

A Correlation of
myPerspectives
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To the
**Instructional Materials Evaluation
Toolkit (IMET) ELA/Literacy**
Grades 6-12





Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the criteria of the **Instructional Materials Evaluation Toolkit (IMET) ELA/Literacy**. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection or 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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Instructional Materials Evaluation Toolkit (IMET) Criteria	<i>myPerspectives</i> Responses
<p>Non-Negotiable 1: Complexity of Texts</p> <p>Texts are worthy of student time and attention; they have the appropriate level of complexity for the grade, according to both quantitative and qualitative analyses of text complexity.</p> <ul style="list-style-type: none"> • NN Metric 1A: 100% of texts must be accompanied by specific evidence that they have been analyzed with at least one research-based quantitative measure for grade-band placement. • NN Metric 1B: 100% of texts must be accompanied by specific evidence that they have been analyzed for their qualitative features indicating a specific grade-level placement. 	<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.</p> <p>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> <ul style="list-style-type: none"> • Appendix A of the Common Core State Standards identifies three dimensions for evaluating text complexity: quantitative, qualitative, and reader-task relations. In the Teacher’s Edition, for every main selection, a Text Complexity Rubric provides a Lexile (a quantitative measure of complexity), as available, and ranks the selection in terms of qualitative factors identified in Appendix A. In addition, for each main text, the Text Complexity rubrics suggest two reader-task relations that teachers can use to inflect the complexity of the text, again per Appendix A. <p>See each unit for the Text Complexity Rubrics in the Teacher’s Edition. Grade 6 Unit 1 Teacher’s Edition p. 42C; Unit 2 Teacher’s Edition pp. 118C, 138C Grade 7 Unit 1 Teacher’s Edition pp. 62C, 108C; Unit 3 Teacher’s Edition page 264C Grade 8 Unit 1 Teacher’s Edition pp. 12C, 44C; Unit 2 Teacher’s Edition p. 98C</p>

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	Grade 9 Unit 1 Teacher’s Edition pp. 12C, 22C; Unit 3 Teacher’s Edition p. 260C Grade 10 Unit 1 Teacher’s Edition pp. 12C, 36C; Unit 3 Teacher’s Edition p. 268C Grade 11 Unit 1 Teacher’s Edition pp. 16C, 30C; Unit 3 Teacher’s Edition p. 288C Grade 12 Unit 1 Teacher’s Edition pp. 16C, 74C; Unit 2 Teacher’s Edition p. 126C
<p>Non-Negotiable 2: Text-Dependent and Text-Specific Questions</p> <p>At least 80% of all questions in the submission are high-quality text-dependent and text-specific questions. The overwhelming majority of these questions are text-specific and draw student attention to the text.</p> <ul style="list-style-type: none"> • NN Metric 2A: At least 80% of all questions and tasks should be text-dependent to reflect the requirements of Reading Standard 1 (by requiring use of textual evidence to support valid inferences from the text). • NN Metric 2B: Questions and tasks accurately address the analytical thinking required by the Standards at each grade level. NOTE: While multiple standards will be addressed with every text, not every standard must be addressed with every text. 	<p>At all grade levels in <i>myPerspectives</i>, at least 80% of questions that follow the selections are high-quality text-dependent questions requiring students to rely on the text to find the answers.</p> <ul style="list-style-type: none"> • Every main selection is followed up with post reading questions and a writing activity. All questions and the majority of writing activities are highly text dependent and explicitly elicit students to provide text evidence. Writing assignments are supported with step-by-step guidance and well-defined criteria for success. • Following each selection are literary analysis questions and close reading activities that help students with Making Meaning, Language Development, and Effective Expression. Each question requires students to analyze the text, make valid claims, and reply using evidence from the text. Language (grammar and vocabulary), writing, speaking and listening, and writing activities that follow each selection also serve to enable students to make critical connections with the texts. • Students are required to complete Writing to Sources writing assignments focused on the thought-provoking theme or topic they have explored. These prompts require students to draw extensively on text evidence and to synthesize the evidence from the text. Text-dependent Speaking and Listening activities require students to complete an assignment and collaborate.

