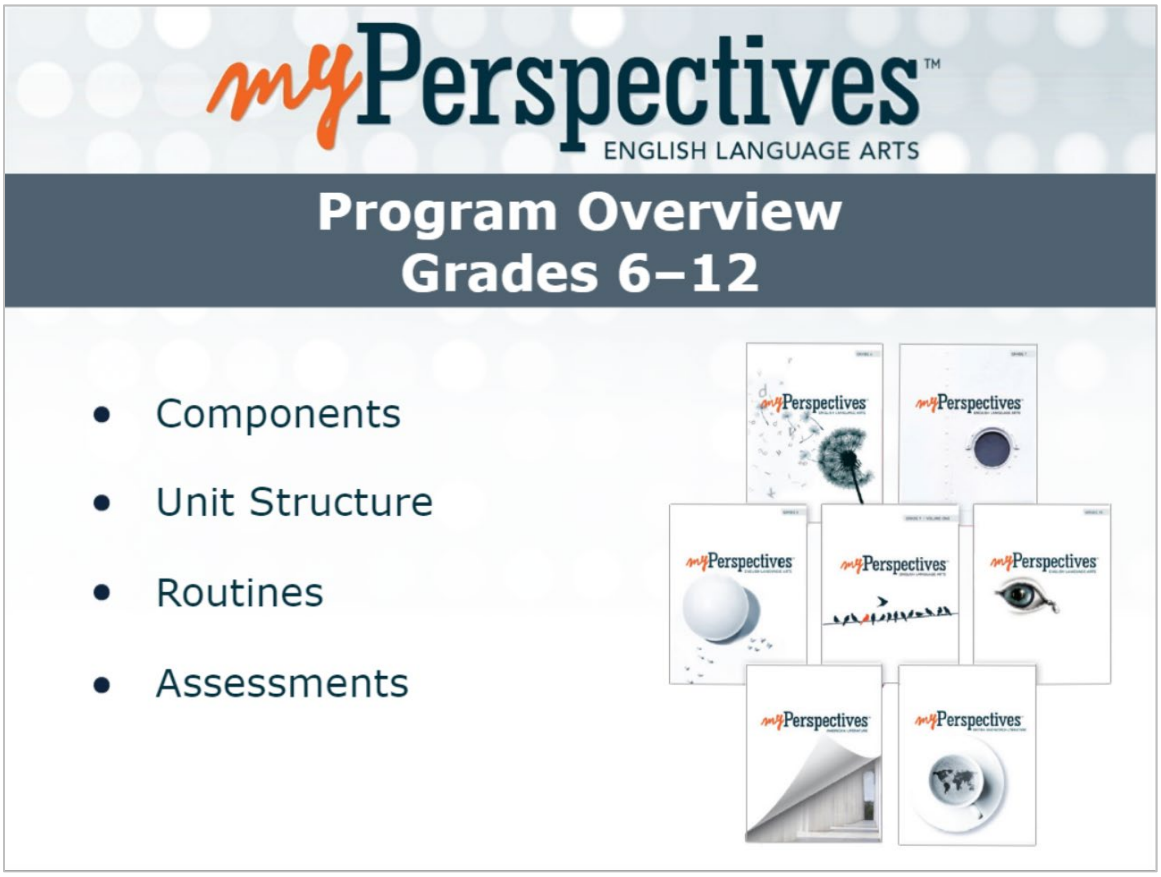
myPerspectives
Program Overview

What's in This For Me?



Hi, teachers!

Welcome to *my*Perspectives—a Grades 6-12 English Language Arts program designed specifically with today's learners in mind with integrated reading and writing instruction.

Join me for the next few minutes so I can help you feel prepared to jump in on day one.

We'll explore how this program works by looking at the components, unit structure, routines, and assessments.

Let's get started!

What is myPerspectives™?

So, what is *my*Perspectives?

It is a print and digitally blended program that promotes students' ownership of learning through goal setting, student choice, and reflection.

Students encounter authors' perspectives as they read literature from across time periods and cultures.

They engage in meaningful activities that inspire thoughtful conversations, discussions, and debates.

Components

You might be wondering—what components are included in the program?

Well, *my*Perspectives has three components.

Student Edition

Student Edition

*my*Perspectives provides students with either a print write-in, hardcover, or digital Student Edition. These versions provide multigenre readings, standards-based instruction, and practice.

Students have access to literary and informational text that include images, audio, videos, and even graphic novels. These selections are purposely all related to help students formulate their own perspectives on relevant topics.

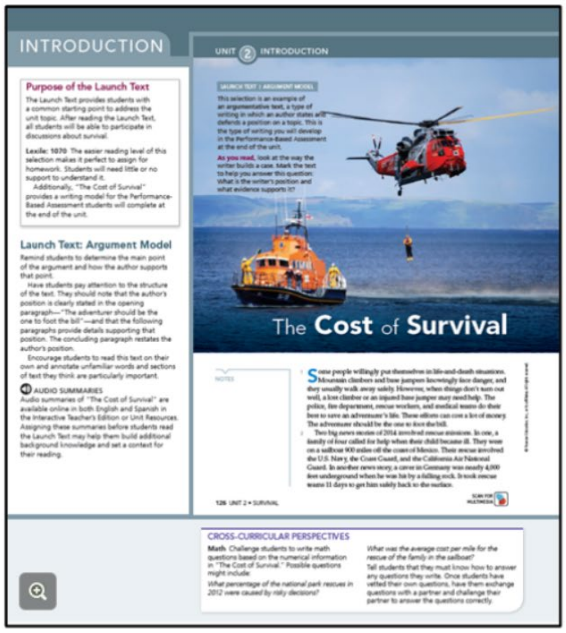
The Write-in Student Edition is perforated and three-hole-punched, and enables students to practice close reading strategies and habits by highlighting, underlining, and responding to prompts directly in their texts.

Teacher's Edition

Teacher's Edition

*my*Perspectives provides a digital or print Teacher's Edition and gives support for resource implementation including pacing plans, point-of-use questions, answers, expert's perspectives, and differentiated instruction notes to reach all learners.

The print Teacher's Edition is a single-volume hardcover resource with student pages and notes at point of use.



*my*Perspectives on Savvas Realize

*my*Perspectives on Savvas Realize

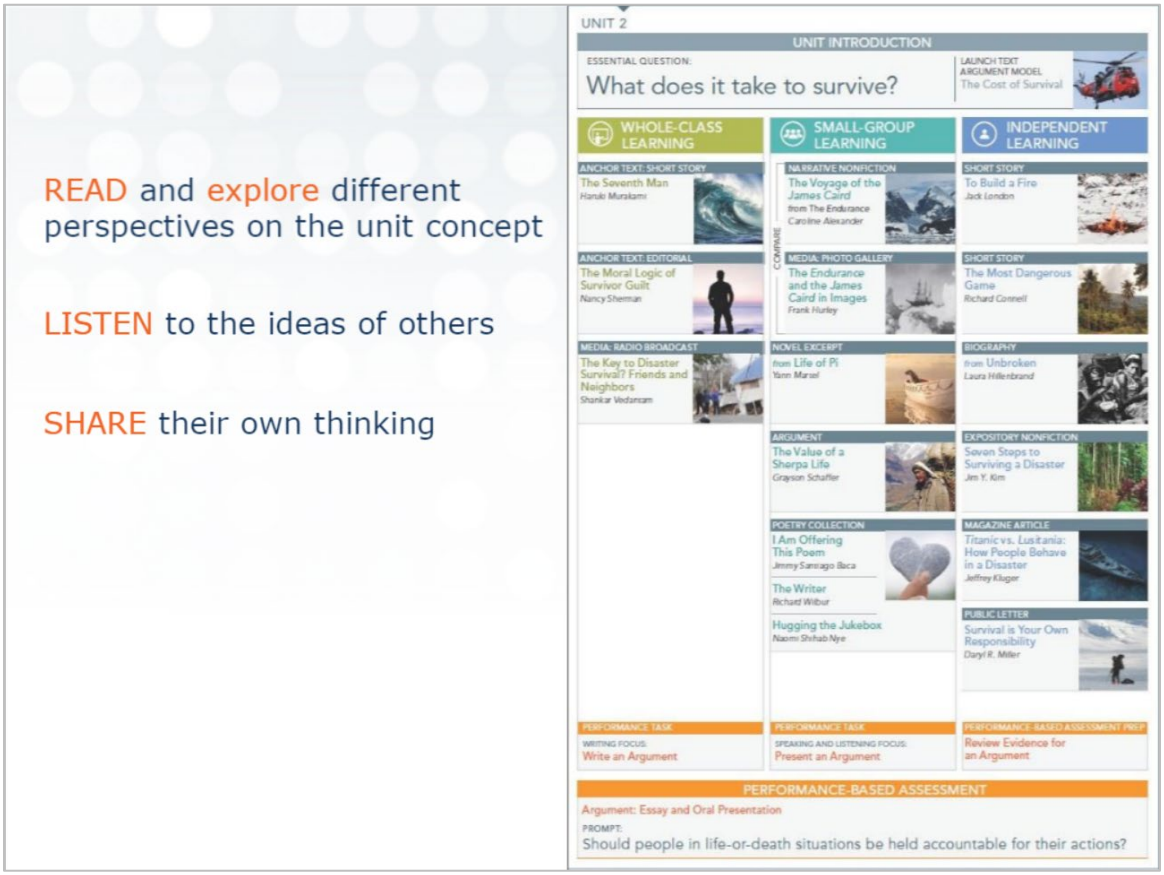
Student Resources
The digital Student Edition allows students to annotate, highlight, take notes, and respond to prompts directly online. All work is saved in an online notebook. Students can access novels, watch videos, and listen to audio.

Teacher Resources
The digital Teacher's Edition includes all the features of the Student Edition along with access to all teacher notes that will guide your instruction. You can customize lesson plans and rubrics to meet your needs.

Assessment and Reporting
The assessments are all housed on Savvas Realize and range from Selection Tests to Performance Tasks.

***my*Perspectives Plus**
There are hundreds of online resources that provide support beyond the core ranging from digital novels and graphic organizers to printable anchor charts and more.

Picture This



You're probably wondering what instruction looks like in *my*Perspectives.

There are five units for Grades 6 through 8 and six units for Grades 9 through American Literature and British and World Literature.

Each unit is aligned to an Essential Question and includes texts of multiple genres. Students **read** and explore different perspectives on the unit concept, **listen** to the ideas of others, and **share** their own thinking.

