

***myPerspectives* Texas © 2020**

Program Overview

Introduction



Hi, I'm Becky, and I'll be your literacy guide during this tutorial.

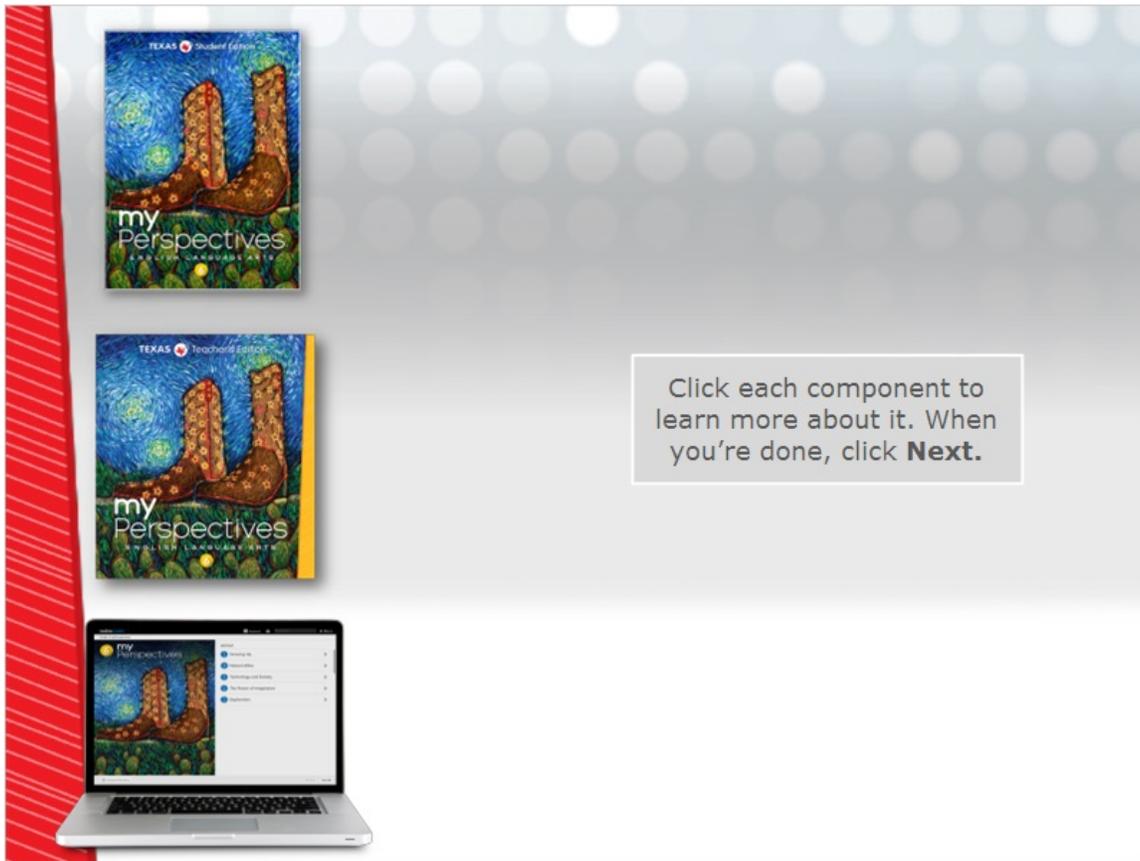
Welcome to *myPerspectives* Texas—a TEKS-driven English Language Arts program designed specifically with today's learners in mind with integrated reading and writing instruction.

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 Grades 6 through 8 program works by looking at the components, unit structure, routines, and assessments.

Let's get started!

Program Components

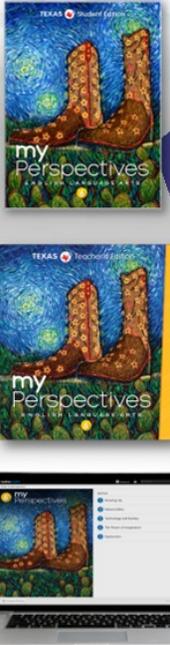


So what do you really need to know in order to use the program right away?

myPerspectives Texas has three program components: Student Edition, Teacher's Edition, and Realize

Let's learn about each component.

Student Edition

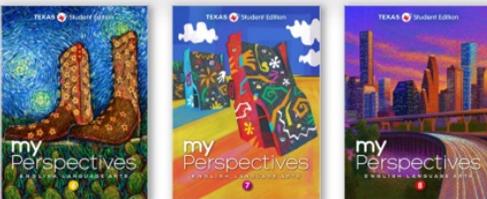


Student Edition

myPerspectives Texas 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 texts that include images, audio, videos, and even graphic novels. These selections are 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



