

# Secondary Reading, English, and Language Arts Program

Board of Education Presentation

February 24, 2025

Ms. Heather Kutcher, Executive Director of Curriculum, Instruction, and Assessment

Ms. Kristine Scarry, Supervisor of RELA

Ms. Annmarie Steltzer, Assistant Supervisor of RELA

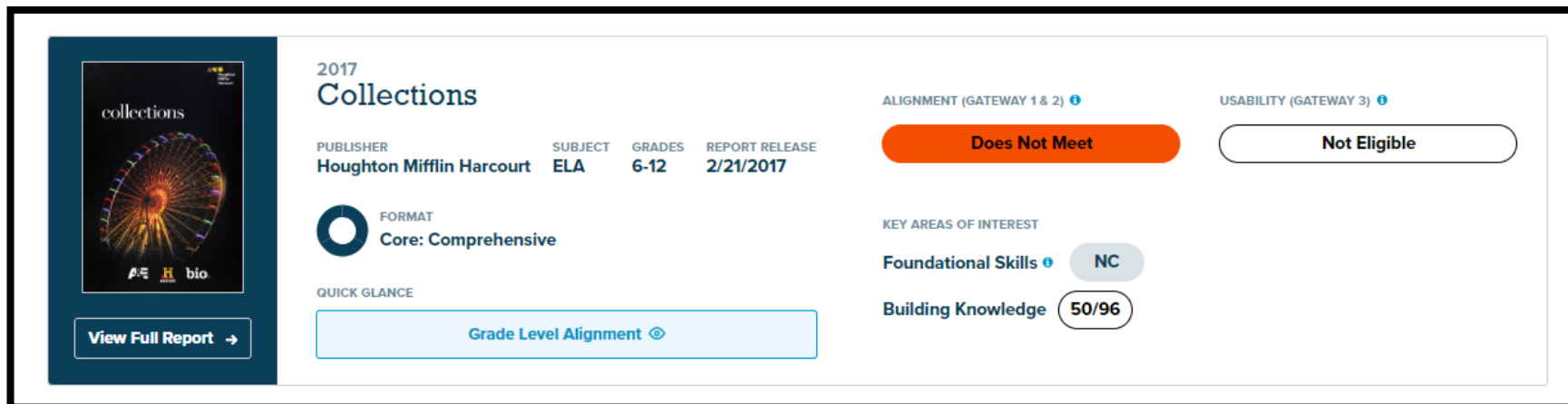


# Background

- English Grades 6-10
- Full year course
- English I and English II are credit course requirements for graduation

# Background

- HCPS remains committed to providing high quality instructional materials aligned to the Maryland College and Career Ready Standards.
- The current HMH *Collections* secondary program purchased in 2016 is being phased out and will no longer be available after the 24-25 school year.



The screenshot displays the product page for '2017 Collections' by Houghton Mifflin Harcourt. The page includes a cover image of a colorful Ferris wheel, a 'View Full Report' button, and a table of metadata. The alignment status is 'Does Not Meet' and the usability status is 'Not Eligible'. Key areas of interest are listed as 'Foundational Skills' (NC) and 'Building Knowledge' (50/96).

PUBLISHER	SUBJECT	GRADES	REPORT RELEASE
Houghton Mifflin Harcourt	ELA	6-12	2/21/2017

2017  
**Collections**

ALIGNMENT (GATEWAY 1 & 2) **Does Not Meet**

USABILITY (GATEWAY 3) **Not Eligible**

FORMAT  
Core: Comprehensive

KEY AREAS OF INTEREST

Foundational Skills **NC**

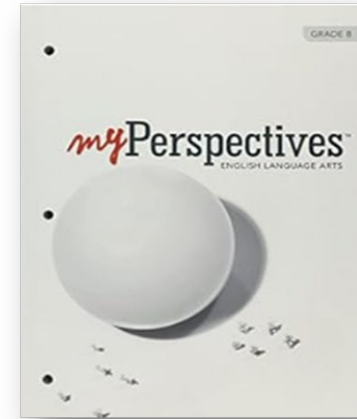
Building Knowledge **50/96**

QUICK GLANCE  
Grade Level Alignment

View Full Report →

## RFP Process

- By issuing a Request for Proposal (RFP), we ensure a transparent and competitive selection process that invites innovative solutions from various vendors.
- This approach allows us to carefully evaluate multiple programs based on criteria such as instructional quality, cultural relevance, and adaptability to our district's specific goals.



# Timeline

Date	Description
September 27, 2024	RFP Issued
October 8, 2024	Pre-Proposal Meeting – Via Teams (link provided on cover page)
October 15, 2024***	Question Deadline – due before 12:00 PM (EST)
October 18, 2024***	Addenda released (if necessary)
November 12, 2024	Proposals Due before 12:00 PM (EST)
November 13, 2024	Review of Requirements
November 14, 2024	Distribution Meeting
November 15 – December 16, 2024	Committee to Evaluate Submittals
December 17 & 18, 2024	Evaluation Committee Consensus Meeting
January 8 and 9, 2025	Interviews/Presentations (if applicable)
January 15, 2025	GCC Presentation
February 2025	Seek Board Approval of Contract

MyPerspectives Student Materials and Digital Subscription Cost Estimates

2 Year	4 Year	6 Year
\$903,613	\$1,554,146	\$2,218,195

Cost Estimate

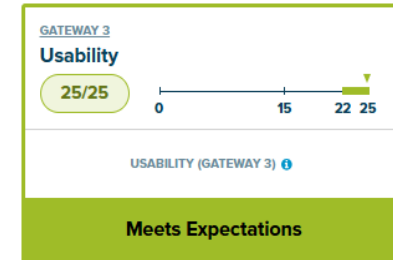
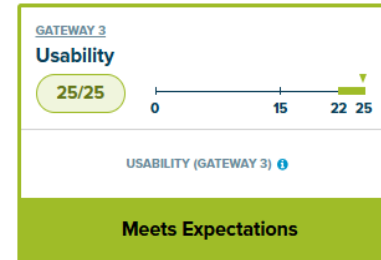
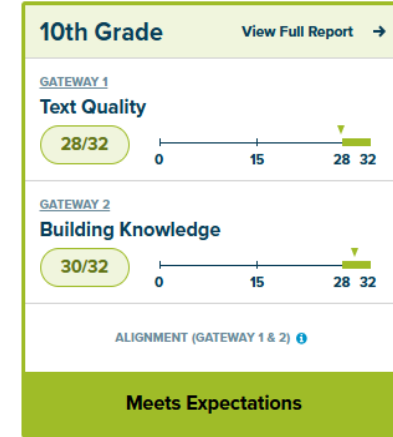
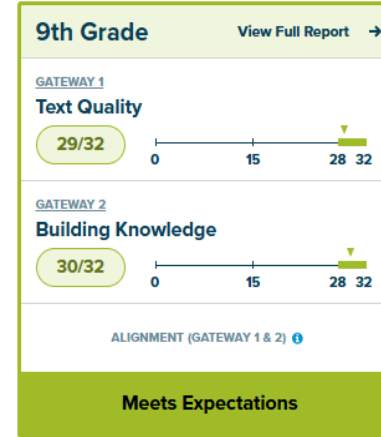
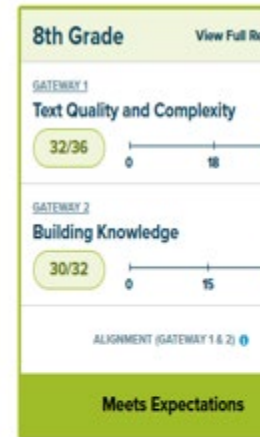
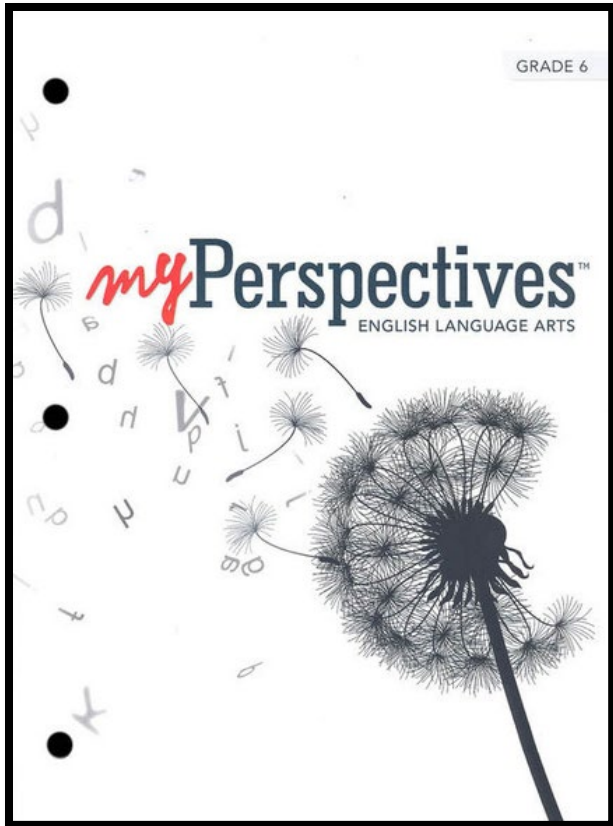
## HCPS RELA Commitment



To provide a research-based literacy program across HCPS secondary schools that recognizes the authentic relationships among reading, writing, listening, and speaking and prepares all students to be college or career ready.



# Savvas *MyPerspectives*





## A High-Quality Instructional Program

- Defined by MSDE and outlined in the ELA/Literacy HQIM Identification Framework
- Aligned to the Science of Reading
- Aligned to ELA/Literacy Maryland College and Career Ready Standards

## High Quality Instructional Materials



**Maryland**  
STATE DEPARTMENT OF EDUCATION

Maryland defines High-Quality Instructional Materials (HQIM) as grade-level and standards-aligned instructional materials that are used to build knowledge for all students in a language affirming and culturally responsive way.

