

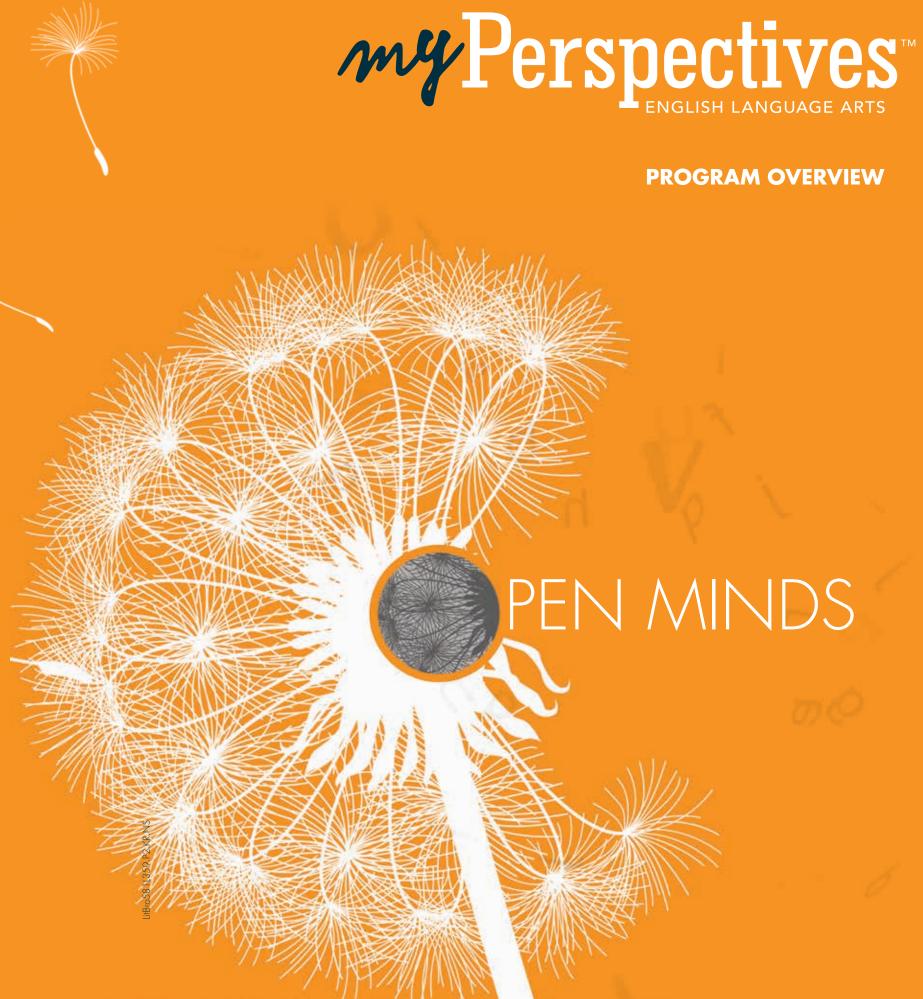
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Pearsonschool.com/myPerspectives 800-848-9500



PROGRAM OVERVIEW

PEN MINDS







OPEN A WORLD OF IDEAS

Engage Next-Generation Learners

Culturally, socially, and digitally relevant

Create Student-Centered Learning

Collaborative, independent, and accessible learning experiences

Make It Your Own, Make It Meaningful

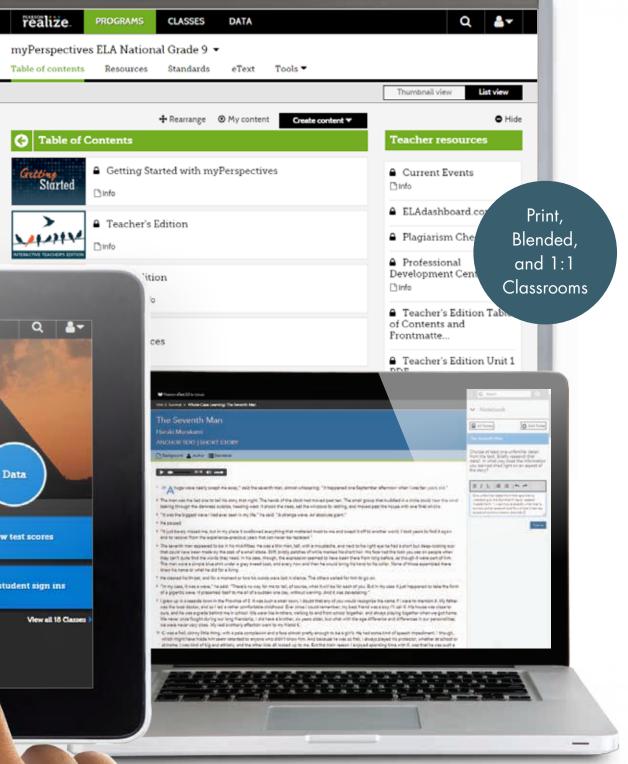
Instructional support, flexibility, and data

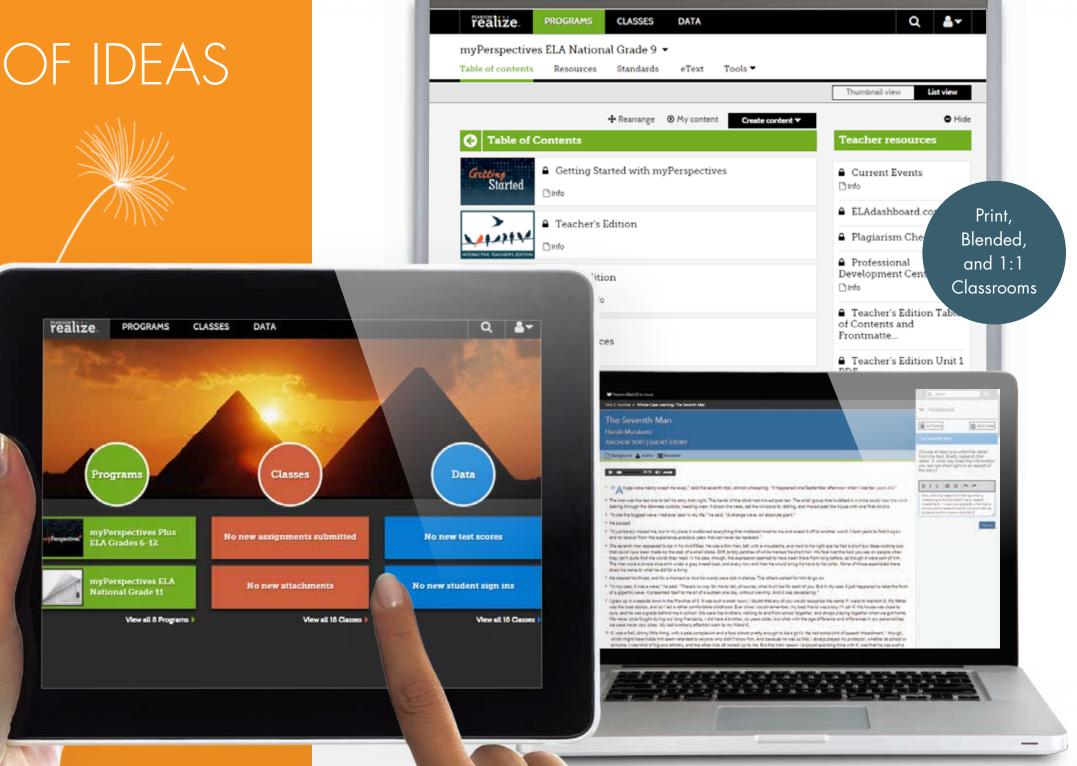
Prepare Students for College and Career

myPerspectives is built around the standards and focuses on a consistent approach to improving student learning and achievement. From quality instruction and compelling literature, to purposeful digital interactions, *my*Perspectives transforms the classroom of today into a dynamic learning environment that prepares each student for college and career success.









pearsonschool.com/myPerspectives

A NEW PERSPECTIVE

Students need to become self-directed in order to be successful in college and careers. *my*Perspectives engages learners with a student-centered instructional unit structure that promotes ownership of learning.

