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GUIDANCE DOCUMENT FOR TEACHING READING

Using HQIM: *myPerspectives* Grades 6-8

Literacy Block Components and Resources



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myPerspectives Curriculum Overview: 6th-8th Grade

Each *myPerspectives* unit is backwards designed with two performance tasks that scaffold the student's learning toward the Performance-Based Assessment at the end of the unit. Students read, write, and respond to thematically related texts across genres, using knowledge gained from reading to respond to the unit's Essential Question.

Each *myPerspectives* unit organizes student learning using the following structure: *Unit Introduction, Whole-Class Learning, Small-Group Learning, Independent Learning, and a Performance-Based Assessment*. Within each unit, the text selections apply three core routines to help students access complex texts: *Making Meaning, Language Development, and Effective Expression*.

DAYS 1-36

*There are 5 units, each consisting of 36 days of instruction. Each "day" represents a 40–50-minute class period which may be combined for block scheduling.

Unit Introduction (Days 1-2)

- Unit Activity and Video
- Launch Text
- An open-ended Essential Question is posed to stimulate thoughtful student inquiry into the richness of a topic.
- Goals linked to the Performance-Based Assessment are introduced.

Whole-Class Learning (Days 3-15)

- Teachers model, instruct, and support students as they broaden their perspective of the unit topic.
- Activities focus on making meaning, language development, and effective expression.
- Anchor Text and Media
- Routines including First Read, Close Read, Read It/Write It, and Evidence Log prepare students for small group and independent work.

Whole-Class Performance Task (Days 16-18)

- Writing Focus- Students develop and share their perspectives on the unit topic through writing in a targeted mode, drawing on evidence from the texts they have read thus far.

myPerspectives Curriculum Overview: 6th-8th Grade***Small-Group Learning (Days 19-30)***

- Students work collaboratively to broaden their perspectives on the unit topic by reading supplemental texts.
- Teachers facilitate and encourage collaboration.
- Students set their own Action Plan for working in small groups, practicing routines that maintain independence foster collaboration.
- Students continue adding to their Evidence Log.

Small-Group Performance Task (Days 31-32)

- Speaking and Listening Focus- Students participate in group discussions, create presentations, and participate in debates, drawing on evidence from the texts they have read thus far.

Independent Learning (Days 33-34)

- Students select one online text to read independently.
- Teachers support students as they implement close reading strategies.
- Students continue adding to their Evidence Log.

Performance-Based Assessment (Days 35-36)

- Students demonstrate their learning by synthesizing content knowledge, process skills, and learning habits.

YEAR-LONG ASSESSMENT

- Beginning-of-Year
- Mid-Year
- End-of-Year

UNIT-LEVEL ASSESSMENT

- Selection Activities
- Formative Assessments
- Selection Tests
- Performance Tasks
- Unit Tests
- Performance-Based Assessments

myPerspectives Curriculum Overview: 6th-8th Grade**PEARSON REALIZE**

- Interactive Teacher Edition
- Interactive Student Edition
- Unit Resources
- Assessments
- *myPerspectives+*
- Digital Perspectives

TRADE BOOKS

Each unit has three suggested trade books connected to the Essential Question that may be used to supplement the unit, replace a unit selection, and/or extend independent learning. There is a pacing guide that offers suggestions for alignment with each unit. Lesson plans for these trade books are available online in *myPerspectives+*.

**Unit
Introduction
(Days 1-2)****Unit Activity and Video**

- Students are introduced to the unit topic and Essential Question with a “Jump Start” discussion to build their background understanding.
- Students are asked to discuss what the unit topic means. For example, Unit 1 is “Childhood.” Students are asked to discuss what childhood means to them.
- Students will view an “Introduction Video.” Teachers can project the video or students can view it in their interactive textbooks or by scanning the “Bounce Page” icon with their phones.
- Students will discuss the video either on an online Discussion Board or in a class discussion

Launch Text

- Students will read a text to provide them with a common starting point to address the unit topic and to provide a model for the type of text students will compose in the end-of-unit Performance-Based Assessment.
- Students will be introduced to a “Word Network” where they will add words throughout the unit that they connect with the unit topic.
- After reading the Launch Text, students will participate in a discussion on the unit topic in a “Launch Activity.”
- After reading the Launch Text, students will complete a Summary and Quick Write.
- After completing the Quick Write, students will be introduced to an “Evidence Log” where they will gather evidence and ideas throughout the unit to be used in the Performance-Based Assessment.