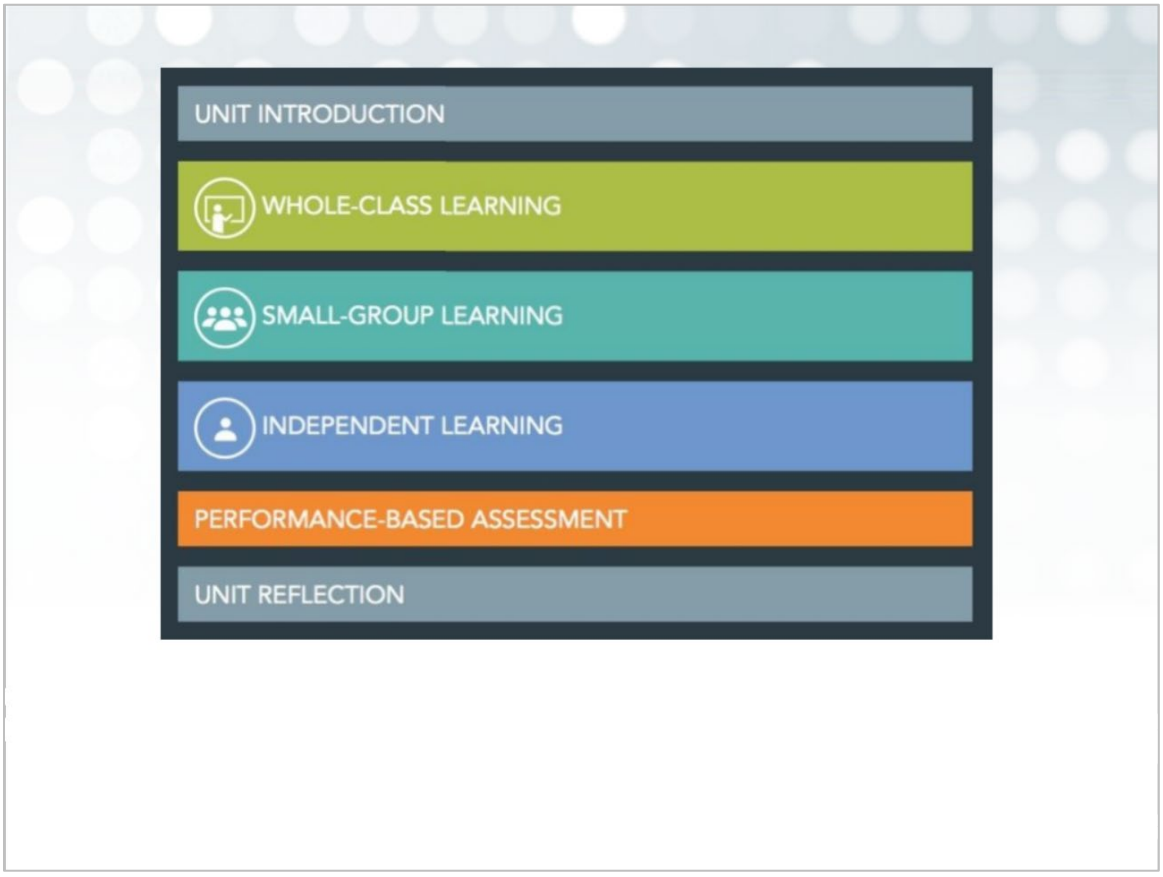
The unit structure includes different learning environments that mimic what students will encounter in college and careers as they work in large groups, in smaller teams, or independently.

Each unit is purposefully designed to have the teacher role shift from Instructing/Teaching to Facilitating, and then Advising to Assessing.

Each unit is backward designed so that all activities, practice, and Performance Tasks build toward a comprehensive Performance-Based Assessment, also known as the PBA, where students must demonstrate their learning.

You may be asking yourself—how does a backward design unit help my students?

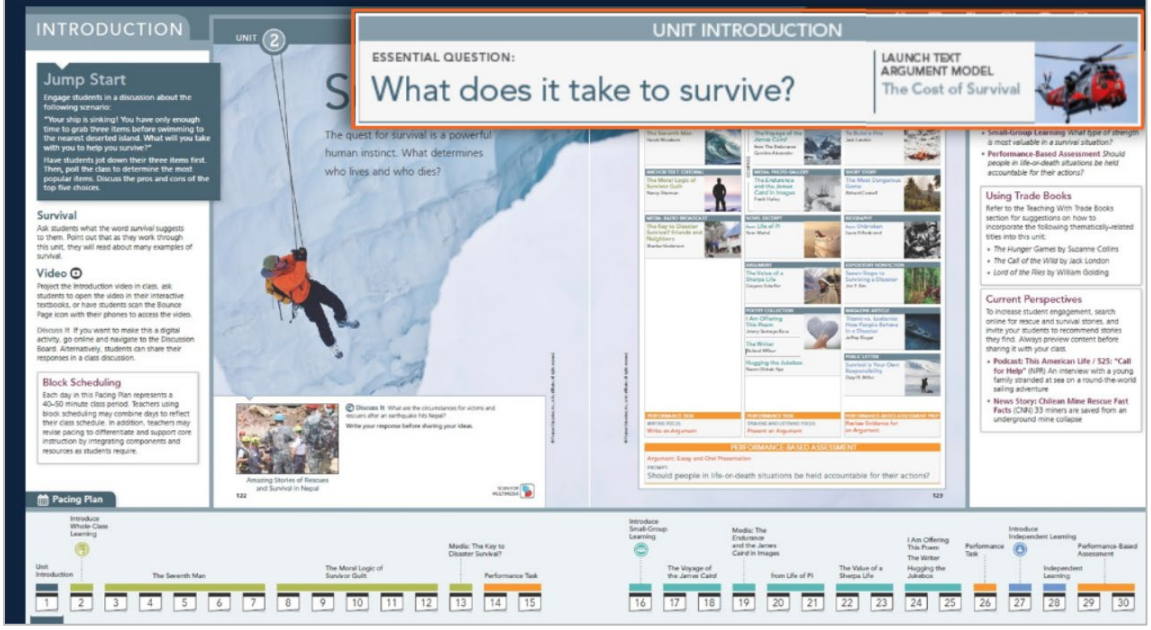
Learn About Unit Structure



Unit Introduction

In the **Unit Introduction**, students engage with a **Launch Text** and a unit opener **video** to provide and initiate thinking around an **Essential Question** and a perspective related to the unit concept.

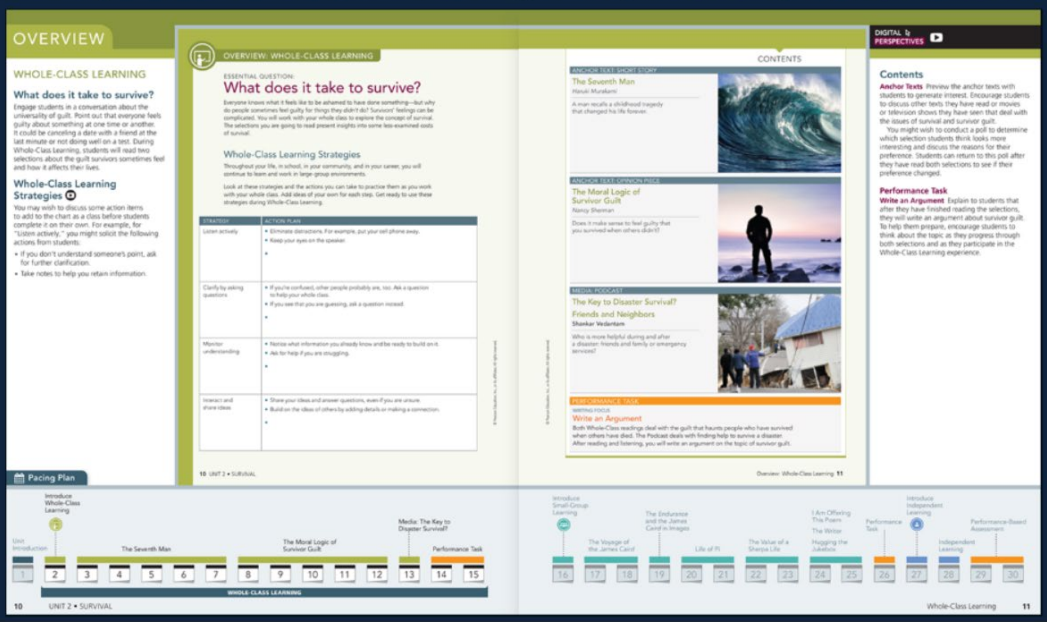
Students **set goals** and develop responsibility for their learning. Students are also introduced to **academic vocabulary** related to the unit's writing mode.



Whole-Class Learning

During **Whole-Class Learning**, teachers lead a shared reading experience that provides modeling and support, as students begin exploring perspectives on the unit topic.

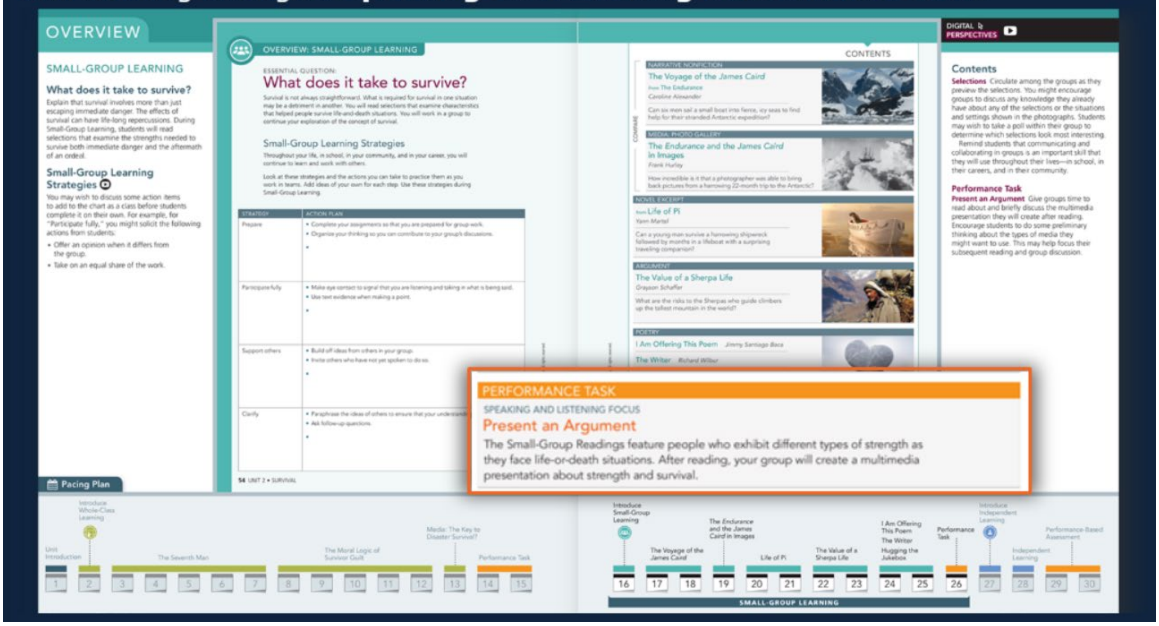
Students begin to build **background knowledge** and explore perspectives on the unit concept. Students share their learning through a **Writing Performance Task**.



Small-Group Learning

In **Small-Group Learning**, students encounter perspectives on the unit topic through reading and working in collaborative teams.

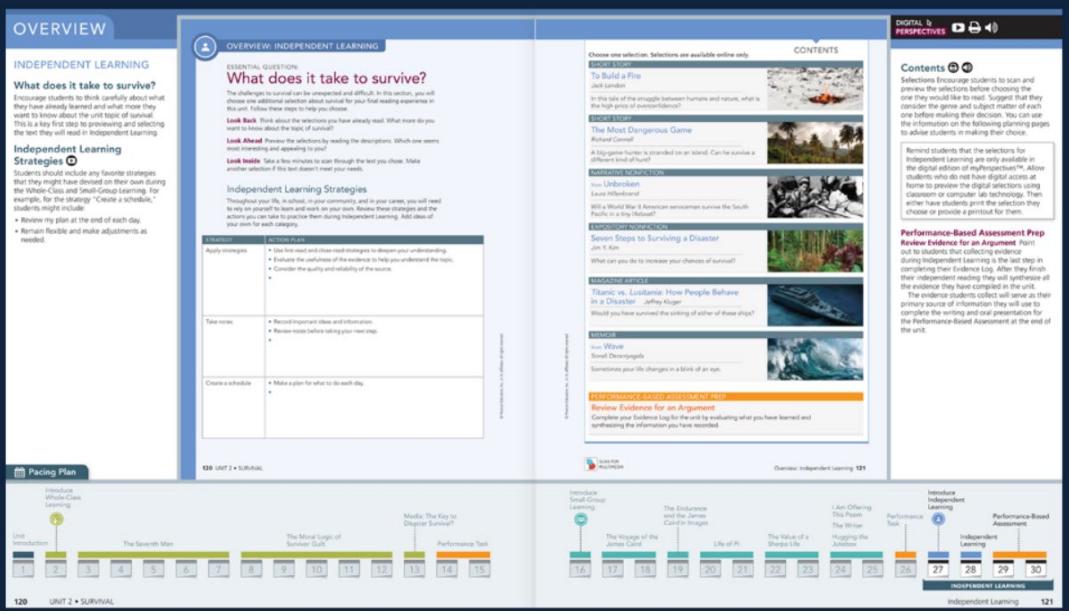
Students practice positive interdependence working in **small groups** as they explore texts. Teachers facilitate and encourage **collaboration**. Students share their learning through a **Speaking and Listening Performance Task**.



