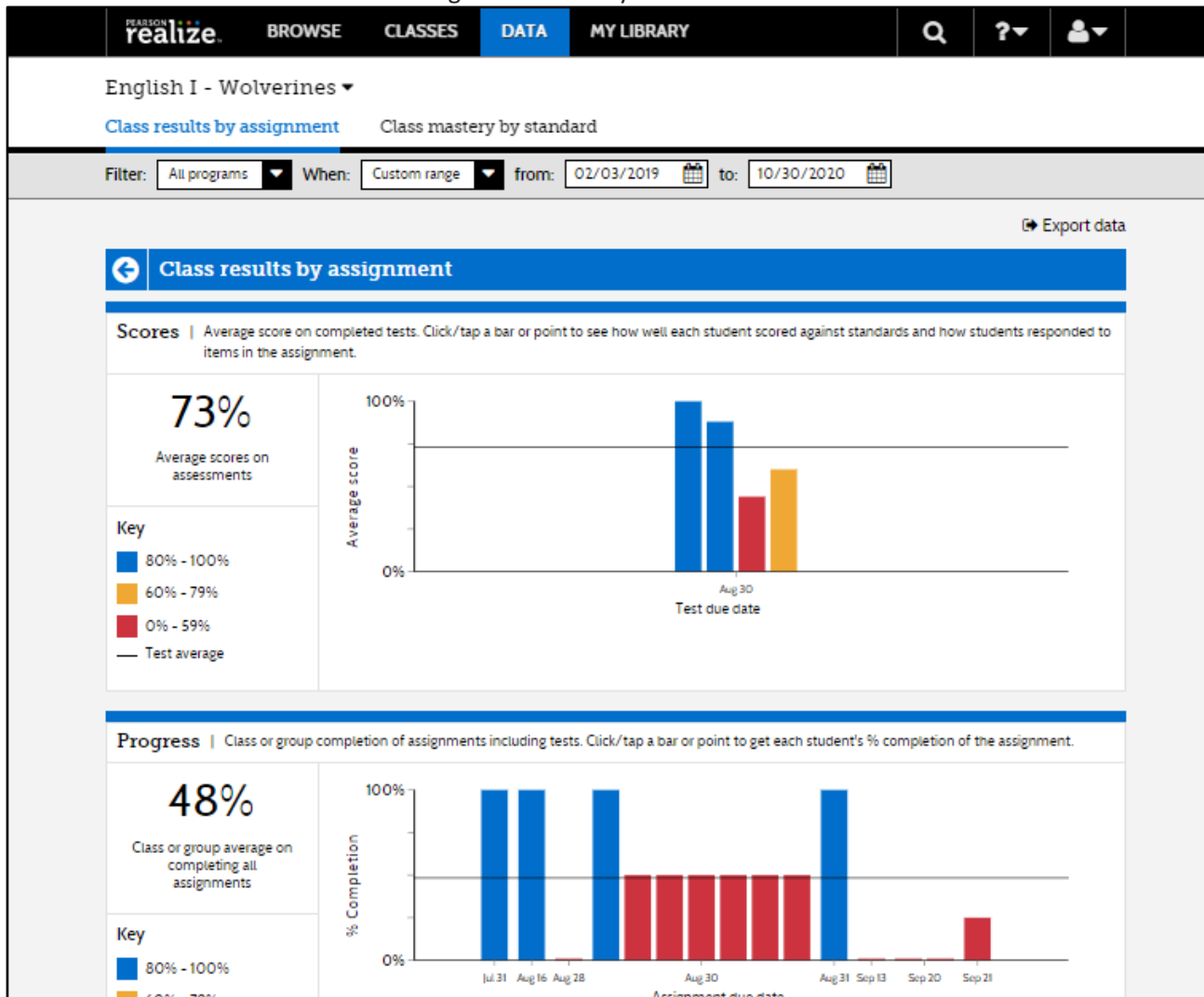


IMPLEMENTATION: 6.1. Materials provide support for teachers and administrators to monitor progress including how to interpret data and act on data yielded.

TRR Review: The materials contain formative and performance assessments that are aligned to and reference the TEKS. Materials provide guidance for teachers and administrators to monitor progress through the “Realize Online Assessment” and “Examview Assessment Suite”; data can be gathered and then synthesized through several report options; however, guidance is not provided for performance tasks. Assessments connected to the reading selections and tasks are provided. There is no guidance for administrators to interpret and act on data yielded.

