



myPerspectives[®]
ENGLISH LANGUAGE ARTS

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ENGLISH LANGUAGE ARTS

There was a reason—or maybe hundreds of reasons—why you wanted to be a teacher. Whether it’s your love of learning, your creativity, or the opportunity to be a part of the “aha” moments, teaching is your craft. *myPerspectives*[®] from Savvas Learning Company makes it easier for you to do what you do best. We know that one size does not fit all, so with *myPerspectives* you’ll find evidence-based strategies, flexible resources, and the right tools to:

Bring Students In

Get Students Going

Keep Students on Track

Let Students Explore, Share, and Grow

“With today’s rapidly changing classroom, digital technologies, and workplace literacy demands, we need a new way of teaching English that taps into students’ cultural and linguistic assets, that engages them as meaningful participants in classrooms, that develops their identities as powerful academic readers and writers, and that exposes them to diverse literature and nonfiction texts.”

— Ernest Morrell, Ph.D.
myPerspectives author



Evidence-Based, Proven Student Growth

- Students using *myPerspectives* demonstrate significantly higher ELA proficiency rates after just one year of implementation.
- *myPerspectives* meets ESSA’s “Moderate” evidence criteria and has shown a significantly positive effect on student outcomes.

To learn more, visit [Savvas.com/myPerspectives](https://www.savvas.com/myPerspectives)

Student-Centered Design

Each unit has an intriguing theme and is aligned to a thought-provoking *Essential Question*. Relevant texts allow students to see themselves reflected in the stories and bring their lived experiences into the classroom. Students learn from each other, develop and share their own perspectives, and become critical thinkers, listeners, and communicators as they begin to understand the broader conversation and explore the world they live in.

Literature That Speaks to Students

Immerse your students in powerful texts and media that they will actually WANT to read as they make connections with the characters, content, and authors.



See the entire Grade 6-12 Table of Contents



ALL GREEN

myPerspectives® has earned top marks for Comprehension through Texts, Questions, and Tasks and Teacher and Student Supports from the new EdReports 2.0 Review Tools! Read more at EdReports.org



Student Voice and Engagement

Make everyone feel a part of the conversation. *myPerspectives* supports you in creating a classroom that encourages student voice, presents multiple perspectives, provides students with choices in how they learn, and builds collaborative learning spaces where students work together.

Essential Question

Thought-provoking questions spark curiosity and bring students into the conversation.

ESSENTIAL QUESTION

What makes a hero?

Beowulf is the starring character in the epic poem that bears his name. In one of the most famous contests between good and evil in literature, Beowulf defeats both the brutal Grendel and Grendel's mother. As the conquering warrior, Beowulf is unquestionably heroic. However, there are many forms of heroism that do not involve fighting monsters. As you read, consider the characteristics that make people heroic. You will work with your whole class to explore how heroes are made.



First Thoughts

Choose one of the following items to discuss.

- What aspect of the story do you find most interesting?
- Do you think the narrator is relatable? Is it important to be "fly" on the first day of school?

First Thoughts

Students' ideas are valued as they share what they find important or interesting about what they've just read.

Sharing Perspectives

Discussion prompts challenge students to think deeper and more critically about texts as they bring their own voices and backgrounds to the conversation.

SHARING PERSPECTIVES

Discussion Prompts These optional prompts are a starting point for great discussions. Preview the questions, and consider sharing with the class as they build insight about "The Medicine Bag."

- You may want to assign a prompt in addition to or as a replacement to the questions in First Thoughts.
- Alternatively, you may want to display all the prompts and have students decide which ones they'd most like to discuss.

Judging Others What impact do stereotypes have on the characters in this story and in real life? Do you think Martin and Grandpa understand each other? To what extent do you think older and younger people understand each other? Explain your ideas.

Maturity How does this story highlight both positive and negative aspects of growing up? Do you think those pros and cons are universal? Discuss the significance of the "right time" in the story.

How do you know when it's the "right time" to do something, such as take on a new role or accept new responsibilities? Explain.

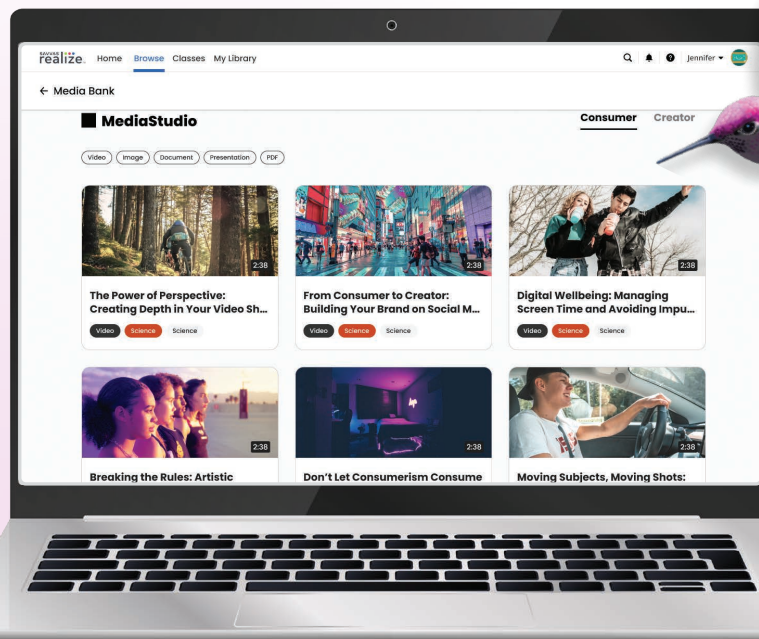
Heritage What does Martin learn about his heritage over the course of the story? How does this knowledge change him? Do you think knowledge of one's heritage is important, or should we only look to the future? Explain and support your thinking.

Media Studio

Groundbreaking units guide students through analyzing and creating media projects.



Learn more about developing savvy consumers and producers.



Activate, Engage, and Customize!

You are the expert, and *myPerspectives* gives you relevant, ready-made content to connect with every student. The award-winning Savvas Realize® learning management system makes it easy to enhance and personalize learning experiences.