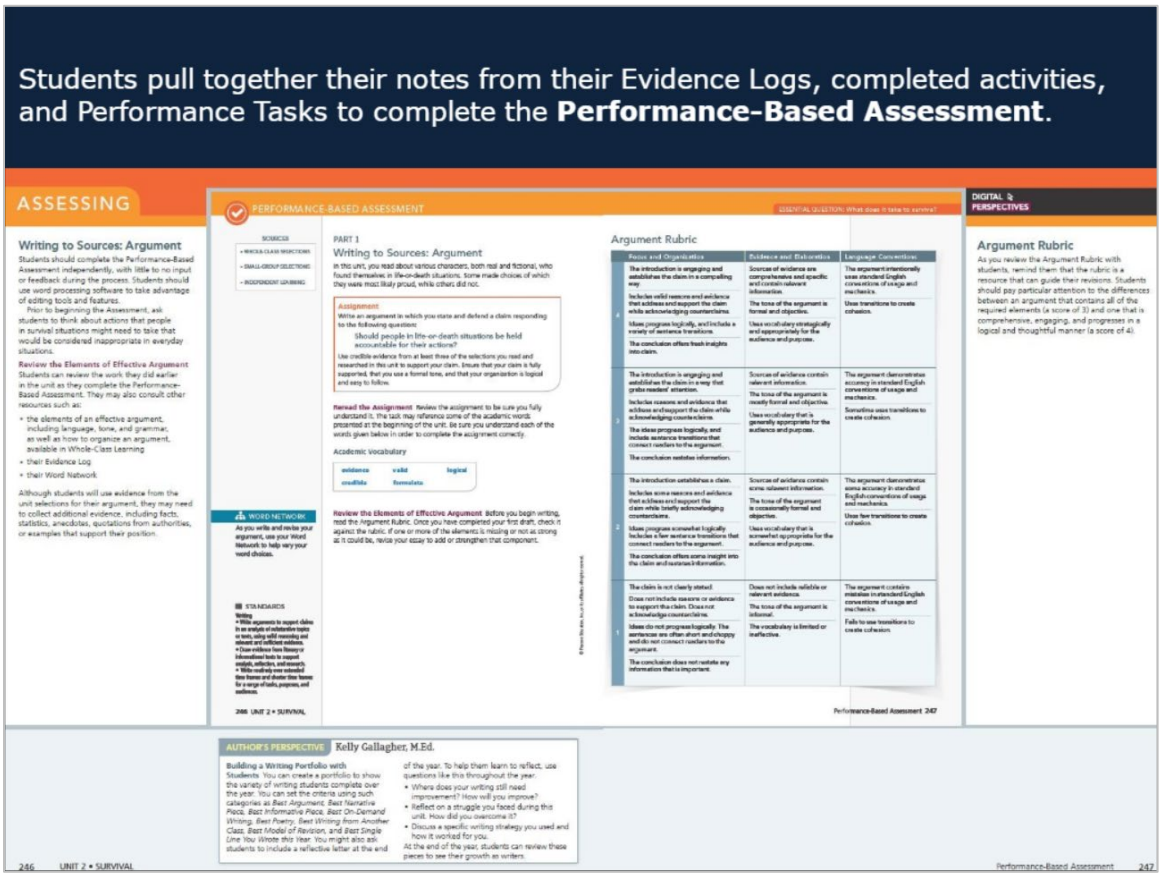
Independent Learning

During **Independent Learning**, students explore and choose selections that they are interested in so they can continue to build their knowledge about the unit topic.

Teachers advise and encourage students as they implement **close-reading** strategies. Students **reflect** on, evaluate, and **share** the information they gain from independently reading a selection of their choosing.



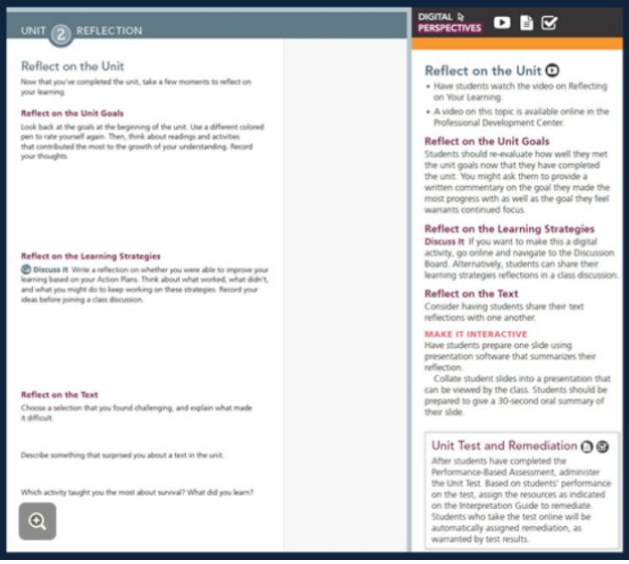
Performance-Based Assessment



Unit Reflection

In the **Unit Reflection**, students reflect on their learning to help them understand what they've accomplished, build content knowledge, and further explore their own perspectives on the readings and topic.

This is an important student-centered feature of the program that really allows students to stop and reflect on their growth as learners, as a class, and as individuals before they move on to the next unit.



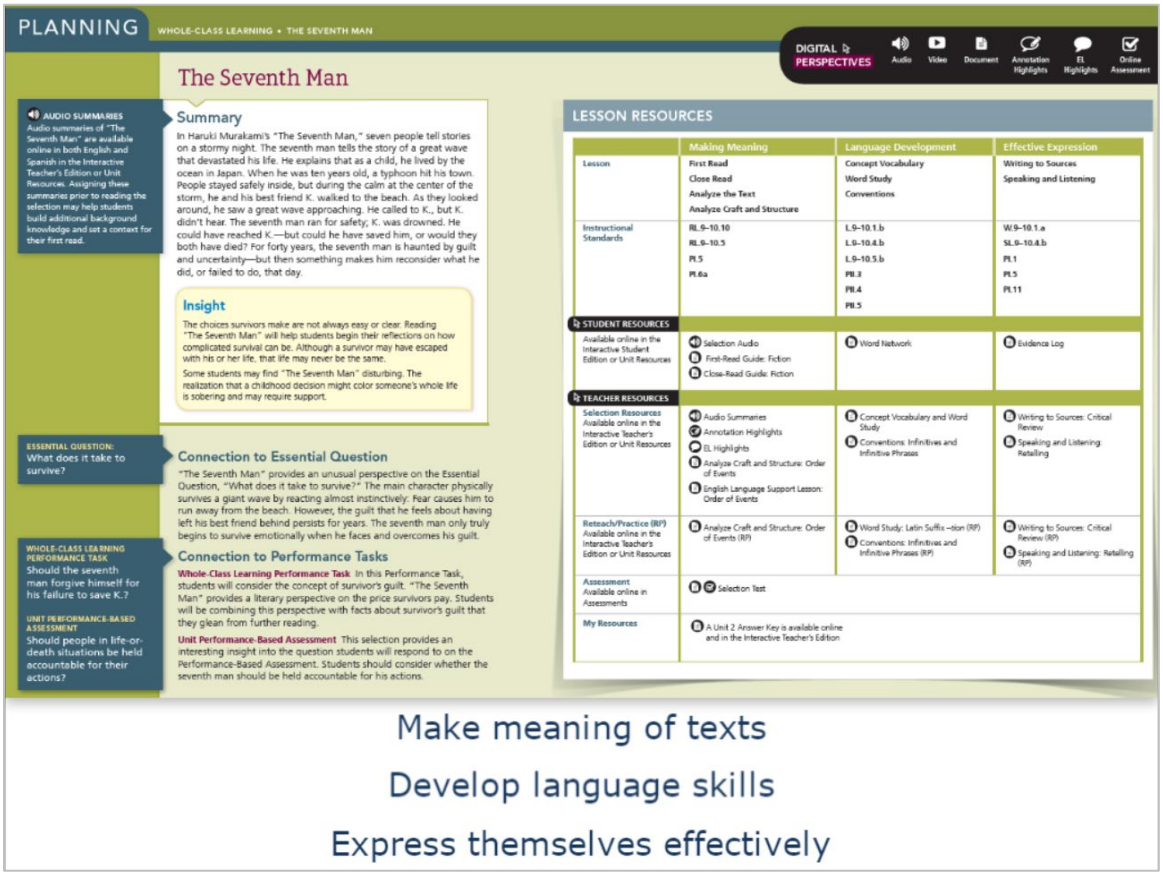
Integrated

You see…reading, writing, speaking, and listening are all integrated within *my*Perspectives.

Through exploration of a unit's multi-genre texts, your students will analyze texts through the eyes of a reader and writer.

Students learn to see the text through the author's eyes as they develop and grow their writing and communication skills.

Building Literacy



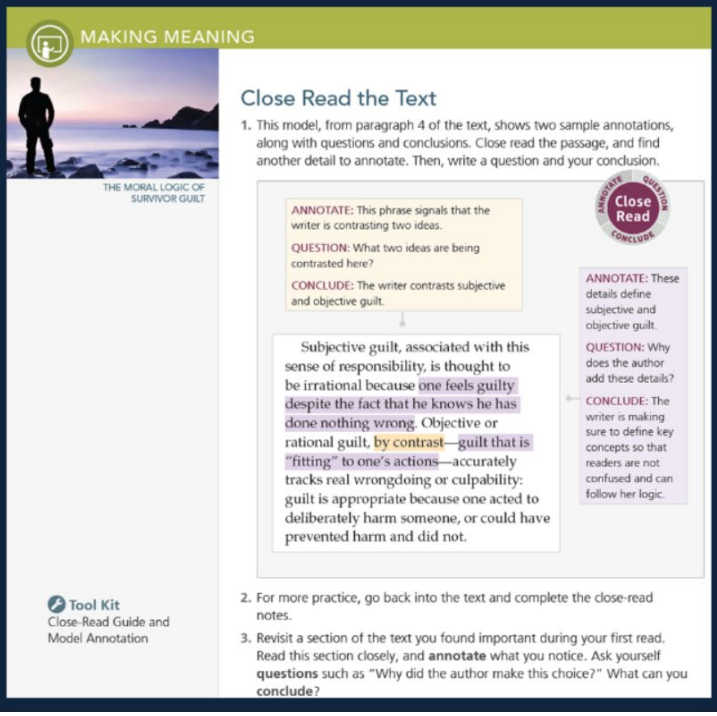
In *my*Perspectives, students process the text three different ways—by making meaning of texts, developing language skills, and expressing themselves effectively.

After each selection, you'll see instruction organized into three categories—Making Meaning, Language Development, and Effective Expression.

Take some time to learn about the three categories.

