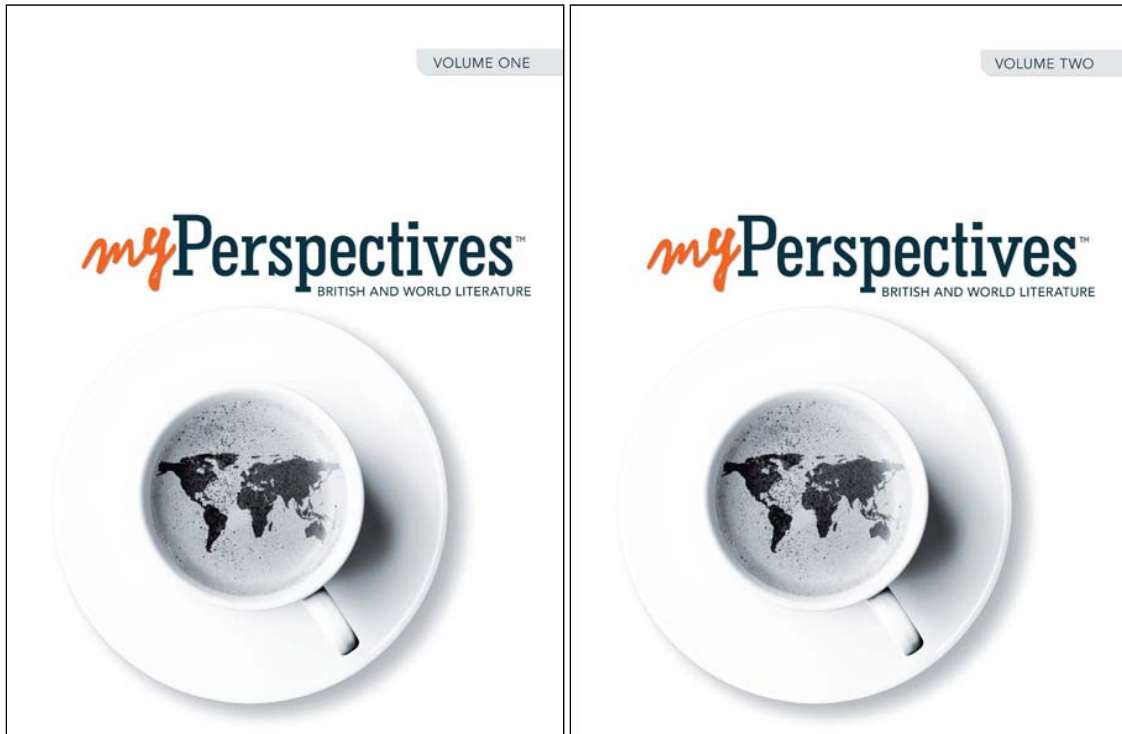


A Correlation of



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To the

**Omaha Public Schools
Academic Action Plan**



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Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the Omaha Public Schools Academic Action Plan. Correlation page references are to the Student Edition and Teacher’s Edition, print and digital.

myPerspectives™ English Language Arts is a learning environment that focuses on a connected approach to student learning. Students read texts and engage in activities that inspire thoughtful conversation, discussion, and debate.

Students will encounter authors’ perspectives as they read literature from across time periods and cultures. Students will listen to the perspectives of their peers through conversations and collaborative activities. And, as students read the literature and engage in activities in *myPerspectives*, they will formulate—and defend—their opinions as they develop their own perspectives.

In each unit of study, students will read classic and contemporary fiction and nonfiction texts, and view/listen to media selections, all related to an Essential Question. Students will use technology to interact with texts and activities, and they can write directly in their Student Edition to make interaction with texts more meaningful.

