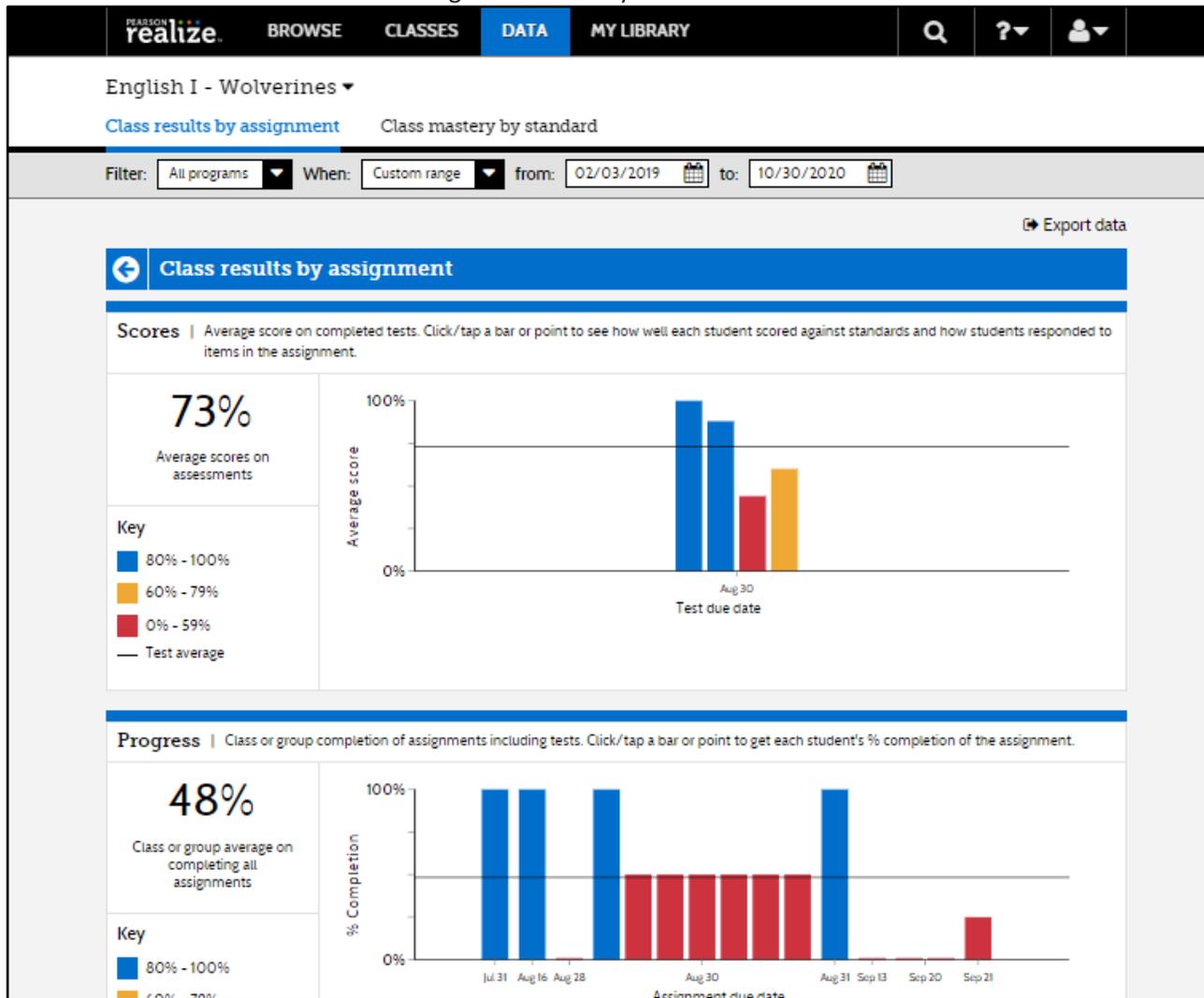


IMPLEMENTATION: 6.1. Materials provide support for teachers and administrators to monitor progress including how to interpret data and act on data yielded.

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.

