SAVVAS

myPerspectives®
ENGLISH LANGUAGE ARTS

OPEN A WORLD OF IDEAS

Develop, Inspire, and Empower Students!

myPerspectives®
ENGLISH LANGUAGE ARTS

myPerspectives® English Language Arts is a **standards-aligned** next-generation program that includes a flexible instructional model; multi-genre texts; integrated reading, writing, speaking and listening, and language skills instruction; and collaborative activities to prepare students for success in college and career.

GRADE 6 · *myPerspectives* ENGLISH LANGUAGE ARTS

GRADE 7 · *myPerspectives* ENGLISH LANGUAGE ARTS

GRADE 8 · *myPerspectives* ENGLISH LANGUAGE ARTS

GRADE 9 | VOLUME ONE · *myPerspectives* ENGLISH LANGUAGE ARTS

GRADE 10 · *myPerspectives* ENGLISH LANGUAGE ARTS

myPerspectives AMERICAN LITERATURE

myPerspectives BRITISH AND WORLD LITERATURE

Blended Print and Digital

LITERACY EXPERTS AND RESEARCHERS

myPerspectives Authors

Built on collaborative research and best practices, *myPerspectives* prepares students to become lifelong readers, writers, and thinkers.

Ernest Morrell, Ph.D.
Coyle Professor of Literacy Education and Director of the Center for Literacy Education at the University of Notre Dame
Expertise: Assessment, Writing and Research, Student Engagement, and Collaborative Learning

Elfrieda H. Hiebert, Ph.D.
CEO/President, TextProject
Expertise: Vocabulary, Text Complexity, and Assessment

OPEN A WORLD OF IDEAS

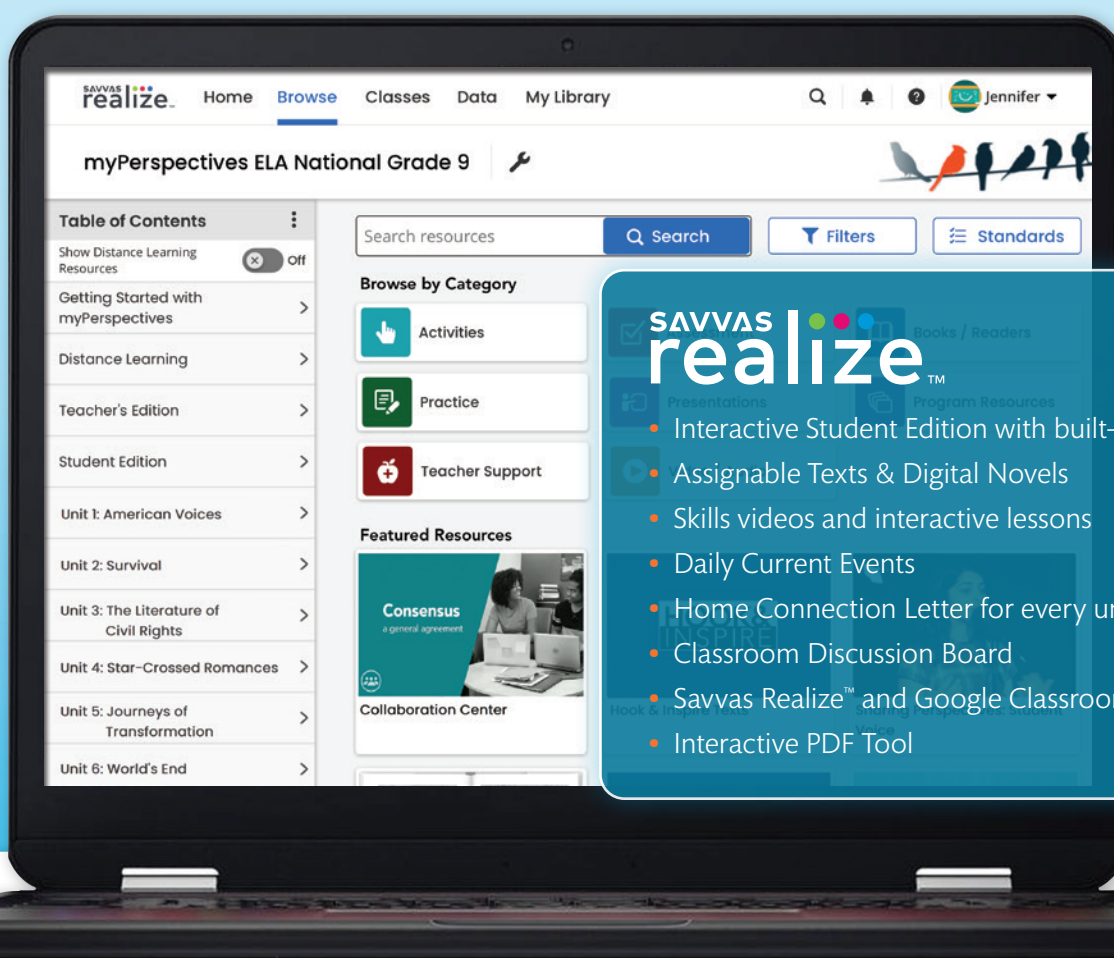## Meet Students Where They Are
Collaborative, independent, and accessible learning experiences

Make It Your Own
Instructional flexibility and data to drive instruction

Prepare Students for College and Career
Monitor progress and prepare for high-stakes tests

SAVVAS realize™
- Interactive Student Edition with built-in tools
- Assignable Texts & Digital Novels
- Skills videos and interactive lessons
- Daily Current Events
- Home Connection Letter for every unit
- Classroom Discussion Board
- Savvas Realize™ and Google Classroom™ Partnership
- Interactive PDF Tool

Jim Cummins, Ph.D.
Professor Emeritus, University of Toronto
Expertise: English Language Learners and
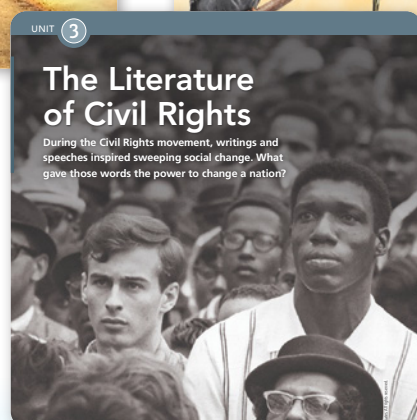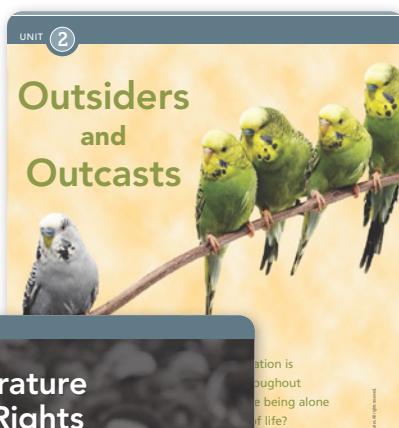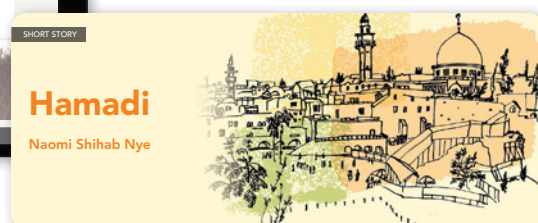English Language Development

Kelly Gallagher, M.Ed.
Former 30+ year teacher and Educator
Expertise: Writing, Close Reading,
and the Role of the Teacher

Access helpful author videos and white papers Savvas.com/myPerspectives

LITERACY FROM A NEW PERSPECTIVE

myPerspectives gives you MORE flexibility; MORE time-saving tools; MORE digital resources; MORE comprehensive writing support; MORE integrated skills instruction; MORE opportunities for students to practice for high-stakes assessments; MORE ways to connect with students; and **MORE relevant, diverse, and engaging texts.**
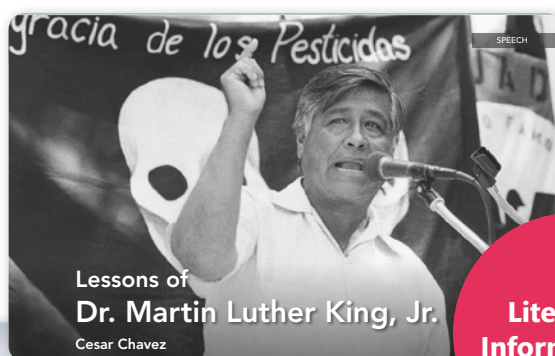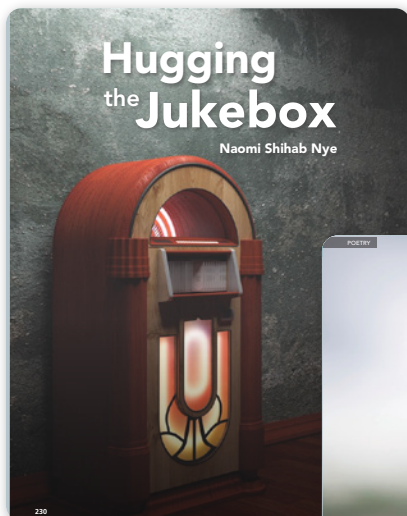
RELEVANT & RELATABLE

Texts and media from culturally diverse authors allow students to see themselves in what they are reading and viewing.
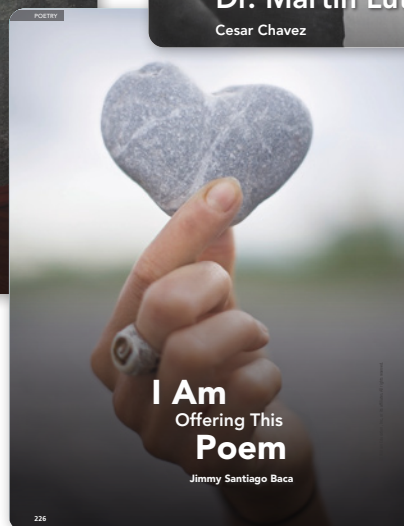
MEMOIR

With a
Little Help
From My
Friends

from Funny in Farsi

Firoozeh Dumas

Diane Sawyer Interviews
Malala Yousafzai
ABC News

SHORT STORY

Hamadi
Naomi Shihab Nye

UNIT 5

Journeys of
Transformation

Why are we drawn to seek new horizons?
What do we learn when we go?

UNIT 2

Outsiders
and
Outcasts

...ation is
...oughout
...e being alone
...f life?

UNIT 3

The Literature
of Civil Rights

During the Civil Rights movement, writings and
speeches inspired sweeping social change. What
gave those words the power to change a nation?

ENGAGING THEMATIC UNITS

Students make connections to their own lives as they cultivate their views and voices.