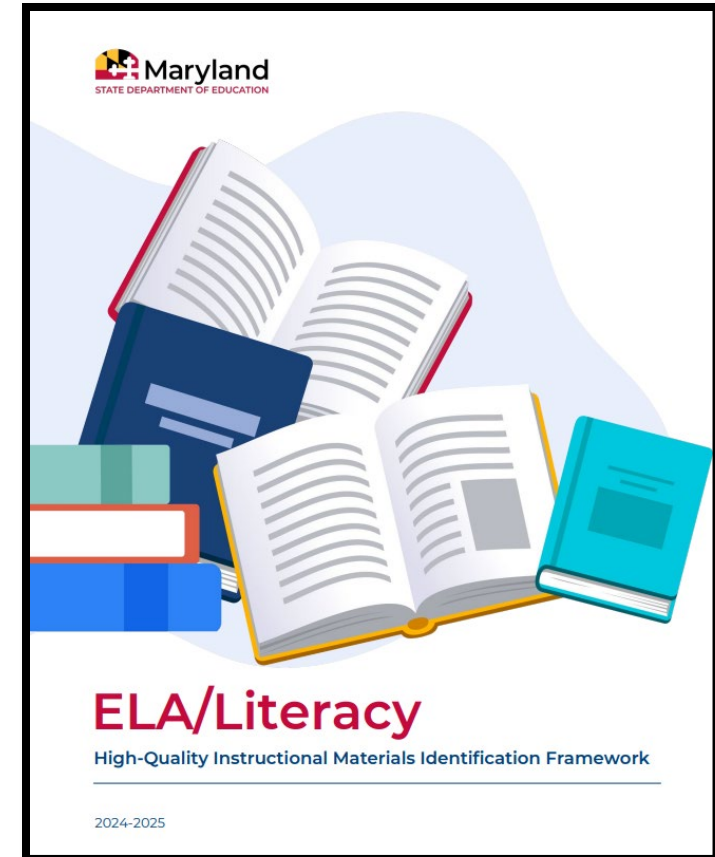
**“By aligning with college and career readiness standards and research-based approaches, high-quality instructional materials unlock and support knowledge-building that encourages active learning and leads to dynamic demonstrations of knowledge from students.**

**Furthermore, these materials offer support for educators, equipping them with the necessary tools, content knowledge, pedagogical expertise, and research-based practices to effectively engage students and adapt to diverse community and school contexts.**

**With this comprehensive approach, instructional materials in Maryland have the potential to create transformative learning environments that prepare students from kindergarten through graduation for a future of choice and opportunity.”**



Hire and support highly effective staff who are committed to building their own professional capacity in order to increase student achievement.



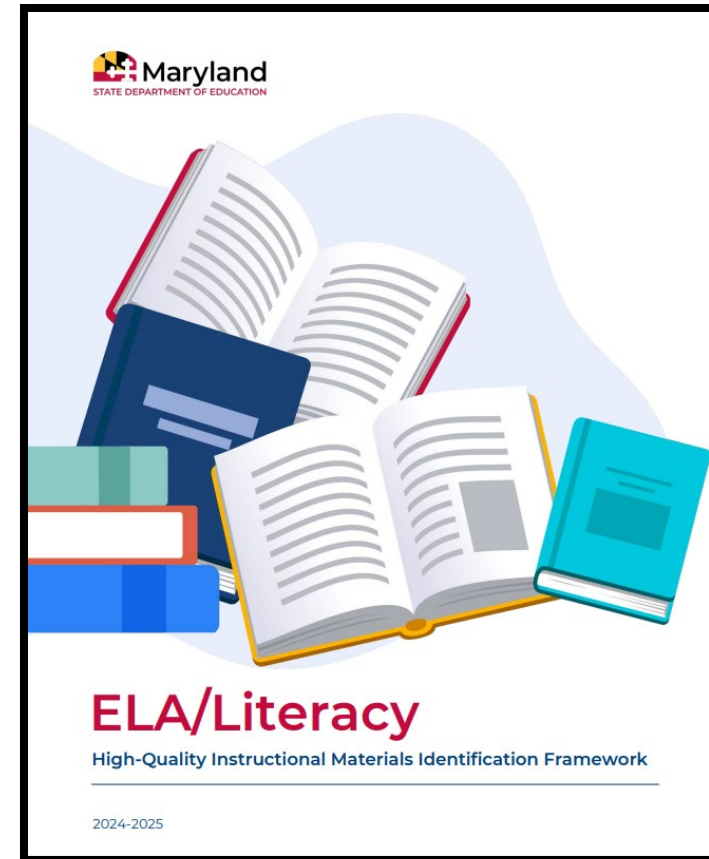
“By aligning with college and career readiness **standards** and **research-based** approaches, high-quality instructional materials unlock and support knowledge-building that encourages active learning and leads to dynamic demonstrations of knowledge from students.

Furthermore, these materials offer **support** for educators, equipping them with the necessary tools, **content knowledge, pedagogical expertise, and research-based practices** to effectively engage students and adapt to diverse community and school contexts.

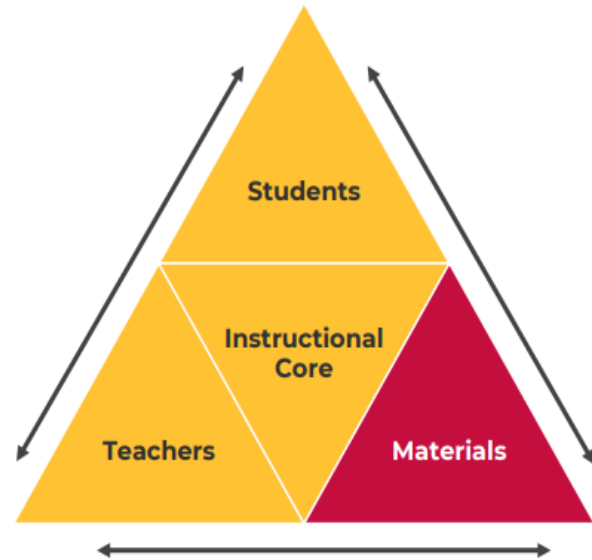
With this comprehensive approach, instructional materials in Maryland have the potential to create transformative learning environments that **prepare** students from kindergarten through graduation for a future of choice and opportunity.”



Hire and support highly effective staff who are committed to building their own professional capacity in order to increase student achievement.



## Why HQIM in Maryland Now?



Content-rich, standards-aligned, and high-quality curricula exert a powerful influence on student achievement.



**The Blueprint for Maryland's Future** creates a mandate to significantly invest in high quality curriculum and aligned instruction