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**

View student performance analysis and assign resources for remediation or enrichment. You can drag and drop students between the performance bands.

Performance by: Overall Score ▾ Break point: 70 % **Show Performance**

Overall Score

2

4

4.F.i

Program assessments include remediation activities and interpretation guides on Realize to help teachers with providing feedback, modifying instruction and re-teaching concepts.

Unit Test Interpretation Guides with TEKS-alignment and DOK levels for assessments help teachers with monitoring and tracking student progress.

myPerspectives Texas English I ▾

Table of contents

Teacher resources [Close]

- U1: Unit Test Part 1 (ExamView)
- U1: Unit Test Part 1 (Print)
- U1: Unit Test Part 1 Answer Key and Interpretation...

Unit 1: Unit Test Part 1 (ExamView)

Unit 2: Unit Test Part 1 (Online)

Unit 2: Unit Test Part 2 (Online)

UNIT TEST → **UNIT 1 TEST—PART 1**

Answer Key and Interpretation Guide

 This test contains TEKS-practice items

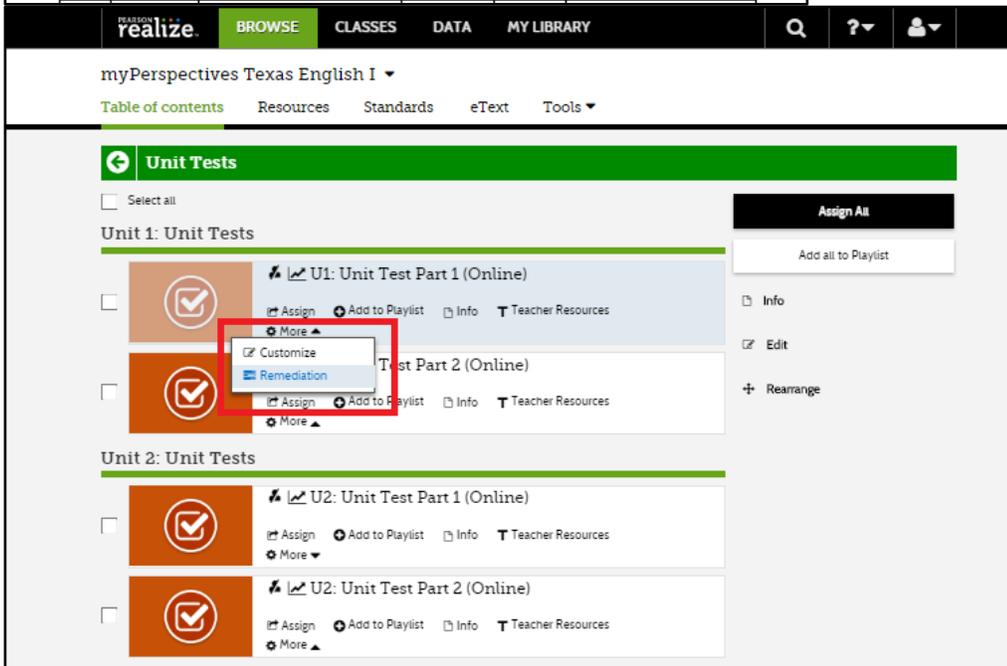
As warranted by student results on this assessment, you may wish to assign the remediation resources indicated in the chart.

Resources can be found online at pearsonrealize.com.

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

Assign or download and print the remediation pages indicated in the chart.

TEST ITEM	ANSWER	OBJECTIVE	TEKS	DOK	REMEDATION 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	9.8.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



The screenshot shows the Pearson Realize interface. At the top, there are navigation tabs: BROWSE, CLASSES, DATA, MY LIBRARY. Below this is a search bar and user profile icons. The main content area is titled "myPerspectives Texas English I". There are links for "Table of contents", "Resources", "Standards", "eText", and "Tools".

The "Unit Tests" section is highlighted in green. It shows a list of tests for Unit 1 and Unit 2. Each test item has a checkbox, a checkmark icon, and a "More" dropdown menu. A red box highlights the "Remediation" link in the "More" dropdown menu for "U1: Unit Test Part 2 (Online)". Other options in the dropdown include "Assign", "Add to Playlist", "Info", and "Teacher Resources".