Hugging the Jukebox
Naomi Shihab Nye

230

SPEECH

Lessons of
Dr. Martin Luther King, Jr.
Cesar Chavez

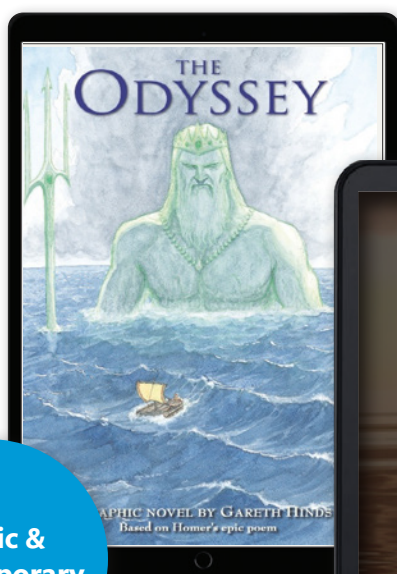**Literary & Informational**

POETRY
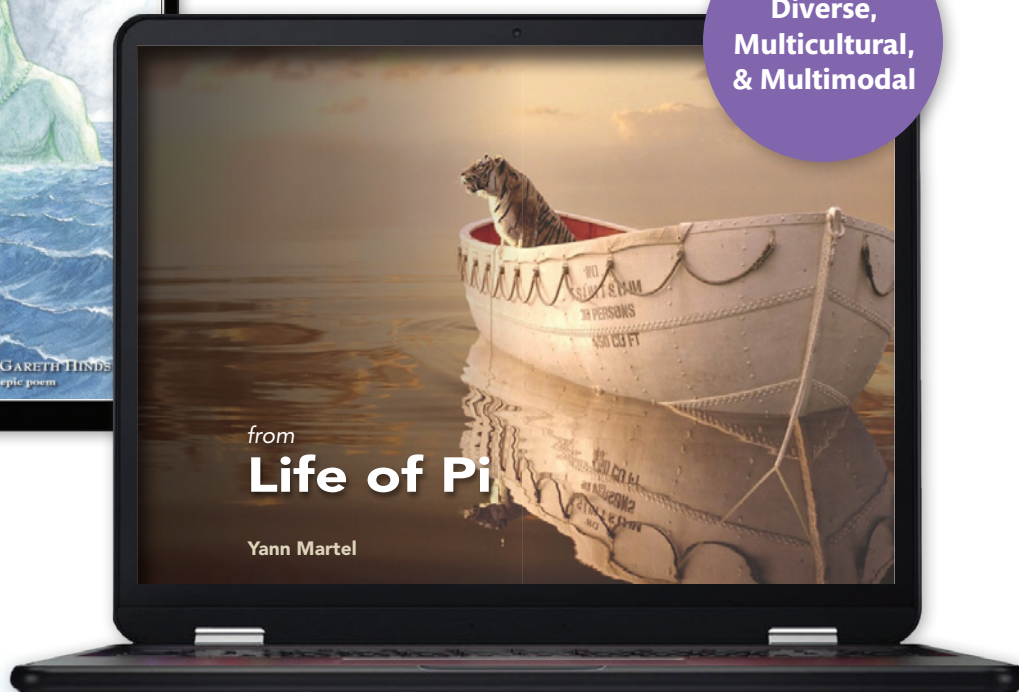
I Am
Offering This
Poem
Jimmy Santiago Baca

226

MULTIGENRE TEXTS & MEDIA

Poetry, myths, realistic fiction, historical fiction, speeches, graphic novels, interviews, dramas, literary criticism, letters, film, speeches, articles, short stories, and more.

THE ODYSSEY

GRAPHIC NOVEL BY GARETH HINDS
Based on Homer's epic poem

Classic & Contemporary

Diverse, Multicultural, & Multimodal

from
Life of Pi

Yann Martel

UNIT LEARNING EXPERIENCE

Students become **self-directed learners** as they move from Whole-Class to Small-Group to Independent Learning. They read and explore different views on the unit theme, listen to the ideas of others, and share their own perspectives.

A **Gradual Release Instructional Model** guides teachers from instructor to facilitator to advisor and moves students towards independence.

Unit Introduction
Students set goals and develop responsibility for their learning.

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

Performance-Based Assessment
Students use the Evidence Log, Word Network, and information learned to complete a culminating unit writing and speaking and listening assignment.

UNIT 2

UNIT INTRODUCTION
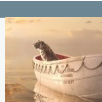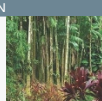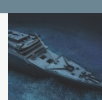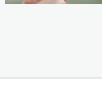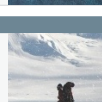
ESSENTIAL QUESTION:
What does it take to survive?

LAUNCH TEXT
ARGUMENT MODEL
The Cost of Survival

WHOLE-CLASS LEARNING

ANCHOR TEXT: SHORT STORY
The Seventh Man
Haruki Murakami

ANCHOR TEXT: EDITORIAL
The Moral Logic of Survivor Guilt
Nancy Sherman

MEDIA: RADIO BROADCAST
The Key to Disaster Survival? Friends and Neighbors
Shankar Vedantam

SMALL-GROUP LEARNING

NARRATIVE NONFICTION
The Voyage of the James Caird
from The Endurance
Caroline Alexander

MEDIA: PHOTO GALLERY
The *Endurance* and the *James Caird* in Images
Frank Hurley

NOVEL EXCERPT
from **Life of Pi**
Yann Martel

ARGUMENT
The Value of a Sherpa Life
Grayson Schaffer

POETRY COLLECTION
I Am Offering This Poem
Jimmy Santiago Baca

The Writer
Richard Wilbur

Hugging the Jukebox
Naomi Shihab Nye

INDEPENDENT LEARNING

SHORT STORY
To Build a Fire
Jack London

SHORT STORY
The Most Dangerous Game
Richard Connell

BIOGRAPHY
from **Unbroken**
Laura Hillenbrand

EXPOSITORY NONFICTION
Seven Steps to Surviving a Disaster
Jim Y. Kim

MAGAZINE ARTICLE
***Titanic* vs. *Lusitania*: How People Behave in a Disaster**
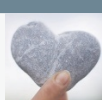*Jeffrey Kluger*

PUBLIC LETTER
Survival is Your Own Responsibility
Daryl R. Miller

PERFORMANCE TASK
WRITING FOCUS:
Write an Argument

PERFORMANCE TASK
SPEAKING AND LISTENING FOCUS:
Present an Argument

PERFORMANCE-BASED ASSESSMENT PREP
Review Evidence for an Argument

PERFORMANCE-BASED ASSESSMENT

Argument: Essay and Oral Presentation
PROMPT:
Should people in life-or-death situations be held accountable for their actions?

OVERVIEW: WHOLE-CLASS LEARNING

ESSENTIAL QUESTION:

Should we make a home in space?

Some people gaze up at a starry sky and think it is beautiful. Some people look up at the same sky and want to find out who or what is up there. You will work with your whole class to explore the pros and cons of space exploration.

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 category for each step. Get ready to use these strategies during Whole-Class Learning.

OVERVIEW: SMALL-GROUP LEARNING

ESSENTIAL QUESTION:

Should we make a home in space?

Some people think that space exploration is the biggest thrill of all. Others think it is a big waste of time and money. You will read selections that examine different aspects of this subject. Work in a small group to continue your investigation into the concept of space travel.

Small-Group Learning Strategies

Throughout your life, in school, in your community, and in your career, you will continue to learn and work with others.

Look at these strategies and the actions you can take to practice them as you work in teams. Add ideas of your own for each step. Use these strategies during Small-Group Learning.

STRATEGY	ACTION PLAN
Prepare	• Complete your assignments so that you are prepared for group work.
	• Organize your thinking so you can contribute to your group's discussions.
	•
Participate fully	• Make eye contact to signal that you are listening and taking in what is being said.
Support others	
Clarify	

170 UNIT 2 • A STAR

OVERVIEW: INDEPENDENT LEARNING

ESSENTIAL QUESTION:

Should we make a home in space?

There is much we don't know about the universe. Some people are eager to support further space exploration, whereas others would prefer to devote time and money to improving conidtions on our own planet. In this section, you will choose one additional selection about outer space for your final reading experience in this unit. Follow these steps to help you choose.

Look Back Think about the selections you have already read. What more do you want to know about outer space?

Look Ahead Preview the selections by reading the descriptions. Which one seems most interesting and appealing to you?

Look Inside Take a few minutes to scan through the text you chose. Make another selection if this text doesn't meet your needs.

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. Review these strategies and the actions you can take to practice them during Independent Learning. Add ideas of your own for each category.

STRATEGY	ACTION PLAN
Create a schedule	• Understand your goals and deadlines.
	• Make a plan for what to do each day.
	•
Take notes	• Record important ideas and information.

Learning Strategies set expectations and guide students as they work as a whole class, small group, or independently. Instruction and activities are designed specifically for each of these learning environments.

WHOLE-CLASS LEARNING

Teachers lead a shared reading experience as they model close reading and provide skills instruction.

SMALL-GROUP LEARNING

Students collaborate on activities as they work in small groups.

INDEPENDENT LEARNING

Students choose a text to read independently and implement close reading strategies.

Social and Emotional Learning

Build student SEL competencies with built-in activities, strategies, and routines that promote:

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

LITERACY ROUTINES

With each selection, students engage in activities to develop **critical reading, writing, and analysis skills**.

Before Reading

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

Read

Students build background knowledge and develop Close Reading strategies.

MAKING MEANING

Comparing Text to Media

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 text to the radio play.

Dark They Were, and Golden-Eyed
Ray Bradbury

About the Author

As a boy, **Ray Bradbury** (1920–2012) loved magicians, circuses, 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.
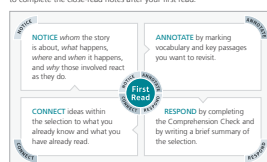
Concept Vocabulary

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).

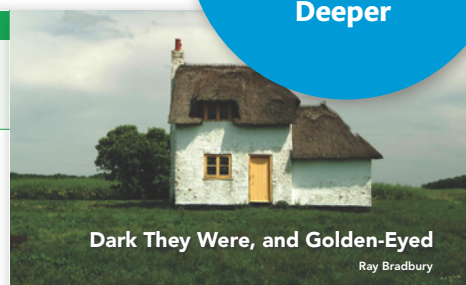| WORD	YOUR RANKING
submerged	
forlorn	
canals	
immense	
atmosphere	
mosaic	

After completing your first read, come back to the concept vocabulary and review your rankings. Mark changes to your rankings as needed.

Tool Kit
First-Read Guide and Model Annotation

First Read FICTION

Apply these strategies during your first read. You will have an opportunity to complete the close-read notes after your first read.

NOTICE whom the story is about, *what* happens, where and when it happens, and why those involved react as they do.

ANNOTATE by marking vocabulary and key passages you want to revisit.

CONNECT ideas within the selection to what you already know and what you have already read.

RESPOND by completing the Comprehension Check and by writing a brief summary of the selection.

First Read

STANDARDS
Reading Literature
By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

126 UNIT 2 • A STARRY HOME

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.

1 The rocket metal cooled in the meadow winds. Its lid gave a bulging *pop*. From its clock interior stepped a man, a woman, and three children. The other passengers whispered away across the Martian meadow, leaving the man alone among his family.

2 The man felt his hair flutter and the tissues of his body draw tight as if he were standing at the center of a vacuum. His wife, before him, seemed almost to whirl away in smoke. The children, small seeds, might at any instant be sown to all the Martian climes.

3 The children looked up at him, as people look to the sun to tell what time of their life it is. His face was cold.

4 "What's wrong?" asked his wife.

5 "Let's get back on the rocket."

6 "Go back to Earth?"

7 "Yes! Listen!"

8 The wind blew as if to flake away their identities. At any moment the Martian air might draw his soul from him, as marrow

NOTES

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 has Bradbury created with these comparisons?

Dark They Were, and Golden-Eyed 127

Comprehension Check

Complete the following items after you finish your first read.

1. What is the story's setting?

2. What causes the people from Earth to become stranded on Mars?

3. What change does Harry first notice in the world around him?

4. What does the rescue crew find when they arrive on Mars after five years?

5. **Notebook** Write a summary of "Dark They Were, and Golden-Eyed."

RESEARCH

Research to Clarify Choose at least one unfamiliar detail from the text. Briefly research that detail. In what way does the information you learned shed light on an aspect of the story?

Dark They Were, and Golden-Eyed 141

EXTENDED-RESPONSE ACTIVITY Figurative Language: Metaphor and Simile

DIRECTIONS: Complete the following activity as either a written response or a

Dark They Were, and Golden-Eyed
Ray Bradbury

SHORT-RESPONSE QUESTIONS

DIRECTIONS: Complete the following items after you have read the text.

1. **(a) Analyze how an author develops a character's point of view in a story.**
Reread paragraphs 80–97 of "Dark They Were, and Golden-Eyed." What is Harry Bittering's point of view of, or way of seeing, the news that rockets can no longer visit Mars? Explain why he has this point of view and how it is developed in this section of the text. Consider both the character's dialogue and inner thoughts.