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Section 1 Gradual Release of Instruction	
<p>The Gradual Release of Instruction includes: Modeled, Shared, Guided and Independent Practice. It is a flexible delivery mode to be used for classroom instruction in all subjects Prek_12. These four stages are often repeated throughout the lesson (especially the modeled and shared stages which may have several cycles during the lesson). Formative and summative assessments are embedded throughout the Gradual Release of Instruction with reteaching as needed.</p>	<p>Throughout <i>myPerspectives</i>, consistent unit framework/structure provides student-centered instruction with gradual release, promotes student ownership of learning, and develops critical learning behaviors. Each unit focuses on an engaging topic related to the Essential Question, which frames all unit activities and discussions.</p> <p>The Launch Text introduces a perspective on the unit topic. Teachers lead the shared reading experience, providing modeling and support, as students begin exploring perspectives on the unit topic. Through Small-Group Learning, students encounter diverse perspectives on the unit topic, working in collaborative teams. Independent Learning occurs when students self-select a text to explore an aspect of the unit topic and share their learning with the class. Each unit incorporates Performance Tasks that build toward and prepare students for the Unit Performance-Based Assessment. <i>myPerspectives</i> provides multiple opportunities through a variety of assessments (formative and summative) to gauge student understanding of skills and knowledge taught within the program. All unit activities are backwards-mapped to a Performance-Based Assessment (PBA). The PBA is a compilation of what is expected by the standards as students use their notes, evidence, knowledge, completed activities, and skills learned to complete a performance task.</p> <p>See the following examples: SE/TE: Unit 3 Performance-Based Assessment, 407-410; from <i>Gulliver's Travels</i>: 440; <i>My Old Home</i>: 770-771 TE only: from <i>Beowulf</i> (Formative Assessment): 44, 45, 46, 47, 48, 49</p>

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Section 2 Objectives/Learning Goals and Standards	
<p>Content objectives are learning goals that are specifically identified. Objectives are written on the board, specifically stated and measurable, referred to in the lesson, and reflect the content standard. The lesson aligns with the objective. The objective is the learning goal that defines what the students are learning not just what the activity is that the students may be or will be doing. For example: The objective/learning goal is to have students define and use the steps to solve two part equations. The activity might be to write out the steps needed to solve the two part equation followed by doing the computations to solve the question.</p>	<p><i>myPerspectives</i> provides an in-depth coverage of the standards and a focus on building literacy with Close Reading, Vocabulary, Conventions, Writing, and Speaking & Listening instruction, strategies, and support - all taught in context and integrated together. Unit Reflections allows students to revisit learning goals and review skills and content learned. Refer to pages T50-T59 for a complete correlation to the standards that shows points at which focused standards instruction is provided in the <i>myPerspectives</i> Student Edition. Located prior to each selection, the Teaching and Learning Cycle guides help teachers identify student needs for planning and remediation purposes.</p> <p>See the following examples: SE/TE: <i>Unit 6 Reflection: 779</i> TE only: <i>The Tragedy of Macbeth, Act I, Lesson Resources: Instructional Standards: 250B; A Valediction: Forbidding Mourning/Holy Sonnet 10, Standards Support Through Teaching and Learning Cycle: 426D</i></p>

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Section 3 Procedures and Routines/Learning Climate	
<p>Procedures and routines support learning. Procedures are consistent. Routines are embedded to maximize instructional time. Transitions are quick and smooth. Instruction is “bell to bell”. Procedures and routines are revisited as necessary. Two procedures per day or per period should be retaught daily.</p>	<p>Throughout <i>myPerspectives</i>, instructors can follow a clear, consistent unit–design that allows for continuous student engagement in their reading activities. The Launch Text commonly appears at the advent of a unit. The text is utilized to address the topic within a unit, facilitates student group discussion, and introduces a writing model that will be reintroduced to students through a performance based assessment provided at the end of a unit. Students then engage in whole and small group learning through one or more texts within the unit. They participate in guided learning activities, including specific reading instructions that allow for careful reading of the text, close study of concept vocabulary, and context clues. At the end of the unit, students can demonstrate understanding of acquired knowledge through performance–based activities called Performance Tasks.</p> <p>Instructors can assign the Launch Text as independent reading, including a preview assignment preceding whole class participation, or homework. Additionally, they can engage student listening with Audio Summaries that can be introduced before Launch Texts and other reading selections so students can gain understanding through background text. Students can create annotations, make connections, note differences, and respond to questions that demonstrate understanding of the text so they may be thoroughly engaged as they read the text. Finally, instructors can integrate small group learning or Performance Based Assessments at the end of the unit that may demonstrate student understanding directly following unit completion.</p>

