication easier, but people don't talk to each other in face-to-face conversations as much as they did in the past.	Paragraph 7: "Over 80% of young adults state that texting is their primary method of communicating with friends. This contrasts with older adults who state that they prefer a phone call."

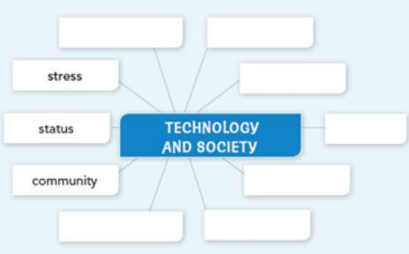
How does this text change or add to my thinking? There are some downsides to discoveries. I still think that knowledge is forward, but sometimes there are negative effects.

Word Network

WORD NETWORK FOR TECHNOLOGY AND SOCIETY DOWNLOAD

Vocabulary A Word Network is a collection of words related to a topic. As you read the selections in this unit, identify interesting words related to the impact of technology, and add them to your Word Network. For example, you might begin by adding basic words from the Mentor Text, such as *stress*, as well as more complex terms, such as *status* and *community*. Continue to add words as you complete this unit.

Refer to the **Word Network Model** in the **Tool Kit** at the back of this book.



The diagram shows a central blue box labeled "TECHNOLOGY AND SOCIETY" with lines radiating to eight surrounding white boxes. Three boxes are filled with the words "stress", "status", and "community".

A Word Network is a collection of words related to a topic.

As your students read multiple texts in the unit, they are asked to identify theme-related words and build their vocabulary by adding them to their Word Networks.


Be sure to glance at the Tool Kit, in the back of the Teacher's Edition and Student Edition, for the **Word Network Model**.

Check out the examples shown here.

WORD NETWORK FOR MOVING TOWARD JUSTICE INTERACTIVITY

Vocabulary A Word Network is a collection of words related to a topic. As you read the selections in this unit, identify interesting words related to the struggle for a better world, and add them to your Word Network. For example, you might begin by adding words from the Mentor Text such as *protest*, *segregation*, and *activist*. Continue to add words as you complete the unit.

Refer to the **Word Network Model** in the **Tool Kit** at the back of this book.



The diagram shows a central blue box labeled "JUSTICE" with lines radiating to eight surrounding white boxes. Three boxes are filled with the words "protest", "segregation", and "activist".

Learning Strategies

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 step. Get ready to use these strategies during Whole-Class Learning.

STRATEGY	ACTION PLAN
Listen actively	<ul style="list-style-type: none"> Eliminate distractions; for example, put your phone away. Consider the speaker's full message before giving your own response.
Clarify by asking questions	<ul style="list-style-type: none"> If you're confused, other people probably are, too. Ask a question to help your whole class. If you see that you are guessing, ask a question instead.
Monitor understanding	<ul style="list-style-type: none"> Recognize the information you already know. Be ready to build on it. Ask for help if you are struggling.
Interact and share ideas	<ul style="list-style-type: none"> Share your ideas and answer questions, even if you're not completely sure. Build on the ideas of others by adding details or making a connection.

Peer-Group Learning Strategies

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

Review these strategies and the actions you can take to practice them. Add ideas of your own for each category. Use these strategies during Peer-Group Learning.

STRATEGY	ACTION PLAN
Prepare	<ul style="list-style-type: none"> Complete your assignments so that you are prepared for group work. Organize your thinking so that you can contribute to your group's discussion.
Participate fully	<ul style="list-style-type: none"> Make eye contact to signal that you are listening and taking in what is being said. Use text evidence to support your ideas.
Support others	<ul style="list-style-type: none"> Build off ideas from others in your group. Invite others who have not yet spoken to do so.
Clarify	<ul style="list-style-type: none">

COLLABORATION CENTER
Visit the Collaboration Center for video tutorials on working in groups.

