

Planning for Success

A Guide for *myPerspectives* Administrators



- Understanding *myPerspectives*
- Preparing for Success
- Supporting Teachers
- Reporting on Savvas Realize[™]

Use this guide to prepare for implementation and support teachers with instruction.



Understanding *myPerspectives*

- Grades 6–12 ELA
- Assessments
- Digital Resources



Preparing for Success

- Planning Support
- Technology Needs
- Suggested Guidelines



Supporting Teachers

- Administrator Toolbox



Reporting on Savvas Realize

- Data, Data, Data

For easy reference, click the links in this guide.

UNDERSTANDING *myPERSPECTIVES*

Grades 6–12 English Language Arts

myPerspectives is a Grades 6–12 **English Language Arts** program that creates an interactive, engaging, and relevant learning environment through readings, meaningful activities, and purposeful performance tasks.

The program has three key elements—student-centered, digital, and flexible.

The program consists of the following components:

- Print write-in or hardcover Student Edition
- Print Teacher’s Edition
- Full access to the program digitally on Savvas Realize

The unit structure has six instructional elements. The pages are color-coded to match each element in the unit.



STUDENT-CENTERED

myPerspectives promotes student-centered learning through a unit organization that supports active learning and social collaboration.

DIGITAL

myPerspectives is relevant to next-generation learners and includes full access to the program digitally on Savvas Realize.

FLEXIBLE

myPerspectives includes flexible lesson-planning options and hundreds of additional resources and digital tools that teachers can use to customize their lessons.

Visit [my SAVVAS Training](#) to learn more!

View the [Jump Right In](#) playlist.

UNDERSTANDING *my*PERSPECTIVES

Digital Resources

Savvas Realize—[SavvasRealize.com](https://www.savvasrealize.com)—provides digital resources that promote student engagement and learning through full interaction with program content.

Interactive tools, such as highlighting, selection audio, multimedia selections, and interactive activities bring the content to life for students.

Customization tools are available for teachers. They can rearrange units/lessons; upload their own lessons, resources, and links; create their own assessments; search OpenEd®, an online research library; and create Playlists.

myPerspectives+ includes a variety of program-agnostic resources that teachers can use either in conjunction with the *myPerspectives* program or with their own teacher-developed resources.


Helpful, step-by-step Digital Paths are posted on My Savvas Training.

- Get Started on Savvas Realize
- Teacher's Edition, Student Edition, and Resources
- *myPerspectives* Plus
- Assessments
- Lesson Planning
- Teaching with Trade Books/Novels
- Completing a Reading Assignment in the Interactive Student Edition
- Accessing Multimedia

Visit [my SAVVAS Training](#) to learn more about the digital resources.

- Watch the **Digital Resources** tutorial.
- Download and read the **Digital Paths**.




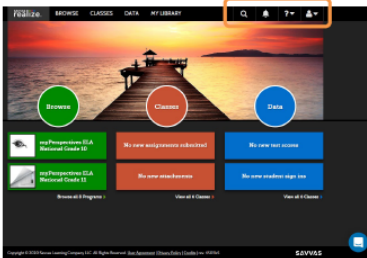


myPerspectives™
ENGLISH LANGUAGE ARTS

Digital Path—Get Started on Savvas Realize™

Not sure how to access the digital resources for myPerspectives™? Follow the path to learn how!

Please Note: your program screens may look different from the images in these training materials due to our rebrand to Savvas Learning Company.

Digital Path	Click to Discover
<p style="text-align: center; font-weight: bold;">Sign in to SavvasRealize.com</p> 	<p style="text-align: center; font-weight: bold;">Click Sign In.</p> <p>My username is _____. (Store your password in a secure location.)</p> <p>Note the helpful resources at the bottom of the page:</p> <ul style="list-style-type: none"> Getting Started System Requirements Contact Support <p style="text-align: center; font-weight: bold;">Tech Support: 800-234-5832</p>
<p style="text-align: center; font-weight: bold;">Explore your account.</p>  <p>OpenEd® is a registered trademark.</p>	<p>This is the Savvas Realize home page.</p> <p>Notice the icons in the upper-right corner.</p> <ul style="list-style-type: none"> The magnifying glass icon allows you to quickly search for program content and OpenEd® resources. OpenEd is an online resource library for K-12 teachers. The bell icon provides notifications. The question mark icon provides access to these options: <ul style="list-style-type: none"> Help for This Page (includes Release Notes, Realize Help, and Additional Support) Program Training (takes you to My Savvas Training, our one-stop website for program support and resources) Technical Support (takes you to Savvas Customer Care website) Contact a Program Specialist (allows you to the chat with a specialist)

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PREPARING FOR SUCCESS

Planning Support

Set the stage for success by planning ahead. Review the planning resources included in *myPerspectives*.