(b) Analyze how an author contrasts different characters' points of view in a story.
Reread paragraphs 97–121 of "Dark They Were, and Golden-Eyed." Describe the other characters' reaction to Harry's plan. What does their reaction reveal about their point of view, or way of seeing, life on Mars? How is their point of view similar to or different from Harry's? Consider the changes they see in each other and their reactions to them.

2. **(a) Explain what the text says explicitly.**
Reread paragraphs 131–140 of "Dark They Were, and Golden-Eyed." Then, explain what these paragraphs reveal about how the Bittering family has changed since moving to Mars. Cite at least two examples of evidence from the text to support your response.

(b) Explain an inference you can draw from the text.
Based on details in paragraphs 131–140, such as Mr. Bittering's use of the word *Iorrt*, what can you infer is happening to the humans on Mars? Support your inference using both details from the text and your background knowledge.

3. **(a) Identify a theme and analyze how it develops over the course of the text.**
Identify the theme, or central message, of "Dark They Were, and Golden-Eyed." Use details from the story to explain how the author develops the theme over the course of the story.

(b) Write a summary of the story.
Write an objective summary of "Dark They Were, and Golden-Eyed" that includes main ideas but personal opinions or judgments. Make sure to include the author and title of the text.

Eyed" the author uses the following simile: "The sun to tell time of their life it is." Identify the explain how this comparison helps you understand other examples of figurative language throughout the understanding of Harry's character.

definition and that a word's connotation is its emotional ng of the simile. Then, think about the emotions

ples of personification in the text. How does the other than literal language help you understand Harry's fication of Mars in paragraph 41 reveal Harry's fears? the story and how the author uses figurative changes to s it mean in paragraph 163 when the narrator says, "A off in waves of pleasant heat as he lay in the sun"?

as a result, to show the connection between details and

mber of your group to take notes.

Comprehension Check

These questions allow for a quick check after the first read. Students have an opportunity for short research projects.

Rigorous Questioning

First Read Extension Questions are standards-based and dive deeper into the text.

MAKING MEANING

Close Read the Text

1. This model, from paragraph 251 of the text, shows two sample annotations, along with questions and conclusions. Close read the passage, and find another detail to annotate. Then, write a question and your conclusion.

DARK THEY WERE, AND GOLDEN-EYED

ANNOTATE: I notice that many words contain the letter m.

QUESTION: What effect does this repetition create?

CONCLUDE: The repeated sound creates a drowsy mood.

ANNOTATE: I notice that an unusual comparison is made.

QUESTION: What effect is created with this simile?

CONCLUDE: It emphasizes the heat and desolation of the setting.

Summer burned the canals dry. Summer moved like flame upon the meadows. In the empty Earth settlement, the painted houses flaked and peeled. Rubber tires upon which children had swung in back yards hung suspended like stopped clock pendulums in the blazing air.

Tool Kit
Close-Read Guide and Model Annotation

2. For more practice, go back into the text and complete the close-read notes.
3. Revisit a section of the text you found important during your first read.

Close Read

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

LANGUAGE DEVELOPMENT

Ana...

DARK THEY WERE, AND GOLDEN-EYED

Concept Vocabulary

submerged   canals   atmosphere
forlorn   immense   mosaic

Why These Words? The concept vocabulary words from the text describe Bradbury's vision of Mars. For example, the Bitterings' house is *submerged* by a river of wind, which also roars "*forlorn* and changing through the old peach tree."

1. How does the concept vocabulary sharpen the reader's understanding of what it is like for the Bitterings to live on Mars?

2. What other words in the selection connect to the concept of describing an alien world?

Practice

Notebook The concept vocabulary words appear in "Dark They Were, and Golden-Eyed."

1. Use each concept word in a sentence that demonstrates your understanding of the word's meaning.
2. Work with a partner and challenge each other to replace each concept word with one or two synonyms. How does the word change affect the meaning of your sentence? For example, which sentence is stronger? Which has a more positive meaning?

that have the same basic meaning are r, there are subtle shades of meaning. For example, the basic meaning of dicate that it is a type of sadness ness.

se synonyms, then describe their colossal.

Language Development

Students interact with vocabulary words and complete word study activities. Grammar is taught in context with on-the-spot practice.

Grammar Taught in Context

STANDARDS
Reading Literature
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.
Language
Demonstrate u...
of figurative...
relationship...
meani...

WORD NETWORK
...sting words
...space exploration
...e text to your Word
...k.

Analyze Craft and Structure

Figurative Language: Metaphor and Simile Figurative language is writing or speech that is not meant to be taken literally. The use of figurative language creates layers of meaning and helps readers see things in new ways.

- A **simile** compares two apparently unlike things using the words *like* or *as*: *The rocket was like a speeding bullet that tore through the sky.*
- A **metaphor** compares two apparently unlike things by saying that one thing is another: *The rocket was a speeding bullet that tore through the sky.*
- **Personification** is a comparison in which a nonhuman subject is given human characteristics: *The rocket gently enfolded its passengers as it tore through the sky.*

Practice

Notebook Respond to these questions.

1. Read each passage from the story shown in the chart. Identify each as an example of simile, metaphor, or personification. Some passages may contain more than one type of figurative language. In the final column of the chart, give reasons for your answers.

CITE TEXTUAL EVIDENCE
to support your answers.

TEXT PASSAGE	TYPE(S) OF FIGURATIVE LANGUAGE	EXPLANATION
The children, small specks, ...		

words related to *forlorn*. Record a ...then use each word in a sentence s of meaning.

Author's Craft and Structure

Students study ways in which authors use language to craft setting, mood, suspense, point of view, and voice.

EFFECTIVE EXPRESSION

EFFECTIVE EXPRESSION

DANGER! THIS MISSION TO MARS COULD BORE YOU TO DEATH!

Writing to Sources

A **blog post** is a piece of writing added to an online journal called a **blog**, in which someone provides information about or expresses his or her thoughts on various subjects.

Assignment
Write an argument in the form of a **blog post** in response to "Danger! This Mission to Mars Could Bore You to Death!" In your post, state your position on the topic of combating astronauts' boredom while traveling to Mars. Is the effort to combat boredom worth the expense? Briefly research different perspectives on the topic, and then make and support your claim in your blog post.

- Identify your claim, and decide on a research plan.
- Conduct research—using accurate, credible sources—to compile evidence to support your argument.
- Organize the information you will use in your blog post so that your reasons and evidence are clearly connected and flow logically.
- Acknowledge and address alternative or opposing claims.
- Provide a concluding statement that follows from and supports your argument.

Vocabulary and Conventions Connection Think about including several of the concept vocabulary words in your writing. You may also want to be aware of your use of action and linking verbs. Using too many linking verbs may make your writing dull.

chronic	subconsciously	monotony
stimulus	excruciatingly	catastrophic

Reflect on Your Writing
After you have written your blog post, answer these questions.

1. Was it easy or difficult to support your claim?

2. What is the most surprising thing you learned during your research?

3. **Why These Words?** The words you choose make a difference in your writing. Which words did you specifically choose to strengthen your argument?

STANDARDS
Writing
• Write arguments to support claims with clear reasons and relevant evidence.
a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
d. Establish and maintain a formal style.
e. Provide a concluding statement or section that follows from and supports the argument presented.
• Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
Speaking and Listening
• Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
• Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Speaking and Listening

A **visual presentation** is a way of conveying information through the use of visual aids such as charts, diagrams, illustrations, photos, or video clips.

Assignment
Briefly research activities that are designed to combat boredom. Use these ideas, as well as those in the article, to create an activity that could help astronauts combat boredom during an eight-month journey to Mars. Share your idea with the class in a **visual presentation**. Be sure to clearly explain why your activity will effectively combat the boredom that astronauts will face.

1. **Plan Your Presentation**
   - Consult several print and digital sources to gather information.
   - Gather or create a variety of visual aids.
2. **Organize Your Presentation**
   - Create a script that flows logically. Indicate in the script the point at which you will show visuals.
   - Arrange the visuals in the order in which you will show them.
   - Rehearse your presentation. You may want to work with a peer and get feedback.
3. **Deliver Your Presentation**
   - Maintain appropriate eye contact with your audience.
   - Speak clearly and at an appropriate volume.
   - Ensure that your classmates can clearly see and examine the visuals you display.
4. **Evaluate Presentations** Use a presentation evaluation guide like the one shown to evaluate your own as well as your classmates' presentations.

PRESENTATION EVALUATION GUIDE
Rate each statement on a scale of 1 (not demonstrated) to 5 (demonstrated).

☐ The idea for an activity was creative and original.
☐ The speaker supported his or her ideas with details, descriptions, and examples.
☐ The presentation was well organized and easy to follow.
☐ The presentation included a variety of visual aids.
☐ The speaker maintained eye contact with the audience.
☐ The speaker spoke clearly and at an appropriate volume.

EVIDENCE LOG
Before moving on to a new selection, go to your Evidence Log and record what you've learned from "Danger! This Mission to Mars Could Bore You to Death!"

Writing to Sources/ Speaking and Listening

Students share their learning through a collaborative speaking and listening activity or a writing assignment. Students use texts as models and sources to complete short writing tasks.

INTEGRATED READING, WRITING, SPEAKING AND LISTENING

Students analyze texts through the eyes of a reader and writer. They create their own compositions and complete the Performance-Based Assessment — all while exploring the Essential Question.

Essential Question/ Unit Writing Mode

Each unit focuses on a writing mode and an Essential Question.

Launch Text

The Launch Text is a model of the unit's writing mode.

Text Activities

Instructional activities allow students to read, write, and develop their own craft.

Explicit Writing Instruction & Practice

Writing Performance Task

Students complete a task in the unit's writing mode.

Speaking and Listening Performance Task

Students collaborate as they develop media, presentations, speeches, and more.

Performance-Based Assessment

Students share their perspective on the Essential Question through a final assignment.

Unit Reflection

Students reflect on their goals, the texts they read, the Essential Question, and their perspective.

Student Voice

ENGAGE STUDENTS IN THE WRITING PROCESS

turnitin®

revision assistant

Turnitin™ Revision Assistant provides a supportive writing space for students as they outline and brainstorm, write and revise, view revision history, and communicate with their teacher. Revision Assistant Signal Checks provide instant targeted sentence level feedback to encourage and guide students as they write.

Holistic Feedback
Colorful icons show students how well their ideas are getting across.

Targeted Feedback
Highlighted sentences focus students on areas of strength and areas in need of improvement.

Actionable Comments
Genre-specific guides lead students through the revision process so they learn to write for any situation.

Current Draft

| Genre | Focus | Evidence | Ideas |

My Essay: The Benefits of Social Media for Life

The recent phenomenon of social media offers tremendous value to the world at large. These web-based social sites facilitate large groups of people to exchange ideas, empathize with one another and engage in important topics. The social media help to democratize the world. One does not need technical ... rest of the planet. One does not ... families or networks to gain ... ugh the web. ... democratize ...

turnitin®

Revision Assistant

Immediate Feedback	Automated Scores	Real-Time Data
	3. / 2.	

"Proofread Mode" Provides Feedback on Grammar

Use of Evidence ✕
✔ You're making progress here. This is a strong example to support your point.
Helpful? ○ Yes ○ No
○ I took care of this.

> **" Writing is not simply a tool for having students repeat what they already know. Writing is often generative – that is, it can create new thinking. "**
>
> **– KELLY GALLAGHER, M.ED.**

9

DIGITAL RESOURCES TO SAVE TIME

Savvas Realize™ provides tools that make classroom management, lesson delivery, and gathering data easy. IMS certification means more integrations, more support, and more flexibility!