ORGANIZED TO ENGAGE

Each unit shifts the focus from teacher responsibility to student responsibility.

> Focus on ONE Essential Question from MANY Perspectives



Different Reading, Reading Differently

How do you make a 400-year old text relevant? Tie in media, blogs, films, and multimedia. Have debates, explore a graphic novel! *my*Perspectives takes a student-centered perspective on connecting teens with reading and the world.

ATURE AND CULTURE



William Shakespeare (1564-1616) Shakespeare's plays and poetry are regarded b

many as the finest works ever written in English. William Shakepears is widely mend as one of Englands greatest writer. Your simulate after his death, his plays are bit read and performed every faily. Who saws this menakable author of so many masterpress? In actual fact, we know very little about him.

from Stratford to Londor

hatespeer gens up in Statistick upon-hors, a boxy maket tow in the Aven Nier about 73 mills northwest 61 Carobin. Charlind boxin records indicate that his mother, Mary Addeu, visis the largehen of a variability fammer who counced the land on which, hatespeers grandbatter twol. Statistipated is statistical statistical progressium necessaria who also statistical for a time as 1 Statistical here the would have studied Latin and Stretk an well as English where the would have studied Latin and Stretk an well as English on in place about historical figures, such as Julius Carear and Stret key 16.

(82) when he was righteen. Shakepeere married a woman ed Anon stathaway and had three children with he, including of draws. The rest cleaded in his his is an ansistry, but by 2 he had round to London, where he gravitated to the rest. Starting off an actor, the soon begin writing player as well. 564, he had become the proncipal sparset to the tool mberlains Mee, the llubager' acting company. Some of the sings, Thakapean writing archip company. Some of the sings of the sings of the Sheen and the romantic trapedy. The expl of thomas and Adet.

alkepsen was not just a performer and a playwright, however, was lako part cover of the theater company. This mane that earned money in these ways—horn fees for his plays, from his ong salary, and form his these of the company's portion. Those offs yose substantially after the Lord Charabetak's Mari moved offs yose substantially after the Lord Charabetak's Mari moved the Globel Theater, where as many as 3000 poepher might end a single portomance. It was at the Globe that many of

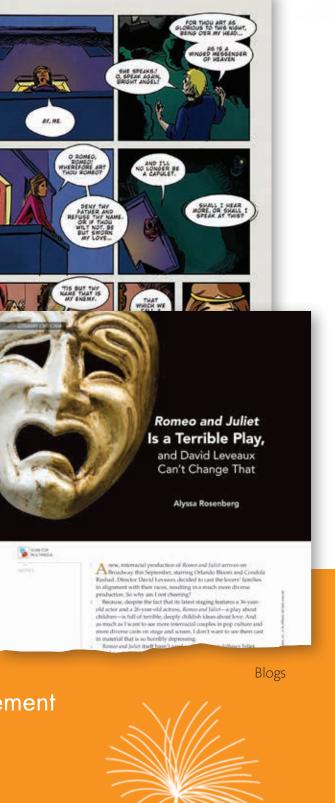
Historical Context

Increasing student engagement increases achievement. >>

Ernest Morrell, myPerspectives Author

NEXT-GEN LEARNERS

Graphic Novels



my STUDENT EDITION

More choices, more interaction, more ownership, more learning! *my*Perspectives Student Editions make learning a hands-on, personal, and engaging experience.

What does it take to survive? as Learning Strate -Area

INTERACTIVE DIGITAL STUDENT EDITION

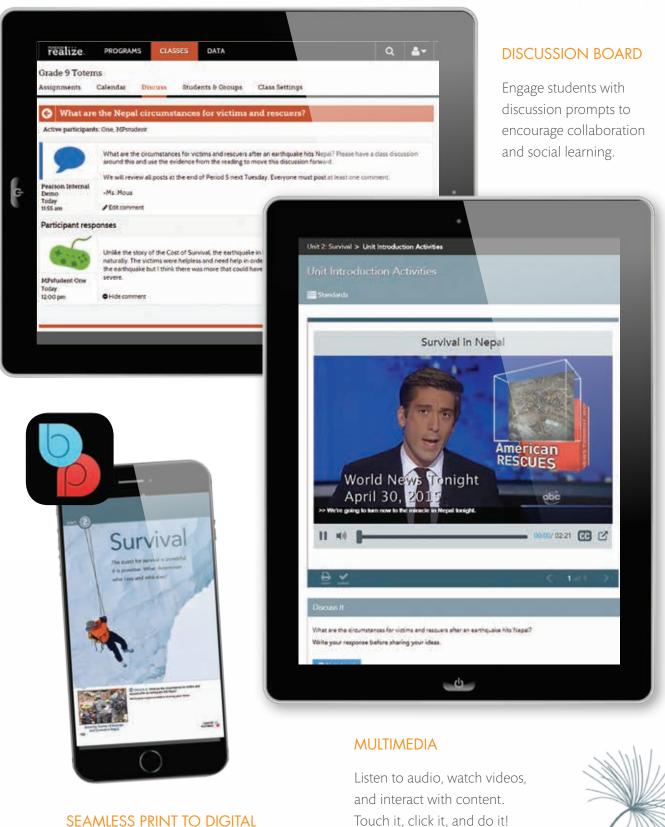
Students can type directly into the integrated notebook and graphic organizers, annotate and mark up the text to practice close reading strategies, and easily access background, author, and standards information.

All learners can make it their own. Write in it, underline, highlight, jot down notes, and practice. myPerspectives encourages thinking AND doing. Academic Vocabulary: Argument Offline Access Available! tify interesting words re ord Network. For example, you mig Text, such as danger, rescue, and risky, danger rescue 1 risky SURVIVAL Q Tweek

WRITE-IN PRINT STUDENT EDITION

MULTILINGUAL GLOSSARY

Offers 9 additional languages: Arabic, Filipino, Hmong, Korean, Punjabi, Russian, Simplified Chinese, Traditional Chinese, and Vietnamese.



Use the BouncePages app to access videos, media, and audio right from the print page.

NEXT-GEN LEARNERS

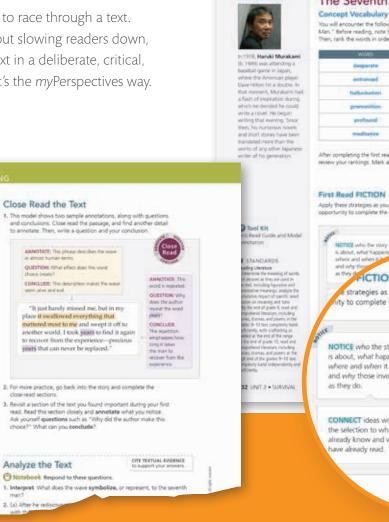
- This is my learning experience.

TAKE A CLOSER LOOK

How do you get students to read thoughtfully and to critically examine text? myPerspectives establishes a consistent close reading routine with explicit instruction and strategies.

Support for Close Reading

Most students want to race through a text. Close reading is about slowing readers down, so they approach text in a deliberate, critical, and reflective way. It's the myPerspectives way.



About the Author

CLOSE READ MODELING

O Tool Kit

Give students models that show how to annotate the text, ask questions, and dig deeper into structure, diction, and author's craft.

The Seventh Man You will encounter the following words as you read "The Seventh Man." Before reading, note how familiar you are with each word. Then, rank the words in order from most familiar (1) to least familiar (6). After completing the first read, come back to the concept vocabulary and review your rankings. Mark any changes to your original rankings. Apply these strategies as you conduct your first read. You will have an opportunity to complete the close-read notes after your first read HETTEE who the story is about, which appens, where and when bit and why these as they the strategies as you conduct your first read. You will have ty to complete the close-read notes after your first read. NOTICE who the story ANNOTATE by marking s about, what happens, vocabulary and key passages where and when it happens you want to revisit. and why those involved react **CONNECT** ideas within RESPOND by completing the Comprehension Check and the selection to what you already know and what you by writing a brief summary of the selection.