On the right side of the Unit Tests list, there are buttons for "Assign All", "Add all to Playlist", "Info", "Edit", and "Rearrange".

PEARSON realize. BROWSE CLASSES DATA MY LIBRARY

myPerspectives Texas English I ▾

Table of contents Resources Standards eText Tools ▾

← 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.

PEARSON realize. BROWSE CLASSES DATA MY LIBRARY

myPerspectives Texas English II ▾

Table of contents Resources Standards eText Tools ▾

Thumbnail view List view

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)

Table of Contents

Google Classroom

GETTING STARTED

 Assign Add to Playlist

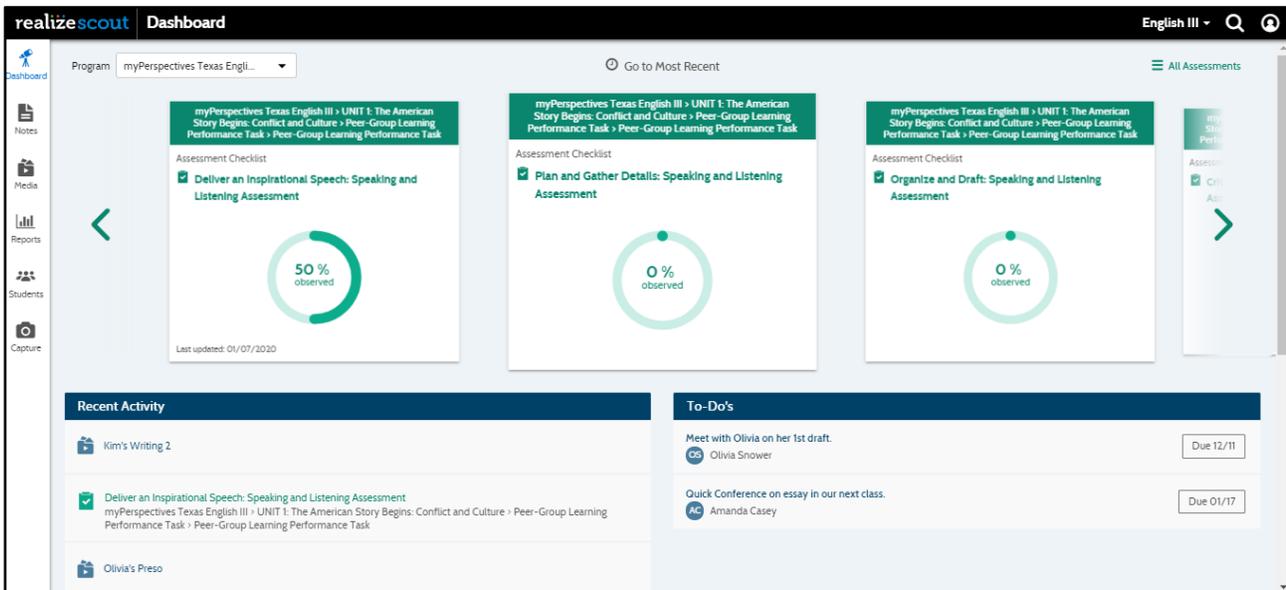
 Teacher's Edition
Add to Playlist

Create Content

Rearrange

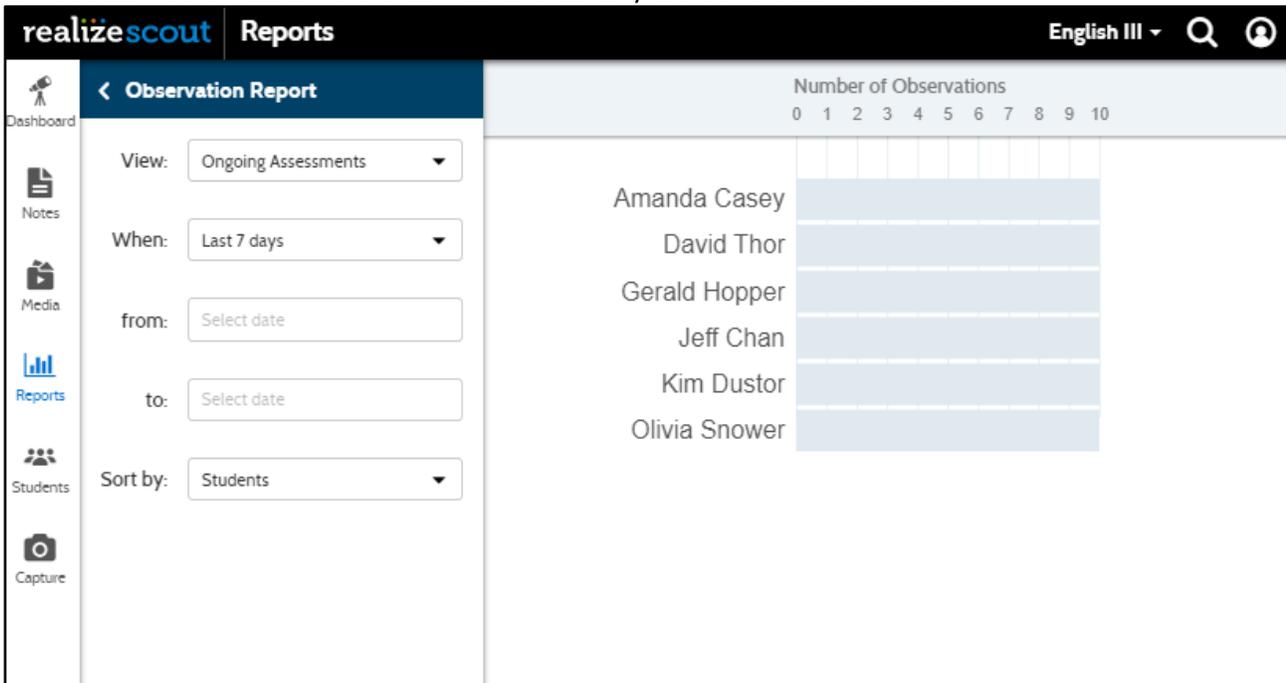
My Content

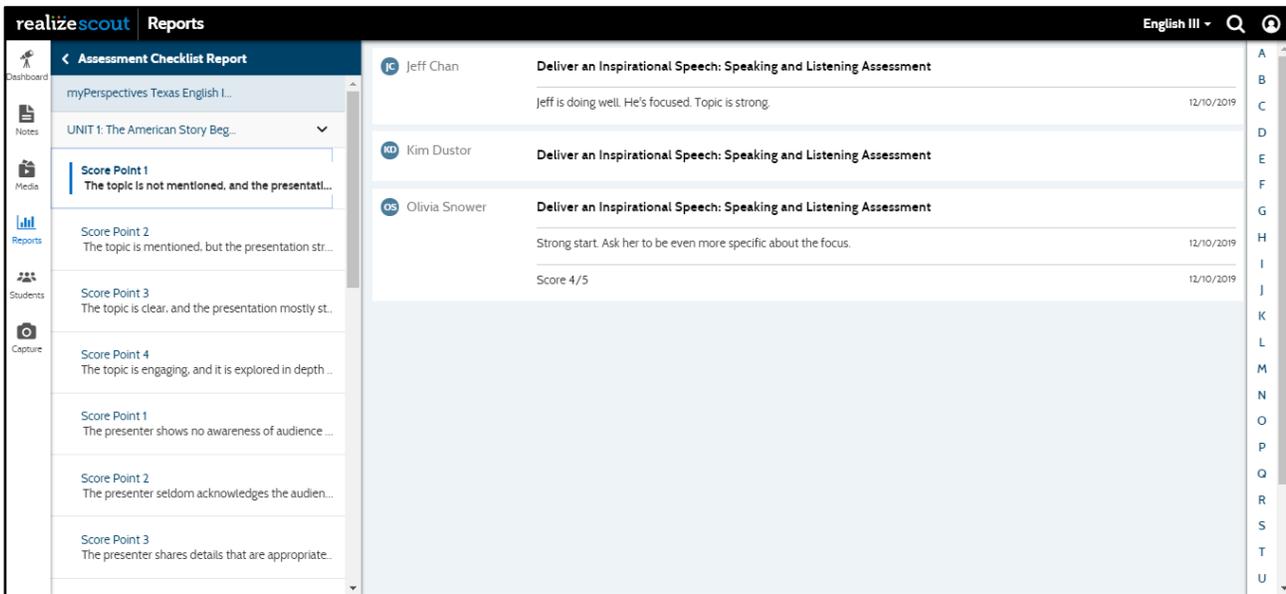
Teacher Resources



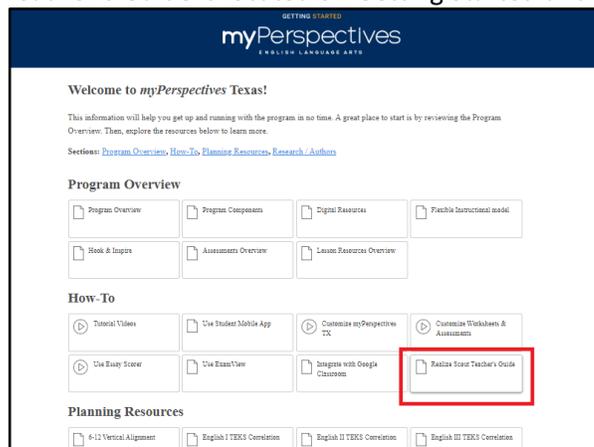
