

myPerspectives Texas English I-IV © 2021 Flexible Instructional Model

Get Started!

my Perspectives ENGLISH I-IV
ENGLISH LANGUAGE ARTS

Flexible Instructional Model

- UNIT INTRODUCTION
- WHOLE-CLASS LEARNING
- PEER-GROUP LEARNING
- INDEPENDENT LEARNING
- PERFORMANCE-BASED ASSESSMENT
- UNIT REFLECTION

Hi, high school teachers! It's me again, Tracy.

Today I'm excited to dive into the flexible instructional model in **myPerspectives Texas** with you.

Let's get started.

How Are Units Organized?

CONTENTS

ESSENTIAL QUESTION
Do people need to belong?

Experts' Perspectives

Units at a Glance 16

Program Overview T16

Unit 1
INSIDE THE NIGHTMARE 2
What is the allure of fear?

Unit 2
OUTSIDERS AND OUTCASTS 130
Do people need to belong?

PERFORMANCE-BASED ASSESSMENT
Argumentative Essay
You will write an essay in response to the Essential Question: *Do people need to belong?*

myPerspectives Texas engages learners with a student-centered, gradual release instructional model that promotes self-directed learning.

Did you know, and I quote:

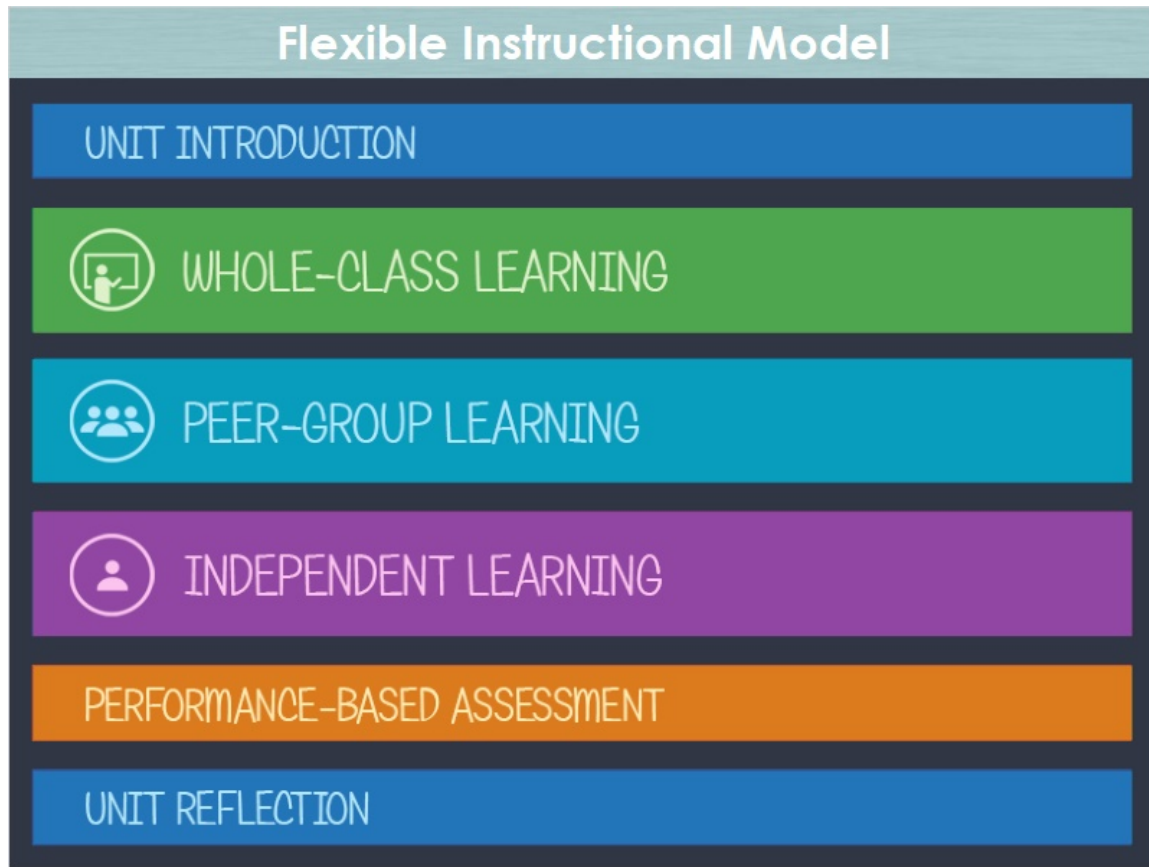
"When student centered learning opportunities are implemented properly, students experience a multitude of positive outcomes including increased motivation, deeper retention of knowledge, greater understanding, and improved attitudes towards the subject being taught." - Collins and O'Brien 2003

I'll give you a moment to let that sink in . . . pretty profound, right?

The thematic units start with an open-ended Essential Question, followed by engaging activities—all designed to prepare your students for the final Performance-Based Assessment.

As your class moves through the unit, your role will shift from teaching to facilitating to advising to assessing—that's where your teacher superpowers will come in handy!

Flexible Instructional Model



Okay, let's break down the flexible instructional model now.

It's actually pretty basic.

A unit consists of six parts—Introduction, Whole-Class Learning, Peer-Group Learning, Independent Learning, Performance-Based Assessment, and Unit Reflection.

How Do I Pace a Unit?

UNIT 2 AT A GLANCE

Outsiders and Outcasts

Comprehension Strategy	Vocabulary / Word Study	Literary/Text Elements	Author's Craft / Conventions	Composition / Research / Speaking and Listening
Unit Introduction	Academic vocabulary (TEKS 5.F)			Summary (TEKS 5.D)
Whole-Class Learning Introduction	Context Vocabulary	Setting and Character (TEKS 6.B)	Plot and Theme (TEKS 6.A; 6.C)	Pitch (TEKS 9.B.; 10.C) Debate (TEKS 1.C) Visual Analysis (TEKS 9.B.ii) Argumentative Essay (TEKS 9.A; 9.B.iii; 9.C; 9.D.; 9.v; 9.E; 10.C) Timed Writing: Argumentative Essay (TEKS 9.B.ii)
Author's Purpose and Message: Satire (TEKS 8.A; 8.F)	Literary Devices (TEKS 6.E)	Author's Purpose and Message: Satire (TEKS 8.A; 8.F)	Proton-Antecedent Agreement (TEKS 9.D.ii)	Writing to Compare: Comparison-and-Contrast Essay (TEKS 5.B; 6.A)
Poetic Conventions: Poetic Forms (TEKS 7.B)	Poetic Conventions: Sound Devices (TEKS 7.B)	Characteristics and Structures of Arguments (TEKS 7.G)	Parallel Constructions (TEKS 9.C)	Poem (TEKS 9.B.; 10.A)
Characteristics and Structures of Arguments (TEKS 7.G)	Punctuation (9.D.v)	Characteristics and Structures of Arguments (TEKS 7.G)		Research Report (TEKS 11.G.; 11.H) Advertisement (TEKS 6.G)
Students with the opportunity to analyze a selection independently; no skills have been assigned.				Share Your Independent Learning (TEKS 5.A; 5.E) Argumentative Essay (TEKS 10.C) Reflect on the Unit

LESSON PLANNING

A customizable version of this unit's Lesson Planner is available on Realize.