LESSON OVERVIEW

OBJECTIVES AT A GLANCE

Objective	Related Standards
PREPARE TO READ/READ • Identify characteristics of a personal narrative and narrator's tone. • Read and comprehend literary non-fiction.	RI.4 RL.10
BUILD INSIGHT • Determine a central idea of a text. • Create mental images.	RI.2 RL.10
ANALYZE AND INTERPRET • Analyze the impact of word choice on tone. • Conduct short research projects.	RI.4 W.7
STUDY LANGUAGE AND CRAFT • Use punctuation correctly. • Clarify the meaning of unknown and multiple-meaning words.	L.2 L.4
SHARE IDEAS • Use precise, descriptive, and sensory words to enhance writing. • Adapt speech to a variety of contexts and tasks.	W.3.d SL.6

PACING AT A GLANCE

Activity	Days
PREPARE TO READ/READ • Learn About Genre: Personal Narrative • Concept Vocabulary • Create Mental Images • Selection Text	1
BUILD INSIGHT • First Thoughts • Summary • Analyze • Exploring the Essential Question	1/2
ANALYZE AND INTERPRET • Close Read • Inquiry and Research • Language and Tone	1/2
STUDY LANGUAGE AND CRAFT • Concept Vocabulary • Word Study: Multiple-Meaning Words • Dashes and Ellipses	1
SHARE IDEAS • Writing: Story Scene • Speaking and Listening: Pop Talk	1

ANALYZE AND INTERPRET pp. 56-57

Close Read

Inquiry and Research: W.7

Language and Tone RI.4

MONITOR PROGRESS

Exit Ticket: Language and Tone RI.4

OPTIONAL RESOURCE

Reteach and Practice (RP): Language and Tone RI.4

ADDITIONAL RESOURCES

TEACHER

- Customizable Presentation
- Customizable Lesson Plan

STUDENT

- Close Read Guide: Nonfiction
- Evidence Log
- Word Wall

RESOURCES KEY

- Activities
- Books / Readers
- Practice
- Video / Audio
- Assessment
- Teacher Support
- Presentations
- Program Resource

STUDY LANGUAGE AND CRAFT pp. 58-59

Concept Vocabulary L.4

Word Study: Multiple-Meaning Words L.4

MONITOR PROGRESS

Exit Ticket: Multiple-Meaning Words L.4

OPTIONAL RESOURCE

Reteach and Practice (RP): Multiple-Meaning Words L.4

SHARE IDEAS pp. 60-61

Writing: Story Scene W.3.d

MONITOR PROGRESS

Exit Ticket: Dashes and Ellipses L.2

OPTIONAL RESOURCE

Reteach and Practice (RP): Dashes and Ellipses L.2

Mini Lesson: Dashes and Ellipses L.2

Grammar Tutorial L.2

Speaking and Listening: Pop Talk SL.6

OPTIONAL RESOURCE

Conversations and Discussions SL.6

MONITOR PROGRESS

Selection Text: Comprehension and Vocabulary

MONITOR PROGRESS

Selection Text: Comprehension and Vocabulary

MONITOR PROGRESS

Selection Text: Comprehension and Vocabulary

Lesson Overview

Easily plan with pacing, objectives, skills, standards, resources, and more at your fingertips.

Editable Lesson slides make it easy for you to customize and project for classroom presentations.



- Rearrange lessons
- Upload your own resources
- Create and assign playlists
- Integrate with your district's learning management system
- Share content with other teachers, access student data, and more
- Optimize instruction with the new Teacher Assist panel and presentation mode
- Assign lesson resources easily with the new *Slide Sorter* view
- Utilize *Performance Analysis* reports that allow for quick grouping



Take a closer look at flexible digital resources on Realize.



Includes AI-powered SavvyWriter by Savvas & Plagiarism Checker!

Scan to
View a Sample!



Language Lab Teaching Guide and Student Skills Practice Workbook

This additional resource helps your learners access *myPerspectives* content and build the language skills needed to be successful in the core lessons for Vocabulary/Word Study, Genre/Text Elements, Author's Craft, and Conventions.

myPerspectives LANGUAGE LAB • GRADE 8

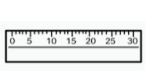
Concept Vocabulary

Supports Student Edition pages 218, 227


SET OBJECTIVE: Say: This lesson will build your knowledge of the Concept Vocabulary words in "Harrison Bergeron."

TEACH: Help students understand the meanings of the Concept Vocabulary words: *calibrated, symmetry, synchronizing*


- Display these images for students, which are provided on the Language Lab slides. Then, discuss each image and how it relates to its caption. (The ruler is calibrated; the butterfly shows symmetry; the dancers are synchronizing their movements.)
- Build students' familiarity with the Concept Vocabulary words by discussing the related words.
- Then, connect to students' background knowledge by asking: *What equipment at home or school is calibrated?* (Possible responses: measuring cup; protractor) *What items in our classroom show symmetry?* (Possible responses: a chair; a set of windows) *What art forms or sports require synchronized movements?* (Possible responses: dance; tai chi)



calibrated: marked in units of measurement



symmetry: when two sides of something match



synchronizing: occurring at the same time, such as movements

Related Words

calibrate	symmetrical	synchronize
calibration	asymmetric	synchronization

ADDITIONAL SUPPORT
IF students need more help understanding the meanings of the words, THEN have them click on the words in the digital text to look up the meanings in their home language(s).

PRACTICE
Distribute or assign the student activity page for this lesson. Have students complete the activity according to the level of support needed.

- Proficiency Level 1: Practice A
- Proficiency Level 2: Practice B

UNIT 1 • Harrison Bergeron 9

Teaching Guide

Includes interactive instructions for what teachers may want to say or do as they guide students through lessons.

myPerspectives LANGUAGE LAB • GRADE 8

Name _____ Date _____

Concept Vocabulary

These activities go with Harrison Bergeron, Student Edition pages 218, 227.

PRACTICE A

Each sentence contains a Concept Vocabulary word. Indicate if the sentence correctly or incorrectly uses each vocabulary word.

- The wall clock was **calibrated** to show hours and minutes.
 correct incorrect
- To create **symmetry**, the artist made one side of the sculpture round and other square.
 correct incorrect
- The skaters worked on **synchronizing** their movements to the music.
 correct incorrect

PRACTICE B

Read each sentence. Fill in the blank with the appropriate Concept Vocabulary word.

calibrated
symmetry
synchronizing

- Mom weighed the carrots on a scale _____ in ounces and pounds.
- _____ the time on electronic devices is done via satellite.
- To create _____, the decorator placed one chair on each side of the window.

myPerspectives Language Lab • Harrison Bergeron 9

Student Skills Practice Workbook

The Skills Practice Workbook is an optional printed workbook for students to practice skills.

