

# A Correlation of



**Grades 9-12, ©2017**

**To the  
Nevada Educator  
Performance Framework**

**A Correlation of myPerspectives ©2017, Grades 9-12  
To the Nevada Educator Performance Framework Standards**

**Introduction**

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the **Nevada Educator Performance Framework Standards**. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection and feature title.

*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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<b>Table 1: Teacher Instructional Practice Standards and Indicators</b>	
<b>Standard 1: New Learning is Connected to Prior Learning and Experience</b>	
<p>Indicator 1: The teacher activates all students' initial understandings of new concepts and skills.</p>	<p>Each Unit Introduction as well as the Anchor Text (Whole-class Learning) in <i>myPerspectives</i> begins with a Jump Start that relates the unit topic to a personal level and engages students in a discussion of the content to follow. The Concept Vocabulary followed by the First Read strategies activates students' understanding of new concepts and skills.</p> <p>See the following examples:</p> <p><b>Grade 9</b>  <b>SE/TE:</b> <i>A Quilt of a Country</i>, Concept Vocabulary and First Read: 12-16; <i>The Moral Logic of Survivor Guilt</i>, Concept Vocabulary and First Read: 152-157; "I Have a Dream," Concept Vocabulary and First Read: 260-264; <i>The Tragedy of Romeo and Juliet</i>, Act I, Concept Vocabulary and First Read: 374-396; from <i>The Odyssey</i>, Part 1, Concept Vocabulary and First Read: 558-589; <i>By the Waters of Babylon</i>, Concept Vocabulary and First Read: 704-715</p> <p><b>TE only:</b> Unit 1 Introduction Jump Start: 2; <i>A Quilt of a Country</i>, Jump Start: 12; Unit 2 Introduction Jump Start: 122; <i>The Moral Logic of Survivor Guilt</i>, Jump Start: 152; Unit 3 Introduction Jump Start: 250; "I Have a Dream," Jump Start: 260; Unit 4 Introduction Jump Start: 356; <i>The Tragedy of Romeo and Juliet</i>, Act I, Jump Start: 374; Unit 5 Introduction Jump Start: 542; from <i>The Odyssey</i>, Part 1, Jump Start: 558; Unit 6 Introduction Jump Start: 694; <i>By the Waters of Babylon</i>, Jump Start: 704</p>

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<p><b>Continued</b> Indicator 1: The teacher activates all students' initial understandings of new concepts and skills.</p>	<p><b>Continued</b> <b>Grade 10</b> <b>SE/TE:</b> <i>The Fall of the House of Usher</i>, Concept Vocabulary and First Read: 12-30; <i>The Metamorphosis</i>, Concept Vocabulary and First Read: 136-179; from <i>The "Four Freedom" Speech</i>, Concept Vocabulary and First Read: 268-276; <i>The Necklace</i>, Concept Vocabulary and First Read: 372-380; <i>The Tempest</i>, Act I, Concept Vocabulary and First Read: 510-529; <i>Oedipus the King</i>, Part 1, Concept Vocabulary and First Read: 672-697 <b>TE only:</b> Unit 1 Introduction Jump Start: 2; <i>The Fall of the House of Usher</i>, Jump Start: 12; Unit 2 Introduction Jump Start: 126; <i>The Metamorphosis</i>, Jump Start: 136; Unit 3 Introduction Jump Start: 258; from <i>The "Four Freedom" Speech</i>, Jump Start: 268; Unit 4 Introduction Jump Start: 362; <i>The Necklace</i>, Jump Start: 372; Unit 5 Introduction Jump Start: 492; <i>The Tempest</i>, Act I, Jump Start: 510; Unit 6 Introduction Jump Start: 656; <i>Oedipus the King</i>, Part 1, Jump Start: 672</p>

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<p><b>Continued</b> Indicator 1: The teacher activates all students' initial understandings of new concepts and skills.</p>	<p><b>Continued</b> <b>Grade 11</b> <b>SE/TE:</b> <i>Declaration of Independence</i>, Concept Vocabulary and First Read: 16-22; <i>The Writing of Walt Whitman</i>, Concept Vocabulary and First Read: 152-163; from <i>What to the Slave Is the Fourth of July?</i>, Concept Vocabulary and First Read: 288-293; <i>The Notorious Jumping Frog of Calaveras County</i>, Concept Vocabulary and First Read: 418-424; <i>The Crucible</i>, Act I, Concept Vocabulary and First Read: 560-596; <i>Everyday Use</i>, Concept Vocabulary and First Read: 764-772 <b>TE only:</b> Unit 1 Introduction Jump Start: 2; <i>Declaration of Independence</i>, Jump Start: 16; Unit 2 Introduction Jump Start: 138; <i>The Writing of Walt Whitman</i>, Jump Start: 152; Unit 3 Introduction Jump Start: 274; from <i>What to the Slave Is the Fourth of July?</i>, Jump Start: 288; Unit 4 Introduction Jump Start: 392; <i>The Notorious Jumping Frog of Calaveras County</i>, Jump Start: 418; Unit 5 Introduction Jump Start: 544; <i>The Crucible</i>, Act I, Jump Start: 560; Unit 6 Introduction Jump Start: 750; <i>Everyday Use</i>, Jump Start: 764</p>

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<p><b>Continued</b> Indicator 1: The teacher activates all students' initial understandings of new concepts and skills.</p>	<p><b>Continued</b> <b>Grade 12</b> <b>SE/TE:</b> from <i>Beowulf</i>, Concept Vocabulary and First Read: 16-42; <i>The Prologue</i> from <i>The Canterbury Tales</i>, Concept Vocabulary and First Read: 126-152; <i>The Tragedy of Macbeth</i>, Act I, Concept Vocabulary and First Read: 258-275; "A Valediction Forbidding Mourning/Holy Sonnet 10," Concept Vocabulary and First Read: 426-430; from <i>Frankenstein</i>, Concept Vocabulary and First Read: 584-596; <i>Back to My Own Country: An Essay</i>, Concept Vocabulary and First Read: 690-699 <b>TE only:</b> Unit 1 Introduction Jump Start: 2; from <i>Beowulf</i>, Jump Start: 16; Unit 2 Introduction Jump Start: 112; <i>The Prologue</i> from <i>The Canterbury Tales</i>, Jump Start: 126; Unit 3 Introduction Jump Start: 236; <i>The Tragedy of Macbeth</i>, Act I, Jump Start: 258; Unit 4 Introduction Jump Start: 412; "A Valediction Forbidding Mourning/Holy Sonnet 10," Jump Start: 426; Unit 5 Introduction Jump Start: 538; from <i>Frankenstein</i>, Jump Start: 584; Unit 6 Introduction Jump Start: 676; <i>Back to My Own Country: An Essay</i>, Jump Start: 690</p>

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<p>Indicator 2: The teacher makes connections explicit between previous learning and new concepts and skills for all students.</p>	<p>Throughout <i>myPerspectives</i>, teachers follow a clear, consistent unit-design that allows for continuous student engagement in their reading activities connecting prior learning and new concepts/skills. The unit Launch 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 at the end of a unit.</p> <p>Prior to each selection in the First Read chart, students apply the strategy: CONNECT ideas within the selection to what you already know and what you have already read. Then students 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.</p> <p>See the following examples:</p> <p><b>Grade 9</b>  <b>SE/TE:</b> Unit 1 Launch Text: <i>Music for My Mother: 6-7; The Immigrant Contribution</i>, First Read chart: 22; Performance Based Assessment: Writing to Sources: Nonfiction Narrative/Speaking and Listening: Interpretive Reading: 118-120; Unit 3 Launch Text: <i>1963: The Year That Changed Everything</i>, 254-255; <i>Remarks on the Assassination of Martin Luther King, Jr.</i>, First Read chart: 294; Performance Based Assessment: Writing to Sources: Argument/Speaking and Listening: Multimedia Presentation: 538-540; Unit 5 Launch Text: <i>Gone and Back Again: A Traveler's Advice</i>: 546-547; from <i>the Odyssey</i>, Part 2, First Read chart: 594; Performance Based Assessment: Writing to Sources: Explanatory Essay/Speaking and Listening: Podcast: 690-692</p>