Integrate with Top Learning Management Systems

SAVVAS
realize™

schoology®

CANVAS

Google Classroom

Interactive PDF Tool

Students can annotate PDFs with a highlighter, freeform draw tool, type responses, and complete graphic organizers!

• Assign ready-made PDFs OR upload your OWN!

• No need to download or print files— all work can be completed and submitted directly in Savvas Realize!

SAVVAS
realize.   Home   **Grade 7** ▾   ry

myPerspectives ELA National Grade 9   🔧

Table of Contents ⋮

Show Distance Learning Resources   ⊗ Off

Getting Started with myPerspectives   ›

Distance Learning   ›

Teacher's Edition   ›

Student Edition   ›

Unit 1: American Voices   ›

Unit 2: Survival   ›

Unit 3: The Literature of Civil Rights   ›

Unit 4: Star-Crossed Romances   ›

›

Search resources

Browse by Category

Activities

Practice

Teacher Support

Featured Resources

Consensus a general agreement

Collaboration Center   Ho

All Lesson Worksheets Available in Editable Word & PDF Formats for MORE Flexibility
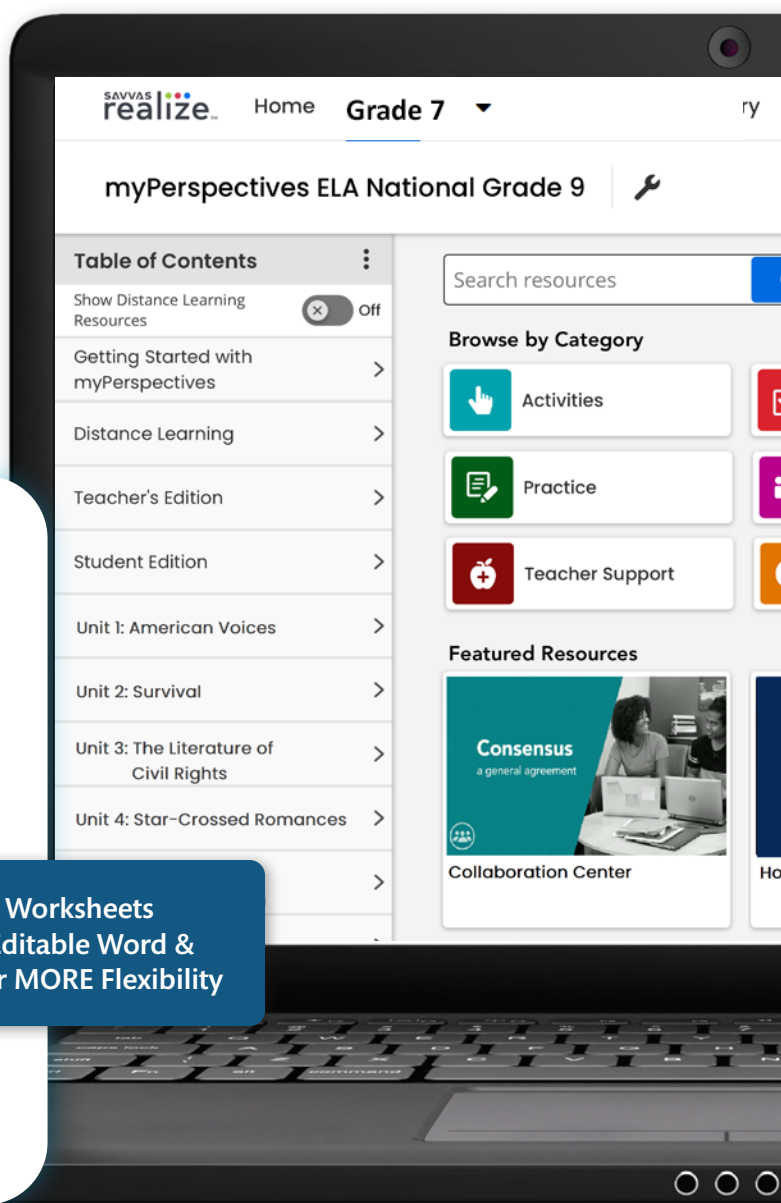
SAVVAS EasyBridge

Time-saving Solution provides districts with single sign-on and automated class rostering.

Perfect If You Have Other Savvas Solutions!

Google for Education Partner

OneDrive

IMS GLOBAL CERTIFIED

Create Content

- ⊕ Upload a file
- ⚭ Add a link
- ☰ Build a test
- ⬥ Write an essay prompt

✛ Rearrange

⊕ My Content

T Teacher Resources

Q Search | ⚑ Filters | ☰ Stand

Assessment

Books / Reader

Presentations

Program Resou

Video / Audio

HOOK& INSPIRE

ok & Inspire Texts

Sharing Perspectives: Student Voice
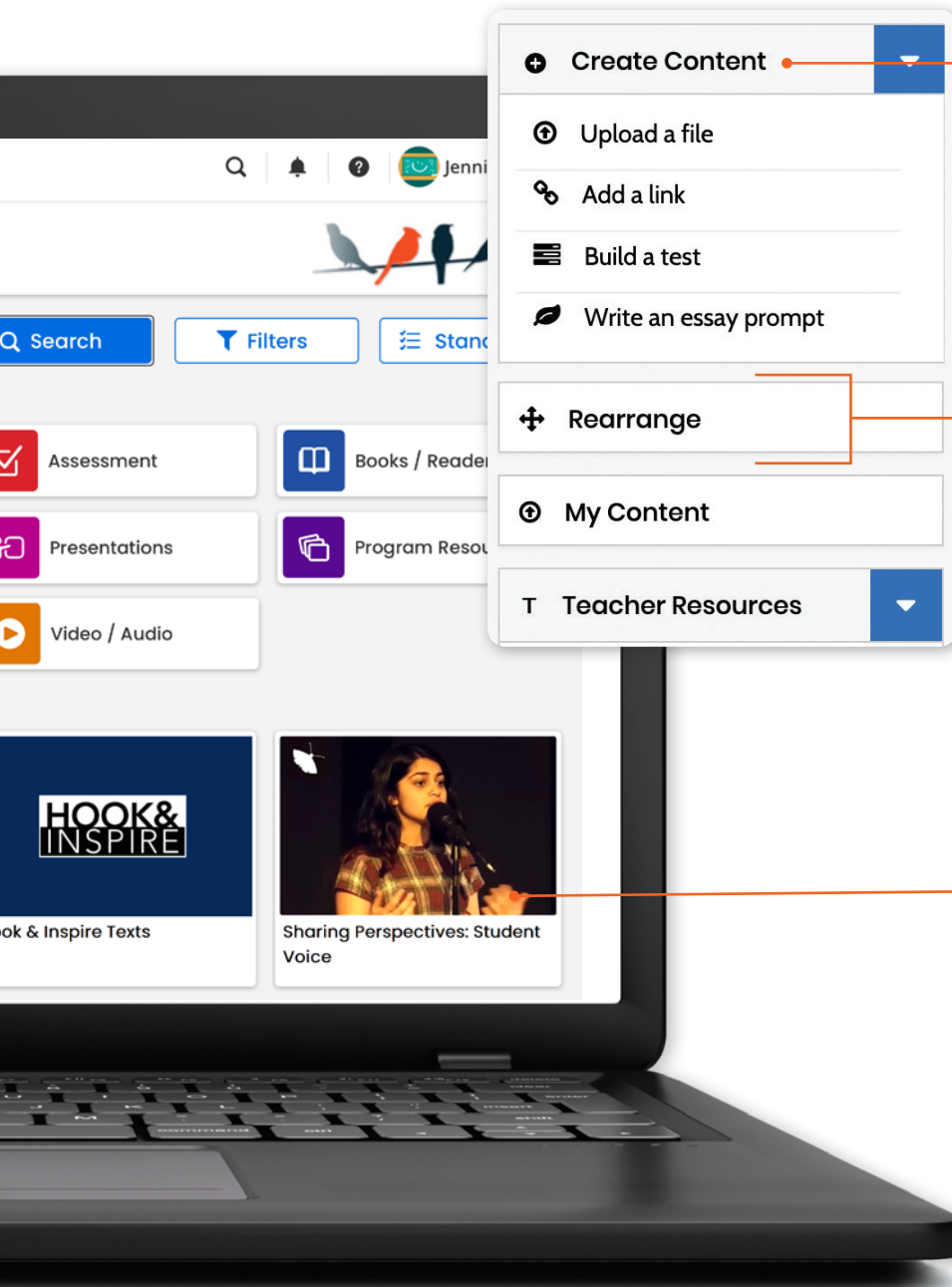
ADD YOUR OWN

Upload files from your desktop, Google Drive™, or Microsoft OneDrive™.

Rearrange and Customize

Rearrange the **Table of Contents**, create your own tests, and upload your own resources to match your curriculum.

Create Your Own Playlist

Add your own content, *myPerspectives* resources, or Hook & Inspire links to create customized units or lessons.

Playlists Can Be Shared Among Teachers

DIGITAL RESOURCES TO ENGAGE

Multimedia resources allow students to express their opinions, engage in discussions, and respond to their peers.

Perfect for Distance Learning with Annotation and Response Tools!

Background, Author, and Essential Question

Selection Audio

Multilingual Glossary

Unit Opener Videos

Student Edition Available as PDF

realizereader.

Unit 1 Insi...ightmare > Whole-Class Learning > The Fall of...of Usher

The Fall of the House of Usher
Edgar Allan Poe

ANCHOR TEXT | SHORT STORY

Background   Author   Essential Question | ▷ ━━━━━   19:36 🔊   Audio

1 During the whole of a dull, dark, and soundless day in the autumn of the year, when the clouds hung oppressively low in the heavens, I had been passing alone, on horseback, through a singularly dreary tract of country; and at length found myself, as the shades of the evening drew on, within view of the melancholy House of Usher. I know not how it was—but, with the first glimpse of the building, a sense of insufferable gloom pervaded my spirit. I say insufferable; for the feeling was unrelieved by any of that half-pleasurable, because poetic, sentiment, with which the mind usually receives even the...

annihilate
(uh NY uh layt) v.
destroy completely

Language English
Arabic
English
Filipino
Hmong
Korean
Mandarin Chinese (Simplified)
Mandarin Chinese (Traditional)
Punjabi
Russian
Spanish
Vietnamese

Prepare to Read   Build Insight

▸ Concept Vocabulary

▸ Comprehension Strategy

▸ Media Connection

Notebook
B *I* U
These are my close read notes.

Highlight   Circle   Underline

Type an annotation (optional)

Search
Settings
Font Size   A   A
Color Mode
(Default)   Whi
Yellow
Font Family   (Default)
Icon Size   Medium (Default)
Keyboard Shortcuts
More info

Built-In Accessibility Tools

Each Unit Is Downloadable for Offline Access

Also works with Google Translate!

Annotate the Text

Side-by-Side Scrolling and Integrated Notebook

Updated Daily!