FIRST-READ ROUTINE

Students apply strategies for active reading, understanding, and thinking.

He has the same huge grin, solit from our to ear, his eves locked on mine. I try to scream, but my voice will not come. I swallow water, and my lungs start to fill. I wake up in the darkness, scn

At the end of the year I pleaded with my parents to let me move in another town. I couldn't go on living in sight of the beach where K, had been swept away, and my nightmares is ouldn't stop. If I didn't get out of there. I'd go crazy: My parents understood and made arrangements for me to live elsewhere. I moved to Nagano Provi in January to live with my father's family in a mountain village r Komoro.11 Enished elementary school in Nagaro and staved on through jurior and senior high school there. I never want home, ever

turning protect and the sensor maps screeces under these even for holidays. My patients came to visit me new and then. There in Nagaron to this day: I graduated from a college of engineering in the City of Nagaro and went to work for a precision toolmaker in the ana. Tall work for them. Eive like anybody else, As you can see, there's nothing unusual about me. I'm not very sociable, but I have a few friends I go mountain climbing with. Once I got away from my home town, I stopped having nightmates all the time. They remained a part of my life, though. They would come to me now and then, like debt collectors at the door. It happened whenever I was on the verge of lengetting. And it was always the same dream, down to the smallest detail. I would wake up carning, my sheets socked with succut

That is probably why I never married. I didn't want to wake someone sleeping next to me with my screams in the middle of the night. I've been in love with several women over the years, but I ver spent a night with any of them. The terror was in my bones. was something I could never share with another person. I stayed away from my home town for over forty years. I nev

went near that seashere--or any other. I was alraid that if I did, m dream might happen in reality. I had always enjoyed swim after that day I never even went to swim in a pool. I wouldn't go deep rivers or lokes. I avoided boats and wouldn't take a plane to abroad. Despite all these precautions, I couldn't get rid of the ima of myself drowning. Like K 's cold hand, this dark premonition caught hold of my mind and esfort

CLOSER LOOK

TEACHING NOTES

questions to deeply

Ask students higher-order

engage them with the text.

Analyze Character O tudents may have marked paragraph 10 uning their first read. Use this paragraph to

TEACHING

O CLOSER LOOK

wip students understand the seventh man' elationship with K ANNOTATE: Have students mark details in te paragraph that describe K. S. appearance

and benonality QUESTION: What overall impression does the author create of K. ? How does the author characterize the relationship between K. and

e seventh man the seventh main? Possible response: K. Is an antistic, sensitive bo who is often builled because he is week and has a speech impediment. Most people think that there is something wording with think. If and the leventh man are best fixeds, the seventh main levels postcetword K. and Oten defends and protects him when he is builted. CONCLUDE: How does the author's haracterization of K. and their friendship

CLOSE

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wip readers understand the impact and rtance of K.'s death? ble response: The seventh man

12 Served > Mille Clear Learning The Serverth Mar The Seventh Man Dissport & Arty Elbert

P ---- --- ------

- II 🔥 hope name nearly swept me away, " and the second mary almost unspectory. "It testioned the Sectember afternoon when I was her years and
- The man was the bettome to be this story that right. The hands of the short had moved part ten. The anest group that hudded in a side could been the axial teaching through the devices outside, beading west. It should not be teach as the windows to ratifica, and moved part the house with one final unique.
- "It was the toppest work I had ever seen in my the," he said. "A strange were. An absolute give,"

He planet.

"It has being missed me, but in my place it availanced everything that, matterned must to me and avega it off to another works. I book years to find it again and be acover from the experience-precisor years that can rever be replaced

- He descel his threat, and for a moment or two insidences that in alarce. The other walked for him to go an
- "In my case, it uses a week," for paid. "There's no way for me to left, of society, what it will be for each of you. But in my case it portrappened to take the form of a generic case. It presented that to me all of a coden one day, without warring. And it was deviated by "

grave up in a searche town in the Province of 3. If was not a small town, I doubt that any of you could i any NN to fair a 25 you to mecho it 15/12/am to 24 total doors, and to 1 and a rather combined a philoson. Ever should remember, my best hand was a boy for affic, Accheda was shound to say, and no say and apada barbon mini aphazi. Wa awa Bia kapitani, saking ta wai fan sotoof lagetani, ind anaya pinying tagetan nina gat huna. Wa new tata hugu barbi ya mig filinatani, Tal huna kapitani, ya as ubar, but shku nim me aga diference and diferences in tor presentility, ve vere new new relativity date. Ny mili barbing militani newta nyi hundi X.

The determining the event of the second and the second and a figure elevation participants and a figure elevation of a second with a determining the second second

One year, in September, a huge typhoon kit our area. The ratio said it was going to be the coust in ten years. The achoos were cosed, and all the phops in town owerd their shutters in preparation for the storm. Thering any in the monitory, my takes and bottler want is used the house safing shut is the storm moment part that day is the labeler observing energiesing providence. The final bottle and probans with models, and parallel an interface parameters and and the store of the final short the labeler is short to be the store and the store of the final short the store models. See the store of the store of the final short the store models are stored and the final short the store models. The store of the store of the final short the store models are stored as the store of the final short the store models are stored as the store of the stored are stored. But the this is seen as

STUDENT-CENTERED

CLOSE READ

ANNOTATE: In paragraphs 45 and 46, mark verbs that reveal the time frame.

QUESTION: Why has the writer switched from past tense verbs in paragraph 45 to present tense verbs in paragraph 46?

CONCLUDE: What shift in the story's time frame is revealed through the use of verbs?

CLOSE READ PRACTICE

Let students take the lead and practice annotating text and looking for textual evidence.

been there from long before, as though it serve part of him. The must here there have long before, as though it serve part of him. The mean room a single their ability and a signary trend curs, and every new and then be would bring his hand to his colin. None of these assembled there knows the masses wheth he did for a king. Here knows the masses with her did for a king. The channel him theore, and for a micenser or two his works were loss in stinces. The otherwards for him is goon. "In any case, if was a ware," we mail. "There's no away for me to tell, of curse, what it will be for early of some. But it may case if just happened to his the form of a goant wave. The spectral balls in the all of a smallers over day, wethout warning. And it was deviating,"

I grew up in a seasole town in the Province of 5-8 was such a renall town, I doubt that any of you would recognize the name it I were to mention it. My lather was the local doctor, and so I led rather constortable childbood. Ever since I could remember, res wet friend was a boy I'll call K. His house was close to ears, and he was a grade behind me in school. We were like brothers, walking and fives school together, and always playing together wh

pretty mough to be a girl's. He

Close-Read Guide: Fiction >

CLOSE READ paragraph 2

As students look for descriptive details, remind them to find the words that tell what something looks like, feels like, or sounds like. You may wish to model the close read using the following thinkaloud format. Possible responses to questions on the student page. are included. You may also way print copies of the Close-P for shider

The A O CHERTON STATISTICS

Init laaring Prought the articles surplice. These series?

O Dawn

• ANDIO 24/10/201

about the annual setting? When devels about the setting are laft undereft set throug a store late at right, sometime part lat-al block, but none of the de

CLOSE READ SUPPORT

Digital annotation highlights focus on passages in the Interactive Teacher's Edition and can be projected for whole-class learning.

WRITE MORE, LEARN MORE

The secret to good writing is—writing! *my*Perspectives provides many writing opportunities, both formal and informal. Modeling, conferring, and choices support writing growth.

WRITING MODES

UNIT (3) INTRODUCTION

Launch Text introduces the unit's featured writing mode: Argumentative, Informative/Explanatory, or Narrative. Students have a model for reference.