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<p><b>Continued</b> Indicator 2: The teacher makes connections explicit between previous learning and new concepts and skills for all students.</p>	<p><b>Continued</b> <b>Grade 10</b> <b>SE/TE:</b> Unit 1 Launch Text: <i>My Introduction to Gothic Literature</i>: 6-7; <i>House Taken Over</i>, First Read chart: 36; Performance Based Assessment: Writing to Sources: Explanatory Essay/Speaking and Listening: Informal Talk: 122-124; Unit 3 Launch Text: <i>Born Free: Children and the Struggle for Human Rights</i>: 262-263; <i>Inaugural Address</i>, First Read chart: 282; Unit 5 Launch Text: <i>Neither Justice nor Forgetting: Defining Forgiveness</i>: 496-497; Performance Based Assessment: Writing to Sources: Argument/Speaking and Listening: Informal Speech: 652-654; <i>Oedipus the King</i>, Part 2, First Read chart: 702; Performance Based Assessment: Writing to Sources: Nonfiction Narrative/Speaking and Listening: Storytelling: 810-812</p> <p><b>Grade 11</b> <b>SE/TE:</b> Unit 1 Launch Text: <i>Totally Free?</i>: 6-7; <i>Speech in the Convention</i>, First Read chart: 40; Performance Based Assessment: Writing to Sources: Argument/Speaking and Listening: Video Commentary: 134-136; Unit 3 Launch Text: <i>The Zigzag Road to Rights</i>: 278-279; from <i>Second Inaugural Address</i>, First Read chart: 300; Unit 5 Launch Text: <i>Is It Foolish to Fear?</i>: 548-549; Performance Based Assessment: Writing to Sources: Argument/Speaking and Listening: Speech: 746-748; <i>Everything Stuck to Him</i>, First Read chart: 780; Performance Based Assessment: Writing to Sources: Narrative/Speaking and Listening: Storytelling Session: 866-867</p>

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<p><b>Continued</b> Indicator 2: The teacher makes connections explicit between previous learning and new concepts and skills for all students.</p>	<p><b>Continued</b> <b>Grade 12</b> <b>SE/TE:</b> Unit 1 Launch Text: <i>A World of Heroes</i>: 6-7; from <i>Beowulf</i>, First Read chart: 16; Performance Based Assessment: Writing to Sources: Argument/Speaking and Listening: Speech: 111-112; Unit 3 Launch Text: <i>Better Never to Have Met At All</i>: 240-241; <i>The Tragedy of Macbeth</i>, Act II, First Read chart: 280; Unit 5 Launch Text: <i>Early Dismissal</i>: 542-543; Performance Based Assessment: Writing to Sources: Personal Narrative/Speaking and Listening: Elevator Introduction: 672-674; <i>Shooting an Elephant</i>, First Read chart: 704; Performance Based Assessment: Writing to Sources: Informative Essay/Speaking and Listening: Media Presentation: 778-779</p>

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<p>Indicator 3: The teacher makes clear the purpose and relevance of new learning for all students.</p>	<p>When teachers introduce the selections during Whole-Class Learning, they clearly delineate the purpose and relevance modeling the learning process. Then teachers lead the shared reading experience, providing modeling and support, as students begin exploring perspectives on the unit topic.</p> <p>See the following examples:</p> <p><b>Grade 9</b>  <b>SE/TE:</b> Overview: Whole-Class Learning: Unit 1: 10-11; Unit 2: 96-97; Unit 3: 258-259; Unit 4: 364-365; Unit 5: 550-551; Unit 6: 702-703; <i>American History</i>: 36-44; <i>The Seventh Man</i>: 132-144; <i>The Tragedy of Romeo and Juliet</i>, Act II: 400-420; <i>There Will Come Soft Rains</i>: 722-728</p> <p><b>Grade 10</b>  <b>SE/TE:</b> Overview: Whole-Class Learning: Unit 1: 10-11; Unit 2: 134-135; Unit 3: 266-267; Unit 4: 370-371; Unit 5: 500-501; Unit 6: 664-665; <i>House Taken Over</i>: 36-42; <i>The Metamorphosis</i>: 136-179; <i>Civil Peace</i>: 388-394; <i>Oedipus the King</i>, Part 2: 702-720</p> <p><b>Grade 11</b>  <b>SE/TE:</b> Overview: Whole-Class Learning: Unit 1: 10-11; Unit 2: 146-147; Unit 3: 282-283; Unit 4: 400-401; Unit 5: 552-553; Unit 6: 758-759; <i>The Poetry of Emily Dickinson</i>: 170-178; from <i>Life on the Mississippi</i>: 406-412; <i>The Crucible</i>, Act III: 628-655; <i>The Leap</i>: 794-801</p> <p><b>Grade 12</b>  <b>SE/TE:</b> Overview: Whole-Class Learning: Unit 1: 10-11; Unit 2: 120-121; Unit 3: 244-245; Unit 4: 420-421; Unit 5: 546-547; Unit 6: 684-685; <i>The Prologue from The Canterbury Tales</i>: 126-152; from <i>Gulliver's Travels</i>: 438-445; "Ode to a Nightingale/Ode to the West Wind": 568-576; <i>Back to My Own Country: An Essay</i>: 690-699</p>

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<p>Indicator 4: The teacher provides all students opportunities to build on or challenge initial understandings.</p>	<p>At all grade levels, <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. Prior to each selection, the Lesson Resources chart clearly outlines the options.</p> <p>See the following examples:</p> <p><b>Grade 9</b>  <b>SE/TE:</b> <i>The Voyage of the James Caird</i> from <i>The Endurance</i>, First Read Nonfiction: 178; Close Read the Text: 191-193; <i>The Tragedy of Romeo and Juliet</i>, Act IV, First Read Drama: 450; Close Read the Text: 463-465; <i>By the Waters of Babylon</i>, First Read Fiction: 704, Close Read the Text: 716-721  <b>TE only:</b> <i>A Quilt of a Country</i>, Lesson Resources: 12B; from <i>Life of Pi</i>, Lesson Resources: 202B; <i>The Return</i>, 650B</p> <p><b>Grade 10</b>  <b>SE/TE:</b> <i>Where Is Here?</i>, First Read Fiction: 68, Close Read the Text: 78-81; <i>Encountering the Other: The Challenge for the 21<sup>st</sup> Century</i>, First Read Nonfiction: 232; Close Read the Text: 242-245; <i>The Tempest</i>, Act IV, First Read Drama: 572; Close Read the Text: 583-585  <b>TE only:</b> <i>The Doll's House</i>, Lesson Resources: 200B; <i>The Censors</i>, Lesson Resources: 336B; <i>Let South Africa Show the World How to Forgive</i>, 634B</p>

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<p><b>Continued</b> Indicator 4: The teacher provides all students opportunities to build on or challenge initial understandings.</p>	<p><b>Continued</b></p> <p><b>Grade 11</b> <b>SE/TE:</b> from <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, First Read Nonfiction: 92; Close Read the Text: 98-101; <i>A Wagner Matinée</i>, First Read Fiction: 248, Close Read the Text: 258-261; <i>The Crucible</i>, Act IV, First Read Drama: 660; Close Read the Text: 680-685 <b>TE only:</b> <i>Ain't I a Woman?</i>, Lesson Resources: 330B; <i>Introduction from The Way to Rainy Mountain</i>, Lesson Resources: 520B; <i>Antojos</i>, 722B</p> <p><b>Grade 12</b> <b>SE/TE:</b> <i>Shakespeare's Sister</i>, First Read Nonfiction: 190; Close Read the Text: 194-197; <i>The Tragedy of Macbeth</i>, Act IV, First Read Drama: 314; Close Read the Text: 331-333; <i>Araby</i>, First Read Fiction: 504, Close Read the Text: 512-515 <b>TE only:</b> <i>"To Lucasta, on Going to the Wars"</i> and <i>"The Charge of the Light Brigade,"</i> Lesson Resources: 74B; <i>The Most Forgetful Man in the World</i> from <i>Moonwalking With Einstein</i>: 646B; from <i>A History of the English Church and People</i>, 730B</p>

