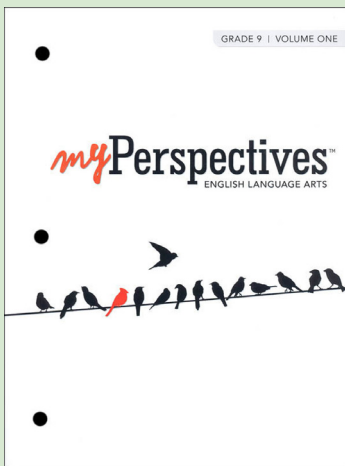


myPerspectives

SAVVAS LEARNING COMPANY, 2022

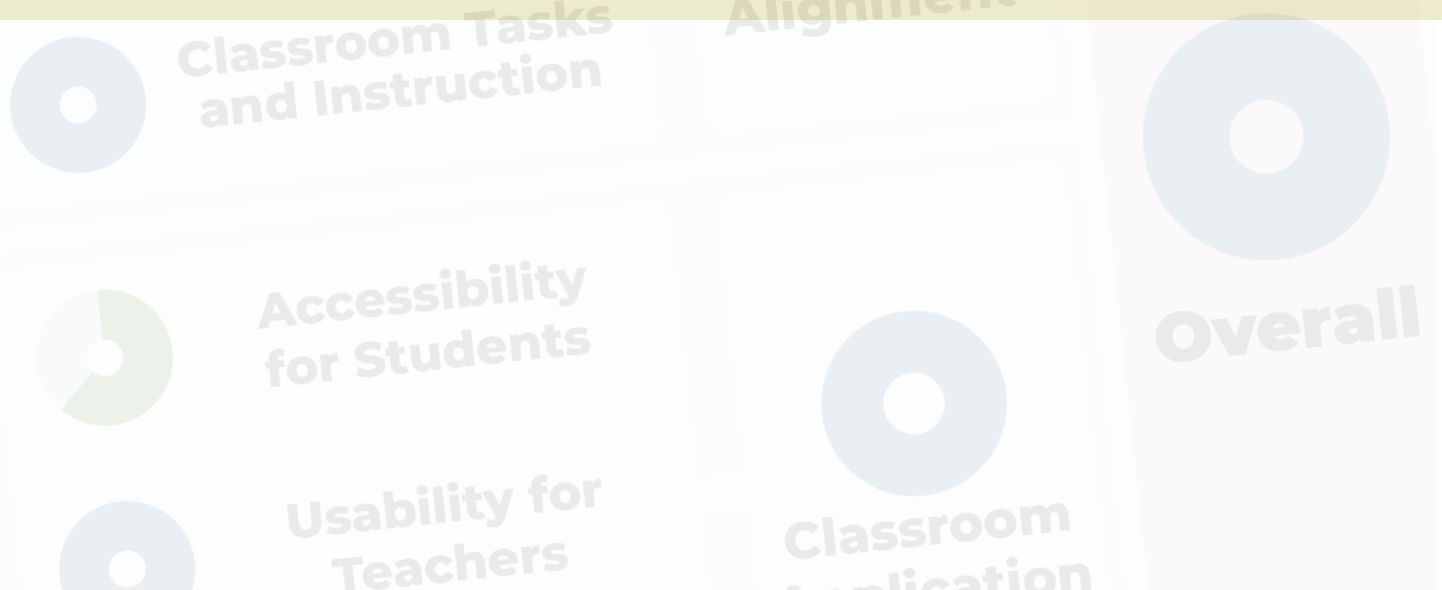
PUBLICATION DATE: OCTOBER 2024



myPerspectives is a digital and print resource for Grades 9-12. Please see the [Savvas website](#) and the publisher-provided information later in this report for product specifications.
Grades reviewed: 9-12

“Essential questions are a strength of myPerspectives; they truly serve as a guide for students and teachers. I’ve never seen materials use essential questions so adeptly.”