Pearson *myPerspectives* RESPONSE:

Realize is the online platform for all Pearson digital programs and integrates content, assessment, and student data on a single platform. Through Realize Reports, administrators get an informed view of the district. District leaders can view learning data and analytics across schools in real-time.



Realize reports like Mastery, Item Analysis, and Performance Analysis reports enable administrators and teachers to interpret data and respond accordingly to student needs. Performance Analysis allows teachers to view a group of students who performed above or below a teacher entered threshold and assign extension and enrichment directly from this feature.

Answer Key and Interpretation Guide

- Go to Assessments.
- Navigate to this test.
- Click on the link to "Remediation."

TEST ITEM	ANSWER	OBJECTIVE	TEKS	DOK	REMEDiation PAGES
1	A	Linear Plot Development	9.6.C	2	Literary/Text Elements: Linear Plot Development
2	J	Denotative and Connotative Meanings	9.2.B	2	Word Study: Denotative and Connotative Meanings
3	A	Diction, Syntax, and Mood	9.8.F	2	Author's Craft: Diction, Syntax, and Mood
4	H	Non-Linear Plot Development	9.6.C	2	Literary/Text Elements: Non-Linear Plot Development
5	A	Character Development	9.6.B	2	Literary/Text Elements: Character Development
6	H	Make Inferences	9.4.F	2	—
7	A	Linear and Non-Linear Plot Development	9.6.C	3	• Literary/Text Elements: Linear Plot Development • Literary/Text Elements: Non-Linear Plot Development
8	J	Make Predictions	9.4.C	2	—
9	B	Argument: Supporting Evidence	9.7.E.ii	2	Literary/Text Elements: Claims, Appeals, and Supporting Evidence
10	F	Argument: Appeals	9.7.E.i	2	Literary/Text Elements: Claims, Appeals, and Supporting Evidence

3

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myPerspectives Texas English I ▾


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U1: Unit Test Part 1 (Online)

Skill and remediation activities

analyze characteristics of argumentative texts

 Literary/Text Elements: Claims, Appeals, & Supporting Evidence (REM)
Assign

 Literary/Text Elements: Claim, Evidence, and Audience (REM)
Assign

Should teachers wish to track data on Performance Tasks, teachers can create an online test activity with the prompts, and students can complete these online. Teachers can track data through these assignments. For Speaking & Listening Performance Tasks, teachers can record student presentations and take notes through Realize Scout, a digital online tool (available in Tools on Realize) that also includes reporting. Realize Scout is an observational assessment tool that helps teachers document student learning in a single, organized place giving teachers the ability to record, collect and organize student observations in the classroom.

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Realize Scout

Student Edition Table of Contents PDF

Student Edition Unit 1 PDF

Student Edition Unit 2 PDF

Student Edition Unit 3 PDF

Student Edition Unit 4 PDF

Student Edition Unit 5 PDF


Student Edition Tool Kit and Index PDF


Grade 10 Student Edition (Flip Book)

Grade 10 Teacher Edition (Flip Book)