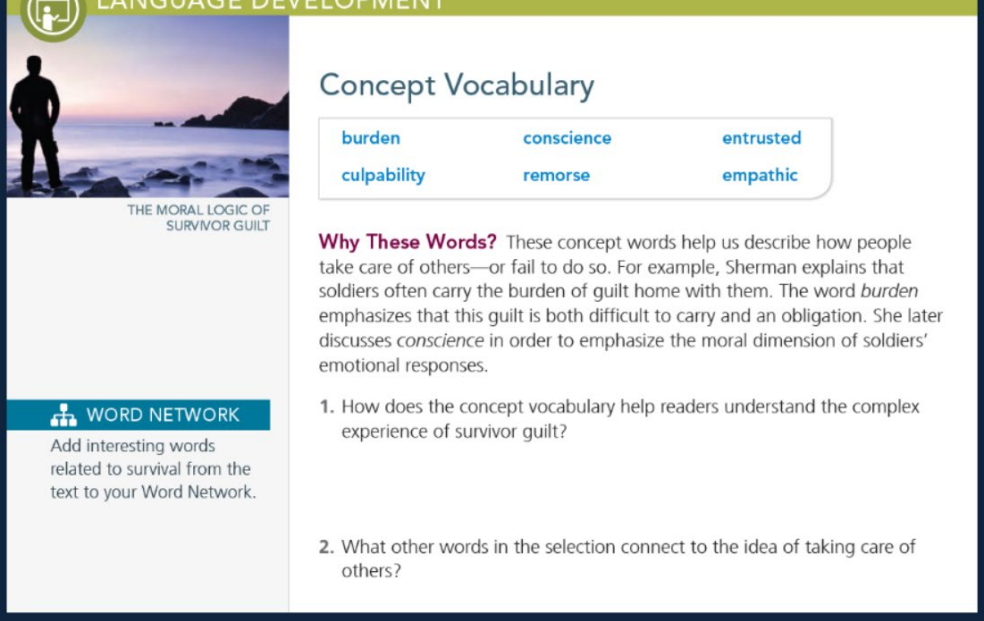
Making Meaning

Students **Make Meaning** through rigorous close reading activities and analyzing author's craft and structure.



Language Development

Students complete **Language Development** activities with Concept Vocabulary and Conventions Practice.



Effective Expression

Effective Expression activities allow students to work in groups while communicating their own ideas, listening to others, and research together to develop their perspectives.

EFFECTIVE EXPRESSION

Writing to Sources

Many radio-show websites include a comments section and invite listeners to share their thoughts about the shows.

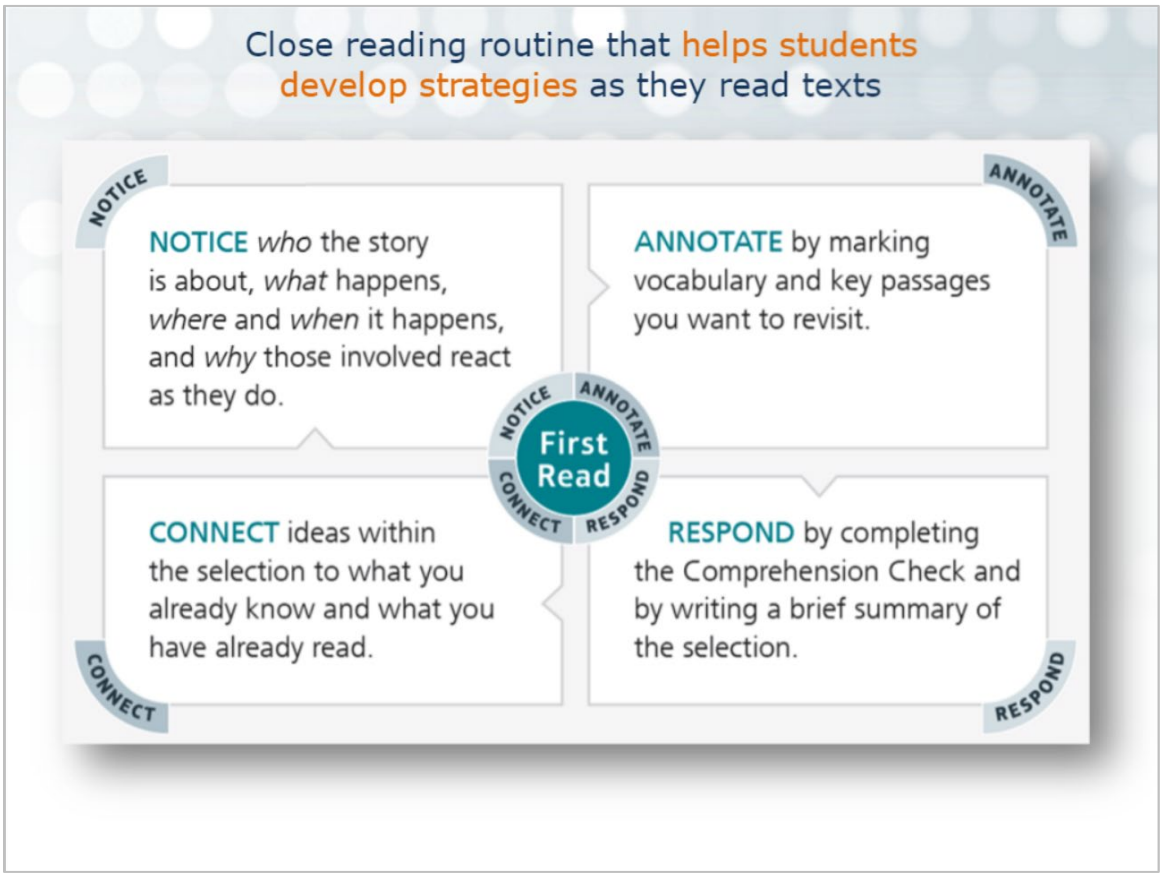
Assignment

Write a **listener comment** about this radio broadcast. In one to three paragraphs, explain how the show affected you and evaluate the points of view of the people documented in the broadcast, their reasoning, and their explanations.

- Use a friendly but formal tone.
- Develop your ideas by jotting down answers to these questions:
  - Does the broadcast convince you that neighbors can be more effective at helping than authorities? Explain your thinking.
  - Are there other questions you think Shankar Vedantam should have asked? If so, what are they?
  - How do you think professional rescue workers might respond to this broadcast? What do you think a government official would say?

THE KEY TO DISASTER SURVIVAL? FRIENDS AND NEIGHBORS

Close Reading Routine



As your literacy guide, I know how important it is to have students read texts critically. Well, *my*Perspectives incorporates a close-reading routine that helps students develop strategies as they read texts.

The routine includes four steps:

1. Notice
2. Annotate
3. Connect
4. Respond

During the First Read, you'll want students to notice details, annotate the text as they read, make connections beyond the text, and respond by writing a brief summary of the selection.

As they read the text a second time, you'll want them to respond to Close Read questions directly in their digital or print Student Edition.

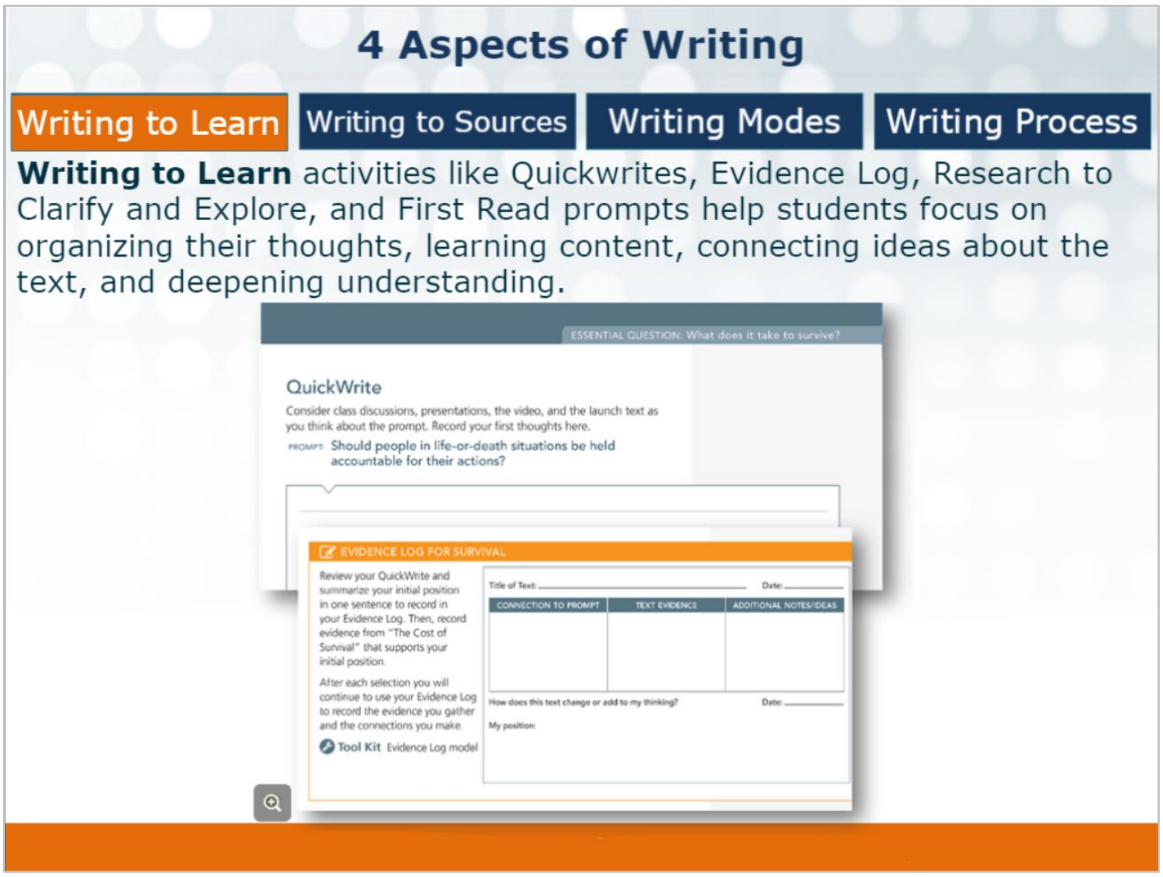
Models are available in the Tool Kit, which is located in the back of the Student Edition, so students can see examples of how to close read texts during Whole-Class Learning, Small-Group Learning, and Independent Learning.

Writing

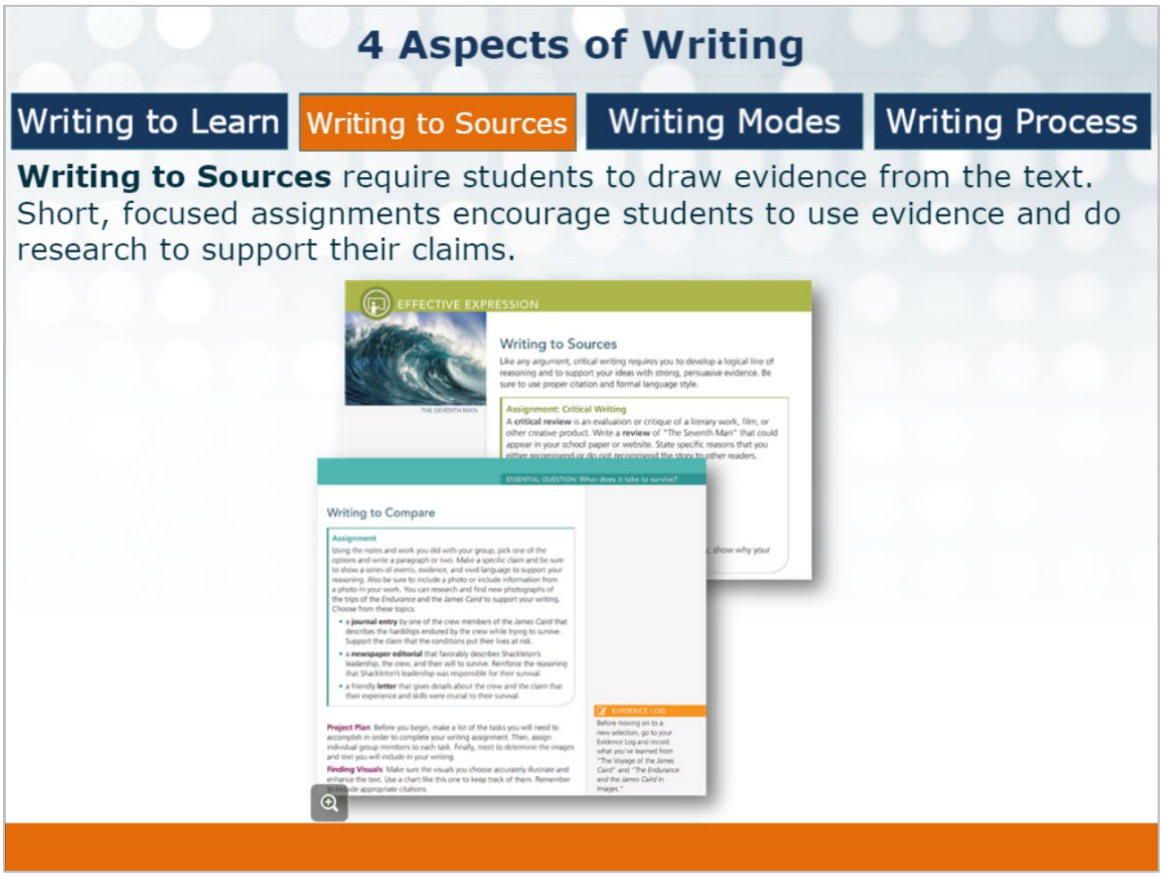
*my*Perspectives gives students many opportunities throughout each unit to learn and apply *all* aspects of writing. Writing for the purpose of learning is so important for college and careers.