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<p>Continued Procedures and routines support learning. Procedures are consistent. Routines are embedded to maximize instructional time. Transitions are quick and smooth. Instruction is “bell to bell”. Procedures and routines are revisited as necessary. Two procedures per day or per period should be retaught daily.</p>	<p>Continued See the following examples: TE: Introduction: <i>Launch Text: Argument Model</i>, Unit 3: 240; Assessing: <i>Writing to Sources: Argument, Personalize for Learning: English Language Support: Clarifying the Assignment, Personalize for Learning: Strategic Support: Rubric</i>, Unit 3: 408-409; Introduction: <i>Launch Text: Narrative Model</i>, Unit 5: 542; Teaching: <i>Jumpstart</i>, Unit 5: 552; Assessing: <i>Writing to Sources: Personal Narrative, Personalize for Learning: English Language Support: Key Vocabulary, Personalize for Learning: Strategic Support: Organizing the Narrative</i>, Unit 5: 672-673</p>
<p align="center">Section 4 Literacy Strategies Across Content Areas</p>	
<p>Students read and write as well as speak and listen during their learning experience. Reading, writing, speaking and listening activities are integrated in meaningful ways in lessons. Rigorous academic vocabulary is used. Whether you teach at the pre-kindergarten, elementary or secondary level you should invest at least half of your day or period in some kind of literacy activity with social interaction (speaking, listening, argumentative discourse, cooperative learning). (Jensen, 2013)</p>	<p>The content-area literacy connections in <i>myPerspectives</i> include selections, topics and Essential Questions that provide real-world connections to social studies, math, science, and the arts. Also, students are introduced to academic vocabulary across and within various disciplines at the beginning of the unit, which they use and revisit throughout the unit in addition to the concept vocabulary.</p> <p>Cross-Curricular Perspectives Notes in the Teacher’s Edition make connections to different content areas at point of use.</p> <p>See the following examples: SE/TE: <i>To Lucasta, on Going to the Wars/The Charge of the Light Brigade</i>: 74; <i>Gulliver’s Travels Cover Art</i>: 454-455; <i>Shooting an Elephant</i>: 704 TE only: Cross-Curricular Perspectives: Art, 26; Cross-Curricular Perspectives: Social Studies: 692; Cross-Curricular Perspectives: Science: 747</p>

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Section 5 Mathematics	
<p>Numeracy strategies across the content areas. The following pages present the eight best practices in mathematics instruction that are endorsed by the Omaha Public Schools as having the greatest impact on student achievement: Daily cumulative review, Multiple representations, Multiple methods, Number sense, Literacy/language-rich mathematics classrooms, Small numbers (basic facts), Multi-digit numbers, fractions, decimals, percents, and integers.</p>	<p>Although mathematics is not the main focus of <i>myPerspectives</i> English Language Arts Arts, this program supports student success in mathematics in the following lessons:</p> <p>See the following examples: SE/TE: "Timeline," 248-249; <i>To the Virgins, to Make Much of Time:</i> 482; Making Meaning: Language Development, <i>Word Study:</i> 485 TE only: Personalize for Learning: Strategic Support, Timeline: 189; Cross-Curricular Perspectives, Math: 693</p>
Section 6 Rigor	
<p>The lesson is instructionally at the student's readiness level yet rigorous. Higher level questioning and discussion are evident. Objectives, instruction and materials are grade/course level appropriate. All levels of learning are built into the lesson from Bloom's Taxonomy.</p>	<p><i>myPerspectives</i> contains selections that are at the level of text complexity required in Standard 10 of Reading: Literature and Standard 10 of Reading: Informational Text. The selections chosen, from both classic and contemporary literature, are qualitatively rich, with the vocabulary, syntactical and structural devices, levels of meaning or purpose, required to lead students to success in reading texts of increasing complexity.</p> <p><i>Text Complexity Rubrics</i> in the Teacher's Edition identify Quantitative and Qualitative information about each selection in the program. In addition, the Text Complexity Rubrics provide Reader and Task suggestions that enable teachers to tailor instruction for struggling, on-level, above level, and advanced students so all students are able to access the same text.</p>