Massachusetts educator

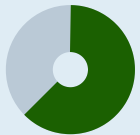


myPerspectives

Savvas Learning Company, 2022

English Language Arts and Literacy, Grades 9-12

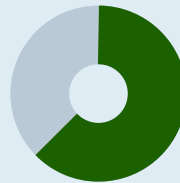
Publication Date: October 2024



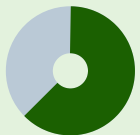
Text Quality and Organization



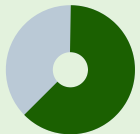
Classroom Tasks and Instruction



Standards Alignment



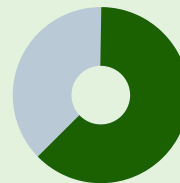
Accessibility for Students



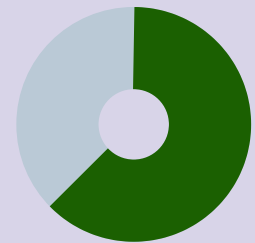
Usability for Teachers



Impact on Learning



Classroom Application



Overall



Meets Expectations - Most or all evidence indicates high quality; little to none indicates low quality. Materials may not be perfect, but Massachusetts teachers and students would be well served and strongly supported by them.



Partially Meets Expectations - Some evidence indicates high quality, while some indicates low quality. Teachers in Massachusetts would benefit from having these materials but need to supplement or adapt them substantively to serve their students well.



Does Not Meet Expectations - Little to no evidence indicates high quality; most or all evidence indicates low quality. Materials would not substantively help Massachusetts teachers and students meet the state's expectations for teaching and learning.



No Rating - Evidence is insufficient to generate rating.



Overall

The Bottom Line

myPerspectives provides engaging, complex texts and tasks to support students in building knowledge across units. Materials include essential questions, suggested classroom routines and structures, and detailed rubrics to help teachers advance student learning with a clear purpose. However, materials lack flexibility in pacing and directions for leveraging assessment results to adjust instruction to meet the diverse needs of students. Additionally, while Small-Group and Independent assignments affirm diverse backgrounds and perspectives, further representation is needed throughout Whole-Class instructional texts.

Standards Alignment

Text Quality and Organization

Strengths

- Texts exhibit grade appropriate complexity and are worthy of students' attention. The complexity of anchor texts provides an opportunity for students' literacy skills to increase across the year, encompassing an entire year's worth of growth (EdReports, 1D). Texts engage students in deeper thinking to consider their role in society and what they are capable of as citizens. In Grade 10, Unit 3, "Extending Freedom's Reach," students analyze Kennedy's inaugural address (1410L). Kennedy's inaugural address exhibits complexity in language demands, structure, and levels of meaning. Beyond its Lexile, the content of Kennedy's speech challenges students to consider what is expected of them as members of society. In Grade 11, students analyze a variety of complex texts, including "The Declaration of Independence" and "Ain't I a Woman?" by Sojourner Truth to consider power, protest, and their role in changing the world.
- Texts vary in genre, length, and complexity to engage students. Texts include a variety of genres including but not limited to speeches, plays, informational, poetry, short stories, and literary texts. Materials vary in complexity and genre based on the setting for student learning. In Grade 9, Unit 5, "Journeys of Transformation," the unit includes a drama and poetry for Whole-Class anchor texts, poetry and a speech for Small-Group texts, and a reflective essay, web article, book review, literary criticism, and folk tale for Independent texts. Units often combine texts of different genres and complexities within a single lesson. For example, in Grade 12, Unit 3, "Facing the Future, Confronting the Past: Shakespeare Extended Study," students study Shakespeare by reading *The Tragedy of Macbeth*, Act V for Whole-Class learning before analyzing a scholarly literary analysis of the play, *The Naked Babe and the Cloak of Manliness* by Cleanth Brooks, in groups. Texts are more varied in Grades 9 and 10 than in Grades 11 and 12. In Grade 12, there are a lower number of informational texts than literary texts and reflect a 41/59 balance (EdReports, Grade 12 - Overview Gateway 1). Grades 11 and 12 may require supplementation for a more even balance in genres to complement the provided nonfiction materials.
- Materials include coherent sets and sequences of texts that help students build knowledge systematically. Essential questions guide students to form connections between texts and provide an overarching theme to ground learning. Sets of texts include a variety of stories and articles to show how a theme, idea, or concept is represented in different ways by authors. In Grade 9, Unit 2, the Essential Question is "What does it take to survive?" and students read multiple texts that connect

to the topic, such as a the Launch Text, *The Cost of Survival* (author not cited); a Whole-Class Learning essay, “The Moral Logic of Survivor Guilt” by Nancy Sherman; a Small-Group Learning poem, “I Am Offering This Poem” by Jimmy Santiago Baca; and, an Independent learning text selection that includes the essay “Seven Steps to Surviving a Disaster” by Jim Y. Kim (EdReports, 2A).