There are four aspects of writing in *my*Perspectives.

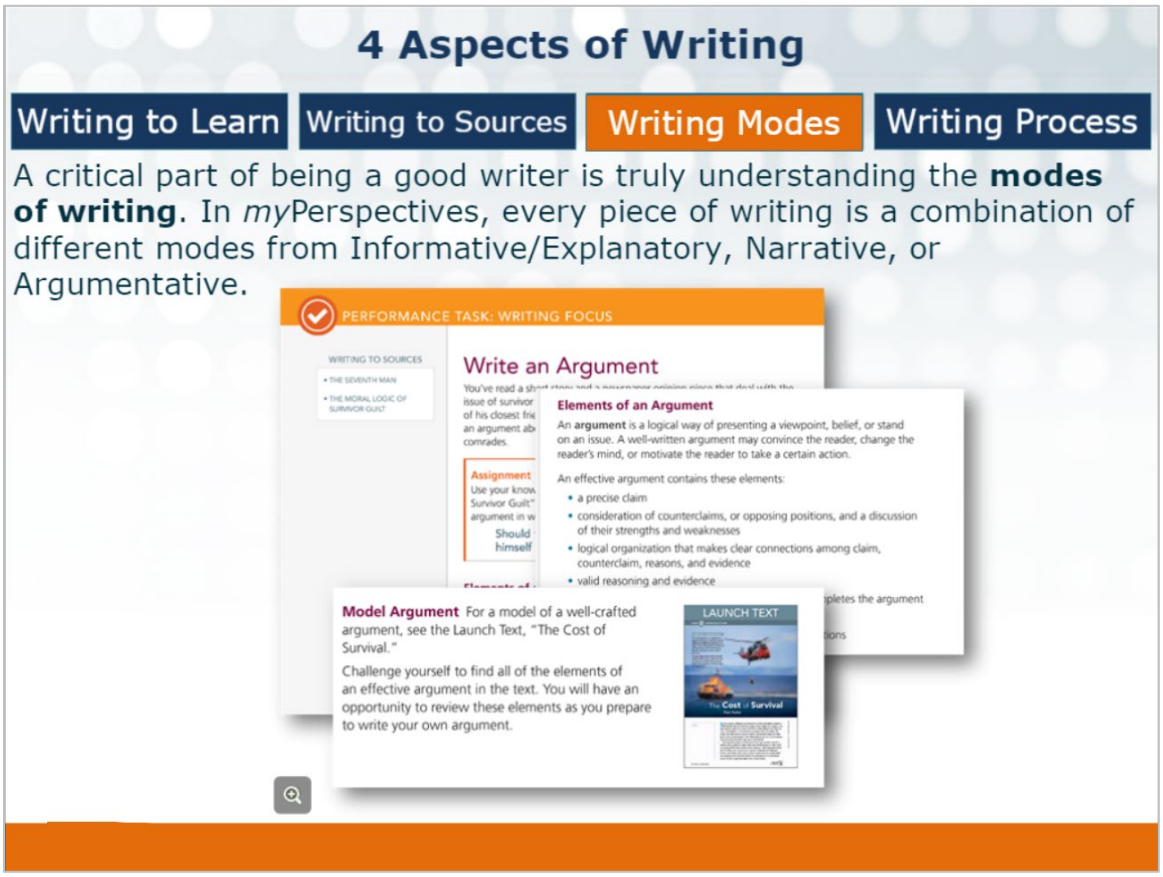
Writing to Learn



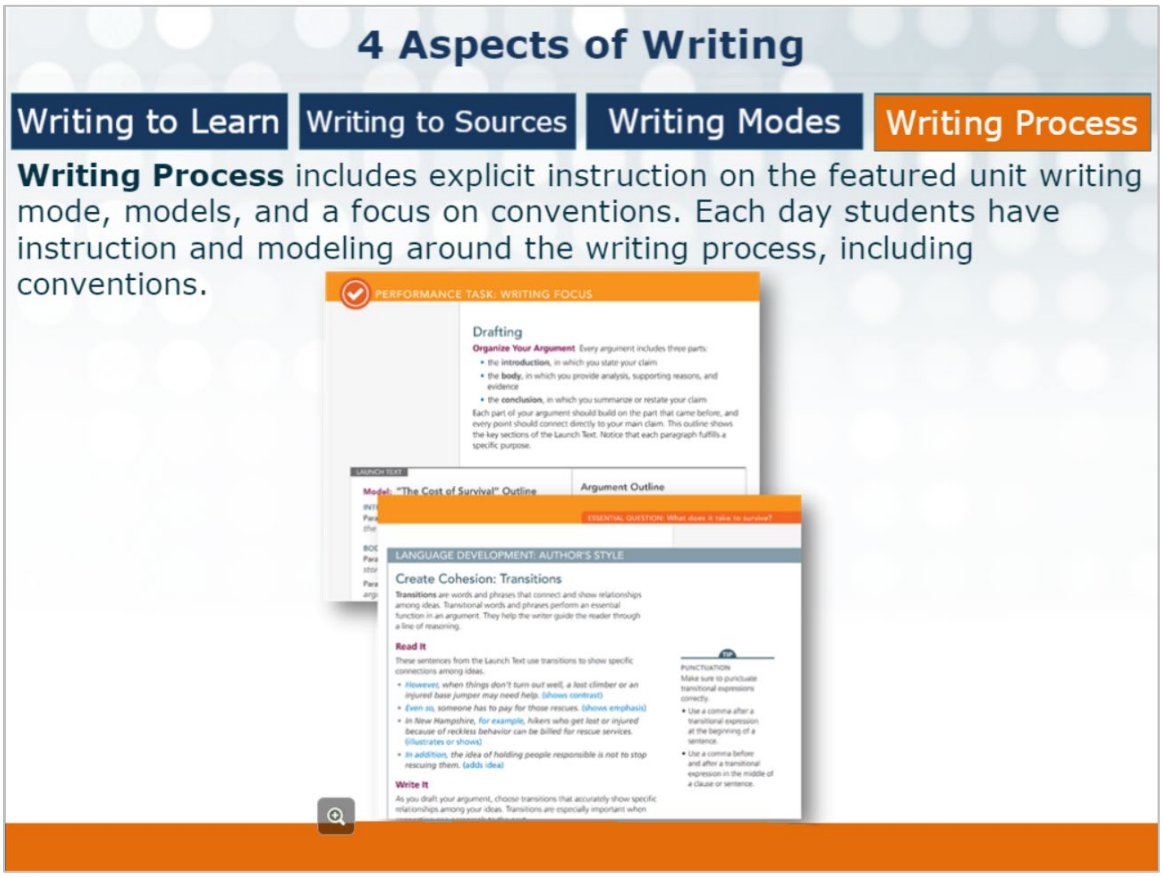
Writing to Sources



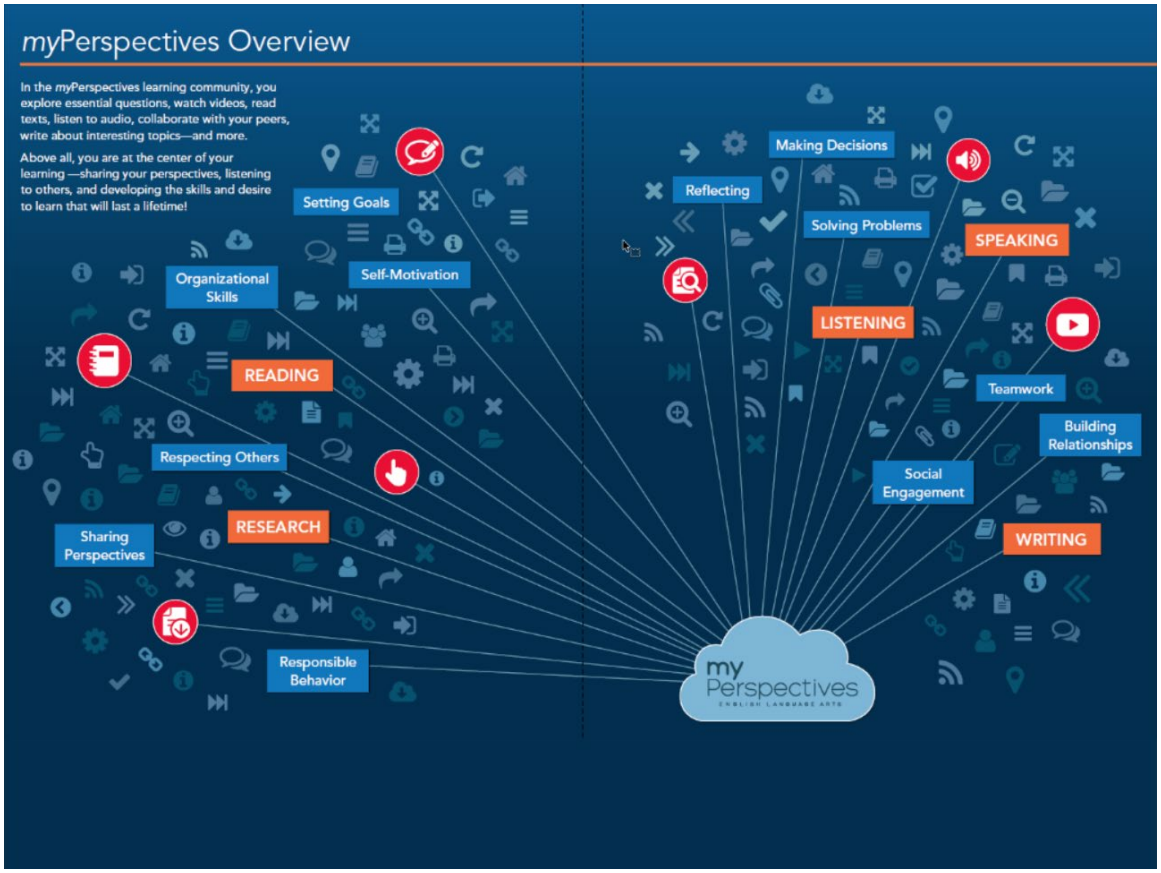
Writing Modes



Writing Process



Learning Strategies



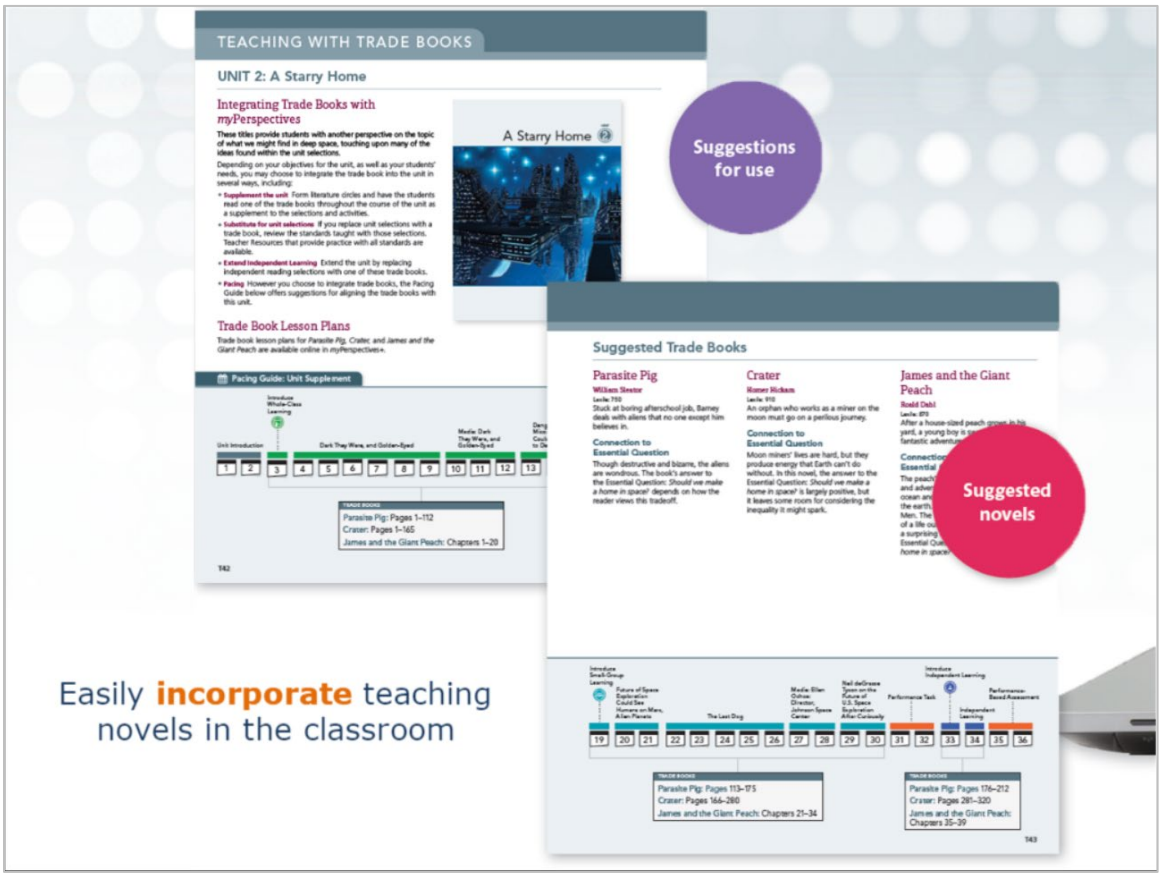
Your students will become self-directed learners as they move through the unit.

Look at the learning strategies here.

Whole-Class, Small-Group, and Independent Learning Strategies all 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.

Using Novels

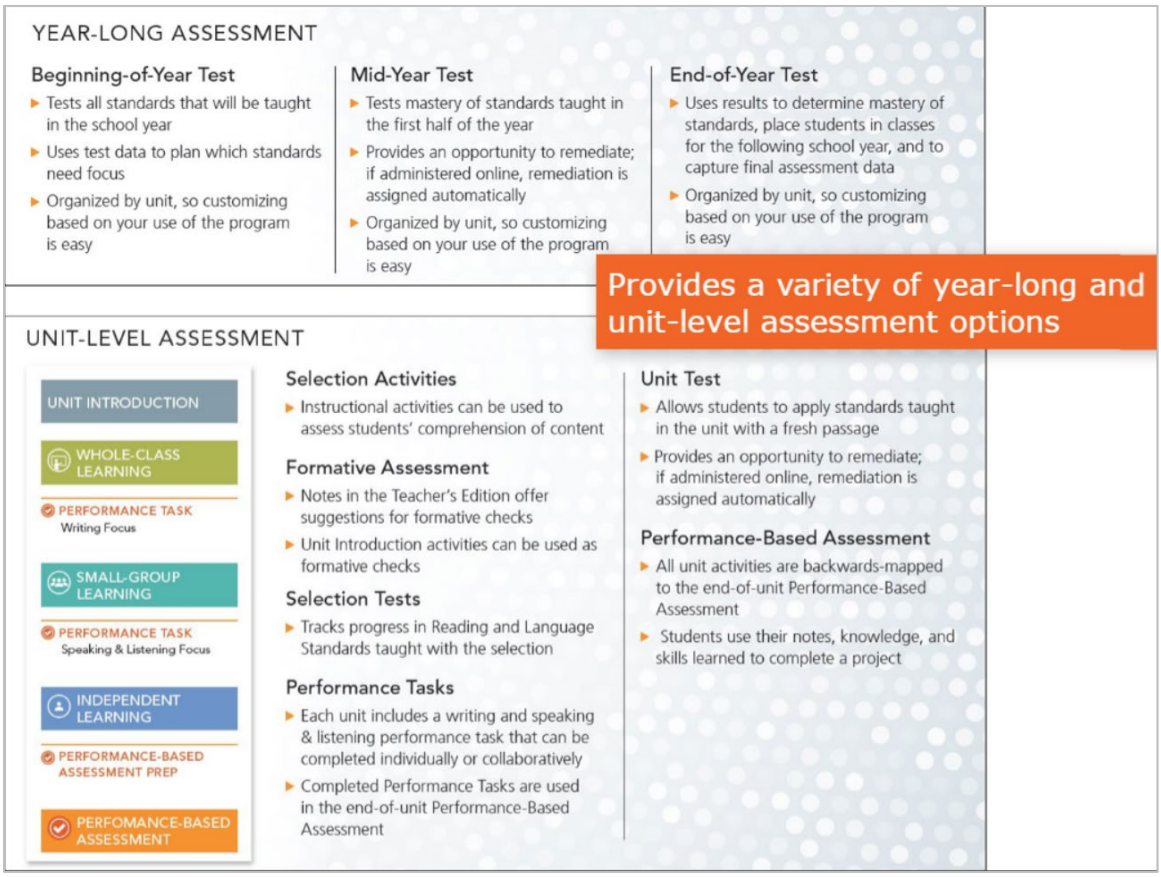


If you're like me, you want to use novels with your students!

In *my*Perspectives, the **Teaching with Trade Books** section in your Teacher's Edition recommends three novels that are aligned to the unit theme as well as additional titles you can choose from.