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	<ul style="list-style-type: none"> • Questions in the post reading activities have been carefully written to build toward a culminating insight of each text. We frequently “nest” questions in sets. For example, questions may require a response that demonstrates comprehension; subsequent questions might have students make an inference based on that response and on text evidence; and additional questions might then have students form a conclusion based on synthesis. Questions all require textual evidence to respond and questions are scaled in difficulty allowing teachers the ultimate flexibility with differentiating instruction. <p>See the following examples for each grade: Grade 6 Unit 1 Teacher’s Edition pp. 19, 20–25; Unit 2 Teacher’s Edition pp. 111, 112–117; Unit 3 Teacher’s Edition pp. 199, 200–205 Grade 7 Unit 1 Teacher’s Edition pp. 25, 26–31; Unit 2 Teacher’s Edition pp. 157, 158–163; Unit 3 Teacher’s Edition pp. 291, 292–297 Grade 8 Unit 1 Teacher’s Edition pp. 21, 22–27; Unit 2 Teacher’s Edition pp. 217, 218–221; Unit 3 Teacher’s Edition pp. 269, 270–275 Grade 9 Unit 1 Teacher’s Edition pp. 45, 46–51; Unit 2 Teacher’s Edition pp. 145, 146–151; Unit 4 Teacher’s Edition pp. 446, 447–449 Grade 10 Unit 1 Teacher’s Edition pp. 77, 78–81; Unit 2 Teacher’s Edition pp. 179, 180–185; Unit 4 Teacher’s Edition pp. 381–387 Grade 11 Unit 1 Teacher’s Edition pp. 23, 24–29; Unit 2 Teacher’s Edition pp. 163, 164–169; Unit 3 Teacher’s Edition pp. 293, 294–299 Grade 12 Unit 1 Teacher’s Edition pp. 43, 44–49; Unit 2 Teacher’s Edition pp. 153, 154–159; Unit 4 Teacher’s Edition pp. 431, 432–437</p>

Instructional Materials Evaluation Toolkit (IMET) Criteria	<i>myPerspectives</i> Responses
<p>Alignment Criterion 1: Range and Quality of Texts</p> <p>Materials reflect the distribution of text types and genres required by the Standards.</p> <ul style="list-style-type: none"> • AC Metric 1A: Materials pay careful attention to providing a sequence or collection of texts that build knowledge systematically through reading, writing, listening, and speaking about topics under study. • AC Metric 1B: Within a sequence or collection of texts, specific anchor texts of grade-level complexity (keystone texts) are selected for their quality as being worthy of especially careful reading. • AC Metric 1C: In grades 3–5, literacy programs shift the balance of texts and instructional time to 50% literature/50% informational high-quality text. In grades 6–12, ELA materials include substantial attention to high-quality nonfiction. • AC Metric 1D: A large majority of texts included in instructional materials reflect the text characteristics and genres that are specifically required by the Standards at each grade level. • AC Metric 1E: Additional materials markedly increase the opportunity for regular independent reading of texts that appeal to students’ interests to develop both knowledge and love of reading. 	<p><i>myPerspectives</i> provides a range of reading opportunities both literary and literary nonfiction/information and include narrative fiction, graphic novel experts, poetry, drama, functional and foundational texts and documents. The Table of Contents identifies the genres of each text included in the program.</p> <p>The texts have been carefully selected to enable students to encounter a wide and rich range of literary and informational texts. Texts were chosen based on criteria such as literary merit, author’s craft, themes, gender and cultural representations, and experiences, insights, readability, and diversity.</p> <p>Each unit contains selections that build on a topic related to the unit’s Essential Question and all texts are meant to build knowledge on the unit topic. The selections consists of a Launch Text, Anchor Texts and Related Readings that range in genre. Following each reading, students are prompted to re-read the text exploring its language, its key ideas, its structure, and merit. Students engage in academic discussions about the text, research an aspect of the text, and write about the text, using citations from the selection to support their conclusions. At the end of the selections, students discuss the texts as a whole and, through writing, share their insights and knowledge.</p> <p><i>myPerspectives</i> offers high quality texts that are thoughtfully selected to build insight and expose students to a variety of perspectives on the unit topic. These texts represent exemplary writing and showcase authors craft and literary sophistication to prepare students for real-world readings. Through these selections, students are given strategies for reading a text closely multiple times. Strategies include how to read a text, how to hold a discussion, how to perform research, and how to write about a text. As seen in the Table of Contents, the texts range from literary to informational and include text structures representative of both.</p>