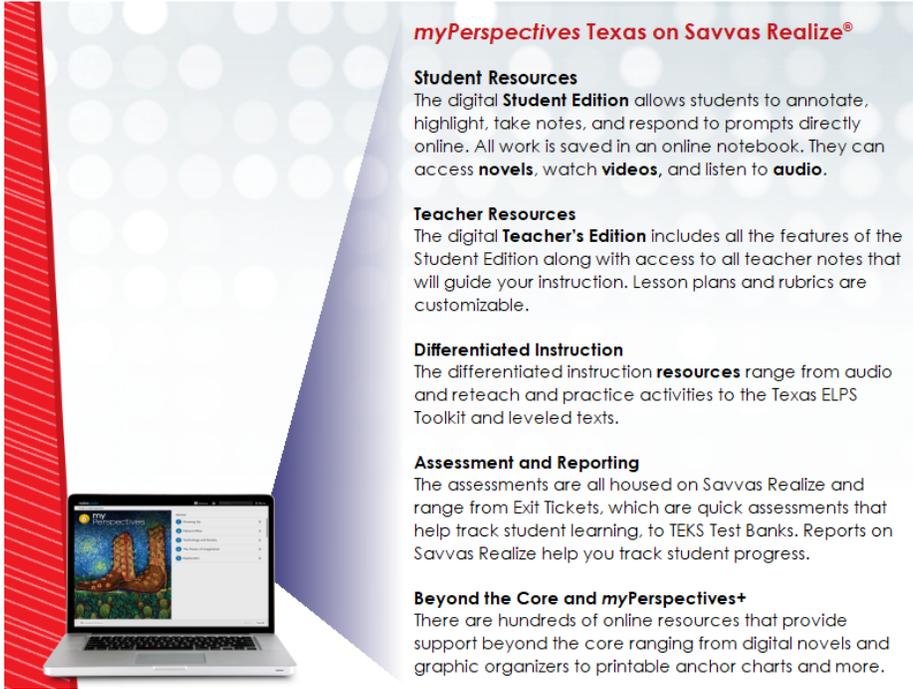
Teacher's Edition

myPerspectives Texas provides a digital or print Teacher's Edition with support for program implementation that includes pacing plans, point-of-use questions and answers, experts' perspectives, and differentiated instruction notes to reach all learners.



Click for a larger image >

Realize



myPerspectives Texas 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. They 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. Lesson plans and rubrics are customizable.

Differentiated Instruction
The differentiated instruction **resources** range from audio and reteach and practice activities to the Texas ELPS Toolkit and leveled texts.

Assessment and Reporting
The assessments are all housed on Savvas Realize and range from Exit Tickets, which are quick assessments that help track student learning, to TEKS Test Banks. Reports on Savvas Realize help you track student progress.

Beyond the Core and myPerspectives+
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 *myPerspectives Texas*.

There are five thematic units and each unit is aligned to an Essential Question, also known as EQ, and includes texts of multiple genres.

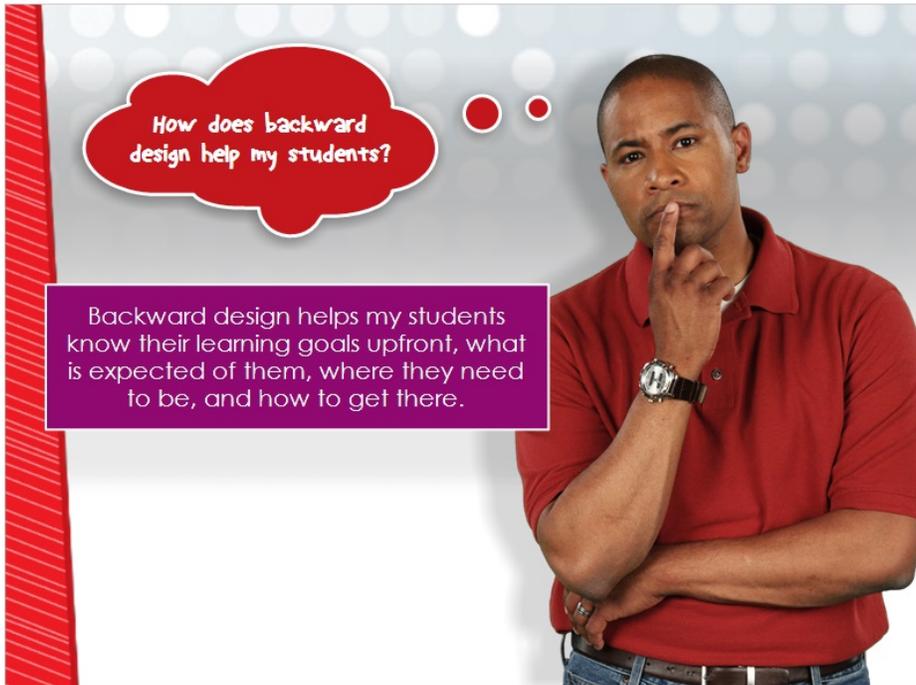
Students read and explore different perspectives on the theme, listen to the ideas of others, and share their own thinking.

The unit structure is made up of different learning environments that mimic what they will encounter in college or careers as they work in large groups, smaller teams, or independently on their own. The unit is purposefully designed to have the teacher role shift from Instructing/Teaching to Facilitating, then, Advising to Assessing.

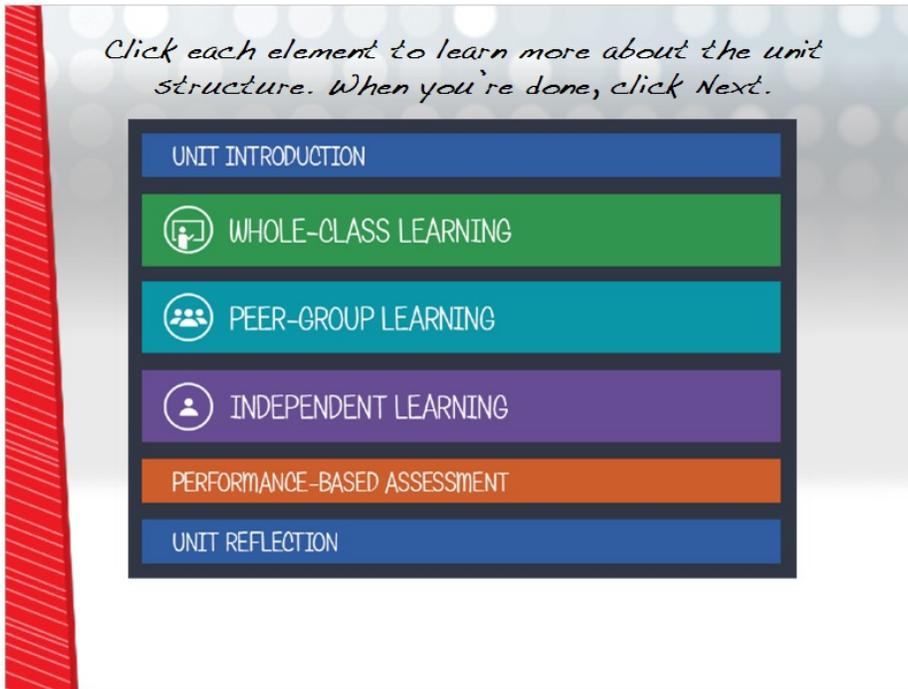
Each unit is backward designed so that all activities, practice, and Performance Tasks build toward a comprehensive Performance-Based Assessment, also known as the PBA, where students must demonstrate their learning.