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<p>Continued The lesson is instructionally at the student’s readiness level yet rigorous. Higher level questioning and discussion are evident. Objectives, instruction and materials are grade/course level appropriate. All levels of learning are built into the lesson from Bloom’s Taxonomy.</p>	<p>Continued <i>myPerspectives</i> includes selections that are scaffolded through instruction and modeling of skills, through point-of-use prompts accompanied by scaffolded, step-by-step support in the Teacher’s Edition, and through carefully scaffolded post-reading questions leading from basic understanding and reasoning to deeper insight and higher-level cognition to effective expression that includes writing and speaking and listening. The question design in <i>myPerspectives</i> utilizes Bloom’s Taxonomy, an important framework (a hierarchy of levels) for teachers to use to focus on higher order thinking.</p> <p>See the following examples: SE/TE: from <i>The Worms of the Earth Against the Lions</i>: 185-189; <i>Apostrophe to the Ocean/The World Is Too Much With Us/ London, 1802</i>: 630-635 TE only: Text Complexity Rubric: <i>The Tragedy of Macbeth</i>, Act I: 250C; Text Complexity Rubric: <i>Back to My Own Country: An Essay</i>: 690C</p>
<p>Section 7 Engagement</p>	
<p>Students are actively engaged and motivated during the lesson. Students are active participants in their learning. Students are given opportunities to interact with each other and the teacher to enhance leaning and maximize participation. Students are given choices. Pacing is appropriate. Content is made meaningful and relevant to the student. Engagement is the opposite of extended whole group lecture.</p>	<p><i>myPerspectives</i> creates student-centered learning that are collaborative, independent, and accessible learning experiences. One of the <i>myPerspectives</i> authors Ernest Morrell states, “Increasing student engagement increases achievement.” With more choices, more interaction, more ownership, more learning, <i>myPerspectives</i> Student Editions make learning a hands-on, personal and engaging experience.</p> <p>Connected and relevant literature including different genres, literary, informational, contemporary, and classic as well as multimedia selections that span time periods, cultures, and perspectives and connect students’ lives to the world.</p>

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<p>Continued Students are actively engaged and motivated during the lesson. Students are active participants in their learning. Students are given opportunities to interact with each other and the teacher to enhance learning and maximize participation. Students are given choices. Pacing is appropriate. Content is made meaningful and relevant to the student. Engagement is the opposite of extended whole group lecture.</p>	<p>Continued <i>myPerspectives</i> promotes student-centered learning through a unit organization that:</p> <ul style="list-style-type: none"> • gives students increasing responsibility for the learning process as they understand expectations, set goals, use self-assessment measures, and monitor and reflect on their learning. • supports active learning in which students annotate texts, answer questions, pose questions of their own, and construct knowledge as they search for meaning. • promotes social collaboration and interaction among learners in ways that strengthen positive interdependence and individual accountability. • engages students in making choices in their learning and work they are producing. • provides flexibility for teachers to manage resources to match learner needs. <p>See the following examples: SE/TE: Unit 1 Introduction: Unit Goals: 4; Overview: Whole-Class Learning: 244-245; Overview: Small-Group Learning: 468-469; Overview: Independent Learning: 666-667; Performance-Based Assessment: 775-778</p>
Section 8 Differentiation	
<p>Instruction is differentiated appropriately so that all students can be successful. Learning activities are structured so that all students can meet the lesson objective even though students are at different readiness levels. Differentiation is evident in the content, process, and products.</p>	<p><i>myPerspectives</i> offers a rich array of grade-level complex texts, and each student, no matter their learner level, encounters the same text. Differentiated Instruction is provided with the Personalized Learning pages in the Teacher's Edition, which includes Text Complexity Rubrics for reading support of diverse learners in the classroom. The Teaching and Learning Cycle guides help teachers identify student needs for planning and remediation purposes. Each unit within <i>myPerspectives</i> also includes a Formative Assessment as an additional opportunity for student learning and application.</p>

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<p>Continued Instruction is differentiated appropriately so that all students can be successful. Learning activities are structured so that all students can meet the lesson objective even though students are at different readiness levels. Differentiation is evident in the content, process, and products.</p>	<p>Continued The Teacher’s Edition provides support before, during, and after each selection to help the teacher personalize learning for students. A full range of reading supports is provided for each text, based on text complexity rubrics, which provide targeted suggestions for learner levels.</p> <p>Point of use notes that address how to meet the needs of different learners in the classroom are categorized as English Language Support, Strategic Support, or Challenge.</p> <p>Realize offers multiple levels of standards & skills support - all available digitally for easy access, assignment, and tracking:</p> <ul style="list-style-type: none"> • Student Edition instruction (core) • On-level worksheets (additional practice in context) • Reteach & Practice worksheets (agnostic remediation) • And finally, remediation is available with the Unit and Mid-Year tests. <p>See the following examples: SE/TE: <i>The Song of the Mud/Dulce et Decorum Est:</i> 84-89; <i>The Tragedy of Macbeth</i>, Act III: 296-310; from <i>Frankenstein</i>: 584-596 TE only: Personalize for Learning: English Language Support, Using Indirect Characterization: 155; Personalize for Learning: Strategic Support: Annotations: 229; Personalize for Learning: Challenge, Research The Vampyre: 597</p>