Instructional Materials Evaluation Toolkit (IMET) Criteria	<i>myPerspectives</i> Responses
<p>(Continued)</p> <p>Alignment Criterion 1: Range and Quality of Texts</p> <p>Materials reflect the distribution of text types and genres required by the Standards.</p>	<p>See the following examples for each grade:</p> <p>Grade 6 Unit 1 Teacher's Edition pp. 3, 11, 12–25; Unit 2 Teacher's Edition pp. 91, 99, 100–117; Unit 3 Teacher's Edition pp. 185, 193, 194–205</p> <p>Grade 7 Unit 1 Teacher's Edition pp. 3, 11, 12–31; Unit 2 Teacher's Edition pp. 117, 125, 126–145; Unit 3 Teacher's Edition pp. 225, 233, 234–263</p> <p>Grade 8 Unit 1 Teacher's Edition pp. 3, 11, 12–27; Unit 2 Teacher's Edition pp. 89, 97, 98–155; Unit 3 Teacher's Edition pp. 255, 263, 264–275</p> <p>Grade 9 Unit 1 Teacher's Edition pp. 3, 11, 12–21; Unit 2 Teacher's Edition pp. 123, 131, 132–151; Unit 3 Teacher's Edition pp. 251, 259, 260–269</p> <p>Grade 10 Unit 1 Teacher's Edition pp. 3, 11, 12–35; Unit 2 Teacher's Edition pp. 127, 135, 136–185; Unit 3 Teacher's Edition pp. 259, 267, 268–281</p> <p>Grade 11 Unit 1 Teacher's Edition pp. 3, 11, 18–29; Unit 2 Teacher's Edition pp. 139, 147, 154–169; Unit 3 Teacher's Edition pp. 275, 283, 288–299</p> <p>Grade 12 Unit 1 Teacher's Edition pp. 3, 11, 19–48; Unit 2 Teacher's Edition pp. 113, 121, 128–159; Unit 3 Teacher's Edition pp. 237, 245, 260–279</p>
<p>Alignment Criterion 2: Questions and Tasks</p> <p>Questions and tasks support students in building reading comprehension, in finding and producing the textual evidence to support their responses, and in developing grade-level academic language.</p> <ul style="list-style-type: none"> • AC Metric 2A: High-quality sequences of text-dependent questions are prevalent and can address any of the following: sustained attention to making meaning from the text, rereading to gain evidence and clarity, and the acquisition of foundational skills. • AC Metric 2B: Questions and tasks support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts. 	<p>At all grade levels in <i>myPerspectives</i>, questions are high-quality text-dependent questions requiring students to rely on the text to find the answers.</p> <ul style="list-style-type: none"> • Every main selection is followed up with postreading activities that require students to read the text closely, write, and practice speaking and listening. All questions and the majority of writing activities are highly text dependent and explicitly elicit students to provide text evidence. • At the culmination of the unit in the Performance-Based Assessment, students are required to complete a substantive writing assignment focused on the thought-provoking theme or topic they have explored throughout the unit. The assignment requires students to draw extensively on text evidence and to synthesize the evidence into a significant conclusion about unit topic.

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<ul style="list-style-type: none"> • AC Metric 2C: Questions build to a deep understanding of the central ideas of the text. 	<ul style="list-style-type: none"> • Selections in the Whole-Class and Small-Group sections are followed by a text-dependent writing, listening and speaking activities which specifically require students to provide text evidence in their responses. • Writing and discussion of visual media is required in every unit. In addition, 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. • Students are specifically reminded to practice learning vocabulary with Work Network strategies which helps students learn similar words in clusters. Language Development activities after each selection require students to practice concept vocabulary introduced before the selection and used throughout the reading as well as provide an opportunity to do a Word Study that explores roots of words to help develop students ability to understand and use critical vocabulary words in their responses and writings. <p>At the beginning of every unit, Academic Vocabulary is introduced which helps students with writing in a particular mode. In every unit, the academic vocabulary suggested for use in speaking and writing about the unit topic and Essential Question is also revisited in the writing assignments throughout the unit including the Performance Tasks and end-of-unit Performance-Based Assessment.</p> <p>The Teacher's Edition consistently supports a multidraft reading strategy in which students of all levels can directly experience the complexity of the text with a First Read and Close Read.</p>

Instructional Materials Evaluation Toolkit (IMET) Criteria	<i>myPerspectives</i> Responses
<p>(Continued) Alignment Criterion 2: Questions and Tasks</p> <p>Questions and tasks support students in building reading comprehension, in finding and producing the textual evidence to support their responses, and in developing grade-level academic language.</p>	<ul style="list-style-type: none"> With every selection, the First Read is for basic understanding and meaning. During the Close Read, students analyze the text for key ideas and details and craft and structure. Prompts and activities after the selection require students to build a deep understanding of the text. <p>See the following examples for each grade: Grade 6 Unit 1 Teacher’s Edition pp. 5, 19, 20–25; Unit 2 Teacher’s Edition pp. 93, 111, 112–117; Unit 3 Teacher’s Edition pp. 199, 200–205 Grade 7 Unit 1 Teacher’s Edition pp. 5, 25, 26–31; Unit 2 Teacher’s Edition pp. 119, 157, 158–163; Unit 3 Teacher’s Edition pp. 291, 292–297 Grade 8 Unit 1 Teacher’s Edition pp. 5, 21, 22–27; Unit 2 Teacher’s Edition pp. 91, 217, 218–221; Unit 3 Teacher’s Edition pp. 269, 270–275 Grade 9 Unit 1 Teacher’s Edition pp. 5, 45, 46–51; Unit 2 Teacher’s Edition pp. 125, 145, 146–151; Unit 4 Teacher’s Edition pp. 446, 447–449 Grade 10 Unit 1 Teacher’s Edition pp. 77, 78–81; Unit 2 Teacher’s Edition pp. 179, 180–185; Unit 4 Teacher’s Edition pp. 381–387 Grade 11 Unit 1 Teacher’s Edition pp. 23, 24–29; Unit 2 Teacher’s Edition pp. 163, 164–169; Unit 3 Teacher’s Edition pp. 293, 294–299 Grade 12 Unit 1 Teacher’s Edition pp. 43, 44–49; Unit 2 Teacher’s Edition pp. 153, 154–159; Unit 4 Teacher’s Edition pp. 431, 432–437</p>
<p>Alignment Criterion 3: Writing to Sources and Research</p> <p>Written and oral tasks at all grade levels require students to confront the text directly, to draw on textual evidence, and to support valid inferences from the text.</p>	<p>The selections are accompanied by one or more writing assignments, the majority of which are text-dependent and require students to draw evidence from the text. Writing assignments take various forms; most fall within the three key CCSS modes (narrative, informative/ explanatory, and argument). Students working through the unit will complete an average of one Writing to Sources activity each week.</p>