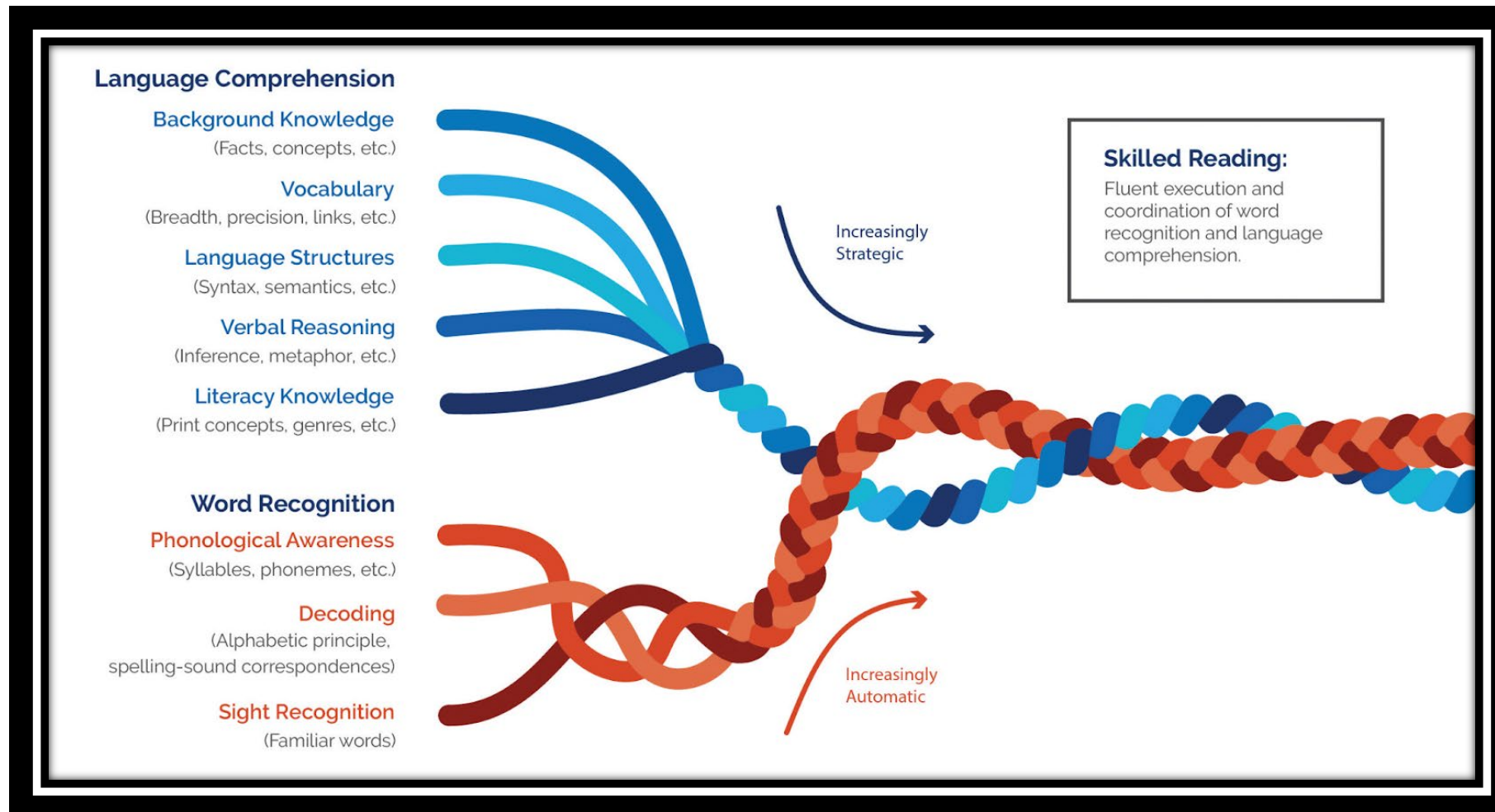


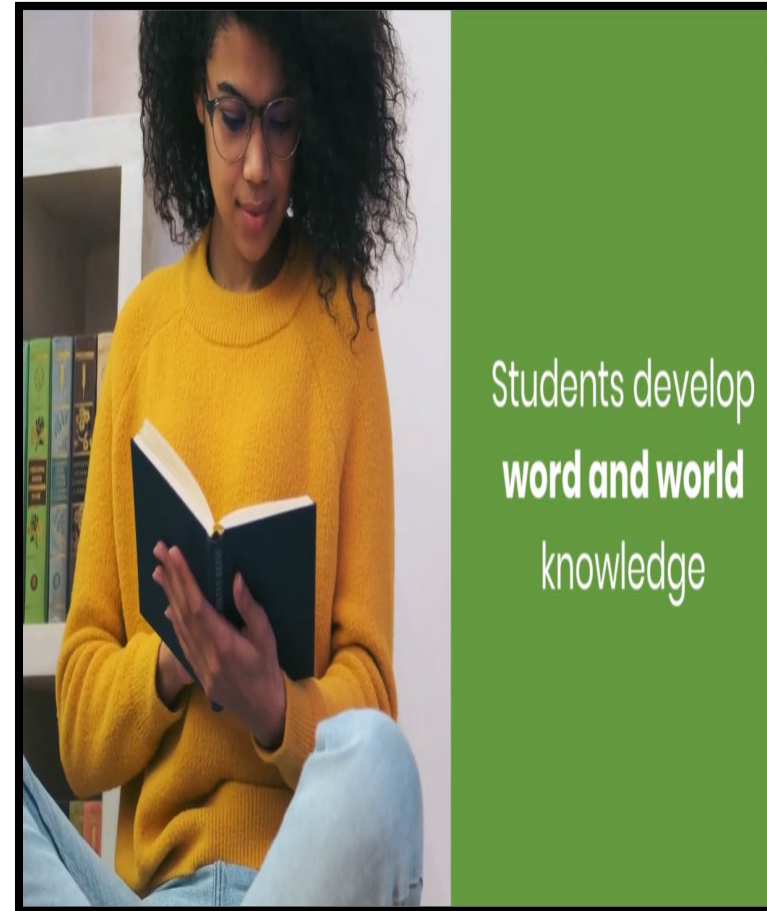
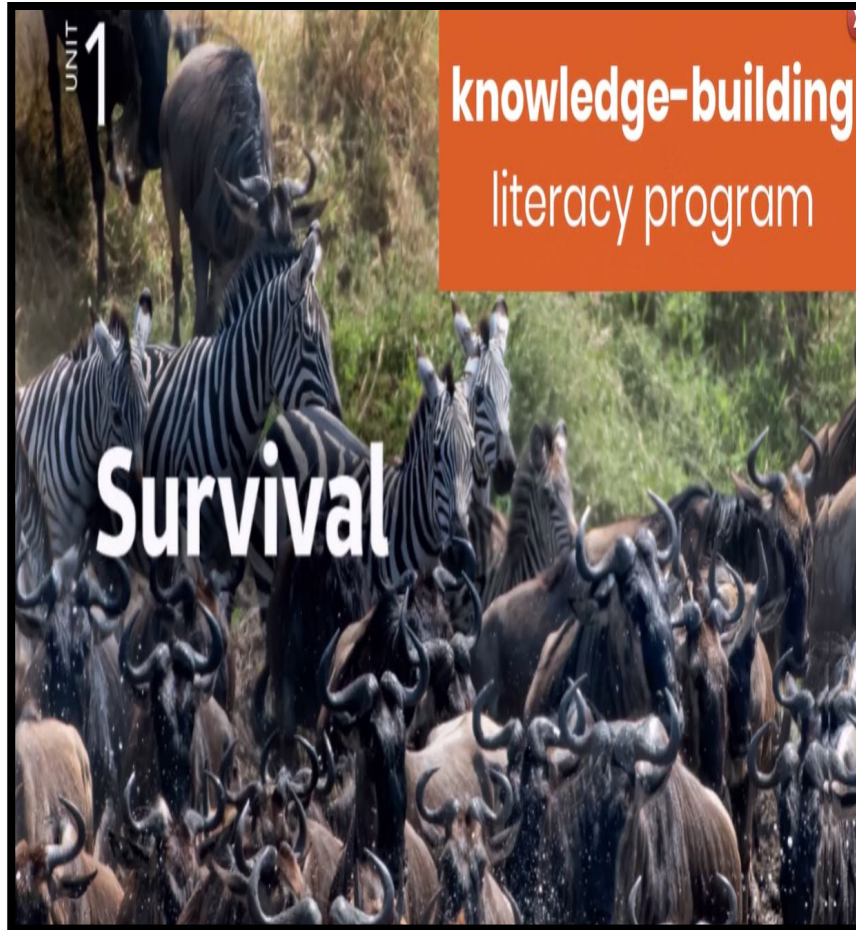
**The State Board and MSDE Strategic Plan** includes a charge for the Department to develop an initiative that will realize the Blueprint vision



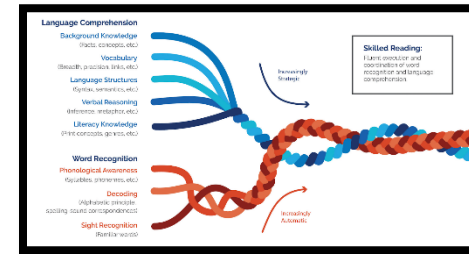
**Maryland Stakeholders** are clear that we must prioritize adoption and implementation of HQIM

# Science of Reading





# Background Knowledge Building



Background Connections

**INTRODUCE**

**Resilience**  
Ask students if they can list the qualities of a resilient person. Point out that as they work through this unit, they will read about many people who have displayed resilience.


**Watch the Video**  
"What Does Resilience Mean?"  
Project the **Unit 2 Opener Video** in class or assign the video for students to watch on their own.

**DISCUSS** Assign the **Unit 2 Introduction Discussion Board Activity**. Alternatively, students can share their responses in a class discussion.

**HOME Connection Letter**  
A customizable Home Connection Letter to students' parents, caregivers, or guardians explains what students will be learning in this unit and how they will be assessed. The customizable letter includes:

- The unit's Essential Question
- A list of Whole-Class Learning, Peer-Group Learning, and Independent Learning texts
- Unit Performance Tasks

**Home Connection Letter (English)**  
**Home Connection Letter (Spanish)**



**WATCH THE VIDEO**

**DISCUSS** How would you define resilience in your own words? Is resilience something you are born with, or something you must learn?  
Write your response before sharing your ideas.

**TEACH**

ENGLISH LITERARY HISTORY • THE TRAGEDY OF ROMEO AND JULIET

**Historical Context**

**BUILD KNOWLEDGE & PERSPECTIVE**  
In this unit, students gain knowledge about both William Shakespeare and the nature of true love. In this section, students learn about the Renaissance, historical events and theater in the Elizabethan Age, and William Shakespeare—his life, his works, and his impact on the English language.

**Elizabethan England**  
**The Rebirth of Learning** Explain that, in England, the Renaissance is often referred to as the Elizabethan Age. It is named after Queen Elizabeth, who ruled the country during the last half of the sixteenth century. Tell students that *renaissance* is a French word that means "rebirth." The Middle Ages, the time after the fall of the Roman Empire, was chaotic, and many considered it to be a dark time in human cultural and economic achievement. As part of the rebirth, artists and scholars rejected many of the ideas and philosophies from the Middle Ages and looked back to the learning and knowledge of ancient Rome and Greece. The Renaissance is often marked as the beginning of the modern age.

**The Renaissance in England** According to historians, the English Renaissance began about 100 years later than the Italian Renaissance, but the two movements were similar. The one major difference is that the English Renaissance emphasized music and literature as opposed to the visual arts, which were a significant focus of the Italian Renaissance.



Queen Elizabeth I ruled from 1558 to 1603, but her reign was so successful that the entire Renaissance in England is often called the Elizabethan Age.

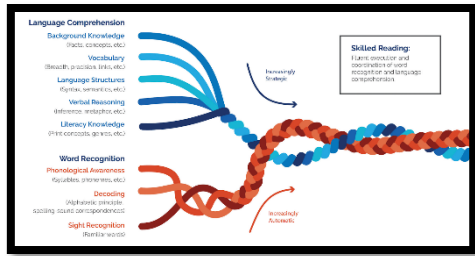
**QUICK INSIGHT**  
The symbol of the House of York was a white rose, while the symbol of the House of Lancaster was a red rose. For that reason, the civil wars fought between the two houses were called the Wars of the Roses. Shakespeare wrote several plays about English monarchs involved in these conflicts.

**Historical Context**  
**Elizabethan England**  
**The Rebirth of Learning** Sometime around the year 1350, at the end of the Middle Ages, Italian city-states, such as Venice and Genoa, began to trade extensively with the East. With trade came more knowledge and growing curiosity about the world. Soon, Italy was leading the way in a flowering of European learning known as the Renaissance (REHN uh sohns). Commerce, science, and the arts blossomed as people shifted their focus to the interests and pursuits of human life here on earth. The astronomers Copernicus and Galileo questioned long-held beliefs to prove that the world was round and that it circled the sun, not vice versa. Navigators, including Christopher Columbus and Ferdinand Magellan, braved the seas in tiny boats to seek new trade routes. Religious thinkers, such as Martin Luther and John Calvin, challenged the authority of the Roman Catholic Church and spurred the Protestant Reformation. Artists, including Michelangelo and Leonardo da Vinci, painted and sculpted lifelike human forms. Writers, such as Miguel de Cervantes and William Shakespeare, wrote insightfully about complex human personalities in fiction and drama.