You may be asking yourself, "How does backward design help my students?"

How does backward design help my students?



Learn about the Unit Structure



Let's learn more about each element in the unit structure.

Unit Introduction

The **Essential Question**, unit opener **video**, and **discussion prompt** build knowledge and engage students. An accessible **Mentor Text** provides a model for the unit's writing mode. Students **set goals** and develop responsibility for their learning. Students are introduced to **academic vocabulary** related to the unit's writing mode.

UNIT 2
Imagining the Future

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

Current Perspectives: Scientists offer current events that are related to the unit's Essential Question. Watch the video and read the article to learn more about the current events.

Pacing Plan:

Activity	Duration
Unit Introduction	2 days
Set, Try View, and Listen Quiz	5 days
Set, Try View, and Listen Quiz (2nd pass)	4 days
Performance Task	4 days
Whole-Class Learning Introduction	2 days
Classroom Activities	4 days
Peer-Group Learning Introduction	3 days
Classroom Activities	3 days
Independent Learning Introduction	2 days
Classroom Activities	2 days
Performance-Based Assessment	2 days
Unit Reflection	1 day

Independent Learning

Students choose a text to read **independently**. 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.

...from me about the un... structure. When you're done, click Next.

Close

OVERVIEW

INDEPENDENT LEARNING

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

Reading Digital Texts
Close read the text you've chosen to read. Use the strategies you've learned to help you understand the text. You may want to use the strategies you've learned to help you understand the text. You may want to use the strategies you've learned to help you understand the text.

Independent Learning Strategies
Use the Learning Strategies with students and explain that as they work through Independent Learning they will develop strategies to work on their own. Have students watch the video on Independent Learning Strategies.

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

Independent Learning Strategies
Use the Learning Strategies with students and explain that as they work through Independent Learning they will develop strategies to work on their own. Have students watch the video on Independent Learning Strategies.

Contents
Future of Space Exploration Could See Humans on Mars, Alan Stern
Without a trace, how would we find a way?
Mars: The Next Step
NASA's Mars Mission to Mars Could Be a Test for Us
Mars: The Next Step
NASA's Mars Mission to Mars Could Be a Test for Us
Mars: The Next Step
NASA's Mars Mission to Mars Could Be a Test for Us

Pacing Plan

2 days, 5 days, 4 days, 4 days

Performance-Based Assessment

Students use their EQ Notes, Word Network, and selection activities as they write a **Performance-Based Assessment**.

...when you're done, click Next.

Close

ASSESS

Argumentative Essay
When students that they will complete their argumentative essay independently, with this as an input or feedback from you as they write. You may wish to have students use word processing software so that they can take advantage of editing tools and features.

Review and Evaluate Evidence
Students should understand that the position on an issue can arise as they learn more about the subject and are exposed to additional points of view. Point out that just because they find a valid position on the question doesn't mean that their position can't be challenged after careful consideration of their learning and the evidence they gathered.

Review and Evaluate Evidence
Remind students that there are many different types of evidence they can use to support their argument, including:
- facts
- statistics
- anecdotes
- quotations from authorities
- examples

Share Your Perspective
The Argumentative Essay Checklist will help you stay on track.
- **Check** Before you write, read the Checklist and make sure you understand the items.
- **Check** As you write, pause occasionally to make sure you're meeting the Checklist requirements.

Share Your Perspective
Tell students that they can include the work they did earlier in the unit as they complete the Performance-Based Assessment. They may also consult other resources, such as:
- the elements of an effective argument, including a clear statement of a claim, logical reasoning and persuasive evidence that support the claim, and attention to opposing arguments
- their Essential Question notes
- their Word Network

Argumentative Essay Checklist
My essay clearly includes...
- a claim that shows depth of thought
- several types of supporting evidence, including facts, details, and statistics
- a paragraph structure that includes an introduction, logical connections among body paragraphs, and a strong conclusion
- use of transitional words and phrases that accurately show how ideas are related
- correct use of standard English conventions, including consistent verb tenses and correct subject-verb agreement in all sentence types
- no punctuation or spelling errors

English Learners
These students will need the most support. They may need to work with a partner or small group to complete the assessment. They may need to work with a partner or small group to complete the assessment. They may need to work with a partner or small group to complete the assessment.

Unit Reflection

Students **reflect** on their **goals**, the selections, the **Essential Question**, and their perspective on the **unit theme**. Close ✕

...ment to learn more about the unit structure. When you're done, click Next.

UNIT 2 REFLECTION

Reflect on the Unit

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
Which selections in this unit inspire you and which don't? Use the ballot to vote for the texts you find most and least inspiring.

SELECTION MATRIX

Title	Most Inspiring	Least Inspiring
Don't They Want, and Golden-Eyed		
BEHIND THE SCENES		
Don't They Want, and Golden-Eyed		
BEHIND THE SCENES		
Science-Fiction Crossover/ Five Miles on the Moon		
The Last One		
Mars Curiosity: Obama Carls		
From Picking for Mars		
Your Independent Reading Selection		

Reflect on the Essential Question

Reading/Writing List: Make a list of texts and media that you would recommend to someone who wants to explore the Essential Question. Should someone's future be among the stars?

- List selections from this unit. Conduct research to find two more. In addition to print texts, consider movies, newscasts, and websites.
- For each selection you add, briefly explain how it will help students explore the Essential Question.