Days 1–3

LEARNING OBJECTIVES
Monitor comprehension and make adjustments when understanding breaks down. **TEKS 4.J**
Use text evidence and original commentary to support an interpretive response. **TEKS 5.C**
Read and analyze world literature across literary periods. **TEKS 7.A**

PREPARE TO READ p. 140
> Concept Vocabulary
distress; amelioration; aversion; asphyxiation; listlessly; travail
> Comprehension Strategy
Monitor Comprehension **TEKS 4.J**

READ p. 141
> The Metamorphosis **TEKS 7.A**
• Audio Summary: English & Spanish
• Selection Audio
• Accessible Leveled Text

BUILD INSIGHT p. 185
> Response
> Comprehension
> Analysis **TEKS 5.C**
> EQ Notes

ASSESSMENT
• Selection Test: The Metamorphosis

Day 4

LEARNING OBJECTIVES
Analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events. **TEKS 6.B**
Synthesize information from a variety of sources. **TEKS 11.F**

ANALYZE AND INTERPRET p. 186
> Close Read
• Close-Read Guide: Fiction
> Inquiry and Research
Synthesize Information **TEKS 11.F**
> Literary / Text Elements
Setting and Character **TEKS 6.B**
• Setting and Character (RP*)

ASSESSMENT
• Exit Ticket: Setting and Character **TEKS 6.B**

*RP = Reteach and Practice

Plan your instruction

The Pacing Plan tells you how long a unit should take and how many days each part should take. Each day is based on a forty- to fifty-minute class period.

Before we get into each part in a unit, I want to show you two neat resources—**Unit at a Glance** and **Lesson Planning**.

Each unit has helpful resources to help you plan your instruction.

Okay, now let's take a closer look at each part within a unit.

Unit Introduction

The screenshot shows the 'UNIT INTRODUCTION' page for Unit 2, 'Outsiders and Outcasts'. At the top, it says 'UNIT 2 INTRODUCTION'. Below that is the 'ESSENTIAL QUESTION' section with the question 'Do people need to belong?'. To the right is the 'MENTOR TEXT: ARGUMENT MODEL' section with the text 'Isn't Everyone a Little Bit Weird?'. A large red banner across the middle says 'Stimulate thoughtful student inquiry'. Below the banner is a video player for 'Socrates' with the text 'FIRST WATCH THE VIDEO ONLINE'. To the right of the video is a 'DISCUSS' section with the question 'What can happen to great thinkers when their ideas are critical of others?' and the instruction 'Write your response before sharing your ideas.' Below that is a 'NOTEBOOK' section. At the bottom right is a 'UNIT REFLECTION' section. The background features a large image of several parrots on a branch with the text 'The idea of social isolation is a common thread throughout'.

You'll begin each unit with a video that introduces students to the unit theme. Next, you'll pose an open-ended Essential Question (EQ for short) to stimulate thoughtful student inquiry.

Then, you'll introduce Specific Unit Goals and Academic Vocabulary words, and students will read a Mentor Text and complete a Word Network. This text models the way students will be writing for the Performance-Based Assessment. I love that all roads lead to the Performance-Based Assessment!

At the end of the Unit Introduction, students will write a summary of the mentor text and complete an Icebreaker activity and a QuickWrite based on the content they read and viewed. They will also revisit the EQ for the unit.


Let's dig deeper into Unit Introduction.

Discuss


Click a tab to learn more about the **Unit Introduction**.
When you're done, click **Next**.

Discuss Mentor Text Word Network EQ Notes

FIRST WATCH THE VIDEO ONLINE







Civil Rights Movement and Martin Luther King




DISCUSS  **NOTEBOOK**

How was Dr. Martin Luther King, Jr., an important force in creating a more just world?

Write your response before sharing your ideas.

realize
Go ONLINE for all lessons

 **AUDIO**  **NOTEBOOK**  **DOWNLOAD**  **INTERACTIVITY**

 **VIDEO**  **ANNOTATE**  **RESEARCH**

After the Introduction Video, students will read a **Discuss** question, and then answer it before sharing their ideas. Students can use the Discussion Board on Savvas Realize and share their responses in a class discussion.

Mentor Text

Click a tab to learn more about the **Unit Introduction**.
When you're done, click **Next**.

Discuss

Mentor Text

Word Network

EQ Notes

INTRODUCE

Purpose of the Mentor Text
The Mentor Text provides students with a common starting point to address the unit theme. After reading the Mentor Text, all students will be able to participate in discussions about outsiders and outcasts.

Lexile: 950L The easier reading level of this selection makes it perfect to assign for homework. Students will need little or no support to understand it.

Additionally, "Isn't Everyone a Little Bit Weird?" provides a writing model for the Performance-Based Assessment students complete at the end of the unit.

Mentor Text: Argumentative Essay

Remind students that as they read, they should pay attention to the different ways the author supports the main point.

Have students note that the main point—there is nothing wrong with a person who is described as weird—is clearly stated in the second paragraph and that the author then provides a series of arguments to defend this point. The final two paragraphs reinforce the main point by restating it in fresh ways.

Encourage students to read this text on their own and note unfamiliar words and sections of text they think are particularly important.

SELECTION RESOURCES
Selection audio, an English/Spanish audio summary, and print capability for the selection are available on Realize. Assigning the summary before students read the Mentor Text may help them build additional background knowledge and build context for their reading.

UNIT 2 INTRODUCTION

Isn't Everyone a Little Bit Weird?