Google Classroom

GETTING STARTED

 Assign Add to Playlist

 Teacher's Edition
Add to Playlist

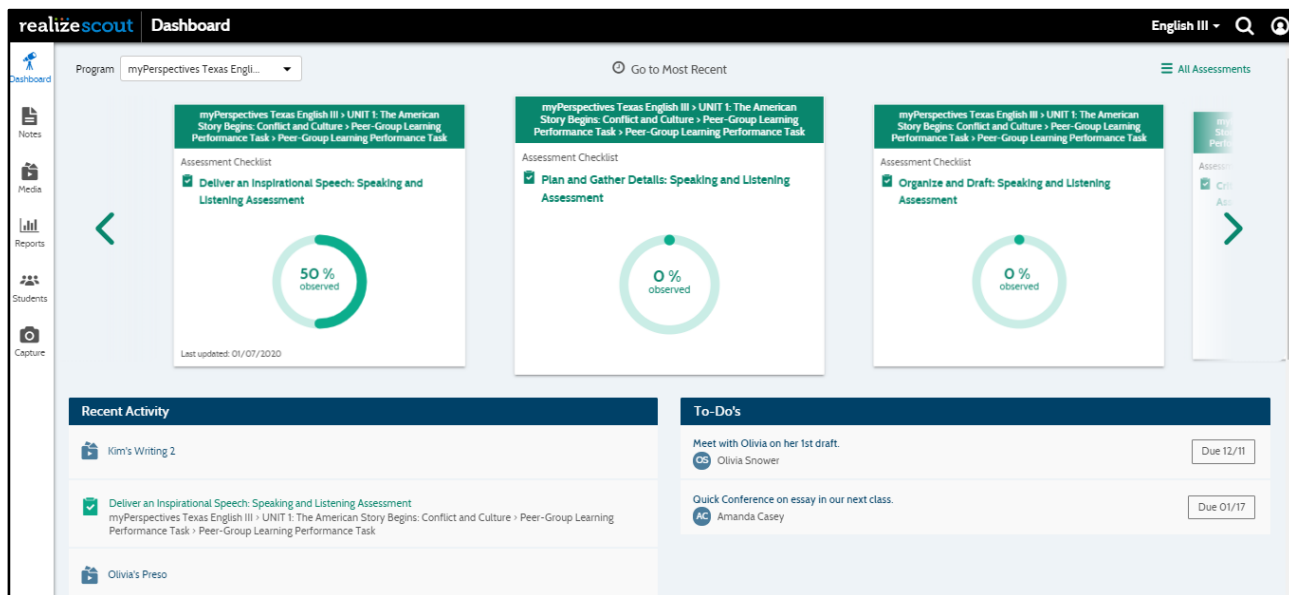
Thumbnail view List view

Create Content ▾

Rearrange

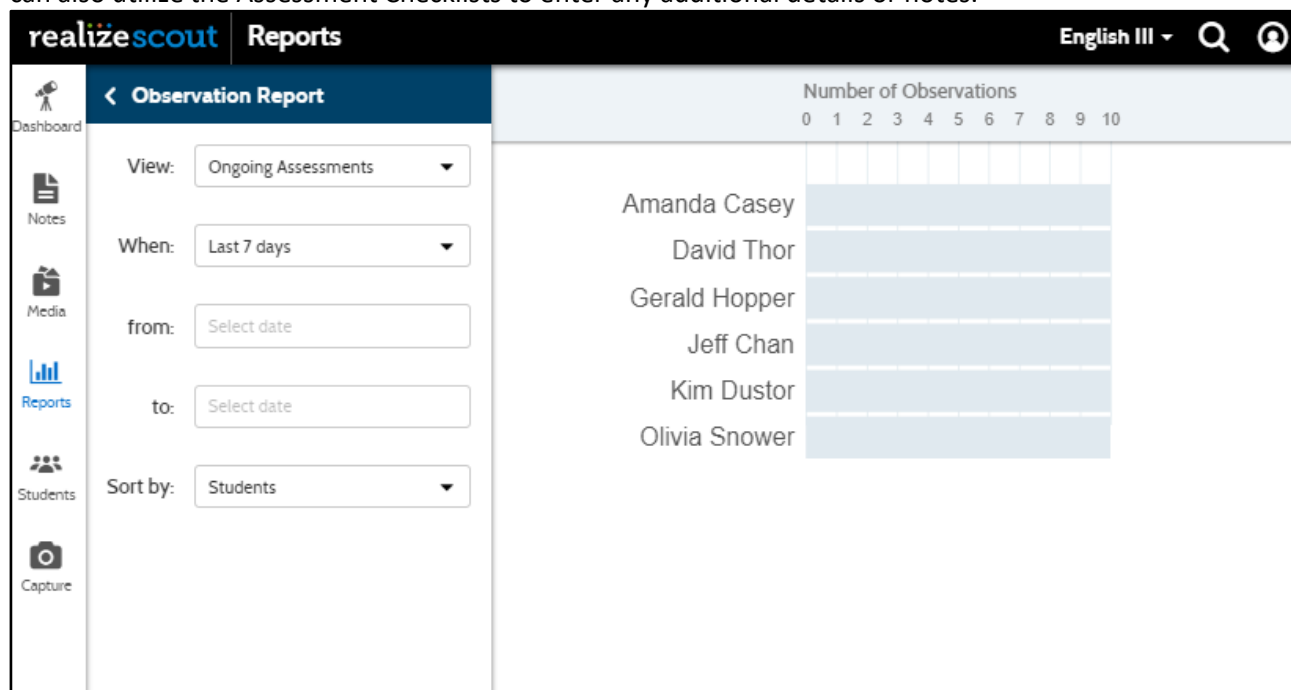
My Content

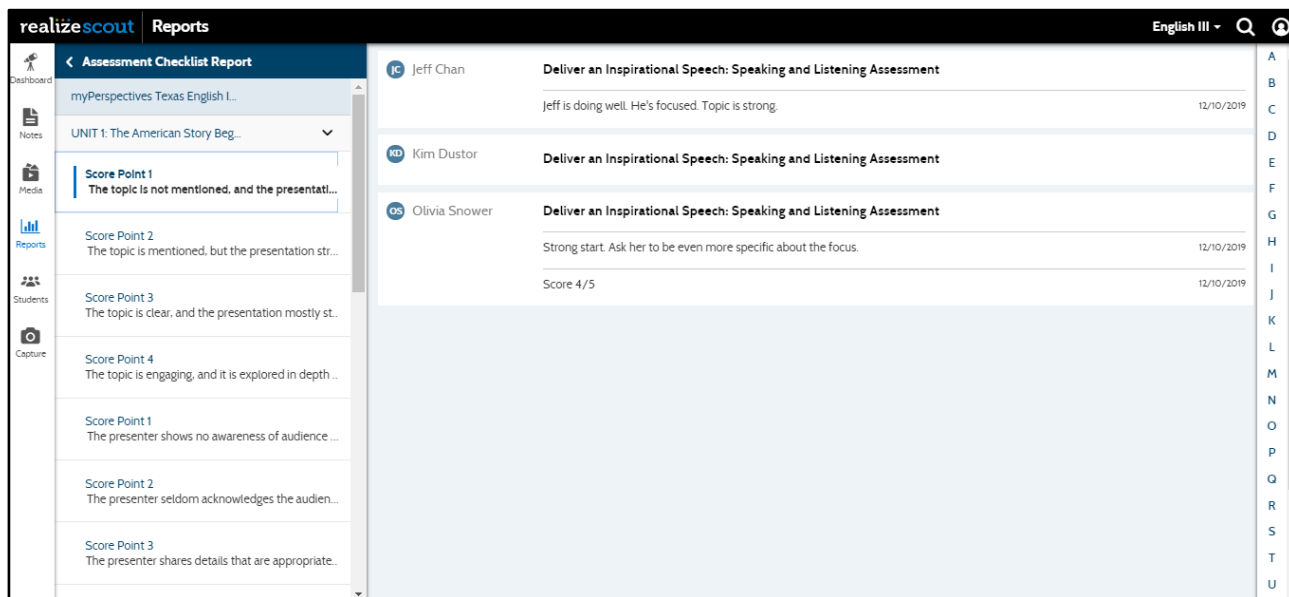
Teacher Resources ▾



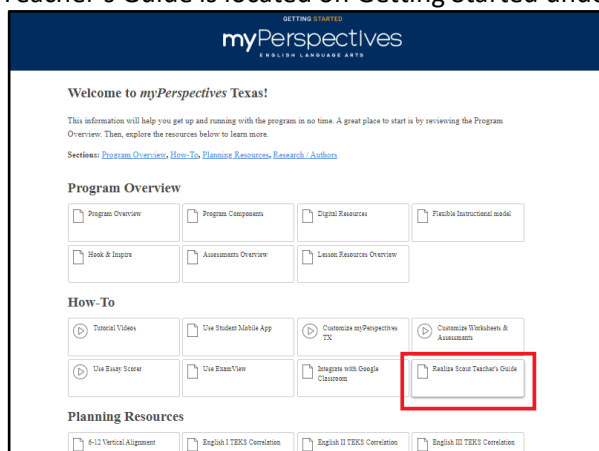
A vital part of assessing student learning includes observing students as they engage in activities like the performance tasks and conversations. Scout allows teachers to record student performance and monitor various tasks and assignments and using Realize Scout will help increase fidelity across the *myPerspectives* program. Realize Scout helps teachers stay organized and allows teachers to capture students' learning needs and progress with a record of each students' work, organize and view notes on student progress, and tag observational media to students to help build a portfolio of student learning.

There are two reports that teachers can access while using Realize Scout with *myPerspectives*. Observation Reports allow teachers to see the number of observations that were entered for each student and teachers can search by students or by observations. Assessment Checklist Report provides teachers with a view of all Assessment Checklists completed by students and allows teachers to review progress. Teachers can also utilize the Assessment Checklists to enter any additional details or notes.