TEI As you conduct research, keep records of meaningful quotes that draw you closer to your Essential Question. Add the title and author of texts you find.

ASSESSMENT

After students have completed the Performance-Based Assessment, administer the Unit 2 Test.

REMEDIATION Based on students' performance on the test, assign the resources as indicated on the Unit 2 Test Interpretation Guide to remediate. Students who take the test online will be automatically assigned remediation, as warranted by test results.

Unit Reflection 237

Read Like a Writer, Write Like a Reader

Reading and writing are **integrated** within *myPerspectives Texas*.

Read Like a Writer, Write Like a Reader

WHOLE-CLASS LEARNING

PEER-GROUP LEARNING

INDEPENDENT LEARNING

Students make meaningful connections between reading and writing as they analyze each text's

- genre and text elements,
- reading and writing anchor charts,
- word choice,
- conventions, and
- author's craft and purpose.

Students write **short compositions** to share their ideas and complete **timed writing** tasks in preparation for TEKS testing.

Students **develop and grow** their writing and communication skills.

You see . . . reading and writing are integrated within *myPerspectives Texas*.

Through exploration of a unit's multi-genre texts, your students will **read like a writer** and **write like a reader**.

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

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. Then, add ideas of your own for each category. Get ready to use these strategies during Whole-Class Learning.

STRATEGY	MY ACTION PLAN
Listen actively <ul style="list-style-type: none"> Put away personal items to avoid becoming distracted. Try to hear the speaker's full message before planning your own response. 	
Demonstrate respect	

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 as you work in small groups. Add ideas of your own for each category. Use these strategies during Peer-Group Learning.

STRATEGY	MY PEER-GROUP ACTION PLAN
Prepare <ul style="list-style-type: none"> Complete your assignments so that you are prepared for team work. Take notes on your reading to share 	

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. Use these strategies to keep your focus as you read independently for sustained periods of time. Add ideas of your own for each category.

STRATEGY	MY ACTION PLAN
Create a schedule <ul style="list-style-type: none"> Understand your goals and deadlines. Make a plan for each day's activities. 	
Read with purpose <ul style="list-style-type: none"> Use a variety of comprehension strategies to deepen your understanding. 	

Set **expectations** and **guide** students as they work collaboratively or independently

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

Take a 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 ensuring student success.

Routines



Students become
confident and independent
readers, writers, and learners.

As your literacy guide, I know how important it is to have students become confident and independent readers, writers, and learners.

Well, *myPerspectives Texas* incorporates routines that help students do just that!

Let's explore the different routines.

Anchor Charts

Anchor Charts
Genres are introduced in a visually engaging format.

SCIENCE-FICTION FANTASY
Author's Purpose
 • to tell an imaginative story
Characteristics
 • settings that feature imaginary elements (other worlds, advanced technology, magic that is real)
 • characters that may be human or non-human
 • a narrator, or voice that tells the story
 • conflicts, or problems, that are often caused by the setting
 • a theme, or insight about life
Structure
 • Exposition, or explanation, as well as dialogue and description convey the story's setting and plot

RADIO PLAY ADAPTATION
Author's Purpose
 • to retell an original work of fiction as an audio drama
Characteristics
 • often part of a radio show or podcast
 • settings, characters, conflicts, events, language, theme, and plot based on those of an original story
 • announcer or narrator
 • background music
 • sound effects
Structure
 • Dialogue, or characters' spoken words, convey the story's setting and plot

Students confident and independent readers, writers, and learners.

Prepare to Read

Prepare to Read
Concept vocabulary is introduced and students develop comprehension strategies to monitor their understanding.

PREPARE TO READ
 Compare Fiction and Drama.
 In this lesson, you will read the short story "Dark They Were, and Golden-Eyed" and listen to a radio play performance of it. You will then compare the short story to the radio play.

About the Author
 As a boy, Ray Bradbury (1920–2012) loved magazines, comics, 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
 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	
conist	
immense	
atmosphere	
music	

Comprehension Strategy
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, reread 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. Blistering thinks, "Aren't you frightened? Aren't you afraid?"
 Inference: No one else is upset. Mr. Blistering 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.

Students confident and independent readers, writers

Read

Read
Students read texts and build background knowledge as they develop **Close Reading** strategies.

Close



Dark They Were, and Golden-Eyed
Ray Bradbury

BACKGROUND
The astronomer Carl Sagan once wrote, "Mars has become a kind of mythic arena onto which we have projected our earthly hopes and fears." People have always been fascinated by the possibility of alien life on Mars. In this story, author Ray Bradbury does away with hard science, choosing instead to explore the aura of mystery that has always surrounded the Red Planet.

CLOSE READ
ANNOTATE: In paragraph 2, mark the things that are being compared.
QUESTION: What is unusual about these comparisons?
CONCLUDE: What mood or overall impression is Bradbury created with these comparisons?

Dark They Were, and Golden-Eyed 137

Students
confident and
readers, writers, and learners.

Build Insight

Build Insight
Students respond to questions that follow a progression in complexity and culminate in the Essential Question.

Close

BUILD INSIGHT

Response

NOTEBOOK

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

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

Students
confident and independent
readers, writers, and learners.

Analyze and Interpret

Analyze and Interpret
A model passage from the text allows students to practice critical analysis.

Informal research activities are integrated.