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<ul style="list-style-type: none"> • AC Metric 3A: Writing to sources is a key task. Students are asked in their writing to analyze and synthesize sources, as well as to present careful analysis, well-defended claims, and clear information. • AC Metric 3B: Materials place an increased focus on argument and informative writing in the following proportions. Alternately, they may reflect blended forms in similar proportions (e.g., exposition and opinion): <p>Grades 6–8 exposition 35% argument 35% narrative 30%</p> <p>High School exposition 40% argument 40% narrative 20%</p> • AC Metric 3C: Writing opportunities for students are prominent and varied. • AC Metric 3D: Extensive practice with short, focused research projects is provided. Materials require students to engage in many short research projects annually to enable students to develop the expertise needed to conduct research independently. 	<p>Writing is prevalent throughout with Summary, Quick Writes, and Writing to Sources practice opportunities. Performance Tasks that require writing are also available at the end of each Whole-Class and Small-Group sections. The program meets the requirements of the CCSS and each unit focuses on a particular mode of writing: argumentative, narrative, and informative/ explanatory.</p> <p>Writing models in the Toolkit provide exemplar writing with annotations to show students the constituent elements of effective writing, including the use of text evidence to support claims and students should use these strategies throughout the program.</p> <p>Following each selection are close reading activities. Here you will find Writing to Sources features, which present writing assignments in response to the text students have just read. Students are expected to analyze and reflect on the text and to support all responses with text evidence. In addition Comparing Texts features are also provided. These responses require careful analysis of the texts and evidence to support the responses. Online EssayScorer is available with prompts for all modes or writing for additional practice including Writing to Sources. Student essays are automatically scored with overall feedback and in most cases, feedback on the 6 traits of writing.</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 on 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 myPerspectives + Research center which provides step-by-step instructions on research practices, citations, and integration into student work.</p>

Instructional Materials Evaluation Toolkit (IMET) Criteria	<i>myPerspectives</i> Responses
<p>(Continued)</p> <p>Alignment Criterion 3: Writing to Sources and Research</p> <p>Written and oral tasks at all grade levels require students to confront the text directly, to draw on textual evidence, and to support valid inferences from the text.</p>	<p>See the following examples for each grade:</p> <p>Grade 6 Unit 1 Teacher’s Edition pp. 16, 19, 31, 49; Unit 2 Teacher’s Edition pp. 105, 111, 116, 126, 146; Unit 3 Teacher’s Edition pp. 199, 204, 209, 243, 268</p> <p>Grade 7 Unit 1 Teacher’s Edition pp. 16, 25, 37, 103, 112; Unit 2 Teacher’s Edition pp. 141, 157, 162, 199; Unit 3 Teacher’s Edition pp. 248, 296, 323, 327</p> <p>Grade 8 Unit 1 Teacher’s Edition pp. 21, 26, 61, 84; Unit 2 Teacher’s Edition pp. 151, 187, 250; Unit 3 Teacher’s Edition pp. 269, 274, 277, 323</p> <p>Grade 9 Unit 1 Teacher’s Edition pp. 17, 50, 97, 105; Unit 2 Teacher’s Edition pp. 150, 162, 180, 190; Unit 3 Teacher’s Edition pp. 297, 311, 329, 339</p> <p>Grade 10 Unit 1 Teacher’s Edition pp. 31, 43, 81, 122; Unit 2 Teacher’s Edition pp. 184, 189, 207, 219; Unit 3 Teacher’s Edition pp. 297, 335, 339, 347</p> <p>Grade 11 Unit 1 Teacher’s Edition pp. 28, 38, 45, 78; Unit 2 Teacher’s Edition pp. 168, 184, 206, 209; Unit 3 Teacher’s Edition pp. 298, 308, 333, 366</p> <p>Grade 12 Unit 1 Teacher’s Edition pp. 43, 48, 55, 99; Unit 2 Teacher’s Edition pp. 158, 197, 208, 211; Unit 3 Teacher’s Edition pp. 295, 352, 356, 379</p>
<p>Alignment Criterion 4: Foundational Skills</p> <p>Materials provide explicit and systematic instruction and diagnostic support in phonics, vocabulary development, syntax, and fluency. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <ul style="list-style-type: none"> • AC Metric 4A: Submissions address grade-level CCSS for foundational skills by providing instruction in phonics, word recognition, vocabulary, syntax, and reading fluency in a research-based and transparent progression. 	<p><i>myPerspectives</i> is a fully integrated program, with reading, writing, conventions, speaking and listening, literary analysis, and word analysis skills instruction appearing with selections throughout the program.</p> <p>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>Vocabulary is introduced and practiced throughout the textbook. Each grade has academic vocabulary lesson in</p>