A vital part of assessing student learning includes observing students as they engage in activities like the performance tasks and conversations. Scout allows teachers to record student performance and monitor various tasks and assignments and using Realize Scout will help increase fidelity across the *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.



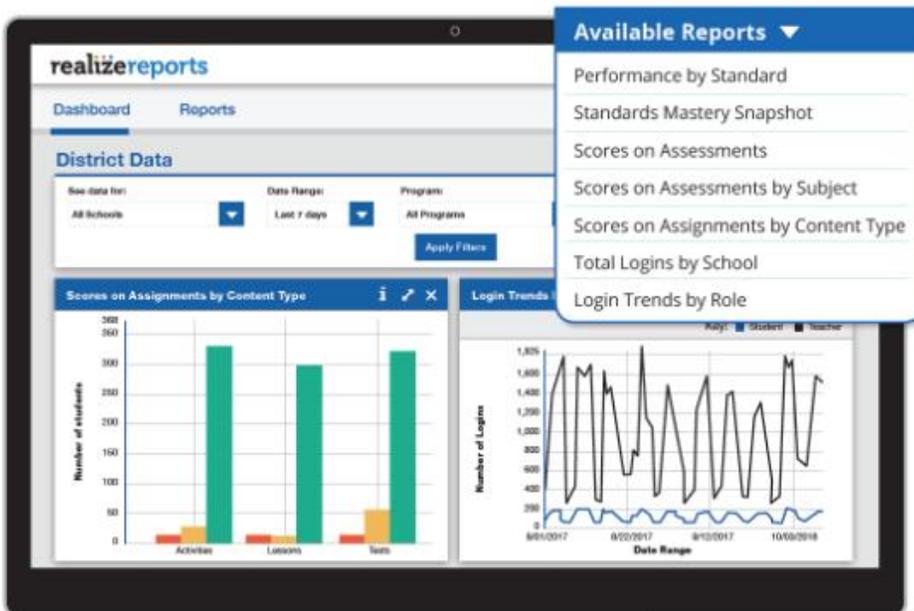
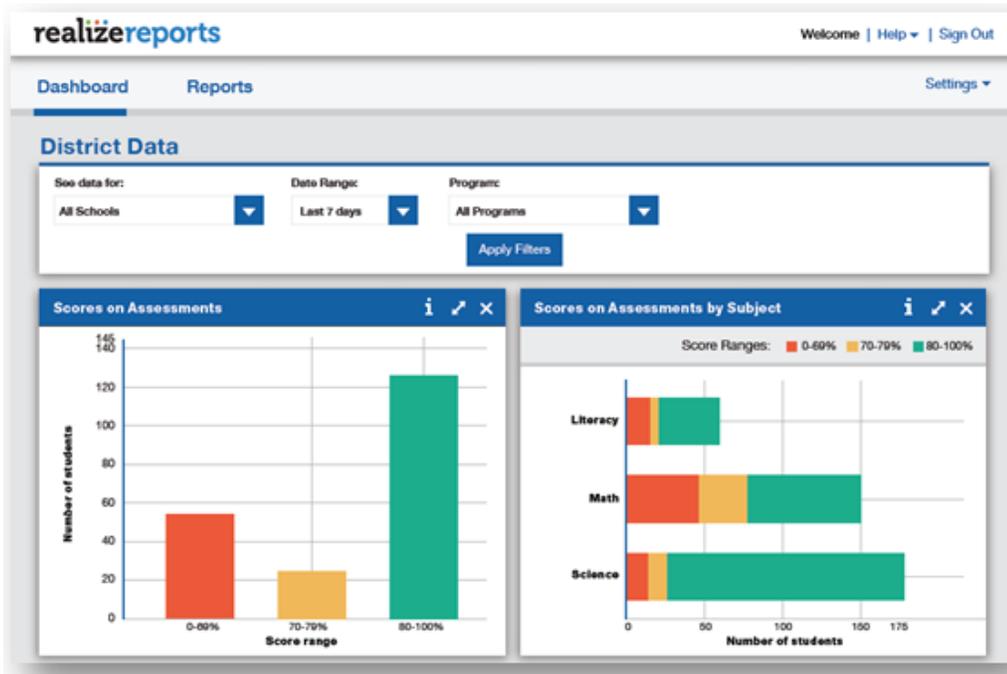