Challenges

- Representation of various cultures and perspectives is limited throughout units. While there is representation of diverse cultures and perspectives in Small-Group and Independent learning tasks, many of the Whole-Class texts center voices from a Eurocentric perspective and relegate other perspectives to select units or optional lessons and activities. Many texts written by authors of color are confined to a specific unit. For example, although Grade 9, Unit 3, “The Literature of Civil Rights,” centers Black writers and Freedom Riders through essays, letters, and videos, diverse voices are not consistently found throughout other units. In Grade 12, there are 47 total texts with only six written by authors of color and six by female writers. Materials miss opportunities to feature diverse perspectives, particularly LGBTQ+ voices, across units. Notably in Grade 9, Unit 4, “Star-Crossed Romances,” no mention is made of LGBTQ+ experiences. Teachers would need to supplement materials to represent various cultures and perspectives.

The Bottom Line

Texts are worthy of students’ attention and exhibit grade appropriate complexity. Guiding questions are paired with coherent sets and sequences of texts to build knowledge systematically. While materials include texts from different cultural backgrounds, there is a need for broader representation and deeper engagement with diverse cultural perspectives in Whole-Class learning experiences. Texts by authors of color are found mostly in supplemental or Independent materials rather than Whole-Class content.



Classroom Tasks and Instruction

Strengths

- Materials include structured discussions to address grade level speaking and listening standards. Discussion activities are embedded in both Small-Group and individual instruction across grade levels. In Grade 10, Unit 6, “Blindness and Sight,” students have a Four-Corner Debate on the statement, “Seeing is believing” for the unit launch activity. Students choose a corner depending on their level of agreement with the statement before answering, “What details from the text or your own experience lead you to take this position?” in a group discussion. Following the group discussion, a representative of each group shares the corner’s primary evidence. After hearing all corners’ positions, students may choose to change corners. Students who change corners must explain what evidence compelled them to do so. Materials also include discussion strategies that guide students in how to engage in meaningful conversation with others. In Grade 12, Unit 1, “Forging a Hero: Warriors and Leaders,” students are reminded that, whether supporting someone’s point, refuting, or taking the conversation in a new direction, they should build off the ideas from others in their group and state the relationship of their points to the points of others.
- Questions, tasks, and assignments frequently require students to reference the text and support knowledge building of a topic or theme. In Grade 11, Unit 4, “Grit and Grandeur,” students complete a reverse outline of “A Literature of Place” by Barry Lopez by analyzing the craft, structure, central idea, and supporting details of Lopez’s essay. Following this activity, students further engage in textual analysis by answering specific text-based questions. Students engage with written texts and media to access, interpret, and build knowledge about topics and themes that are anchored by essential questions. The repetition of essential questions throughout anchor texts, tasks, and subtasks supports knowledge building around an overarching theme over time.
- Materials include content to address grade level language standards. Materials support vocabulary acquisition and use through explicit instruction and authentic application. In Grade 11, Unit 2, “The Individual and Society,” students are introduced to academic vocabulary in a chart that points out the root of each word and provides a clue to the meaning of the word. Students then build upon the content of the chart to provide their own definitions of the words. While materials to teach grammar are present in materials, they are often not integrated into lessons in a consistent or coherent way. For example, the Grammar Plus Workbooks provided in Grade 12 are presented separately from unit content, rather than embedded in lessons. Teachers will need to supplement materials for authentic application of language standards.
- Materials have students engage in a range and volume of in-class and independent reading. Throughout the year, students engage with texts of a variety

