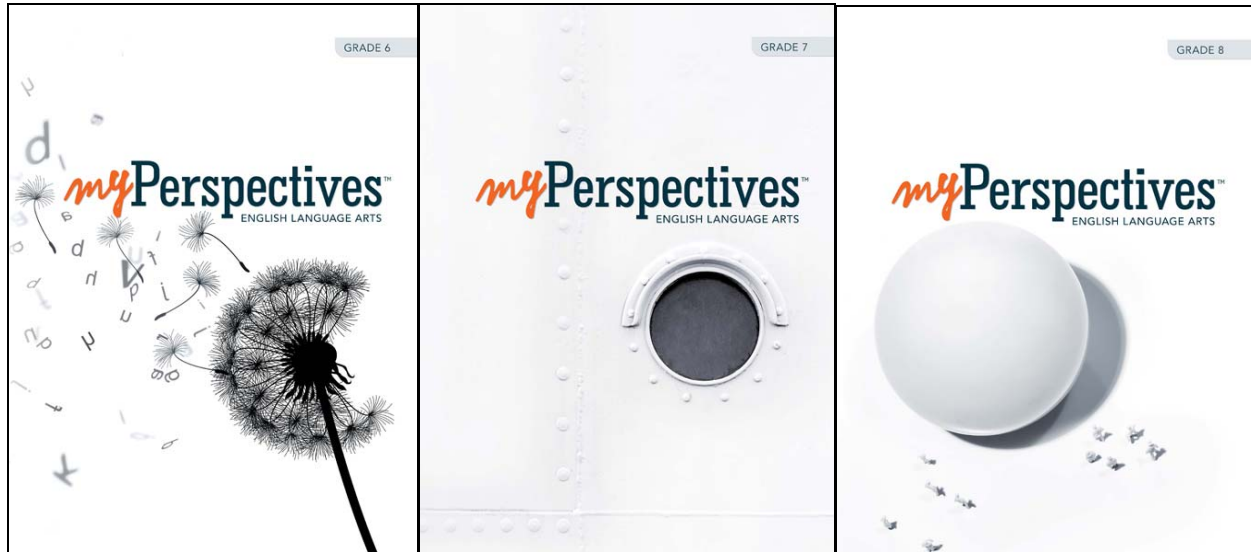


# A Correlation of



**Grade 6-8, ©2017**

**To the**

**Nevada Educator  
Performance Framework  
Grades 6-8**

# A Correlation of *myPerspectives* ©2017, Grades 6-8 To the Nevada Educator Performance Framework Standards

## Introduction

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

*myPerspectives™ English Language Arts* is a learning environment that focuses on a connected approach to student learning. Students read texts and engage in activities that inspire thoughtful conversation, discussion, and debate.

Students will encounter authors’ perspectives as they read literature from across time periods and cultures. Students will listen to the perspectives of their peers through conversations and collaborative activities. And, as students read the literature and engage in activities in *myPerspectives*, they will formulate—and defend—their opinions as they develop their own perspectives.

In each unit of study, students will read classic and contemporary fiction and nonfiction texts, and view/listen to media selections, all related to an Essential Question. Students will use technology to interact with texts and activities, and they can write directly in their Student Edition to make interaction with texts more meaningful.

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To the Nevada Educator Performance Framework Standards**

**Table of Contents**

**Standard 1: New Learning is Connected to Prior Learning and Experience ..... 4**

**Standard 2: Learning Tasks have High Cognitive Demand for Diverse Learners ..... 10**

**Standard 3: Students Engage in Meaning-Making through Discourse and Other Strategies .... 16**

**Standard 4: Students Engage in Metacognitive Activity to Increase Understanding of and  
Responsibility for Their Own Learning ..... 22**

**Standard 5: Assessment is Integrated into Instruction ..... 26**

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To the Nevada Educator Performance Framework Standards**

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<b>Table 1: Teacher Instructional Practice Standards and Indicators</b>	
<b>Standard 1: New Learning is Connected to Prior Learning and Experience</b>	
<p>Indicator 1: The teacher activates all students' initial understandings of new concepts and skills.</p>	<p>Each Unit Introduction as well as the Anchor Text (Whole-class Learning) in <i>myPerspectives</i> begins with a Jump Start that relates the unit topic to a personal level and engages students in a discussion of the content to follow. The Concept Vocabulary followed by the First Read strategies activates students' understanding of new concepts and skills.</p> <p>See the following examples:</p> <p><b>Grade 6</b>  <b>SE/TE:</b> from <i>Brown Girl Dressing</i>, Concept Vocabulary and First Read: 12-19; from <i>My Life With the Chimpanzees</i>, Concept Vocabulary and First Read: 100-110; <i>Feathered Friends</i>, Concept Vocabulary and First Read: 194-198; <i>The Phantom Tollbooth</i>, Act I, Concept Vocabulary and First Read: 282-306; from <i>A Long Way Home</i>, Concept Vocabulary and First Read: 410-422  <b>TE Only:</b> Unit 1 Introduction Jump Start: 2; from <i>Brown Girl Dressing</i>, Jump Start: 12; Unit 2 Introduction Jump Start: 90; from <i>My Life With the Chimpanzees</i>, Jump Start: 100; Unit 3 Introduction Jump Start: 184; <i>Feathered Friends</i>, Jump Start: 194; Unit 4 Introduction Jump Start: 352; <i>The Phantom Tollbooth</i>, Act I, Jump Start: 282; Unit 5 Introduction Jump Start: 442; from <i>A Long Way Home</i>, Jump Start: 410</p>

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<p><b>Continued</b> Indicator 1: The teacher activates all students' initial understandings of new concepts and skills.</p>	<p><b>Continued</b></p> <p><b>Grade 7</b> <b>SE/TE:</b> <i>Two Kinds</i> from <i>The Joy Luck Club</i>, Concept Vocabulary and First Read: 12-24; <i>Dark They Were, and Golden-Eyed</i>, Concept Vocabulary and First Read: 126-140; <i>A Christmas Carol: Scrooge and Marley</i>, Act I, Concept Vocabulary and First Read: 234-258; from <i>Silent Spring</i>, Concept Vocabulary and First Read: 362-364; from <i>The Grapes of Wrath</i>, Concept Vocabulary and First Read: 456-460</p> <p><b>TE Only:</b> Unit 1 Introduction Jump Start: 2; <i>Two Kinds</i> from <i>The Joy Luck Club</i>, Jump Start: 12; Unit 2 Introduction Jump Start: 116; <i>Dark They Were, and Golden-Eyed</i>, Jump Start: 126; Unit 3 Introduction Jump Start: 224; <i>A Christmas Carol: Scrooge and Marley</i>, Act I, Jump Start: 234; Unit 4 Introduction Jump Start: 352; from <i>Silent Spring</i>, Jump Start: 362; Unit 5 Introduction Jump Start: 400; from <i>The Grapes of Wrath</i>, Jump Start: 456</p> <p><b>Grade 8</b> <b>SE/TE:</b> <i>The Medicine Bag</i>, Concept Vocabulary and First Read: 12-21; <i>The Diary of Anne Frank</i>, Act I, Concept Vocabulary and First Read: 98-150; <i>Barrington Irving, Pilot and Educator</i>, Concept Vocabulary and First Read: 264-268; <i>Flowers for Algernon</i>, Concept Vocabulary and First Read: 350-378; <i>Uncle Marcos</i> from <i>The House of the Spirits</i>, Concept Vocabulary and First Read: 448-457</p> <p><b>TE Only:</b> Unit 1 Introduction Jump Start: 2; <i>The Medicine Bag</i>, Jump Start: 12; Unit 2 Introduction Jump Start: 88; <i>The Diary of Anne Frank</i>, Act I, Jump Start: 98; Unit 3 Introduction Jump Start: 254; <i>Barrington Irving, Pilot and Educator</i>, Jump Start: 264; Unit 4 Introduction Jump Start: 340; <i>Flowers for Algernon</i>, Jump Start: 350; Unit 5 Introduction Jump Start: 438; <i>Uncle Marcos</i> from <i>The House of the Spirits</i>, Jump Start: 448</p>