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<ul style="list-style-type: none"> • AC Metric 4B: Materials guide students to read with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading. • AC Metric 4C: Opportunities are frequently built into the materials for students to achieve reading fluency in oral and silent reading, that is, to read on-level prose and poetry with accuracy, rate appropriate to the text, and expression. • AC Metric 4D: Materials guide students to read grade-level text with purpose and understanding. 	<p>the Introduction. Each unit focuses on a set of academic vocabulary words that are related to the unit’s Essential Question. These words are revisited throughout the unit. In addition, Word Networking strategies are provided for students to interact with to increase their vocabulary recognition, acquisition, and usage by introducing familiar and similar words and revisiting those words within the selections and the Performance Task and End-of-Unit Performance-Bases Assessment projects.</p> <p>The program 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 helps teachers identify student needs for planning and remediation purposes.</p> <p><i>myPerspectives</i> consistently supports a multidraft 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> <p>Selections are scaffolded through instruction in 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 postreading questions leading from basic understanding and reasoning to deeper insight and higher-level cognition to effective expression that includes writing and speaking and listening.</p> <p>See the following examples for each grade:</p>

Instructional Materials Evaluation Toolkit (IMET) Criteria	<i>myPerspectives</i> Responses
<p>(Continued)</p> <p>Alignment Criterion 4: Foundational Skills</p> <p>Materials provide explicit and systematic instruction and diagnostic support in phonics, vocabulary development, syntax, and fluency. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p>	<p>Grade 6 Unit 1 Teacher’s Edition pp. 19, 20–25, 42C; Unit 2 Teacher’s Edition pp. 111, 112–117; Unit 3 Teacher’s Edition pp. 199, 200–205</p> <p>Grade 7 Unit 1 Teacher’s Edition pp. 25, 26–31, 62C; Unit 2 Teacher’s Edition pp. 157, 158–163; Unit 3 Teacher’s Edition pp. 264C, 291, 292–297</p> <p>Grade 8 Unit 1 Teacher’s Edition pp. 21, 22–27, 44C; Unit 2 Teacher’s Edition pp. 217, 218–221; Unit 3 Teacher’s Edition pp. 269, 270–275</p> <p>Grade 9 Unit 1 Teacher’s Edition pp. 12C, 45, 46–51; Unit 2 Teacher’s Edition pp. 145, 146–151; Unit 4 Teacher’s Edition pp. 446, 447–449</p> <p>Grade 10 Unit 1 Teacher’s Edition pp. 36C, 77, 78–81; Unit 2 Teacher’s Edition pp. 179, 180–185; Unit 4 Teacher’s Edition pp. 381–387</p> <p>Grade 11 Unit 1 Teacher’s Edition pp. 23, 24–29, 30C; Unit 2 Teacher’s Edition pp. 163, 164–169; Unit 3 Teacher’s Edition pp. 293, 294–299</p> <p>Grade 12 Unit 1 Teacher’s Edition pp. 16C, 43, 44–49; Unit 2 Teacher’s Edition pp. 153, 154–159; Unit 4 Teacher’s Edition pp. 431, 432–437</p>
<p>Alignment Criterion 5: Language</p> <p>Materials adequately address the Language Standards for the grade.</p> <ul style="list-style-type: none"> • AC Metric 5A: Materials address the grammar and language conventions specified by the Language Standards at each grade level. • AC Metric 5B: Materials expect students to confront their own error patterns in usage and conventions and correct them in a grade-by-grade pathway that results in college and career readiness by 12th grade. 	<p><i>myPerspectives</i> offers instruction and practice in grammar and conventions throughout the program.</p> <ul style="list-style-type: none"> • Grammar concepts are taught following each text with the Language Development activities. This feature provides instruction, modeling, practice, and speaking, reading, and writing application of each targeted grammar concept. These features springboard directly from the texts that are being studied. • Writing to Sources assignment in Effective Expression that follow Language Development activities provide an immediate opportunity to apply the grammar concept that has just been taught. • <i>myPerspectives+</i> provides a Conventions Center with language support and instruction for both students and teacher and includes tutorials and interactive whiteboard lessons.