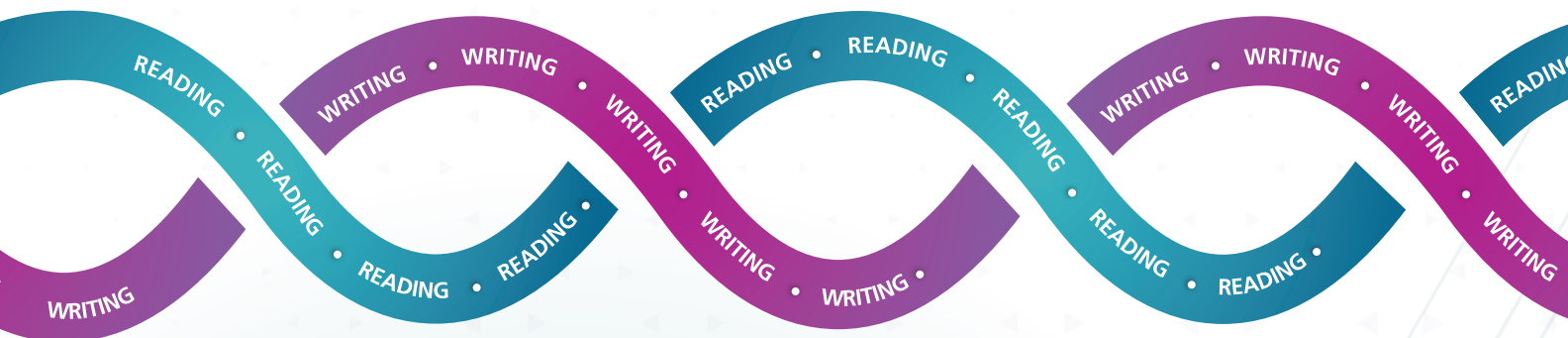
Additional Supports:

- Reading Strategies
- Comprehension Checks
- eText Translation Tool
- Audio Recordings
- Bridge Texts
- Multilingual Glossary
- Annotation Tool and Notebook Summaries
- Background and Author Information
- Close Read Notes
- Newcomer Skills Development and More!

Developing Skilled Readers and Writers

Reading and writing are reciprocal. As students develop reading skills, they transfer those skills to the writing arena, and vice versa. This integrated approach ensures that students become confident and skilled communicators.

BACKGROUND KNOWLEDGE	VOCABULARY	LANGUAGE STRUCTURES
<p>Background knowledge helps students contextualize the material they are about to read with:</p> <ul style="list-style-type: none"> • Unit Introduction Videos • Selection Background • Media Connections • Listenwise® Current Events Podcasts • Hook & Inspire Multimedia Connections • Digital Library Background Connections 	<p>Vocabulary builds reading stamina and decreases the amount of effort students need to navigate through a text with:</p> <ul style="list-style-type: none"> • Concept Vocabulary with Multilingual Glossary • Concept Vocabulary Strategies and Practice • Online Language Coach • High-Utility Word Lists • Word Study Lessons • Word Wall • Fluency minilessons and cold reads • Spelling tutorials 	<p>Authors employ their own style that often adheres to language structure, but sometimes breaks the rules. <i>myPerspectives</i> helps students understand an author's craft using:</p> <ul style="list-style-type: none"> • Mentor Text Models • Online Language Coach • Word Study Lessons • Author's Craft Lessons • Focus on Sentences • Create Coherence • Spotlight Teacher's Edition Notes



ESSENTIAL QUESTION	MULTIGENRE PRACTICE	MENTOR TEXTS
<p>Sparking curiosity with thought-provoking questions brings students into the conversation in an informal, low-stakes way. Writing to the Essential Question will help your students to:</p> <ul style="list-style-type: none"> • Share their initial thoughts on a unit's theme • Participate more fully in class discussions • Develop a perspective to share with others • Prepare for the Performance Task 	<p>To write better, students need to write more. In each unit, students write in a variety of genres, both informally and formally, to build confidence and share their perspective. Genres include:</p> <ul style="list-style-type: none"> • Panel Discussion • Digital Presentation • Free-Verse Poetry • Monologue • Narrative Essay • Informational Report • Radio Feature 	<p>Mentor Texts give your students a chance to read like a writer! Each unit opens with a text that is written in the same mode as the Writing Performance Task and the Performance-Based Assessment. Mentor Texts:</p> <ul style="list-style-type: none"> • Are short and accessible to most students • Spark interest from the very beginning of the unit • Contain key elements of the writing mode, author's craft, and conventions of writing • Serve as writing models in the Writer's Handbooks

Aligned
to the
Science of
Reading

VERBAL REASONING

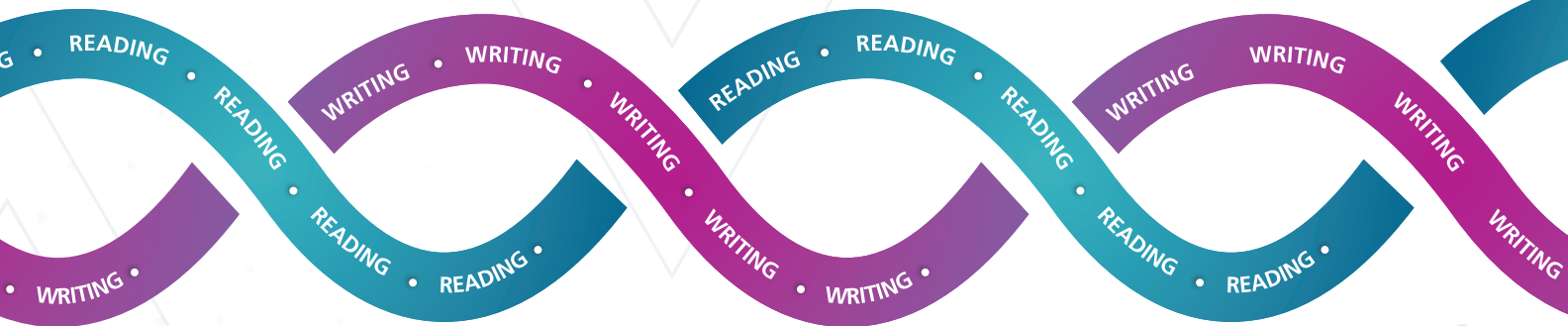
Verbal Reasoning skills help students make meaning and think closely about what they are reading. In *myPerspectives*, students will develop these skills which will result in better retention and greater comprehension. These skills are developed through:

- Reading Strategies
- Whole Class Discussion
- Small Group Collaboration
- Close Read Notes

LITERACY KNOWLEDGE

Not all literature is the same! *myPerspectives* provides multiple genres, including multigenre and multimodal texts, and helps students gain knowledge about genres through:

- Anchor Charts
- Multigenre Units
- Author's Craft Study
- Learning About Genre Lessons
- Literacy Skills Lessons



THE WRITING PROCESS

Students learn to write as they write to learn, making the process just as important as the outcome. Writing resources include:

- Step-by-Step Writer's Handbook
- Writing Minilessons
- Grammar Minilessons
- High-Stakes Test Prep
- Timed Writing Practice
- Rubrics
- Models showing various score points

FORMAL WRITTEN ASSESSMENT

Students independently demonstrate their learning through culminating Performance Tasks. Formal written assessment opportunities are:

- Writing Performance Task
- Writing Performance-Based Assessment
- *SavvyWriter by Savvas*

Foundational Skills Support

For striving readers who need more help, *myPerspectives* provides additional instruction and activities on Realize with the **Foundational Skills Center**, which includes:

- Word Study Center
- Fluency Center
- Spelling Center
- Phonics Tutorials

Evidence-Based Writing

Writing is more than an academic exercise; it's a tool for understanding, communicating, and creating. In *myPerspectives*, writing support is embedded throughout each unit and instruction is explicit, guiding students step-by-step through the writing process.