Students confident and readers, writers

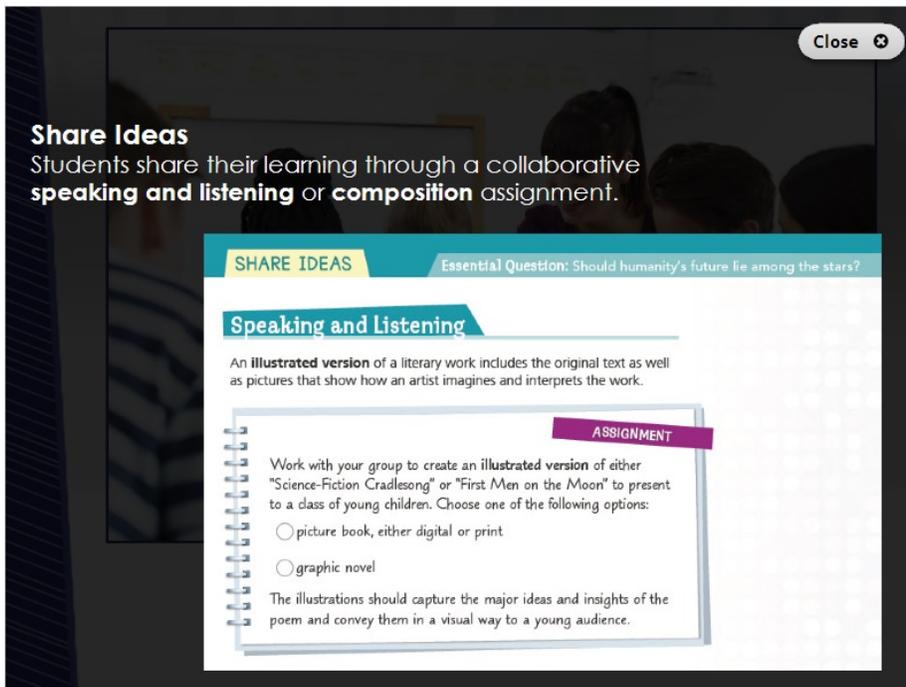
Study Language and Craft

Study Language and Craft
Students interact with **vocabulary words** and complete **word study** activities.

Grammar is taught in context with on-the-spot practice.

Students confident and readers, writers

Share Ideas



Share Ideas
Students share their learning through a collaborative **speaking and listening** or **composition** assignment.

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.

Integrating Novels

BOOK CLUB

Book Club Study Guides for the recommended novels are available online. They offer:

- Launching the Book Club
- Author and Background Information
- Reading Comprehension Strategies

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

CONTEMPORARY

MINRS
Kevin Sylvester
Science-Fiction Adventure
823

Summary
Christopher Nicksch, his best friend, Blake Rowley, and aunts from Earth take part in the Great Migration. Establishing a colony there is humanity's last hope for anything—except an attack by the Lunars. To young colonists must hide in the maze of mining tunnels.

Connection to the Essential Question
The colonists in *MINRS* travel to Penes to mine supplies on Earth. The novel explores the possible role of technology in making space colonies a realistic link to the Essential Question.

Compare Across Texts

ADDITIONAL TITLES

Here are other novels aligned to the unit topic, which you might be interested in teaching.

- The Unbeatable Squirrel Girl Vol. 1: Squirrel Power**
Ryan North
Fantasy
- The Same Stuff as Stars**
Katherine Paterson
Realistic Fiction
- Space Case**
Stuart Gibbs
Mystery

Flexible Pacing and Implementation

<p>Supplement the Unit Have students read <i>James and the Giant Peach</i> at home for 20–30 minutes per day, as a supplement to the unit selections and activities.</p> <p>Recommended Pacing 4 chapters per day</p>	OR	<p>Substitute for Unit Selections Have students read <i>James and the Giant Peach</i> in class, in lieu of the Peer-Group Learning selections. Refer to the Unit at a Glance as you plan your standards coverage.</p> <p>Recommended Pacing 8 chapters per day</p>	OR	<p>Extend Independent Learning Have students read <i>James and the Giant Peach</i> in class and at home, in lieu of the Independent Learning selections. Extend Independent Learning as needed.</p> <p>Recommended Pacing 12 chapters per day</p>
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Easily incorporate teaching novels in the classroom

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

In *myPerspectives Texas*, the **Book Club** section in your TE recommends two novels—one classic and the other contemporary—that are aligned to the theme for each unit as well as additional titles you can choose from.

A Study Guide, Pacing and Implementation suggestions, and additional titles are included for you to easily incorporate teaching novels in the classroom.

Differentiate Easily

DIFFERENTIATED INSTRUCTION

BL BELOW LEVEL

Content Knowledge Demands If students are only slightly familiar with the history of European settlement of the New World, **then** explain that regions and land features were often named using Native American words. Explain briefly the human/American names referenced in paragraph 48. Discuss with students places they know of that carry the names of famous people.

OL ON LEVEL

Text Structure If students have difficulty identifying the story's point of view, **then** explain that "Dark They Were, and Golden Eyed" is an example of limited third-person narration, where someone outside the story provides all of the information, focusing on the thoughts and actions of one character. Ask, *What character is the focus of the story? (Mr. Bittering) How does the narrator's focus affect the tone of the story?*

AL ABOVE LEVEL

Ideas and Meaning If students want to investigate subtle, complex themes and characters, **then** have them cite ways in which Bradbury presents the gradual changes that the Bittering family and others undergo. Ask, *How do Harry Bittering's reactions to what is happening change as the story goes on? (At first, he is very concerned. Eventually, what happens seems natural to him and he forgets about it.)*

EL ENGLISH LEARNERS ELPS 4.F.7

Ideas and Meaning Help students use support from you and peers to enhance and confirm understanding of short passages from "Dark They Were, and Golden-Eyed." Encourage them to populate a Two-Column Chart: one column with questions and the other with answers. Support understanding of the story's multiple levels of meaning, including that of colonialism.

Beginning Read paragraphs 20–23 aloud as students follow along in their books. Model using the chart to note things you don't understand. Provide this sentence frame: *What does _____ mean?* Ask a volunteer

to choose a word or phrase to use in the frame. Encourage another volunteer to provide an answer before answering yourself. Have students work in small groups to add questions to one chart. Then, do a question-and-answer session.

Intermediate Read paragraphs 20–23 aloud as students follow along in their books. Model using the chart to note things you don't understand. Ask a question such as: *What does colonial days mean?* Ask a volunteer to answer. Have students in small groups populate their chart with questions. Then, do a question-and-answer session.