** The volume of writing is the key ingredient. **

Kelly Gallagher, myPerspectives Author

AUNCH TEXT | INFORMATIVE ESSAY MODE

This selection is an example of an informative essay, a type of writing in which the author examines concepts through the careful selection, organization, and analysis of information. This is the type of writing you will develop in the Performance-Based Assessment at the end of the unit. As you read, notice the way the

writer explains the topic. How is the voices to advance their rights formation organized, and how do recompression the iddression of the solution letails support the main points of 6 and 16. The shouts of these children would all about iff "were part of the soundirack on that long ago or a before computer, smartphones,

• In this large age or a below computers, smartphranes, television, and even indice, newspapers were the main source of news, • The newsies suffered a bost of problems. While some lived with their families, many others were orpharn, homeless, or both. The United States did not institute laws protecting child workers until 1910, and the newsies were victims of unscruptious business practices. They often worked 10-or 12-hour days. Most gave any money they earned to their families or used it to pay the conts of food and shelter for a night. Newsies did not pa to school. The torsies' circumstances deteriorated even further during the

e:

ights

Struggle

diam had

at in order to be heard.

SCANFOR BUILTIMEDIA

Spanish-American War of 1985: The public's hunger for news of the war led to increased demand for new spapers. Newsies bought the new spapers from publichers and then sold them to the public. During the war, the price newsies paid for a bundle of 100 papers.

262 UNIT 3 + EXTENDING FREEDOM'S REACH

MENTOR TEXTS AND MODELS

Writers learn from what they read. Mentor texts and Tool Kit resources model key techniques to support the writing process.

WRITING

MODEL

AATIVE/EXPLANATORY SC

Moai: The Giant Statues of Easter Island

Easter Island, 2200 miles off the coast of South America, is "the most nemote inhabited island on the planet," Few have wished this speck in the middle of the vast Pacific Ocean, but we all recognize the coloseal statuse that bring this tiny island its lame: the head-and-tenso carvings known as most. 'Net even after years of research by scientists, many quotients about the near remain unanweed.

Scientists now agree that it was Polynesians, not South Americans, who settled Easter bland (also known as Raps Nui). Polynesiam were expert safors and navigates known to have travities huge distances across the Pacific Ocean. Even so, there is little agreement about when the settlers arrived. Some say 300 A.D., while others suggest as late as between 900 and 1200 A.D.

Most archeologists agree that the most were created to honor ancestors, chiefs, or other important people. Most most are made from a soft nock called *tagf* that's formed from hardnese volcanic ash. The statuses have large heads alop narrow torses, with eyes wide open and lips tightly closed. While the most share these basic characteristics, no two are exactly the same while all are hungs, some are bigger than others. Some are decorated with carvings. Some have indented eye sockarts where white creal eyes could be inserted. It's possible that the eyes were only put in for special secances.

thers. Some many specific and well-thosen details swere only but add substance to the essay.

In the late 1600s, the Rapanui stopped carving meal. Was it because the fenests had been depleted and there was no longer enough wood needed to transport them? Was it because they were too busy fighting each other over dwindling mources? No one can say for sure. What is known is that rival groups began toppling their enemies' mod and breaking them. By the 19th century, most of the statues were tipped over, and many were destroyed. It wasn't until many years later that acheelogist began restarizing referes.

The most of Easter Island are one of humanity's most arce-inspiring cultural and artistic achievements. Part of Raya Nui was designated as a World Horizage Site in 1990 to recognize and protect these extraordinary croations. Thanks to scientific studies, we know much more about the most than we ever did in the past. But some questions nemain unanswered, some mysteries unsolved. Don't bother asking the mask their lips are scaled.

R16 RESOURCES TOOL KIT

The these statement of is clearly stated in an engaging manner. The ideas in the essay

Writing to Sources

Assignment

Imagine you are a television journalist in 1961 covering the Kennedy inauguration. Write the **text for a news report** about the event. Be sure you consider the visuals you would like to include in each section of your news report.

- Write an introduction. Find the answers to questions such as these. What were the major issues in the 1960 election? Against whom did Kennedy run? How close was the election?
- Describe the scene. Answer questions such as these: "What kind of day is it outside?" "How many people seem to be in attendance?"
- Describe Kennedy's delivery. How does Kennedy look? What is the tone of his speech? How do his gestures and body language affect his message? What can you say about his rhetoric?
- Review the content of the speech. Say what you think is Kennedy's central idea, and summarize how the crowd reacted to it. Report what Kennedy says about the country's rich and poor, its alies and enemies, identify what you consider to be the high points. What challenge does Kennedy issue to the American public?

Speaking and Listening

Assignment Adapt the text of the news rep

WRITING TO LEARN

Not all writing needs to be

assessed. QuickWrites and

Evidence Logs help students

jot down ideas and evidence,

and capture their thinking.

QuickWrite Consider class discus the prompt. Record ;

movern What doe

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Z EVIDENCE

Review your Quick summarize your ini in one sentence to your Evidence Log, evidence from "Bio Children and the Si Human Rights" tha initial position. Prepare for the Pert Based Assessment , of the unit by comp Evidence Log after

Tool Kit Evidence Log Mode

SCAN FOR MULTIMEDIA





STUDENT-CENTERED



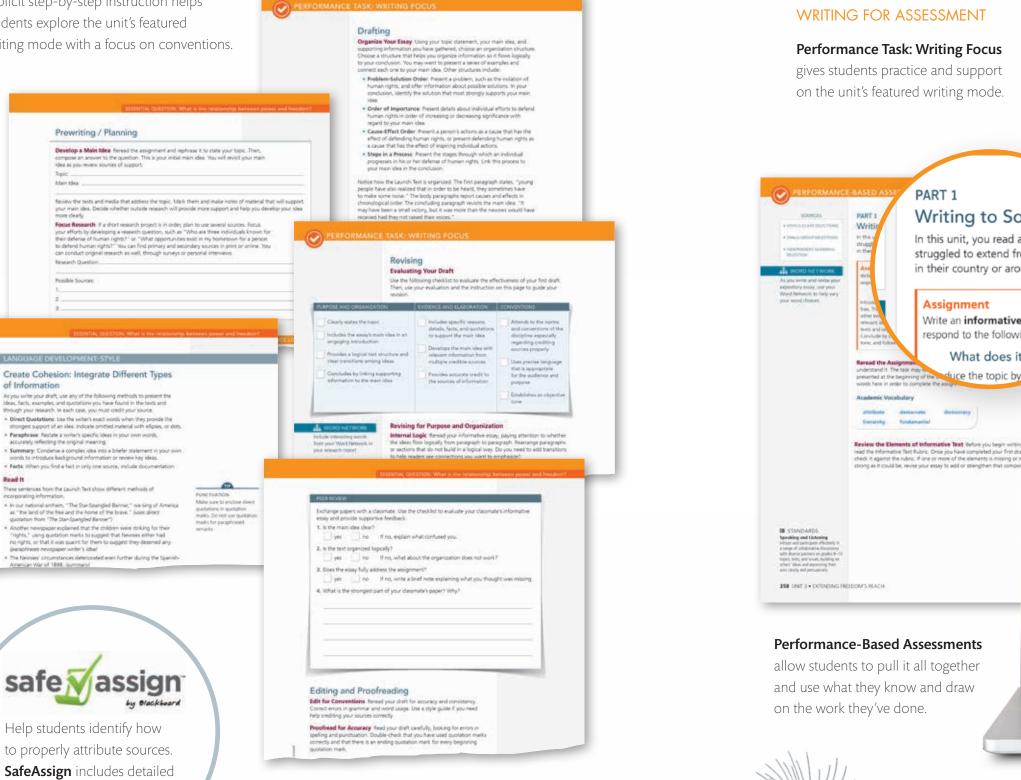
WRITING TO SOURCES

Short, focused projects encourage students to use evidence and do research to support their claims.