Consider the following as you prepare:

Grades 6–8

- ☐ Review the **Scope and Sequence** that outlines the instructional scope and sequence of each unit.
- ☐ Review the editable **Curriculum Maps** that map out each unit's instruction in detail.
- ☐ Review the **Unit Planning Guides** that detail the day-to-day planning for each unit.
- ☐ Use the **Unit at a Glance** handout for a birds-eye view of a unit to help with pacing and planning.

Grades 9–12

- ☐ Review the **Scope and Sequence** that outlines the instructional scope and sequence of each unit.
- ☐ Review the editable **Curriculum Maps** that map out each unit's instruction in detail.
- ☐ Review the **Unit Planning Guides** that detail the day-to-day planning for each unit.
- ☐ Use the **Unit at a Glance** handout for a birds-eye view of a unit to help with pacing and planning.

Technology Needs

Prepare for the increased technology usage that comes with implementing *myPerspectives*. Ensure that your devices and infrastructure can support this increase.

Consider the following as you prepare:

- ☐ Ensure that all areas of your district and/or school have a strong and reliable **internet connection**.
- ☐ Students will need access to an **electronic device**.
- ☐ Provide your IT administrator with a list of **Savvas Realize system requirements** before you begin using the program. Locate the list [here](#).
- ☐ Provide your IT administrator with a **permitted URLs whitelist** before you begin using the program. Locate the list [here](#).



Suggested Guidelines

Looking for suggestions on how to implement myPerspectives in your school or district?

The chart highlights the essential features of a unit that should be implemented in order for the program to be maximally effective. The guidelines point out the key components that teachers *should* implement during each unit which have the greatest influence on student learning and performance. However, remember that *myPerspectives* is your program and provides flexibility for you and your teachers to customize as needed to meet the needs of your district and students.

IMPORTANT: Digital resources outlined in the Teacher’s Edition should be incorporated into the lessons as needed.

Unit Introduction	Lesson Features
<p>Each unit opener is a roadmap that outlines student learning for the unit, to help them understand what is expected of them and where they are going. This allows them to take responsibility and ownership for their own learning.</p> <p>All unit activities are backward-designed to the Performance-Based Assessment so that students’ work is meaningful and is building knowledge.</p> <p>Students pull together their notes, evidence, completed activities, and Performance Tasks for the End-of-Unit Performance-Based Assessment.</p> <p>Grades 6–8: <i>approximately 2 days of instruction</i></p> <p>Grades 9–12: <i>approximately 1 day of instruction</i></p>	<ul style="list-style-type: none">❑ Jump Start❑ Unit Goals❑ Academic Vocabulary❑ Summary❑ Launch Text<ul style="list-style-type: none">• Word Network• Summary• Launch Activity• Vocabulary Development• QuickWrite• Evidence Log

Please note: This unit pacing is based on 30 instructional days for Grades 9–12 and 36 instructional days for Grades 6–8, but it is expected to take longer during the first implementation.

Suggested Guidelines (cont.)