You'll also find a Study Guide, pacing and implementation suggestions, and additional titles to help you incorporate teaching novels in your classroom.

Assessments



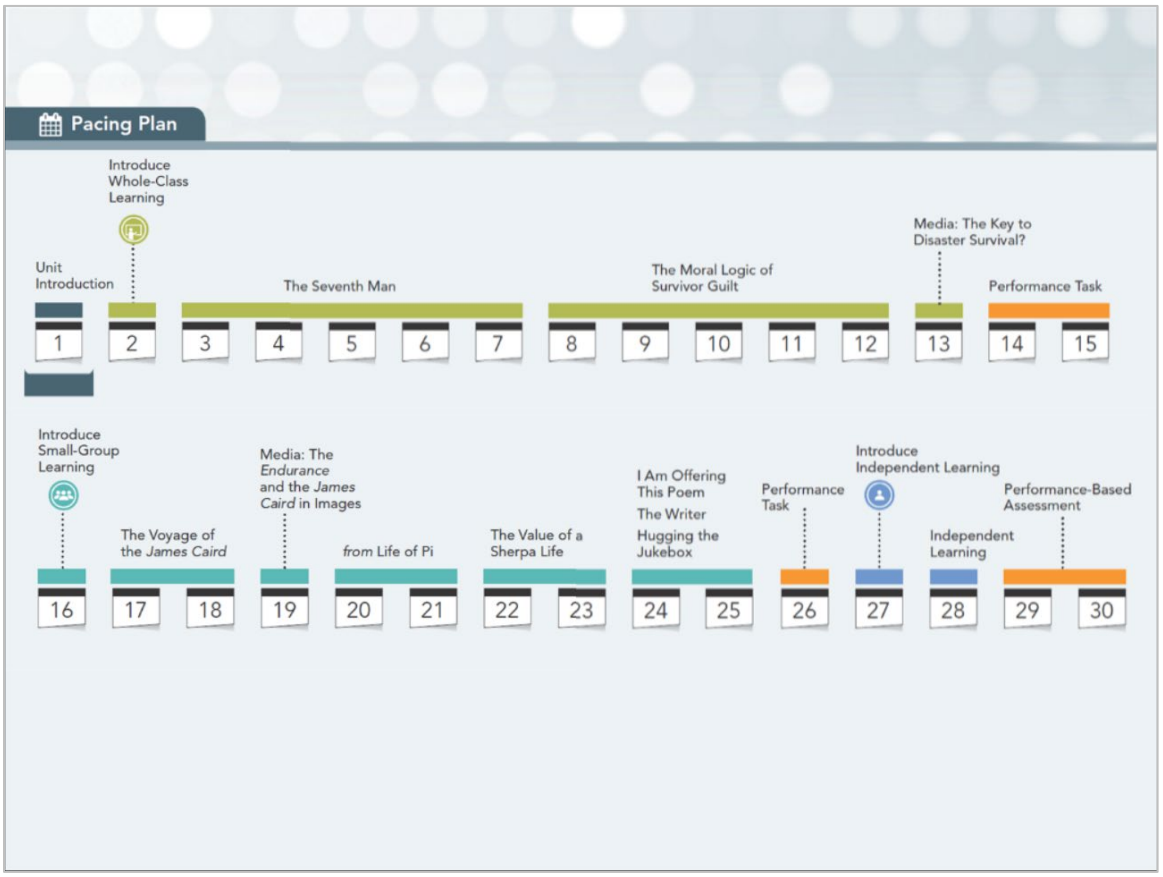
Are you asking yourself, “How will I assess and monitor my students’ progress?”

Well, *my*Perspectives provides a variety of year-long and unit-level assessment options to assess students’ understanding and application of skills and knowledge.

Take a minute to check out the list of Year-Long Assessments and Unit-Level Assessments. These assessments allow students to demonstrate their understanding and provide teachers with data on their students’ progress.

*my*Perspectives also offers agnostic Next-Generation Assessments. These tests include technology-enhanced items that allow students to encounter and practice the next-generation assessment formats so that they are prepared for online interactive testing.

How Will I Plan?