**The Renaissance in England** The Renaissance was slow to come to England. The delay was caused mainly by civil war between two great families, or houses, claiming the English throne—the House of York and the House of Lancaster. The conflict ended in 1485, when Henry Tudor of the House of Lancaster took the throne as King Henry VII. After a successful rule in which English commerce expanded, he was succeeded by his son Henry VIII, whose reign was filled with turmoil. Henry sought a divorce from the Spanish princess Catherine of Aragon so that he could remarry and possibly have a son. He was convinced that only a male would be strong enough to hold the throne. When the Pope refused to grant the divorce, Henry renounced the Roman Catholic Church and made England a Protestant nation. Ironically, his remarriage, to a woman named Anne Boleyn, produced not a son but a daughter, Elizabeth. Even more ironically, when Elizabeth took the throne, she proved to be one of the strongest monarchs that England has ever known.



# Building Vocabulary Knowledge & Skill



## STUDY LANGUAGE AND CRAFT



from MY LIFE WITH THE CHIMPANZEES

### Concept Vocabulary

**Why These Words?** The vocabulary words describe different aspects of the chimpanzees' behavior or emotions. For example, the chimpanzees appear *miserable* and *irritable* in the rain.

vanished	irritable	impetuous
miserable	threateningly	dominate

#### WORD WALL

Note words in the text that are related to the idea of human and animal interaction. Add them to your Word Wall.

**PRACTICE** Answer the questions.

- How do the vocabulary words sharpen your understanding of chimpanzees' behavior or emotions?
- What other words in the selection describe aspects of the chimpanzees' behavior or emotions?
- Use each vocabulary word in a sentence that shows the word's meaning. Then, expand your knowledge of word relationships by using a dictionary or thesaurus to find at least one **synonym** (word with a similar meaning) and one **antonym** (word with an opposite meaning) for each vocabulary word.

### Word Study

**Latin Suffix: -able** The Latin suffix *-able* means "capable of, given to, or tending to," and it usually indicates that a word is an adjective. In *My Life With the Chimpanzees*, the word *irritable* means "tending to be irritated" or "tending to be easily annoyed."

Knowing the **base word**, or "inside" word, along with the suffix can help you determine the meaning of an unfamiliar word. For example, in the vocabulary word *irritable*, the base word is *irritate*.

**PRACTICE** Complete the following items.

- The word *miserable* is related to the word *misery*. How does knowing the meaning of the suffix *-able* help you understand the meaning of *miserable*?
- Review paragraph 48 and find a word with the suffix *-able*. Identify the base word. Then, write a definition for the word.

#### STANDARDS

##### Language

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Use intensive pronouns.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

## Academic Vocabulary: Fiction

Academic terms can help you read, write, and discuss with precision. Many of these words have roots, or key parts, that come from Latin and Greek.

**PRACTICE** Academic terms are used routinely in classrooms. Build your knowledge of these words by completing the chart.

- Review** each word, its root, and the mentor sentences.
- Determine** the meaning and usage of each word using the mentor sentences and a dictionary, if needed.
- List** at least two related words for each academic term. Then, challenge yourself to write a sentence that contains two of the academic terms.

WORD	MENTOR SENTENCES	PREDICT MEANING	RELATED WORDS
dialogue	1. The <i>dialogue</i> in this story sounds very authentic. 2. They had a useful <i>dialogue</i> about how to solve the problem.		monologue, travelogue
GREEK ROOT: <b>-log-</b> "speech"			
transform	1. The clay was soft and easy to <i>transform</i> from a lump into the shape of a vase. 2. The caterpillar will <i>transform</i> into a butterfly.		
LATIN ROOT: <b>-form-</b> "shape"			
novelty	1. Having grown up in the city, riding a horse was a <i>novelty</i> for Ben. 2. The shop was full of <i>novelty</i> items that tourists would buy.		
LATIN ROOT: <b>-nov-</b> "new"			
consequently	1. The road was repaved and, <i>consequently</i> , is now easier to drive on. 2. Kayla missed the bus and, <i>consequently</i> , was late for practice.		
LATIN ROOT: <b>-sequ-</b> "follow"			
description	1. The writer's vivid <i>description</i> of the setting helps me picture the action. 2. If you give me a <i>description</i> , I can help you find your missing cat.		
LATIN ROOT: <b>-script-</b> "write"			



# Developing Understanding of Language Structures

## Focus on Sentences

Grammar  
Mini lesson

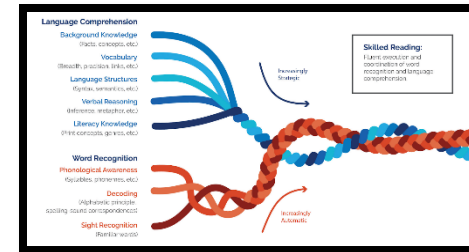
**Active and Passive Voice** Action verbs can have two voices, active and passive. In the **active voice**, the subject of the sentence performs the action (the verb). In the **passive voice**, the subject of the sentence receives the action, or is acted upon.

### EXAMPLE

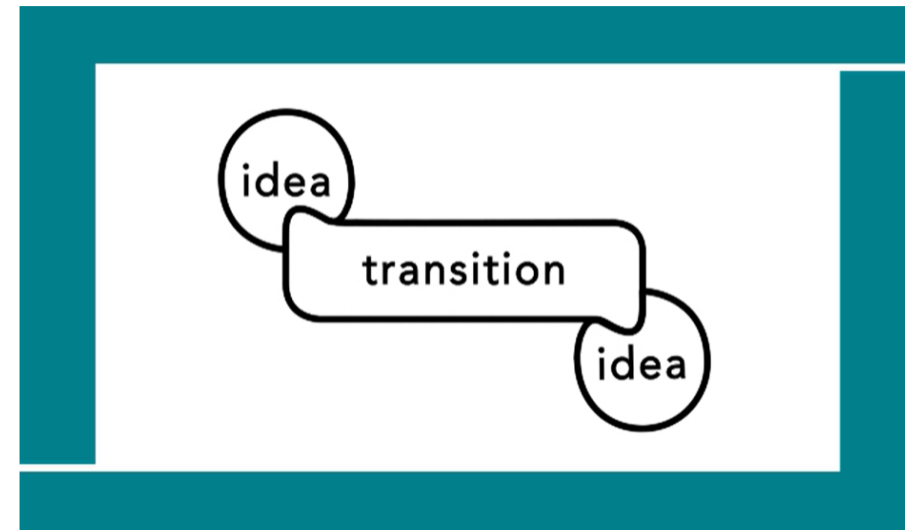
**Active Voice:** *The students launched a charitable project.*

**Passive Voice:** *A charitable project was launched by the students.*

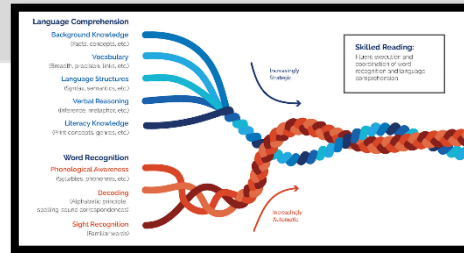
In general, active voice is a better, more appropriate choice because it makes writing livelier and more precise. Passive voice is appropriate when you want to emphasize the action more than the actor or when you cannot identify the performer of the action.



## Create Coherence With Transitions




# Developing Verbal Reasoning



**TEACH**

**ANALYZE AND INTERPRET**



**Close Read**

1. The model passage and annotation show how one reader analyzed part of paragraph 42 of the excerpt. Find another detail in the passage to annotate. Then, write your own question and conclusion.

**Close Read**

1. The model passage and annotation show how one reader analyzed part of paragraph 42 of the excerpt. Find another detail in the passage to annotate. Then, write your own question and conclusion.

**Close-Read Model**

Once, as I walked through thick forest in a downpour, I suddenly saw a chimp hunched in front of me. Quickly I stopped. Then I heard a sound from above. I looked up and there was a big chimp there, too.

**ANNOTATE:** The writer has included a series of phrases that describe her actions.

**QUESTION:** What effect is created by these word choices?

**CONCLUDE:** The phrases help to create a feeling of suspense.

**MY QUESTION:**

**MY CONCLUSION:**

2. For more practice, answer the Close-Read notes in the selection.

3. Choose a section of the excerpt that you found especially important. Mark important details. Then, jot down questions and write your conclusions in the open space next to the text.

**Inquiry and Research**

**Research and Extend** Extend your learning by generating two or three questions you could use to guide research on a place (such as Gombe Stream National Park), a person (such as Louis Leakey), or an idea (such as chimpanzee behavior) introduced in the text. Then, perform a brief, informal inquiry using multiple print and digital sources. As you research, refocus your questions as needed so that they are not too broad or too narrow.

**STANDARDS**

**Reading Informational Text**

- Determine a central idea of a text and how it is conveyed through particular details.
- Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

**Writing**

- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- Gather relevant information from multiple print and digital sources.

**PRACTICE** Complete the activity and answer the questions.

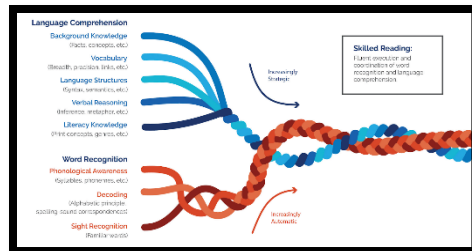
1. **Analyze** Reread the passages listed in the chart and take notes about details in each one that seem important.