SHARE IDEAS

Writing

One narrative technique that authors often use is **dialogue**, which provides the exact words that characters speak in a story. The words the characters use and how they say them can reveal a lot about their personalities and their relationships.

Quotation marks (" ") are used to set off the spoken words.

Assignment

Reread paragraph 64 of the story. Imagine that the narrator and his father break their silence and have a conversation. Write a **dialogue** showing what they say. Think about these questions as you develop the event and the characters' experiences:

- What do the characters talk about?
- How do the characters' words reflect their personalities and experiences?
- What aspects of the father-son relationship become more clear through dialogue?

Remember to use quotation marks correctly.

Use New Words

Refer to your **Word Wall** to use new vocabulary you have learned. Also, try to include one or more of these vocabulary words in your writing: *stunned, paralysis, doubt, unexplainable, instinct, intense*.

Reflect on Your Writing

PRACTICE Think about the choices you made as you wrote. Also, consider what you learned by writing. Share your experiences by responding to these questions.

1. Was it challenging or easy to write in the voice of each character? Explain.
2. Which lines of dialogue do you think reveal the most about the characters and their experiences?
3. **Why These Words?** The words you choose make a difference in your writing. Which words did you specifically choose to make the dialogue interesting and expressive?

STANDARDS

Writing

- Write narratives to describe real or imagined experiences or events using effective descriptive details and well-chosen event sequences.
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

Speaking and Listening

- Use appropriate eye contact, appropriate volume, and clear pronunciation.
- Adapt speech to a variety of contexts and tasks.

24 UNIT 1 • CROSSING GENERATIONS

WRITER'S HANDBOOK

Here is a snapshot of the contents of the Writer's Handbook that follows. You may wish to guide students toward the sections that will help them most.

Planning and Prewriting

- Discover Your Topic: Freewrite!
- Structure Your Narrative: Make a Plan

Drafting

- Read Like a Writer—Drafting Model
- Coherence and Craft

Revising

- Read Like a Writer—Revising Model
- Take a Closer Look—Revision Checklist

Editing

- Read Like a Writer—Editing Model
- Focus on Sentences—Pronoun-Antecedent Agreement
- Focus on Capitalization and Punctuation—Capitalization: Proper Nouns; Punctuation: Dialogue

Publishing and Presenting

- Integrate Media

Responding to Texts

Students read content-rich texts and deepen their knowledge by responding to questions and completing activities that require them to analyze, evaluate, cite evidence, do research, compare, and share their ideas.

PERFORMANCE TASK

Write a Personal Narrative

A **personal narrative** is a true story about a meaningful event in which the writer communicates a message about their life.

Assignment

Write a **personal narrative** that answers this question:

What experiences helped you see how people of different generations can influence one another?

Include details about a conflict you faced and the reasons the experience was important. Use the elements of personal narratives in your writing.

Use Academic Vocabulary

Try to use the unit's academic vocabulary words in your narrative: *dialogue, consequence, perspective, notable, contrast*.

WRITING CENTER

Visit the Writing Center to watch video tutorials and view annotated student models and rubrics.

ELEMENTS OF PERSONAL NARRATIVES

Purpose: to share a real-life story that is meaningful to you

Characteristics

- first-person point of view, with you as the narrator
- a clear focus on a specific experience
- a conflict, or problem, related to the experience
- characters and settings that are real people and places
- reflection on the deeper meaning of the experience
- narrative techniques, such as dialogue, pacing, and description
- standard English conventions

Structure

- a well-organized structure that includes
 - an engaging beginning
 - a chronological sequence of events
 - a strong ending, or conclusion

STANDARDS

Writing

- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-chosen event sequences.
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Provide a conclusion that follows from and reflects on the narrated experience or events.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

42 UNIT 1 • CROSSING GENERATIONS

Performance Task

Students synthesize their learning and share their perspectives on the unit texts, topic, and the *Essential Question*.

Anchor Charts

Visual charts break down the characteristics and structure of genres in memorable and accessible ways.

Writing Center

Additional resources, such as interactive lessons, tutorials, videos, and graphic organizers, support student writing.

WRITER'S HANDBOOK PERSONAL NARRATIVE

Editing

Don't let errors weaken the power of your narrative. Reread your draft and fix mistakes to create a finished work.

Read Like a Writer

Look at how the writer of the Mentor Text edited an early draft. Then, follow the directions in the white boxes.

MENTOR TEXT

from Grandfather's Garden

After a few minutes, he stood up—with a little effort—and started shuffling back into the garden. Then he stopped, turned around, and gestured for me to join him. I followed him through his woodland of vegetation to the strawberry patch at the far end. There, the two of us munched until every one of those delicious strawberries was gone. Neither of us said much, nonetheless. I recognized that we were sharing a very special moment. I felt like I was finally connecting with my Grandfather.

We spent the remainder of the afternoon in the garden. In fact, I spent every afternoon that week in the glory of the garden with my grandfather. He told me the Names of all his plants and, with effort, showed us how to care for each one. He taught me the best types of soil to use for various species of fruits and vegetables...

Editing Annotations:

- The writer added a transitional phrase to show the passage of time.
- Correct two capitalization errors.
- Fix the incorrect pronoun-antecedent agreement.

Focus on Sentences

Pronoun-Antecedent Agreement Using pronouns in place of some nouns makes your storytelling sound more natural and your sentences less repetitive. Keep in mind that a personal pronoun must agree with its antecedent in person, number, and gender. For example:

Incorrect Person: *Quinn* know *you* have to obey speed limits.

Correct Person: *Quinn* know *they* have to obey speed limits.

PRACTICE Fix errors in pronoun-antecedent agreement in these sentences. Then, check your own draft for correctness.

1. Mom hesitated but agreed to drive us in your car.
2. She chose songs to sing based on whether it inspired her.
3. Mom loved singing at the top of your lungs.