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r first thoug	o, and the Launch Text as you his about the meaning of fre "be free" ?		
	Δ		
/			
	NDING FREEDOM'S REACH		
		 Фине	

WRITING PROCESS

Explicit step-by-step instruction helps students explore the unit's featured writing mode with a focus on conventions.



PEARSON ESSAYSCORER

PART 1

Assignment

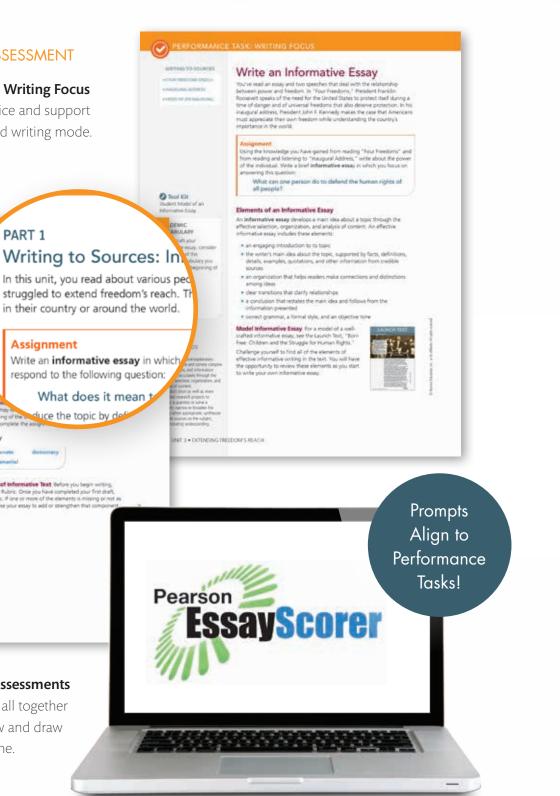
where Test Rubric. Once you have completed your first draft

duce the topic by de

How do you grade more writing? EssayScorer automatically scores students' essays, provides instant feedback, and saves you time! You can use ours or create your own.

originality reports!

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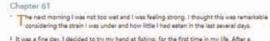


BUILD LITERACY, **BUILD CONFIDENCE**

Help students understand texts and apply knowledge so that they become confident learners. Integrated literacy instruction and strategies let students make meaning of texts, develop language skills, express themselves effectively, and build content knowledge.

MAKING MEANING

Students Make Meaning through first- and close-read routines and by analyzing author's craft and structure.



Pearson allest 20 to School

from Life of Pi

🗅 Background 🛔 Author 🔳 Standards

► co 11.35 40 mmb

Unit 2 Survival > Small Group Learning: from Life of Pl

I it was a fine day. I decided to try my hand at fahing, for the first time in my iffe. After a presidest of three biscuits and one can of water, I read what the survival manual had to say on the subject. The first problem arose: bait, I thought about it. There were the dead animals, but stealing food from under a tiger's nose was a proposition I was not up to. He would not realize that it was an investment that would bring him an excellent return. I decided to use my leather shoe. I had only one left. The other I had lost when the ship sank.

I crept up to the lifeboat and I gathered from the locker one of the fishing kits, the knife and a ket for my catch. Richard Parker was lying on his side. His tail jumped to life when I was at





Having borrowed the book

The entire participial phyase functions as an adjective: It modifies a noun or pronoun in the sentence.

Catching the ball quickly, Sam helped make a double play.

Like a participial phrase, an absolute phrase features a participle and includes its modifiers, objects, or complements. However, an absolute phrase always features a noun (or a phrase acting as a noun) that functions as the ubject of the participle

Our pencils sharpened

An absolute phrase modifies the entire sentence. Our pendils sharpened, we were ready to take our test.

Read It

amples of these phrases as a group, if you have a ood grasp of the concep splain them to others. If our group is still having

culty, consult with you

COLLABORATION TIP uses the definitions are

> In each item from or about "Ufe of $P_{\rm t}$ " identify the participle(s). Then, identify the phrase in which each participle appears as either a participial phrase or an absolute phrase. 1. Tears flowing down my cheeks, I egged myself on until I heard a cracking sound. I unwrapped the fish carefully, keeping a hand pressed down on it, fully aware that it would by to jump away... loded out of the water, tugging on the line.

LANGUAGE DEVELOPMENT

Students grow their understanding of words and syntax with Language Development activities in concept vocabulary and conventions practice tasks.



Speaking and Listening		
Assignment Working independently, deliver a marter choose an occupation', such as cather, in mechanic, multiplet, or office scotter. If	susse, lewyer, firefighter, plumber,	Speaking an
 Sketch a rescription of the active, a spotally characterize someover in the 4 Using place description, present a si- your choice figure. 	thrudes, and activities that is encogation	give students culminates in
* At the and of your narrative, briefly thrancher with one of Chalcer's the	Compare or contract your	
 Sketch a Description: Twis about the that typity your subject to example, a firstighter even while on darp¹ What e party and why? Consider the overall on descentry this in contemporary society 	Hut type of uniform does a spugment would the firefighter greation you want to create of the	oral presenta
2. Write the Naturalize Vinte the events of a day or the life		
 Compare and Contrast () as the Knight of the Cook. Th similar to and otherest from t 		
Interactive and From Chavlar's	Comprehension Chec	
 Present the Narrative Act needed. As you speak, use ap 	Complete the following items after	
dear pronunciation, and 5. Evaluate the Preventation	1.00	
preventation, liden attantive the one shown to analyze the	 As stated in the 24, how many pl free way to Canterbury? 	igons dues Chauser ensurier at the Taland Inn on
PROVIDENTIAL CONTRACTOR OF		
Rate such statement on a spile (demonstrated occupitionally to		
The resolution and class and	 How is the Heaman stressed and in 128-1107 	shaf does he carry, eccording to the iteralit in lines
Dis species compared and Discourses		
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Dia geolee made eye can prompicieller,		From The Canterbury Tale
	A, ithe seals in lines 408-418 ins	w w/
		RESEARCH
	3. Which red of a vorker is the Po	Research to Clarify Choo
	A C Resebuce to confirm y	that detail. In what way does the poem?
	RESEARCH	
	Research to Clarify Choose at	
	that detail, in what way does the the poen?	CONTRACTOR CONTRACTOR CONTRACTOR
	Research to Explore Conductive English society of Chausers day.	Research to Explore Con English society of Chaucer's of
	Sector Address of	English society of Chaucers
and the second se		

EFFECTIVE EXPRESSION

Effective Expression activities deepen students' understanding with opportunities to share their learning through written and oral projects.

KING AND LISTENING

king and Listening activities and Performance Tasks tudents practice with collaborative group work that nates in the Performance-Based Assessment resentations.

RESEARCH

After every selection, students have an opportunity to do short, targeted research to clarify and explore. Additional long-term research work is gathered in the **Evidence Log** or Integrated Notebook for the end-of-unit Performance-Based Assessment.

fy Choose at least or way does the informa

ore Conduct resear haucer's day.

ACCESS TO LEARNING

Our job as teachers is to build students' confidence and help them succeed. myPerspectives helps you personalize the learning experience for each student.



2 LEVELS OF TEXT AVAILABLE FOR EACH READING

Accessible Leveled Texts help students access on-level readings.

A BIG Plus: myPerspectives+

myPerspectives+ provides hundreds of additional resources to help extend and support learning for ALL students. Differentiate instruction, add lessons, fill skills gaps, and provide additional practice for writing, research, speaking and listening, and more!