PASSAGE	NOTES
<b>Paragraph 32:</b> "This was fantastic news ... he would come again."	Big change: Chimps had been running off, but now one visits camp.
<b>Paragraph 37:</b> "From that time ... they allowed me closer and closer."	Things are getting easier: Chimps allow Goodall to get closer.
<b>Paragraph 56:</b> "I watched how Flint ... mean about the same, too."	Goodall discovers that chimp communication is much like human communication.
<b>Paragraph 61:</b> "There were always more fascinating things ... the director."	Goodall's discoveries cause the camp to become a research center.

2. **(a) Connect** How do the passages noted in the chart relate to one another? **(b) Interpret** Based on information in your chart and elsewhere in the autobiography, write a sentence that states the central idea of this excerpt from *My Life With the Chimpanzees*.

3. **(a) Analyze** What do you think is Goodall's purpose for writing *My Life With the Chimpanzees*? **(b) Make a Judgment** Does presenting events from a personal point of view, rather than in an objective way, help Goodall achieve her purpose? Explain.

# Deepening Literacy Knowledge



## LEARN ABOUT GENRE: NONFICTION



MY ACHILLES' MEAL

The selection you are about to read is an excerpt from, or part of, a memoir.

## Reading Memoirs

In a **memoir**, a writer tells a true story involving specific memories from their own life. Although the story is true—or true as the writer remembers it—it may be told in an artistic way that uses elements of short stories or poems.

### Memoir

#### Author's Purpose

- ➔ to share memories from the writer's life

#### Characteristics

- ➔ written from the first-person point of view
- ➔ presents the writer's feelings, attitudes, or perspectives on life
- ➔ expresses a central idea about an event or events in the writer's life
- ➔ has characters that are real people
- ➔ takes place in a certain setting, or time and place

#### Structure

- ➔ usually written in prose, or regular paragraphs
- ➔ may be broken into chapters or sections
- ➔ tends to relate life events in time order

# Instruction Aligned to the ELA/Literacy MCCRS

## myPerspectives COMPREHENSIVE CORRELATION

Use this chart to view standards coverage by unit, with detailed selection and skills information to facilitate your planning.

myPerspectives Grade 8					
	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5
<b>READING LITERATURE</b>					
<b>KEY IDEAS AND DETAILS</b>					
<b>RL.1:</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<b>The Medicine Bag</b> (Build Insight: Items 1, 2, 4) p. 23 <b>The Banana Tree</b> (Build Insight: Item 1) p. 41 <b>Peer-Group Learning</b> (Using Text Evidence) p. 75 <i>from La Princesa Mileidy Dominguez</i> (Build Insight: Item 2) p. 93 <b>First-Day Fly</b> (Build Insight: Items 2, 4) p. 119 <b>Bird • Ode to Teachers</b> (Build Insight: Item 4) p. 131	<b>The Diary of Anne Frank, Act I</b> (Build Insight: Items 1, 3) p. 213 <b>The Diary of Anne Frank, Act II</b> (Build Insight: Item 2) p. 249 <b>The Diary of Anne Frank, Act II</b> (Dramatic Speech and Character: Items 3, 4) p. 251 <b>Peer-Group Learning</b> (Analyzing Explicit and Implicit Meanings) p. 281	<b>The Setting Sun and the Rolling World</b> (Make Inferences) p. 332 <b>Briar Rose</b> (Build Insight: Item 3) p. 388 <b>Awake</b> (Build Insight: Item 1) p. 402	<b>Flowers for Algernon</b> (Build Insight: Item 1) p. 469	<i>from The Invention of Everything Else</i> (Build Insight: Item 3) p. 578 <b>from Eureka! Poems About Inventors</b> (Build Insight: Items 2, 4) p. 595 <b>The Fun They Had</b> (Make Inferences) p. 616 <b>The Fun They Had</b> (Build Insight: Item 1) p. 621 <b>Icarus and Daedalus</b> (Build Insight: Item 3) p. 642
<b>RL.2:</b> Determine a theme or central idea of a text and analyze	<b>The Medicine Bag</b> (Build Insight: Summary) p. 23 <b>The Medicine Bag</b> (Character	<b>The Diary of Anne Frank, Act I</b> (Build Insight: Summary) p. 213	<b>The Setting Sun and the Rolling World</b> (Build Insight: Summary) p. 337	<b>Flowers for Algernon</b> (Narrative Point of View and Theme) p. 473	<b>Unit Introduction</b> (Summary) p. 552 <i>from The Invention of</i>

PERFORMANCE TASK

ESSENTIAL QUESTION | What qualities help u...  
X

Sources

- Whole-Class Learning Selections
- Peer-Group Learning Selections

COLLABORATION CENTER

Visit the Collaboration Center for video tutorials on working in groups.

## Deliver a Multimedia Presentation

A **multimedia presentation** is an organized informational text that expresses a thesis, or central idea. It combines words and media—such as images, video, and audio—and is delivered orally.

ASSIGNMENT

Work with your group to deliver a **multimedia presentation** that provides useful information for your audience and expresses a clear point of view about this question:

**If you were leading a hike in the wilderness, what survival tools or skills would you require your group to have?**

As you plan your content, keep your audience and purpose in mind. As you deliver your presentation, use correct grammar, speak at an appropriate rate and volume, make eye contact with listeners, and use gestures that help illustrate your points.

### Plan With Your Group

**Discuss the Topic** With your group, discuss the selections you've read in this unit. Consider what tools, skills, or supplies, if any, would have helped those people or characters. Then, generate two to three questions your group will explore through research.

**Select Research** Gather information from the National Park Service or sites run by the National Park Service. Use the information to capture your findings in a multimedia presentation.

### Organize and Draft

**Write the Script** A multimedia presentation must be well-planned. Complete your outline by writing the following elements:

- a title that signals your topic and thesis
- an engaging introduction, perhaps involving media
- a precise statement of your topic and thesis
- clear explanations, including examples or other supporting evidence
- a memorable conclusion

**Organize the Delivery** Work together to decide how you will deliver your presentation and who will be responsible for each segment:

- Will you deliver your presentation live or will you record and post it?
- If you present it live, how will you transition between media and spoken elements? If you record and post it, how will you receive and answer questions from viewers?
- How will you make sure everyone in your group has a vital role to play in the presentation itself?

KEY CONCEPT

The decisions you make about your presentation should reflect your **purpose** of providing clear information that will benefit your **audience**. As you make choices of language, media, and presentation technique, consider what your audience needs in order to be engaged with and informed by your presentation.

### Rehearse, Revise, and Present



**Rehearse the Presentation** Once you are satisfied with your script and have organized supporting media into a logical order, rehearse your presentation. Keep in mind the presentation techniques shown here:

PRESENTATION TECHNIQUES

- **Know Your Audience** Consider what your audience will understand and what interests your audience most. Use this information to choose content and format with which you can best communicate.


**SPEAKING** **LISTENING** **WRITING** **READING**

**Speaking and Listening**


- Integrate multiple sources of information presented in diverse media or formats.

# Predictable Routines & Structures

PREPARE TO READ
BUILD INSIGHT



THROUGH THE TUNNEL



THE SEVENTH MAN

### COMPARE TEXTS


You have read "Through the Tunnel," a story in which the ocean and its dangers play a key role. Now, read "The Seventh Man," another story in which the ocean changes a young boy's life. Then, compare the two stories.

### First Thoughts

Choose one of the following questions, and write a response.

- What did you find most interesting or surprising about this story?
- Prior to the evening on which the story opens, do you think the seventh man had ever shared his experiences with anyone? Do you think he would have had a better life if he had been more open or sought help?

### About the Author



In 1978, **Haruki Murakami** (b. 1949) was attending a baseball game in Japan where the American player Dave Hilton hit a double.

### Concept Vocabulary

**Preview** You will encounter the following words as you read the story. Before reading, note how familiar you are with each word. Using a scale of 1 (do not know it at all) to 6 (know it very well), indicate your knowledge of each word. For words you know well, supply a synonym.

WORD	RANKING	SYNONYM
desperate		
entranced		

## These routines repeat for each text

### Close Read

The Reading sections of college admissions tests require you to apply close-reading skills to answer questions about the details and deeper meanings of texts. Practice with these questions, which are based on paragraphs 43–46 of "The Seventh Man."

**PRACTICE** Select an answer for each item.

- What does the dream the seventh man describes symbolize for him?
  - A) his inability to connect with other people
  - B) his personal destruction of his own life
  - C) a window into K.'s perspective of the events
  - D) his guilt for not rescuing K.
- Which sentence from the text best supports your answer to question 1?

### Analysis

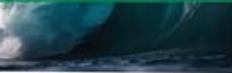
### Concept Vocabulary

**Why These Words?** The vocabulary words relate to different states of understanding and perception. For example, when the wave approaches, the seventh man is *entranced*, waiting for it to attack. After the wave hits, the seventh man believes he sees his friend K. in the wave and claims that this experience was no *hallucination*. Notice that both words relate to experiences that occur only in the mind of the seventh man.

desperate	hallucination	profound
entranced	premonition	meditative


**PRACTICE** Answer the questions and complete the activity.

- How does the concept vocabulary sharpen the reader's understanding of the mental or emotional state of the seventh man?