Current Events Aligned to Each Unit

Listenwise

Connect students to what's happening in the world with current and culturally relevant podcasts.
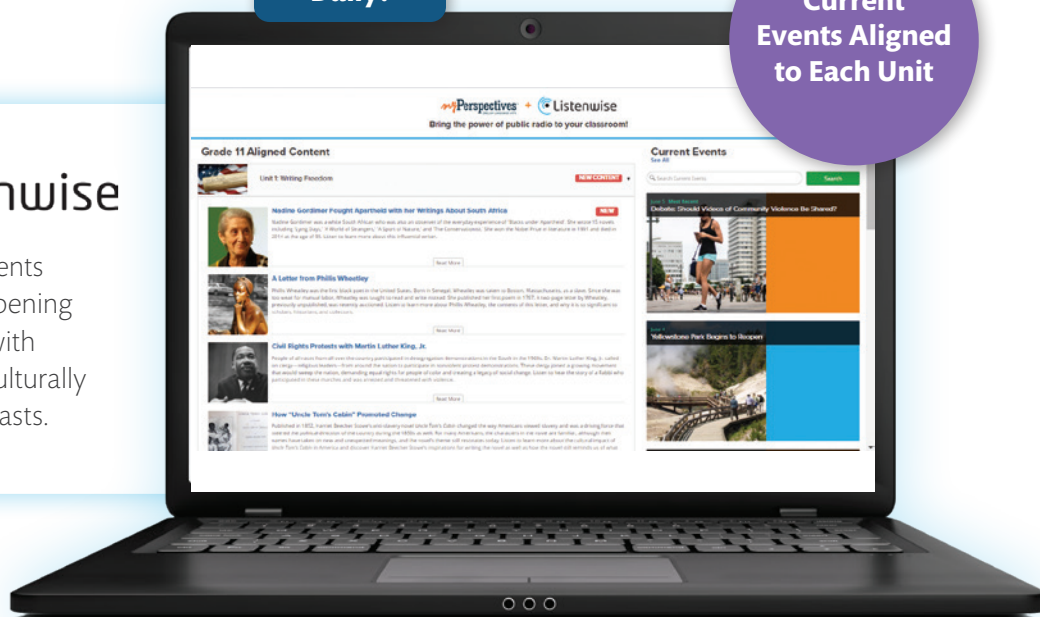
myPerspectives Video Library

New Videos Added Each School Year

Customize your lessons with compelling videos that have been curated for classrooms.
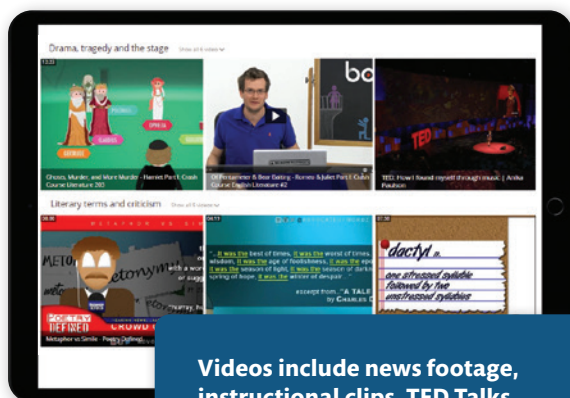
Videos include news footage, instructional clips, TED Talks, and tutorials from popular sources, such as:

- YouTube™ EDU Channels
- Crash Course Literature
- TED Talks
- PBS NewsHour
- Bloomberg News
- Associated Press

Discussion Board

Use these resources with the Realize Discussion Board to create a lively classroom.
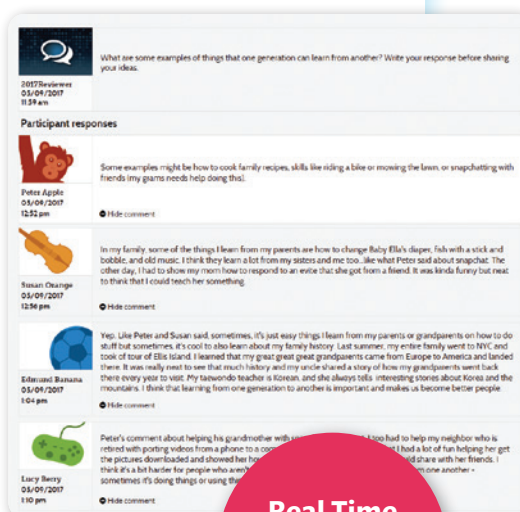
Real Time Peer-to-Peer Commenting

FLEXIBLE & ENGAGING RESOURCES

INTERACTIVE MINI LESSONS

Student-facing interactive lessons provide additional instruction and practice.

Writing, Grammar, and Research

Speaking and Listening
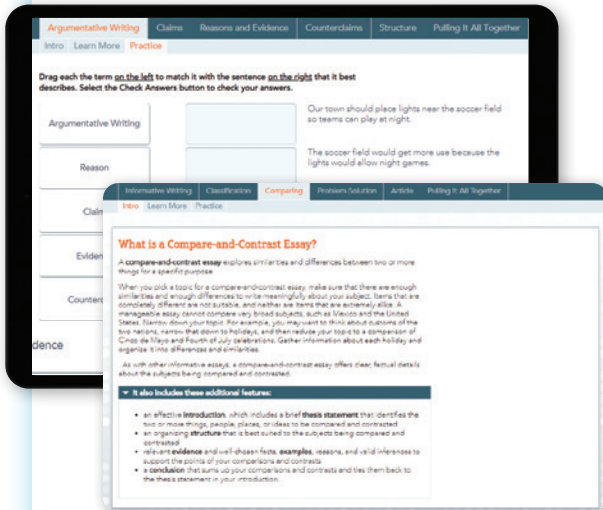
SKILLS VIDEOS

Engaging tutorials reinforce important skills and concepts.

Breaks Down Writing and Grammar Concepts
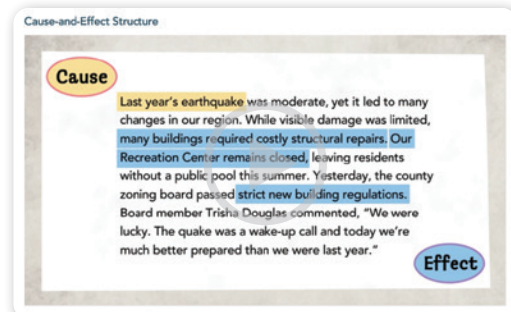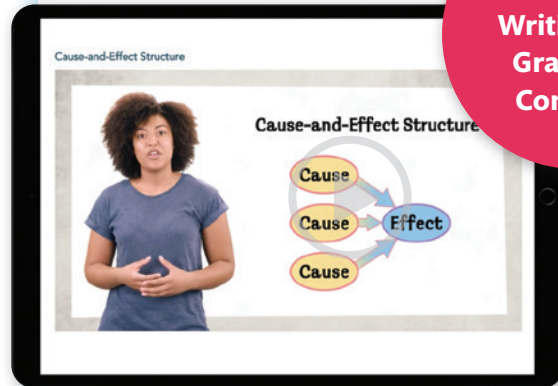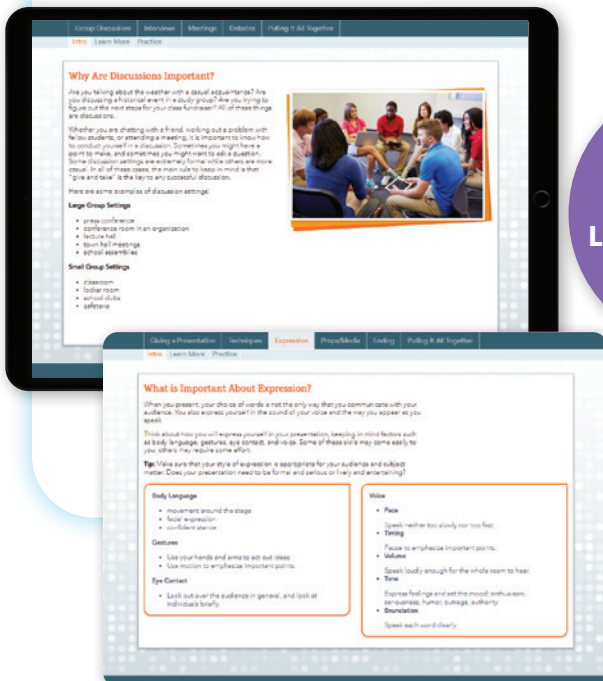
Assign for Independent Learning or Extra Support
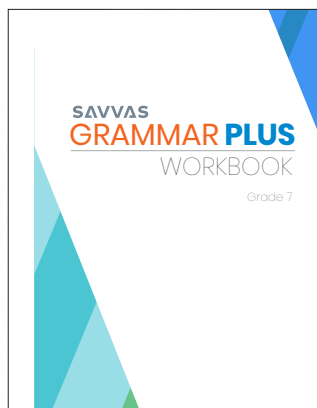
Grammar Plus Workbook
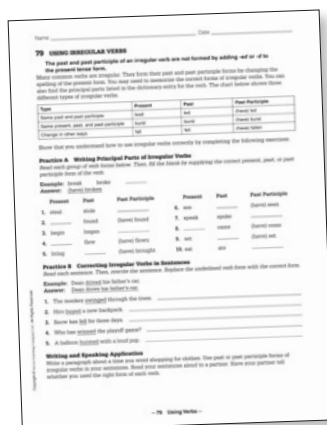
GRAMMAR PLUS WORKBOOK

The Grammar Plus Workbook is designed to provide additional practice with grammar, usage, and mechanics. The Grammar Center on Savvas Realize™ includes the Grammar Plus Workbook, Interactive Lessons, and more!

HOOK & INSPIRE TEXTS

Hook & Inspire Texts include optional bonus features to help students connect literature to their lives—*Into*, *Through*, and *Beyond* the text.

NOVELS

VIDEOS

STATISTICS

MUSIC VIDEOS...AND MORE!

READING OPTIONS TO CONNECT AND INSPIRE

Choose to replace a unit, integrate novels within a unit, or allow student choice. Novels integration options make it easy to bring in **contemporary, diverse, and multicultural literature to connect to students' lives.**

Easily Use as a Distance Learning Resource

Over 130+ Digital Novels

These full-length digital novels are included with *myPerspectives*. You can assign or allow student choice for independent reading.

Titles include the following:

- *Candide*
- *The Canterbury Tales*
- *Captains Courageous*
- *A Connecticut Yankee in King Arthur's Court*
- *Crime and Punishment*
- *The Divine Comedy*
- *A Doll's House*
- *Don Quixote*
- *Dracula*
- *The Emerald City of Oz*

- *Emma*
- *Ethan Frome*
- *Flatland: A Romance of Many Dimensions*
- *Frankenstein*
- *Great Expectations*
- *Gulliver's Travels*
- *Hamlet*
- *Heart of Darkness*
- *The Hound of the Baskervilles*

- *Incidents in the Life of a Slave Girl*
- *The Island of Dr. Moureau*
- *Jane Eyre*
- *The Jungle*
- *My Ántonia*
- *The Narrative of Sojourner Truth*
- *The Scarlet Letter*

And more!

Assign for Independent Reading

1000+ Print Novel Options

Engage students with novels that connect to their lives and experiences, that open doors and spark their imagination, and that promote independent reading. Choose from thousands of contemporary and classic titles to add to your classroom library.

Spanish Titles Available

Diverse, Contemporary, and Multicultural

Titles and availability are subject to change.

Integrate Novel Studies

Suggested novel titles align with each unit and include a reading guide, test, and pacing plan.

Use Diverse and Engaging Novels for Culturally Relevant Learning

CASEL

DESIGNATED

SELect Program

Bring in Social and Emotional Learning with Novels

Reading with Relevance
Building Independent Readers and Thinkers

A CASEL-certified SEL Resource

Easy to integrate into your curriulum, *Reading with Relevance* Teaching Guides go along with diverse and relevant novels such as *The Hate U Give, The House on Mango Street,* and more!

www.Savvas.com/ReadingwithRelevance

DIFFERENTIATED INSTRUCTION
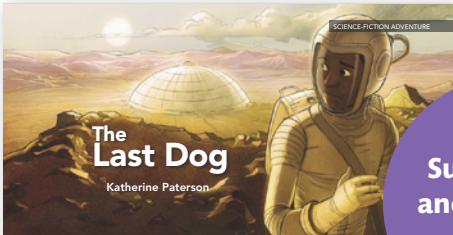
The resources in *myPerspectives* are intended to help students **build comprehension and background knowledge**, allowing them to participate in class activities and discussions of the texts.

Leveled Texts—Available for Most Core Texts

Leveled Texts Not Available for Media and Poetry

Literary Texts

Leveled Literary Texts allow students to read portions of the authentic literature, with summarized paragraphs to aid in comprehension.