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<ul style="list-style-type: none"> • AC Metric 5C: Materials provide a mirror of real-world activities for student practice with natural language (e.g., mock interviews, demonstrations, presentations). 	<ul style="list-style-type: none"> • Concept Vocabulary, Word Study, and Conventions appear after every selection and provide additional opportunity for students to study and apply grammar and style concepts. They explore the Diction and Style within each text in the set, and they examine texts closely for author’s command of grammar. • Performance Tasks include a Language Development feature that explores Author’s Craft and Style as well as highlight grammar concepts for immediate use in the Performance Task assignment. • Each assessment in the program requires students to examine and apply grammar concepts in their written and oral responses. <p>See the following examples for each grade: Grade 6 Unit 1 Teacher’s Edition pp. 22–24, 35, 48, 65; Unit 2 Teacher’s Edition pp. 114–116, 124–126; Unit 3 Teacher’s Edition pp. 202–204 Grade 7 Unit 1 Teacher’s Edition pp. 40–42; Unit 2 Teacher’s Edition pp. 160–162; Unit 3 Teacher’s Edition pp. 262–264 Grade 8 Unit 1 Teacher’s Edition pp. 24–26; Unit 2 Teacher’s Edition pp. 154–156; Unit 3 Teacher’s Edition pp. 272–274 Grade 9 Unit 1 Teacher’s Edition pp. 32–34; Unit 2 Teacher’s Edition pp. 148–150; Unit 3 Teacher’s Edition pp. 268–270 Grade 10 Unit 1 Teacher’s Edition pp. 34–36; Unit 2 Teacher’s Edition pp. 182–184; Unit 3 Teacher’s Edition pp. 280–282 Grade 11 Unit 1 Teacher’s Edition pp. 26–28; Unit 2 Teacher’s Edition pp. 166–168; Unit 3 Teacher’s Edition pp. 296–298 Grade 12 Unit 1 Teacher’s Edition pp. 46–48; Unit 2 Teacher’s Edition pp. 156–158; Unit 3 Teacher’s Edition pp. 293–295</p>

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<p>Alignment Criterion 6: Speaking and Listening</p> <p>To be CCSS-aligned, speaking and listening are integrated into lessons, questions and tasks. These reflect a progression of communication skills required for college and career readiness as outlined in the Standards.</p> <ul style="list-style-type: none"> • AC Metric 6A: Texts used in speaking and listening questions and tasks meet the criteria for complexity, range, and quality of texts (Non-Negotiable and Alignment Criterion 1). • AC Metric 6B: Materials demand that students engage effectively in a range of conversations and collaborations by expressing well-supported ideas clearly and building on others' ideas. • AC Metric 6C: Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others, in a grade-appropriate way. • AC Metric 6D: Materials require students to marshal evidence to orally present findings from research. • AC Metric 6E: Materials build in frequent opportunities for discussion and, through directions and modeling, encourage students to use academic language in their speech. 	<p>In <i>myPerspectives</i> students read texts and engage in activities that inspire thoughtful conversation, discussion, and debate. Students encounter authors' perspectives as they read literature from across time periods and cultures. Students listen to the perspectives of their peers through conversations and collaborative activities. And, as students read the literature and engage in activities in <i>myPerspectives</i>, 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.</p> <p>In <i>myPerspectives</i>, Speaking and Listening activities that are standards-based foster students' abilities to effectively engage in collaboration and presentation task. The program provides ample opportunity for students to engage in meaningful academic discussions:</p> <ul style="list-style-type: none"> • Introduction: In this section of each unit, students engage in discussion about the Essential Question. • Speaking and Listening activities after each selection encourage students to engage in academic discussions that springboard from the text. Students are provided with guidelines for taking part in collegial discussions and directed to cite textual evidence as they discuss each work. • Discussion activities appear in conjunction with each text. The discussion prompts are designed to ensure that all students participate fully in exploration of the texts under study. • Speaking and Listening assignments after each unit are standards based, and include speaking and presentation guidelines and/or rubrics for listening and for evaluating the performance of the student themselves or others in the class. • Throughout the text, students are prompted to utilize academic vocabulary in their oral responses.