MENTOR TEXT

This selection is an example of an argumentative essay, a type of writing in which an author states and defends a position on a topic. This is the type of writing you will develop in the Performance-Based Assessment at the end of the unit.

READ As you read, look at the way the writer builds a case. What is the writer's position, and how is it supported?

1 Everyone is a little bit weird. That's not a bad thing. It just happens to be true.

2 The common definition of the adjective *weird* is "unusual or strange." The connotation, or implied meaning, of the term is that there is something wrong with a person who is described in this way. While many people might feel the connotation is accurate, I would argue that it's wrong for two reasons. First, the most gifted, successful people are often eccentric. Second, some traits we now think of as being weird were once highly regarded and not weird at all.

3 Consider Benjamin Franklin. One of the framers of the United States Constitution, Franklin (1706-1790) was a leading author, political theorist, politician, scientist, inventor, activist, and businessperson. He invented the lightning rod, bifocal glasses, and the Franklin stove. His discoveries regarding electricity are important to the history of physics. His public push for colonial solidarity was vital to the formation of the Union. He became wealthy as the writer and publisher of *Poor Richard's Almanack*.

4 There's nothing weird in that list of accomplishments. *Brilliant* would better describe Franklin, and yet the man some call "the first American" had certain ways about him you might consider odd. He once pranked a competing publisher by astrologically predicting when the man's life would end. He created his own alphabet, dispensing with the letters *c*, *j*, *q*, *u*, *x*, and *y*, and adding others he made up to stand in for common sounds. He is said to have favored "air baths," often writing his essays and letters while sitting in a cold room with nothing on.

The **Mentor Text** provides students with a common starting point to address the unit topic. After reading the Mentor Text, students will be able to participate in discussions about the topic. Audio summaries are available on Savvas Realize™.

Word Network

Click a tab to learn more about the **Unit Introduction**.
When you're done, click **Next**.

Discuss

Mentor Text

Word Network

EQ Notes

WORD NETWORK FOR OUTSIDERS AND OUTCASTS 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 idea of the outsider and add them to your Word Network. For example, you might begin by adding words from the Mentor Text, such as *weird*, *eccentric*, and *unusual*. 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.

With **Word Networks**, students learn a generative approach to vocabulary. A Word Network is a collection of words related to a topic.

As students read the selections in each unit, they will identify words related to the unit theme and add them to their Word Networks. A Word Network model is included in the Tool Kit located at the back of both the Teacher's and Student Editions.

EQ Notes

Click a tab to learn more about the **Unit Introduction**.
When you're done, click **Next**.

Discuss Mentor Text Word Network EQ Notes

The **Essential Question (EQ)** pulls the unit together as students read related texts, write about their learning, and discuss their perspectives with their peers.

Students write **EQ Notes** throughout the unit to record their thoughts on a topic as they read multiple texts in the unit.

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. Use EQ Notes 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 INSIGHT / ANALYSIS	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 tests . . . 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

EQ NOTES INTERACTIVITY

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."

Whole-Class Learning

WHOLE-CLASS LEARNING

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 find 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.

Contents

Selections Preview the text and media with students to generate interest. Encourage students to discuss what they have read or movies or television shows they may have seen that deal with the issues of not fitting in with society or feeling alone.

Performance Task

Write an Argumentative Essay Explain to students that, after they have finished reading the selections, they will write an argumentative essay in which they discuss whether being an outsider is a universal experience. To help them prepare, encourage students to think about the topic as they progress through the selections and as they participate in the Whole-Class Learning experience.

Performance Task

Write an Argumentative Essay Explain to students that, after they have finished reading the selections, they will write an argumentative essay in which they discuss whether being an outsider is a universal experience. To help them prepare, encourage students to think about the topic as they progress through the selections and as they participate in the Whole-Class Learning experience.

Unit Schedule:

- Harriet Bergeron: 3 days
- Pasty Collection 1: 3 days
- Revenge of the Geeks: 3 days
- Encountering the Other: 3 days
- Performance Task: 1 day
- Independent Learning Session: 2 days
- Performance Based Assessment: 2 days
- Unit Test: 1 day

Let's talk about Whole-Class Learning now.

You'll begin this section by discussing Whole-Class Learning Strategies with your students to help set expectations for learning. Then, you'll introduce them to the genres and Concept Vocabulary and Comprehension Strategy.

myPerspectives Texas offers thematic, multi-genre texts and gives students opportunities to compare texts within and across genres.

For every selection, students will read the text a first time to get an overall understanding of it. Then, they'll read it again to revisit parts that are particularly important or complex.

Afterward, students will complete activities such as—Build Insight, Analyze and Interpret, and Study Language and Craft, and Share Ideas—to develop critical reading and analysis skills.

At the end of Whole-Class Learning, you'll evaluate what students learned by having them complete a Performance Task. The task guides students through the writing process.

Let's dig deeper into Whole-Class Learning.

Teach

Click a tab to learn more about **Whole-Class Learning**.
When you're done, click **Next**.

Teach Selection Overview Close Read Social-Emotional Learning Performance Task

TEACH

The Metamorphosis

LEARNING OBJECTIVES
Teaching with "The Metamorphosis" will allow you to assess the following standards. For full standards language, see the correlations at the back of the book. **LEAS 1.1; 2.B; 4.1; 5.C; 6.A; 6.B; 6.C; 7.A; 8.B; 10.A; 11.2**

RESOURCES

- Audio Summary: English & Spanish
- Selection Audio
- Accessible Text

Concept Vocabulary

Support students as they rank the words. Ask if they've seen *hazel*, *swell*, or *swell* these. Remind students that the definitions for these words are provided in the selection.


Comprehension Strategy

Monitor Comprehension Remind students to pause frequently to monitor their comprehension. Point out that sometimes their confusion may not be resolved easily. Encourage students to annotate the text, posing down questions as they arise. They might find foreshadowing details that answer their questions later in the text, or they might need to reread certain passages to find details they missed the first time.

PRACTICE Tell students to try a variety of strategies. Explain that some strategies work better with different texts, so their first attempt to solve their understanding may not be enough, a second strategy should be tried.

PREPARE TO READ

About the Author



The Metamorphosis

Concept Vocabulary

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 (5).