Advanced Have pairs read paragraphs 20–23, 43, 48, and 280–281 and then populate their chart with questions. Have them discuss possible answers. Then, do a question-and-answer session.

Advanced High Have individuals read paragraphs 20–23, 43, 48, and 280–281 and populate their charts. Then, have groups discuss possible answers. Assist as needed.

Search for the Two-Column Chart in myPerspectives™. For additional resources, see the **Texas ELPS Toolkit**.

I know that differentiating instruction can be challenging.

No need to worry because the TE includes instructional strategies for your **Below Level**, **On Level**, **Above Level**, and **English Language Learners**.

Assessments

TEKS TEST PREP

INTEGRATED TEKS TEST PREP
Assess student learning using TEKS-aligned and formatted assessment items embedded into the Student Edition and the instructional pathway of the MyPerspectives program.

Integrated TEKS-Aligned/Formatted Assessment Items 

TEKS PRACTICE TEST
TEKS Test Banks
Practice banks help students build stamina and familiarity by practicing with TEKS-aligned and formatted tests:

- Reading Practice Banks
- Comparing Texts Reading Practice Banks
- Revising and Editing Practice Banks
- Writing Prompt Practice Banks

TEKS CUSTOMIZABLE TEST BANK

Create and deliver benchmark assessments from a bank of TEKS-based test items to monitor student progress.

Skills Assessed: Author's Craft, Comprehension, Comparing Texts, Conventions, Genre/Text Elements, Revising and Editing, Vocabulary, Writing

You might wonder how you will assess and monitor your students' progress.

Well, *myPerspectives* Texas provides assessments within each unit-varying from Exit Tickets to Performance-Based Assessment tasks-to assess students' understanding and application of skills and knowledge.

Remember I shared earlier that Exit Tickets help track student learning with each selection using quick multiple-choice questions with supportive remediation? Exit Tickets are in PowerPoint format for easy customization and classroom projection.

Oh, and something to really help you save time and prepare your kids are the TEKS test prep and **TEKS customizable question banks** where you can create your own assessments.

How Do I Plan?

The screenshot displays a lesson planning interface for the unit 'Dark They Were, and Golden-Eyed'. It is divided into two main sections: 'Day 1' and 'Days 2-4'. Each section lists learning objectives, standards (TEKS), and specific activities or resources. A large blue circle highlights the TEKS standards listed on the right side of the page: TEKS 6.A, TEKS 6.C, and TEKS 6.G.

LESSON PLANNING Dark They Were, and Golden-Eyed

PACING, STANDARDS, AND DIGITAL RESOURCES
A customizable version of this unit's Lesson Planner is available on Pearson Realize.

Day 1

LEARNING OBJECTIVES
Make inferences and use evidence to support understanding. TEKS 5.F
Demonstrate knowledge of literary genres such as science fiction. TEKS 8.A
Describe how author's use of figurative language such as metaphor and personification achieves specific purposes. TEKS 9.D

COMPARE ACROSS GENRES: FICTION AND DRAMA
> Science-Fiction Fantasy • Radio Play TEKS 8.A
> Genre/Text Elements Setting TEKS 9.D

PREPARE TO READ
> Concept Vocabulary *submerged; forlorn; canals; immense; atmosphere; mosaic*
> Comprehension Strategy Make Inferences TEKS 5.F

Days 2-4

LEARNING OBJECTIVES
Make inferences and use evidence to support understanding. TEKS 5.F
Describe personal connections. TEKS 6.A
Use text evidence to support a response. TEKS 6.C
Generate student-selected questions for informal inquiry. TEKS 12.A
Identify and gather relevant information from a variety of sources. TEKS 12.D

READ
> Dark They Were, and Golden-Eyed
• Dark They Were, and Golden-Eyed: Audio Summary
• Dark They Were, and Golden-Eyed: Selection Audio
• Dark They Were, and Golden-Eyed: Accessible Leveled Text

BUILD INSIGHT
> Response TEKS 6.A
> Comprehension TEKS 5.F
> Analysis TEKS 6.C
> EQ Notes

ANALYZE AND INTERPRET
> Close Read
• Close-Read Guide: Fiction
> Inquiry and Research TEKS 12.A; 12.D

ASSESSMENT
• Selection Test: Dark They Were, and Golden-Eyed

Lesson Planning
pages that list
the daily lessons

TEKS 6.A
TEKS 6.C
TEKS 6.G

myPerspectives provides you with multiple resources to help you plan!

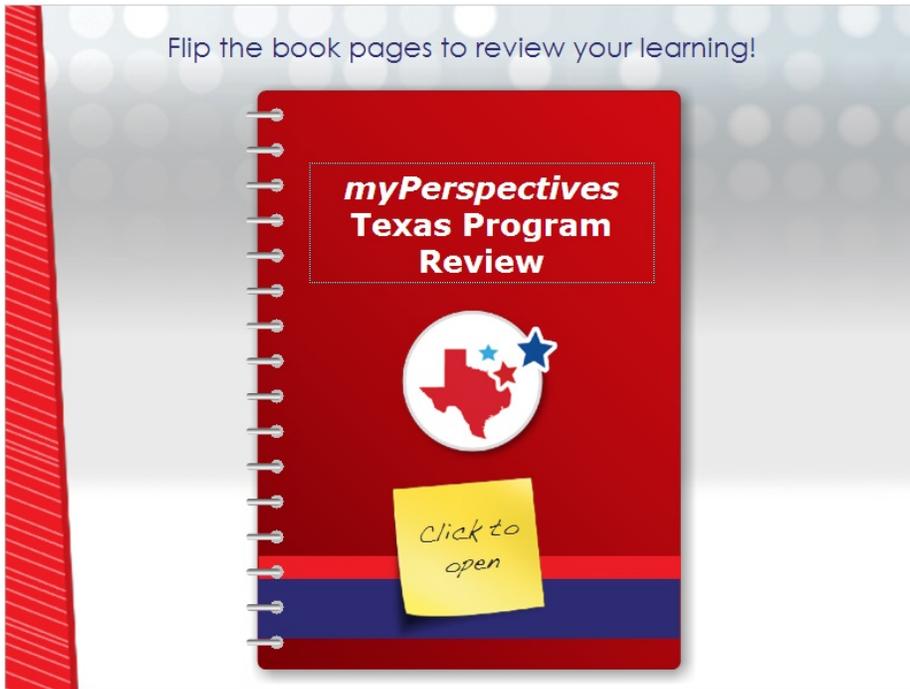
There is a **Unit at a Glance** that helps you map and pace out your unit, which saves you a *great* deal of time! It breaks down the different environments in the unit and indicates how long each one should take.