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<p>(Continued) Alignment Criterion 6: Speaking and Listening</p> <p>To be CCSS-aligned, speaking and listening are integrated into lessons, questions and tasks. These reflect a progression of communication skills required for college and career readiness as outlined in the Standards.</p>	<p><i>myPerspectives</i> highlights academic vocabulary throughout the textbook. Each grade has an academic vocabulary lesson in the Introduction. Each unit focuses on a set of academic vocabulary words that are related to the unit’s Essential Question. These words are revisited throughout the unit.</p> <p>Additional concept vocabulary words appear in the close reading activities that follow each text. Students are required to utilize these terms as they engage in post-reading activities.</p> <p>In addition, high utility selection vocabulary is taught in conjunction with each text. Before each reading, students are presented with a listing of selection vocabulary. Students are encouraged to rate their understanding of the words prior to encountering them in context. After the selection, students are prompted to work with the words through written activities, enabling students to display understanding of the words’ meaning in different contexts. Students are given instruction and practice in word roots and affixes, synonyms and antonyms, and analogies. This instruction related directly to vocabulary is pulled from the texts under study.</p> <p>In <i>myPerspectives+</i>, an Academic Vocabulary and Word Study Center provides support, instruction, and practice for students to master key vocabulary skills. A glossary of vocabulary is included in the Interactive Student Edition.</p> <p>See the following examples for each grade: Grade 6 Unit 1 Teacher’s Edition pp. 25, 39; Unit 2 Teacher’s Edition pp. 117, 127; Unit 3 Teacher’s Edition pp. 186, 205, 227 Grade 7 Unit 1 Teacher’s Edition pp. 4, 31; Unit 2 Teacher’s Edition pp. 163, 171; Unit 3 Teacher’s Edition pp. 297, 311 Grade 8 Unit 1 Teacher’s Edition pp. 27, 41; Unit 2 Teacher’s Edition pp. 221, 229; Unit 3 Teacher’s Edition pp. 275, 303</p>

Instructional Materials Evaluation Toolkit (IMET) Criteria	<i>myPerspectives</i> Responses
<p>(Continued) Alignment Criterion 6: Speaking and Listening</p> <p>To be CCSS-aligned, speaking and listening are integrated into lessons, questions and tasks. These reflect a progression of communication skills required for college and career readiness as outlined in the Standards.</p>	<p>Grade 9 Unit 1 Teacher’s Edition pp. 51, 59; Unit 2 Teacher’s Edition pp. 151, 163; Unit 3 Teacher’s Edition pp. 297, 321</p> <p>Grade 10 Unit 1 Teacher’s Edition pp. 57, 89; Unit 2 Teacher’s Edition pp. 185, 189, 223; Unit 3 Teacher’s Edition pp. 297, 305</p> <p>Grade 11 Unit 1 Teacher’s Edition pp. 29, 39; Unit 2 Teacher’s Edition pp. 169, 185; Unit 3 Teacher’s Edition pp. 299, 309</p> <p>Grade 12 Unit 1 Teacher’s Edition pp. 49, 71, 100; Unit 2 Teacher’s Edition pp. 159, 175, 189; Unit 3 Teacher’s Edition pp. 279, 313</p>
<p>Alignment Criterion 7: Access to the Standards for All Students</p> <p>Materials must provide thoughtful supports/scaffolds to support all students in accessing the CCSS.</p> <ul style="list-style-type: none"> • AC Metric 7A: Materials regularly provide all students, including those who read, write, speak, or listen below grade-level, or in a language other than English, with extensive opportunities to work with and meet grade-level standards. • AC Metric 7B: Materials regularly include extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade level. • AC Metric 7C: There are suggestions and materials for adapting instruction for varying student needs (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties, suggestions for deconstruction/re-construction/ extending language, and other research-based remediation strategies). 	<p>Each unit is designed to equip students for independent close reading of complex texts, leading from modeled close readings, collaborative and guided practice to independent work.</p> <p>The Student Edition is made up of five/six units, each providing multi-genre texts that are topic-based and driven by an Essential Question with all readings and activities building to the end of unit Performance Based Assessment. Each unit incorporates an Instructional Model made up of:</p> <ul style="list-style-type: none"> • Whole Group Learning • Small Group Learning • Independent Learning <p>The Unit Structure provides powerful personalized learning, allowing students to develop independence within each learning environment as they become college and career ready.</p> <p>UNIT STRUCTURE</p> <p>UNIT INTRODUCTION</p> <ul style="list-style-type: none"> ○ Opens the unit topic with an Essential Question ○ Sets the stage for student learning through exploration, guiding questions, and discussion ○ Previews the Performance-Based Assessment prompt