WORD	YOUR RANKING
deserve	
amelioration	
aration	
reprehension	
reluctantly	
travail	

Comprehension Strategy

Monitor Comprehension As you read, 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 in the moment. Try one or more of these strategies to get back on track:

- Ask Questions** Ask yourself questions about what you just read. For example, you might ask, "What caused the story to end?" or "Why did the character react that way?"
- Reread** If you are confused by a passage, go back and read it again. As you reread, look for details that clarify your understanding.
- Annotate** Identify details that raise questions for you or that you find unclear. If you are permitted to write in the text, do so. Otherwise, use sticky notes. Consider whether the details and ideas that you do understand help clarify the ones you don't.

PRACTICE As you read the story, monitor your comprehension. If your understanding breaks down, make adjustments such as asking questions, rereading, or annotating.

TIPS
As you read, consider how you will make adjustments such as rereading, asking questions, or annotating the text to clarify your understanding.


Whole-Class Learning pages are in green and are labeled *Teach*. During this phase of the unit, you'll provide explicit modeling and scaffolds as your students engage with complex selections. The Performance Task that takes place at the end of the unit is also labeled *Teach*. This is not a task where teachers simply provide a prompt and students respond to the prompt independently. Rather it is a task with explicit step-by-step instruction of the writing process.

Selection Overview

Click a tab to learn more about **Whole-Class Learning**.
When you're done, click **Next**.

- Teach
- Selection Overview
- Close Read
- Social-Emotional Learning
- Performance Task

SELECTION OVERVIEW
RECORDING



The Metamorphosis

Summary

In "The Metamorphosis," many Kafka's most famous short stories, a man named Gregor Samsa wakes up one morning to find he has been changed into a giant, winged insect, as if he alone nothing-but he is not thinking about work, for a while, he bluffs, trying to family and the manager from work that he's sick, working as a particularly difficult, and eventually is horrified by him. Gregor becomes a burden on his family, and is eventually released from human contact, his family into one poverty and misery, and there is no obvious escape.

Insight

This story is a harrowing account of alienation and isolation. It illustrates how one can become isolated from society, and even from family, through strange outside forces control. After many misadventures, Gregor unexpectedly saves himself from death, and only this allows for being to move on with their life.

Connections to Standards

CC.9-10.L.1.1
Solution: Text Use the text to assess students' comprehension of the selection.

- acquisition of connotative vocabulary

CC.9-10.L.1.2
Text Features: Use text features to evaluate students' progress with:

- writing and structure
- denotative, connotative, and figurative meanings
- plot and theme

Connection to Performance Tasks

Whole-Class Learning Performance Task: Students will write an argumentative essay in response to the prompt: "Is the experience of being an outsider universal?" Cite specific parts of the text that you use to support your claim. But Gregor's experience will probably be relative to anyone who has been lonely or alienated in any way.

Connections to the Essential Question: Do people need to belong?

Differentiate for Text Complexity

Text Complexity Rubric: The Metamorphosis

LEVEL	LEVEL	LEVEL
<p>BELOW LEVEL</p> <p>Context Knowledge Demands: If students don't understand the word "metamorphosis," they will struggle to understand the rest of the story. The author's use of metaphors is a challenge for them to find in the text.</p> <p>Text and Structure Features: The story is a harrowing account of alienation and isolation. It illustrates how one can become isolated from society, and even from family, through strange outside forces control. After many misadventures, Gregor unexpectedly saves himself from death, and only this allows for being to move on with their life.</p>	<p>ON LEVEL</p> <p>Context Knowledge Demands: If students struggle to understand the meaning of the text, they will struggle to find the main idea. The author's use of metaphors is a challenge for them to find in the text.</p> <p>Text and Structure Features: The story is a harrowing account of alienation and isolation. It illustrates how one can become isolated from society, and even from family, through strange outside forces control. After many misadventures, Gregor unexpectedly saves himself from death, and only this allows for being to move on with their life.</p>	<p>ABOVE LEVEL</p> <p>Context Knowledge Demands: If students struggle to understand the meaning of the text, they will struggle to find the main idea. The author's use of metaphors is a challenge for them to find in the text.</p> <p>Text and Structure Features: The story is a harrowing account of alienation and isolation. It illustrates how one can become isolated from society, and even from family, through strange outside forces control. After many misadventures, Gregor unexpectedly saves himself from death, and only this allows for being to move on with their life.</p>

ENGLISH LEARNERS

Language Comprehension and Vocabulary: Before students read the selection, prepare them to compare experiences to understand the meaning of the text. They will struggle to understand the rest of the story. The author's use of metaphors is a challenge for them to find in the text.

Background Knowledge: Before students read the selection, prepare them to compare experiences to understand the meaning of the text. They will struggle to understand the rest of the story. The author's use of metaphors is a challenge for them to find in the text.

For each selection, there is a **Selection Overview** section that gives you a summary, insight, related assessments, and connection to the Performance Tasks. It also includes differentiated instruction suggestions for your Below Level, On Level, Above Level, and English Learners.


Social-Emotional Learning

Click a tab to learn more about **Whole-Class Learning**.
When you're done, click **Next**.

Teach Selection Overview Close Read **Social-Emotional Learning** Performance Task

Whole-Class Learning Strategies

SEL SOCIAL-EMOTIONAL LEARNING

Review the Learning Strategies with students and explain that as they work through Whole-Class Learning, they will develop strategies to work in large-group environments. Have students watch the video on Whole-Class Learning Strategies. 

You may wish to discuss some action items to add to the chart as a class before students complete it on their own. For example, for "Listen actively," you might elicit the following actions from students:

- Take thorough notes to ensure that you understand the points being made.
- Ask questions afterwards if you need clarification.

Whether working together or alone, students will develop real-world skills, such as:

- Setting Goals
- Building Relationships
- Responsible Behavior
- Problem Solving
- Making Decisions
- Self-Motivation
- Reflecting

Performance Task

Click a tab to learn more about **Whole-Class Learning**.
When you're done, click **Next**.

- Teach
- Selection Overview
- Close Read
- Social-Emotional Learning
- Performance Task

PERFORMANCE TASK

ESSENTIAL QUESTION | Do people need to belong?

Write an Argumentative Essay

Assignment

Write a focused, organized, and evidence-based argumentative essay in which you state and defend a position on the following question:

Is the experience of living in an urban area worth the cost?

Support your position with evidence. Use your reading, your background knowledge, and any research you may have done. Be sure to draw on your own ideas and thoughts as you writing.