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<b>Standard 2: Learning Tasks have High Cognitive Demand for Diverse Learners</b>	
<p>Indicator 1: The teacher assigns tasks that purposefully employ all students’ cognitive abilities and skills.</p>	<p><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:</p> <p><b>Grade 9</b>  <b>SE/TE:</b> <i>American History</i>: 36-51; <i>The Key to Disaster Survival? Friends and Neighbors</i>: 164-167; <i>Lessons of Dr. Martin Luther King, Jr.</i>: 322-333; <i>The Return</i>: 650-659; <i>The Nuclear Tourist</i>: 746-757</p> <p><b>Grade 10</b>  <b>SE/TE:</b> <i>House Taken Over</i>: 36-49; <i>Revenge of the Geeks</i>: 224-231; <i>The Censors</i>: 336-343; <i>The Golden Touch</i>: 442-459; <i>The Country of the Blind</i>: 758-585</p> <p><b>Grade 11</b>  <b>SE/TE:</b> <i>Preamble to the Constitution/Bill of Rights</i>: 30-39; from <i>Walden/from Civil Disobedience</i>: 214-229; <i>The Story of an Hour</i>: 352-359; <i>A White Heron</i>: 432-449; from <i>Farewell to Manzanar</i>: 704-715</p> <p><b>Grade 12</b>  <b>SE/TE:</b> from <i>The Worms of the Earth Against the Lions from A Distant Mirror</i>: 178-189; <i>The Tragedy of Macbeth, Act III</i>: 296-313; <i>“To His Coy Mistress”</i>: 472-479; <i>The Madeleine from Remembrance of Things Past</i>: 636-645; from <i>A History of the English Church and People</i>: 730-737</p>

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<p>Indicator 2: The teacher assigns tasks that place appropriate demands on each student.</p>	<p>Text Complexity Rubrics 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> <p>See the following examples:</p> <p><b>Grade 9</b>  <b>TE only:</b> Personalize for Learning: <i>The Immigrant Contribution</i>: 12C; Personalize for Learning: <i>The Value of a Sherpa Life</i>: 216C; Personalize for Learning: <i>Traveling</i>: 334C; Personalize for Learning: <i>“I Have a Dream”</i>: 269C; Personalize for Learning: <i>Twenty Years On: The Unfinished Lives of Bosnia’s Romeo and Juliet</i>: 524C</p> <p><b>Grade 10</b>  <b>TE only:</b> Personalize for Learning: <i>The Fall of the House of Usher</i>: 12C; Personalize for Learning: <i>Speech at the United Nations</i>: 308C; Personalize for Learning: <i>The Thrill of the Chase</i>: 470C; Personalize for Learning: <i>The Tempest, Act I</i>: 510C; Personalize for Learning: <i>The Neglected Senses</i> from <i>For the Benefit of Those Who See</i>: 786C</p>

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<p><b>Continued</b> Indicator 2: The teacher assigns tasks that place appropriate demands on each student.</p>	<p><b>Continued</b></p> <p><b>Grade 11</b> <b>TE only:</b> Personalize for Learning: from <i>America’s Constitution: A Biography</i>: 72C; Personalize for Learning: “<i>The Love Song of J. Alfred Prufrock</i>”: 236C; Personalize for Learning: <i>Declaration of Sentiments</i>: 338C; Personalize for Learning: from <i>Dust Tracks on a Road</i>: 480C; Personalize for Learning: <i>An Occurrence at Owl Creek Bridge</i>: 828C</p> <p><b>Grade 12</b> <b>TE only:</b> Personalize for Learning: “<i>The Song of the Mud</i>” and “<i>Dulce et Decorum Est</i>”: 84C; Personalize for Learning: <i>The Prologue from The Canterbury Tales</i>: 126C; Personalize for Learning: from <i>The Naked Babe and the Cloak of Manliness</i> from <i>The Well Wrought Urn</i>: 384C; Personalize for Learning: from <i>Mrs. Dalloway</i>: 616C; Personalize for Learning: from <i>History of Jamaica</i>: 738C</p>



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<p>Indicator 3: The teacher assigns tasks that progressively develop all students' cognitive abilities and skills.</p>	<p><i>myPerspectives</i> motivates students to read a text thoughtfully, apply strategies as they read, and critically examine the text. Students apply first-read routines as they independently read and annotate texts. Next, students close read complex and rich text passages, studying structures, diction, and other elements of author's craft. Closer Look notes, found only in the Teacher's Edition, provide additional close-reading opportunities.</p> <p>See the following examples:</p> <p><b>Grade 9</b>  <b>SE/TE:</b> <i>The Voyage of the James Caird</i> from <i>The Endurance</i>, First Read Nonfiction: 178; Close Read the Text, Analyze the Text, Analyze Craft and Structure, Author's Style: 191-193; <i>The Tragedy of Romeo and Juliet</i>, Act IV, First Read Drama: 450; Close Read the Text, Analyze the Text, Analyze Craft and Structure, Speaking and Listening: 463-465; <i>By the Waters of Babylon</i>, First Read Fiction: 704, Close Read the Text, Analyze the Text, Analyze Craft and Structure, Speaking and Listening: 716-721  <b>TE only:</b> Closer Look: 23, 79, 181, 379, 474; Close Read: 27, 156, 272, 403, 571</p> <p><b>Grade 10</b>  <b>SE/TE:</b> <i>Where Is Here?</i>, First Read Fiction: 68, Close Read the Text, Analyze the Text, Analyze Craft and Structure, Author's Style, Writing to Sources: 78-81; <i>Encountering the Other: The Challenge for the 21<sup>st</sup> Century</i>, First Read Nonfiction: 232; Close Read the Text, Analyze the Text, Analyze Craft and Structure, Conventions, Research: 242-245; <i>The Tempest</i>, Act IV, First Read Drama: 572; Close Read the Text, Analyze the Text, Analyze Craft and Structure, Author's Style: 583-585  <b>TE only:</b> Closer Look: 21, 218, 328, 474, 638; Close Read: 17, 138, 270, 379, 523</p>

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<p><b>Continued</b> Indicator 3: The teacher assigns tasks that progressively develop all students' cognitive abilities and skills.</p>	<p><b>Continued</b></p> <p><b>Grade 11</b> <b>SE/TE:</b> from <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, First Read Nonfiction: 92; Close Read the Text, Analyze the Text, Analyze Craft and Structure, Convention and Style, Writing to Sources: 98-101; <i>A Wagner Matinée</i>, First Read Fiction: 248, Close Read the Text, Analyze the Text, Analyze Craft and Structure, Conventions and Style, Writing to Sources: 258-261; <i>The Crucible</i>, Act IV, First Read Drama: 660; Close Read the Text, Analyze the Text, Analyze Craft and Structure, Author's Style, Writing to Sources, Speaking and Listening: 680-685 <b>TE only:</b> Closer Look: 18, 108, 219, 347, 525; Close Read: 43, 155, 292, 409, 411, 433</p> <p><b>Grade 12</b> <b>SE/TE:</b> <i>Shakespeare's Sister</i>, First Read Nonfiction: 190; Close Read the Text, Analyze the Text, Analyze Craft and Structure, Conventions and Style, Writing to Sources: 194-197; <i>The Tragedy of Macbeth</i>, Act IV, First Read Drama: 314; Close Read the Text, Analyze the Text, Analyze Craft and Structure, Conventions and Style: 331-333; <i>Araby</i>, First Read Fiction: 504, Close Read the Text, Analyze the Text, Analyze Craft and Structure, Conventions and Style, Writing to Sources: 512-515 <b>TE only:</b> Closer Look: 23, 130, 205, 263, 389, 733; Close Read: 22, 129, 429, 555, 573, 593, 692</p>