Informational Texts

Leveled Informational Texts are written with simplified vocabulary and varied sentence structure, making the text more accessible to struggling readers.

Summarized and Authentic Text

Written at a More Accessible Level

On-Level

On-Level

Leveled

Leveled

English Learner Resources

Cuento corto realista

El **príncipe Francis**
Roddy Doyle

CONTEXTO
Este cuento está incluido en la antología de cuentos cortos para jóvenes *Free? Stories About Human Rights*, que celebra la Declaración Universal de los Derechos Humanos. Cada uno de los cuentos se enfoca en un artículo de este importante documento de las Naciones Unidas. En este relato, un niño que ha tenido que dejar su hogar en África espera hacer nuevos amigos en Irlanda, donde vive actualmente.

1 Era realmente emocionante. Toda la clase iba a ser entrevistada, como si estuvieran en la televisión. De hecho, estaban en la televisión.
2 La cámara estaba en posición, al fondo de la clase, en la parte más alta. Daragh era el camarógrafo.
3 Francis envidiaba a Daragh. A él le hubiera gustado ser el camarógrafo. Había levantado la mano: "¡Señor! ¡Señor! ¡Señor, yo!", pero Señor había elegido a Daragh.
4 No había problema. A Francis, en realidad, no le importaba. Se llevaba bien con Daragh.
5 —Ciúnas —dijo Señor.
6 Francis sabía que *ciúnas* significaba "silencio" en irlandés. Sabía, también, algunas otras palabras irlandesas. *Buachaill* quería decir "niño", y *leithreas* significaba "baño".
7 —Estamos listos —dijo Señor—. ¿Quién será nuestra primera estrella?
8 Los estudiantes rieron e intercambiaron miradas. Esto iba a ser divertido.
9 Una de las niñas, Alicia, era la entrevistadora. Llevaba un vestido negro que había pertenecido a su abuela, y usaba en los ojos una sombra negra que la hacía parpadear. Tenía una tabla sujetapapeles sobre el regazo con las preguntas que iba a hacer.
10 —Kevin —dijo Señor—. Serás el primero.

El príncipe Francis **1**

Spanish Translations
Spanish Translations of text selections, including media selections and unit opener videos, are available.

Las personas y los caballos: Un vínculo especial

10+ Languages

brooklyn rain

The rain here is different than the way

it rains in Green

No soft squish

Just Mama sayin

and me at the window. Nothing to do but

> **blandura**
> *s.*
> sensación suave y esponjosa que se tiene al caminar en una superficie flexible y mullida
>
> Language: Spanish

Multilingual Glossary
Vocabulary words are defined in multiple languages including Arabic, Filipino, Hmong, Korean, Punjabi, Russian, Simplified Chinese, Spanish, Traditional Chinese, and Vietnamese.

ACADEMIC / CONCEPT VOCABULARY

MANUAL DE TÉRMINOS LITERARIOS

De Empacando Para Ir a Marte
Mary Roach
ENSAYO | RESUMEN AUDIO

English/Inglés

En el ensayo "Empacando para ir a Marte", Mary Roach analiza cuánto costaría llegar a Marte. Argumenta a favor de la exploración, dando explicaciones de hechos pasados y de su propia experiencia para defender por qué le parece una buena idea. Roach habla de lo emocionante que fue observar los momentos previos al aterrizaje de una sonda espacial en Marte. También explica que existe una diferencia importante entre ver imágenes remotas o estar allí en persona. Por muy bueno que pueda ser un simulacro, nunca puede reflejar fielmente la realidad. La diferencia principal radica en la emoción de saber que algo es real. Roach concluye diciendo que el gobierno debería invertir dinero para contribuir en el crecimiento del espíritu humano.

Student Reference Materials
The Student Edition Toolkit includes Academic and Concept Vocabulary and a Literary Handbook in English and Spanish.

Audio Support & Summaries
Full Selection Audio and Selection Summaries in English and Spanish, recorded with authentic narrators, support multimodal learners.

DIFFERENTIATED INSTRUCTION

Planning resources, talking points, and instructional strategies provide suggestions at point of use to help teachers meet the needs of all learners.

TEACHER'S EDITION

Provided for EVERY Selection

PERSONALIZE FOR LEARNING
WHOLE-CLASS LEARNING • DARK THEY

Reading Support

Text Complexity
Text Complexity Rubrics provide quantitative and qualitative information.

Text Complexity Rubric: Dark They Were, and Golden-Eyed	
Quantitative Measures	
Lexile: 490 Text Length: 4,701 words	
Qualitative Measures	
Knowledge Demands ①—②—③—❹—⑤	Explores sophisticated themes including cultural adaptation, fear of changing identity, and colonization. Story was written in 1949 and has references to atom bomb, Rockefeller, Ford, etc.
Structure ①—②—❸—④—⑤	Story is mostly chronological, but plot elements are not revealed immediately. Plot events are intertwined with internal reflection of main character; use of dialogue makes story easy to follow.
Language Conventionality and Clarity ①—②—❸—④—⑤	Language does not sound contemporary; mostly short sentences with simple construction, some more complex sentences with descriptive or figurative phrases.
Levels of Meaning/Purpose ①—②—③—❹—⑤	Multiple levels of meaning are complex and subtle (plot events as well as commentary on culture, colonization, and changing identity); meaning is revealed as story develops.

DECIDE AND PLAN

Decide and Plan
Practical and easy-to-implement differentiation suggestions help you meet students where they are.

English Language Support
Provide English Learners with support for knowledge demands and meaning as they read the selection.
Knowledge Demands Write 1949, the year the story was written, on the board. Then list some of the situations that students will find in the story: *space exploration, war and atomic bombs, family adjusting to Mars, people from Earth renaming land.* Point out that paragraph 48 lists names that Earth people in the story gave when they came to Mars. Explain that the names (Ford, Roosevelt, etc.) are names of U.S. presidents and other historical figures.
Meaning After reading the story once through, have students reread sections. As a group, write sentences summarizing the events and characters' feelings in each section.

Strategic Support
Provide students with strategic support to ensure that they can successfully read the text.
Knowledge Demands Discuss some of the story themes that are related to the time the story was written (1949). For example, the first atomic bombing occurred in 1945, and WWII had just ended. How might these major events have shaped the story's themes?
Meaning Ask questions to determine if students understand the different levels of meaning. For example, *Why can't the family return to Earth? Who renamed the Martian mountains?* Then discuss the meaning that is implied. Have students reread paragraphs 43 and 48. Ask *How does Bittering feel about Earthmen changing Martian names? (He does not think they should have changed names).*

Challenge
Provide students who need to be challenged with ideas for how they can go beyond a simple interpretation of the text.
Text Analysis Ask students to reread paragraphs 43 and 48. Discuss Bittering's thoughts about renaming the Martian landscape. Ask students to describe his opinion about the name change. Then ask why they think the author compares the name changes on Mars to the names American settlers used for Indian territories.
Written Response Ask students to imagine they are a new character in the story—a son or daughter. Have them think about how the character reacts to being on Mars. Ask them to write a short dialogue between the father and this character. They may include narration detailing characters' actions or feelings.

TEACH

Read and Respond
Have the class do their first read of the selection. Then, have the students complete their close read. Finally, work with them on the Making Meaning and Language Development activities.

IF/THEN Teaching Notes Provide Targeted Action

FORMATIVE ASSESSMENT
Analyze Craft and Structure
- **If** students are unable to identify similes, **then** discuss common similes, pointing out the use of *like* or *as*, and showing the comparison.
- **If** students are unable to identify metaphors, **then** discuss common metaphors, pointing out the absence of *like* or *as*, and showing the comparison.

For Reteach and Practice, see **Analyze Craft and Structure: Metaphor and Simile (RP).**

Formative Assessment notes use practical **IF/THEN** support to help you respond to students' needs at point of use. **Reteach and Practice** activities provide additional support and scaffolding.

Personalize for Learning notes provide point-of-use support for ALL learners.

Challenge
Dialogue Review paragraphs 81–121 and point out that a good portion of this part of the story is dialogue. Using little narrative, Bradbury advances the story mainly through the words his characters speak. Have students continue this part of the story, writing dialogue that picks up after paragraph 121 and creating several more exchanges between Harry and the men.

PERSONALIZE FOR LEARNING

Challenge
Speculate Review the changes that are described in paragraphs 61–70. Ask students to speculate on the changes that are occurring. Have them write their own original descriptions of an onion that isn't an onion; a carrot that isn't a carrot; a rose that isn't a rose; a cow that isn't a cow.

PERSONALIZE FOR LEARNING

Strategic Support
Personification Remind students that personification is the technique of giving human qualities to nonhumans. Point out the following example of personification in paragraph 41: This was the moment Mars had waited for. Now it would eat them. Encourage students to look for more examples of personification as they continue reading. What effect does personification create in the reader?

PERSONALIZE FOR LEARNING

Strategic Support
Comparison Review paragraphs 158–159. Lead a class discussion about the differences between Harry and Cora at this point in the story. Use these questions to prompt discussion: *What is Harry focused on? What is Cora's response? What's the main difference between them?* Then have students write a paragraph about what this difference suggests and what might happen regarding Harry and Cora as the story goes on.

EL Notes provide a range of supports including cultural context, background information, and help with specific language challenges, such as slang, puns, and idiomatic language.

PERSONALIZE FOR LEARNING

English Language Support
Words That Sound Alike Point out the word *metal* in paragraph 143 and explain to students that it means "a substance that is a good conductor of electricity." Then, point out, pronounce, and define the following words: *medal* ("a piece of metal often resembling a coin and having a stamped design that is issued to commemorate a person or event or awarded for excellence or achievement"); *meddle* ("to interest oneself in what is not one's concern"); and *mettle* ("vigor and strength of spirit or temperament"). **ALL LEVELS**

PERSONALIZE FOR LEARNING

English Language Support
Multiple-Meaning Words Explain to students that the word *stuff* in paragraph 72 has several different meanings. As it's used in this part of the story, it's a noun that means "something consumed or introduced into the body." As a noun, it can also mean personal property ("I can't keep track of all my stuff."); a matter to be considered ("The ideas in this book are serious stuff."); a group or scattering of objects or articles ("Pick up all that stuff on the floor."); or subject matter ("You really know your stuff."). Stuff can also be a verb ("Just stuff everything into a box.").