of types and genres, and the consistent structure of the materials provides support for students as they grow their skills and ability to read grade level texts (EdReports, 1E). Both Small-Group and Independent reading tasks offer a variety of texts of varying forms from numerous sources. In Grade 10, Unit 1, “Inside the Nightmare,” students read an informational essay, short stories, and an informational graphic during Whole-Class learning. Students then read a short story, photo gallery, interview, and poetry collection in groups. Later, students choose between a criticism, an explanatory nonfiction, a short story, and a newspaper article tied to the unit’s theme of nightmares to read independently. Lessons include strong instructional routines to guide student learning. For example, the Whole-Class, Small-Group, Independent reading order provides structure and gradual release toward student-directed reading in each unit.

Challenges

- Materials include limited opportunities for authentic writing and lack explicit instruction in writing skills and strategies. While there are occasions that raise student voices in writing, such as in Grade 12, Unit 1, “Forging a Hero: Warriors and Leaders,” when students are permitted to cite incidents from their own experience or observations to support their claim when writing an argumentative essay that addresses the question, “Which counts more—taking a stand or winning?” explicit instruction to support students in their authentic writing is limited and formulaic. Students are frequently instructed to refer to rubrics and writing samples that do not explicitly explain writing skills and strategies to fill in gaps in understanding effectively. In Grade 9, Unit 2, “Survival,” connections between each Independent learning text and the end of the unit writing task are present in the Teacher Edition but not in student-facing materials. Although rubrics are provided for students to reference, additional instructions and scaffolded directions are needed to support students, particularly English learners (ELs), in making connections to past learning. Teachers will need to supplement materials to integrate scaffolding for writing exercises to allow ELs to access the content.

The Bottom Line

Lessons are consistently anchored in essential questions to guide student learning. Materials include a variety of discussion exercises, in-class and independent reading, and text-based tasks for students to practice speaking, listening, and textual analysis. However, teachers will need to supplement materials to ensure authentic application of language and writing skills to elevate students’ voices. Materials lack explicit instruction and scaffolding for writing exercises to support students, particularly English learners.



Classroom Application



Accessibility for Students

Strengths

- Materials provide for varied means of accessing content to help teachers meet the diverse needs of students with disabilities and those working above or below grade level. Texts are offered in a variety of ways to engage students at different levels. In Grade 10, Unit 1, “Inside the Nightmare,” the Independent learning text, “How Maurice Sendak’s *Wild Things* Moved Children’s Books Toward Realism” is provided at both original 1420L and a more accessible 1100L with the recommendation that accessible texts be used as entry points to the original text. In Grade 12, Unit 1, “Forging a Hero: Warriors and Leaders,” students have access to an audio version of the provided text, a guide for reading nonfiction for the first time, and a close-read nonfiction guide. Materials also include graphic organizers, read alouds, guides, and English and Spanish reading summaries to meet the diverse needs of students.
- Materials help teachers support students at various levels of English proficiency to access grade level content, cognitively demanding tasks, and opportunities to develop academic language in English. In Grade 9, Unit 2, “Survival,” Spanish versions of the texts are available to support students learning English by allowing them to process the text in a different language. The Spanish Resources Library for Grade 10 contains Spanish versions of texts for use in Small-Group learning and Independent learning for each unit. A video introduction to the unit in Spanish and standalone Spanish grammar and writing worksheets are also included (EdReports, 3S). Although *myPerspectives* provides general materials for ELs to access the grade level content to develop academic language in English, supports for ELs are offered only in Spanish. Materials also assume that all ELs are at the same level of language development. Teachers may need to do additional work to support students at varying levels of literacy development and language acquisition.
- Materials promote recognition of the worth and validity of cultures and support students in making real life connections, drawing upon their own backgrounds, and examining perspectives. In Grade 12, Unit 6, “Finding a Home: Nation, Exile, and Dominion,” the essential question, “What does it mean to call a place home?” provides a foundational access point that invites diverse perspectives into conversation. This essential question works in concert with other materials and tasks to promote the expression of students’ identities and backgrounds. However, materials do not engage students to think critically about challenging existing narratives and are primarily centered on Eurocentric views with diverse materials

included in auxiliary or supplementary assignments. In Grade 11, Unit 1, “Writing Freedom,” students are asked to explain whether they find the preamble of the *Constitution* or the “Declaration of Independence” more compelling for Americans today without consideration for other key historical texts that include diverse perspectives.