Instructional Materials Evaluation Toolkit (IMET) Criteria	<i>myPerspectives</i> Responses
<ul style="list-style-type: none"> • AC Metric 7D: Materials regularly and systematically build in the time and resources required to allow teachers to guide all students to meet grade-level standards. • AC Metric 7E: Materials regularly and systematically offer assessment opportunities that genuinely measure student progress. This progress is reflected in materials through gradual release of supporting scaffolds for students so they can progress toward independence. 	<ul style="list-style-type: none"> ○ Introduces the Unit’s Academic Vocabulary ○ Enables students to preview and set academic goals ○ Presents a Launch Text to engage students, provoke thought and discussion on unit topic, and assess student knowledge <p>WHOLE-CLASS LEARNING</p> <ul style="list-style-type: none"> ○ Anchor Texts focus on text(s) with rigorous cognitive load ○ Teachers model and present effective ways to help students have rich, engaging, and interactive experiences with the texts ○ Assessment is based on: teacher observations, formative activities, selection tests, and a Performance Task <p>SMALL-GROUP LEARNING</p> <ul style="list-style-type: none"> ○ Supporting texts include informational and contemporary selections ○ Students work collaboratively in small groups to develop strategies and extend learning ○ Student groups have choice in selecting activities and how they will share their learning ○ Assessment is based on: teacher observations, selection tests, self-evaluation, and a group project mini ○ Performance Task <p>INDEPENDENT LEARNING</p> <ul style="list-style-type: none"> ○ Students select one or two texts from an array of 4-5 texts for independent deeper exploration ○ Student choice is key to engagement and achievement as they work independently to close read and analyze the texts

Instructional Materials Evaluation Toolkit (IMET) Criteria	<i>myPerspectives</i> Responses
<p>(Continued) Alignment Criterion 7: Access to the Standards for All Students</p> <p>Materials must provide thoughtful supports/scaffolds to support all students in accessing the CCSS.</p>	<ul style="list-style-type: none"> ○ Student understanding is assessed through selection tests and students’ use of textual evidence in provided activities <p>UNIT PERFORMANCE-BASED ASSESSMENT</p> <ul style="list-style-type: none"> ○ Builds on the content knowledge, process skills, and learning habits that students engage in throughout the unit ○ The Performance Tasks and practice in the Whole Group, Small Group, and Independent sections prepare students for success on the Performance-Based Assessment at the end of the unit <p><i>myPerspectives</i> provides opportunities for students to express, clarify, justify, interpret, and represent their ideas, and respond to peer/teacher feedback orally or in written form as appropriate throughout the program and ensures that students are able to practice and perform by providing substantial scaffolds and supports to help them be successful. The program is designed to have multiple forms of learning which lead to independent learning. Students will encounter unit routines that incorporate:</p> <ul style="list-style-type: none"> ○ First Read / Close Read of the multigenre selections ○ Evidence Log ○ Vocabulary Network ○ Essential Question ○ Performance Tasks <p><i>myPerspectives</i> Teacher’s Edition includes Personalize for Learning notes that appear through selections and provide direct instruction and teaching suggestions to engage students. The TE provides an easy to use Teaching-Learning Cycles including Lesson Planning Pages that make implementation easy. These focus on the same learner levels seen on the Reading Support/Text Complexity Rubric page: ELL, Strategic Support (On Level), and Challenge.</p>

Instructional Materials Evaluation Toolkit (IMET) Criteria	<i>myPerspectives</i> Responses
<p>(Continued) Alignment Criterion 7: Access to the Standards for All Students</p> <p>Materials must provide thoughtful supports/scaffolds to support all students in accessing the CCSS.</p>	<p>Texts within each grade level provide a range of reading and reflect grade level appropriate knowledge and experiences. Text complexity rubrics are provided for each selection. These Rubrics provide Quantitative, Qualitative, and Reader and Task suggestions to help guide teachers assign the appropriate text to their students.</p> <p>See the following examples for each grade:</p> <p>Grade 6 Unit 1 Teacher’s Edition pp. 3, 12B–12C; Unit 2 Teacher’s Edition pp. 91, 100B–100C; Unit 3 Teacher’s Edition pp. 185, 194B–194C</p> <p>Grade 7 Unit 1 Teacher’s Edition pp. 3, 12B–12C; Unit 2 Teacher’s Edition pp. 117, 126B–126C; Unit 3 Teacher’s Edition pp. 225, 234B–234C</p> <p>Grade 8 Unit 1 Teacher’s Edition pp. 3, 12B–12C; Unit 2 Teacher’s Edition pp. 89, 98B–98C; Unit 3 Teacher’s Edition pp. 255, 264B–264C</p> <p>Grade 9 Unit 1 Teacher’s Edition pp. 3, 12B–12C; Unit 2 Teacher’s Edition pp. 123, 132B–132C; Unit 3 Teacher’s Edition pp. 251, 260B–260C</p> <p>Grade 10 Unit 1 Teacher’s Edition pp. 3, 12B–12C; Unit 2 Teacher’s Edition pp. 127, 136B–136C; Unit 3 Teacher’s Edition pp. 259, 268B–268C</p> <p>Grade 11 Unit 1 Teacher’s Edition pp. 3, 16B–16C; Unit 2 Teacher’s Edition pp. 139, 152B–152C; Unit 3 Teacher’s Edition pp. 275, 288B–288C</p> <p>Grade 12 Unit 1 Teacher’s Edition pp. 3, 16B–16C; Unit 2 Teacher’s Edition pp. 113, 126B–126C; Unit 3 Teacher’s Edition pp. 237, 250B–250C</p>