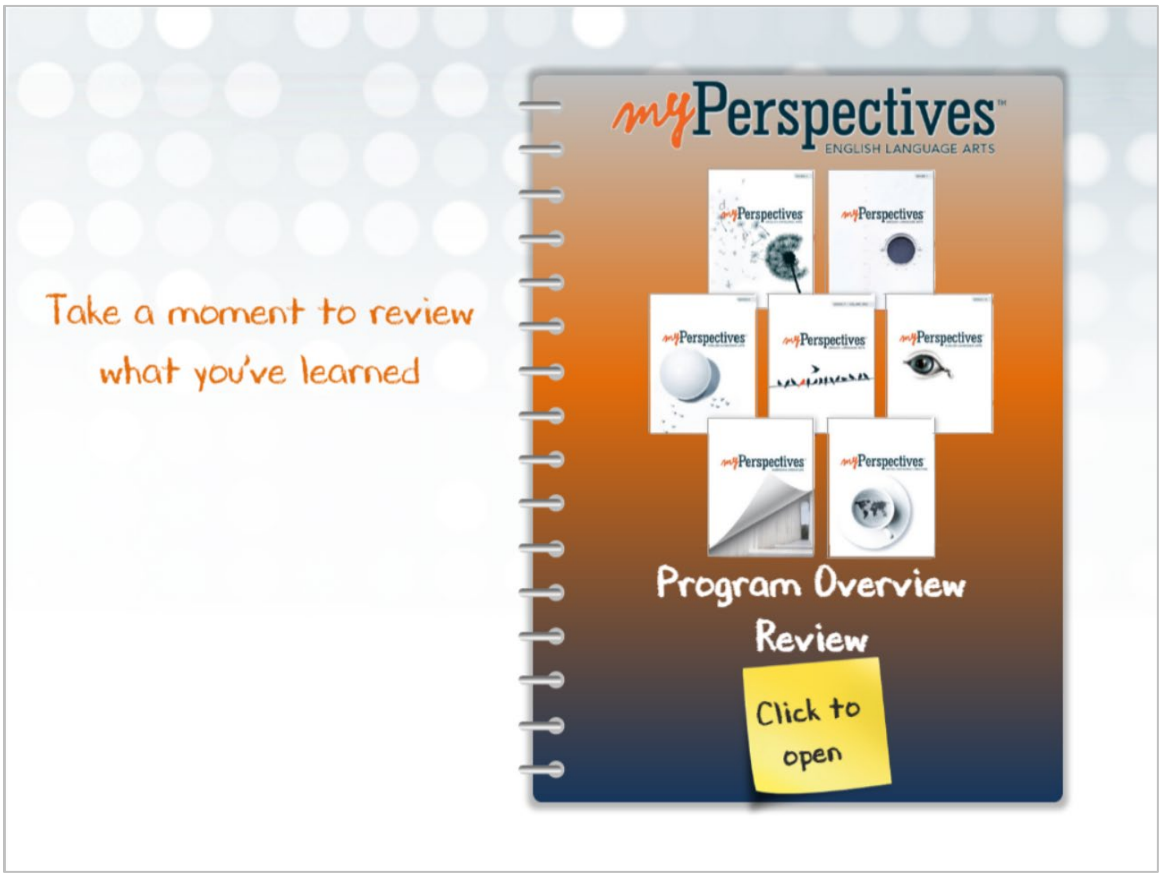


*my*Perspectives provides you with resources to help you plan!

Every unit includes a Pacing Plan which is a timeline of each environment to help with planning.

In addition, there are several tools on My Savvas Training to help you map and pace out your unit, saving you a *great* deal of time! Check out the Curriculum Maps, Unit Planning Guides, and Scope and Sequence Guides. You can customize all these resources based on your classroom needs.

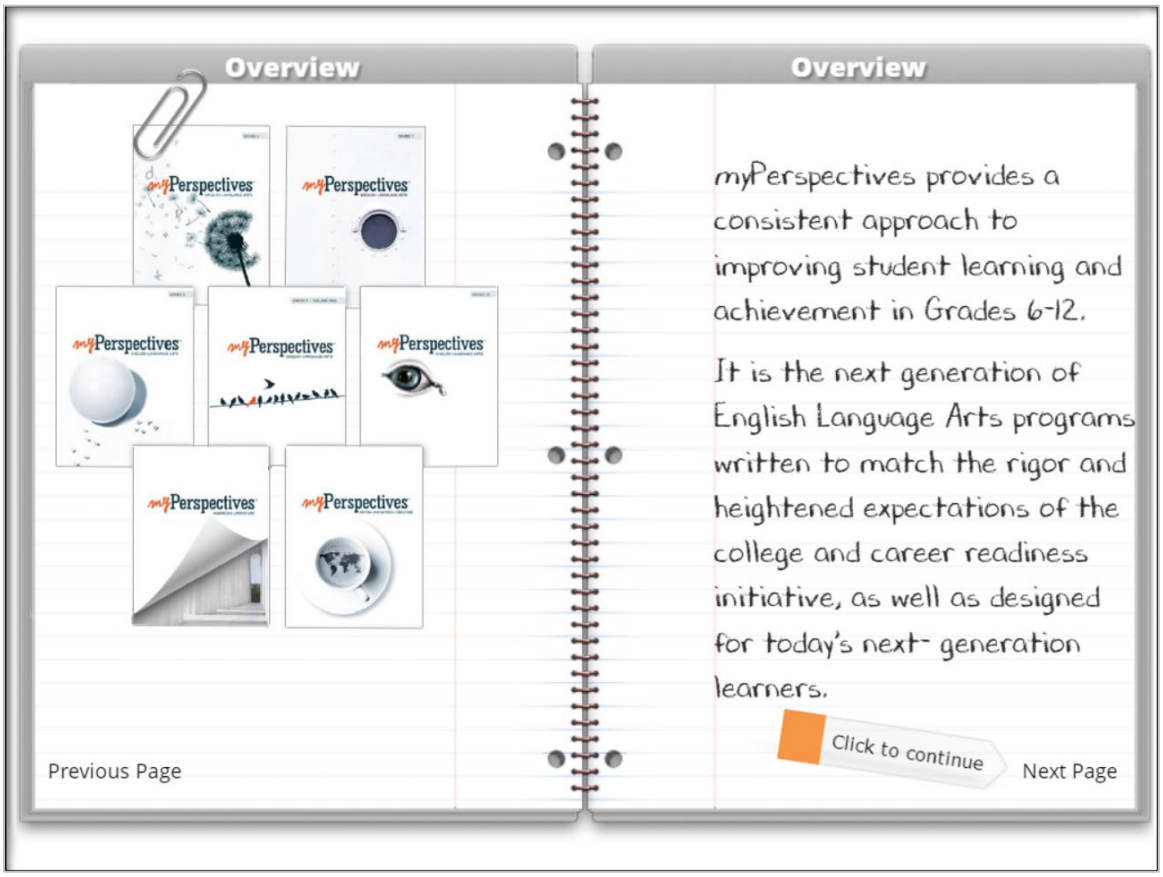
Flipbook Review



So what are your take-aways?

Flip the book pages to review your learning.

Overview


Overview
Overview
myPerspectives provides a consistent approach to improving student learning and achievement in Grades 6-12.
It is the next generation of English Language Arts programs written to match the rigor and heightened expectations of the college and career readiness initiative, as well as designed for today's next-generation learners.
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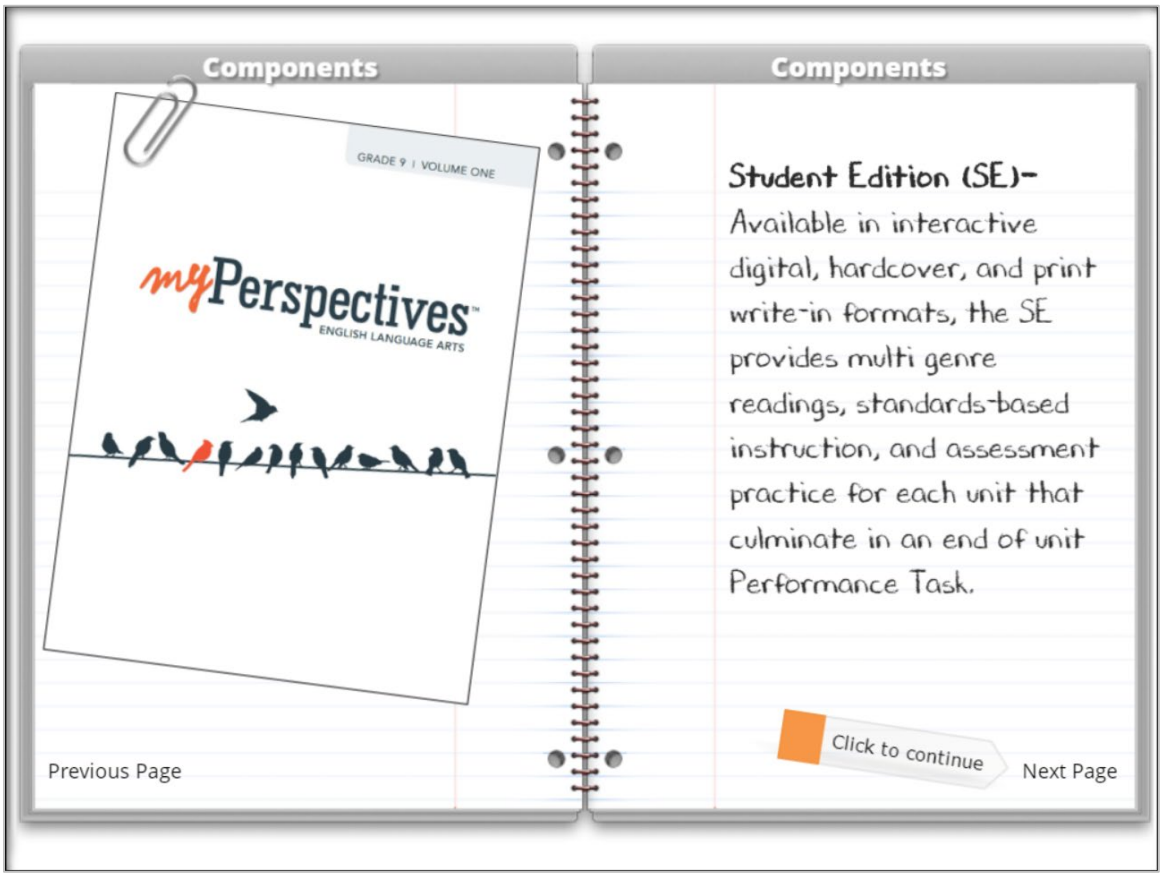
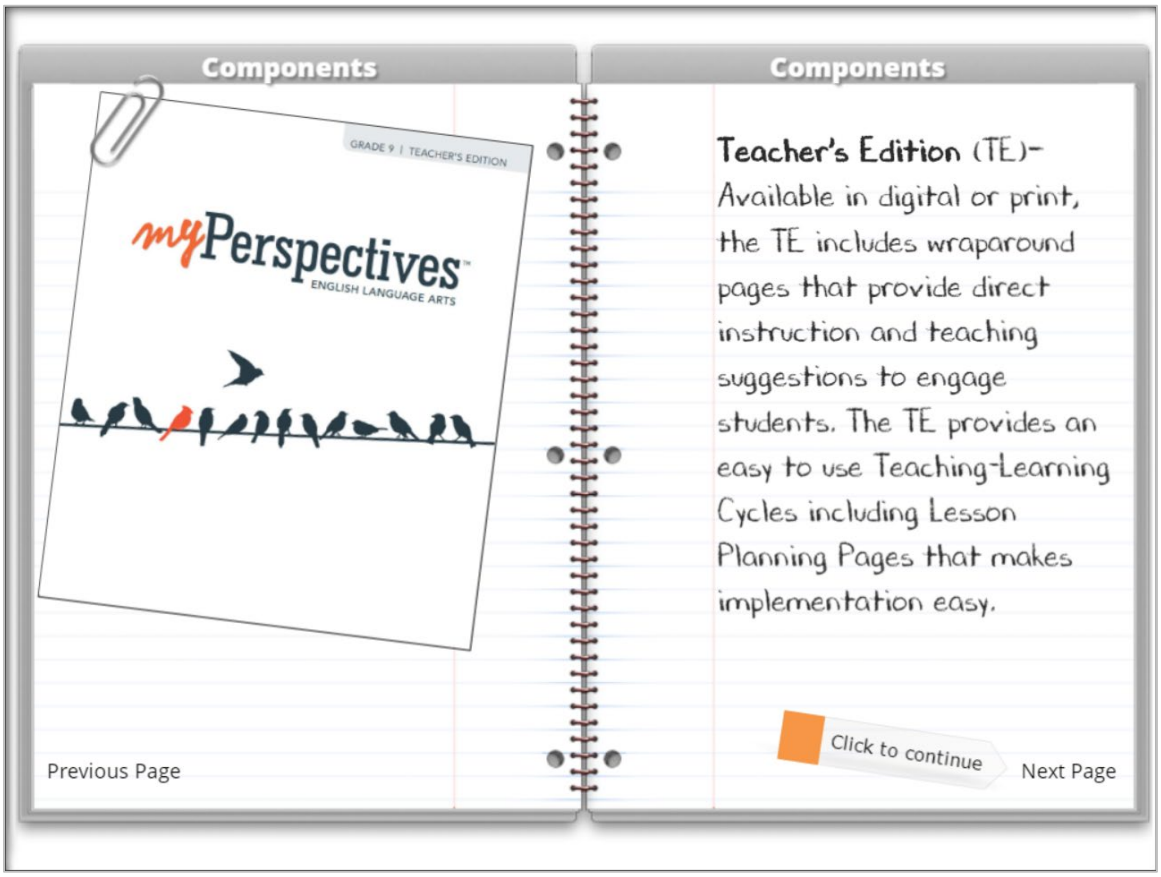
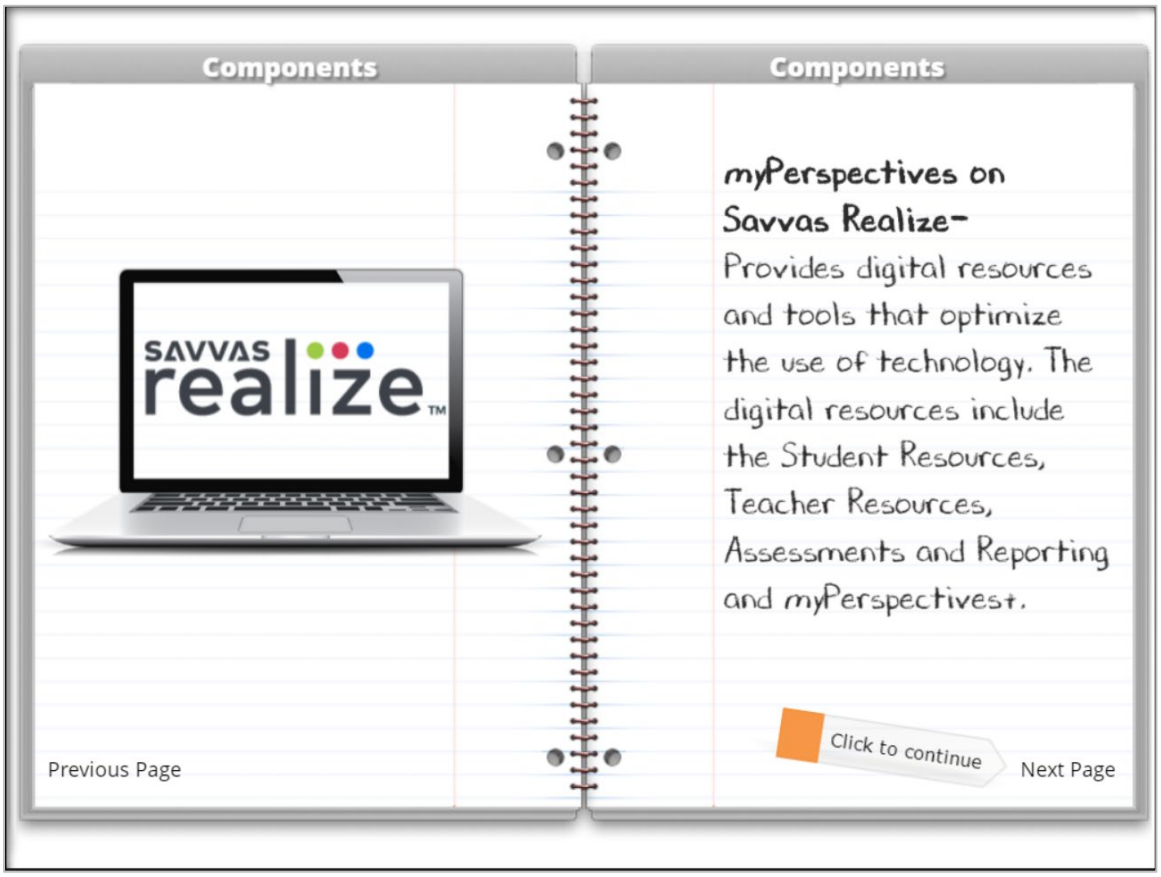
Components – Student Edition