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Section 9 Assessment/Common Grade Practice	
<p>Teacher provides feedback through formative and summative assessment. Teacher gives descriptive feedback in a culturally appropriate manner that provides support to students and challenges students in a positive way. Checks for understanding are ongoing during the learning cycle and guide instruction. Assessments are aligned to the objective/standard. Formal assessments are leveled (secondary).</p>	<p>Ongoing aligned assessment is a vital component in the learning process. <i>myPerspectives</i> helps the teacher to establish a balanced assessment system to know where students are and see where gaps occur, so teachers can help them achieve more. Robust and purposeful assessments that are built into the <i>myPerspectives</i> program include formative, diagnostic, and summative data for driving personalized instruction. The <i>Standards Support Through Teaching and Learning Cycle</i> prior to each selection begins with Identify Needs continuing with Decide and Plan through Teach, Analyze and Revise and back to Identify needs. (Refer to the Teacher Edition’s D page prior to each selection.)</p> <p>In <i>myPerspectives</i>, assessments include the following:</p> <p>YEAR-LONG assessments serve as data points to measure progress, inform instruction, and provide remediation as needed.</p> <ul style="list-style-type: none"> ● Beginning-of-Year Test assesses all standards that will be taught in the upcoming school year. Results diagnose and identify which standards need focus, providing teachers with a snapshot of how they may want to customize instruction. ● Mid-Year Test assesses standards and skills taught through Unit 3. Remediation is available for this test and is assigned automatically if the test is administered online. ● End-of-Year Test determines mastery of standards taught in the school year. This test may be used to help place students in classes for the following year.

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<p>Continued Teacher provides feedback through formative and summative assessment. Teacher gives descriptive feedback in a culturally appropriate manner that provides support to students and challenges students in a positive way. Checks for understanding are ongoing during the learning cycle and guide instruction. Assessments are aligned to the objective/standard. Formal assessments are leveled (secondary).</p>	<p>Continued UNIT-LEVEL assessments can serve as both formative and summative opportunities to monitor student progress.</p> <ul style="list-style-type: none"> ● Performance Tasks include a Writing Performance Task and a Speaking & Listening Performance Task. Performance Tasks can be completed individually or collaboratively. The Whole-Class Learning Performance Task is a Writing Focus, and the Small-Group Learning Performance Task is a Speaking & Listening Focus. ● All unit activities are backwards-mapped to a Performance-Based Assessment (PBA). The PBA is a compilation of what is expected by the standards as students use their notes, evidence, knowledge, completed activities, and skills learned to complete a performance task. ● The Unit Test allows students to apply standards taught in the unit with a fresh, cold read passage to assess understanding of literary works. Remediation is available and is assigned automatically if the test is taken online. <p>SELECTION-LEVEL assessments provide multiple opportunities to check on students' progress.</p> <ul style="list-style-type: none"> ● Selection Activities focused on Making Meaning, Effective Expression, and Language Development can be used to assess students' comprehension of content. ● Formative Assessment notes in the Teacher's Edition offer suggestions for formative checks. ● Selection Tests track progress in Reading and Language Standards taught with the selection.

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<p>Continued Teacher provides feedback through formative and summative assessment. Teacher gives descriptive feedback in a culturally appropriate manner that provides support to students and challenges students in a positive way. Checks for understanding are ongoing during the learning cycle and guide instruction. Assessments are aligned to the objective/standard. Formal assessments are leveled (secondary).</p>	<p>Continued AGNOSTIC NEXT-GENERATION TEST PRACTICE provide students with opportunities to encounter and practice next-generation assessment formats.</p> <ul style="list-style-type: none"> • Tests include technology-enhanced items with drag-and-drop items, multiple answers, evidence-based selected response, Prose-Constructed Response, Selected-Response, and Constructed-Response. • Test items mirror questions in next-generation assessments and include two sets of items for Grades 6-11. Each set has been tailored to reflect the two versions of next-generation assessments. <p>See the following examples: SE/TE: Performance Task: Writing Focus, Write an Argument: 62-69; <i>The Naked Babe and the Cloak of Manliness/Macbeth</i>: 384-399 TE only: from <i>Beowulf</i> (Formative Assessment): 44, 45, 46, 47, 48, 49</p>
<p>Section 10 21st Century Skills (Technology Integration)</p>	
<p>“The role of technology is to support learning, not drive instruction,” – Eric Shenerger. Technology integration has the potential to develop and enhance various 21st century skills if implemented in student-centered learning environments. The partnership for 21st Century Skills has identifies these skills as the four C’s-communication, creativity, collaboration, and critical thinking (2009). Furthermore, the International Society for Technology in Education (ISTE) has created standards for 21st Century students and teachers (2007 & 2016) acknowledging the importance of developing digital citizenship skills for students when they are immersed in digital environments.</p>	<p>Technology is an integral part of each student’s life therefore the embedded use in <i>myPerspectives</i> increases student-centered learning. A rich array of media selections and technological skills/strategies engage student in multi-modal learning as well as develop digital citizenship proficiency.</p> <p>For the teacher, <i>Realize</i> provides one-stop for instruction, support, resources, assessments, and data with easy-to-use navigation and ability to customize. Prior to each selection, <i>Digital Perspectives</i> identifies online resources.</p> <p><i>MyPerspectives+</i> includes thousands of additional teacher resources to meet the needs of the diverse learners in the classroom.</p>