Whole-Class Learning	Lesson Features
<p>Teachers model, <i>instruct</i>, and support instruction with anchor texts as students broaden their perspectives on the unit topic.</p> <p>Activities focus on Making Meaning, Language Development, and Effective Expression as students develop and share their perspectives on the unit topic through writing in a targeted mode.</p> <p>Grades 6–8: <i>approximately 13 days of instruction and 3 days for the Performance Task</i></p> <p>Grades 9–12: <i>approximately 12 days of instruction and 2 days for the Performance Task</i></p>	<div> <input type="checkbox"/> Essential Question <input type="checkbox"/> Whole-Class Learning Strategies <input type="checkbox"/> Anchor Text—First Read <ul style="list-style-type: none"> • Teacher Model • Interactivities (BouncePages App) • Concept Vocabulary • First-Read Strategies • Close Read in Columns (annotations, questions) • Comprehension Check • Research </div> <div> <div>FOR EACH SELECTION:</div> <div>END OF SECTION:</div> <div> <input type="checkbox"/> Close Read: Making Meaning <ul style="list-style-type: none"> • Analyze the Text • Analyze Craft and Structure • Practice • Formative Assessment (as needed) <input type="checkbox"/> Close Read: Language Development <ul style="list-style-type: none"> • Concept Vocabulary • Word Study • Convention (Read It, Write It) • Formative Assessment (as needed) <input type="checkbox"/> Close Read: Effective Expression <ul style="list-style-type: none"> • Writing to Sources • Speaking and Listening • Formative Assessment (as needed) <input type="checkbox"/> Selection Test </div> <div> <input type="checkbox"/> Performance Task <ul style="list-style-type: none"> • Prewriting/Planning • Drafting • Create Cohesion—Transitions • Revising • Editing/Proofreading • Publishing and Presenting • Reflecting </div> </div>

Suggested Guidelines (cont.)

Small-Group Learning	Lesson Features
<p>Students in this section work collaboratively to broaden their perspectives on the unit topic through reading, completing activities, and research.</p> <p>Teachers <i>facilitate</i> small groups and adjust instruction as necessary for the different groups.</p> <p>Notes in the Teacher’s Edition assist in instructing small groups and collaboration as students read selections, participate in group discussions and debates, share their learning with each other using an array of speaking and listening activities, and develop presentations in their small groups.</p> <p>Grades 6–8: <i>approximately 11 days of instruction and 1–2 days for the Performance Task</i></p> <p>Grades 9–12: <i>approximately 10 days of instruction and 2–3 days for the Performance Task</i></p>	<div> <input type="checkbox"/> Essential Question <input type="checkbox"/> Small-Group Learning Strategies <ul style="list-style-type: none"> • Work as a Team • Make a Schedule • Working on Group Projects </div> <div> <div>FOR EACH SELECTION:</div> <div>END OF SECTION:</div> <div> <input type="checkbox"/> Small-Group Texts: Making Meaning <ul style="list-style-type: none"> • Concept Vocabulary • First Read • Comprehension Check • Research • Close Read the Text • Analyze the Text • Concept Vocabulary • Word Study • Analyze Craft and Structure • Formative Assessment (as needed) </div> <div> <input type="checkbox"/> Performance Task <ul style="list-style-type: none"> • Present an Argument • Plan with Your Group • Rehearse with Your Group • Present and Evaluate </div> </div> <div> <input type="checkbox"/> Small-Group Texts: Language Development <ul style="list-style-type: none"> • Author’s Style • Formative Assessment (as needed) </div> <div> <input type="checkbox"/> Small-Group Texts: Effective Expression <ul style="list-style-type: none"> • Speaking and Listening or Research and Writing • Formative Assessment (as needed) </div> <div> <input type="checkbox"/> Selection Test </div>

Suggested Guidelines (cont.)

Independent Learning	Lesson Features
<p>Students select one or two online texts to read independently to broaden their perspectives on the unit topic and apply the skills and strategies they have acquired in the previous sections.</p> <p>Teachers <i>advise</i> and encourage students as they implement close-reading strategies and continue to build insight on the topic and content knowledge through activities and research.</p> <p>Grades 6–8: <i>approximately 2 days of instruction</i></p> <p>Grades 9–12: <i>approximately 2 days of instruction</i></p>	<ul style="list-style-type: none"><input type="checkbox"/> Essential Question<input type="checkbox"/> Independent Learning Strategies<input type="checkbox"/> Students Select Texts<input type="checkbox"/> First-Read Guide<input type="checkbox"/> Close-Read Guide<ul style="list-style-type: none">• Close Read and Analyze• QuickWrite• Share Your Independent Learning



Suggested Guidelines (cont.)