Additional Resources and Support:
- Highlighted EL Passages
- English Language Support Lessons
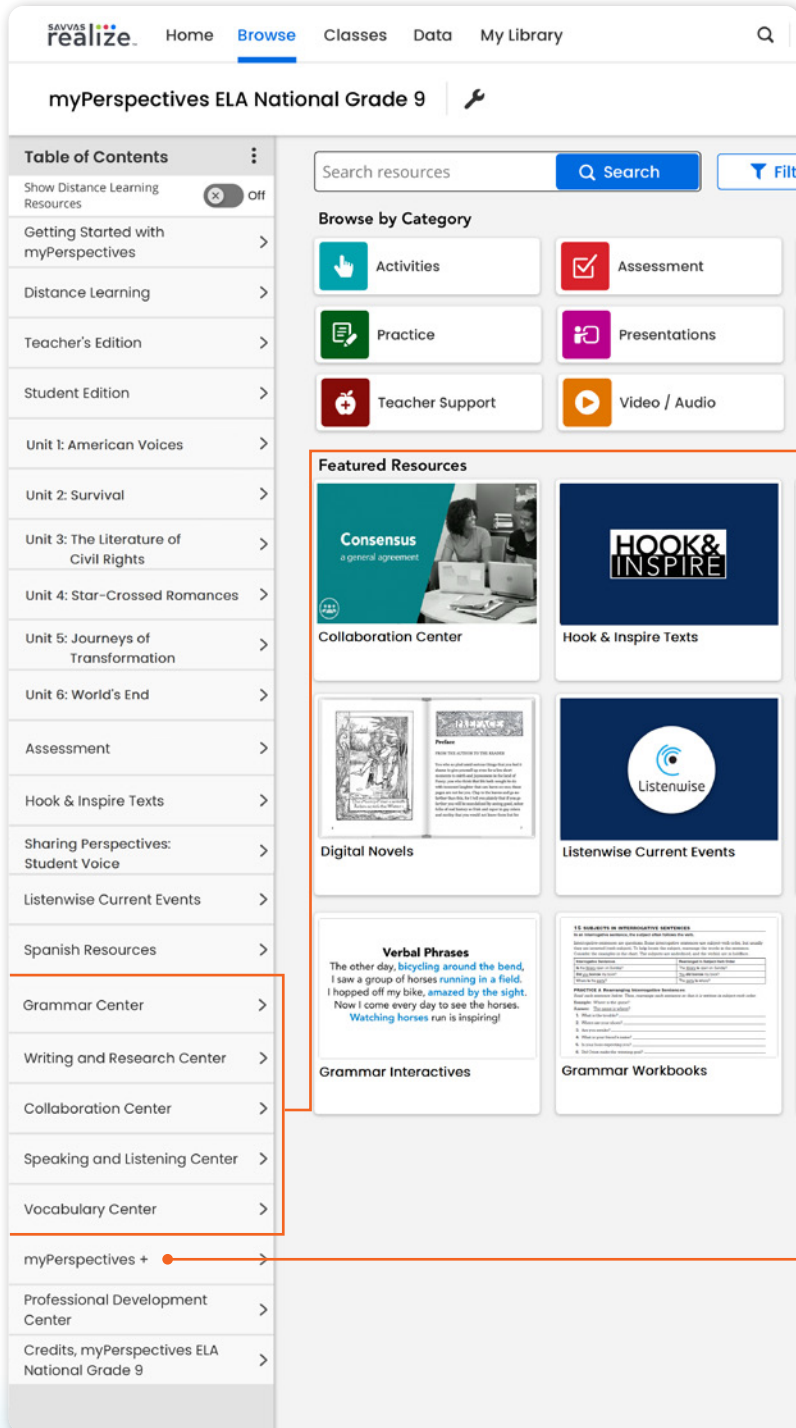- Every Teacher's Toolkit
- QReads
- Reality Central

> " In order to differentiate instruction effectively, teachers must get to know their students. "
>
> **– JIM CUMMINS, PH.D.**

REACH EVERY LEARNER WITH THE CORE AND MORE

Help all students get the support they need with a variety of vetted resources including **interactive and multimodal activities**.

myPerspectives Provides Hundreds of Additional Multimodal, Customizable, and Interactive Resources.

Includes the *Grammar Plus Workbook* for all 6-12 Grades!

myPerspectives Centers

Interactive mini-lessons, Peer-to-Peer videos, and Skills tutorials offer additional practice and support for writing and research, grammar, speaking and listening, and vocabulary.

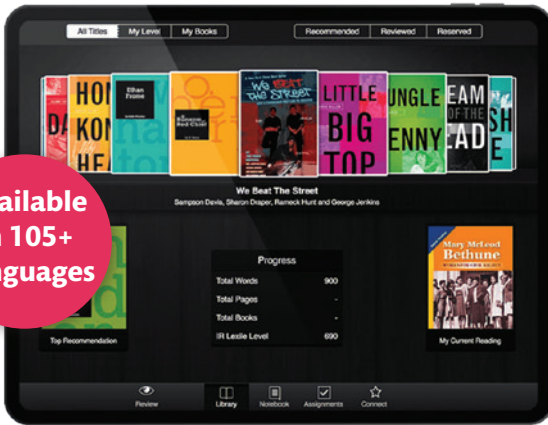Enhance, Extend, or Support Learning

my Perspectives+

- Digital Novels Library
- Novels/Trade Book Lesson Plans
- Anchor Charts
- English Learner Support
- EssayScorer Writing Prompts
- Graphic Organizers and Rubrics
- Reading Skills and Literacy Analysis Practice
- Standards Practice

MULTITIERED SYSTEM OF SUPPORTS

Available in 105+ Languages

iLit20

iLit20 is a supplemental reading program that builds student independent reading stamina and confidence. The program provides additional, independent, and personalized reading practice by:

- identifying students' reading level
- pairing students with nonfiction texts at their reading level that also increase in complexity over time
- offering adaptive study plans to develop reading skills
- motivating students with choice and engagement through a diverse and high interest digital library of over 3000+ titles.

3000+ TITLES
Beginning Reader **TO** 2500+ Lexile® Level

successmaker®

SuccessMaker® ensures reading mastery though individual student progress tracking, real-time course adaptation, and reporting.
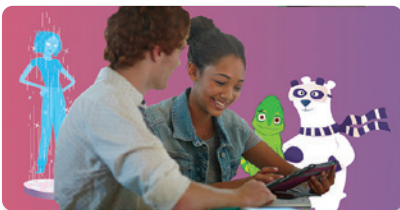
SuccessMaker Works for YOU! Here's How:

- Smart adaptive technology applied to a deep breadth of content means targeted learning for each student's level.
- Aligned to state, college and career readiness, WIDA, and SIOP® standards.
- Easily create custom courses aligned to standards or targeted learning gaps.
- 60+ languages remove language barriers and help English learners excel.

> **" Students need a foundation that permits them to comprehend increasingly more complex texts. "**
>
> **— ELFRIEDA HIEBERT, PH.D.**

FLEXIBLE AND CUSTOMIZABLE

Whether you follow the program as intended, pick and choose units or selections, or integrate novels, you will find the tools you need to assist you in planning.

Unit Planning

Pacing
Daily pacing is recommended and can be modified based on classroom needs.

Lexile Level
Lexile® levels help you plan to meet student needs.

Unit at a Glance
Includes standards, skills, and other data to help teachers plan.

Unit Opener
Quick bird's-eye view of the unit including the Essential Question, all the texts that will be read, and Performance Tasks.

Digital Resources
See all of the resources that support instruction.

Pacing
Suggested pacing is offered in multiple ways.

Connect and Bring Relevance
Use novels and current events to connect student learning to the world.

Unit Planning Guide

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
UNIT INTRODUCTION	**OVERVIEW** Whole-Class Learning	**SELECTION** Anchor Text A Quilt of a Country, Anna Quindlen	**SELECTION** Anchor Text A Quilt of a Country, Anna Quindlen	**SELECTION** Anchor Text A Quilt of a Country, Anna Quindlen
SE pp 4–9	SE pp 10–11	SE p 13–17	SE p 18	SE p 19
Unit Goals Students will deepen their understanding of what it means to be "American" by reading, writing, speaking, listening, and presenting. 🔴 Unit Goals Video **Academic Vocabulary** conflict; description; dialogue; exposition; sequence 📄 Home Connection Letter 📄 Spanish Home Connection Letter 📄 Unit 1 Answer Key **Launch Text** Students will read "*Music for My Teacher*" They will then be asked to identify what details make this narrative vivid and real. **Word Network** Students add new words to their Word Network as they read texts in the unit. 📄 Word Network **Summary** Students write a summary of the Launch Text. **Launch Activity**	**Essential Question** *What does it mean to be "American"?* **Whole-Class Learning Strategies** • Listen actively • Clarify by asking questions • Monitor understanding • Interact and share ideas 📄 Whole-Class Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic.	**MAKING MEANING** **Concept Vocabulary** disparate; discordant; pluralistic; interwoven; diversity; coalescing **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. 📄 First-Read Guide: Nonfiction **Read the Selection** 🔴 Selection Audio 📄 A Quilt of a Country: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. 📄 A Quilt of a Country: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore** Students research something that interests them from the text.	**MAKING MEANING** **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. 📄 Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **STANDARDS** RI.9-10.5	**MAKING MEANING** **Analyze Craft & Structure Purpose and Rhetoric** Students will discuss why an author uses rhetoric or language devices and will complete a practice activity. 📄 Analyze Craft and Structure: Purpose and Rhetoric 📄 Analyze Craft and Structure: Purpose and Rhetoric (RP) **STANDARDS** RI.9-10.6

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice

🔴 Audio | 📹 Video | 📄 Downloadable / Printable Document | 📝 Online Assessment | EL Highlights

Editable Unit Planning Guides

provide day-by-day skills and standards support and make it easy to customize lessons to meet your district frameworks.

College Test Prep Banks Available on Realize

Additional **Standards Correlations** help you with planning and meeting state standards.

A Correlation of Savvas *myPerspectives*, Grade 9 to the ACT College and Career Readiness Standards for English, Reading, and Writing

English

Production of Writing

	Score Range 13–15	Score Range 16–19	Score Range 20–23	Score Range 24–27	Score Range 28–32	Score Range 33–36	
Topic Development in Terms of Purpose and Focus (TOD)	TOD 201. Delete material because it is obviously irrelevant in terms of the topic of the essay	TOD 301. Delete material because it is obviously irrelevant in terms of the focus of the essay TOD 302. Identify the purpose of a word or phrase when the purpose is simple (e.g., identifying a person, defining a basic term, using common descriptive adjectives) TOD 303. Determine whether a simple essay has met a straightforward goal	TOD 401. Determine relevance of material in terms of the focus of the essay TOD 402. Identify the purpose of a word or phrase when the purpose is straightforward (e.g., describing a person, giving examples) TOD 403. Use a word, phrase, or sentence to accomplish a straightforward purpose (e.g., conveying a feeling or attitude)	TOD 501. Determine relevance of material in terms of the focus of the paragraph TOD 502. Identify the purpose of a word, phrase, or sentence when the purpose is fairly straightforward (e.g., identifying traits, giving reasons, explaining motivations) TOD 503. Determine whether an essay has met a specified goal	TOD 601. Determine relevance when considering relevance of material that is plausible but potentially irrelevant at a given point in the essay TOD 602. Identify the purpose of a word, phrase, or sentence when the purpose is subtle (e.g., supporting a later point, establishing tone) or when the best decision is to delete the text in question	TOD 701. Identify the purpose of a word, phrase, or sentence when the purpose is complex (e.g., anticipating a reader's need for background information) or requires a thorough understanding of the paragraph and essay TOD 702. Determine whether a complex essay has met a specified goal TOD 703. Use a word, phrase, or sentence to accomplish a complex purpose, often in terms of the focus of the essay	SE/TE: Dialogue, 56; Review the Elements of Effective Nonfiction Narrative, 118; Revising for Evidence and Elaboration, 172, 302, 498, 644; Review the Elements of Effective Argument, 246; Remember Your Audience, 300; Review the Elements of an Informational Text, 352; Review the Elements of Literary Criticism, 538; Review the Elements of Effective Explanatory Essays, 690

3

SAT PREP ACT

SAT and ACT Correlations help you with preparing students for high-stakes tests.