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<p>Continued “The role of technology is to support learning, not drive instruction,” – Eric Shener. Technology integration has the potential to develop and enhance various 21st century skills if implemented in student-centered learning environments. The partnership for 21st Century Skills has identifies these skills as the four C’s-communication, creativity, collaboration, and critical thinking (2009). Furthermore, the International Society for Technology in Education (ISTE) has created standards for 21st Century students and teachers (2007 & 2016) acknowledging the importance of developing digital citizenship skills for students when they are immersed in digital environments.</p>	<p>Continued</p> <ul style="list-style-type: none"> • Quickly access more than 240+ grammar resources including tutorials, worksheets, and interactive lessons. • Offers multiple levels of standards & skills support - all available digitally for easy access, assignment, and tracking: • Student Edition instruction (core) • On-level worksheets (additional practice in context) • Reteach & Practice worksheets (agnostic remediation) • And finally, remediation is available with the Unit and Mid-Year tests. <p>See the following examples: SE/TE: <i>How Did Harry Patch Become an Unlikely WWI Hero?</i> (Interactive Website): 96; <i>The Prologue From The Canterbury Tales</i>: 126; <i>The Prologue From The Canterbury Tales: The Remix</i> (Video): 160; TE only: Poetry Collection, Sonnets: 372B</p>
<p>Section 11 Balanced Literacy</p>	
<p>Students will become fluent readers through a balanced approach to literacy instruction that includes decoding and comprehension. All students will become fluent readers and writers by receiving direct instruction that includes opportunities for modeled, shared, guided, and independent practice through differentiation. All students will become fluent readers and writers through a literacy rich environment where students are assessed frequently, provided description feedback and held accountable for their own learning.</p>	<p><i>myPerspectives</i> includes connected and relevant literature: different genres, literary, informational, contemporary, and classic as well as multimedia selections that span time periods, cultures, and perspectives and connect students’ lives to the world.</p> <p>At all grade level, <i>myPerspectives</i> consistently supports a multi-draft reading strategy, in which students of all levels can directly experience the complexity of the text. First Read is for basic meaning where students utilize strategies like Notice, Annotate, Respond, and Connect to understand what they just read. During the second Close Read, students analyze key ideas and details and craft and structure – they are engaging in Making Meaning, Language Development, and Effective Expression.</p>

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<p>Continued Students will become fluent readers through a balanced approach to literacy instruction that includes decoding and comprehension. All students will become fluent readers and writers by receiving direct instruction that includes opportunities for modeled, shared, guided, and independent practice through differentiation. All students will become fluent readers and writers through a literacy rich environment where students are assessed frequently, provided description feedback and held accountable for their own learning.</p>	<p>Continued Each selection includes instruction in reading skills appropriate to the grade level. The application of the skill for Making Meaning is modeled with an excerpt in Close Read the Text section after the selection. Skills support threads through the selection with point-of-use skills prompts. The Making Meaning, Language Development, and Effective Expression questions after each selection provide opportunities for students to affirm and extend mastery.</p> <p>See the following examples: SE/TE: <i>The Tragedy of Macbeth</i>, Act II: 280-295; from <i>the Divine Comedy: Inferno / The Second Coming</i>: 490-503; <i>The Madeleine</i> from <i>Remembrance of Things Past</i>, 636-645</p>
Section 12 Early Childhood	
<p>Early childhood education extends and enriches learning experiences. It is the foundation for long term educational attainment. Diverse students succeed when learning is meaningful and children’s perspectives and interests are honored. Practices that integrate robust content across developmental domains strengthen language, cognitive and social skills.</p>	<p>When utilizing grades 6-12 <i>myPerspectives</i>, the learning experiences/skills begun in Early Childhood education continue. All levels of <i>myPerspectives</i> support and strengthen the foundations set at the beginning of formal education to prepare students for college and career. <i>myPerspectives</i> is built around the standards and focuses on a consistent approach to improving student learning and achievement. From quality instruction and compelling literature, to purposeful digital interactions, <i>myPerspectives</i> transforms the classroom of today into a dynamic learning environment that prepares each student for success.</p> <p>See the following examples: SE/TE: <i>Araby</i>: 504; <i>Early Dismissal</i>: 542 TE only: Author’s Perspective: <i>Why Goal Setting Matters</i>: 4-5; from <i>Time and Free Will</i>: 668B</p>