EDITING TIPS

- Mark the antecedent and consider its person, number, and gender.
- Mark any pronoun that goes with the antecedent and make sure the person, number, and gender match.

50 UNIT 1 • CROSSING GENERATIONS

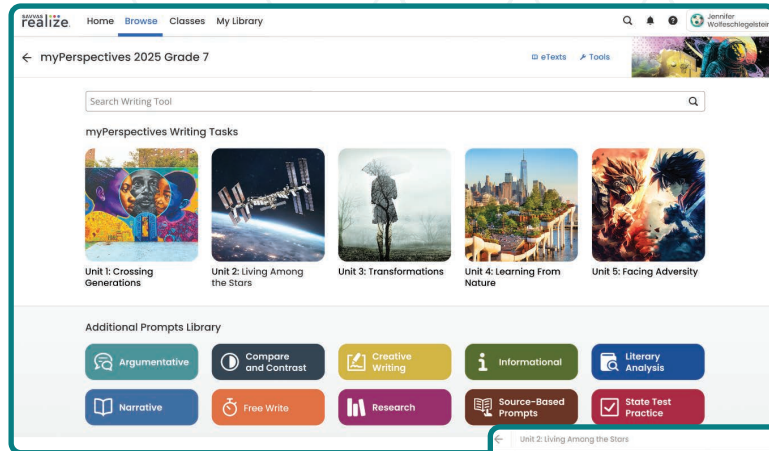
Writer's Handbook

This in-depth resource unpacks the writing process and includes instruction, examples, practice, minilessons, checklists, and more. Students can use this as a step-by-step guide or just reference what they need help with.

SAVVYwriter AI-Powered Writing Tool

by SAVVAS

SavvyWriter by Savvas gives students an interactive writing experience, with actionable feedback and engaging instructional support to help improve their writing skills.

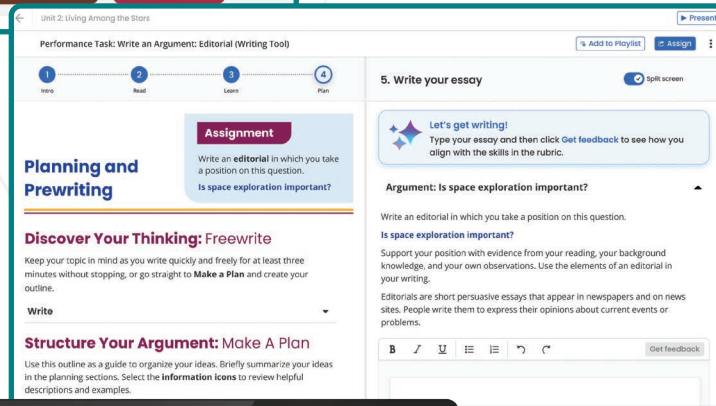


Prompt Library

You can choose questions from *myPerspectives* lessons, unit Performance Tasks, additional practice prompts, or create your own.

Intuitive & Easy to Use

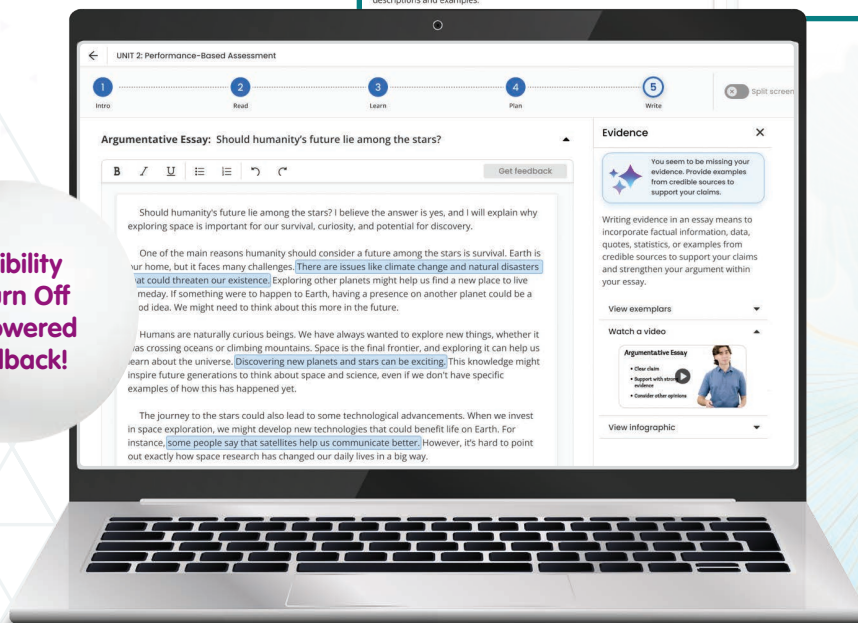
Interactive outlines and graphic organizers help students as they plan and prewrite. Split-screen view allows students to refer to the original sources and their essay as they write.



AI-Powered Feedback

Granular, in-the-moment, and meaningful feedback helps students focus on areas to improve. The coaching is actionable and goes beyond "click to fix" by showing students where and how to improve and includes multimodal activities such as tutorials and interactive lessons.

Flexibility to Turn Off AI-powered Feedback!



Responsive Supports to Differentiate and Deliver Instruction

Readiness Checks at the beginning of each skills lesson are informal and interactive and help you know where your students are, when they need help, and what to focus on.

ESSENTIAL QUESTION | What qualities help us survive?

Linear Plot Development

Plot is the sequence of connected events that occur in a story. These events are driven by one or more conflicts, which may be external, internal, or both. Plots follow specific stages:

- **Exposition:** characters, setting, and basic situation are introduced
- **Rising Action:** conflict starts with an *inciting incident* and begins to intensify
- **Climax:** conflict reaches its highest point of drama or tension
- **Falling Action:** tension in the story lessens
- **Resolution:** conflict ends, and remaining issues are resolved

In many stories, the order of these events is *linear*, meaning they follow a straight line through time. Other stories feature nonlinear elements, such as flashback or flash-forward, both of which present events out of time sequence.

Linear Plot Development

The story begins with the earliest event. Conflict is introduced.

Conflict intensifies as events happen in time order.

After the climax, the conflict is fully resolved.

PRACTICE Answer the questions.