ELEMENTS OF ARGUMENTATIVE ESSAYS

PURPOSE

- to express a view on an issue, question, claim, or position

CHARACTERISTICS

- is a clear, organized, and compelling text that responds to a specific question or issue (often called a topic)
- is a combination of background, evidence, and responses that include your own ideas and analysis
- is not a review or summary. It draws specific facts, details, and details on
- is written in clear, focused, and organized language

STRUCTURE

- is an organized structure that includes:
 - an introduction
 - background information
 - a central claim or thesis
 - supporting evidence

Take a Closer Look at the Assignment

Before you start, be sure you understand the task, audience, and purpose, as well as the type of writing required by the assignment. Use the questions below to guide you.

1. What is the assignment asking me to do in my own words? Do any key words or phrases help to clarify the task?
2. Is a specific audience mentioned in the assignment? If not, who do I think my audience would be?
3. What is the **purpose** of writing with this audience and for this writing task?
4. **What** does the assignment ask me to use specific types of evidence? How will I know when I have enough?

(Remember to get the various types of evidence that you need: what facts, examples, or other info that you can use to support your ideas.)

5. Does the assignment ask me to organize my ideas in a certain way? If not, how can I best organize them?

MINDSET

Be a Writer

Keep your audience, or intended reader, in mind.

- Choose topics and issues related that are important for your reader.
- Anticipate counterarguments, or opposing positions, to that position you hold.

Be a Reader

A **strong purpose** or reason for writing will help you convey a **clear message**.

- **Unique Purpose:** In this essay, it's not about how a school should be run.
- **Specific Purpose:** as the writer, it's about how a school should function.

Be a Thinker

Diverse types of evidence will help you support your claim and build a strong case.

- **Write:** information, including statistics or other numerical data, that can be presented.
- **Open Opinions:** statements, whether paraphrased or quoted exactly, from people who have special knowledge.
- **Read:** evidence, including information and direct quotations from your reading or research sources.
- **Anecdotes:** brief story that illustrates a point.
- **Examples:** specific instances of a general idea.

The **Performance Task** focuses on the mode of writing introduced at the beginning of the unit in the Mentor Text. It helps prepare students for the end-of-unit Performance-Based Assessment (PBA). In this way, the PBA is not a surprise or a big project at the end of the unit. Students take incremental steps along the way. The Performance Task provides scaffolds and prepares students for the Performance-Based Assessment.

15

Peer-Group Learning

PEER-GROUP LEARNING

Peer-Group Learning Strategies VIDEO INTERACTIVITY

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 discussions.
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 join the discussion.
Clarify	<ul style="list-style-type: none"> Paraphrase the ideas of others to ensure that your understanding is correct. Ask follow-up questions.

COLL CENT
Visit the Center for tutorials in groups

CONTENTS COMPARE ACROSS CULTURES

SHORT STORY
The Censors
Luisa Valenzuela,
translated by David Unger
What happens when you join your oppressor?

SHORT STORY
Harrison Bergeron
Kurt Vonnegut
An equitable society may be a noble goal, but what happens when it goes horribly wrong?

POETRY COLLECTION 1

The Soldier of Mictlán Rigoberto González

Elliptical Haryette Mullen

Fences Pat Mora
An answer to the question of whether we do or do not belong might depend on who is telling the story.

ARGUMENT
Revenge of the Geeks
Alexandra Robbins
Do you feel that you are different from your peers? That may turn out to be your greatest asset.

LECTURE
Encountering the Other: The Challenge for the 21st Century
Ryszard Kapuscinski
How do you react when you meet a stranger? That question has troubled people for millennia.

Once the Whole-Class Learning part of the unit ends, your role shifts from teaching to facilitating, and even more amazing things start to happen.

You will encourage collaboration as your students work in groups, sharing their own ideas and perspectives, and applying what they've learned. Peer-Group Learning is so important to developing college and career ready students who are knowledgeable, confident, respectful, and able to collaborate with others. Students are learning from each other, and we know from research that student engagement and achievement increase when this collaboration happens.

You will begin this part by discussing Peer-Group Learning Strategies and the genre options. Next, students will learn about the genre before preparing to read.

Then, you'll introduce them to the Concept Vocabulary and Comprehension Strategy before facilitating the peer groups as they read the selections.

Just like in Whole-Class Learning, students will complete routines to develop critical reading and analysis skills.

Peer-Group Learning ends with a Performance Task. This task is designed to help students prepare for the unit Performance-Based Assessment.

Let's dig deeper into Peer-Group Learning.

Facilitate

Click a tab to learn more about **Peer-Group Learning**.
When you're done, click **Next**.

Facilitate

Selection Overview

Performance Task

FACILITATE

Close Read

You may wish to print copies of the **Close-Read Guide: Nonfiction** for students to use. **1**

PRACTICE

1. **Present and Discuss Responses** will vary.
2. **Reflect on Your Learning** Suggest students quickly review their notes and try to recapture any "Aha!" moments.

WORD NETWORK POSSIBLE WORDS: *divisively, isolate, apartheid, inequality*

Concept Vocabulary

PRACTICE POSSIBLE RESPONSES:

1. They apply to discussions of attitudes and beliefs that alienate people from one another.
2. *Argy, conflict, separate, hostility, divisiveness.*
3. Student responses will vary.

Word Study

Greek Root: -log-

PRACTICE

archaeologists: people who study cultures of the past; anthropology: study of humans and their customs; dialogue: conversation between or among people

MONITOR AND ADJUST If students have difficulty choosing the correct definitions for the words with the Greek root **-log-**, then have them find each word in the text and use context clues to determine its meaning.

EXIT TICKET

To assess students' progress, administer the **Exit Ticket: Greek Root: -log-**.

CHALLENGE AND PRACTICE If students need more practice, see **Greek Root: -log- (RP)**.

ANALYZE AND INTERPRET

Close Read

PRACTICE Complete the following activities. Use text evidence to support your responses.

1. **Present and Discuss** to engage in meaningful discourse with your group, share the passages from 20c and 21d that you found particularly interesting. Discuss what you notice, the questions you have, and the conclusions you reach. For example, you might focus on the following passages:
 - Paragraph 1: 4) Discuss how the author introduces the concept of "the Other."
 - Paragraphs 17, 18: Discuss the progression of dialogue and what is said about "the Other."
 - Paragraph 20: Discuss the idea of "the Other" as a mirror.
2. **Reflect on Your Learning** What new ideas or insights did you uncover during your discussion of the text?