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Section 13 English Language Learners	
<p>English Language Learners (ELLs) must be provided additional supports to make learning comprehensible across all content areas while they are learning English. The eight instructional components in the section provide a framework that supports content instruction, while utilizing proven methods of language teaching that incorporate reading, writing, speaking and listening.</p>	<p><i>myPerspectives</i> serves the needs of English Language Learners at the Emerging, Expanding, and Bridging Levels. Various supports can be used flexibly in print and online. <i>myPerspectives</i> helps the teacher make the necessary accommodations for varying levels of English proficiency by creating positive and affirming experiences for each student.</p> <p>ELL SUPPORT IN THE UNIT STRUCTURE:</p> <ul style="list-style-type: none"> ● Essential Question all students examine an Essential Question and related concepts. Students acquire academic terminology needed for collaboration, conversation, and writing, enabling all students to participate, regardless of their level of English acquisition. ● Unit Introduction academic vocabulary for the unit is introduced and revisited throughout. ● Launch Text high interest, accessible text to draw kids into the unit topic. ● Word Network students track words related to the unit topic and are encouraged to use these words in their speaking and writing. The Word Network is flexible to student language level. ● Small Group Learning students collaborate on instructional activities, developing essential speaking & listening skills and learning from each other. ● Independent Learning students choose what they want to read before completing the Performance Based Assessment; selections are accessible.

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<p style="text-align: center;">Omaha Public Schools Academic Action Plan</p>	<p style="text-align: center;">myPerspectives, Grade 12 ©2017</p>
<p>Continued English Language Learners (ELLs) must be provided additional supports to make learning comprehensible across all content areas while they are learning English. The eight instructional components in the section provide a framework that supports content instruction, while utilizing proven methods of language teaching that incorporate reading, writing, speaking and listening.</p>	<p>Continued ELL SUPPORT IN THE STUDENT EDITION:</p> <ul style="list-style-type: none"> ● Selection audio for all written texts available at point of use in the digital Student Edition and via BouncePages in the print Student Edition ● Multimedia selections available at point of use in the digital Student Edition and via BouncePages in the print Student Edition ● Student Tool Kit resources help students with specific lessons and provide student models, and additional reference materials to support close reading, writing, research, and using program materials. ● English audio for all Author and Background information (Digital) ● Glossary terms defined at point of use, including English audio for all terms and Spanish audio for select terms (Digital) ● Multilingual Glossary (Digital) ● English-Spanish Glossary (Print) <p>The program pays particular attention to English Language Learners by developing students' abilities in both receptive and productive aspects of language through a robust Language Development strand built right into the core program. This feature helps students understand how language works in order to unlock a text's meaning and to appreciate craft. It also provides students with the opportunity to practice using language to create meaning and to effectively express their ideas.</p> <p><i>Every Teacher's Toolkit: Closing the Achievement Gap for English Learners</i> is a teacher resource that includes teaching and learning strategies and mini lessons focused on Reading, Writing, Critical Thinking Skills, Vocabulary, Grammar & Spelling, Newcomers, and Listening and Speaking.</p>