Set expectations and guide students as they work collaboratively or independently

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	<ul style="list-style-type: none"> Understand your goals and deadlines. Make a plan for each day's activities.
Practice what you've learned	<ul style="list-style-type: none"> Use a variety of comprehension strategies to monitor your comprehension and deepen your understanding. Consider the different ways in which the text adds to your knowledge.
Take notes	<ul style="list-style-type: none"> Record important ideas and information. Review your notes before sharing what you've learned.

Your students will become self-directed learners as they move through the unit structure.

Look at the Learning Strategies here.

In Whole-Class, Peer-Group, and Independent Learning, these strategies set expectations and guide students as they work collaboratively or independently.

Instruction and activities are designed specifically for these learning environments, to ensure student success.

Routines




With every piece of literature, your students will complete routines so they can master the skills required by the TEKS.

Take a minute to explore some of the routines.

Prepare to Read

PREPARE TO READ

About the Author



Franz Kafka (1883–1924) was one of the greatest German-speaking writers of the twentieth century, but he received no support from his family. His mother did not understand his passion for literature. His father, a man obsessed with materialism, would not accept “author” as a legitimate profession. Kafka was also torn between multiple social worlds. His German identity clashed constantly with his Jewish heritage. Themes of domestic pressure and social anxiety recur often in Kafka’s fiction.

The Metamorphosis

Concept Vocabulary INTERACTIVITY

You will encounter the following words as you read the story. Before reading, note how familiar you are with each word. Rank the words in order from most familiar (1) to least familiar (6).


WORD	YOUR RANKING
distress	
amelioration	
aversion	
asphyxiation	
listlessly	
travail	

Comprehension Strategy

Monitor Comprehension As you read a text, pause periodically to **monitor your comprehension**, checking in with yourself to make sure you fully grasp the important ideas and key details. If your understanding breaks down, make adjustments to fix the problem. Try one or more of these strategies to get back on track:

PREPARE TO READ

About the Author



As a boy, Ray Bradbury (1920–2012) loved magicians, circuses, and science-fiction stories. He began writing at the age of 12 and went on to become one of the most celebrated writers of science fiction and fantasy. The Martian Chronicles, a collection of Bradbury’s stories about Earth’s colonization of Mars, was published in 1950 and is considered a classic today.

Dark They Were, and Golden-Eyed

Concept Vocabulary INTERACTIVITY

You will encounter the following words as you read the short story. Before reading, note how familiar you are with each word. Then, rank the words in order from most familiar (1) to least familiar (6).

WORD	YOUR RANKING
submerged	
fortress	
canals	
insomnia	
atmosphere	
musical	

Comprehension Strategy ANNOTATE

Make Inferences

Inferences are educated guesses you make based on evidence in a story. Making inferences as you read will add to your understanding and enjoyment. To make inferences, notice clues in a text, and think about what they suggest about characters or events.

EXAMPLE

This is an inference you might make as you read this story:

In paragraph 82, Mr. Suttering thinks, “Aren’t you frightened? Aren’t you afraid?”


Inference: No one else is upset. Mr. Suttering may be the only one who senses something is wrong.

PRACTICE As you read the story, note inferences in the open space next to the text. Mark evidence that supports each one.

Prepare to Read

Concept vocabulary is introduced and your students develop **comprehension strategies** to monitor their understanding.

Close Read




THE METAMORPHOSIS

Close Read INTERACTIVITY

The Reading sections of college admissions tests require you to apply close-reading skills to answer questions about the details and deeper meanings of texts. Practice with these questions, which are based on paragraphs 1–6 of “The Metamorphosis.”

PRACTICE Select an answer. SAT PREP ACT

- Over the course of these paragraphs, Gregor Samsa’s attitude shifts from
 - anxiety about his transformation to resignation.
 - dismay about his altered body to concern about missing work.
 - worry about his own problems to fear about his family’s future.
 - disbelief about his transformation to disdain for his parents.



THE LAST DOG

Close Read ANNOTATE

PRACTICE Complete the following activities. Use text evidence to support an appropriate response.