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To the Nevada Educator Performance Framework Standards**

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<p>Indicator 2: The teacher makes connections explicit between previous learning and new concepts and skills for all students.</p>	<p>Throughout <i>myPerspectives</i>, teachers follow a clear, consistent unit-design that allows for continuous student engagement in their reading activities connecting prior learning and new concepts/skills. The unit Launch text is utilized to address the topic within a unit, facilitates student group discussion, and introduces a writing model that will be reintroduced to students through a performance based assessment at the end of a unit.</p> <p>Prior to each selection in the First Read chart, students apply the strategy: CONNECT ideas within the selection to what you already know and what you have already read. Then students participate in guided learning activities, including specific reading instructions that allow for careful reading of the text, close study of concept vocabulary, and context clues.</p> <p>See the following examples:</p> <p><b>Grade 6</b>  <b>SE/TE:</b> Unit 1 Launch Text: <i>Wagon Train at Dusk</i>: 6; <i>Gallery of Calvin and Hobbes</i> Comics, First Read chart: 26; Performance Based Assessment: Narration: Nonfiction Narrative and Oral Recitation: 86-88; Unit 2 Launch Text: <i>Reading Buddies</i>: 94; <i>A Blessing</i>, First Read chart: 138; Performance Based Assessment: Explanatory Text: Essay and Informative Presentation: 180-182; Unit 5 Launch Text: <i>What On Earth Is Left to Explore?</i>: 404; <i>Mission Twinpossible</i>, First Read chart: 444; Performance Based Assessment: Argument: Essay and Speech: 492-494</p>

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<p><b>Continued</b> Indicator 2: The teacher makes connections explicit between previous learning and new concepts and skills for all students.</p>	<p><b>Continued</b></p> <p><b>Grade 7</b> <b>SE/TE:</b> Unit 1 Launch Text: <i>Grounded</i>: 6; <i>A Simple Act</i>, First Read chart: 32; Performance Based Assessment: Narration: Nonfiction Narrative and Multimedia Presentation: 112-114; Unit 3 Launch Text: <i>At the Crossroads</i>: 228; from <i>An American Childhood</i>, First Read chart: 324; Performance Based Assessment: Explanatory Text: Essay and Oral Presentation: 348-350; Unit 4 Launch Text: <i>Rethinking the Wild</i>: 356; from <i>Silent Spring</i>, First Read chart: 362; Performance Based Assessment: Argument: Essay and Oral Presentation: 438-440</p> <p><b>Grade 8</b> <b>SE/TE:</b> Unit 1 Launch Text: <i>Red Roses</i>: 6; <i>The Medicine Bag</i>, First Read chart: 12; Performance Based Assessment: Narration: Nonfiction Narrative and Oral Presentation: 84-86; Unit 3 Launch Text: <i>Freedom of the Press?</i>: 258; <i>Barrington Irving, Pilot and Educator</i>, First Read chart: 264; Performance Based Assessment: Argument: Essay and Speech: 336-338; Unit 5 Launch Text: <i>Inspiration Is Overrated!</i>: 442; <i>To Fly from Space Chronicles</i>, First Read chart: 464; Performance Based Assessment: Argument: Essay and Speech: 532-534</p>

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<p>Indicator 3: The teacher makes clear the purpose and relevance of new learning for all students.</p>	<p>When teachers introduce the selections during Whole-Class Learning, they clearly delineate the purpose and relevance modeling the learning process. Then teachers lead the shared reading experience, providing modeling and support, as students begin exploring perspectives on the unit topic.</p> <p>See the following examples:</p> <p><b>Grade 6</b>  <b>SE/TE:</b> Overview: Whole-Class Learning: Unit 1: 10-11; Unit 2: 98-99; Unit 3: 192-193; Unit 4: 280-281; Unit 5: 408-409; from <i>Brown Girl Dreaming</i>: 12-19; <i>The Black Hole of Technology</i>: 214-217; from <i>A Long Way Home</i>: 410-422</p> <p><b>Grade 7</b>  <b>SE/TE:</b> Overview: Whole-Class Learning: Unit 1: 10-11; Unit 2: 124-125; Unit 3: 232-233; Unit 4: 361-362; Unit 5: 450-451; <i>A Simple Act</i>: 32-35; <i>Dark They Were, and Golden-Eyed</i>: 126-140; from <i>Silent Spring</i>: 362-364; from <i>The Grapes of Wrath</i>: 456-460</p> <p><b>Grade 8</b>  <b>SE/TE:</b> Overview: Whole-Class Learning: Unit 1: 10-11; Unit 2: 96-97; Unit 3: 262-263; Unit 4: 348-349; Unit 5: 446-447; <i>The Medicine Bag</i>: 12-21; <i>The Diary of Anne Frank, Act I</i>: 100-150; <i>Flowers for Algernon</i>: 350-378; <i>To Fly from Space Chronicles</i>: 464-470</p>