Support, Engage, and Extend Learning

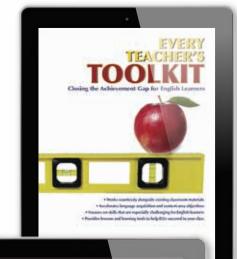
- Digital Library with 140+ eBooks
- 200+ Trade Book Lesson Plans
- Graphic Organizers
- 70+ EssayScorer Writing Prompts
- Writing Rubrics
- Interactive Writing and Research Lessons
- Interactive Whiteboard Lessons
- Interactive Speaking and Listening Lessons
- Writing and Research PowerPoint[®] Presentations
- Reading Skills and Literacy Analysis Worksheets
- Academic Vocabulary Interactive Lessons
- Word Study Worksheets
- Spanish Writing Worksheets
- 240+ Grammar activities, practice lessons, and tutorials
- Grammar Worksheets in English and Spanish
- Common Core Companion Standards Practice

realize,

ACCESS ONLINE

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STUDENT-CENTERED







EXTEND SUPPORT TO ENGLISH LANGUAGE LEARNERS

Create positive and affirming experiences for each student. *my*Perspectives helps you make the necessary accommodations for varying levels of English proficiency.

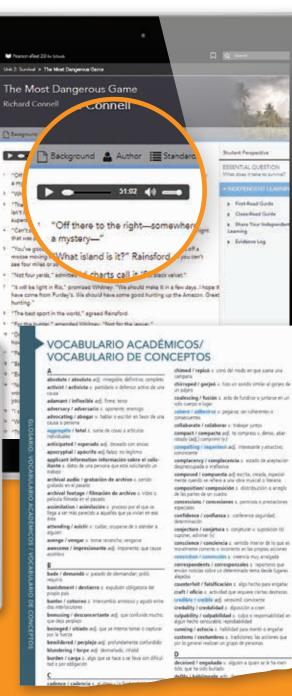
SELECTION AUDIO

English Language Learners can access selection audio in the Interactive Student Edition and via BouncePages in the Write-in Print Student Edition.



GLOSSARY TERMS

Defined at point of use in English and Spanish audio



Concept and Academic **VOCABULARY** defined in Spanish

o hombre de Hanuki Murakami empieza con una introducción del nanador y rat, Tamado el "séptimo hombre", puesto que es el Otimo de un grupo de sete em Introtor. No hay explica ción sobe este proyo. Su toterio solo se poede adivinar de Instana que cuenta el segtimo hombre y por el entorno. si misina empleza en la infancia del septimo honbre, en una p a sentra en la relación da amistali con un mína el que se reliere n que el namador, y fidgli, fecesitado del apoyo y la protección talenta anístico que el nemolor adimia. tre, un inmensio tifun polyea la suddad. No se espeta que la torment o l'a amenada, aní que el manador y sio familia se integram en sa a le Sa Austes Auteo, Caundo la país la tormente, el namador vels kon l'al un que toda la casa familia con el iniente. Dura más de la reage había mientecido al Regré a la conta y no paíse chipidamente International de la casa, persando por encienta, el viento se del lintorna de viento, ya que la formanció que senia seguro sen-glasa, al namado se encuentra a M. con us perso, y los dos a en la casa da formenta y en la dada, observan la estrat tra la breva. El numbor tuente de reparts elevenon la estrat de la casa. hober hecho, y huye en på -----Highlighted and annotated **TEACHABLE MOMENTS** for English Learners ENGLISH LANGUAGE SUPPORT LESSON The Seventh Man Analyze Craft and Structure Author's Choices: Order of Events Objective Students will learn to describe a sequence of events using a watery of words and ntence structures JUMP START duce these other words that show time last, afterward, subsequently, when, before, before long, as soon as, later, finally Tail students to falser as you describe the following order of events. My there? Also came to my house. Then we waiked to the pizza shop. Then we played soccer: Then we went home. ince one more time to show a different roce To challenge students, have them rewrite the Auk students for their evaluation of the sentences, Point out that your description and the word then many times to describe sequence. Auk *How can use put more carefy into our anguage when we're* tailing about sequence of events? Possible response: When the sky began to change the wind began to how and the rail began to beat against the house. Remind students that when they read, it's important to pay attention to the order of events. The order of events presented in the story may not be the order in which the events actually happened. Stories can fish back and Sinh forward. TEACH Display this sample sentence: First, the sky began to shange. Next, the wind began to how and the rain began to For example, read aloud the following events from "The Seventh Man." beat against the house. a. The Seventh Man is telling his story. Ask students which words indicate the order of b. K. was swept off by a wave Next, display the second sample sentence. Point out that it's a variation of the first sentence. c. The Seventh Man got past his guilt. Ask students in what order the events are told in After the sky began to change, the wind the story, (a, b, c) Then ask in what order the events happened. (b, c, at Point out that the events are told in that order because "The Seventh Man" is a frame began to houl and the rain began to beat quernet the house. tory-a story within a story. In "The Seventh Man, Ask students which word tells about the order of the nerrotor is telling his story, which occurred at an marker time. Compare the sentences with students. Both sentences convey the same order of events, but use shifterent words. First, next, and after are words that help show sequence, or order Practice and Application Support students as they complete the Analyze Craft and Structure activity in the Student Edition Point out that the word and shows two events happening simultaneously. The wind began to how and the rain began to beat against the house

El Septimo Hombre

English Language **SUPPORT LESSONS** for additional instructional opportunities

STUDENT-CENTERED



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Perspectives ELD Companion

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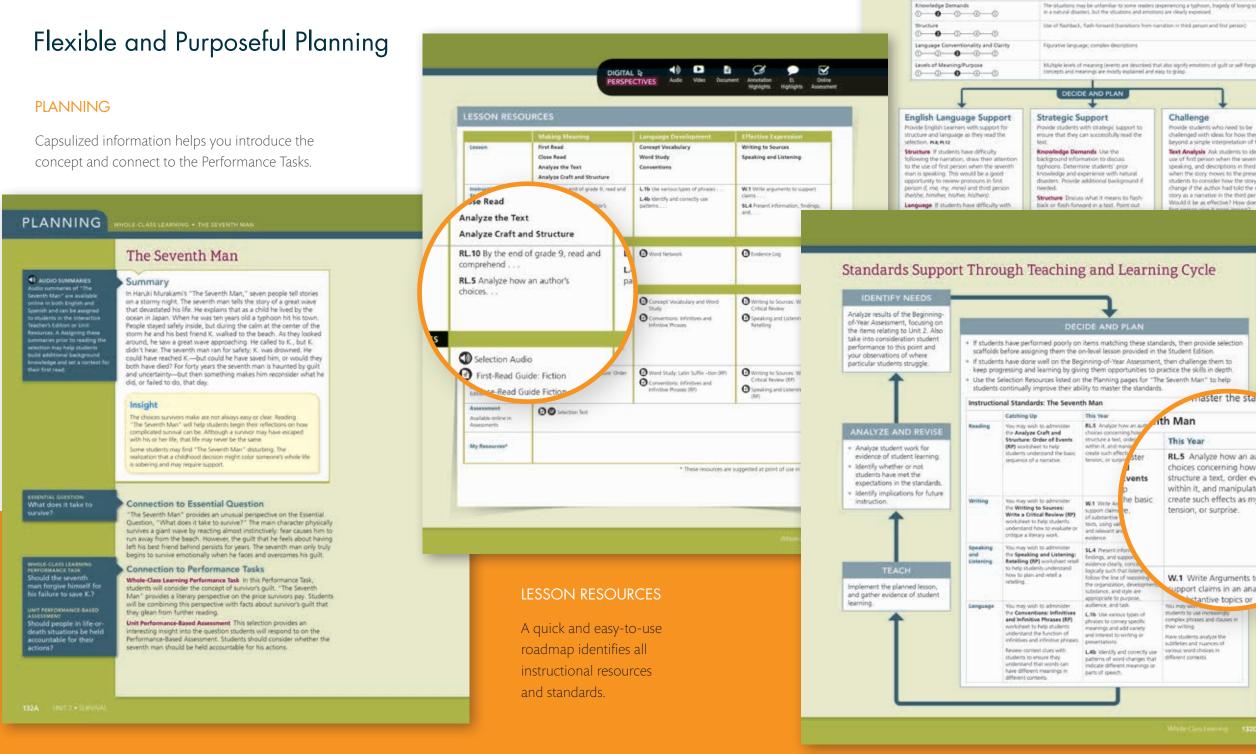
ASK ABOUT ELD COMPANION

This additional resource helps students get to grade level with English Language Development support.