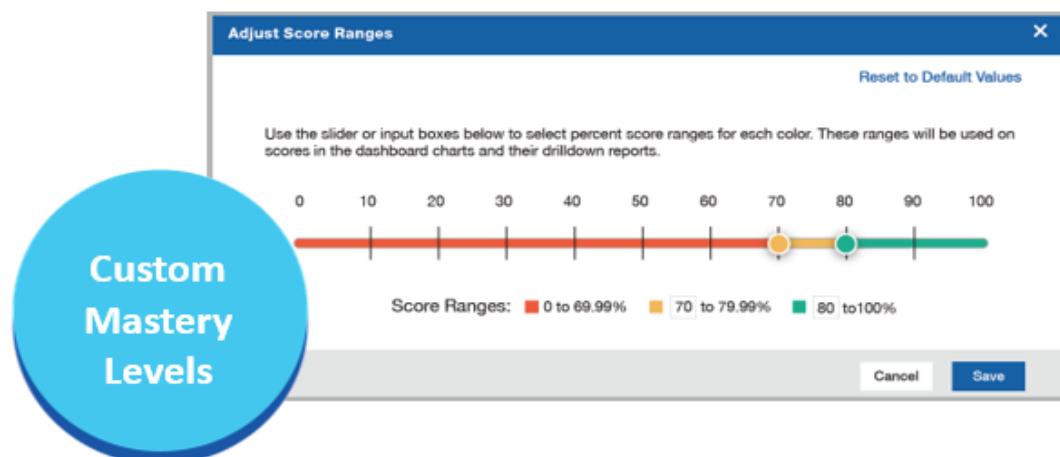
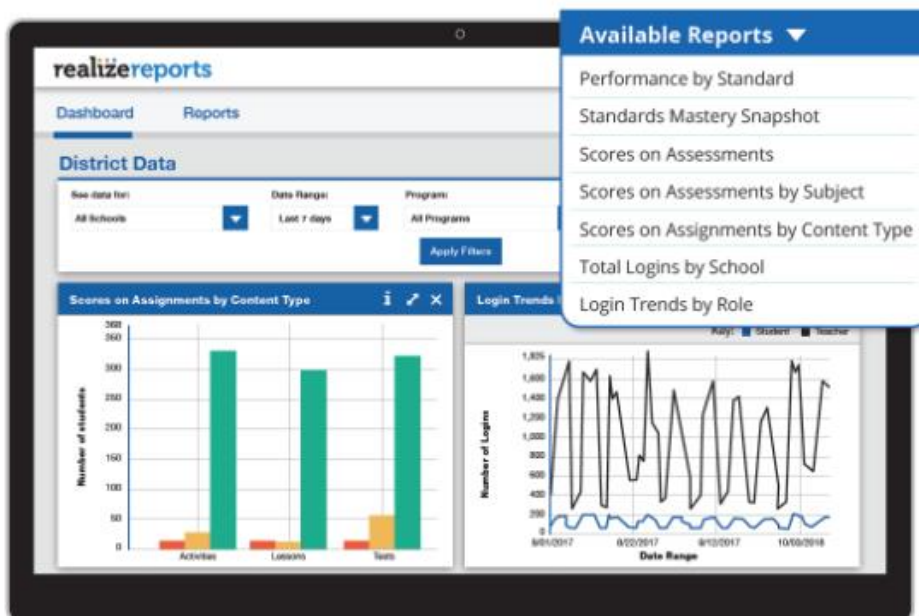
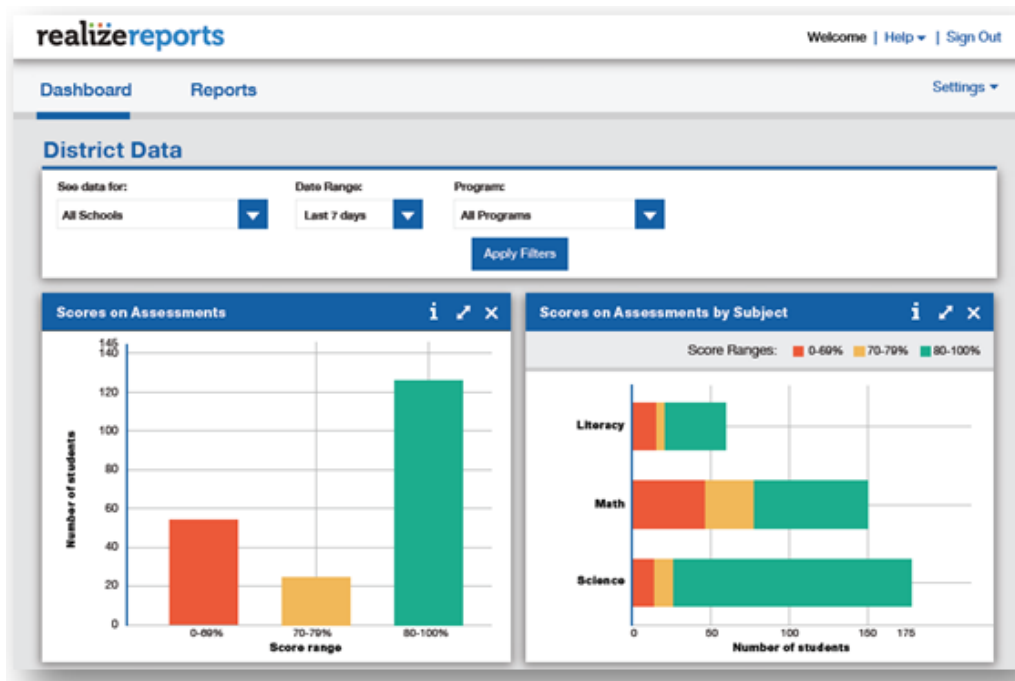