Anchor Text**Whole-Class
Learning
(Days 3-15)**

- The teacher will review the Essential Question with the students.
- Students will watch a video on “Whole-Class Learning Strategies” and review these strategies. Students will complete a Learning Strategies chart.
- The teacher and the students will preview both the anchor text and a related media to generate interest in the topic.
- The teacher will introduce the students to the Performance Task: Writing Focus which will be completed at the end of Whole-Class Learning.
- Students will use the core routines (*Making Meaning*, *Language Development*, and *Effective Expression*) to analyze the anchor text and related media. Students will engage in close reading, word study, and writing in response to reading.

**Performance Task
(Days 16-18)****Performance Task: Writing Focus****STUDENTS**

- Students will participate in a “Jump Start” discussion to brainstorm ideas in response to the writing prompt.
- Students will write to sources presented in Whole-Class Learning and have access to a “Tool Kit” with student models.
- Teachers and students will revisit the Launch Text, analyzing it as a model text for the assigned writing mode.
- Characteristics of the assigned writing mode are provided.
- Students are encouraged to use the academic vocabulary introduced in the unit.
- Students will complete each step in the writing process.

**Small-Group Learning
(Days 19-30)****Small-Group Learning**

- The teacher will review the Essential Question with the students.
- Students will watch a video on “Small-Group Learning Strategies” and review these strategies. Students will complete a Learning Strategies chart.
- The students will preview the different selections while the teacher circulates.
- The teacher will introduce the students to the Performance Task: Speaking and Listening Focus which will be completed at the end of Small-Group Learning.
- Students will work as a team to create and follow their own rules, name their group, create a communication plan, and make a schedule.
- Students will fulfill specific roles within their groups.
- The students will work in groups to complete close reads of each assigned text while the teacher facilitates, correcting and reinforcing learning.
- Resources to aid in additional practice or reteaching are available online in the *Interactive Teacher’s Edition*.
- In the teacher’s edition, there are notes for “Planning,” “Personalize for Learning,” and “Facilitating.”
- Students will add to their Evidence Log.

**Independent Learning
(Days 33-34)****Independent Learning**

- The teacher will review the Essential Question with the students.
- Students will watch a video on “Independent Learning Strategies” and review these strategies. Students will complete a Learning Strategies chart.
- Students will select an online text available on the *Interactive Student Edition* that relates to the Essential Question.
- Students will read the text independently and utilize the “First-Read Guide” and “Close-Read Guide” to take notes. *Generic guides are available in the Print Student Edition, while genre-specific guides are available in the *Interactive Student Edition*.
- Students will share their independent learning with their peers.
- Students will add evidence to their Evidence Log and Quick Write from the beginning of the unit.

**Performance-Based Assessment
(Days 35-36)****Part 1: Writing to Sources**

- Students will be assigned a writing prompt related to the Essential Question.
- The assignment is to be completed independently.
- Students can consult resources from Whole-Class Learning, Small Group Learning, their Evidence Log, and their Word Network.
- Students revisit the Unit Launch Text as a model of the type of text they are writing.
- Students are provided a rubric as a resource to guide their revisions.

Part 2: Speaking and Listening

- Students will prepare a recitation or presentation related to their written assignment in Part 1 of the Performance-Based Assessment.
- Students are provided a rubric as a resource to plan their recitation or presentation.

Unit Reflection

- Students will reflect on the unit goals, learning strategies, and the text.