- Combines independent, self-paced, and teacher-led instruction
- 9 Levels of Interactive Readers to accelerate reading performance
- 3000+ texts in the digital library for independent reading
- Library books available in over 46 languages

PLAN EASILY, TEACH EFFECTIVELY

Every classroom is different and diverse. myPerspectives helps you manage varying needs, learning styles, and language levels. Be an instructor, facilitator, and advisor.



FLEXIBLE | MEANINGFUL

Editable Lesson Plans and Curriculum Maps Available!

Text Complexity Rubric: The Seventh Mar

PERSONALIZE FOR LEARNING

Reading Support

ntitative Measures Lexile: 910 Text Length: 5,860 work Qualitative Measures

Challenge

hovide 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 identify the peaking, and descriptions in the sevents man peaking, and descriptions in third person when the story moves to the present. Ask tudents to consider how the story would change if the author had told the man's. story as a nanative in the third person Nould it be as effective? How does using

aster the star

th Man

RL5 Analyze how an author's choices concerning how to structure a text, order events

within it, and manipulate time create such effects as mystery, tension, or surprise.

Looki Have stu

begingi the frame impact o whole.

W.1 Write Arguments to upport claims in an analysis lectantive topics or students to use increasings complex phrases and clauses in their wilting. Have students analyze the subtleties and nuances arious word choices in different contexts

STANDARDS SUPPORT

Standards-based teaching and learning build student mastery.

PERSONALIZE FOR LEARNING

Text Complexity Rubrics help you personalize reading support.

MORE WAYS TO CONNECT

THE

HUNGER

SUZANNE Collins

Constant of

Am Malala

THE GIRL WHO STOOD UP FOR COUCATION

AND WAS SHOT BY THE TALLEAD

GEORGE

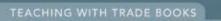
ORWELI

GAMES

The Art of Teaching with Trade Books

*my*Perspectives helps you build a high-quality trade book library. Select favorite authors, titles, print books, and eBooks.

- 2-3 trade book suggestions per unit
- Trade book lesson plans for 200+ titles
- Lexile® levels 520L to 1490L
- 140+ full-length eBooks and excerpts
- Use your own trade books with agnostic resources and customize using Pearson Realize[™]—upload, assign, and create!



UNIT 2: Survival

Integrating Trade Books
These titles provide students with another perspective on the topic
electron.
Departing on your objectives for the unit, as well as your students
reach, you may objective for the unit, as well as your students
reach, you may choose to integrate the title atto the unit is several
ways, including.

Supplement to the self-form illestative student the unit is
applement to the self-constant activities.

Supplement to the self-constant activities.

Subplement to the self-constant activities.





Trade Book Lesson Plans Trade book lesson plans for The Hunger Games, The Call of the Wild, and Lord of the Times are available online in mathematiches



Current Events

Bring relevance and excitement to the classroom with the latest news, authentic voices, and engaging real-world stories. *Listenwise* public radio stories provide:

- Compelling nonfiction media that connects teaching and learning to current events
- Daily news, relevant topics, and lesson resources for ELA, Social Studies, and Science
- Multimodal learning where students practice and develop critical listening skills

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Hundreds of program-agnostic resources in one place save you time and let you customize lessons to meet the needs of each learner.

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Engaging Tutorials, Interactive Lessons, and More



Content-Area Literacy Connections

Selections, topics, and Essential Questions provide real-world connections to social studies, math. science, and the arts.

> **CROSS-CURRICULAR** PERSPECTIVES

notes in the Teacher's Edition make connections to different content areas.

CROSS-CURRICULAR PERSPECTIVES

Math Challenge students to write math questions based on the numerical information in "The Cost of Survival." Possible questions might include:

What percentage of the national park rescues in 2012 were caused by risky decisions?

rescue of the family in the sailboat? Tell students that they must know how to answer any questions they write. Once students have vetted their own questions, have them exchange guestions with a partner and challenge their

What was the average cost per mile for the

partner to answer the questions correctly.

JNIT 2

What does it take to survive?

CROSS-CURRICULAR PERSPECTIVES

Science The seventh man mentions in paragraphs 42 and 43 that after K. was swept away by the wave, he had recurring nightmares about the event that involved K. dragging him into the wave or pulling him underwater. Nightmares can be common after an event that causes anxiety and trauma. Have students conduct research about recurring nightmares and create a bulleted list addressing the following questions:

- · What is the difference between nightmares and recurring nightmares?
- What causes recurring nightmares?
- What treatment exists for recurring nightmares?
- . What might the seventh man have been able to do to resolve his nightmares?

Should people in life-or-death situations be held accountable for their actions?

123

Have volunteers share their responses with the class.

CROSS-CURRICULAR PERSPECTIVES

Social Studies Other British polar explorers include Robert Falcon Scott, Brian Blessed, Ann Daniels, Martin Frobisher, Jonas Poole, Hugh Willoughby, and Edward Adrian Wilson. Have students select one of these explorers and learn more about their life and exploits. As a class, have students debate how the achievements of the explorer they researched compare to those of Shackleton.

Home-Connection Letter

Foster support for learners outside of the classroom. A Home-Connection Letter for each *my*Perspectives unit provides information on what students are working on and a summary of the following:

- Unit Topic and Essential Question with suggested talking points
- Selection titles, author, and genre that will be read
- Performance Tasks and Performance-Based Assessment
- The standards covered in the unit

Perspectives" Conexión con el hogar Lo más destacado de la Unidad 2: Supervivencia

Oneridas familias:

En esta unidad, los estudiantes investigarán qué hace falta para sobrevirir. Pensarán acerca de los costes físicos y emocionales de la supervivencia. Los estudiantes leerán varios textos, escucharán un podeast y verán un video. Con todo ello analizarán la Pregunta Esencial de la Unidad.

PREGUNTA ESENCIAL:

Los estudiantes trabajarán con todo el grupo de clase, en pequeños grupos y de forma independiente para contestar la pregunta ¿Qué hace faita para sobrevivie? Dé a su estudiante la oportunidad de seguir hablando sobre la supervivencia en casa.

HABLELO CON SU ESTUDIANTE

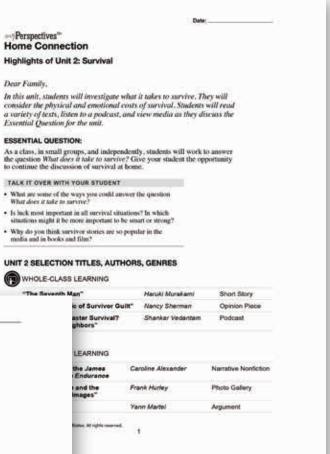
- · (De qué formas podrias contestar la pregunta ¿Qué hore falta para sobremm
- ¿Juega la suerte el papel más importante en todas las situaciones de supervivencia? ¿En qué situaciones podría ser más importante ser listo o fuerte?
- (Por qué crees que las historias de supervivencia son tan populares en los medios, los libros y las películas?

TÍTULOS, AUTORES Y GÉNEROS DE LAS SELECCIONES DE LA UNIDAD 2

0	APRENDIZAJE CON TODA LA CLA	SE	
-	"El séptimo hombre"	Haruki Murakami	Cuento
	"La lógica moral de la culpa del superviviente"	Nancy Sherman	Artículo de opinión
	"¿La clave de la supervivencia en las catástrofes? Amigos y familia"	Shankar Vedantam	Podcast
•	APRENDIZAJE EN GRUPOS PEQU	EÑOS	
	"El viaje del James Caird" fragmento de El Endurance	Caroline Alexander	Narración no fico

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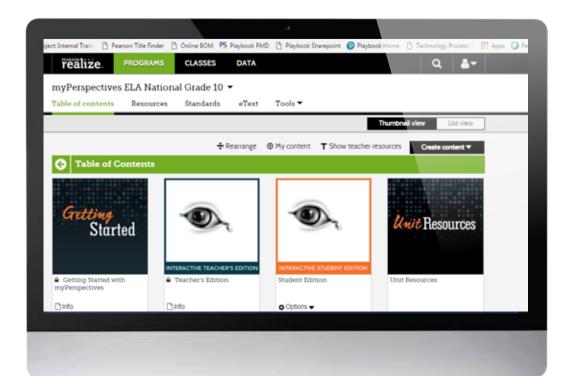
DIGITAL AND MANAGEABLE

We live in a digital age. How do we use technology effectively to meet clear teaching goals? myPerspectives simplifies using digital resources, assessments, and data.