Teachers and administrators can find support for Realize Scout with the Realize Scout *myPerspectives* Teacher's Guide. The Scout Teacher's Guide is located on Getting Started under How-To.



Realize allows Administrators access to a Single Dashboard that allows administrators to make informed decisions as they can:

- See all programs across all schools
- Streamline school data analysis
- View standards mastery and usage
- Set custom parameters on reports
- Compare schools, classes, and subjects
- Allocate district resources for ESSA
- Create teacher PD and training plans
- Make informed financial decisions
- Build a culture of high expectations



Custom
Mastery
Levels

Available reports include:

- Performance by Standard
- Standards Mastery
- Snapshot Scores on Assessments
- Scores on Assessments by Subject
- Scores on Assignments by Content Type
- Total Logins by School
- Login Trends by Role

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English I - Wolverines ▾

Class results by assignment **Class mastery by standard**

Program: myPerspectives ELA... Standard Library: Texas Essential Kno... Standards: All Standards Content Category: All Categories Assignment: All Assignments

Class mastery by standard

Showing 1-5 of 264 standards [Sort Proficiency Score Low to High](#) [Help me interpret this data](#) [Export data](#)

Mastery for this class (% of students mastered)		100%	100%	100%	100%	100%
Name ▾	% Mastered ▾	8.Ei ▾ Standard Info	5.B.i ▾ Standard Info	4.F.i ▾ Standard Info	4.C.i ▾ Standard Info	4 ▾ Standard Info
↓ Bennett, Latoya	40%	1/1	1/1	4/5	1/1	1/1
↓ Doster, Jojo	75%	1/1	1/1	4/5	1/1	1/1

realize BROWSE CLASSES **DATA** MY LIBRARY

English I - Wolverines ▾

Class results by assignment Class mastery by standard

[Previous assessment](#) [Next assessment](#)

08/30/19: Selection Test: Through the Tunnel (Online)

Program: myPerspectives Texas English I > Assessments > Selection Tests > Unit 1
Assigned to: English I - Wolverines Average score: 88%

[Standard Analysis](#) [Question Analysis](#) **[Student Analysis](#)** [Performance Analysis](#)

Question(s) 1-6 of 10 [Export Data](#)

Name ▾	Score ▾	Q1 ▾	Q2 ▾	Q3 ▾	Q4 ▾	Q5 ▾	Q6 ▾
↓ Bennett, Latoya	83% (10/12)	1/1	0/1	1/1	1/1	1/1	1/1
↓ Doster, Jojo	92% (11/12)	1/1	1/1	1/1	1/1	1/1	1/1
Total Correct		2	1	2	2	2	2
Total Incorrect		0	1	0	0	0	0
Total Partial		0	0	0	0	0	0

Support of district implementations includes ongoing professional learning and support with access to our Outcomes Insight Tool (OIT), a services-focused progress monitoring tool accessible 24/7 by authorized school and district personnel.

IMPLEMENTATION: 6.3 Materials include additional supports to help administrators help support teachers in implementing the materials as intended.