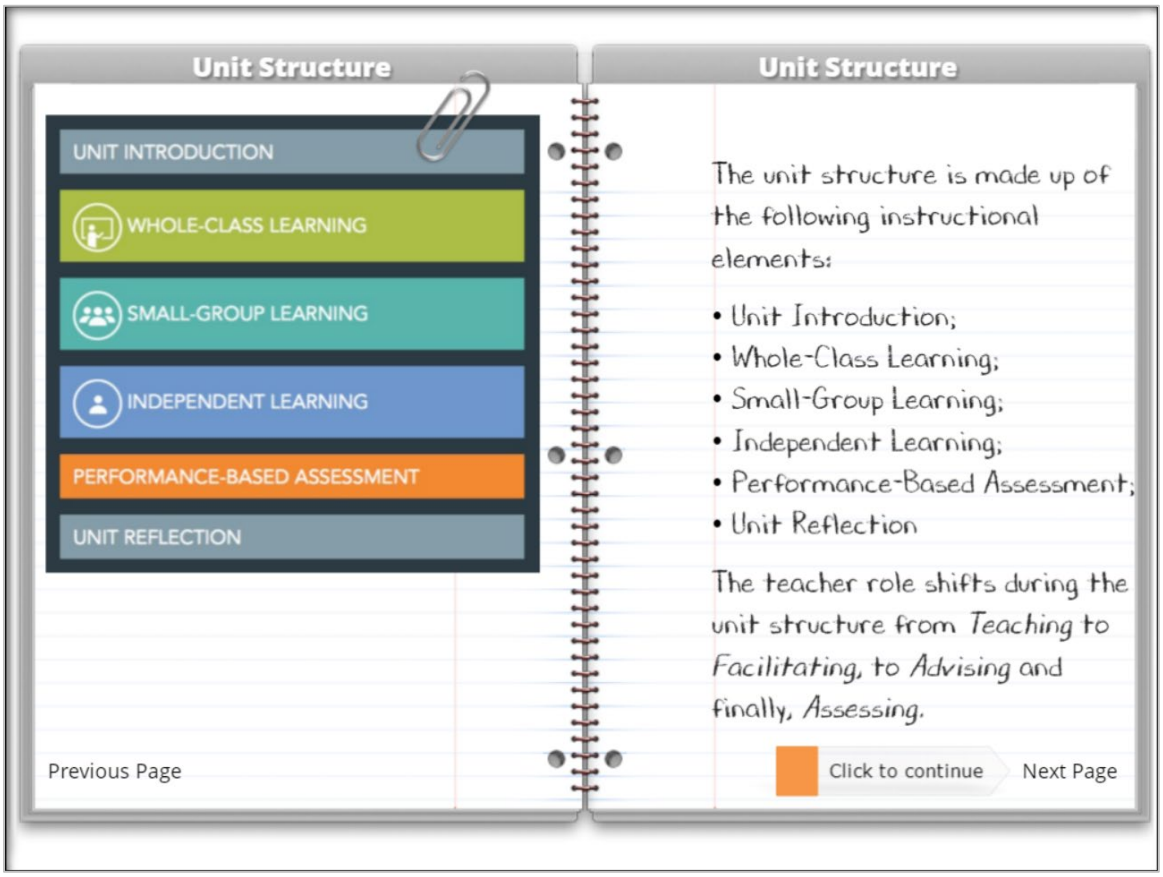
Components – Teacher's Edition



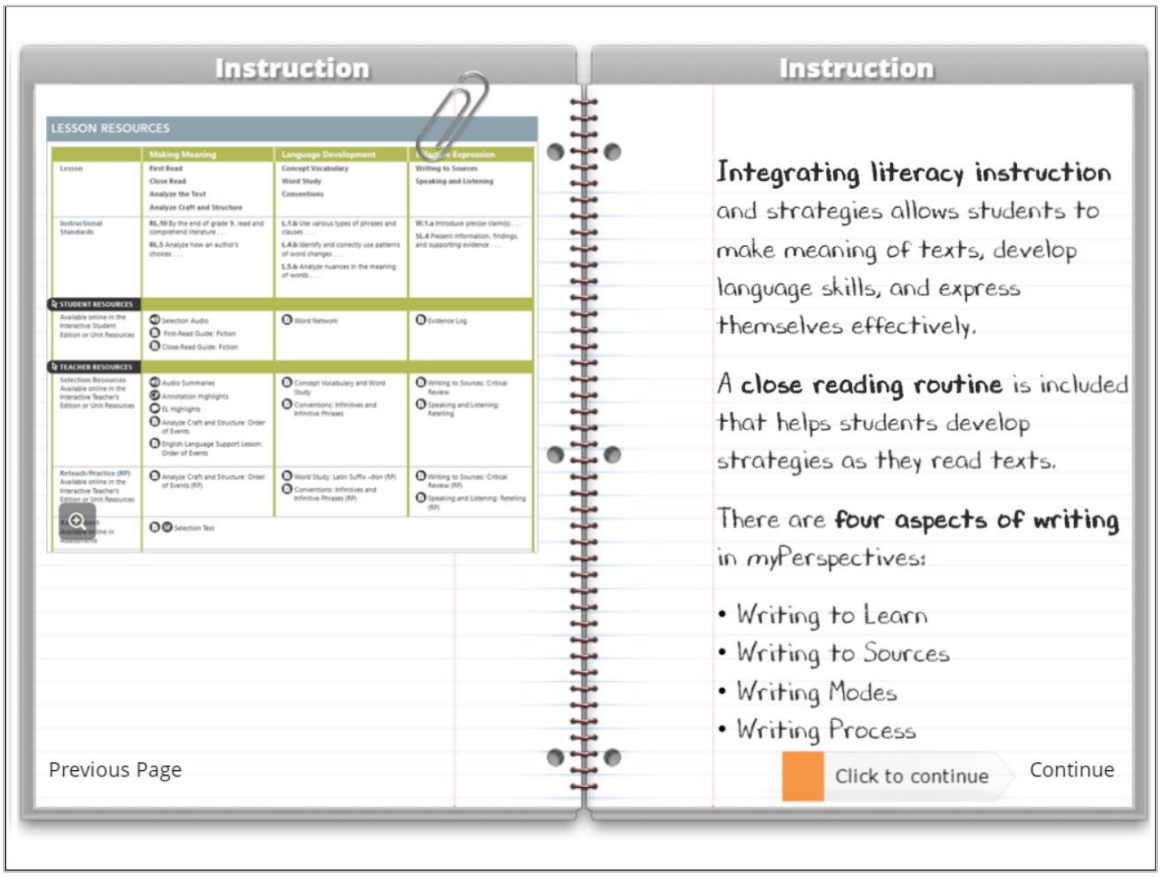
Components - *my*Perspectives on Savvas Realize



Unit Structure



Instruction



Let's Recap!

Now it's your turn.

You know the *my*Perspectives components, unit structure, routines, and assessments.

Go ahead and try it in your classroom.

Thanks for watching! To learn more, visit My Savvas Training.

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