THE SEVENTH MAN

**TIP**  
Preview test questions before responding. When questions are paired, as are items 1 and 2, read both questions and their answer choices before selecting



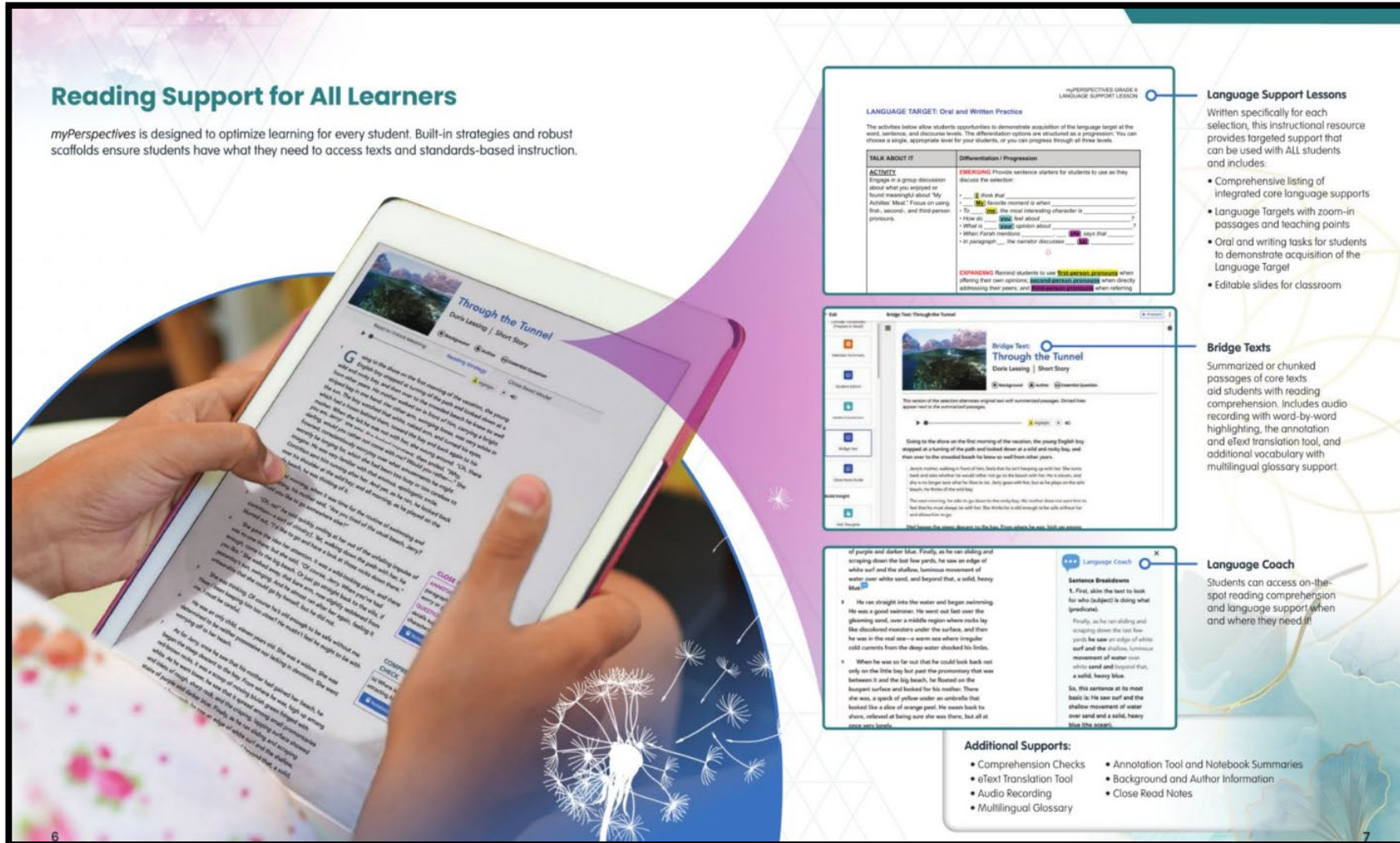
THE SEVENTH MAN

**WORD WALL**  
Note words in the text that are related to the concept of survival. Add them to your Word Wall.

# Responsive Literacy Support for All Learners

## Reading Support for All Learners

myPerspectives is designed to optimize learning for every student. Built-in strategies and robust scaffolds ensure students have what they need to access texts and standards-based instruction.



### LANGUAGE TARGET: Oral and Written Practice

The activities below allow students opportunities to demonstrate acquisition of the language target at the word, sentence, and discourse levels. The differentiation options are structured as a progression. You use choose a single, appropriate level for your students, or you can progress through all three levels.

TALK ABOUT IT	DIFFERENTIATION / PROGRESSION
<b>ACTIVITY:</b> Engage in a group discussion about what you enjoyed or found meaningful about "My Author's Mail." Focus on using first, second, and third person pronouns.	<b>EXPANDING:</b> Provide sentence starters for students to use as they discuss the selection. <ul style="list-style-type: none"> <li>I ... think that ...</li> <li>To ... I think ...</li> <li>... the most interesting character is ...</li> <li>How do ... feel about ...?</li> <li>What ... think ...</li> <li>What ... says that ...</li> <li>In paragraph ... the narrator discusses ...</li> </ul>
	<b>EXPANDING:</b> Remind students to use <b>first person pronouns</b> when offering their own opinions. <b>Addressing their peers</b> when directly addressing their peers, and <b>self-referencing</b> when referring to themselves.

### Language Support Lessons

Written specifically for each selection, this instructional resource provides targeted support that can be used with ALL students and includes:

- Comprehensive listing of integrated core language supports
- Language Targets with zoom-in passages and teaching points
- Oral and writing tasks for students to demonstrate acquisition of the Language Target
- Editable slides for classroom

### Bridge Text: Through the Tunnel

Summarized or chunked passages of core texts aid students with reading comprehension. Includes audio recording with word-by-word highlighting, the annotation and eText translation tool, and additional vocabulary with multilingual glossary support.

### Bridge Texts

Summarized or chunked passages of core texts aid students with reading comprehension. Includes audio recording with word-by-word highlighting, the annotation and eText translation tool, and additional vocabulary with multilingual glossary support.

of purple and darker blue. Finally, as he was sliding and scraping down the last few yards, he saw an edge of white surf and the shallow, turquoise movement of water over white sand, and beyond that, a solid, heavy blue.

He ran straight into the water and began swimming. He was a good swimmer. He went out fast over the gleaming sand, over a middle region where rocks lay like discarded marbles under the surface, and then he was in the real sea—a warm sea where irregular cold currents from the deep water shocked his limbs.

When he was so far out that he could look back not only on the little bay but past the promontory that was between it and the big beach, he floated on the buoyant surface and looked for his mother. There she was, a splash of yellow under an umbrella that looked like a slice of orange peel. He swam back to shore, relieved at being sure she was there, but all at once was lonely.

### Language Coach

Students can access on-the-spot reading comprehension and language support when and where they need it.

**Sentence Breakdowns**  
1. First, skim the text to look for who (subject) is doing what (predicate).  
Finally, as he was sliding and scraping down the last few yards, he saw an edge of white surf and the shallow, turquoise movement of water over white sand and beyond that, a solid, heavy blue.  
Oh, this sentence at its most basic is the sea surf and the shallow movement of water over sand and a solid, heavy blue the ocean.

### Language Coach

Students can access on-the-spot reading comprehension and language support when and where they need it.

### Additional Supports:

- Comprehension Checks
- eText Translation Tool
- Audio Recording
- Multilingual Glossary
- Annotation Tool and Notebook Summaries
- Background and Author Information
- Close Read Notes



**LANGUAGE SUPPORT** Multilingual Learners

**Reading** Challenge students to learn academic vocabulary they hear during classroom instruction and interactions. Before they begin the Practice activity, read each word and its associated Mentor Sentence aloud and have students repeat.

**SUBSTANTIAL** Define each word and explain how the meaning of the word relates to the meaning of its root. Have students record the meaning of each

word in their own words or in pictures. Then, help them use the words in sentences.

**MODERATE** Have pairs agree on the meaning of each academic vocabulary word and discuss how it relates to the meaning of the root. Invite students to use a dictionary to confirm or revise their definitions. Students can then record related words in the Related Words column.

**LIGHT** Have individuals use the meaning of the root to define each academic vocabulary word. Invite students to use a dictionary to confirm or revise their definitions. Ask them to record related words in the Related Words column and share their work in small groups.

**LANGUAGE CHECKPOINT** Multilingual Learners

**Reading** Have students complete the Mentor Text summary. Evaluate proficiency using the following criteria.

**BEGINNING/ENTERING** Students can generally:

- ✓ Understand the elements of a simple argument
  - ✓ Read simple sentences that communicate basic ideas
  - ✓ Understand basic vocabulary
- Consider using the **Language Support Substantial Scaffolds** provided throughout the unit.

**DEVELOPING/EXPANDING** Students can generally:

- ✓ Anticipate elements of arguments, such as claim, counterclaim, evidence
  - ✓ Comprehend ideas presented through sentence patterns and grammatical structures
  - ✓ Understand much of the vocabulary
- Consider using the **Language Support Moderate Scaffolds** provided throughout the unit.

**BRIDGING/REACHING** Students can generally:

- ✓ Read arguments with confidence and purpose
- ✓ Evaluate ideas conveyed through a wide variety of patterns and structures.
- ✓ Understand most of the vocabulary and use resources to confirm or clarify

Consider using the **Language Support Light Scaffolds** provided throughout the unit.

**LANGUAGE SUPPORT** Multilingual Learners

**Listening** Guide students to monitor their understanding of language spoken during instruction with "listening logs." Tell students they can ask questions to be sure they understand what they hear. Display these questions: *Who or what is being described? What is happening? What can I infer about the story's characters?* Model the use of listening logs with paragraphs 2–4 of "Through

**SUBSTANTIAL** Read or play the audio of paragraphs 2–4. Stop every few sentences to ask the listening-log questions. Help students to formulate responses by creating sentence frames such as: The story characters are \_\_\_\_\_. Jerry wants to \_\_\_\_\_.

**MODERATE** Ask small groups to copy the questions, leaving space for responses. Read or

play the audio of paragraphs 2–4, stopping after each paragraph. Have groups ask and respond to the questions in their listening logs. Replay each paragraph as needed.

**LIGHT** Ask students to copy the questions, leaving space for responses. Read or play the audio of paragraphs 2–4. Have students fill out their listening logs and then compare with others.