Teachers and administrators can find support for Realize Scout with the Realize Scout *myPerspectives* Teacher's Guide. The Scout Teacher's Guide is located on Getting Started under How-To.



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



Adjust Score Ranges

Reset to Default Values

Use the slider or input boxes below to select percent score ranges for each color. These ranges will be used on scores in the dashboard charts and their drilldown reports.

Score Ranges: ■ 0 to 69.99% ■ 70 to 79.99% ■ 80 to 100%

Cancel Save

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

realize BROWSE CLASSES DATA MY LIBRARY

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.E.i	5.B.i	4.F.i	4.C.i	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			
DUP 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
 - Add to Playlist
 - Info
- Unit 1: Lesson Planner Workshop Model
 - Add to Playlist
 - Info
 - Edit
 - Rearrange
- Unit 2: Lesson Planner
 - Add to Playlist
 - Info
- Unit 2: Lesson Planner Workshop Model
 - Add to Playlist
 - Info
- Unit 3: Lesson Planner
 - Add to Playlist
 - Info
- Unit 3: Lesson Planner Workshop Model
 - Add to Playlist
 - Info
- Unit 4: Lesson Planner
 - Add to Playlist
 - Info

myPerspectives Texas Unit Planning Guide | English I | Unit 1

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 activelyClarify by asking questionsMonitor understandingInteract 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 AudioThrough the Tunnel: Accessible Leveled TextClose-Read Guide: fiction BUILD INSIGHT Students answer questions using text evidence to support answers. <ul style="list-style-type: none">ResponseComprehensionAnalysisEQ 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 DevelopmentReteach 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 MeaningsDenotative 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 AudioThe Seventh Man: Accessible Leveled TextClose-Read Guide: fiction

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

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

Page 6 of 10

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.

