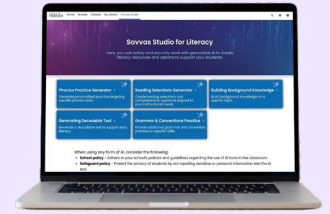


Using Savvas Studio with *myPerspectives*

Support instructional decisions with targeted, AI-generated resources that extend learning within *myPerspectives*. Use the considerations below to determine when and how each tool can support your students.



1

BEFORE YOU GENERATE



Start with the learning goals

Begin with the *myPerspectives* lesson, text, task, and instructional purpose. Let student need guide your decision.



Respond to evidence

Generate resources based on what students know, need, or are ready to do next.



Preserve rigor

Increase access while maintaining the lesson's demand.



Review before using

Review generated resources for accuracy, alignment, and appropriateness.



Reconnect to Instruction

Plan how students will apply the support through discussion, reading, writing, or a Performance Task.

2

FIND THE RIGHT TOOL

Building Background Knowledge

Do students need context before engaging with an upcoming text or concept?

Reading Selections Generator

Do students need another text for targeted practice, support, or extension?

Grammar & Conventions Practice

Are you noticing patterns in student writing that need targeted practice?

Phonics Practice Generator

Do students need focused practice with an identified foundational skill?

Generating Decodable Text

Do students need connected-text practice with previously taught decoding patterns?

3

RECONNECT TO THE CORE

Use the generated support to enhance instruction while keeping students engaged with the core *myPerspectives* lesson.



Building Background Knowledge

Generates informational texts that build knowledge, vocabulary, and context to support students' understanding of *myPerspectives* learning.

Where this fits in *myPerspectives*

Core Routine

How the Tool Can Support Instruction

Prepare to Read

Introduces concepts, context, or vocabulary students may need before engaging with the core text.

Build Insight

Extends understanding of an idea or topic that emerges from the text and supports continued meaning-making.

Performance Tasks

Builds knowledge students can draw on as they prepare to discuss, plan, or write.

Focus the Background

What background will support engagement and understanding?

Review the Knowledge Demands in the Text Complexity Rubric to consider what students may need to understand the text.

What background could deepen the learning?

Consider context, concepts, or connections that can build knowledge and strengthen students' engagement with the text.

How will students use the new knowledge?

Plan a brief opportunity for students to connect the background to the lesson's reading, discussion, or writing.

Classroom Snapshot

Grade 9 Build Insight 8–10 mins

As students discuss *For My People*, their responses show that some of the poem's geographic references are unfamiliar. Using Building Background Knowledge, the teacher creates a brief informational text that provides context for the Black communities connected to the places named in the poem.

Students read the text, discuss how the added context deepens their understanding of the speaker's message, and carry that knowledge into a second reading of *For My People*.



Reading Selections Generator

Generates additional reading selections that provide targeted practice while supporting the learning goals of a *myPerspectives* lesson or unit.

Where this fits in *myPerspectives*

Core Routine	How the Tool Can Support Instruction
Read	Provides another selection through which students can apply a reading strategy or comprehension skill connected to the lesson.
Analyze and Interpret	Offers a new text for students to practice analyzing ideas, evidence, structure, or author's choices.
Study Language and Craft	Provides another example through which students can examine how language, structure, or craft contributes to meaning.

Match the Selection to the Learning

What learning should students practice?

Identify the reading strategy, analytical skill, or craft focus connected to the lesson.

How should the new selection connect to the learning?

Consider the core text, unit topic, Essential Question, or opportunities to connect to students' local context, culture, or interests.

How will students apply the learning?

Plan the specific reading, analysis, or language-and-craft task students will complete with the selection.

Classroom Snapshot

Grade 11 Analyze and Interpret 15–20 mins

Student responses show that some students can identify the narrator's point of view in *The Man to Send Rain Clouds* but need more practice analyzing how shifts in perspective shape meaning. Using the Reading Selections Generator, the teacher creates a brief selection that uses a similar shift in perspective.

Students analyze the shift and its effect in the new selection, then return to *The Man to Send Rain Clouds* to strengthen their analysis of how perspective contributes to the story's ending.



Grammar & Conventions Practice

Generates targeted grammar and conventions practice based on students' instructional needs.

Where this fits in *myPerspectives*

Core Routine

How the Tool Can Support Instruction

Study Language and Craft

Provides targeted practice with a grammar or conventions skill connected to the lesson text.

Share Ideas

Supports students in applying conventions as they prepare, revise, or present written and spoken responses.

Performance Tasks

Provides focused practice with conventions students need to apply in a longer writing or speaking task.

Target the Language Need

What pattern are you noticing?

Identify the recurring grammar or conventions issue in student work.

What does the current task require?

Focus the practice on the language students need to use successfully in the current writing or speaking task.

How will students apply the practice?

Plan for students to revise, edit, or strengthen their own work after the targeted practice.

Classroom Snapshot

Grade 7 Study Language and Craft 10–15 minutes

Students' written responses reveal recurring shifts in verb tense. Using Grammar & Conventions Practice, the teacher creates a targeted activity connected to the lesson's language focus.

Students identify and correct tense shifts, explain how the revisions improve clarity, and then apply the same convention as they revise their own writing.

A2

Phonics Practice Generator

Generates explicit phonics practice that reinforces targeted foundational reading skills.

Where this fits in *myPerspectives*

Core Routine

Prepare to Read

How the Tool Can Support Instruction

Provides targeted practice with sound-spelling patterns and words students may encounter in the upcoming selection.

Read

Provides targeted practice with a previously taught phonics pattern that students can apply while reading the core text.

Focus the Phonics Practice

What sound-spelling pattern needs reinforcement?

Identify the phonics skill students need to reinforce, using the Phonics Tutorials in the Foundational Skills Center on Savvas Realize as a reference when needed.

What type of practice will help?

Consider whether students need to hear, sort, blend, segment, or read words with the pattern.

Which words should students practice?

Select words that reinforce the targeted pattern and, when appropriate, connect to the upcoming lesson.

Classroom Snapshot

Grade 6

Prepare to Read

5-10 minutes

During oral reading, a small group of students has difficulty decoding multisyllabic words with a common vowel pattern. Using the Phonics Practice Generator, the teacher creates a brief word-reading activity focused on that pattern.

Students sort and read the words, practice blending unfamiliar examples, and then apply the same pattern when they encounter related words in the core *myPerspectives* selection.



Generating Decodable Text

Generates decodable texts that allow students to apply previously taught phonics patterns in connected reading.

Where this fits in *myPerspectives*

Core Routine

How the Tool Can Support Instruction

Prepare to Read

Provides a brief, decodable text through which students can apply a previously taught phonics pattern before reading the core selection.

Read

Gives students an additional opportunity to apply the targeted pattern in connected text before returning to the grade-level selection.

Plan the Decodable Text

What phonics pattern should the text reinforce?

Identify a previously taught sound-spelling pattern students need to apply. Refer to the Phonics Tutorials in the Foundational Skills Center on Savvas Realize when needed.

Which patterns and words can students already read?

Build the text around familiar patterns while providing repeated practice with the targeted skill.

How will the text connect to the lesson?

Consider how the passage can prepare students for the upcoming reading without replacing the core *myPerspectives* selection.

Classroom Snapshot

Grade 6 Prepare to Read 8–10 minutes

A small group of students can read a targeted vowel pattern in isolated words but has difficulty applying it consistently in connected text. Using the Decodable Text Generator, the teacher creates a brief passage with repeated examples of the pattern.

Students read and reread the passage for accuracy and fluency, then apply the same decoding strategy as they transition to the core *myPerspectives* selection.