LANGUAGE STUDY

Concept Vocabulary **1** **WORDBOOK**

Why These Words? The concept vocabulary words are related:

PRACTICE

1. With your group, determine what the words have in common. Write your ideas.
2. Add another word that fits the category.
3. Use each vocabulary word in a sentence that suggests the word's meaning.

Word Study

Greek Root: -log- In "Encountering the Other," the author uses the word **apologues**. The word **apologues** is built from two Greek roots: **-logos**, which means "idea," and **-log**, which may mean either "speak" or "study of."

PRACTICE Write the meanings of these words from the selection that contain the root **-log-**: *anthropologist, anthropology, dialogue*. Consult a dictionary as needed.

NOTES AND TIPS

Take notes in the box that are related to **OUTLINES AND OUTCOMES**. Add them to your word history.

TIPS

7.EA.6 *analyze the words and their meanings of appropriate text and use appropriate Greek and Latin roots and affixes to determine meaning.*

7.EA.7 *analyze the words and their meanings of appropriate text and use appropriate Greek and Latin roots and affixes to determine meaning.*

7.EA.8 *analyze the words and their meanings of appropriate text and use appropriate Greek and Latin roots and affixes to determine meaning.*


The **Peer-Group Learning** pages are in turquoise and are labeled *Facilitate* to reflect the shifting role of the teacher as students take on more responsibility for their learning. The Performance Task that takes place at the end is also labeled *Facilitate*. Students collaborate as they work through the Performance Task, while the teacher is available to facilitate and support students as needed.

Selection Overview

Click a tab to learn more about **Peer-Group Learning**.
When you're done, click **Next**.

Facilitate Selection Overview Performance Task

SELECTION OVERVIEW
myPerspectives Digital



Encountering the Other: The Challenge for the 21st Century

Summary
Ngũgĩ's introduction lecture "Encountering the Other: The Challenge for the 21st Century" discusses an important challenge of the modern world in the past. It was very common for groups to isolate themselves from others, as a result, they may have felt afraid or threatened by people from other cultures. The author says that there are three options when faced with the "Other": war, isolation, or dialogue. In the modern world, cultures have more contact with each other and are exchanging and merging with each other more. The author calls for people to engage with unfamiliar cultures fairly and equitably, rather than with the divisive domination that was common in the early twentieth century.

Insight
This selection provides a broad overview of cultural interaction, from early history to the modern professional world. It emphasizes the new opportunities for positive exchange and equality that the modern world presents.

RELATED ASSESSMENTS

Selection Test Use this test to assess students:

- comprehension of the selection
- acquisition of concept vocabulary

Exit Tickets Use exit tickets to evaluate students' progress with:

- the *Other* text
- checkmarks and structural elements of arguments
- punctuation, including dashes and parentheses

Connection to Performance Tasks
Peer-Group Learning Performance Task Students will develop and present advertisements that include at least one rhetorical device and one logical fallacy. Students may consider what they've learned about breaking down cultural barriers from reading "Encountering the Other" as they develop their advertisements.

Joint Performance-Read Assessment Students will write argumentative essays in which they synthesize information they learn in this unit with their own ideas to respond to the Essential Question: Kagan's concept of the "new Other" will provide students with ideas about "belonging" to groups.

Connection to the Essential Question
Do people need to belong?

Differentiate for Text Complexity

Text Complexity Rubric: Encountering the Other: The Challenge for the 21st Century

Identificative Features

Lexical Knowledge Demands (1 = least complex; 5 = most complex)
The selection poses rhetorical questions about how humans should treat "the Other" and contains references to authors, researchers, paragraphs, and words that may be unfamiliar to students.

Text and Sentence Structures
Connections among a range of ideas are often explicit and sometimes ambiguous or subtle. Facts are interconnected with theory and author's viewpoints.

Language Conventions and Vocabulary
Text contains complex language with some abstract and theoretical concepts, some complex sentences with multiple clauses and transition words, and some above-level vocabulary.

Theme and Meaning
Main purpose of text is presented explicitly, but concepts presented are often sophisticated, abstract, and theoretical.

DIFFERENTIATED INSTRUCTION

BELOW LEVEL

Content Knowledge Demands If students struggle to understand the main concept, have explain that the author explores what that society learn to master other kinds of people. Discuss the word *exclusion* as a verb: "to find or separate" and a noun ("exclusionary"). Focus on the meaning of "the Other" in the first sentence. For students who still see many names or terms they may not know, but research that it is not necessary to understand every reference.

ON LEVEL

Theme and Meaning If students sometimes have difficulty discussing complex texts, have guide them to locate and highlight parts of the text that carry the main idea. For example, ask them to look in the first sentence to find out what the author means by "the Other," ask them to look at paragraph 10 and identify the three choices that people have made when encountering "the Other" (showing war, isolation, tolerance, or living with others), have and discuss the first line of paragraph 33.

ABOVE LEVEL

Theme and Meaning If students sometimes struggle with a particular theme in the topic, have ask them to identify examples from current events that demonstrate these two different reactions to "the Other": that the author describes—extracting another group of people or isolating and separating oneself from other groups.

ENGLISH LEARNERS **Core** and **Core Plus**

Content Knowledge Demands Help students use support from you and their peers as they read and comprehend the selection. Review with students on get support, ask questions, discuss ideas and clarify meanings, and explain new words with the help of others.

Language Read about or paraphrase the first and second paragraphs. After analyzing the paragraphs, offer unique class members to help students seek support, such as what does "universal" mean? Reread the paragraph.

Strategic Prompt students to use support as they read the selection.

Intercultural Isolate oral groups as they read paragraphs 1-4. Choose a single paragraph from the selection to analyze. Encourage them to support—e.g., what does "mean" have different parts in oral, discussing each other questions in this content the activity.

Advanced and Advanced High Monitor pairs as they read paragraphs 1-4. Have them choose a moderately difficult paragraph from the selection to analyze. Ask a volunteer to make being for support—e.g., offer one _____ mean? Percentage pairs to ask for support is needed.

For additional resources, see the [Lexia ELPS Toolkit](#).

For each selection, there is a **Selection Overview** section that gives you a summary, insight, related assessments, and connection to the Performance Tasks. It also includes differentiated instruction suggestions for your Below Level, On Level, Above Level, and English Learners.