TRR Review: The materials provide some implementation supports for teachers, including a pacing guide for each individual unit and unit-by-unit TEKS-aligned scope and sequences, but no pacing guidance and routines that explicitly support a 180-day or 220-day schedule. Materials do not provide support to assist administrators in supporting teachers in implementation.

Pearson myPerspectives RESPONSE:

Resources for administrators such as daily customizable lesson plans, correlation charts, Unit-at-a-Glance Scope & Sequence charts can be used to ensure teachers are covering the TEKS as desired by the district. These materials are all customizable to the district needs and administrators can use them for tracking the teaching of objectives, TEKS, and skills. Available on Realize>Browse>Program>Getting Started.

UNIT 1 AT A GLANCE					
	Contents	Pacing / # of Days	Genre / Lexile	Comprehension Strategy	
INTRO	Unit Introduction				
	Mentor Text: The Cost of Survival	1*	Argument 1070L		
WHOLE-CLASS LEARNING	Whole-Class Learning Introduction				
	Through the Tunnel Doris Lessing	3	Short Story 850L	Create Mental Images (TEKS 4.D)	
	The Seventh Man Haruki Murakami	4	Short Story 910L	Generate Questions (TEKS 4.B)	
	The Moral Logic of Survivor Guilt Nancy Sherman	3	Editorial 1100L	Make Predictions (TEKS 4.C)	
	The Key to Disaster Survival? Friends and Neighbors Shankar Vedantam	2	Radio Broadcast Media	Notetaking (TEKS 5.E)	
	Performance Task Process Writing • Timed Writing	4			
DEEP LEARNING	Peer-Group Learning Introduction				
	The Voyage of the James Caird Caroline Alexander	3	Narrative Nonfiction 1160L	Monitor Comprehension (TEKS 4.I)	
	The Endurance and the James Caird in Images Frank Hurley	2	Photo Gallery Media	Synthesize Information (TEKS 4.H)	
	from Life of Pi Yann Martel	3	Novel Excerpt 870L	Make Inferences (TEKS 4.F)	

The lesson plans can be found on Realize on the main Table of Contents page in a folder titled “Lesson Plans (Editable)”.

myPerspectives Texas English I

Table of contents Resources Standards eText Tools

Lesson Plans (Editable)

Unit 1: Lesson Planner	Assign All
Unit 1: Lesson Planner Workshop Model	Edit
Unit 2: Lesson Planner	Rearrange
Unit 2: Lesson Planner Workshop Model	
Unit 3: Lesson Planner	
Unit 3: Lesson Planner Workshop Model	
Unit 4: Lesson Planner	

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
UNIT INTRODUCTION	OVERVIEW Whole-Class Learning	SELECTION Through the Tunnel Doris Lessing	SELECTION Through the Tunnel Doris Lessing	SELECTION The Seventh Man Haruki Murakami
SE pp 2-9	SE pp 10-12	SE pp 13-24	SE pp 25-27	SE pp 28-38
INTRODUCE Motivate and Engage Students engage in a discussion about what you would take in an emergency to help you survive. Watch the Video/Discuss It Students will watch the video "Amazing Stories of Rescues and Survival in Nepal" and discuss the question: <i>What are the circumstances for victims and rescuers after an earthquake in Nepal?</i> Watch the Video Table of Contents Preview Preview the selections in the unit and point out that students will respond to prompts: Whole-Class Learning <i>Should people in life-or-death situations be held accountable for their actions?</i> Peer-Group Learning <i>Are the possible risks of rescue missions worth the potential outcomes?</i> Performance-Based Assessment	Essential Question <i>What qualities help us survive?</i> Whole-Class Learning Strategies <ul style="list-style-type: none"> Listen actively Clarify by asking questions Monitor understanding Interact and share ideas Whole-Class Learning Strategies Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic. PREPARE TO READ Compare within Genre Students will compare two different short stories in which the ocean plays a key role. Concept Vocabulary craving; supplication; pleading; beseeching; pestered; insisted Comprehension Strategy Create Mental Images	READ Read the Selection <ul style="list-style-type: none"> Through the Tunnel: Selection Audio Through the Tunnel: Accessible Leveled Text Close-Read Guide: fiction BUILD INSIGHT Students answer questions using text evidence to support answers. <ul style="list-style-type: none"> Response Comprehension Analysis EQ Notes ANALYZE AND INTERPRET Close Read Students will review the Close Read Model and complete the close read sections in the selection. Inquiry and Research Students research breath training and practice paraphrasing source material.	ANALYZE AND INTERPRET Literary/Text Elements Linear Plot Development Students examine plot development and the specific states plots follow. <ul style="list-style-type: none"> Exit Ticket: Linear Plot Development Reteach and Practice: Linear Plot Development (RP) STUDY LANGUAGE AND CRAFT Concept Vocabulary Students complete activities related to the Concept Vocabulary words: craving; supplication; pleading; beseeching; pestered; insisted Word Study: Denotative and Connotative Meanings Students complete activities relating to meanings of words. <ul style="list-style-type: none"> Exit Ticket: Denotative and Connotative Meanings Denotative and Connotative Meanings (RP) Word Network	PREPARE TO READ Compare within Genre Students will compare two different short stories in which the ocean plays a key role. Concept Vocabulary desperate; entranced; hallucination; premonition; profound; meditative Comprehension Strategy Generate Questions READ Read the Selection <ul style="list-style-type: none"> The Seventh Man: Selection Audio The Seventh Man: Accessible Leveled Text Close-Read Guide: fiction