- (a) **Analyze** What hints of conflict between Jerry and his mother appear in the story's exposition? (b) **Distinguish** What other aspects of the setting and situation that are important to the plot appear in the exposition? Explain.
- (a) **Analyze** What is the story's main conflict? (b) **Summarize** Explain the inciting incident that starts that conflict. (c) **Interpret** In what ways does that conflict include both external and internal factors? Explain.
- (a) **Analyze** What stage of the plot includes the details of Jerry's training? Explain. (b) **Interpret** What do these details show about the importance of the struggle Jerry faces? (c) **Analyze** At what point does the story's climax occur?
- Interpret** In the story's resolution, has the relationship between Jerry and his mother changed? Has that conflict ended? Explain.
- Compare** Doris Lessing could have used nonlinear devices to tell this story. For example, she might have had an adult Jerry relate this experience as a memory. Explain how the linear plot structure adds to the story's effect, including its suspense.

Through the Tunnel 25

POSSIBLE RESPONSES

PRACTICE

- (a) Jerry feels quilt over leaving her. She is being too protective of him. (b) It sets up the wild bay in contrast to the safe beach.
- (a) Jerry needs to prove he is no longer a child. (b) The local boys' shunning him because of his inability to swim through the tunnel. (c) External: his physical battle to swim through the tunnel; Internal: the need to prove he is no longer a child
- (a) The rising action does. (b) The details suggest how dangerous the task is. (c) It is when Jerry sees the light within the tunnel and realizes he has not reached the end.
- The conflict has ended because their relationship has changed—Jerry no longer needs to struggle against her.
- Student responses will vary.

Through the Tunnel 25

Linear Plot Development

1 CHECK FOR STUDENT READINESS

Take a Quick Poll Assess student readiness for the lesson by asking: *Do you prefer reading stories with linear plots or nonlinear plots?* Observe the discussion to gauge students' familiarity with the concept of linear plot development, and then use the following scaffolds to guide your teaching.

An Anticipate note for this skill appears in the side column of the selection.

2 DIFFERENTIATE

SUBSTANTIAL Begin by defining key words from the lesson: *plot, exposition, climax, resolution*. Provide examples of plot elements from stories students have read in class or from familiar movies. Then, move on to the lesson.

MODERATE Review the basic elements of plot. As you describe each plot element, call on students to provide examples from popular stories, films, or shows. Then, move on to the lesson.

EXTEND LEARNING Engage students in the lesson and provide quick review by calling on five volunteers to do a serial story-telling. Student 1 begins by making up a short exposition. Student 2 provides rising action, and so on. Then, launch into the lesson.

3 MONITOR PROGRESS

EXIT TICKET

To assess students' progress, administer the **Exit Ticket: Linear Plot Development**.

RETEACH AND PRACTICE If students need more practice, see **Linear Plot Development (RP)**.

CHECK STUDENT READINESS

- **READINESS CHECK** allows you to quickly gauge student knowledge of a skill.
- Use the results to determine the level of Skills Support needed.

DIFFERENTIATE

- **SKILLS SUPPORT** offers guidance for supporting all learners during the lesson and includes Substantial, Moderate, Light, or Extend Learning.

MONITOR PROGRESS

- **EXIT TICKETS** assess learning quickly and easily.
- **RETEACH AND PRACTICE** is available if students still struggle.



Your classroom, your expertise, your students. Teaching strategies in your hands make the difference.

DIFFERENTIATE Multilingual Learners

Reading Support multilingual students as they acquire additional concept vocabulary for their Word Walls.

SUBSTANTIAL Write the word *survivor* on the board and define it. Help students build fluency with the word by discussing the related words *survival* and *survive*. Then, use this sentence frame to

reinforce the word *survivor*. *We helped the survivors of the ____ by ____.* Repeat with the word *saved*, providing a new sentence frame.

MODERATE Confirm students' understanding of the words *saved* and *survivor* by asking them to sketch a situation that illustrates the words. Then, have students write a caption that uses both words.

Help students find additional words that relate to the concept of survival, as needed.

LIGHT Have students work in pairs to add words related to the concept of survival to their Word Walls.



Differentiate for Multilingual Learners

Multilingual Learner notes for Reading, Writing, Speaking, and Listening provide Substantial, Moderate, and Light suggestions for differentiating instruction.

Language Support Lessons, Language Lab, and Newcomer Skills Development available!

Differentiate for Text Complexity

Text Complexity Rubric: Through the Tunnel

Quantitative Measures: Lexile: 850L Text Length: 3,957 words

Qualitative Measures (1 = least complex; 5 = most complex)

KNOWLEDGE AND DEMANDS 1 ● 2 ● 3 ● 4 ● 5 ●	Story explores concepts common to adolescents: striving for independence, wanting to prove oneself, and accepting challenges that might be dangerous.
STRUCTURE 1 ● 2 ● 3 ● 4 ● 5 ●	Story follows a linear progression using a mix of sentence types. Main character's thoughts and dialogue are short and to the point, typical of adolescents. Narrative descriptions are more complex and descriptive.
LANGUAGE CONVENTIONALITY AND CLARITY 1 ● 2 ● 3 ● 4 ● 5 ●	Language and vocabulary are generally familiar and not complex, but often reflect another time period (probably the 1940s or 1950s).
LEVELS OF MEANING / PURPOSE 1 ● 2 ● 3 ● 4 ● 5 ●	Story has multiple levels of meaning, but concepts are not overly complicated or unfamiliar.

TEACHING IDEAS + ACTIVATORS

KNOWLEDGE DEMANDS

If students will need help understanding the setting of the story, then review the Background Note with students and ask them to scan the images that accompany the story. Encourage students to describe the story's setting in their own words. Ask an anticipatory question such as: What sort of conflict might the story's main character experience in this setting? Help students to imagine what challenges the story's setting might provide.

STRUCTURE

If the students are likely to need help with structure, then have students create a timeline of story events. Then, direct students to work in groups and identify quotes that indicate Jerry's feelings at each major event. Discuss how Jerry changes throughout the story. For example: Why does Jerry make faces to show off? How does Jerry's new goal differ from his original goal of fitting in with the older boys?

HOW CAN I SUPPORT MULTILINGUAL LEARNERS?

Lesson Preview

Introduce the beginning of "Through the Tunnel" to multilingual learners. Point out the words *shore*, *beach*, *boy*, *swimming*, and *sunbathing* in the first few paragraphs.

- Point out the images in the story, and describe how those words relate to the story's setting.
- Draw on students' knowledge and experience by having them share words from their first language that describe similar settings.

Vocabulary and Language Support
• Help students create and maintain a Word Wall. Periodically review the words with

Additional Teaching Support Notes:

- Vocabulary Development
- Grouping Opportunity
- Build Knowledge
- Sharing Perspectives
- Digital Perspectives
- How Language Works and more!

Text Complexity Rubrics provide quantitative and qualitative information to help you plan and modify instruction.