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Independent Learning

The screenshot displays a digital interface for independent learning. On the left, a 'Close-Read Guide' section includes fields for 'Selection Title', 'Purpose for Reading', and 'Minutes Read'. It features two columns: 'Close Read the Text' with instructions to zoom in and annotate, and 'Analyze the Text' with two numbered prompts about literary elements and digital text characteristics. A 'QuickWrite' section at the bottom asks for a paragraph that grabbed interest. On the right, the 'Share Your Independent Learning' section features an 'ESSENTIAL QUESTION: Do people need to belong?' and a 'Prepare to Share' section with 'CONNECT' and 'DISCUSS' activities. A 'Reflect' section with 'EXPLAIN' activity concludes the sharing part.

After students complete the Peer-Group Learning part of the unit, your role shifts from facilitating to advising.

During this Independent Learning part, your students will use Independent Learning Strategies, select an online digital text to read on their own, based on interest and complexity level, and then start to formulate their own unique perspectives about the content. How powerful is that?

Students will use the Close-Read Guide to help work through their independent selections and then share their independent learning with their classmates.

Let's dig deeper into Independent Learning.

Advise

Click a tab to learn more about **Independent Learning**.
When you're done, click **Next**.

Advise

Selection Overviews

ADVISE

CLOSE READ Students should begin their close read by revisiting the annotations they made during their first read. Then, students should analyze one of the author's choices regarding the following:

- **patterns**, such as repetition or parallelism
- **structures**, such as cause-and-effect or problem solution
- **techniques**, such as description or dialogue
- **ideas**, such as the author's main idea or claim

You may wish to print copies of the **Close-Read Guide** for students to use.

COLLABORATION To make Independent Learning interactive, group students according to the selection they have chosen. Then, have students meet to discuss the selection in depth. Their discussions should be guided by their insights and questions.

INDEPENDENT LEARNING

Close-Read Guide

Establish your purpose for reading. Then, read the selection through at least once. Use this page to record your close-read ideas.

Selection Title: _____ Purpose for Reading: _____

Minutes Read: _____

Close Read the Text

Zoom in on sections you found interesting. Annotate what you notice. Ask yourself questions about the text. What can you conclude?

Analyze the Text

1. Think about the author's choices of literary elements, techniques, and structures. Select one and record your thoughts.

2. What characteristics of digital texts did you use as you read this selection, and in what ways? How do the characteristics of a digital text affect your reading experience? Explain.

Write

Choose a paragraph from the text that grabbed your interest. Explain the power of this passage.

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The **Independent Learning** pages are in purple and are labeled **Advise**. In this section, students select a text to read independently and teachers advise and encourage students as they implement close-reading and independent learning strategies.

Selection Overviews

Click a tab to learn more about **Independent Learning**.
When you're done, click **Next**.

- Advise
- Selection Overviews

For each **Independent Learning** selection, the Teacher's Edition includes a summary, insight, and connection to the unit Performance-Based Assessment.

The screenshot displays the 'SELECTION OVERVIEWS' section of the myPerspectives platform. It features two main selection cards side-by-side. The left card is for 'The Orphan Boy and the Elk Dog' and the right card is for 'By Any Other Name'. Each card contains the following information:

- Resources:** A list of available resources such as 'Close Read Guide', 'Audio', 'Lesson Audio', 'Interactive Content List', 'Lesson Transition', 'Background Questions', and 'Answer Key'.
- Summary:** A brief overview of the text.
- Insight:** A key message or theme from the text.
- Connection to Performance Task:** A link to the relevant performance-based assessment.
- Test Complexity Rubric:** A table detailing the complexity of the text for different levels of students.

At the top of the interface, there are navigation tabs for 'Advise' and 'Selection Overviews', and a 'Next' button. A 'Performance Task' section is also visible at the top right.

Performance-Based Assessment

PERFORMANCE-BASED ASSESSMENT

Sources

- WHOLE-CLASS SELECTIONS
- PEER-GROUP SELECTIONS
- INDEPENDENT LEARNING SELECTION
- Your own experiences and observations

Argumentative Essay INTERACTIVITY

ASSIGNMENT

In this unit, you read about various characters, both real and fictional, who were considered outsiders or outcasts. You also practiced writing argumentative essays. Now, apply what you have learned.

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

Do people need to belong?

ESSENTIAL QUESTION | Do people need to belong?

you work on the
ive essay elements
re you're meeting the
to vary your word
emic Vocabulary
radical, negate,
draft, review it
n your claim or
ions. Then, reread

EQ NOTES

Make sure you have synthesized information from your Essential Question Notes to support your claim.

PURPOSE

- to explain and defend a clear, arguable claim or position

CHARACTERISTICS

- a clear, arguable, claim that expresses an engaging idea and shows depth of thought
- consideration of potential counterarguments, and responses that may include concessions or rebuttals

Identify at least three pieces of evidence that convinced you to change your mind about the idea of belonging.

-
-

Identify at least three pieces of evidence that reinforced your initial position about the idea of belonging.

-
-

STUDENT LEARNING OUTCOMES

Students will demonstrate their learning

- EQ Notes
- Word Network
- Information learned
- Unit writing assignment

TEKS
18.C. Compare argumentative texts using genre characteristics and craft.

Now we get to my favorite part—the Performance-Based Assessment!

Students will demonstrate their learning using their EQ Notes, Word Network, and information learned to complete a culminating unit writing assignment.

Let's dig deeper into Performance-Based Assessment.

Assess

Click a tab to learn more about **Performance-Based Assessment**.
When you're done, click **Next**.

Assess

Rubrics

ASSESS

Argumentative Essay

Argumentative Essay Inform students that they will complete their argumentative essays independently, with little or no input or feedback from you as they write. You may wish to have students use word-processing software so they can take advantage of editing tools and features. Urge students to spend sufficient time rereading the assignment so they fully understand it.

Review and Evaluate Evidence

Students should understand that their position on an issue can evolve as they learn more about the subject and are exposed to additional points of view. Point out that even though they took an initial position on the question, *Do people need to belong?* they may adjust, qualify, or completely change that position after careful consideration of their learning and the evidence they've gathered.

Remind students that there are many different types of evidence they can use to support their argument, including:

- facts and statistics
- anecdotes
- quotations from authorities
- examples

In addition to ensuring that they have sufficient evidence to support their claims and address counterarguments, students should evaluate the reliability and validity of their evidence. Discuss the characteristics that make evidence reliable and valid:

- trustworthy sources, including government, educational, and professional organizations
- evidence to which experts have reviewed the evidence for accuracy
- verifiable references and confirmation cited by the source of the evidence

The Performance-Based Assessment pages are in orange and are labeled **Assess**. At this point in the unit, students demonstrate full ownership of their work.