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<p>Indicator 4: The teacher provides all students opportunities to build on or challenge initial understandings.</p>	<p>At all grade levels, <i>myPerspectives</i> consistently supports a multi-draft reading strategy, in which students of all levels can directly experience the complexity of the text. First Read is for basic meaning where students utilize strategies like Notice, Annotate, Respond, and Connect to understand what they just read. During the second Close Read, students analyze key ideas and details and craft and structure – they are engaging in Making Meaning, Language Development, and Effective Expression. Prior to each selection, the Lesson Resources chart clearly outlines the options.</p> <p>See the following examples:</p> <p><b>Grade 6</b>  <b>SE/TE:</b> <i>Hachiko: The True Story of a Loyal Dog</i>, First Read Fiction: 118, Close Read the Text: 122-127; <i>Teens and Technology Share a Future</i>, First Read Nonfiction: 206, Close Read the Text: 210-213; <i>The Phantom Tollbooth</i>, Act I, First Read Drama: 282; Close Read the Text: 308-311  <b>TE Only:</b> from <i>Brown Girl Dreaming</i>, Lesson Resources: 12B; <i>Feathered Friend</i>, Lesson Resources: 194B; from <i>A Long Way Home</i>, Lesson Resources: 410B</p> <p><b>Grade 7</b>  <b>SE/TE:</b> <i>Dark They Were, and Golden Eyed</i>, First Read Fiction: 126, Close Read the Text: 142-145; <i>A Christmas Carol: Scrooge and Marley</i>, Act II, First Read Drama: 264, Close Read the Text: 292-297; from <i>Silent Spring</i>, First Read Nonfiction: 362, Close Read the Text: 366-371  <b>TE Only:</b> from <i>An Invisible Thread</i>, Lesson Resources: 42B; <i>A Christmas Carol: Scrooge and Marley</i>, Act I, Lesson Resources: 234B; from <i>The Grapes of Wrath</i>, Lesson Resources: 456B</p>

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To the Nevada Educator Performance Framework Standards**

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<p><b>Continued</b> Indicator 4: The teacher provides all students opportunities to build on or challenge initial understandings.</p>	<p><b>Continued</b> <b>Grade 8</b> <b>SE/TE:</b> <i>The Diary of Anne Frank</i>, Act II, First Read Drama: 156 Close Read the Text: 188-193; <i>Ban the Ban!/Soda's a Problem, but...</i>, First Read Nonfiction: 286; Close Read the Text: 290-295; <i>Uncle Marcos</i> from <i>The House of the Spirit</i>, First Read Fiction: 448, Close Read the Text: 458-463 <b>TE Only:</b> <i>The Medicine Bag</i>, Lesson Resources: 12B; <i>Three Cheers for the Nanny State</i>, Lesson Resources: 276B; <i>Flowers for Algernon</i>, 350B</p>
<p><b>Standard 2: Learning Tasks have High Cognitive Demand for Diverse Learners</b></p>	
<p>Indicator 1: The teacher assigns tasks that purposefully employ all students' cognitive abilities and skills.</p>	<p><i>myPerspectives</i> includes selections that are scaffolded through instruction and modeling of skills, through point-of-use prompts accompanied by scaffolded, step-by-step support in the Teacher's Edition, and through carefully scaffolded post-reading questions leading from basic understanding and reasoning to deeper insight and higher-level cognition to effective expression that includes writing and speaking and listening. The question design in <i>myPerspectives</i> utilizes Bloom's Taxonomy, an important framework (a hierarchy of levels) for teachers to use to focus on higher order thinking.</p> <p>See the following examples:</p> <p><b>Grade 6</b> <b>SE/TE:</b> <i>Declaration of the Rights of the Child</i>: 42-49; from <i>My Life With the Chimpanzees</i>: 100-117; <i>Feathered Friend</i>: 194-205; <i>The Importance of the Imagination</i>: 380-387; from <i>Tales from the Odyssey</i>: 452-461</p>

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To the Nevada Educator Performance Framework Standards**

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<p><b>Continued</b> Indicator 1: The teacher assigns tasks that purposefully employ all students’ cognitive abilities and skills.</p>	<p><b>Continued</b> <b>Grade 7</b> <b>SE/TE:</b> from <i>Mom &amp; Me &amp; Mom</i>: 70-79; <i>Future of Space Exploration Could See Humans on Mars</i>, <i>Alien Planets</i>: 175-181; <i>A Christmas Carol: Scrooge and Marley</i>, Act II: 264-297; <i>Nobel Speech: Al Gore</i>: 372-385; from <i>The Story of My Life</i>: 504-511</p> <p><b>Grade 8</b> <b>SE/TE:</b> <i>You Are the Electric Boogaloo/Just Be Yourself!</i>: 44-53; <i>The Diary of Anne Frank</i>, Act II: 156-193; from <i>Follow the Rabbit-Proof Fence</i>: 314-323; <i>Retort</i>/from <i>The People, Yes</i>: 416-425; <i>Uncle Marcos</i> from <i>The House of the Spirits</i>: 448-463</p>
<p>Indicator 2: The teacher assigns tasks that place appropriate demands on each student.</p>	<p>Text Complexity Rubrics in the Teacher’s Edition identify Quantitative and Qualitative information about each selection in the program. In addition the Text Complexity Rubrics provide Reader and Task suggestions that enable teachers to tailor instruction for struggling, on-level, above level, and advanced students so all students are able to access the same text.</p> <p>See the following examples:</p> <p><b>Grade 6</b> <b>TE Only:</b> Personalize for Learning: <i>Declaration of the Rights of the Child</i>, Unit 1: 42C; Personalize for Learning: <i>Hachiko: The True Story of a Loyal Dog</i>, Unit 2: 118C; Personalize for Learning: <i>Feathered Friend</i>, Unit 3: 194C; Personalize for Learning: <i>The Phantom Tollbooth Act I</i>, Unit 4: 282C; Personalize for Learning: from <i>A Long Way Home</i>, Unit 5: 410C</p>

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To the Nevada Educator Performance Framework Standards**

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<p><b>Continued</b> Indicator 2: The teacher assigns tasks that place appropriate demands on each student.</p>	<p><b>Continued</b> <b>Grade 7</b> <b>TE Only:</b> Personalize for Learning: <i>Two Kinds from The Joy Luck Club</i>, Unit 1: 12C; Personalize for Learning: <i>Future of Space Exploration Could See Humans on Mars, Alien Planets</i>, Unit 2: 174C; Personalize for Learning: <i>A Christmas Carol: Scrooge and Marley</i>, Act I, Unit 3: 234C; Personalize for Learning: from <i>Silent Spring</i>, Unit 4: 362C; Personalize for Learning: from <i>The Grapes of Wrath</i>, Unit 5: 456C</p> <p><b>Grade 8</b> <b>TE Only:</b> Personalize for Learning: <i>The Medicine Bag</i>: Unit 1: 12C; Personalize for Learning: <i>The Diary of Anne Frank Act I</i>, Unit 2: 98C; Personalize for Learning: <i>Barrington Irving, Pilot and Educator</i>, Unit 3: 264C; Personalize for Learning: <i>Flowers for Algernon</i>, Unit 4: 350C; Personalize for Learning: <i>To Fly from Space Chronicles</i>, Unit 5: 464C</p>