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<p>Continued English Language Learners (ELLs) must be provided additional supports to make learning comprehensible across all content areas while they are learning English. The eight instructional components in the section provide a framework that supports content instruction, while utilizing proven methods of language teaching that incorporate reading, writing, speaking and listening.</p>	<p>Continued See the following examples: SE/TE: Unit 2 Introduction: Reflecting on Society, Argument, Satire, and Reform: 112-113; Overview: Whole Class Learning: 420-421; Overview: Small Group Learning: 612-613; Overview: Independent Learning: 770-771 TE only: Personalize for Learning: English Language Support: 33, 93, 155, 247, 319, 394, 467, 581, 650</p>
Section 14 Science	
<p>Scientific Inquiry is an approach to learning that involves a process of exploring the natural or material world that leads to asking questions and making discoveries in the search for new understandings. Inquiry, as it relates to science education, should mirror as closely as possible the actions that real scientists engage in their own practice. The inquiry process is driven by one’s own curiosity, wonder, interest or passion to understand an observation or solve a problem. Scientific Practices are the methods in which students do science. Scientific inquiry and practices will be assessed together, showing students not only “know” science concepts; but also, students can use their understanding to investigate the natural world through the practices of science inquiry, or solve meaningful problems through the practices of engineering design (NGSS Lead States. 2013 & Bybee, 2011).</p>	<p>Although science is not the main focus of <i>myPerspectives</i> English Language Arts Arts, this program supports student success in science in the following lessons:</p> <p>See the following examples: SE/TE: <i>The Most Forgetful Man in the World:</i> 646; Making Meaning: <i>Analyze Craft and Structure, Science Journalism:</i> 656 TE only: <i>The New Psychology of Leadership:</i> 104B; Cross-Curricular Perspectives: Science: 209, 284, 336, 556, 589, 638, 649, 732, 747; Personalize for Learning: Challenge, Presentation: 326; Facilitating Small-Group Close Reading, Close Read: Science Journalism: 647</p>

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Section 15 Lesson Planning	
<p>Lesson Planning is the key to being prepared and organized for instruction. An effective lesson gets students thinking and allows them to access prior knowledge to learn new information.</p>	<p>Using <i>myPerspectives</i>, teachers plan easily and teach effectively. Every classroom is different and diverse. <i>myPerspectives</i> helps a teacher manage varying needs, learning styles, and language levels to become an instructor, facilitator, and advisor.</p> <p>Lesson planning is easy and efficient with clearly labeled support at point of use in the Teacher’s Edition. Planning pages provide essential information, including selection summaries, insights, and links to the Essential Question. Lesson Resources provides at-a-glance listings of standards, student-facing resources, on-level and reteaching support, and even a place for teachers to write in their own resources. Digital Perspectives identifies online resources. A Pacing Plan provides recommended pacing.</p> <p>Also a trade book alignment with suggestions for integrating longer works within the unit is provided on pages T38-T49. Lesson plans for recommended titles are available online.</p> <p>See the following examples: SE/TE: Introduction Unit 1 Forging a Hero, Warriors and Leaders: 2-3 TE only: Planning: <i>Shakespeare’s Sister</i>: 190A-190B; Planning: <i>Araby</i>: 504A-504B</p>

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Section 16 Super 3+ and Big 6+ Research Inquiry Modules	
<p>The Super 3+ Research Inquiry and the Big 6+ Research Inquiry Frameworks are district-wide research models for teachers that should be followed when students are engaged in doing and writing research. This district-wide framework provides common language for students across all grade levels and content areas, scaffolds inquiry skills to meet the needs of K-12 learners, and ensures research projects are rigorous.</p>	<p><i>myPerspectives</i> provides numerous opportunities for students to perform research. Research to Clarify and Research to Explore are offered after every selection so that students can do short targeted research and incorporate that skill as a learning habit while at the same time, learn the basic foundational research skills needed to build upon over the course of the year. In addition, students will be presented with research opportunities in the Performance Tasks and Performance-Based Assessment. Additional research support is provided through <i>myPerspectives</i> Research Center, which provides step-by-step instructions on research practices, citations, and integration into student work.</p> <p>See the following examples: TE: Teaching: <i>The Tragedy of Macbeth Act I</i>; Research: <i>Research to Clarify Research to Explore</i>, Unit 3: 276; Teaching: <i>The Tragedy of Macbeth Act II</i>; Research: <i>Research to Clarify Research to Explore</i>, Unit 3: 292; Teaching: <i>Lines Composed a Few Miles Above Tintern Abby from The Prelude</i>; Research: <i>Research to Clarify Research to Explore</i>, Unit 3: 563; Teaching: Teaching: <i>Ode to a Nightingale Ode to the West Wind</i>; Research: <i>Research to Clarify Research to Explore</i>, Unit 5: 577; Facilitating: <i>from Mrs. Dalloway</i>; Research: <i>Research to Clarify Research to Explore</i>, Unit 5: 619</p>