# Embedded Accessibility Features



## Grandfather's Garden














**EQ** Essential Question

Read to Unlock Meaning

00:07 — 04:04 1x

1 **W**hen I was very **young**, my grandfather suffered a stroke. As a result, the left side of his face drooped, he lost range of motion in his left arm, and he walked with a limp. The stroke had also affected his speech. His voice was low and scratchy, and his words were sometimes garbled and difficult to understand. To my young

# Multiple Opportunities to Engage with Text

UNIT 1 AT A GLANCE				Grade 9				Surviv	
	Pacing*	Genre / Lexile	Reading Strategy	Vocabulary / Word Study	Genre / Text Elements	Author's Craft / Conventions	Writing / Research / Speaking and Listening		
<b>INTRO</b>	<b>Unit Introduction</b>								
	2 days	Argument 1050L		Academic Vocabulary			Summary • Icebreaker • QuickWrite		
	<b>Mentor Text: Everyone Should Learn Basic First Aid</b>								
<b>WHOLE-CLASS LEARNING</b>									
	5 days	Short Story 850L	Create Mental Images	Denotative and Connotative Meanings	Linear Plot Development	Pronoun-Antecedent Agreement	Writing to Compare: Comparison-and-Contrast Essay		
	6 days	Short Story 910L	Generate Questions	Latin Suffix: -zion	Nonlinear Plot Development	Diction, Syntax, and Mood			
	5 days	Editorial 1100L	Make Predictions	Greek Root: -path-	Argument, Claim, and Evidence	Punctuation	Encyclopedia Entry, Pep Talk		
	4 days						Argumentative Essay		
	<b>Performance Task</b> Prompt • Writing Handbook								
<b>PEER-GROUP LEARNING</b>									
	4 days	Narrative Nonfiction 1160L	Annotate the Text	Language From Seafaring	Author's Purpose and Message	Word Choice and Description	Test Practice: Comparison-and-Contrast Essay		
	2 days	Media: Photo Gallery NP	Synthesize Information	Media Vocabulary					
	4 days	Novel Excerpt 870L	Make Inferences	Latin Suffixes: -ory and -ary	Character Development	Participial and Absolute Phrases	Argumentative Essay		
	3 days	Argument 1230L	Make Connections	Latin Root: -mort-	Author's Claims and Ideas	Rhetorical Devices	Digital Presentation		
	3 days	Poetry Collection NP	Paraphrase	Patterns of Word Changes	Development of Theme	Visual Structures of Poetry	Group Discussion		
	2 days						Multimedia Presentation		
	<b>Performance Task</b> Speaking and Listening: Deliver a Multimedia Presentation								
<b>INDEPENDENT LEARNING</b>	Independent Learning provides students with the opportunity to analyze a selection independently. To facilitate students' independence, no skills have been assigned. Pacing: 2 days								
	<b>The Most Dangerous Game</b> Richard Connell Short Story Lexile: 740L		<b>from Unbroken</b> Laura Hillenbrand Biography Lexile: 910L		<b>Problems with Hurricanes • Children Walk on Chairs • Hugging the Jukebox</b> Victor Hernández Cruz • Patrick Rosal • Naomi Shihab Nye Poetry • Lexile: NP		<b>The Key to Disaster Survival? Friends and Neighbors</b> Shankar Vedantam Media: Radio Broadcast		<b>Preparedness 101: Zombie Apocalypse</b> All S. Kahn Brochure Lexile: 1310L
	<b>END OF UNIT</b> Reflect and Respond 2 days Performance-Based Assessment 2 days								
* Pacing is suggested for a 40- to 50-minute class period. If you use block scheduling, you may combine days to meet your schedule needs. Each unit has a wide array of texts and media, providing you with choices about what to teach. See the Correlation for guidance on how to customize or shorten your pathway through the program.									

# Formative & Summative Assessments

## Assessing to Improve Learning

Monitor students' progress and mastery with a comprehensive suite of assessments that informs your instruction. Formative and summative assessments provide timely opportunities to adjust teaching using evidence of learning needs.

### SCREENER AND DIAGNOSTICS

Available for Grades 4-8

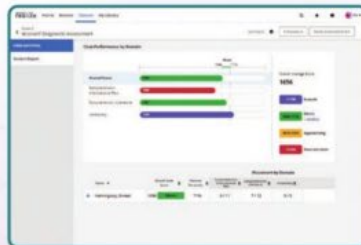


#### Screener

- Identifies proficiency in prerequisite ELA/Literacy skills
- Determines which Diagnostic to assign

#### Diagnostics

- Adaptive and used to identify strengths and weaknesses
- Scores are norm-referenced
- Generates on-, above-, or below-level instructional content recommendations



### SELECTION LEVEL OPPORTUNITIES

#### Point of Use

- Comprehension Check, Reading Strategy, and Close Read responses
- Build Insight Questions
- Skills Instructional activities
- Monitor student comprehension and vocabulary acquisition

#### Exit Tickets

- Quick skills assessment in multiple-choice format
- Includes Reteach and Practice

#### Selection Tests

- 10 multiple choice questions
- Focused on comprehension and vocabulary



### DATA AND REPORTING

Easily access Savvas Realize data to monitor student growth. Reports include:

- Class Mastery by Standards
- Student Mastery
- Average Mastery
- Progress by Student
- Standards Item Analysis
- Usage by Student



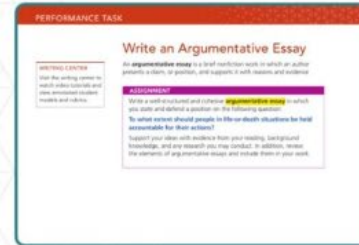
### UNIT LEVEL OPPORTUNITIES

#### Performance-Based Assessments

- Writing Performance Tasks
- Quick Conference Teacher Notes
- Speaking and Listening Performances Tasks
- Student Choice Unit Projects

#### Unit Tests

- Monitor student understanding of texts read and skills taught in each unit
- Provide remediation, as needed



### BENCHMARK OPPORTUNITIES

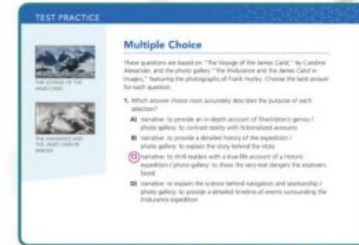
#### Beginning, Midyear, End-of-Year Tests

- Monitor mastery of standards at different checkpoints throughout the year
- Consult interpretation guides and assign remediation

### HIGH-STAKES TEST PREP

#### Test Practice

- Multiple-choice, short-response, and timed writing activities
- Test Prep Banks in SAT<sup>®</sup> and ACT<sup>®</sup> formats
- SAT and ACT style questions embedded in high school Close Reads within the Student Edition



# Teacher Resources and Supports

myPerspectives 2025 Grade 7

Table of Contents

Virtual Learning Resources Only  Off

Getting Started with myPerspectives

Unit 1: Crossing Generations >

Unit 2: Living Among the Stars >

Unit 3: Transformations >

Unit 4: Learning From Nature >

Unit 5: Facing Adversity >

Learning Strategies Videos

Media Studio >

Bridge Texts

Hook & Inspire Texts

Listenwise Current Events

SimCheck by Turnitin (Plagiarism Checker)

Digital Library >

Skills Centers >

Professional Learning Library

Standards Practice

Graphic Organizer Library

Beginning, Mid, End-of-Year Tests

Search resources

Browse by Category

Activities Assessment Books / Readers Practice

Presentations Program Resources Teacher Support Video / Audio

Featured Resources

Background Connections Book Club Study Guides Bridge Texts Extra Reads

Grammar Center Hook & Inspire Listenwise Current Events Media Studio

Professional Learning Library Standards Practice Turnitin Simcheck Writing and Research Center

**Text Complexity Rubric: Horses as Healers Around the World**

**Quantitative Measures:** Lexile: 1070L. Text Length: 619 words

**Qualitative Measures** (1 = least complex; 5 = most complex)

<b>KNOWLEDGE DEMANDS</b> ① ② ③ ④ ⑤	An understanding of the different conditions and challenges (including PTSD, autism, and multiple sclerosis) is helpful, as is a basic understanding of horseback riding.
<b>STRUCTURE</b> ① ② ③ ④ ⑤	The text begins with narrative example of equine therapy, but it is offered without context. After this, the structure is fairly conventional.
<b>LANGUAGE CONVENTIONALITY AND CLARITY</b> ① ② ③ ④ ⑤	Language includes a few idioms and conversational phrases as part of the writer's voice. A variety of sentence structures are used. Multiple quotations support ideas.
<b>LEVELS OF MEANING / PURPOSE</b> ① ② ③ ④ ⑤	The selection has a clear meaning and purpose. It informs readers how horses are used therapeutically.

↓

**PREREADING DIFFERENTIATION**

<p><b>KNOWLEDGE DEMANDS</b></p> <p>If students are unfamiliar with horseback riding, <b>then</b> use photos and videos to preview this topic. Encourage students to recognize the relationship between horse and rider. Point out that skilled riders learn to communicate with their horses even if they do not use many words.</p>	<p><b>STRUCTURE</b></p> <p>If students need help understanding the relevance of the first paragraph, <b>then</b> remind them that authors often use an interesting story or example to engage readers. Invite students to think about this first example's relationship to the idea of "horses as healers." Ask, "Who experiences healing, and what role do the horses play?"</p>	<p><b>HOW CAN I SUPPORT MULTILINGUAL LEARNERS?</b></p> <p><b>Lesson Preview</b></p> <ul style="list-style-type: none"> <li>Direct students to the Background note, pointing out the phrase "humans' best friend." Discuss how animals can be friends to humans.</li> <li>Have students who have experience with horses and horseback riding share their experiences.</li> </ul> <p><b>Vocabulary and Language Support</b></p> <ul style="list-style-type: none"> <li>Before students read the entire selection, read aloud a few paragraphs, such as 7 and 10, so students can get a sense of the writer's syntax and voice. Point out conversational elements such as "the very act" and "And, of course" that help the writer express personality even in an informational text.</li> <li>Multilingual Learner notes in the Teacher's Edition provide differentiated strategies for helping students read the selection and complete core tasks.</li> <li>An additional Language Support lesson, which includes a suggested language target for this selection, is available on Realize.</li> </ul> <p><b>Transition into English</b></p> <ul style="list-style-type: none"> <li>Assign the text in the Interactive Student Edition. There, students can use the eText Translation tool and receive translation support for more than 100 languages. Some languages also include audio.</li> <li>Read the text aloud as students work on comprehension and learn vocabulary.</li> </ul>
<p><b>LANGUAGE CONVENTIONALITY AND CLARITY</b></p> <p>If students might need assistance to understand quoted material, <b>then</b> review how quotes are used in an informational text and the ways they are punctuated. Consider comparing the uses of quotation marks in paragraphs 9 and 10: one introduces a special term that may be new to the reader, while the other reports what somebody has said.</p> <p>Note: Students may benefit from:</p> <ul style="list-style-type: none"> <li>Extra instruction that is provided in the Vocabulary Development note, which includes a high-utility word list.</li> <li>Beginning with the Bridge Text and then transitioning to the original text.</li> </ul>	<p><b>LEVELS OF MEANING / PURPOSE</b></p> <p>If students might need support in understanding the central idea of the text, <b>then</b> point to the title and suggest they look for ways horses are healers as they read the text. Emphasize that "healing" does not just mean the treatment of an obvious injury, such as a cut or a scrape. Instead, people seek therapy—healing—for many kinds of life challenges that they face.</p>	