Challenges

- Means of demonstrating learning that help teachers meet the diverse needs of students are limited. Although materials provide multimodal opportunities for students to question, investigate, sense make, and problem solve using a variety of formats and methods, ways for demonstrating learning are largely limited to essays or essay-based activities. The alternative methods for demonstration that are provided are often time-intensive and require extensive involvement by both students and teachers. For instance, in Grade 10, Unit 6, “Blindness and Sight,” students are offered the option to respond to a prompt by creating a video rather than a traditional notebook response. However, this is a time-intensive activity and there is insufficient scaffolding or guiding steps provided to do this well. Throughout the materials, students are given the option to turn essays into multimedia presentations or oral presentations that incorporate speaking, listening, and other modes of communication, but these alternatives are often disproportionately involved compared to the writing options, and are often still based on essays. Teachers will need to supplement performance tasks if they wish to engage students in other forms of expression and ways to demonstrate their knowledge and understanding.

The Bottom Line

myPerspectives provides varied means of accessing content to help teachers meet the diverse needs of students, but varied means for all students to demonstrate learning are limited. Materials to assist English learners are present but will need to be supplemented with additional resources to support students at different levels of English language acquisition. Small-Group and Independent assignments affirm diverse backgrounds and perspectives, but further representation is needed throughout core instructional texts.



Usability for Teachers

Strengths

- Lessons and tasks advance student learning with clear purpose. Essential questions clearly guide Whole-Class and Small-Group learning. In Grade 9, Unit 3, “The Literature of Civil Rights,” students are introduced to the Civil Rights unit by answering what they would like to change in society and how they would do so. Following the launch text *1963: The Year that Changed Everything*, students engage in group discussions about social progress with the support of a vocabulary web on rights. Students then complete a quick write about the power of words and note their thinking in the Evidence Log for the “Literature of Civil Rights.” After reading and annotating three texts anchored around the essential question, “How can words inspire change?” students write an informative essay about the power of the written and spoken word in the American Civil Rights movement as a performance task for Whole-Class learning. Goals for units are clearly outlined for both educators and students. Materials include a downloadable document that lays out lessons and activities in a grid format, day by day for the entire year, with standards for each day listed (EdReports, 3C). Lessons are coherent within units, but teachers may need to supplement materials to draw connections from prior learning throughout the school year.
- Materials support teachers with suggested classroom routines and structures. Materials detail Whole-Class, Small-Group, and Independent learning strategies and include structures to encourage speaking and collaboration amongst students. Units follow the structure of Whole-Class learning with some informal peer groupings, Small-Group learning entirely focused on collaborative work; and Independent learning, which concludes with the Learn From Your Classmates discussion (EdReports, 3P). Materials provide teachers with detailed scaffolding to support student engagement. In Grade 9, Unit 2, “Survival,” educators are encouraged to use the Accountable Talk structure to ensure student participation and equitable speaking. Structures guide teachers in supporting students through establishing norms, communication, schedules, and roles for speaking conversations.
- Materials include informal and formal assessments that help teachers measure learning but lack directions to help teachers adjust instruction accordingly. Summative assessments are present for Whole-Class, Small-Group, and Independent learning in each unit. Materials include assessments of varying modalities and types across the year. Within a unit, students complete formative comprehension and skill checks, synthesize their learning through writing and speaking performance tasks, and revise, edit, and present their work to demonstrate learning (EdReports, 3K). In Grade 10, Unit 1, “Inside the Nightmare,” assessments include opportunities for students to demonstrate their knowledge of grade level reading, writing, speaking and listening, and language standards. While materials offer formal assessments, they lack crucial guidance on how

teachers should leverage assessment data for instructional decision-making. Materials do not support teachers in using assessment results to inform decisions of reteaching, reassessing, or continued practice to adapt to student learning.