LITERARY ELEMENTS SPOTLIGHT

Imagery and Mood Read paragraphs 13 and 14 aloud as students close their eyes and create mental images of the scene. Explain that writers use language to help readers create mental images. They include sensory details and figurative language to bring a scene to life. This use of language is called *imagery*. Have students identify strong images and the descriptions from these paragraphs that helped them create the mental images. (Possible

response: The description of the "panic of failure," along with the simile describing his behavior "like a foolish dog," paint a vivid picture of Jerry flailing in the water.)

Point out that this image creates an emotional atmosphere, or mood—the feelings and responses that are evoked in readers. Ask students to share their emotional responses to the description. Have

them identify specific words and phrases that elicited those responses. (Possible response: The author creates a mood of shame and discomfort by comparing Jerry's behavior to that of "a foolish dog." His acknowledgment of the boys' judgment of him makes the reader feel pity for him, as well as the shame and discomfort he feels. The fact that he goes on to waggle his ears after realizing his position makes it even more uncomfortable and pitiful.)

Spotlight Notes help you focus on literary elements, grammar, media, writing, or test-taking.

Ask your Account Manager about additional intervention solutions connected to myPerspectives!

successmaker®

Grades 6-8

iLit
Inspire Literacy
Grades 6-12

Assessing to Improve Learning

Monitor students' progress and mastery with a comprehensive suite of assessments that informs your instruction. Formative and summative assessments provide timely opportunities to adjust teaching using evidence of learning needs.

MOMENTUM LITERACY (GRADES 6-8)



Adaptive Diagnostic Assessment

- Fully integrated with *myPerspectives*
- Get a clear picture of each student's unique learning needs
- Targeted instructional recommendations for each student
- Assignable, standards-aligned personalized resources

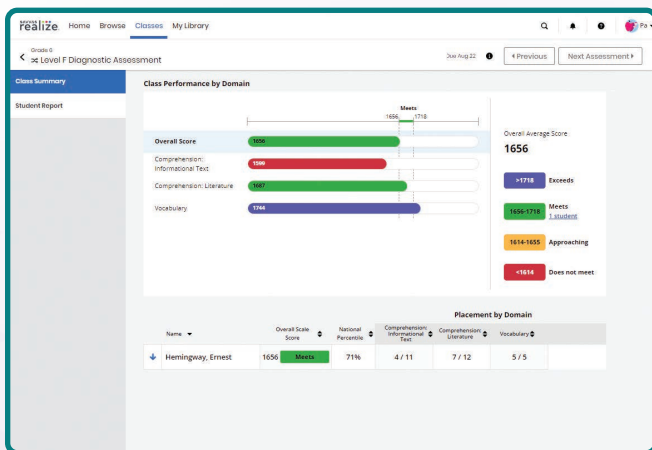
SELECTION LEVEL OPPORTUNITIES

Point of Use

- Comprehension Check, Reading Strategy, and Close Read responses
- Build Insight questions
- Skills instructional activities
- Monitor student comprehension and vocabulary acquisition

Exit Tickets

- Quick skills assessment in multiple-choice format
- Includes Reteach and Practice Selection Tests
- 10 multiple-choice questions
- Focused on comprehension and vocabulary



Exit Ticket: Diction, Syntax, and Mood (Online)

Which of the following best defines mood in a text?

- A. the feelings evoked by a text
- B. the attitude that the author or narrator takes toward a subject
- C. a literary style
- D. the author's word choices

Monitor Progress

- Exit Ticket: Diction, Syntax, and Mood
- Linear Plot Development (0/1)

Study Language and Craft

- Concept Vocabulary
- Word Study

Review Progress

Question 1 of 3

DATA AND REPORTING

Easily access Savvas Realize data to monitor student growth. Reports include:

- Class Mastery by Standards
- Student Mastery
- Average Mastery
- Progress by Student
- Standards Item Analysis
- Usage by Student



UNIT LEVEL OPPORTUNITIES

Performance-Based Assessments

- Writing Performance Tasks
- Quick Conference Teacher Notes
- Speaking and Listening Performance Tasks
- Student Choice Unit Projects

Unit Tests

- Monitor student understanding of texts read and skills taught in each unit
- Provide remediation, as needed

BENCHMARK OPPORTUNITIES

Beginning, Midyear, End-of-Year Tests

- Monitor mastery of standards at different checkpoints throughout the year
- Consult interpretation guides and assign remediation

HIGH-STAKES TEST PREP

Test Practice

- Multiple-choice, short-response, and timed writing activities
- Test Prep Banks in SAT[®] and ACT[®] formats
- SAT- and ACT-style questions embedded in high school Close Reads within the Student Edition

PERFORMANCE TASK

Write an Argumentative Essay

WRITING CENTER

Visit the writing center to watch video tutorials and view annotated student models and rubrics.

An **argumentative essay** is a brief nonfiction work in which an author presents a claim, or position, and supports it with reasons and evidence.

ASSIGNMENT

Write a well-structured and cohesive **argumentative essay** in which you state and defend a position on the following question:

To what extent should people in life-or-death situations be held accountable for their actions?

Support your ideas with evidence from your reading, background knowledge, and any research you may conduct. In addition, review the elements of argumentative essays and include them in your work.

TEST PRACTICE



THE VOYAGE OF THE JAMES CAIRD



THE ENDURANCE AND THE JAMES CAIRD IN IMAGES

Multiple Choice

These questions are based on "The Voyage of the James Caird," by Caroline Alexander, and the photo gallery "The Endurance and the James Caird in Images," featuring the photographs of Frank Hurley. Choose the best answer for each question.

- Which answer choice most accurately describes the purpose of each selection?
 - A) narrative: to provide an in-depth account of Shackleton's genius / photo gallery: to contrast reality with fictionalized accounts
 - B) narrative: to provide a detailed history of the expedition / photo gallery: to explain the story behind the story
 - C) narrative: to thrill readers with a true-life account of a historic expedition / photo gallery: to show the very real dangers the explorers faced
 - D) narrative: to explain the science behind navigation and seamanship / photo gallery: to provide a detailed timeline of events surrounding the *Endurance* expedition

Lifelong Literacy Learning

With *myPerspectives*, you'll find rigorous, research-based instruction, practical support, and purposeful activities that help your students develop real-world skills today and tackle the challenges of tomorrow.



Writing to Think Deeper

Students write to learn as they move through the unit and respond to the *Essential Question*, take notes in their *Evidence Log*, share their ideas through writing, and complete the Writing Performance Task.

- Informal and formal writing opportunities ensure that students are write daily.
- A *Writer's Handbook* in every unit provides step-by-step guidance through the writing process.
- Additional writing tools, including *SavvyWriter*, support students with AI-powered feedback, proper citation of sources, and a *Writing and Research Center* with tutorials, videos, and interactive lessons.