# Family Engagement



**SAVVAS**  
LEARNING COMPANY

SOLUTIONS SERVICES RESOURCE CENTER COMPANY CONTACT

Savvas Learning Company > Resource Center > More Topics > Parents' Corner

## Parent Resources for Grades K-12

Welcome parents, caregivers, and guardians! We appreciate your continued support of your student's learning success. Savvas Learning Company serves over 13,000 school districts and 40,000,000 students with award-winning curricula in all subject areas for Grades K-12. Savvas Realize® is the digital learning management system that delivers your student's interactive Savvas course. With Realize, students can access their Savvas digital textbooks and assignments. Thank you for playing the most important role in your student's education.

[Learn More](#)

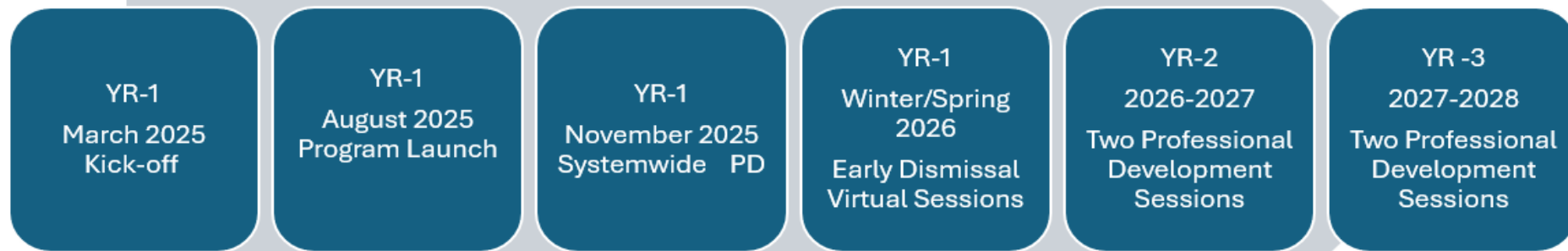


**Parents' Corner**  
Your Go-To Spot for Savvas Realize® Resources

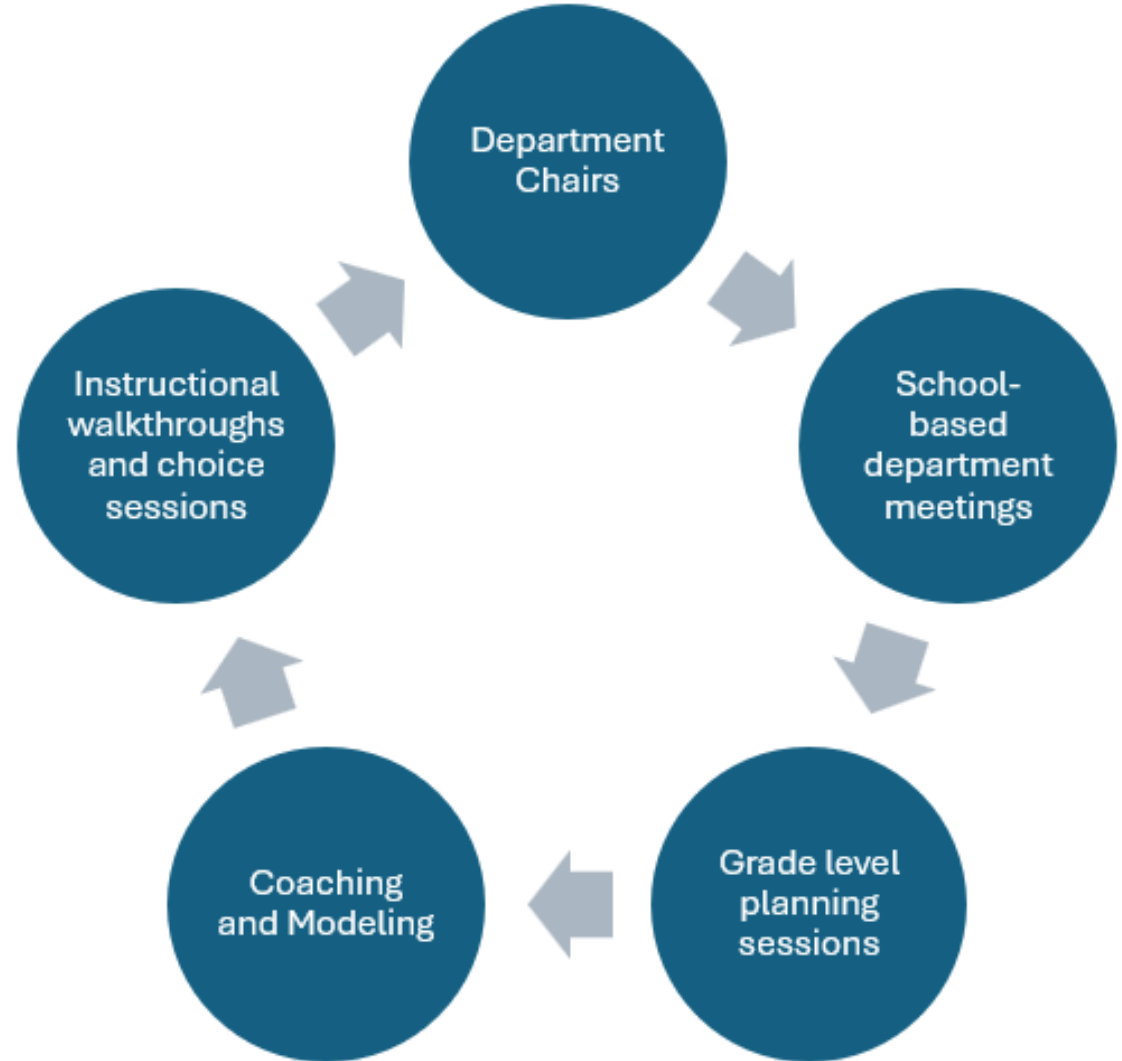


# Professional Development Plan

## Savvas Company Staff Developers



# Professional Development RELA Office





# Benefits of a Continuous Secondary English Program Grades 6 - 10

- **Familiarity and Predictability:** Students thrive in environments where they know what to expect. A consistent ELA program provides a familiar structure, routines, and assessment methods across grade levels. This consistency in learning reduces anxiety and allows students to focus on learning rather than adapting to new systems each year.
- **Consistency for parents/guardians** benefits families who become familiar with the platform and program components.
- **Progress monitoring and Reduced Learning Gaps:** A continuous program can help identify and address learning gaps, preventing students from falling behind as they transition from one grade level to the next. With consistent assessments and benchmarks, teachers can intervene to address learning gaps and ensure that all students are on track for success.
- **Increased Teacher Collaboration:** A unified program can foster collaboration among teachers **across grade levels**, allowing them to share best practices and ensure consistent instruction.
- **Efficient Resource Allocation:** A single program can streamline the use of resources including online platforms ensuring that materials and professional development are aligned across grade levels.
- **Clearer Expectations:** A continuous program can provide students and parents with a clear understanding of learning expectations and how skills will build over time.

# Program Evaluation

In partnership with the  
Office of Accountability,

- Surveys
- Focus Groups
- Program Walkthroughs
- Data Analysis from multiple sources

# North Star Graduate



## BOARD OF EDUCATION OF HARFORD COUNTY STRATEGIC PLAN

### MISSION

Each student will attain academic and personal success in a safe and caring environment that honors the diversity of our students and staff.

### CORE VALUES

- We empower each student to achieve academic excellence.
- We create reciprocal relationships with families and members of the community.
- We attract and retain highly skilled personnel.
- We assure an efficient and effective organization.
- We provide a safe and secure environment.



### VISION

We will **inspire** and **prepare** each student to **achieve** success in college and career.

### LONG TERM GOALS

- GOAL 1** Prepare every student for success in postsecondary education and career.
- GOAL 2** Engage families and the community to be partners in the education of our students.
- GOAL 3** Hire and support highly effective staff who are committed to building their own professional capacity in order to increase student achievement.
- GOAL 4** Provide safe, secure, and healthy learning environments that are conducive to effective teaching and learning, creativity and innovation.

*We believe the strategic plan guides our practice and is the foundation for continuous systemic growth and achievement. Our core values are constant, non-negotiable, and reflect our systemic beliefs. The plan will be reviewed annually by the Board of Education of Harford County. The components of the plan will be reflected in the Harford County Master Plan, the Board of Education Budget, and the respective School Performance and Achievement Plans.*

*Approved June 26, 2017.*

# Questions

# Resources

[MSDE High Quality Instructional Materials Frameworks](#)

[EdReports MyPerspectives](#)

[Savvas MyPersepctives English Language Arts Program](#)

[Savvas MyPerspectives Parents' Corner](#)