Hi, teachers!

Welcome to myPerspectives—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™?

Blended program that promotes students’ ownership of learning through goal setting, student choice, and reflection

So, what is myPerspectives?

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

Well, myPerspectives has three components.
myPerspectives 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

myPerspectives 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.
myPerspectives 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.

myPerspectives 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.
You’re probably wondering what instruction looks like in myPerspectives.

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
- Whole-Class Learning
- Small-Group Learning
- Independent Learning
- Performance-Based Assessment
- Unit Reflection
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

Students pull together their notes from their Evidence Logs, completed activities, and Performance Tasks to complete the **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.
You see…reading, writing, speaking, and listening are all integrated within myPerspectives.

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.
In myPerspectives, 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.

**Close Read the Text**

1. This model, from paragraph 4 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.

- **ANNOTATE:** this phrase signals that the writer is contrasting two ideas.
- **QUESTION:** What two ideas are being contrasted here?
- **CONCLUDE:** The writer contrasts subjective and objective guilt.

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**Subjective guilt,** associated with this sense of responsibility, is thought to be irrational because he feels guilty despite the fact that he knew he had done nothing wrong. **Objective or rational guilt,** by contrast—guilt that is "fitting" to one’s actions—accurately tracks real wrongdoing or culpability: guilt is appropriate because one acted to deliberately harm someone, or could have prevented harm and did not.

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

3. Revist a section of the text you found important during your first read. Read this section closely, and annotate what you notice. Ask yourself questions such as "Why did the author make this choice?" What can you conclude?
Language Development

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

**Concept Vocabulary**

<table>
<thead>
<tr>
<th>burden</th>
<th>conscience</th>
<th>entrusted</th>
</tr>
</thead>
<tbody>
<tr>
<td>culpability</td>
<td>remorse</td>
<td>empathic</td>
</tr>
</tbody>
</table>

**Why These Words?** These concept words help us describe how people take care of others—or fail to do so. For example, Sherman explains that soldiers often carry the burden of guilt home with them. The word burden emphasizes that this guilt is both difficult to carry and an obligation. She later discusses conscience in order to emphasize the moral dimension of soldiers’ emotional responses.

1. How does the concept vocabulary help readers understand the complex experience of survivor guilt?

2. What other words in the selection connect to the idea of taking care of others?
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?
As your literacy guide, I know how important it is to have students read texts critically. Well, myPerspectives 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

myPerspectives 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 myPerspectives.
Writing to Learn

**4 Aspects of Writing**

**Writing to Learn** activities like Quickwrites, Evidence Log, Research to Clarify and Explore, and First Read prompts help students focus on organizing their thoughts, learning content, connecting ideas about the text, and deepening understanding.

**QuickWrite**
Consider class discussions, presentations, the video, and the launch text as you think about the prompt. Record your first thoughts here.

**EVIDENCE LOG FOR SURVIVAL**

List of Evidence:

- Title of text:
- Date:

**CONNECTION TO PROMPT**
- Text:
- Evidence:
- Additional Notes/Deals

*My position:*
Writing to Sources

Writing to Sources require students to draw evidence from the text. Short, focused assignments encourage students to use evidence and do research to support their claims.
Writing Modes

4 Aspects of Writing

A critical part of being a good writer is truly understanding the **modes of writing**. In *myPerspectives*, every piece of writing is a combination of different modes from Informative/Explanatory, Narrative, or Argumentative.
Writing Process

Writing Process includes explicit instruction on the featured unit writing mode, models, and a focus on conventions. Each day students have instruction and modeling around the writing process, including conventions.
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.
If you’re like me, you want to use novels with your students!

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

Well, myPerspectives 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.

myPerspectives 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?

myPerspectives 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.
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.
Components – Student Edition

Student Edition (SE)-
Available in interactive digital, hardcover, and print write-in formats, the SE provides multi genre readings, standards-based instruction, and assessment practice for each unit that culminate in an end of unit Performance Task.
Components – Teacher’s Edition

Teacher’s Edition (TE)—
Available in digital or print, the TE includes wraparound pages that provide direct instruction and teaching suggestions to engage students. The TE provides an easy to use Teaching-Learning Cycles including Lesson Planning Pages that makes implementation easy.
Components - myPerspectives on Savvas Realize

myPerspectives on Savvas Realize -
Provides digital resources and tools that optimize the use of technology. The digital resources include the Student Resources, Teacher Resources, Assessments and Reporting and myPerspectives.
Unit Structure

The unit structure is made up of the following instructional elements:
- Unit Introduction;
- Whole-Class Learning;
- Small-Group Learning;
- Independent Learning;
- Performance-Based Assessment;
- Unit Reflection

The teacher role shifts during the unit structure from Teaching to Facilitating, to Advising and finally, Assessing.
Instruction

Integrating literacy instruction and strategies allows students to make meaning of texts, develop language skills, and express themselves effectively.

A close reading routine is included that helps students develop strategies as they read texts.

There are four aspects of writing in myPerspectives:

- Writing to Learn
- Writing to Sources
- Writing Modes
- Writing Process
Let's Recap!

Now it's your turn.

You know the myPerspectives components, unit structure, routines, and assessments.

Go ahead and try it in your classroom.

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