There are also **Lesson Planning** pages that list the daily lessons, and the TEKS are identified to ensure coverage. These pages are also available in editable format so you can easily customize your plans.

In addition, every unit opener and section includes an easy-to-use pacing timeline to help with planning.

All of these resources allow you to customize based on your classroom needs.

Flipbook Review

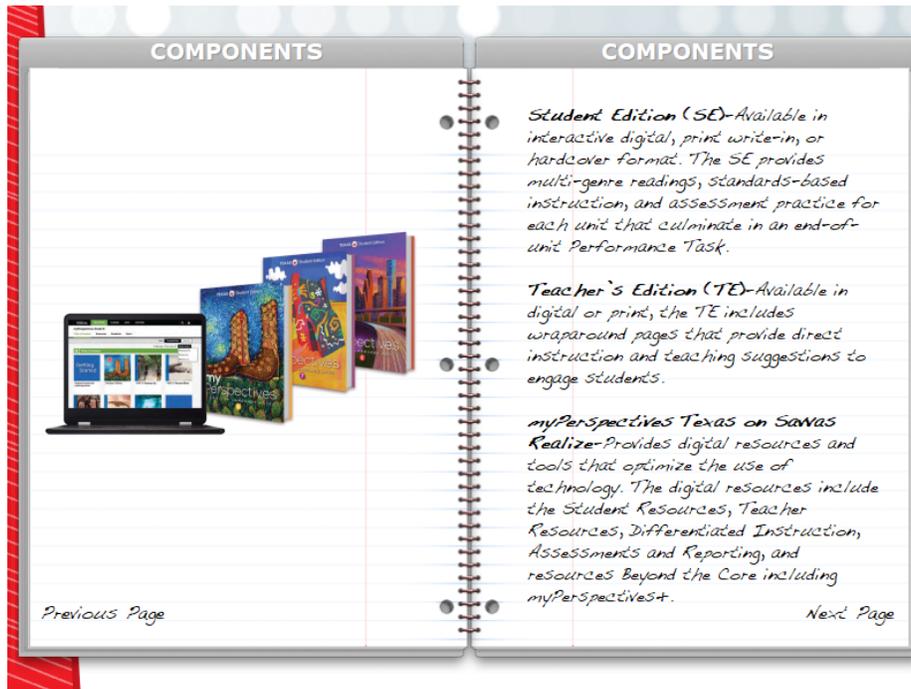


So what are your take-aways?