- Materials include rubrics, examples, or other resources to help teachers set clear and high expectations for students. In Grade 11, the Teacher's Edition provides teachers with answer keys, writing rubrics, and graphic organizers to interpret student success. Additionally, each unit test answer key provides sample answers for teachers to reference when evaluating student responses. The exemplars for short response answers clearly state the important information for students to include in their responses. Writing rubrics are also provided using a four-point scale to guide students. Materials include clear rubrics that cover, but are not limited to, generic (holistic) writing, multimedia reports, poems, informative/explanatory writing, and narrative evaluation charts. Rubrics allow teachers to exercise choice and preference through adaptation based on their teaching style and students' learning styles. In Grade 10, annotated models for argument, informative/explanatory essays, and narratives, include samples with annotations that explain the purpose of the sample and how it does or does not meet the expectation of assessment.

Challenges

- Pacing is reasonable but limited in flexibility for effective implementation of curriculum within a typical school year. Though materials regularly and systematically balance time and resources required for following the suggested implementation (e.g., In Grade 9, Unit 3, "The Literature of Civil Rights," materials note that pacing is based on a 40-50 minute class period and provides adjustments for block scheduling), materials lack flexibility to accommodate the differing needs of students or changes in school schedules. Each unit is planned for 30 days in a 40-50 minute class, resulting in 180 class periods of instruction. This pacing does not provide a cushion for optional activities, enrichment, or re-teaching for students operating below grade level (EdReports, 3H).
- While materials provide resources to build teachers' knowledge, such as support videos and academic vocabulary explanations, the depth and comprehensiveness of these resources to enhance teachers' understanding and instructional practices are limited. For example, in Grade 10, the Professional Development Center offers teachers a helpful 90-second video on comparing texts. Although materials for professional development are present, the quality of materials varies. In Grade 11, the professional development video on multiliteracies and multicultural education is brief and provides only surface-level information. More comprehensive and accessible resources are needed to support teachers' professional growth without placing a burden of self-directed learning on teachers. Materials do not include guidance or resources to support teachers in identifying, understanding, and addressing their own pedagogical biases. Professional development training lacks socioculturally conscious resources for teachers to create more responsive and equitable classrooms.

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The Bottom Line

Materials include essential questions, suggested classroom routines and structures, and detailed rubrics to help teachers advance student learning with a clear purpose. While informal and formal assessment options are consistent throughout units, materials lack directions for teachers to leverage assessment results to adjust instruction. Materials lack robust resources designed specifically to build teachers' knowledge. The limited flexibility of materials does not allow for interruptions to the school day, optional activities, enrichment, or re-teaching for students at varying levels of understanding.



Impact on Learning

The Bottom Line

A [DESE-commissioned policy brief](#) found in 2018 that “research has yet to catch up to recent developments in curriculum materials.” As with many comprehensive curriculum products currently in use, high-quality studies of student learning impacts that meet a definition of evidence in tiers 1, 2, or 3 as defined by ESSA are not yet available for myPerspectives 9-12. This is a promising and important area for further study.



Looking for more information? Read the [full EdReports review](#) or find a [Massachusetts district](#) using this product.

The logo for Savas Learning Company, featuring the word "SAVVAS" in white, bold, sans-serif capital letters on a blue square background.

What the Publisher Says....

We asked publishers for information on product specifications and technological requirements, professional learning opportunities for Massachusetts educators, and diversity of representation in their materials. See what Savvas Learning Company had to say about *myPerspectives*.

Diverse Representation

Describe how you ensure that students of diverse races, ethnicities, nationalities, socioeconomic classes, family experiences, linguistic backgrounds, abilities, cultures, religions, genders, gender identities, sexual orientations, and other identities see themselves fully reflected and respected in your curriculum. For example, describe any bias or inclusivity review procedures you have in place and provide evidence of their efficacy.

myPerspectives includes relevant texts representing a rich diversity of characters, cultures, and themes that enable students to see themselves and connect to others. Authors of different nationalities, ethnicities, and cultural backgrounds wrote selected texts, allowing students to read about topics from multiple perspectives and enabling them to develop their own perspectives. For an in-depth review of the texts and inclusive considerations, refer to the Culturally Responsive Curriculum Scorecard at https://assets.savvas.com/asset_mgr/current/202235/myPerspectives-Culturally-Responsive-Scorecard.pdf.