Realize the Potential

PEARSONREALIZE.COM

This powerful online management system offers flexibility in planning, teaching, learning, progress monitoring, and assessing.



MAKE IT YOUR OWN

Manage and customize the myPerspectives curriculum on PearsonRealize.com.

- Rearrange content
- Add links to online media

- Upload your own content Edit resources and assessments



GOOGLE GLASSROOM AND DRIVE INTEGRATION

Share supported content from Realize with your classes. Add links from your Google Drive directly into your lessons. Find Instructions. Resources. and Assessments at point of use.



Meaningful Mastery | A 75% Data! average score on assessments Key Assignment Class Average TRACK STANDARDS MASTERY Progress | Completion on assignments & assessments. Click on a fair to see information by stadents Instant access to student 88% and class data shows average assignment completion standards mastery on Key Completed Asug assessments, online Class Average activity, and progress.

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ASSESSMENTS BRING PERSPECTIVE



*my*Perspectives helps you establish a balanced assessment system. Know where students are and see where gaps occur, so you can help them achieve more.

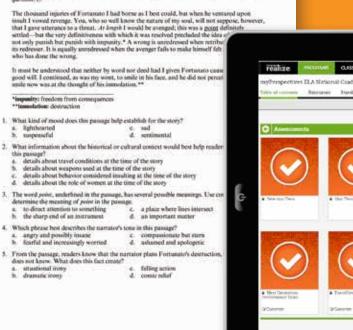
BEGINNING-OF-YEAR TEST

- Diagnose students' familiarity with skills and standards
- Includes multi-part response questions

Grade 9 Beginning-of-Year Test

MULTIPLE CHOICE

Real this pumage from "The Cash of Amontilladu" by Edgar Allan Poe. Then, answer the following



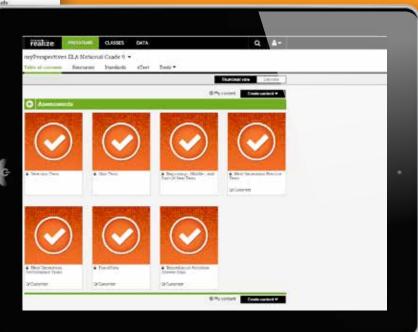
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SELECTION TEST

- Monitor mastery of the skills and standards taught in each selection
- Includes questions in selected-response format

MID-YEAR AND END-OF-YEAR TEST

- Assess students' mastery of skills and standards at the halfway point and at the end of the year.
- Mid-Year Test allows for remediation. If taken online, remediation is automatically assigned.



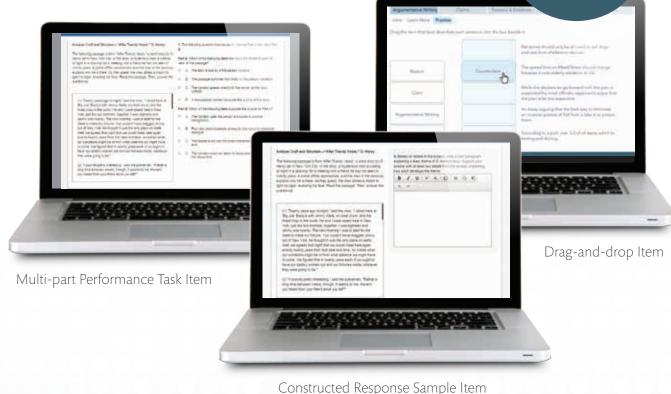
UNIT TEST

- Assess all skills and standards taught within the unit
- Provide remediation-if taken online, remediation is automatically assigned
- Includes two parts: Selected Response and Performance Task
- Includes questions that mimic next-generation assessments

NEXT-GENERATION TEST PRACTICE

Program-agnostic tests give students practice with technology-enhanced and enabled items. Let students experience the features and functionalities of next-generation assessments.

- Two distinct, multi-part Performance Tasks
- Four authentic passages that are leveled
- Drag-and-drop, selected-response, and constructed response items
- Multiple-answer selected response with Part A and Part B questions where students give their answers and then cite text evidence
- Real-world Performance Tasks that cover a range of standards and reflect the rigor and expectation for complex thinking



FLEXIBLE | MEANINGFUL

EXAMVIEW® TEST GENERATOR

- Access all program test banks
- Customize assessments quickly and easily



Technology-Enhanced Items

INSTRUCTIONAL RESOURCES

WRITE-IN PRINT STUDENT EDITION -

- · Allows students to write directly in their text
- Perforated and three-hole punched pages make it easy to place into binders or hand work in
- BouncePages app connects directly to multimedia
- · Standards are identified
- Selection pages allow students to access unit opener videos, audio, and media selections using the Pearson BouncePages app
- Independent Learning selections are referenced in print and available online

INTERACTIVE STUDENT EDITION -

- Next-generation interactive eText makes learning come alive
- Point-of-use interactive graphic organizers, selection audio, student modeling videos, multilingual glossary, footnotes, annotation tool, multimedia selections, and an inline notebook
- Includes all selections in the Write-in Print Student Edition as well as the Independent Learning Selections

PRINT TEACHER'S EDITION

- Hardcover, single volume for all grades
- Standards are at point of use
- Includes Student Edition pages with reference to digital assets at point of use and Personalize for Learning notes for differentiation
- Lesson Resources planning page, Text Complexity Rubrics, and Teaching and Learning Cycle loop

INTERACTIVE TEACHER'S EDITION

- Next-generation Teacher's Edition includes all features of the Interactive Student Edition
- Standards are at point of use
- Lesson Resources planning page, Text Complexity Rubrics, and Teaching and Learning Cycle loop
- Teacher modeling videos
- Author notes with professional development
- English Language support lessons and teaching notes
- Downloadable resources when you need them
- Accessible Leveled Texts for each selection

Comprehensive Assessments and In-Depth Data to Drive Instruction



PEARSONREALIZE.COM

- Single sign-on online management system
- All digital resources, instruction, and assessments
- Standards support and resources
- Flexible class management tools

UNIT & SELECTION RESOURCES

TRADE BOOKS -

- Unit-Aligned trade books, 2-3 suggested titles per unit
- Digital Library with 140+ titles
- Trade Book lesson plans for 200 titles

*my*PERSPECTIVES+

- · Comprehensive teacher resource center
- · Program-agnostic content, lessons, worksheets, tutorials, practice, and activities

AUDIO SUMMARIES

- Assignable resource includes English and Spanish text and an audio summary of each selection.
- Available at point of use in the Interactive Teacher's Edition eText

SELECTION RESOURCES

- On-level and reteach/practice versions for all learner levels
- Referenced in the Teacher's Edition
- Assignable/printable/downloadable from Pearson Realize[™]
- Embedded at point of use in the Interactive Teacher's Edition

UNIT LEVEL ANSWER KEY

Includes answers for:

- Selection Worksheets
- Analyze the Text Questions
- Comprehension Check Questions

ENGLISH LANGUAGE SUPPORT LESSONS

- Additional instruction for every selection
- Digital lessons referenced in the Teacher's Edition
- Embedded and downloadable lessons in the Interactive Teacher's Edition

HOME CONNECTION LETTERS

- English and Spanish
- One letter per unit

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Construction of the same

ELD Companion Also Available Additional Support for

English Language Development