- Present and Discuss** With your group, share the passages from the story that you found especially interesting. Discuss what you notice, the questions you have, and the conclusions you reach. For example, you might focus on the following passages:
 - Paragraphs 12 and 26: Discuss what it means to be “deviant” in Brock’s society.
 - Paragraph 16: Discuss the author’s use of **allusions**, or references to well-known people, events, or literary works from outside the story.
 - Paragraphs 1–11 and 92–93: Discuss the portrayal of the customs gate monitor at the beginning and end of the story.

CLOSE READ TO UNLOCK MEANING

After students have read the text for comprehension, encourage them to return to the text to respond to the Close-Read notes. You may want to provide copies of the **Close-Read Guide: Nonfiction** for students to use.

Close reading is focused, sustained reading and rereading of a text.

Your students will read the texts and build background knowledge as they develop close-reading strategies.

Be sure to glance at the Tool Kit, in the back of the Teacher’s Edition and Student Edition, for the **Close-Read Guide Model**.

Build Insight

BUILD INSIGHT

Response

1. **Personal Connections** Describe your initial reaction to this story. For example, did anything surprise you? Did any part of it disturb you? Explain your responses.

Comprehension

2. **Reading Check** (a) What causes the people from Earth to become stranded on Mars? (b) What change does Harry first notice in the world around him? (c) What does the rescue crew find when they arrive on Mars after five years?

3. **Strategy: Make Inferences** (a) Note two inferences you made as you read the story. What text evidence supports each inference? (b) Did this strategy help you better understand the characters and events? Explain.

Analysis

4. **Analyze Cause and Effect** After the Bitterings arrive on Mars, what disaster happens on Earth? How does this disaster affect the Bitterings?

NOTEBOOK
Answer the questions in your notebook. Use text evidence to support your responses.

BUILD INSIGHT

Response

1. **Personal Connections** How do you feel about the Samsa family's treatment of Gregor? Explain.

Comprehension

2. **Reading Check** (a) Into what kind of creature is Gregor Samsa transformed? (b) How do the family's activities change to accommodate Gregor's new condition? (c) What happens when Grete gives a violin recital for the three lodgers?

3. **Strategy: Monitor Comprehension** (a) Cite one point in the story where you paused to monitor your comprehension. (b) Which strategy did you use to repair your understanding? Was it effective? Explain.

Analysis

4. (a) **Compare and Contrast** Describe how Gregor's insect-like body changes from the opening of the story to the ending. (b) **Interpret** How do these physical changes reflect Gregor's evolving emotional state?

5. (a) What does Gregor do when he hears Grete playing the violin? (b) **Analyze** How does he explain his own actions to himself? (c) **Interpret** What might this scene suggest about Gregor's desire to hold on to his humanity? Explain.

6. **Make a Judgment** In what ways, if any, are the family members responsible for Gregor's tragic outcome? Consider their actions throughout the story as well as their responses at the end.

7. **Interpret** In the story's resolution, the early spring setting and the Samsas' uplifted mood seem to set up a traditional happy ending. What makes this ending neither traditional nor happy? Explain.

8. **Hypothesize** Would Gregor's fate have been different if he had been transformed into a different kind of animal? Explain.

EQ NOTES

Do people need to belong?
What have you learned about outsiders and outcasts from reading this story? Go to your Essential Question Notes, and record your observations and thoughts about "The Metamorphosis."

NOTEBOOK
Answer the questions in your notebook. Use text evidence and original commentary to support a range of responses.

TEKS
S.C. Use text evidence and original commentary to support an interpretive response.

Build Insight
After a selection, your students will respond to questions that progress in complexity and culminate in the **Essential Question**. They will need to cite text evidence.

Analyze and Interpret

Analyze and Interpret

After a selection, your students will analyze and interpret a **model passage** from the text. This routine allows upper-grade-level students to practice critical analysis and dig deeper with ACT®/SAT*-formatted questions.

Informal research activities are also integrated.

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*SAT® is a registered trademark of the College Board, which was not involved in the production of, and does not endorse, this product.

Study Language and Craft

Study Language and Craft
After a selection, your students will apply the **vocabulary words** and complete **word study** activities to prepare for high-stakes testing.