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<p>Indicator 4: The teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.</p>	<p>Our job as teachers is to build students' confidence and help them succeed. <i>myPerspectives</i> helps teachers to personalize the learning experience for each student regardless of his/her status. In addition, point-of-use notes address how to meet the needs of different learners in the classroom. The Home-Connection Letter for each unit fosters support for learners outside of the classroom.</p> <p>See the following examples:</p> <p><b>Grade 9</b>  <b>SE/TE:</b> Unit Introduction: 2-9, 122-129, 250-257, 356-363, 542-549, 694-701; Whole-Class Learning: 10-11, 130-131, 258-259, 364-365, 550-551, 702-703  <b>TE only:</b> Home Connection: 4, 124, 252, 358, 544, 696; Personalize for Learning: English Language Support, Syntax: 79; Personalize for Learning: Strategic Support, Research: 272; Personalize for Learning: Challenge, Apothecary Research: 468</p> <p><b>Grade 10</b>  <b>SE/TE:</b> Unit Introduction: 2-9, 126-133, 258-265, 362-369, 492-499, 656-663; Whole-Class Learning: 10-11, 134-135, 266-267, 370-371, 500-501, 664-665  <b>TE only:</b> Home Connection: 4, 128, 260, 364, 494, 658; Personalize for Learning: English Language Support, Multiple Meaning Words: 165; Personalize for Learning: Strategic Support, Timeline: 319; Personalize for Learning: Challenge, Text to Text Connection: 381</p>

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<p><b>Continued</b> Indicator 4: The teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.</p>	<p><b>Continued</b></p> <p><b>Grade 11</b> <b>SE/TE:</b> Unit Introduction: 2-9, 138-145, 274-281, 392-399, 544-551, 750-757; Whole-Class Learning: 10-11, 146-147, 282-283, 400-401, 552-553, 758-579 <b>TE only:</b> Home Connection: 4, 140, 276, 394, 546, 752; Personalize for Learning: Challenge, Comparing Memoir to Film: 97; Personalize for Learning: English Language Support, Using Historical References (Emerging, Expanding, Bridging): 379; Personalize for Learning: Strategic Support, The Etymology of Double-Cross: 496</p> <p><b>Grade 12</b> <b>SE/TE:</b> Unit Introduction: 2-9, 112-119, 236-243, 412-419, 538-545, 676-683; Whole-Class Learning: 10-11, 120-121, 244-245, 420-421, 546-547, 684-685 <b>TE only:</b> Home Connection: 4, 114, 238, 414, 540, 678; Personalize for Learning: English Language Support, Making Connections to the Text: 38; Personalize for Learning: Strategic Support, Allusions: 213; Personalize for Learning: Challenge, The Two Great Symbols: 389</p>

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<b>Standard 3: Students Engage in Meaning-Making through Discourse and Other Strategies</b>	
<p>Indicator 1: The teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students.</p>	<p>Within each unit of <i>myPerspectives</i>, students are actively involved in Whole-Class, Small-Group, and Independent Learning allowing extensive discourse. Collaborative discussions begin right at the introduction as applied in the Launch Text, continuing throughout the unit as it is integrated with learning practices that have been linked to various text, and is infused in whole and small group learning representations within the unit.</p> <p>See the following examples:</p> <p><b>Grade 9</b>  <b>SE/TE:</b> Unit 1 American Voices: Launch Activity, Conduct a Small-Group Discussion: 8; Whole-Class Learning: Effective Expression, Speaking and Listening, Write and Present a Monologue: 51; Small-Group Learning: Working as a Team: 60; Independent Learning: Share Your Independent Learning, Learn From Your Classmates, Discuss It: 116; Unit 3 The Literature of Civil Rights: Launch Activity: Group Discussion: 256; Whole-Class Learning: Effective Expression, Speaking and Listening, Adapt Newspaper Report as a Newscast: 297; Small-Group Learning: Working as a Team: 306; Independent Learning: Share Your Independent Learning, Learn From Your Classmates, Discuss It: 344; Unit 5 Journeys of Transformation: Launch Activity, Round Table: 548; Whole-Class Learning: Effective Expression, Speaking and Listening, Write and Deliver a Conversation among Ordinary Greeks: 593; Small-Group Learning: Working as a Team: 648; Independent Learning: Share Your Independent Learning, Learn From Your Classmates, Discuss It: 688</p>

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<p><b>Continued</b> Indicator 1: The teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students.</p>	<p><b>Continued</b> <b>Grade 10</b> <b>SE/TE:</b> Unit 2 Outsiders and Outcasts: Launch Activity, Conduct a Small-Group Discussion: 132; Whole-Class Learning: Effective Expression, Speaking and Listening, Debate: 185; Small-Group Learning: Working as a Team: 198; Independent Learning: Share Your Independent Learning, Learn From Your Classmates, Discuss It: 252; Unit 4 All That Glitters: Launch Activity: Conduct a Discussion: 368; Whole-Class Learning: Effective Expression, Speaking and Listening, Monologue: 387; Small-Group Learning: Working as a Team: 416; Independent Learning: Share Your Independent Learning, Learn From Your Classmates, Discuss It: 486; Unit 6 Blindness and Sight: Launch Activity, Conduct a Four-Corner Debate: 662; Whole-Class Learning: Effective Expression, Speaking and Listening, Critique Performance: 727; Small-Group Learning: Working as a Team: 736; Independent Learning: Share Your Independent Learning, Learn From Your Classmates, Discuss It: 808</p>

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<p><b>Continued</b> Indicator 1: The teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students.</p>	<p><b>Continued</b> <b>Grade 11</b> <b>SE/TE:</b> Unit 1 Writing Freedom: Launch Activity, Define and Explain: 8; Whole-Class Learning: Effective Expression, Speaking and Listening, Class Discussion: 29; Small-Group Learning: Working as a Team: 70; Independent Learning: Share Your Independent Learning, Learn From Your Classmates, Discuss It: 132; Unit 3 Power, Protest, and Change: Launch Activity: Draft a Focus Statement: 280; Whole-Class Learning: Effective Expression, Speaking and Listening, Dramatic Reading: 299; Small-Group Learning: Working as a Team: 328; Independent Learning: Share Your Independent Learning, Learn From Your Classmates, Discuss It: 386; Unit 5 Facing Our Fears: Victims and Victors: Launch Activity, Record “Popular” Fears: 550; Whole-Class Learning: Effective Expression, Speaking and Listening, Whole-Class Discussion: 627; Small-Group Learning: Working as a Team: 702; Independent Learning: Share Your Independent Learning, Learn From Your Classmates, Discuss It: 744</p>

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<p><b>Continued</b> Indicator 1: The teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students.</p>	<p><b>Continued</b> <b>Grade 12</b> <b>SE/TE:</b> Unit 2 Reflecting on Society, Argument, Satire, and Reform: Launch Activity, Give One-Get One: 118; Whole-Class Learning: Effective Expression, Speaking and Listening, Narrative Presentation: 159; Small-Group Learning: Working as a Team: 174; Independent Learning: Share Your Independent Learning, Learn From Your Classmates, Discuss It: 230; Unit 4 Seeing Things New, Visionaries and Skeptics: Launch Activity: Story Starter: 418; Whole-Class Learning: Effective Expression, Speaking and Listening, Comparison of Poetry: 437; Small-Group Learning: Working as a Team: 470; Independent Learning: Share Your Independent Learning, Learn From Your Classmates, Discuss It: 532; Unit 6 Finding a Home, Nation, Exile, and Dominion: Launch Activity, Draft a Focus Statement: 682; Whole-Class Learning: Effective Expression, Writing To Compare: 716-717; Small-Group Learning: Working as a Team: 728; Independent Learning: Share Your Independent Learning, Learn From Your Classmates, Discuss It: 774</p>



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<p>Indicator 2: The teacher provides opportunities for all students to create and interpret multiple representations.</p>	<p>On each grade level of <i>myPerspectives</i>, teachers give students’ options so they can select which assignment to complete. In addition, students interpret multiple representations when they compare a text and media version of classic literature, which deepens the learning experience and develops critical skills.</p> <p>See the following examples:</p> <p><b>Grade 9</b>  <b>SE/TE:</b> Effective Expression, Research, Assignment: 87; Effective Expression, Writing to Sources, Assignment: 215; Media Connection: “<i>I Have a Dream</i>”: 265; Media Connection: <i>The Tragedy of Romeo and Juliet</i>: 479; Compare Journalism: <i>Twenty Years On: The Unfinished Lives of Bosnia’s Romeo and Juliet</i>: 517 and Media: <i>Newscast: Tragic Romeo and Juliet Offers Bosnia Hope</i>: 525; Effective Expression, Writing to Compare: from <i>Radiolab: War of the Worlds</i> and <i>The Myth of the War of the Worlds Panic</i>: 780-781</p> <p><b>Grade 10</b>  <b>SE/TE:</b> Effective Expression, Research, Assignment: 99; Media Video: <i>Franz Kafka and Metamorphosis</i>: 186-189; Effective Expression, Writing to Sources, Assignment: 211; Effective Expression, Speaking and Listening, Assignment: 223; Performance Task, Deliver a Multimedia Presentation: 246; Media: Photo Essay: <i>Fit for a King: Treasures of Tutankhamun</i>: 403; Media Connection: <i>The Tempest</i>: 597; Effective Expression, Writing to Compare: 612; Media Connection: <i>Oedipus the King</i>: 720; Effective Expression, Speaking and Listening, Assignment: 801</p>