myPerspectives TEKS CORRELATION	
<p>The following correlation shows points at which focused standards instruction is provided in the Student Edition. The Teacher's Edition provides further opportunity to address those standards through Differentiated Instruction Notes. A correlation to the English Language Proficiency Standards appears separately.</p>	
Grade 19 • Texas Essential Knowledge and Skills	Print and Online Editions
<p>1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <p>1.A Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audience and purposes.</p> <p>1.B Follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes.</p> <p>1.C Give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.</p> <p>1.D Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making.</p>	<p>SE/TE: Poetry Collection, 139; Peer Group Learning Overview, 214; The Tragedy of Romeo and Juliet, Act V, 399; from the Odyssey, Part 2, 553; *Application for Mainer's License, 569; Peer Group Learning Overview, 584</p> <p>SE/TE: Performance Task: Speaking and Listening, 444, 645; *Preparedness 101: Zombie Apocalypse,* 745</p> <p>SE/TE: *The Moral Logic of Survivor Guilt,* 59; Poetry Collection, 225; Performance Task: Speaking and Listening, 260, 261; The Tragedy of Romeo and Juliet, Act IV, 2; *American History,* 446; *The Writing on the Wall,* 465; *The Hero's Adventure,* 475; Poetry Collection, 443; Poetry Collection 1, 735; Performance Task: Speaking and Listening, 738, 750</p> <p>SE/TE: Peer Group Learning Overview 7, 8; Poetry Collection, 139; Performance Task: Speaking and Listening, 260; Peer Group Learning Overview, 422; Peer Group Learning Overview, 722</p>
<p>2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p> <p>2.A Use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary.</p> <p>2.B Analyze context to distinguish between the denotative and connotative meanings of words.</p> <p>2.C Determine the meaning of foreign words or phrases used frequently in English such as <i>bona fide</i>, <i>corpus delicti</i>, <i>blanche</i>, <i>laissez-faire</i>, <i>bon appetit</i>, and <i>quid pro quo</i>.</p>	<p>SE/TE: *The Voyage of the James Caird* 93; *Letter from Birmingham Jail* 194; Peer Group Learning Overview, 215; Poetry Collection, 457; Peer Group Learning Overview, 723</p> <p>SE/TE: *Through the Tunnel,* 26; *The Many Lives of Hazel Bryan,* 248; *American History,* 436</p> <p>SE/TE: *The Moral Logic of Survivor Guilt,* 54; *American History,* 446</p>
<p>3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</p> <p>3A Self-select text and read independently for a sustained period of time.</p>	<p>Independent Learning, 142-144; Independent Learning, 262-264; Independent Learning, 760, 761</p>