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<p>Indicator 3: The teacher assigns tasks that progressively develop all students' cognitive abilities and skills.</p>	<p><i>myPerspectives</i> motivates students to read a text thoughtfully, apply strategies as they read, and critically examine the text. Students apply first-read routines as they independently read and annotate texts. Next, students close read complex and rich text passages, studying structures, diction, and other elements of author's craft. Closer Look notes, found only in the Teacher's Edition, provide additional close-reading opportunities.</p> <p>See the following examples:</p> <p><b>Grade 6</b>  <b>SE/TE:</b> from <i>Brown Girl Dreaming</i>, First Read Memoir in Verse: 12; from <i>My Life with the Chimpanzees</i>, Making Meaning, Close Read the Text, Analyze the Text, Analyze Craft and Structure: 112-113; <i>Feathered Friend</i>, First Read Fiction: 194; <i>The Black Hole of Technology</i>, Close Read the Text, Analyze the Text, Analyze Craft and Structure: 218-219; from <i>A Long Way Home</i>, First Read Nonfiction: 410; from <i>A Long Way Home</i>, Close Read the Text, Analyze the Text, Analyze Craft and Structure: 424-425  <b>TE Only:</b> Closer Look: 13, 110, 197, 289, 412; Close Read: 16, 103, 196, 287, 330, 417</p>

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To the Nevada Educator Performance Framework Standards**

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<p><b>Continued</b> Indicator 3: The teacher assigns tasks that progressively develop all students’ cognitive abilities and skills.</p>	<p><b>Continued</b></p> <p><b>Grade 7</b> <b>SE/TE:</b> “Two Kinds” from <i>The Joy Luck Club</i>, First Read Fiction: 12; from <i>An Invisible Thread</i>, Close Read the Text, Analyze the Text, Analyze Craft and Structure: 46-47; <i>Danger! This Mission to Mars Could Bore You to Death!</i> First Read Nonfiction: 152; <i>A Christmas Carol: Scrooge and Marley</i>, Act I, Close Read the Text, Analyze the Text, Analyze Craft and Structure: 260-261; Poetry Collection: “Turtle Watchers,” “Nature” is what We See-“, “The Sparrow,” First Read Poetry: 402; from <i>The Grapes of Wrath</i>, Close Read the Text, Analyze the Text, Analyze Craft and Structure: 462-463 <b>TE Only:</b> Closer Look: 24, 140, 191, 269, 376; Close Read: 17, 134, 236, 363, 460</p> <p><b>Grade 8</b> <b>SE/TE:</b> <i>The Setting Sun and the Rolling World</i>, First Read Fiction: 66; <i>The Diary of Anne Frank</i> Act I, Close Read the Text, Analyze the Text, Analyze Craft and Structure: 152-153; <i>Three Cheers for the Nanny State</i>, First Read Nonfiction: 276; from <i>Follow the Rabbit-Proof Fence</i>, Close Read the Text, Analyze the Text, Analyze Craft and Structure: 320-321; from <i>Flowers for Algernon</i>: First Read Drama: 384; “To Fly” from <i>Space Chronicles</i>, Close Read the Text, Analyze the Text, Analyze Craft and Structure: 472-473 <b>TE Only:</b> Closer Look: 17, 107, 216, 366, 452; Close Read: 15, 108, 267, 352, 449</p>

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<p>Indicator 4: The teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.</p>	<p>Our job as teachers is to build students' confidence and help them succeed. <i>myPerspectives</i> helps teachers to personalize the learning experience for each student regardless of his/her status. In addition, point-of-use notes address how to meet the needs of different learners in the classroom. The Home-Connection Letter for each unit fosters support for learners outside of the classroom.</p> <p>See the following examples:</p> <p><b>Grade 6</b>  <b>SE/TE:</b> Unit Introduction: 2-9, 90-97, 184-191, 272-279, 407; Whole-Class Learning: 10-11, 98-99, 192-193, 280-281, 408-409  <b>TE Only:</b> Home Connection: 4, 92, 186, 274, 402; Personalize for Learning: Strategic Support, Organizing Research: 259; Personalize for Learning: Challenge, Research: 324; Personalize for Learning: English Language Support, Idioms: 413</p> <p><b>Grade 7</b>  <b>SE/TE:</b> Unit Introduction: 2-9, 116-123, 224-231, 352-359, 442-449; Whole-Class Learning: 10-11, 124-125, 232-233, 360-361, 450-451  <b>TE Only:</b> Home Connection: 4, 118, 226, 354, 446; Personalize for Learning: English Support, Central Ideas: 67; Personalize for Learning: Challenge, Description: 236; Personalize for Learning: Strategic Support, Persuasive Techniques: 383</p>

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<p><b>Continued</b> Indicator 4: The teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.</p>	<p><b>Continued</b> <b>Grade 8</b> <b>SE/TE:</b> Unit Introduction: 2-9, 88-95, 254-261, 340-347, 438-445; Whole-Class Learning: 10-11, 96-97, 262-263, 348-349, 446-447 <b>TE Only:</b> Home Connection: 4, 90, 256, 342, 440; Personalize for Learning: English Language Support, Build Background Knowledge: 67; Personalize for Learning: Strategic Support, Central Ideas and Supporting Details: 219; Personalize for Learning: Challenge, Analyze: 358</p>
<b>Standard 3: Students Engage in Meaning-Making through Discourse and Other Strategies</b>	
<p>Indicator 1: The teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students.</p>	<p>Within each unit of <i>myPerspectives</i>, students are actively involved in Whole-Class, Small-Group, and Independent Learning allowing extensive discourse. Collaborative discussions begin right at the introduction as applied in the Launch Text, continuing throughout the unit as it is integrated with learning practices that have been linked to various text, and is infused in whole and small group learning representations within the unit.</p> <p>See the following examples:</p> <p><b>Grade 6</b> <b>SE/TE:</b> Unit 1 Childhood: Discuss It: 2-3; Whole-Class Learning: Effective Expression, Speaking and Listening: 25; Small-Group Learning: Working as a Team: 41; Independent Learning: Share Your Independent Learning, Learn From Your Classmates, Discuss It: 84; Unit 2 Animal Allies: Discuss It: 90-91; Whole-Class Learning: Effective Expression, Speaking and Listening: 127; Small-Group Learning: Working as a Team: 136; Independent Learning: Share Your Independent Learning, Learn From Your Classmates, Discuss It: 178; Unit 5 Exploration: Discuss It: 400-401; Whole-Class Learning: Effective Expression, Speaking and Listening: 429; Small-Group Learning: Working as a Team:</p>



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<p><b>Continued</b> Indicator 1: The teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students.</p>	<p><b>Continued</b> 442; Independent Learning: Share Your Independent Learning, Learn From Your Classmates, Discuss It: 490</p> <p><b>Grade 7</b> <b>SE/TE:</b> Unit 1 Generations: Launch Activity, Conduct a Discussion: 8; Whole-Class Learning: Effective Expression, Speaking and Listening, Evaluate Monologues: 31; Small-Group Learning: Working as a Team: 60; Independent Learning: Share Your Independent Learning, Learn From Your Classmates, Discuss It: 110; Unit 3 Turning Points: Discuss It: 224-225; Whole-Class Learning: Effective Expression, Speaking and Listening, Presentation Evaluation Guide: 297; Small-Group Learning: Working as a Team: 312; Independent Learning: Share Your Independent Learning, Learn From Your Classmates, Discuss It: 346; Unit 5 Facing Adversity: Launch Activity, Let the People Decide: 448; Whole-Class Learning: Effective Expression, Speaking and Listening, Role-Play: 481; Small-Group Learning: Working as a Team: 490; Independent Learning: Share Your Independent Learning, Learn From Your Classmates, Discuss It: 534</p>