Savas worked closely with Dr. Ernest Morrell to verify *myPerspectives* fosters a polyvocal classroom that allows students to talk with each other, learn from each other, and come to understand and value the diverse backgrounds and cultures of others. Student discussion and learning tasks center on students' identities and foster different perspectives and approaches. Input from Drs. Jim Cummins and Kelly Gallagher verify the program integrates inclusive experiences so students see themselves in their learning. These respected experts developed notes in the teacher edition to give teachers on-the-spot support and professional development. Features for inclusive and engaging support include, but are not limited to, the following items:

- **Hook & Inspire** enables teachers to embed multimedia connections as students read. These additional access points speak to all learners and include relevant songs, videos, articles, art, and infographics.
- **Sharing Perspectives:** Reflecting on the Texts prompts enable students to connect with each other, the texts, and the authors through thought-provoking, open-ended questions. Prompts encourage students to think more deeply and critically, so they can bring their own voice, cultural background, and insights as they respond to prompts through multiple lenses.
- **Listenwise** podcasts feature stories from around the world and offer built-in opportunities to discuss and explore viewpoints. Podcasts are updated daily.

- **Video Library** includes relevant unit-aligned videos from popular sources such as Crash Course Literature, YouTube®, TED Talks, and PBS Newshour.
- **Jump Start** allows teachers to level set the theme in each unit while making learning relevant to students and building their background knowledge.
- **Essential Questions** enable students to connect their lived experiences to the texts and build insight and content knowledge across the different texts.
- **Unit Intro Videos** pull students into the unit with an engaging discussion prompt. Students are invited to bring their ideas and share their experiences.
- **Accountable Talk** notes in small-group learning provide guidance on how to verify each student is valued and welcomed in group conversations.
- **Performance Tasks** give students choice in assessment outcomes to promote student ownership of learning and enhance achievement.

Professional Learning

Describe any professional learning opportunities (materials or experiences, publisher-provided or otherwise) available for Massachusetts educators that are designed to support high-quality implementation of your curriculum.

Savas will work with the Massachusetts DESE to develop a clear, comprehensive professional learning plan for teachers, coaches, and staff. This plan will guide your staff members through the implementation process and verify that your literacy program is implemented with fidelity.

Our personalized support helps educators build capacity, create a culture of collaboration, and maintain rigorous standards. Our professional learning is designed to meet your needs and help your teachers develop and hone their expertise.

With our training, your educators will learn how to access and use our digital and print curriculum materials. We will provide support to educators from program launch through continuous, sustainable trainings. Flexible delivery options include onsite, virtual, and/or blended professional learning.

Savas is featured in the Professional Learning Partner Guide by Rivet Education. This guide consists of a searchable database of national and local professional learning providers who have the expertise and experience to support the adoption and implementation of high-quality instructional materials. For more information about Rivet Education and the guide, see <https://riveteducation.org/>.

The following training addresses best practices and targeted teaching support:

- **Onboarding, Foundational Training.** Program Activation, Essentials Training, and mySavasTraining.com introduce educators to their Savas program, providing a preliminary overview training for teachers and principals from participating sites. Training includes a guided exploration of program resources, technology, and instructional design—integrating the components of the program with implementation.
- **Ongoing, Targeted Professional Learning.** Program Specific Workshops, Job-Embedded Support, Anchored Coaching Cycles introduce teachers to best practices, critical topics, targeted coaching support, and useful techniques. Teachers examine each component and learn how to incorporate them in the classroom.
- **Leadership Development.** Administrator Workshops and Job-Embedded Support guide school and district planning, data analysis, and team building.

Additional support services include the following:

- The Savas Insight Tool is a comprehensive approach to monitoring, measuring, improving, and reporting on program implementation.
- Customer and technical support is available by phone, chat, and email.