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

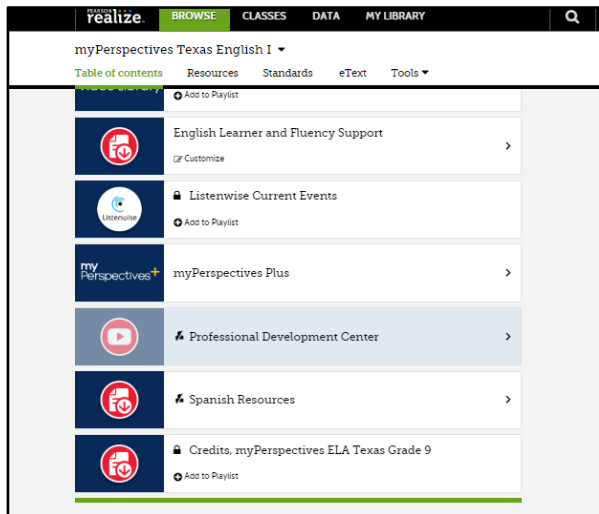
Audio | Video | Downloadable / Printable Document | Online Assessment | EL Highlights

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The correlation charts and Unit-at-a-Glance charts are in the Teacher's Edition, and the digital Teacher's Edition is on Realize on the main Table of Contents page.

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A Professional Development Center is available on Realize with more than 60 instructional videos and research-based papers that provide helpful insights, strategies, and suggestions for various topics.



In addition, Program Activation Workshops for principals and administrators are designed to provide a deep dive into the critical program components needed to ensure success in the classroom, including print and digital features of the program. Principals and administrators will learn about the tools needed to get started with teachers, support teacher planning, and identify areas in the instruction needing support (training resources on Getting Started) including a deep dive in to:

- how students' perspectives on rigorous, relevant concepts evolve through collaborative learning experiences and engagement with a variety of classic and contemporary text and media;
- how the *myPerspectives* curriculum is organized, including unit and lesson structure,
- resources available to personalize learning and support teacher planning and,
- how to use the curriculum implementation observation tools.

GETTING STARTED

myPerspectives

ENGLISH LANGUAGE ARTS

Welcome to myPerspectives Texas!

This information will help you get up and running with the program in no time. A great place to start is by reviewing the Program Overview. Then, explore the resources below to learn more.

Sections: [Program Overview](#), [How-To](#), [Planning Resources](#), [Research / Authors](#)

Program Overview

Program Overview

Program Components

Digital Resources

Flexible Instructional model

Hook & Inspire

Assessments Overview

Lesson Resources Overview

How-To

Tutorial Videos

Use Student Mobile App

Customize myPerspectives TX


Customize Worksheets & Assessments

Use Essay Scorer

Use ExamView

Integrate with Google Classroom

Realize Scout Teacher's Guide



Pearson

OUTLINE TRANSCRIPT

What's in This Toolkit?

Components

Picture This

Integrated

Learning Strategies

Routines

Integrating Novels

Differentiate Easily

Assessments

How Will I Plan?


Flipbook Review

Let's Recap!


myPerspectives Texas English I-IV © 2021 Resource Overview (06:00)

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ENGLISH LANGUAGE ARTS



Resource Overview English I-IV



00:00

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NEXT

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