Grammar is also taught in context with on-the-spot practice. Additional grammar resources are also available on Savvas Realize if students need more support.

Share Ideas

SHARE IDEAS
Essential Question: Should humanity's future lie among the stars?

Speaking and Listening

An **illustrated version** of a literary work includes the original text as well as pictures that show how an artist imagines and interprets the work.

ASSIGNMENT

Work with your group to create an **illustrated version** of either "Science-Fiction Cradlesong" or "First Men on the Moon" to present to a class of young children. Choose one of the following options:

- picture book, either digital or print
- graphic novel

The illustrations should capture the major ideas and insights of the poem and convey them in a visual way to a young audience.

SHARE IDEAS
NOTEBOOK

Composition

An explanatory essay is a short nonfiction work in which a writer provides information about and explains a topic.

ASSIGNMENT

Write an **explanatory essay** in which you consider how various forms of sacred language—such as songs, poetry, or stories—can affect what people know and feel about social issues. Make sure your essay meets these criteria:

- It develops an engaging, or interesting and thought-provoking idea.
- It reflects depth of thought, weaving together specific details, effective examples, and insightful commentary.
- It is focused, which means that it stays on point and doesn't stray into unrelated topics.

Develop an Engaging Idea To develop an engaging idea, think about various aspects of a topic and figure out your own perspective. For this essay, start by considering these questions:

- Why might some language be "sacred"? Is it the language itself, the purposes it serves, or something else?
- What role do Thelwell and others feel language played in the Civil Rights Movement?
- What other social movements are you aware of that involve special language? Is that language "sacred"?

Decide what you most want readers to understand about this topic. Write a sentence that states this idea and can serve as your thesis.

Build Depth of Thought Remember that an essay is an exploration of a topic and not just a list of ideas. Express your insights and use strong evidence that shows what you mean.

- **Specific Details and Examples** Include precise words that help your reader understand what people and places are like. Use examples that show how ideas take shape in real situations.
- **Commentary** Your insights and explanations—or commentary—are key to the success of your essay. Show how you interpret evidence and explain how it connects to your larger idea.

Stay Focused Make sure every paragraph in your essay has a topic sentence and a purpose that connects directly to your thesis. Avoid introducing unrelated ideas—even interesting ones—that take you away from your central concept.

REMEMBERING CIVIL RIGHTS HISTORY WHEN "WORDS MEANT EVERYTHING"

EQ NOTES

Before moving on to a new selection, go to your Essential Question Notes and record what you learned from "Remembering Civil Rights History, When 'Words Meant Everything.'"

Share Ideas

Your students will share their learning through a collaborative **speaking and listening** or **composition** assignment.

Matching Activity Question 1

Drag the word from the word bank to complete the statement. Then click **Submit**.

routines

Mentor Text

Learning Strategies

analyze texts

During the Unit Reflection, your students will reflect on their goals, the selections, the Essential Question, and their perspectives on the unit theme.



Question 2

Drag the word from the word bank to complete the statement. Then click **Submit**.

routines

Mentor Text

Learning Strategies

Unit Reflection

Your students will analyze texts through the author's eyes as they develop and grow their writing and communication skills.



Question 3

Drag the word from the word bank to complete the statement. Then click **Submit**.

routines

Mentor Text

Unit Reflection

analyze texts

In Whole-Class, Peer-Group, and Independent Learning, the **Learning Strategies** set expectations and guide students as they work collaboratively or independently.



Question 4

Drag the word from the word bank to complete the statement. Then click **Submit**.

Mentor Text
Learning Strategies
Unit Reflection
analyze texts

With every piece of literature, your students will complete literacy **routines** so they can master the skills required by the TEKS.