Sharing Through Speaking and Listening

myPerspectives gives students opportunities to learn from each other and provides guidance, support, and practice activities to nurture speaking and listening skills.

- *Listenwise*® current events podcasts, *Hook and Inspire* texts, and media connections engage students with multimodal content.
- Students share their ideas after every text and use evaluation guides, as well as their *Evidence Log* notes, to prepare for discussions.
- *Sharing Perspectives* discussion prompts help students look at texts from multiple lenses and talk about the stories from their own perspectives.



Prepare Students
for College and
Career Success!



Working Together

Collaboration is key in real-world scenarios, so *myPerspectives* creates space for students to learn how to work together.

- In *Peer-Group Learning*, students learn strategies for effective collaboration, such as setting ground rules and deadlines, creating schedules, and using accountable talk guidelines so that everyone feels included and respected.
- A Speaking and Listening *Performance Task* requires students to work effectively together to plan and deliver a presentation.



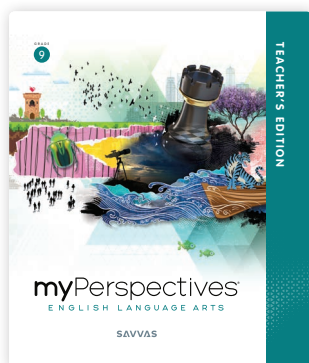
Transferring Skills

With *myPerspectives*, students become skilled readers, strong writers, effective speakers, good listeners, productive collaborators, critical thinkers, and empowered creators.

- *Unit Projects* allow students to share their learning their way using suggested multimodal formats or creating their own.
- *Compare Texts* enable students to build insight and develop higher-order thinking skills as they compare texts within and across genres. *Extended Studies* at Grades 11/12 provide college-level reading and writing projects to help students synthesize across texts.
- *Media Studio* projects also give students an opportunity to learn how to be savvy consumers and creators.

Flexible Formats & Comprehensive Resources

PRINT RESOURCES



Teacher's Edition

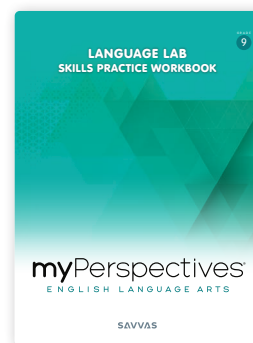


Student Edition

OPTIONAL PRINT RESOURCES



Language Lab Teaching Guide



Language Lab Skills Practice Workbook

DIGITAL RESOURCES on Savvas Realize®

Student Resources

- Student Edition: Interactive with Language Coach
- Student Edition: PDFs
- Student Edition, Bridge Texts, and Summaries: Audio with word-by-word highlighting and Translation Tool with access to 100+ languages, many with audio support
- Collaboration Center Modeling Videos
- Writing and Research Videos and Tutorials
- Skills Reinforcement Videos
- Learning Strategies Videos
- *SavvyWriter* by Savvas AI-Powered Writing Feedback Tool
- Plagiarism Checking Tool
- Graphic Organizers
- Interactive Minilessons for Grammar, Writing, and Word Study, and more

Differentiated Instruction

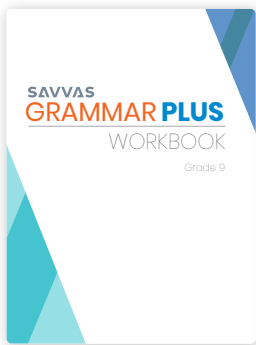
- Bridge Texts
- Text Complexity Rubrics
- Differentiated Instruction Notes
- Reteach & Practice Activities
- Grammar Plus Workbook
- Skills Centers: Grammar, Writing and Research, Collaboration, Speaking and Listening
- Foundational Skills Center: Word Study, Fluency, Spelling, and Phonics

Multilingual Learner Support

- Language Lab Teaching Guide
- Language Lab Skills Practice Workbook
- Language Support Lessons with Editable Lesson Slides
- Teacher's Edition Multilingual Learner Notes Aligned to WIDA®
- Multilingual Glossary in English, Spanish, and 13 additional languages
- Newcomer Skills Development PDF
- eText Translation Tool with access to 100+ languages, many with audio support

Teacher Resources

- Digital Teacher's Edition
- Lesson Presentation Tool
- Editable and Downloadable Lesson Slides
- 24/7 Professional Learning Resources including Chat, Tutorials, Webinars, and Modeling Videos
- Digital Library includes over 400 titles:
 - Background Connections
 - Digital Novels
 - Extra Reads
 - Novels Reading Guides
 - Shakespeare Shelf
 - Authentic Spanish Texts
 - World Literature Library
 - Book Club Study Guides
- Media Studio
- Hook & Inspire Texts
- Current Events Podcasts
- Discussion Board Prompts
- Home Connection Letters in English and Spanish
- Graphic Organizer Library
- Student Edition: PDFs



Grammar Plus Workbook

Assessment Resources

- Data Reports with Standards Mastery
- Selection Tests
- Exit Tickets with Remediation
- Beginning-, Mid-, & End-of-Year Tests
- Writing and Speaking and Listening Performance Tasks
- Performance-Based Assessments
- Unit Tests with Remediation
- Test Prep Banks (Gr 6-10)
- College Test Prep Banks (Gr 11-12)
- Student Choice Unit Projects
- Student/Class/School/District Reporting

OPTIONAL RESOURCES

SAVVAS **Momentum** ASSESSMENT SUITE



Grades 6-8

Each student entering your classroom is unique—with individual strengths and learning needs. Now you can easily diagnose student needs in a single class period with one quick, reliable assessment. *Momentum Literacy*, part of the *Savvas Momentum® Assessment Suite*, is available on the Savvas Realize® platform. It's designed to maximize the power of instruction by targeting each student's greatest opportunities for growth and pairing that data with aligned instructional resources.

successmaker® READING



Grades 6-8

SuccessMaker® Reading provides adaptive personalized instruction in comprehension, vocabulary, grammar, and foundational skills in an engaging, age-appropriate interface. The adaptive system adjusts to each student's performance in real time, providing educators with an up-to-the-minute view of student mastery of standards and overall growth.

iLit²⁰ inspireLiteracy



Grades 6-12

iLit20 provides adaptive personalized instruction that accelerates the reading proficiency and confidence of students with:

- Nonfiction adaptive readers
- Adaptive study plans in grammar, vocabulary, and spelling
- Adaptive foundational skills interventions

myPerspectives®

ENGLISH LANGUAGE ARTS

1EdTech-Certified
Integrate with
Top Learning
Management
Systems

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Books / Readers	Teacher Support
Practice	Presentations
Video / Audio	Program Resource

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