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<b>Nevada Educator Performance Framework</b>	<b>myPerspectives, ©2017 Grades 9-12</b>
<p><b>Continued</b> Indicator 2: The teacher provides opportunities for all students to create and interpret multiple representations.</p>	<p><b>Continued</b></p> <p><b>Grade 11</b> <b>SE/TE:</b> Media Connection: <i>The U.S. Constitution</i>: 44; Compare Expository Nonfiction: from <i>America’s Constitution: A Biography</i>: 73 and Graphic Novel: from <i>The United States Constitution: A Graphic Adaptation</i>: 83; Effective Expression, Writing to Sources: 101; Effective Expression, Speaking and Listening, Assignment: 117; Effective Expression, Writing to Sources, Assignment: 213; Effective Expression, Writing to Sources, Research Report: 261; Media Connection: <i>Mark Twain and Tom Sawyer</i>: 412; Compare Drama: <i>The Crucible</i>: 562 and Media: Audio Performance, <i>The Crucible</i>: 686; Compare Autobiography, from <i>Farewell to Manzanar</i>: 705 and Media: Video, <i>Interview With George Takei</i>: 717</p> <p><b>Grade 12</b> <b>SE/TE:</b> Compare Epic Poetry: from <i>Beowulf</i>: 19 and Media: Graphic Novel: from <i>Beowulf</i>: 51; Effective Expression, Research, Assignment: 99; Effective Expression, Speaking and Listening, Assignment: 223; Effective Expression, Research, Assignment: 503; Media Connection: <i>The Explosion</i>: 519; Media Connection: <i>Ode to a Nightingale</i>: 573; Compare Science Journalism, <i>The Most Forgetful Man in the World</i> from <i>Moonwalking with Einstein</i>: 705 and Media: Radio Broadcast, <i>When Memories Never Fade, The Past Can Poison the Present</i> from <i>All Things Considered</i>: 659; Effective Expression, Speaking and Listening, Assignment: 757</p>

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<p>Indicator 3: The teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships.</p>	<p>After completing the first-read and close-read activities for two selections, students compare texts, using their knowledge and experience. As individuals or groups perform the close reads, the teacher circulates and offers support as needed. Students deepen their analysis and express their observations in writing. Also, Unit Reflections allows students to revisit learning goals and review skills and content learned.</p> <p>See the following examples:</p> <p><b>Grade 9</b>  <b>SE/TE:</b> Comparing Texts (Essays): <i>A Quilt of a Country</i> (13) &amp; <i>The Immigrant Contribution from A Nation of Immigrants</i> (23); Effective Expression: Writing to Compare: 34-35; Comparing Texts (Speech/Letter): “<i>I Have a Dream</i>” (261) &amp; <i>Letter From Birmingham Jail</i> (271); Effective Expression: Writing to Compare: 292-293; Comparing Texts (Epic Poem/Graphic Novel): from the <i>Odyssey</i> (560) &amp; from <i>The Odyssey: A Graphic Novel</i> (625); Effective Expression: Writing to Compare: 632-633; Units 1- 6 Reflections: 121, 249, 355, 541, 693, 793</p> <p><b>Grade 10</b>  <b>SE/TE:</b> Comparing Texts (Speech/Media: Interview): <i>Speech at the United Nations</i> (309) &amp; <i>Diane Sawyer Interviews Malala Yousafzai</i> (319); Effective Expression: Writing to Compare: 322-323; Comparing Texts (Short Story/Poetry): <i>The Golden Touch</i> (443) &amp; from “<i>King Midas</i>” (461); Effective Expression: Writing to Compare: 468-469; Comparing Texts (Drama/Poetry): <i>The Tempest</i> (510) &amp; “<i>En El Jardin de los Espejos Quebrados, Caliban Catches a Glimpse of His Reflection/Caliban</i> (606/608); Effective Expression: Writing to Compare: 612-613; Units 1- 6 Reflections: 125, 257, 361, 491, 655, 813</p>

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<p><b>Continued</b> Indicator 3: The teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships.</p>	<p><b>Continued</b></p> <p><b>Grade 11</b> <b>SE/TE:</b> Comparing Texts (Expository Nonfiction/Graphic Novel): from <i>America’s Constitution: A Biography</i> (73) &amp; from <i>The U.S. Constitution: A Graphic Representation</i> (83); Effective Expression: Writing to Compare: 90-91; Comparing Texts (Legal Opinion/Magazine Article): <i>Brown v. Board of Education: Opinion of the Court</i> (361) &amp; <i>Was “Brown v. Board” a Failure?</i> (371); Effective Expression: Writing to Compare: 378-379; Comparing Texts (Autobiography/Media: Video): from <i>Farewell to Manzanar</i> (705) &amp; <i>Interview With George Takei</i> (717); Effective Expression: Writing to Compare: 720-721; Units 1- 6 Reflections: 137, 273, 391, 543, 749, 869</p> <p><b>Grade 12</b> <b>SE/TE:</b> Comparing Texts (Poetry/Media: Video): <i>The Prologue</i> from <i>Canterbury Tales</i> (129) &amp; <i>The Prologue From The Canterbury Tales: The Remix</i> (161); Effective Expression: Writing to Compare: 164-165; Comparing Texts (Novel Excerpt/Media Film   Cover Art): from <i>Gulliver’s Travels</i> (441) &amp; <i>from Gulliver’s Travels Among the Lilliputians and the Giants; Gulliver’s Travels Cover Art</i> (453/454); Effective Expression: Writing to Compare: 458-459; Comparing Texts (Essays): <i>Back to My Own Country: An Essay</i> (691) &amp; <i>Shooting an Elephant</i> (705); Effective Expression: Writing to Compare: 716-717; Units 1- 6 Reflections: 111, 235, 411, 537, 675, 779</p>

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<p>Indicator 4: The teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students.</p>	<p><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 college and career success.</p> <p>See the following examples:</p> <p><b>Grade 9</b>  <b>SE/TE:</b> Unit 1 Launch Text: Narrative Model, <i>Music for My Mother</i>: 6; Whole-Class Learning: <i>A Quilt of a Country</i>: 12; Unit 1 Performance Task: Writing Focus, Write a Nonfiction Narrative: 52; Small-Group Learning: <i>Rules of the Game</i> from <i>The Joy Luck Club</i>: 62; Independent Learning: 112-113; Performance-Based Assessment: Narrative: Nonfiction Narrative and Interpretive Reading: 118-120; Unit Reflection: 121</p> <p><b>Grade 10</b>  <b>SE/TE:</b> Unit 1 Launch Text: Explanatory Model, <i>My Introduction to Gothic Literature</i>: 6; Whole-Class Learning: <i>The Fall of the House of Usher</i>: 12; Unit 1 Performance Task: Writing Focus, Write an Explanatory Essay: 58; Small-Group Learning: <i>Where Is Here?</i>: 68; Independent Learning: 116-117; Performance-Based Assessment: Explanatory Text: Essay and Informal Talk: 122-124; Unit Reflection: 125</p>

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<p><b>Continued</b> Indicator 4: The teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students.</p>	<p><b>Continued</b> <b>Grade 11</b> <b>SE/TE:</b> Unit 1 Launch Text: Argument Model, <i>Totally Free?</i>: 6; Whole-Class Learning: <i>Declaration of Independence</i>: 16; Unit 1 Performance Task: Writing Focus, Write an Argument: 60; Small-Group Learning: <i>from America’s Constitution: A Biography</i>: 72; Independent Learning: 128-129; Performance-Based Assessment: Argument: Essay and Video Commentary: 124-136; Unit Reflection: 137</p> <p><b>Grade 12</b> <b>SE/TE:</b> Unit 1 Launch Text: Argument Model, <i>A World of Heroes</i>: 6; Whole-Class Learning: from <i>Beowulf</i>: 16; Unit 1 Performance Task: Writing Focus, Write an Argument: 62; Small-Group Learning: <i>“To Lucasta, on Going to the Wars” and “The Charge of the Light Brigade”</i>: 74; Independent Learning: 102-103; Performance-Based Assessment: Argument: Essay and Speech: 108-110; Unit Reflection: 111</p>