Performance-Based Assessment (PBA)	Lesson Features
<p>Students demonstrate their learning by pulling together the content knowledge, process skills, and learning habits and strategies they acquired throughout the unit in mastering the reading, writing, and speaking and listening standards.</p> <p>Grades 6–8: <i>approximately 2 days of instruction (includes the Unit Reflection)</i></p> <p>Grades 9–12: <i>approximately 2 days of instruction (includes the Unit Reflection)</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Assessment Prep <ul style="list-style-type: none"> • Review Evidence for Argument • Evidence Log <input type="checkbox"/> PBA—Part 1 <ul style="list-style-type: none"> • Writing to Sources: Argument • Reread the Assignment • Academic Vocabulary • Review the Elements of Effective Argument • Review the Argument Rubric <input type="checkbox"/> PBA—Part 2 <ul style="list-style-type: none"> • Speaking and Listening: Oral Presentation • Review the Oral Presentation Rubric
Unit Reflection	Lesson Features
<p>Students <i>reflect</i> on their learning by answering questions about the unit goals, learning strategies, and texts.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Reflect on the Unit <ul style="list-style-type: none"> • Reflect on Goals • Reflect on Learning Strategies • Reflect on Texts



Administrator Toolbox

Wondering how you will support your teachers during implementation?

Savvas offers many resources that can assist you and your teachers. Consider using these tools:

Training Resources	Description
My Savvas Training mySavvasTraining.com	A training website with live and on-demand resources, tutorials, webinars, and more. <ul style="list-style-type: none"> Visit the myPerspectives playlists. Visit the View All Training tab. Visit the Chat/Support tab. View the Recorded Webinars. 
Learning Journey	A guide showing how we will help you on your <i>myPerspectives</i> journey.
Teacher Self Check	A tool teachers can use to help benchmark their progress implementing <i>myPerspectives</i> in their classrooms. Teachers receive this tool in the Dive In (Implementation Essentials) professional development session.
Savvas Realize SavvasRealize.com	A web-based platform with full, digital access to the program. <ul style="list-style-type: none"> Visit the Getting Started with myPerspectives tab. Visit the Professional Development Center tab. Visit the Assessments tab. 
Savvas Reporting Service for Realize SavvasEasyBridge.com	A website that provides you with data on digital product usage across classes to understand implementation, performance, and progress.
Contact Savvas Customer Care Support.Savvas.com	A website where you can get help with orders, the Savvas Realize platform, and program issues. <ul style="list-style-type: none"> View the Customer Welcome Packet. You can also call (800) 848-9500.

Administrator Toolbox (cont.)

Training Resources	Description
<p>myPerspectives Teacher's Edition (TE)</p>  	<p>Review the teacher support included in <i>myPerspectives</i>:</p> <ul style="list-style-type: none"> • Resources with teaching, cross-curricular, and differentiation notes in the TE wraparound • Lesson Planning pages with Text Complexity rubrics • English Language Support in the TE and on Savvas Realize • Customizable Unit Planning Guides with day-by-day pacing guidance • Teaching with Trade Books TE pages • Accessible Leveled Texts on Savvas Realize • Digital tools (EssayScorer, Rubric Scoring, Plagiarism Checker, Google Classroom™ feature, and Classroom Discussion Board) • Assessments with Answer Keys, Remediation, Standards support, and ExamView • Formative Assessment (QuickWrites, Summaries, Comprehension Questions, Extension questions, If/Then Statements) • Additional support and extension resources (<i>myPerspectives+</i>, Hook & Inspire texts, Video Library, and Listenwise®)

REPORTING ON SAVVAS REALIZE

Data, Data, Data

Looking for suggestions on how to drive the instructional goals for your school or district?

Savvas Realize integrates content, assessment, and student data on a single platform. Through **Realize Reports**, you can view learning data and analytics in real time, so it's easier to realize success. You can also set custom mastery levels to drive student achievement.

Usage data is available once teachers and students begin using Savvas Realize. Student progress data is available after students complete assignments.