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<p><b>Continued</b> Indicator 1: The teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students.</p>	<p><b>Continued</b> <b>Grade 8</b> <b>SE/TE:</b> Unit 2 The Holocaust: Launch Activity, Conduct a Discussion: 94; Whole-Class Learning: Effective Expression, Speaking and Listening, Dramatic Reading with Partner: 192-193; Small-Group Learning: Working as a Team:210; Independent Learning: Share Your Independent Learning, Learn From Your Classmates, Discuss It: 248; Unit 3 What Matters: Discuss It: 254-255; Whole-Class Learning: Effective Expression, Speaking and Listening, Evaluate Presentations: 275; Small-Group Learning: Working as a Team: 304; Independent Learning: Share Your Independent Learning, Learn From Your Classmates, Discuss It: 334; Unit 5 Invention: Launch Activity, Conduct a Four-Corner Debate: 444; Whole-Class Learning: Effective Expression, Speaking and Listening, Evaluate Presentations: 477; Small-Group Learning: Working as a Team: 486; Independent Learning: Share Your Independent Learning, Learn From Your Classmates, Discuss It: 530</p>

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<p>Indicator 2: The teacher provides opportunities for all students to create and interpret multiple representations.</p>	<p>On each grade level of <i>myPerspectives</i>, teachers give students' options so they can select which assignment to complete. In addition, students interpret multiple representations when they compare a text and media version of classic literature, which deepens the learning experience and develops critical skills.</p> <p>See the following examples:</p> <p><b>Grade 6</b>  <b>SE/TE:</b> Media Connection: Michaela DePrince-Ballet Dancer: 54; Effective Expression, Research, Assignment: 259; Compare: <i>The Phantom Tollbooth</i>, Act 1: 283; <i>The Phantom Tollbooth</i>, Act II: 313; Multimedia: from <i>The Phantom Tollbooth</i>: 347; Effective Expression, Research, Assignment: 371; Media Connection: <i>Alice in Wonderland</i> (1983) – Jabberwocky: 374; Effective Expression, Research, Assignment: 451</p> <p><b>Grade 7</b>  <b>SE/TE:</b> Media Connection: Maurice's Toast: 44; Media Connection: Starship: 176; Effective Expression, Research, Assignment: 211; Effective Expression, Research, Assignment: 339; Compare: Nobel Speech: Al Gore: 373; Media: Video, Nobel Speech: Al Gore: 387; Effective Expression, Research, Assignment: 419; Effective Expression, Writing to Compare, Assignment: 516  <b>TE Only:</b> Digital Perspectives: Enriching the Text: 517</p> <p><b>Grade 8</b>  <b>SE/TE:</b> Media Connection: Stories of Zimbabwean Women: 71; Effective Expression, Research, Assignment: 75; Effective Expression, Research, Assignment: 313; Compare: Short Story "Flowers for Algernon": 351; Script: from <i>Flowers for Algernon</i>: 385; Effective Expression, Research, Assignment: 411; Media Connection: When I Look Up: 170; Effective Expression, Research, Assignment: 523</p>

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To the Nevada Educator Performance Framework Standards**

<b>Nevada Educator Performance Framework</b>	<b>myPerspectives ©2017 Grades 6-8</b>
<p>Indicator 3: The teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships.</p>	<p>After completing the first-read and close-read activities for two selections, students compare texts, using their knowledge and experience. As individuals or groups perform the close reads, the teacher circulates and offers support as needed. Students deepen their analysis and express their observations in writing. Also, Unit Reflections allows students to revisit learning goals and review skills and content learned.</p> <p>See the following examples:</p> <p><b>Grade 6</b>  <b>SE/TE:</b> Comparing Texts (Poetry): “A Blessing” (138) &amp; “Predators” (144); Effective Expression: Writing to Compare: 150-151; Compare Texts (Blog Post): <i>Teens and Technology Share a Future</i> (207) &amp; <i>The Black Hole of Technology</i> (215); Effective Expression: Writing to Compare: 222-223; Units 1- 5 Reflections: 89, 183, 271, 399, 495</p> <p><b>Grade 7</b>  <b>SE/TE:</b> Comparing Texts (News Blog/Memoir): <i>A Simple Act</i> (33) &amp; <i>from An Invisible Thread</i> (43); Effective Expression: Writing to Compare: 50-51; Comparing Texts (Autobiography Excerpt/Interview): from <i>The Story of My Life</i> (505) &amp; “How Helen Keller Learned to Talk” (513); Effective Expression: Writing to Compare: 516-517; Units 1- 5 Reflections, 115, 223, 351, 441, 539</p> <p><b>Grade 8</b>  <b>SE/TE:</b> Comparing Texts (Short Story/Video): “The Medicine Bag” (13) &amp; “Apache Girl’s Rite of Passage” (29); Effective Expression: Writing to Compare: 32-33; Comparing Texts (Biography/Novel Excerpt): “Nikola Tesla: The Greatest Inventor of All?” (489) &amp; from <i>The Invention of Everything Else</i> (495); Effective Expression: Writing to Compare: 508-509; Units 1- 5 Reflections, 87, 253, 339, 437, 535</p>

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To the Nevada Educator Performance Framework Standards**

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<p>Indicator 4: The teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students.</p>	<p><i>myPerspectives</i> is built around the standards and focuses on a consistent approach to improving student learning and achievement. From quality instruction and compelling literature, to purposeful digital interactions, <i>myPerspectives</i> transforms the classroom of today into a dynamic learning environment that prepares each student for college and career success.</p> <p>See the following examples:</p> <p><b>Grade 6</b>  <b>SE/TE:</b> Unit 2 Launch Text: Explanatory Model, <i>Reading Buddies</i>: 94; Whole-Class Learning: from <i>My Life With the Chimpanzees</i>: 101; Unit 1 Performance Task: Writing Focus, Write an Explanatory Essay: 128; Small-Group Learning: <i>Black Cowboy, Wild Horses</i>: 163; Independent Learning: 174-175; Performance-Based Assessment: Explanatory Text: Essay and Oral Presentation: 180-182; Unit Reflection: 183</p> <p><b>Grade 7</b>  <b>SE/TE:</b> Unit 2 Launch Text: Argument Model, <i>Leaving Main Street</i>: 120; Whole-Class Learning: <i>Danger! This Mission to Mars Could Bore You to Death!</i>: 153; Unit 1 Performance Task: Writing Focus, Write an Argument: 164; Small-Group Learning: <i>The Last Dog</i>: 183; Independent Learning: 214-215; Performance-Based Assessment: Argument: Essay and Oral Presentation: 220-222; Unit Reflection: 223</p> <p><b>Grade 8</b>  <b>SE/TE:</b> Unit 1 Launch Text: Nonfiction Narrative Model, <i>Red Roses</i>: 6; Whole-Class Learning: <i>The Medicine Bag</i>: 13; Unit 1 Performance Task: Writing Focus, Write a Nonfiction Narrative: 34; Small-Group Learning: <i>The Setting Sun and the Rolling World</i>: 67; Independent Learning: 78-79; Performance-Based Assessment: Narration: Nonfiction Narrative and Oral Presentation: 84-86; Unit Reflection: 87</p>