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<b>Standard 4: Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning</b>	
<p>Indicator 1: The teacher and all students understand what students are learning, why they are learning it, and how they will know if they have learned it.</p>	<p>Each unit focuses on an engaging topic related to the Essential Question that culminates in the Performance-Based Assessment. Then teachers review the goals with students explaining as they read and discuss the selections in the unit, they will improve their skills in reading, writing, research, language, and speaking and listening. Establishing goals helps students take responsibility for their own learning and become independent scholars and thinkers. Students need to: <i>Decide What You Want, Write the Goals Down, Set a Time Frame.</i></p> <p>See the following examples:</p> <p><b>Grade 9</b>  <b>SE/TE:</b> Unit 1 American Voices, Goals: 4; Unit 2 Survival, Goals: 124; Unit 3 The Literature of Civil Rights, Goals: 252; Unit 4 Star-Crossed Romances, Goals: 358; Unit 5 Journeys of Transformation, Goals: 544; Unit 6 World's End, Goals: 696  <b>TE only:</b> Author's Perspective, Ernest Morrell, Ph.D: 4, 124, 252, 358, 544, 695</p> <p><b>Grade 10</b>  <b>SE/TE:</b> Unit 1 Inside the Nightmare, Goals: 4; Unit 2 Outsiders and Outcasts, Goals: 128; Unit 3 Extending Freedom's Reach, Goals: 260; Unit 4 All That Glitters, Goals: 364; Unit 5 Virtue and Vengeance, Goals: 494; Unit 6 Blindness and Sight, Goals: 658  <b>TE only:</b> Author's Perspective, Ernest Morrell, Ph.D: 4, 129, 261, 364, 494, 658</p>

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<p><b>Continued</b> Indicator 1: The teacher and all students understand what students are learning, why they are learning it, and how they will know if they have learned it.</p>	<p><b>Continued</b></p> <p><b>Grade 11</b> <b>SE/TE:</b> Unit 1 Writing Freedom, Goals: 4; Unit 2 The Individual and Society, Goals: 140; Unit 3 Power, Protest, and Change, Goals: 276; Unit 4 Grit and Grandeur, Goals: 394; Unit 5 Facing Our Fears, Goals: 546; Unit 6 Ordinary Lives, Extraordinary Tales, Goals: 752 <b>TE only:</b> Author’s Perspective, Ernest Morrell, Ph.D: 4, 140, 276, 394, 546, 752</p> <p><b>Grade 12</b> <b>SE/TE:</b> Unit 1 Forging a Hero, Goals: 4; Unit 2 Reflecting on Society, Goals: 114; Unit 3 Facing the Future, Confronting the Past, Goals: 238; Unit 4 Seeing New Things, Goals: 414; Unit 5 Discovering the Self, Goals: 540; Unit 6 Finding a Home, Goals: 678 <b>TE only:</b> Author’s Perspective, Ernest Morrell, Ph.D: 4, 114, 238, 414, 540, 678</p>



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<p>Indicator 2: The teacher structures opportunities for self-monitored learning for all students.</p>	<p>The Small-Group Learning in each unit of <i>myPerspectives</i> shifts the focus from teacher responsibility to student responsibility by increasing student engagement, which in turn increases achievement. Students develop strategies and actions to analyze the chosen reading selection and to complete the Performance Task. Students self-monitor as they plan <i>Working as a Team</i>, <i>Making a Schedule</i>, and <i>Working on Group Projects</i>.</p> <p>See the following examples:</p> <p><b>Grade 9</b>  <b>SE/TE:</b> Small Group Learning Strategies: 58, 174, 304, 500, 646, 742; Contents: 59, 175, 305, 501, 647, 743; Overview: Small Group Learning: 60-61, 176-177, 306-307, 502-503, 648-649, 744-745  <b>TE Only:</b> Author’s Perspective, Ernest Morrell, Ph.D, Self-Assessing Progress: 124; Taking Responsibility for Learning: 358</p> <p><b>Grade 10</b>  Small Group Learning Strategies: 64, 196, 304, 414, 620, 734; Contents: 65, 197, 305, 415, 621, 735; Overview: Small Group Learning: 66-67, 198-199, 306-307, 416-417, 622-623, 736-737  <b>TE Only:</b> Author’s Perspective, Ernest Morrell, Ph.D, Self-Assessing Progress: 129; Taking Responsibility for Learning: 364</p>

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<b>Nevada Educator Performance Framework</b>	<b>myPerspectives, ©2017 Grades 9-12</b>
<p><b>Continued</b> Indicator 2: The teacher structures opportunities for self-monitored learning for all students.</p>	<p><b>Continued</b></p> <p><b>Grade 11</b> Small Group Learning Strategies: 68, 200, 326, 458, 700, 816; Contents: 69, 201, 327, 459, 701, 817; Overview: Small Group Learning: 70-71, 202-203, 328-329, 460-461, 702-703, 818-819 <b>TE Only:</b> Author’s Perspective, Ernest Morrell, Ph.D, Self-Assessing Progress: 140; Taking Responsibility for Learning: 394</p> <p><b>Grade 12</b> Small Group Learning Strategies: 70, 174, 368, 468, 612, 726; Contents: 71, 175, 369, 469, 613, 727; Overview: Small Group Learning: 72-73, 176-177, 370-371, 470-471, 614-615, 728-729 <b>TE Only:</b> Author’s Perspective, Ernest Morrell, Ph.D, Self-Assessing Progress: 114; Taking Responsibility for Learning: 414</p>

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<p>Indicator 3: The teacher supports all students to take actions based on the students' own self-monitoring processes.</p>	<p>During the writing process, teachers actively support all students to take action when prewriting/planning, drafting, revising and editing and proofreading. The Student Edition verbiage guides students in self-monitoring while the Teacher Edition wrap-around notes suggests specifics for helping students. The Rubrics included in The Performance-Based Assessment is a resource that can guide students with their revisions.</p> <p>See the following examples:</p> <p><b>Grade 9</b>  <b>SE/TE:</b> Performance Task: Writing Focus, Write a Nonfiction Narrative: 52-57; Nonfiction Narrative Rubric: 119; Performance Task: Writing Focus, Write an Informative Essay: 298-303; Informative Text Essay Rubric: 353; Performance Task: Writing Focus, Write an Argument: 168-173; Argument Rubric: 247; Performance Task: Writing Focus, Write an Explanatory Essay: 640-645; Explanatory Rubric: 691  <b>TE only:</b> How Language Works, Dialogue, 56; Personalize for Learning: English Language Support, Condensing Ideas: 150; Personalize for Learning: Strategic Support, Finding Evidence: 215; Personalize for Learning: Challenge, Interview: 303; Personalize for Learning: English Language Support, Paraphrasing Quotations: 497</p>

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<b>Nevada Educator Performance Framework</b>	<b>myPerspectives, ©2017 Grades 9-12</b>
<p><b>Continued</b> Indicator 3: The teacher supports all students to take actions based on the students’ own self-monitoring processes.</p>	<p><b>Continued</b></p> <p><b>Grade 10</b> <b>SE/TE:</b> Performance Task: Writing Focus, Write an Explanatory Essay: 58-63; Explanatory Text Rubric: 123; Performance Task: Writing Focus, Write an Informative Essay: 298-303; Informative Text Essay Rubric: 359; Performance Task: Writing Focus, Write an Argument: 614-619; Argument Rubric: 653; Performance Task: Writing Focus, Write a Nonfiction Narrative: 728-733; Narrative Rubric: 811; <b>TE only:</b> Personalize for Learning: Strategic Support, Crafting a Central Idea: 59; Personalize for Learning: English Language Support, Evaluating an Argument: 184; Personalize for Learning: Strategic Support, Finding Evidence: 293; Personalize for Learning: Challenge, Write a News Story: 413; How Language Works, Using Quotations, 618</p> <p><b>Grade 11</b> <b>SE/TE:</b> Performance Task: Writing Focus, Write an Argument: 60-67; Argument Rubric: 135; Performance Task: Writing Focus, Write an Informative Essay: 318-325; Informative Text Essay Rubric: 289; Performance Task: Writing Focus, Write an Explanatory Essay: 450-457; Explanatory Text Rubric: 541; Performance Task: Writing Focus, Write a Narrative: 808-815; Narrative Rubric: 866; <b>TE only:</b> Personalize for Learning: English Language Support, Organizing Text: 64; Personalize for Learning: Challenge, Speculate: 125; Personalize for Learning: Strategic Support, Research: 298; How Language Works, Prepositional Phrases, 325; Personalize for Learning: English Language Support, Writing a Claim: 693</p>