Question 5

Drag the word from the word bank to complete the statement. Then click **Submit**.

routines

Learning Strategies

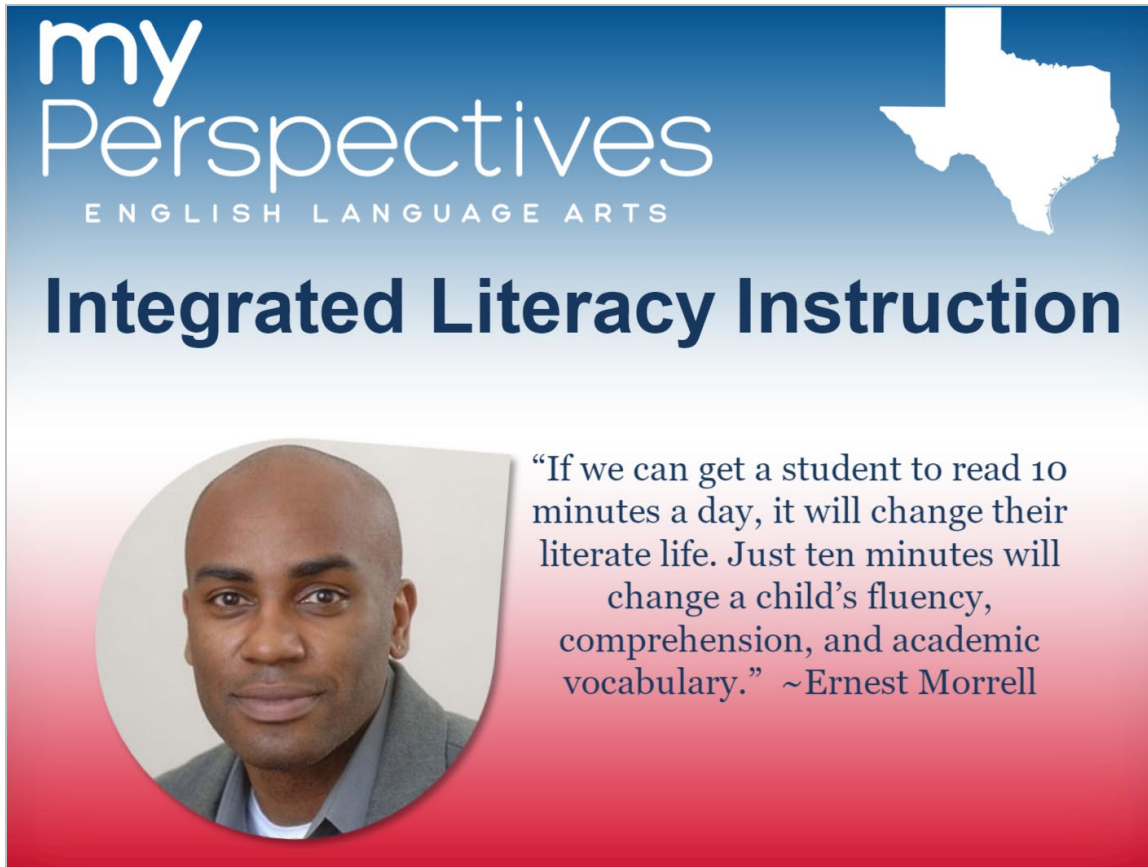
Unit Reflection

analyze texts

The Mentor Text provides your students with a common starting point to address the unit theme.



Ready to Teach



The graphic features a blue header with the text "my Perspectives" in white, where "my" is lowercase and "Perspectives" is uppercase. Below this, "ENGLISH LANGUAGE ARTS" is written in smaller white capital letters. To the right is a white silhouette of the state of Texas. The main title "Integrated Literacy Instruction" is in large, bold, dark blue font. Below the title is a circular portrait of Ernest Morrell, a Black man with a shaved head, wearing a grey suit jacket over a light blue shirt. To the right of the portrait is a quote in dark blue text: "If we can get a student to read 10 minutes a day, it will change their literate life. Just ten minutes will change a child's fluency, comprehension, and academic vocabulary." ~Ernest Morrell. The background of the graphic transitions from blue at the top to red at the bottom.

Ready to jump in and start teaching? Thanks for joining me and learning about the integration of reading, writing, language, and speaking and listening in your *myPerspectives* Texas classroom.

Remember to check out more helpful tutorials on mySavvasTraining.com.