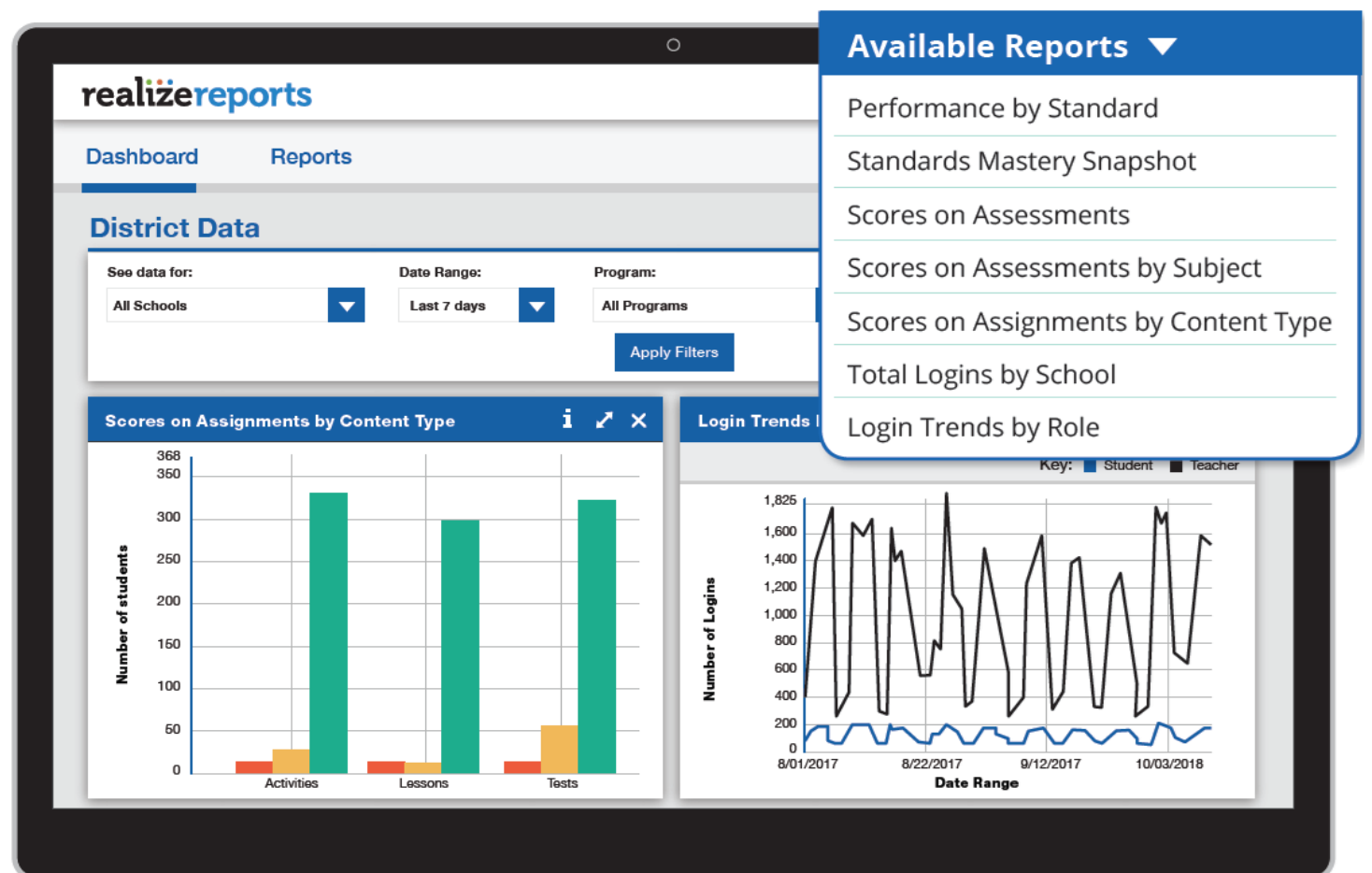
The **Dashboard** can help you:

- Streamline school data analysis
- View standards mastery and usage
- Compare schools, classes, and subjects
- Allocate district resources
- Create teacher PD and training plans
- Make informed financial decisions
- Build a culture of high expectations

Subscribe and set a date and time to have Realize Reports sent to you.

See what **Realize Reports** can do for you:

1. Request **access** (if you don't have it yet).
2. Log in to **[SavvasEasybridge.com](https://www.savvasrealize.com)**.



Visit [my SAVVAS Training](#) to learn more about Realize Reports. Read the **FAQ** handout. Subscribe to the **[Savvas Learning channel](#)** to view videos about Savvas Realize including saving time with data.

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