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<p><b>Continued</b> Indicator 3: The teacher supports all students to take actions based on the students’ own self-monitoring processes.</p>	<p><b>Continued</b> <b>Grade 12</b> <b>SE/TE:</b> Performance Task: Writing Focus, Write an Argument: 62-69; Argument Rubric: 109; Performance Task: Writing Focus, Write an Explanatory Essay: 166-173; Explanatory Text Rubric: 233; Performance Task: Writing Focus, Write a Reflective Narrative: 460-467; Narrative Rubric: 535; Performance Task: Writing Focus, Write an Informative Essay: 718-825; Informative Text Essay Rubric: 777; <b>TE only:</b> How Language Works, Transitions, 68; Personalize for Learning: English Language Support, Difficult Concepts: 167; Personalize for Learning: English Language Support, Evaluating a Profile: 352; Personalize for Learning: Strategic Support, Clauses and Phrases: 463; Personalize for Learning: Challenge, Design the Narrative: 610</p>

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<b>Standard 5: Assessment is Integrated into Instruction</b>	
<p>Indicator 1: The teacher plans on-going learning opportunities based on evidence of all students' current learning status.</p>	<p><i>myPerspectives</i> helps teachers establish a balanced assessment system so they know where students are and see where gaps occur, so students can achieve more. Starting with the Beginning-of-Year Test, then Mid-Year and End-of-Year Tests, teachers receive diagnosis information to plan remediation and then students' mastery of skills and standards. Effective Expression activities deepen students' understanding with opportunities to share their learning through written and oral projects. Also, the Selection Test monitors mastery of the skills and standards taught in each selection with questions in selected-response format.</p> <p>Located prior to each selection, the Teaching and Learning Cycle guides help teachers identify student needs for planning and remediation purposes. Lesson Resources chart includes Reteach/Practice and Assessment information.</p> <p>See the following examples:</p> <p><b>Grade 9</b>  <b>SE/TE:</b> <i>American History</i>, Effective Expression: Writing to Sources &amp; Speaking and Listening: 50-51; <i>The Writing on the Wall</i>, Effective Expression: Research: 87; <i>The Voyage of the James Caird/The Endurance and the James Caird in Images</i>, Effective Expression: Writing to Compare: 200-201; from <i>The Hero's Adventure</i>, Effective Expression: Research: 667; <i>RadioLab: War of the Worlds/The Myth of the War of the Worlds Panic</i>, Effective Expression: Writing to Compare: 780-781  <b>TE only:</b> <i>The Tragedy of Romeo and Juliet</i>, Act I, Standards Support Through Teaching and Learning Cycle, 366D; <i>By the Waters of Babylon</i>, Lesson Resources: Instructional Standards, 740B</p>

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<p><b>Continued</b> Indicator 1: The teacher plans on-going learning opportunities based on evidence of all students' current learning status.</p>	<p><b>Continued</b></p> <p><b>Grade 10</b> <b>SE/TE:</b> <i>The Fall of the House of Usher/House Taken Over</i>, Effective Expression: Writing to Compare: 48-49; <i>The Metamorphosis</i>, Effective Expression: Writing to Sources &amp; Speaking and Listening: 184-185; <i>Encountering the Other: The Challenge for the 21<sup>st</sup> Century</i>, Effective Expression: Research: 245; <i>The Necklace</i>, Effective Expression: Writing to Sources: 386; <i>The Golden Touch/from King Midas</i>, Effective Expression: Writing to Compare: 468-469 <b>TE only:</b> <i>The Tempest</i>, Act I, Standards Support Through Teaching and Learning Cycle, 510D; <i>View From the Empire State Building</i>, Lesson Resources: Instructional Standards, 736B</p> <p><b>Grade 11</b> <b>SE/TE:</b> <i>Declaration of Independence</i>, Effective Expression: Writing to Sources &amp; Speaking and Listening: 28-29; <i>The Poetry of Emily Dickinson/from Emily Dickinson</i>, Effective Expression: Writing to Compare: 190-191; <i>A White Heron</i>, Effective Expression: Writing to Sources: 448; <i>Antojos</i>, Effective Expression: Research: 737; <i>An Occurrence at Owl Creek Bridge/The Jilting of Granny Weatherall</i>, Effective Expression: Writing to Compare: 856-857 <b>TE only:</b> <i>The Crucible</i>, Act I, Standards Support Through Teaching and Learning Cycle, 558D; <i>Everyday Use</i>, Lesson Resources: Instructional Standards, 764B</p>

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Nevada Educator Performance Framework	myPerspectives, ©2017 Grades 9-12
<p><b>Continued</b> Indicator 1: The teacher plans on-going learning opportunities based on evidence of all students' current learning status.</p>	<p><b>Continued</b> <b>Grade 12</b> <b>SE/TE:</b> from <i>Beowulf</i>/from <i>Beowulf (Graphic Novel)</i>, Effective Expression: Writing to Compare: 60-61; <i>The Prologue</i> from <i>The Canterbury Tales</i>, Effective Expression: Writing to Sources &amp; Speaking and Listening: 158-159; <i>Araby</i>, Effective Expression: Writing to Sources: 515; <i>Poetry Collection 3</i>, Effective Expression: Research: 635; <i>Back to My Own Country: An Essay/Shooting an Elephant</i>, Effective Expression: Writing to Compare: 716-717 <b>TE only:</b> <i>The Tragedy of Macbeth, Act I</i>, Standards Support Through Teaching and Learning Cycle, 250D; <i>Back to My Own Country: An Essay</i>, Lesson Resources: Instructional Standards, 690B</p>



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<p>Indicator 2: The teacher aligns assessment opportunities with learning goals and performance criteria.</p>	<p>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 Launch Text models the mode that will be at the core of the PBA.</p> <p>See the following examples:</p> <p><b>Grade 9</b>  <b>SE/TE:</b> Launch Text: <i>Music for My Mother</i>: 6; Unit 1 Performance-Based Assessment, 118-120; Performance Task: Writing Focus, Write an Argument: 168-173; Performance Task: Speaking and Listening Focus, 344-345; Launch Text: <i>Gone and Back Again: A Traveler’s Advice</i>: 546; Unit 6 Performance-Based Assessment: 790-792  <b>TE only:</b> <i>A Quilt for My Country</i> (Formative Assessment): 18, 19, 20, 21</p> <p><b>Grade 10</b>  <b>SE/TE:</b> Launch Text: <i>My Introduction to Gothic Literature</i>: 6; Unit 2 Performance-Based Assessment, 254-256; Performance Task: Writing Focus, Write an Informative Essay: 298-303; Performance Task: Speaking and Listening Focus, 480-481; Launch Text: <i>Neither Justice nor Forgetting: Defining Forgiveness</i>: 497; Unit 6 Performance-Based Assessment: 810-812  <b>TE only:</b> <i>The Fall of the House of Usher</i> (Formative Assessment): 32, 33, 34, 35</p>