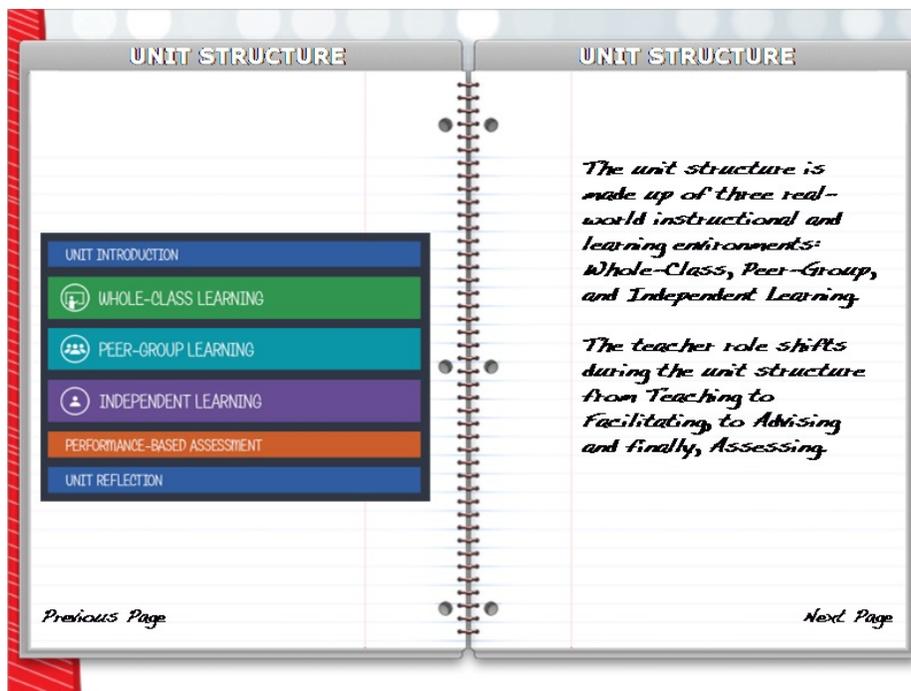
Overview



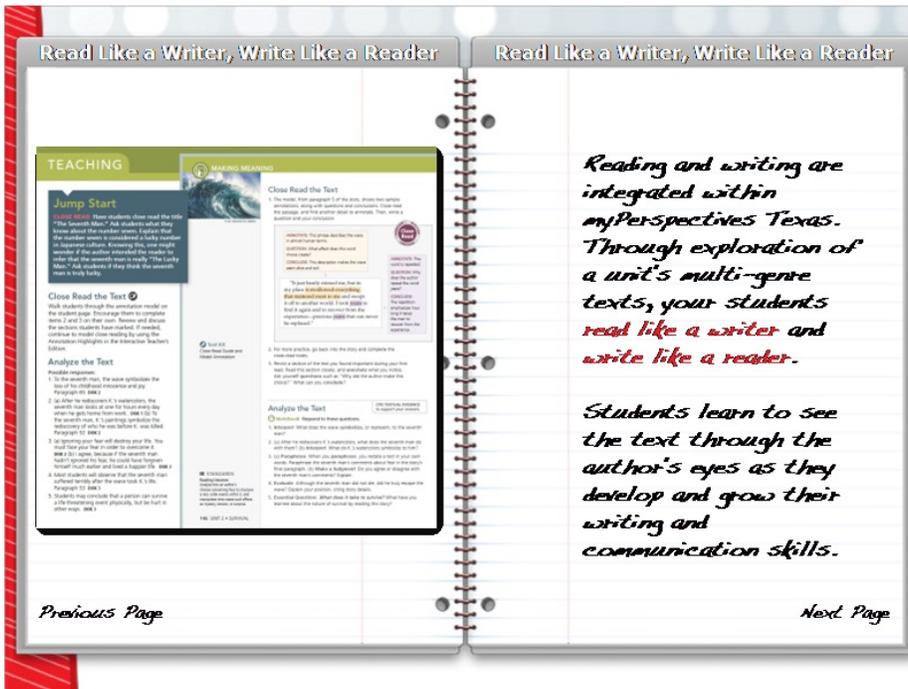
Components



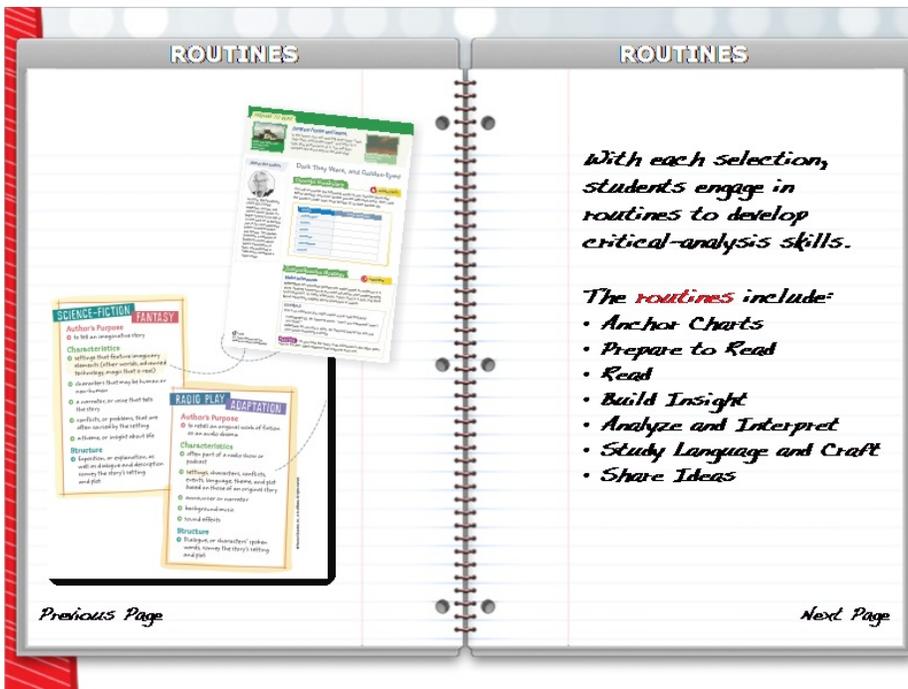
Unit Structure



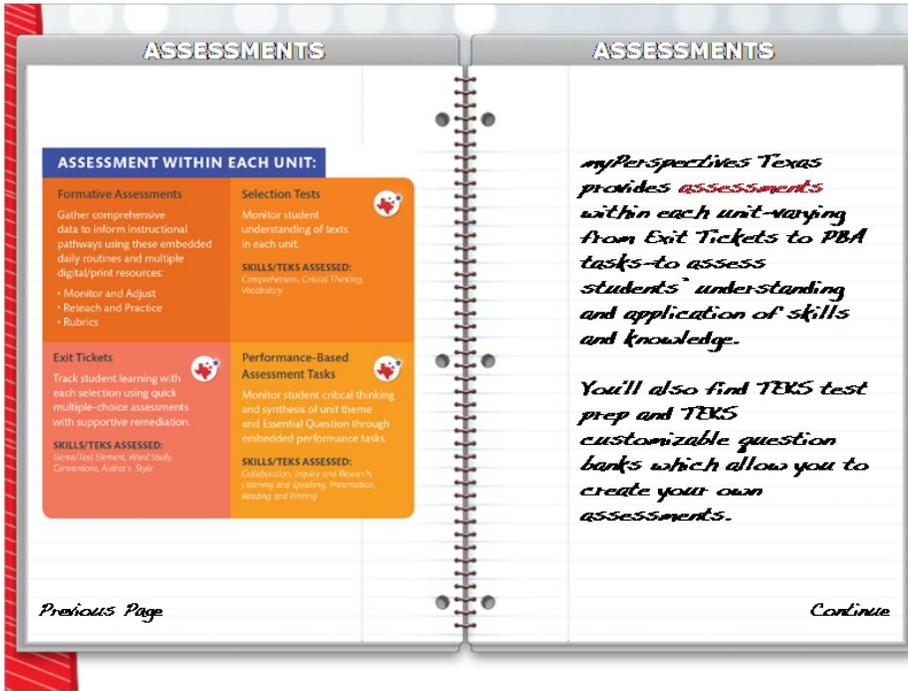
Read Like a Reader Write Like a Writer



Routines



Assessments



Let's Recap!



Now it's your turn.

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

Go ahead and try it in your classroom.