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To the Nevada Educator Performance Framework Standards**

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<b>Standard 4: Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning</b>	
Indicator 1: The teacher and all students understand what students are learning, why they are learning it, and how they will know if they have learned it.	<p>Each unit focuses on an engaging topic related to the Essential Question that culminates in the Performance-Based Assessment. Then teachers review the goals with students explaining as they read and discuss the selections in the unit, they will improve their skills in reading, writing, research, language, and speaking and listening. Establishing goals helps students take responsibility for their own learning and become independent scholars and thinkers. Students need to: <i>Decide What You Want, Write the Goals Down, Set a Time Frame.</i></p> <p>See the following examples:</p> <p><b>Grade 6</b>  <b>SE/TE:</b> Unit 1 Childhood, Goals: 4; Unit 2 Animal Allies, Goals: 92; Unit 3 Modern Technology, Goals: 186; Unit 4 Imagination, Goals: 274; Unit 5 Exploration, Goals: 402  <b>TE Only:</b> Author’s Perspective, Ernest Morrell, Ph.D: 4, 92, 186, 274, 402</p> <p><b>Grade 7</b>  <b>SE/TE:</b> Unit 1 Generations, Goals: 4; Unit 2 A Starry Home, Goals: 118; Unit 3 Turning Points, Goals: 226; Unit 4 People and the Planet, Goals: 354; Unit 5 Facing Adversity, Goals: 444  <b>TE Only:</b> Author’s Perspective, Ernest Morrell, Ph.D: 4, 118, 226, 354, 444</p> <p><b>Grade 8</b>  <b>SE/TE:</b> Unit 1 Rites of Passage, Goals: 4; Unit 2 The Holocaust, Goals: 90; Unit 3 What Matters, Goals: 256; Unit 4 Human Intelligence, Goals: 342; Unit 5 Invention, Goals: 440  <b>TE Only:</b> Author’s Perspective, Ernest Morrell, Ph.D: 4, 90, 256, 343, 440</p>

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<b>Nevada Educator Performance Framework</b>	<b>myPerspectives ©2017 Grades 6-8</b>
<p>Indicator 2: The teacher structures opportunities for self-monitored learning for all students.</p>	<p>The Small-Group Learning in each unit of <i>myPerspectives</i> shifts the focus from teacher responsibility to student responsibility by increasing student engagement, which in turn increases achievement. Students develop strategies and actions to analyze the chosen reading selection and to complete the Performance Task. Students self-monitor as they plan <i>Working as a Team</i>, <i>Making a Schedule</i>, and <i>Working on Group Projects</i>.</p> <p>See the following examples:</p> <p><b>Grade 6</b>  <b>SE/TE:</b> Small Group Learning Strategies: 38, 134, 234, 358, 440; Contents: 39, 135, 235, 359, 441; Overview: Small Group Learning: 40-41, 136-137, 236-237, 360-361, 442-443  <b>TE Only:</b> Author’s Perspective, Ernest Morrell, Ph.D, Self-Assessing Progress: 92</p> <p><b>Grade 7</b>  <b>SE/TE:</b> Small Group Learning Strategies: 58, 170, 310, 398, 488; Contents: 59, 171, 311, 399, 489; Overview: Small Group Learning: 60-61, 172-173, 312-313, 400-401, 490-491  <b>TE Only:</b> Author’s Perspective, Ernest Morrell, Ph.D, Self-Assessing Progress: 118</p> <p><b>Grade 8</b>  <b>SE/TE:</b> Small Group Learning Strategies: 40, 208, 302, 396, 484; Contents: 41, 209, 303, 397, 485; Overview: Small Group Learning: 42-43, 210-211, 304-305, 398-399, 486-487  <b>TE Only:</b> Author’s Perspective, Ernest Morrell, Ph.D, Self-Assessing Progress: 90</p>

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To the Nevada Educator Performance Framework Standards**

<b>Nevada Educator Performance Framework</b>	<b>myPerspectives ©2017 Grades 6-8</b>
<p>Indicator 3: The teacher supports all students to take actions based on the students' own self-monitoring processes.</p>	<p>During the writing process, teachers actively support all students to take action when prewriting/planning, drafting, revising and editing and proofreading. The Student Edition verbiage guides students in self-monitoring while the Teacher Edition wrap-around notes suggests specifics for helping students. The Rubrics included in The Performance-Based Assessment is a resource that can guide students with their revisions.</p> <p>See the following examples:</p> <p><b>Grade 6</b>  <b>SE/TE:</b> Performance Task: Writing Focus, Write a Nonfiction Narrative: 32-37; Nonfiction Narrative Rubric: 87; Performance Task: Writing Focus, Write an Argument: 228-233; Argument Rubric: 269; Performance Task: Writing Focus, Write a Fictional Narrative: 352-357; Fictional Narrative Rubric: 397  <b>TE Only:</b> Personalize for Learning: Strategic Support, Voice: 35; How Language Works: Voice: 36; How Language Works: Transitions: 232; Personalize for Learning: Challenge, Building Understanding: 233; Personalize for Learning: English Language Support, Syntax: 355; How Language Works: Sentence Variety: 356</p> <p><b>Grade 7</b>  <b>SE/TE:</b> Performance Task: Writing Focus, Write an Argument: 164-169; Argument Rubric: 221; Performance Task: Writing Focus, Write an Explanatory Essay: 304-309; Explanatory Essay Rubric: 349; Performance Task: Writing Focus, Write an Informative Essay: 482-487; Informative Essay Rubric: 537  <b>TE Only:</b> Personalize for Learning: Strategic Support, Argument: 165; How Language Works: Verb Tenses: 168; Personalize for Learning: English Language Support, Word Forms: 169;</p>



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To the Nevada Educator Performance Framework Standards**