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<b>Nevada Educator Performance Framework</b>	<b>myPerspectives, ©2017 Grades 9-12</b>
<p><b>Continued</b> Indicator 2: The teacher aligns assessment opportunities with learning goals and performance criteria.</p>	<p><b>Continued</b></p> <p><b>Grade 11</b> <b>SE/TE:</b> Launch Text: <i>Totally Free?</i>: 6; Unit 1 Performance-Based Assessment, 134-136; Performance Task: Writing Focus, Write an Informative Essay: 318-325; Performance Task: Speaking and Listening Focus, 532-533; Launch Text: <i>Is It Foolish to Fear?</i>: 548; Unit 6 Performance-Based Assessment: 666-668 <b>TE only:</b> <i>Declaration of Independence</i> (Formative Assessment): 24, 25, 26, 27, 28, 29</p> <p><b>Grade 12</b> <b>SE/TE:</b> Launch Text: <i>A World of Heroes</i>: 6; Performance Task: Writing Focus, Write an Argument: 62-69; Unit 1 Performance-Based Assessment, 108-110; Performance Task: Speaking and Listening Focus, 526-527; Launch Text: <i>Early Dismissal</i>: 542; Unit 6 Performance-Based Assessment: 776-778 <b>TE only:</b> from <i>Beowulf</i> (Formative Assessment): 44, 45, 46, 47, 48, 49</p>

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<b>Nevada Educator Performance Framework</b>	<b>myPerspectives, ©2017 Grades 9-12</b>
<p>Indicator 3: The teacher structures opportunities to generate evidence of learning during the lesson of all students.</p>	<p>Performance Tasks build toward and prepare students for the Unit Performance-Based Assessment. The Performance-Based Assessment Prep in each unit has students pull together their notes, evidence, completed activities, and Performance Tasks to prepare for the Performance-Bases Assessment.</p> <p>See the following examples:</p> <p><b>Grade 9</b>  <b>SE/TE:</b> Unit 2 Performance Task: Speaking and Listening Focus, Present an Argument: 238-239; Unit 2 Performance-Based Assessment Prep: Review Evidence for an Argument: 245; Unit 2 Performance-Based Assessment: Argument: Essay and Oral Presentation: 246-248; Unit 5 Performance Task: Writing Focus, Write an Explanatory Essay: 649-645; Unit 3 Performance Task: Writing Focus, Write an Informative Essay: 298-303; Unit 3 Performance-Based Assessment Prep: Review Evidence for an Informative Essay: 351; Unit 3 Performance-Based Assessment: Informative Text: Essay and Multimedia Presentation: 352-354; Unit 5 Performance Task: Speaking and Listening Focus, Deliver a Multimedia Presentation: 682-683; Unit 5 Performance-Based Assessment: Explanatory Text: Essay and Podcast: 690-692</p>

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<b>Nevada Educator Performance Framework</b>	<b>myPerspectives, ©2017 Grades 9-12</b>
<p><b>Continued</b> Indicator 3: The teacher structures opportunities to generate evidence of learning during the lesson of all students.</p>	<p><b>Continued</b></p> <p><b>Grade 10</b> <b>SE/TE:</b> Unit 1 Performance Task: Writing Focus, Write an Explanatory Essay: 58-63; Unit 1 Performance Task: Speaking and Listening Focus, Deliver an Explanatory Explanation: 114-115; Unit 1 Performance-Based Assessment: Explanatory Text: Essay and Informal Talk: 122-124; Unit 5 Performance Task: Speaking and Listening Focus, Present an Argument: 644-645; Unit 5 Performance-Based Assessment Prep: Review Evidence for an Argument: 651; Unit 5 Performance-Based Assessment: Argument: Essay and Informal Speech: 652-654; Unit 6 Performance Task: Writing Focus, Write a Nonfiction Narrative: 728-733; Unit 6 Performance-Based Assessment Prep: Review Notes for a Nonfiction Narrative: 809; Unit 6 Performance-Based Assessment: Narrative: Nonfiction Narrative and Storytelling Session: 810-812</p> <p><b>Grade 11</b> <b>SE/TE:</b> Unit 1 Performance Task: Speaking and Listening Focus, Present an Argument: 126-127; Unit 1 Performance-Based Assessment Prep: Review Evidence for an Argument: 133; Unit 1 Performance-Based Assessment: Argument: Essay and Video Commentary: 134-136; Unit 4 Performance Task: Writing Focus, Write an Explanatory Essay: 450-457; Unit 4 Performance Task: Speaking and Listening Focus, Give an Explanatory Talk: 532-533; Unit 4 Performance-Based Assessment: Explanatory Text: Essay and Oral Presentation: 540-542; Unit 6 Performance Task: Writing Focus, Write a Narrative: 808-815; Unit 6 Performance-Based Assessment Prep: Review Notes for a Narrative: 865; Unit 6 Performance-Based Assessment: Narrative: Short Story and Storytelling Session: 866-868</p>

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<b>Nevada Educator Performance Framework</b>	<b>myPerspectives, ©2017 Grades 9-12</b>
<p><b>Continued</b> Indicator 3: The teacher structures opportunities to generate evidence of learning during the lesson of all students.</p>	<p><b>Continued</b> <b>Grade 12</b> <b>SE/TE:</b> Unit 1 Performance Task: Speaking and Listening Focus, Present an Argument: 62-69; Unit 1 Performance-Based Assessment Prep: Review Evidence for an Argument: 107; Unit 1 Performance-Based Assessment: Argument: Essay and Speech: 108-110; Unit 4 Performance Task: Writing Focus, Write a Reflective Narrative: 460-467; Unit 4 Performance-Based Assessment Prep: Review Notes for a Reflective Narrative: 533; Unit 4 Performance-Based Assessment: Narrative: Reflective Narrative and Dramatic Reading: 534-536; Unit 6 Performance Task: Writing Focus, Write an Informative Essay: 718-725; Unit 6 Performance Task: Speaking and Listening Focus, Present a Panel Discussion: 768-769; Unit 6 Performance-Based Assessment: Informative Text: Essay and Oral Presentation: 776-778</p>

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<b>Nevada Educator Performance Framework</b>	<b>myPerspectives, ©2017 Grades 9-12</b>
<p>Indicator 4: The teacher adapts actions based on evidence generated in the lesson for all students.</p>	<p>The Small-Group Learning in <i>myPerspectives</i> offers opportunities for teachers to facilitate and encourage collaboration. Students work in groups to complete the activities, develop presentations and share their learning. Utilizing the point-of-use Personalize for Learning and/or Cross-Curricular Perspectives, teachers can adapt actions to the needs of all students.</p> <p>See the following examples:</p> <p><b>Grade 9</b>  <b>SE/TE:</b> Overview Small Group Learning: Unit 1: 58-61; Unit 2: 174-177; Unit 3: 304-307; Unit 4: 500-503; Unit 5: 646-649; Unit 6: 742-745  <b>TE only:</b> Personalize for Learning: English Language Support, Planning a Digital Presentation: 87; Personalize for Learning: Challenge, Interview: 189; Personalize for Learning: Strategic Support, Central Ideas: 480</p> <p><b>Grade 10</b>  <b>SE/TE:</b> Overview Small Group Learning: Unit 1: 64-67; Unit 2: 196-199; Unit 3: 304-307; Unit 4: 414-417; Unit 5: 620-623; Unit 6: 734-737  <b>TE only:</b> Personalize for Learning: Strategic Support, Crafting a Central Idea: 59; Personalize for Learning: English Language Support, Evaluating an Argument: 184; Personalize for Learning: Challenge, Speculate: 456</p>

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<p><b>Continued</b> Indicator 4: The teacher adapts actions based on evidence generated in the lesson for all students.</p>	<p><b>Continued</b></p> <p><b>Grade 11</b> <b>SE/TE:</b> Overview Small Group Learning: Unit 1: 68-71; Unit 2: 200-203; Unit 3: 326-329; Unit 458-461; Unit 5: 700-703; Unit 6: 816-819 <b>TE only:</b> Personalize for Learning: English Language Support, Paraphrasing for Comprehension: 43; Personalize for Learning: Challenge, Poetry Research: 179; Personalize for Learning: Strategic Support, Review Theme: 445</p> <p><b>Grade 12</b> <b>SE/TE:</b> Overview Small Group Learning: Unit 1: 70-73; Unit 2: 174-177; Unit 3: 368-371; Unit 4: 468-471; Unit 5: 612-615; Unit 6: 726-729 <b>TE only:</b> Personalize for Learning: English Language Support, Main Ideas: 378; Personalize for Learning: Strategic Support, Nonverbal Communication: 453; Personalize for Learning: Challenge, British Imperialism in Burma: 717</p>