Rubrics

Click a tab to learn more about **Performance-Based Assessment**.
When you're done, click **Next**.

Assess

Rubrics

Rubrics are provided to enable students and teachers to evaluate the work.

Argument Rubric				
	1 (POOR)	2 (WEAK)	3 (GOOD)	4 (EXCELLENT)
Clarity and Purpose	The claim is unentire or unclear. Evidence is absent or irrelevant to the purpose. The argument is unfocused and the intended audience is not addressed.	The claim is unclear or lacks power. Evidence is weak and does not build the argument. The argument is often unfocused and not suited to its audience.	The claim is stated, but could be more powerful. The argument is mostly focused and supported by evidence. It is somewhat suited to its audience.	The claim is clear and powerful. The argument is focused and supported by ample and varied evidence. It is totally suited to the audience.
Development of Ideas	The argument lacks specific facts, details, and examples to support the claim. Sources are not cited. Transitions are not used to link ideas. Other positions are not addressed.	The argument has few facts, details, and examples to support the claim. Sources are often unidentified. Transitions are usually absent. Other positions are ineffectively addressed.	The claim is mostly supported by facts, details, and examples. Most sources are identified. Most ideas are linked using transitions. Other positions are addressed.	Varied facts, details, and examples fully support the claim. Sources are always identified. Transitions link ideas within and among paragraphs. Other positions are addressed.
Organization	The argument has no purposeful structure. The ideas presented do not relate to one another.	The argument has a weak structure. The organization is unclear and does not help build the argument.	The structure of the argument is evident. Ideas are presented in logical order.	A purposeful structure clearly builds the argument. The ideas presented are coherent and powerful.
Diction, Style, Sentence Effectiveness	Word choice is vague, repetitive, or misleading. Sentences lack variety and impact.	Word choice is often vague, repetitive, or misleading. There is little sentence variety.	Word choice is often precise and to the point. Most passages contain a variety of sentence types.	Word choices are precise and purposeful. A variety of sentence types help focus and maintain the audience's attention.
Conventions	Mispellings and errors in grammar distract from the argument. Punctuation is lacking or incorrect.	The argument is weakened by occasional errors in spelling, punctuation, and grammar.	The argument contains few errors in spelling, punctuation, and grammar.	The argument is free from errors in spelling, punctuation, and grammar.

TOOL KIT WRITING MODELS AND RUBRICS

Unit Reflection

UNIT REFLECTION

UNIT 2 REFLECTION

Reflect On the Unit

Reflect On the Unit Goals

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

Reflect On the Texts

SELECTION CHOICES

TITLE	NOTES
The Metamorphosis	
Franz Kafka and Metamorphosis	
The Censors	
Harrison Bergeron	
The Soldier of Mictlán • Elliptical • Fences	
Revenge of the Geeks	
Encountering the Other: The Challenge for the 21st Century	
Your Independent Reading Selection:	

Reflect On the Essential Question

Do people need to belong?

- Review unit selections and your EQ notes to recall your insights.
- Search through music and movie archives to activate your memory and find recommendations.
- Compile a playlist that has two columns, one for music and the other for movies.

TEKS
9.C. Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses. 9.D.1. Edit drafts using standard English conventions, including a variety of complete, controlled sentences and avoidance of unimentional splices, run-ons, and fragments; 9.D.1iv. Edit drafts using correct capitalization.

myPerspectives Digital

VIDEO INTERACTIVITY

DISCUSSION BOARD DOWNLOAD

ASSESSMENT

Reflect On the Unit

Have students watch the video on Reflecting on Your Learning.

Reflect On the Unit Goals

REVISIT

Students should reevaluate how well they meet the unit goals now that they have completed the unit. They should also indicate the goals in which they were most and least successful. You might ask them to justify their responses.

Reflect On the Texts

ELECT

Lead a class discussion about the characters or authors students would elect. Alternatively, if you want to make this a digital activity, go online and navigate to the **Unit 2 Reflection: Discussion Board Activity**.

Reflect On the ESSENTIAL QUESTION

CREATE

Suggest that students annotate their playlists. For each entry, students should write one or two sentences that explain why they included the selection. Encourage students to choose a logical and effective organization for their playlists, pairing selections that have similar themes and building the list toward a strong conclusion.

ASSESSMENT

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

REMEDATION Based on students' performance on the test, assign the resources as indicated on the **Unit 2 Test Interpretation Guide** to remediate.

Lastly, in the Unit Reflection, students get a chance to reflect on the Unit Goals, the texts, and the Essential Question.

Reflecting on learning helps students understand themselves, make connections between what they've learned and what they want to learn, as well as provide an important stopping point to see their own growth as a thinker, reader, writer, and learner.

Instructional Flexibility

UNIT INTRODUCTION

WHOLE-CLASS LEARNING

PEER-GROUP LEARNING

INDEPENDENT LEARNING

PERFORMANCE-BASED ASSESSMENT

UNIT REFLECTION

Instructional Model is streamlined to flow seamlessly into different learning environments:

- Mix texts
- Create your own lessons
- Rearrange lessons
- Incorporate a Workshop Model

We know that you want flexibility when teaching your students. So, in order to meet them where they are, we've given you resources, tools, and additional content. Go ahead-teach your way!

With **myPerspectives Texas**, the Instructional Model is streamlined to flow seamlessly into different learning environments. You can mix texts, create your own lessons, rearrange lessons, and incorporate a Workshop Model if you want.

On Savvas Realize, you'll find helpful and easy-to-use customization features. Create your own Playlists using our content or pull in your own texts, resources, and activities to create a custom lesson plan. Other features like Build a Test and My Library provide even more flexibility. Rearrange units, create tests, and upload your own resources. You can also pull in Book Club, OpenEd®, or *myPerspectives Plus* resources.

Hook and Inspire features allow you to go beyond the text and explore more with your students. Use the suggested hooks to launch students into, sustain their interest through, and take them beyond the texts. Pull in videos, art, infographics, music, and more to make learning relevant for your students.

OpenEd® is a registered trademark.

Closing



Thank you for going through the **myPerspectives Texas** flexible instructional model with me.