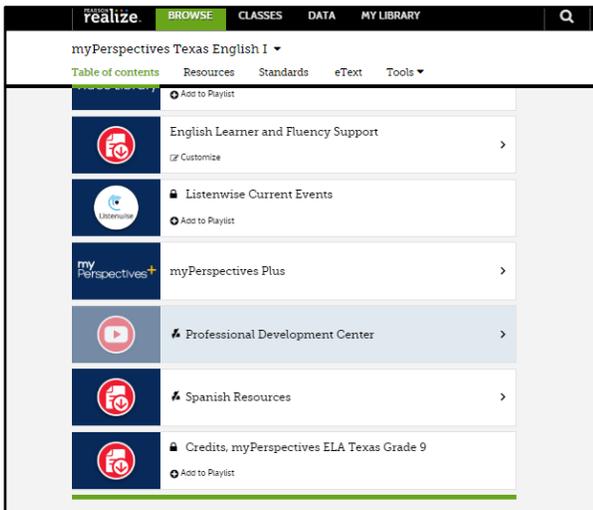
4	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	
4.A	Establish purpose for reading assigned and self-selected texts.	SE/TE: Independent Learning, 142, 144; *I Have a Dream,* 164; Independent Learning, 262, 264; Poetry Collection, 314; *The Myth of the War of the Worlds Panic,* 750
4.B	Generate questions about text before, during, and after reading to deepen understanding and gain information.	SE/TE: *The Seventh Man,* 26; The Tragedy of Romeo and Juliet, Act II, 314; from the Odyssey, Part 1, 488
4.C	Make and correct or confirm predictions using text features, characteristics of genre, and structures.	SE/TE: *The Moral Logic of Survivor Guilt,* 48; The Tragedy of Romeo and Juliet, Act V, 395; from the Odyssey, Part 2, 524; *The Return,* 556; *The Hero's Adventure,* 466; *Preparedness 101: Zombie Apocalypse,* 736
4.D	Create mental images to deepen understanding.	SE/TE: *Through the Tunnel,* 12; Poetry Collection, 224; *By the Waters of Babylon,* 676; from Kaddish: War of the Worlds, 746
4.E	Make connections to personal experiences, ideas in other texts, and society.	SE/TE: *The Value of a Sharp Life,* 118; *Pyramus and Thisbe,* 400; *American History,* 436; from the Odyssey: A Graphic Novel, 554; *The Rules of the Game* 616; *The Nuclear Tourist,* 694
4.F	Make inferences and use evidence to support understanding.	SE/TE: from Life or Pl. 104; *Sanor Nobos,* 216; *There Will Come Soft Rains,* 664
4.G	Evaluate details read to determine key ideas.	SE/TE: *Letter from Birmingham Jail,* 174; Application for a Mainer's License, 544; *The Writing on the Wall,* 596
4.H	Synthesize information from two texts to create new understanding.	SE/TE: *The Endurance and the James Caird in Images,* 96; *Romeo and Juliet* is a Terrible Play, and David Lanoussis Can't Change That; *The Disfigurement of Romeo and Juliet: Is Childhood About Childishness,* 424; *The Nuclear Tourist,* 702
4.I	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	SE/TE: *The Voyage of the James Caird,* 80; *Remembering Civil Rights History: Whose Words Mean Everything,* 160; *The Many Lives of Hazel Bryan,* 248; Poetry Collection, 630
5	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	
5.A	Describe personal connections to a variety of sources, including self-selected texts.	SE/TE: Independent Learning, 145; Peer Group Learning Overview, 422; Independent Learning, 265; *American History,* 445
5.B	Write responses that demonstrate understanding of texts, including comparing texts within and across genres.	SE/TE: *Through the Tunnel,* / *The Seventh Man* 46, 47; *The Voyage of the James Caird* / *The Endurance and the James Caird in Images* 103; *I Have a Dream* / *Letter from Birmingham Jail* 194, 195; The Tragedy of Romeo and Juliet / *Pyramus and Thisbe* 400, 407; *There Will Come Soft Rains* / *By the Waters of Babylon* 672, 673; from Kaddish: War of the Worlds / *The Myth of the War of the Worlds Panic* 757

Additionally, the Teacher's Edition is available in single-unit PDFs under "Teacher Resources". You can access the Unit-at-a-Glance charts in each unit PDF, and the correlation charts are in the "End Matter" PDF as well as in the TE Flipbook under "Tools."

The screenshot shows the myPerspectives Texas English I interface. The 'Table of Contents' is expanded, showing various PDFs for each unit. A red box highlights the 'Grade 9 Teacher Edition (Flip Book)' option. Below the table of contents, there are sections for 'GETTING STARTED', 'Teacher's Edition', and 'UNIT 1: Survival', 'UNIT 2: Moving Toward Justice', and 'UNIT 3: Crazy, Stupid Love'.

The screenshot shows the myPerspectives ©2021: TX, TE Grade 9 interface. The 'FACILITATE' section is active, displaying three main activity cards: 'Response', 'Analysis and Discussion', and 'Close Read'. Each card contains detailed instructions and questions for students. The 'Response' card includes a 'Response' section with a question about the speaker's tone and an 'Analysis and Discussion' section with 'POSSIBLE RESPONSES'. The 'Analysis and Discussion' card includes a 'Response' section with a question about the speaker's tone and an 'Analysis and Discussion' section with 'POSSIBLE RESPONSES'. The 'Close Read' card includes a 'Close Read' section with a question about the speaker's tone and an 'Analysis and Discussion' section with 'POSSIBLE RESPONSES'. The interface also shows a 'TECHNICAL VOCABULARY' section and a 'WORD STUDY' section.

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.

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



myPerspectives ENGLISH LANGUAGE ARTS

Resource Overview English I-IV

Navigation: OUTLINE TRANSCRIPT

- What is This About?
- Components
- Picture This
- Integrated
- Learning Strategies
- Routines
- Integrating Novels
- Differentiate Easily
- Assessments
- How Will I Plan?
- Flipbook Review
- Let's Recap!