Standards Correlation

Grade 9 Writing Standards

Standard	Print and Interactive Editions
Text Types and Purpose	
W.9.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	SE/TE: *Whole Class Performance Task:* Unit 2: 168, Unit 4: 494, *Life of Pi*: 214, *Performance-Based Assessment:* Unit 2: 246, *Romeo and Juliet:* 465, 484, *Tragic Romeo and Juliet Offers Bosnia Hope*, 528, *Radiolab: War of the Worlds; The Myth of the War of the Worlds Panic*: 781
W.9.1.a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	SE/TE: *The Seventh Man:* 150, *Whole Class Performance Task:* Unit 2: 168–169, Unit 4: 494–495, *Life of Pi:* 214, *Performance-Based Assessment:* Unit 2: 245, Unit 4: 537–538, *Romeo and Juliet Is a Terrible Play; In Defense of Romeo and Juliet:* 515, *The Odyssey; A Graphic Novel:* 632
W.9.1.b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	SE/TE: *Whole Class Performance Task:* Unit 2: 169, Unit 4: 496, 497, *Performance-Based Assessment:* Unit 2: 246, Unit 4: 538
W.9.1.c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	SE/TE: *Whole Class Performance Task:* Unit 2: 171, Unit 4: 497, *Performance-Based Assessment:* Unit 2: 246
W.9.1.d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	SE/TE: *Whole Class Performance Task:* Unit 2: 172, Unit 3: 303, Unit 4: 498, Unit 5: 644, *Performance-Based Assessment:* Unit 2: 246, *Remarks on the Assassination of Martin Luther King, Jr.:* 297, *Performance-Based Assessment:* 246
W.9.1.e Provide a concluding statement or section that follows from and supports the argument presented.	SE/TE: *Whole Class Performance Task:* Unit 2: 170, Unit 4: 494, 498, *Performance-Based Assessment:* 246
W.9.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	SE/TE: *A Quilt of a Country; The Immigrant Contribution:* 34, *With a Little Help From My Friends:* 97, *I Have a Dream; Letter From Birmingham Jail:* 292, *Performance-Based Assessment:* Unit 3: 351, *Romeo and Juliet:* 449, *Pyramus and Thisbe:* 492, 689, 690, *Whole Class Performance Task:* Unit 3: 298, Unit 5: 640, *The Return:* 658
W.9.2.a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	SE/TE: *The Moral Logic of Survivor Guilt:* 162, *Letter From a Birmingham Jail:* 292, *Whole Class Performance Task:* Unit 3: 300, Unit 5: 641, 642, *Performance-Based Assessment:* Unit 3: 352
W.9.2.b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate...	SE/TE: *With a Little Help From My Friends:* 97, *Remarks on the Assassination of Martin Luther King, Jr.:* 297, *Whole Class Performance Task:* Unit 3: 300, Unit 5: 641, *Performance-Based Assessment:* Unit 3: 352
W.9.2.c ... of the text, ... concepts...	SE/TE: *Whole Class Performance Task:* Unit 3: 302, Unit 5: 644, *Lessons of MLK, Jr.:* 332, *Romeo and Juliet Is a Terrible Play; In Defense of Romeo and Juliet:* 514
**W.9.2... **	SE/TE: *Remarks on the Assassination of Martin Luther King, Jr.:* 297, *Whole Class Performance Task:* Unit 2: 172, Unit 3: 302, Unit 4: 498, Unit 5: 644
	SE/TE: *Whole Class Performance Task:* Unit 3: 302, Unit 5: 640–645, *Performance-Based Assessment:* Unit 3: 353, Unit 5: 691

Priority Standards Alignment Available

Digital & Print **Resource Charts** in the Teacher's Edition make planning lessons easy.

LESSON RESOURCES

	Making Meaning	**Language Development**
Lesson	First Read Close Read Analyze the Text Analyze Craft and Structure	Concept Vocabulary Word Study Conventions
Instructional Standards	RI.10 By the end of grade 9, read and comprehend . . . RI.5 Analyze in detail how an author's ideas . . . RI.6 Determine an author's point of view . . .	RI.4 Determine the meaning of words and phrases . . . L.4.b Identify and correctly use patterns of word changes . . .

🖱 **STUDENT RESOURCES**		
Available online in the Interactive Student Edition or Unit Resources	🔴 Selection Audio 📄 First-Read Guide: Nonfiction 📄 Close-Read Guide: Nonfiction	📄 Word Network 📄 Evidence Log

🖱 **TEACHER RESOURCES**		
Selection Resources Available online in the Interactive Teacher's Edition or Unit Resources	🔴 Audio Summaries 📄 Annotation Highlights 📄 EL Highlights 📄 Analyze Craft and Structure: Purpose and Rhetoric 📄 English Language Support Lesson: Rhetoric	📄 Concept Vocabulary and Word Study 📄 Author's Style: Word Choice
Reteach/Practice (RP) Available online in the Interactive Teacher's Edition or Unit Resources	📄 Analyze Craft and Structure: Purpose and Rhetoric (RP)	📄 Word Study: Latin Prefix *dis-* (RP) 📄 Author's Style: Word Choice (RP)
Assessment Available online in Assessments	📝 Selection Test	
My Resources	📄 A Unit 1 Answer Key is available online and in the Interactive Teacher's Edition.	

DIGITAL PERSPECTIVES | 🔴 Audio | 📹 Video | 📄 Document | ✏ Annotation Highlights | 💬 EL Highlights | ✅ Online Assessment

ASSESSMENT OVERVIEW

INFORM INSTRUCTION
Formative and Performance-Based Assessments

What you need...

POINT-OF-USE OPPORTUNITIES

Gather comprehensive data to inform instructional pathways using embedded routines:

- **If / Then** Teacher Notes
- Reteach and Practice
- Comprehension Check Questions
- First Read Extension Questions
- Analyze the Text Questions
- Selection Instructional Activities

REAL-TIME DATA TO DRIVE INSTRUCTION

Detailed reports on usage, progress, and mastery are available. Instructional support and guidance include interpretation guides, remediation, and DOK levels. Teachers can provide feedback, group students, modify instruction, and reteach concepts.

PERFORMANCE-BASED ASSESSMENTS

Monitor student critical thinking and **synthesis** of the unit themes, Essential Question, and skills knowledge:

- Writing Performance Tasks
- Speaking and Listening Performance Tasks
- End-of-Unit Performance-Based Assessments

SELECTION TESTS

Monitor student understanding of texts read in each unit.

EXTENSION SELECTION TESTS

Challenging, **standards-aligned items** in selected, short, and extended response format.

Delivered how you need it...

	print	digital	customizable
Point-of-Use Opportunities	✓	✓	✓
Selection Tests	✓	✓	✓
Extension Selection Tests	✓	✓	✓
Performance-Based Assessments	✓	✓	
Test Prep Banks		✓	✓

SAVVAS realize™
Online Assessment

Data and Reports allow teachers and districts to gather and track student, class, and district growth on grade-level knowledge and skills.

EXAMVIEW®
ASSESSMENT SUITE

Customizable Digital Assessments and Editable Word Documents allow teachers to edit, add, or delete questions or to build a test from scratch.

MONITOR PROGRESS
Formative and Summative Assessments

UNIT TESTS

• Monitor student understanding of skills taught in each unit.

BEGINNING-OF-YEAR TEST

• Test all standards that will be taught in the school year.

• Use test data to plan which standards need focus.

Additional Extension Beginning-, Mid-, and End-of-Year Tests

MID-YEAR TEST

• Test **mastery of standards** taught in the first half of the year.

• Provide an opportunity to remediate; if administered online, remediation is assigned automatically.

END-OF-YEAR TEST

• Use results to determine mastery, place students in classes for the following school year, and capture final assessment data.

PREPARE FOR HIGH-STAKES TESTS

TEST PREP BANKS

Provides passages and assessment items aligned to Standards that can be used as standalone banks for test-taking practice or combined banks for a full-length test.

NEXT GENERATION ASSESSMENTS

Open Constructed Response, Technology-Enhanced Items, Drag and Drop, Multiple Choice, Part A and B Questions

SUPPORT

SAT PREP ACT

• Detailed SAT® and ACT® Correlations provide lesson planning support in preparing students for the tests.

• **College Test Prep** Banks offer SAT and ACT format test-taking practice.

SAT® is a trademark registered by the College Board, which is not affiliated with, and does not endorse, this product.

ASSESSMENT

NEW!

SAVVAS literacy Screener & Diagnostic Assessments

The Savvas Literacy Screener and Diagnostic Assessments, available on the Savvas Realize™ platform, are designed to maximize the power of instruction by targeting each student's greatest opportunities for growth and pairing that data with aligned instructional resources.

Universal Screener

Multistage Adaptive Diagnostic

Scoring & Flexible Instructional Recommendations

In Partnership with

WestEd
WestEd.org

A short screening assessment identifies proficiency in prerequisite ELA/literacy skills

An adaptive Diagnostic digs deeper to pinpoint strengths and growth opportunities.

Norm-referenced student data generates on-, above-, or below-level instructional content suggestions.

my Perspectives®
ENGLISH LANGUAGE ARTS

COMPONENTS

VIDEO LIBRARY

Skills, background, TED Talks, Crash Course Literature, and multimodal selections

NOVELS

Recommended texts and Study Guides for student choice

DIGITAL TEXTS

Interactive reading selections and lessons

STUDENT RESOURCES

Digital Interactive & PDF Student Edition

Consumable Interactive Student Edition

Digital Novels Library

Collaboration Center Modeling Videos

Writing Gallery Videos & Tutorials

Skills Reinforcement Videos

Essay Scorer

Plagiarism Checking Tools

Graphic Organizers

Writing Rubrics and Models

Interactive Mini Lessons

DIFFERENTIATED INSTRUCTION

Leveled Texts

Spanish Translations

English & Spanish Audio Summaries

Reteach & Practice Activities

High-Interest Readings

Multilingual Glossary

Every Teacher's Toolkit for English Learners

Fluency Assessment Guide

CURRENT EVENTS

Daily podcasts powered by *Listenwise*®

DISCUSSION BOARD
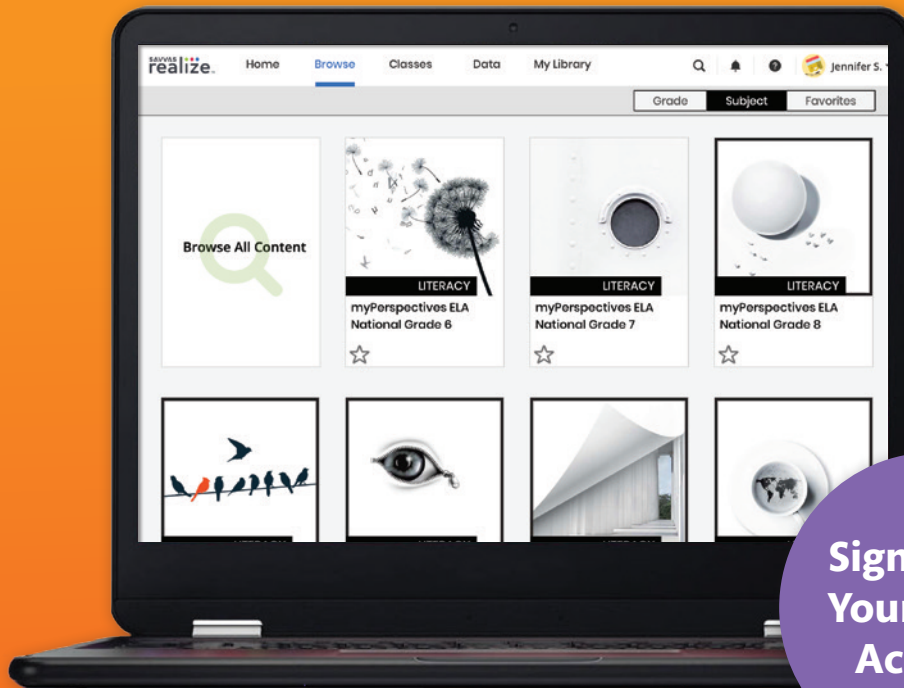
Anytime online discussion forum

LEVELED TEXTS

Varied reading levels to reach all students

TEACHER RESOURCES

Digital Teacher's Edition with Hyperlinked Resources

Print & PDF Teacher's Edition

Distance Learning Implementation Videos

Distance Learning Lesson Planning Guide

Customizable Lesson Plans

Live Chat, 24/7 Tutorials, Webinars

Professional Development Videos

myPerspectives+ Digital Resources

Novels Lessons Plans

Grammar Activities & Practice

Hook & Inspire Texts

ASSESSMENT & REPORTING

Selection Tests

Beginning-of, Mid-, & End-of-Year Tests

Performance-Based Assessments

Unit Tests with Remediation

ExamView® Installer with Customizable Test Banks

Student/Class/District Reporting

Test Prep & College Test Prep Banks

Savvas Literacy Screener and Diagnostic Assessments