<p style="text-align: center;"><b>Nevada Educator Performance Framework</b></p>	<p style="text-align: center;"><b>myPerspectives ©2017 Grades 6-8</b></p>
<p><b>Continued</b> Indicator 3: The teacher supports all students to take actions based on the students' own self-monitoring processes.</p>	<p><b>Continued</b> Personalize for Learning: Challenge, Speculate, 309; How Language Works: Incorrect Use of Commas: 486; Personalize for Learning: Challenge, Extend: 487</p> <p><b>Grade 8</b> <b>SE/TE:</b> Performance Task: Writing Focus, Write a Nonfiction Narrative: 34-39; Nonfiction Narrative Rubric: 85; Performance Task: Writing Focus, Write an Explanatory Essay: 202-207; Explanatory Essay Rubric: 251; Performance Task: Writing Focus, Write an Argument: 478-483; Argument Rubric: 533 <b>TE Only:</b> Personalize for Learning: Strategic Support, Understanding Story Structure: 35; Personalize for Learning: English Language Support, Using Transitions: 37; How Language Works: Verb Tenses: 206; Personalize for Learning: Challenge, Write an Argument: 483; Personalize for Learning: Strategic Support, Organization: 479</p>

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Nevada Educator Performance Framework	myPerspectives ©2017 Grades 6-8
<b>Standard 5: Assessment is Integrated into Instruction</b>	
<p>Indicator 1: The teacher plans on-going learning opportunities based on evidence of all students' current learning status.</p>	<p><i>myPerspectives</i> helps teachers establish a balanced assessment system so they know where students are and see where gaps occur, so students can achieve more. Starting with the Beginning-of-Year Test, then Mid-Year and End-of-Year Tests, teachers receive diagnosis information to plan remediation and then students' mastery of skills and standards. Effective Expression activities deepen students' understanding with opportunities to share their learning through written and oral projects. Also, the Selection Test monitors mastery of the skills and standards taught in each selection with questions in selected-response format.</p> <p>Located prior to each selection, the Teaching and Learning Cycle guides help teachers identify student needs for planning and remediation purposes. Lesson Resources chart includes Reteach/Practice and Assessment information.</p> <p>See the following examples:</p> <p><b>Grade 6</b>  <b>SE/TE:</b> from <i>Brown Girl Dreaming</i>: Effective Expression: Writing to Sources &amp; Speaking and Listening: 25-26; <i>Monkey Master</i>: Effective Expression: Research and Discuss: 161; <i>Teens and Technology Share a Future/The Black Hole of Technology</i>: Effective Expression: Writing to Compare: 222-223; <i>The Phantom Tollbooth, Act II</i>; Effective Expression: Writing to Sources &amp; Speaking and Listening: 344-345; <i>BBC Science Club: All About Exploration</i>: Effective Expression: Research: 433</p>

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To the Nevada Educator Performance Framework Standards**

Nevada Educator Performance Framework	myPerspectives ©2017 Grades 6-8
<p><b>Continued</b> Indicator 1: The teacher plans on-going learning opportunities based on evidence of all students' current learning status.</p>	<p><b>Continued</b> <b>TE Only:</b> <i>The Phantom Tollbooth</i>, Act II, Standards Support Through Teaching and Learning Cycle, 312D; from <i>A Long Way Home</i>, Lesson Resources: Instructional Standards, 410B</p> <p><b>Grade 7</b> <b>SE/TE:</b> "Two Kinds" from <i>The Joy Luck Club</i>: Effective Expression: Writing to Sources &amp; Speaking and Listening: 30-31; <i>Dark They Were, and Golden-Eyed</i>: Effective Expression: Writing to Compare: 150-151; <i>Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity</i>: Effective Expression: Research: 211; <i>Thank You, M'am</i>: Effective Expression: Writing to Sources: 323; <i>A Work in Progress</i>: Effective Expression: Speaking and Listening: 503 <b>TE Only:</b> <i>A Christmas Carol: Scrooge and Marley</i>, Act I, Standards Support Through Teaching and Learning Cycle, 234D; from <i>The Grapes of Wrath</i>, Lesson Resources: Instructional Standards, 456B</p> <p><b>Grade 8</b> <b>SE/TE:</b> <i>The Setting Sun and the Rolling World</i>: Effective Expression: Research: 75; <i>The Diary of Anne Frank</i>, Act II, Effective Expression: Writing to Compare: 200-201; <i>Barrington Irving, Pilot and Educator</i>: Effective Expression: Writing to Sources &amp; Speaking and Listening: 274-275; from <i>Blue Nines and Red Words</i>: Effective Expression: Research: 411; <i>Nikola Tesla: The Greatest Inventor of All</i>/from <i>The Invention of Everything Else</i>: Effective Expression: Writing to Compare: 508-509 <b>TE Only:</b> <i>The Diary of Anne Frank</i>, Act I, Standards Support Through Teaching and Learning Cycle, 98D; "Three Cheers for the Nanny State," Lesson Resources: Instructional Standards, 276B</p>

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To the Nevada Educator Performance Framework Standards**

<b>Nevada Educator Performance Framework</b>	<b>myPerspectives ©2017 Grades 6-8</b>
<p>Indicator 2: The teacher aligns assessment opportunities with learning goals and performance criteria.</p>	<p>Each unit incorporates Performance Tasks that build toward and prepare students for the Unit Performance-Based Assessment. <i>myPerspectives</i> provides multiple opportunities through a variety of assessments (formative and summative) to gauge student understanding of skills and knowledge taught within the program. All unit activities are backwards-mapped to a Performance-Based Assessment (PBA). The Launch Text models the mode that will be at the core of the PBA.</p> <p>See the following examples:</p> <p><b>Grade 6</b>  <b>SE/TE:</b> Unit 1 Performance-Based Assessment: 86-88; Launch Text: "Reading Buddies," 94; Performance Task: Writing Focus, Write an Explanatory Essay: 128-133; Performance Task: Writing Focus, Write an Argument: 228-233; Performance Task: Speaking and Listening Focus: Present a Fictional Narrative: 388-389; Unit 5 Performance-Based Assessment: 492-494  <b>TE only:</b> <i>I Was a Skinny Tomboy Kid</i> (Formative Assessment), 73, 74, 75, 77</p> <p><b>Grade 7</b>  <b>SE/TE:</b> Performance Task: Writing Focus, Write a Nonfiction Narrative: 52-57; Launch Text: "Leaving Main Street": 120; Unit 3 Performance-Based Assessment, 348-350; Performance Task: Speaking and Listening Focus, Present an Argument: 430-431; Launch Text: "Against the Odds": 446; Unit 5 Performance-Based Assessment: 536-538  <b>TE only:</b> "Two Kinds" (Formative Assessment), 26, 27, 28, 29</p>