Product Specifications

Describe what a school or district needs to implement your curriculum successfully, including instructional hours and technological infrastructure. Provide basic information about what products are associated with the curriculum (e.g., what texts a typical purchase includes, what tools are openly available online).

Implementation Plan for Massachusetts			
Foundational Professional Learning for <i>myPerspectives</i>			
Timeline	Audience	Duration	Professional Learning Focus
Spring 2023	District leadership	3 hours	Implementation Planning involves meeting with district leadership to draft a professional learning plan.
Before Start	Teachers and coaches	2-3 hours Virtual	Program Activation (included with the purchase) provides educators with the critical program components they need to begin the program.
Life of the Adoption	Teachers, coaches, and school and district leadership	Self-paced	Administrators can choose from several topics for their district or school needs and will learn about tools such as step-to-step training plans, Look-Fors, and teacher self-checks.
4 weeks after start	District and school administrators	3 hours Virtual	Administrators can choose from several topics for their district or school needs and will learn about tools such as step-to-step training plans, Look-Fors, and teacher self-checks.
Ongoing Professional Learning for <i>myPerspectives</i>			
6-8 weeks after start	Teachers and coaches	3-6 hours Virtual/Onsite	Implementation Essentials introduce teachers and coaches to instructional features such as lesson structure, digital resources, and implementation tools.

Recommended at strategic times during implementation	Teachers and coaches	3-6 hours Virtual/Onsite	Job-Embedded Services focus on effective program implementation and providing teachers and school leaders with varying levels of support, including Lesson Analysis, Coaching/Instructional Support, and Program Consulting.
Recommended at strategic times during implementation	Teachers and coaches	3-6 hours Virtual/Onsite	myPerspectives Workshops focus on the features and uses of our curricula and instructional strategies that address diverse student needs and enhance instructional strategies.

Response to Report

Note: For accurate information about the CURATE process, please see our [CURATE page](#). To see how publishers submit their products for our consideration, please see our [call for submissions](#).

myPerspectives strives to provide literary content that is diverse, authentic, and relevant. Our goal is to have students think critically about what they are reading, analyze the author's craft and structure, and understand the motivations and characters presented as a whole in the stories. Teachers are also encouraged to use the customization features on Realize to pull in additional content that would be relevant to their student demographics.

Sawvas Learning Company values the feedback of districts and professional partners and strives to integrate this feedback into program updates. As such, the Table of Contents in our 2025 copyright was intentionally designed to be reflective of real classrooms and their diverse student populations.

Authentic writing experiences can be found throughout the 2022 *myPerspectives* program as students write articles, blogs, perform research, write letters, and more. While there are embedded scaffolds and resources to support student writing, we enhanced the writing instruction in the 2025 edition to include a Writer's Handbook with more explicit instruction, models and a focus on conventions. Student learning can be assessed through writing, discussion, and activities that accompany selections. The activities below are embedded within the Student Edition and are not traditional standardized tests:

- **Classroom discussions** and student interactions in their small group to monitor learning.
- **Unit Introduction Activities** such as the Launch Text Summary and QuickWrite can be used as formative checks to determine if students will need writing support throughout the unit.
- **The Unit Introduction Launch Activity** can be used to determine how students will collaborate with other students and participate in discussions.

The Speaking & Listening Performance Task is at the end of Small-Group Learning. Students complete a project collaboratively and are given guidelines for success as they develop their collaborative and presentation skills. The outcome is a group effort delivered in an interactive format such as a group debate, presentation, media piece. The Collaboration Center on Realize includes modeling videos that demonstrate for students how to work in groups

Our high-quality curricular-based professional learning is designed to help districts and educators leverage the materials within the context of their unique learning spaces and ecosystem. We provide guidance around pacing and how to navigate the resources to meet the diverse needs of their students. Teachers will use multiple data to inform their instructional choices and to fit their own pacing needs.

Acknowledging the need for even more guidance and support for teachers, the 2025 edition includes resources for teachers to improve their practice as it relates to expanding access for multilingual learners and students with diverse learning needs. For example, there are more suggested scaffolds at point of use for multilingual learners and modeling videos that lift up best practices for expanding access for diverse learning needs.