**A Correlation of myPerspectives ©2017, Grades 6-8  
To the Nevada Educator Performance Framework Standards**

Nevada Educator Performance Framework	myPerspectives ©2017 Grades 6-8
<p><b>Continued</b> Indicator 2: The teacher aligns assessment opportunities with learning goals and performance criteria.</p>	<p><b>Continued</b> <b>Grade 8</b> <b>SE/TE:</b> Launch Text: “Red Roses”: 6; Unit 1 Performance-Based Assessment, 84-86; Performance Task: Writing Focus, Write an Explanatory Essay: 202-207; Performance Task: Speaking and Listening Focus, 328-329; Launch Text: “The Human Brain”: 344-345 Unit 5 Performance-Based Assessment: 532-534 <b>TE only:</b> “The Medicine Bag” (Formative Assessment), 22, 23, 24, 25, 26, 27</p>
<p>Indicator 3: The teacher structures opportunities to generate evidence of learning during the lesson of all students.</p>	<p>Performance Tasks build toward and prepare students for the Unit Performance-Based Assessment. The Performance-Based Assessment Prep in each unit has students pull together their notes, evidence, completed activities, and Performance Tasks to prepare for the Performance-Bases Assessment.</p> <p>See the following examples:</p> <p><b>Grade 6</b> <b>SE/TE:</b> Unit 1 Performance Task: Writing Focus, Write a Nonfiction Narrative: 32-37; Unit 1 Performance-Based Assessment Prep: Review Evidence for a Nonfiction Narrative: 85; Unit 1 Performance-Based Assessment: Narration: Nonfiction Narrative and Oral Recitation: 86-88; Unit 2 Performance Task: Writing Focus, Write an Explanatory Essay: 128-133; Unit 2 Performance Task: Speaking and Listening Focus, Deliver an Informative Presentation: 172-173; Unit 2 Performance-Based Assessment: Explanatory Text: Essay and Informative Presentation: 180-182; Unit 3 Performance Task: Speaking and Listening Focus, Deliver a Multimedia Presentation: 260-261; Unit 3 Performance-Based Assessment Prep: Review Evidence for an Argument: 267; Unit 3 Performance-Based Assessment: Argument: Essay and Oral Presentation: 86-88</p>

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To the Nevada Educator Performance Framework Standards**

<b>Nevada Educator Performance Framework</b>	<b>myPerspectives ©2017 Grades 6-8</b>
<p><b>Continued</b> Indicator 3: The teacher structures opportunities to generate evidence of learning during the lesson of all students.</p>	<p><b>Continued</b></p> <p><b>Grade 7</b> <b>SE/TE:</b> Unit 1 Performance Task: Writing Focus, Write a Nonfiction Narrative: 52-57; Unit 1 Performance-Based Assessment Prep: Review Evidence for a Nonfiction Narrative: 111; Unit 1 Performance-Based Assessment: Narration: Nonfiction Narrative and Oral Recitation: 112-114; Unit 3 Performance Task: Writing Focus, Write an Explanatory Essay: 304-309; Unit 3 Performance Task: Speaking and Listening Focus, Present an Explanatory Essay: 340-341; Unit 3 Performance-Based Assessment: Explanatory Text: Essay and Oral Presentation: 348-350; Unit 4 Performance Task: Speaking and Listening Focus, Present an Argument: 430-431; Unit 4 Performance-Based Assessment Prep: Review Evidence for an Argument: 437; Unit 4 Performance-Based Assessment: Argument: Essay and Oral Presentation: 438-440</p> <p><b>Grade 8</b> <b>SE/TE:</b> Unit 2 Performance Task: Writing Focus, Write an Explanatory Essay: 202-207; Unit 2 Performance Task: Speaking and Listening Focus, Deliver a Multimedia Presentation: 242-243; Unit 2 Performance-Based Assessment: Explanatory Text: Essay and Oral Presentation: 250-253; Unit 3 Performance Task: Speaking and Listening Focus, Present an Argument: 328-329; Unit 3 Performance-Based Assessment Prep: Review Evidence for an Argument: 335; Unit 3 Performance-Based Assessment: Argument: Essay and Oral Presentation: 336-338; Unit 4 Performance Task: Writing Focus, Write an Informative Speech: 390-395; Unit 4 Performance-Based Assessment Prep: Review Evidence for an Informative Essay: 433; Unit 4 Performance-Based Assessment: Informative Essay: Text and Speech: 434-436</p>

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<p>Indicator 4: The teacher adapts actions based on evidence generated in the lesson for all students.</p>	<p>The Small-Group Learning in <i>myPerspectives</i> offers opportunities for teachers to facilitate and encourage collaboration. Students work in groups to complete the activities, develop presentations and share their learning. Utilizing the point-of-use Personalize for Learning and/or Cross-Curricular Perspectives, teachers can adapt actions to the needs of all students.</p> <p>See the following examples:</p> <p><b>Grade 6</b>  <b>SE/TE:</b> Overview Small Group Learning: Unit 1: 38-41; Unit 2: 134-137; Unit 3: 234-237; Unit 4: 358-361; Unit 5: 440-443  <b>TE Only:</b> Personalize for Learning: English Language Support, Formal Diction: 42; Cross-Curricular Perspectives: Art: 47; Personalize for Learning: Challenge, Writing a Poem: 140; Personalize for Learning: Strategic Support, Thesis: 151; Cross-Curricular Perspectives: Humanities: 242; Personalize for Learning: English Language Support, Conjunctions and Interjections (Emerging, Expanding, Bridging): 370; Personalize for Learning: Challenge, Ecosystem Research, 464</p> <p><b>Grade 7</b>  <b>SE/TE:</b> Overview Small Group Learning: Unit 1: 58-61; Unit 2: 170-173; Unit 3: 310-313; Unit 4: 398-401; Unit 5: 448-491  <b>TE Only:</b> Personalize for Learning: English Language Support, Central Idea (Emerging, Expanding, Bridging): 67; Personalize for Learning: Strategic Support, Comparison: 84; Personalize for Learning: Challenge, Perspective: 90; Cross-Curricular Perspectives: Science: 176; Personalize for Learning: English Language Support, Evaluating an Argument: 206; Personalize for Learning: Challenge, Artist Study: 319; Personalize for Learning: Strategic Support, Distinctiveness: 498</p>

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To the Nevada Educator Performance Framework Standards**

<b>Nevada Educator Performance Framework</b>	<b>myPerspectives ©2017 Grades 6-8</b>
<p><b>Continued</b> Indicator 4: The teacher adapts actions based on evidence generated in the lesson for all students.</p>	<p><b>Continued</b> <b>Grade 8</b> <b>SE/TE:</b> Overview Small Group Learning: Unit 1: 40-43; Unit 2: 208-211; Unit 3: 302-305; Unit 4: 396-399; Unit 5: 484-487 <b>TE Only:</b> Personalize for Learning: Challenge, Writing a Letter: 49; Personalize for Learning: English Language Support, Build Background Knowledge: 67; Personalize for Learning: Strategic Support, Research: 241; Personalize for Learning: English Language Support, Sensory Detail (Emerging, Expanding, Bridging): 321; Cross-Curricular Perspectives: Science: 405; Personalize for Learning: Challenge, Write a Poem: 421; Personalize for Learning: Strategic Support, Analyzing Details: 493</p>