

10th Grade ELA Standards in Pearson Perspectives

Claim Focus	Activities/Assignments	Strengths	Challenges
Reading (Literary/ Informational)	Read "The Metamorphosis" (137) Close Read the Text (180), Analyze Craft and Structure (181), Concept Vocabulary (182), Comprehension check (188), Ancillary sources available online through Pearson for close reading.	<ul style="list-style-type: none"> ● The ancillary materials to support grammatical and literary technique skills ● Focus on theme/essential question ● Close reading guides ● Audio reading is available 	<ul style="list-style-type: none"> ● No "Guided Reading Questions" included in the wrap of the teacher's guide, which forces the teacher to create their own. ● Grammar skills covered in all 6 units-but challenging to cover with fidelity ● Audio is very layered and takes many clicks to find (time consuming) ● Audio is not divided into segments/chunks within a story, so it is hard to find where you left off the previous day. ● Online materials are difficult to assign
Writing	Unit 3 - Summary of text (264); QuickWrite (265); Writing to Compare [compare/contrast essay of two presidential speeches] (pages 292-293); Write an Informative Essay (pages 298-303); Writing to Compare (322-323); Writing to Sources: Informative Essay (358-359) Essay outline: Had to add this outline to	<ul style="list-style-type: none"> ● Writing topics are built upon throughout the entire unit (quickwrite, reflection, essays) ● The "Analyze the Text" questions that come after each selection are, overall, strong, and require students to use textual evidence, which is great practice for the essay. 	<ul style="list-style-type: none"> ● Had to recreate evidence log ● Anchor texts are supposed to be a model for how our students should be writing, but they are not in the essay style we are teaching. Overall, they are more like research papers and journal articles. (thesis statements at the end of the "essay") ● The prompts are not very strong, and we have had to rewrite them

	<p>give students more structure/support than was in the book</p> <p>https://docs.google.com/document/d/1mXDgpVg4uBDoeEd8pXQ529LgvFtI3IZOlP1L0GyeUk/edit?usp=sharing</p>	<ul style="list-style-type: none">• Opportunities for creative writing activities (diary entries, movie pitches, etc).• Summary and analysis built into each segment• Everything builds up to a deeper understanding of the text(s) and build up to the culminating writing task.	<p>for both Units 2 and 4 in order to better facilitate scaffolding the writing process for students.</p> <p>Unit 2: Original Prompt: Write an argumentative essay in which you state and defend a claim about the following question: Is the experience of being an outsider universal?</p> <p>Unit 2 Rewritten prompt: Why do people need to belong? (For advanced: Do people need to belong?)</p> <p>Unit 4 Original Prompt: How do we decide what we want versus what we need? What can result from an imbalance between want and need?</p> <p>Unit 4: Rewritten prompt: In Unit 4, characters struggled with a balance between what they want versus what they need. Write an essay that discusses why material possessions are not the most important thing for society/individuals to value.</p> <ul style="list-style-type: none">• Unit 2<ul style="list-style-type: none">○ The text the students liked the most was “Revenge of the Geeks”; this text had a contrasting point of view from all of the other texts. When students came to the final writing
--	---	---	--

			<p>assessment, they wanted to use this text to write “No, people do not need to belong”, but there was not enough evidence in this text to allow them to write a strong essay.</p> <ul style="list-style-type: none"> ● Unit 4 <ul style="list-style-type: none"> ○ Pg. 469 - The textbook asks students to write “In this essay, I will...” which is something we are trying to move students away from
Speaking/ Listening	<p>Multimedia and oral presentations: Line up well with the text, create harmony with the lessons and units</p> <p>Unit 3: Analyzing JFKs Inaugural Address for tone, gesture, inflection, and enunciation (294)</p> <p>Student collaboration is engaging so the conversations are much more in-depth (more facilitating as opposed to direct instruction)</p>	<ul style="list-style-type: none"> ● Incorporates a significant amount of technology/multimedia ● Includes audio files of various literature for listening at different levels of ability. ● Audio files can be slowed down or sped up. 	<p>Pacing (for the unit as a whole)</p> <p>Students having same access to the website (WiFi unpredictability)</p> <p>Website is not intuitive</p> <p>Some students cannot download some of the documents (we’re waiting on the Google/GAFE interface so we don’t have Word or interactive PDFs that are inaccessible to students)</p>
Research	<p>Unit Two:</p> <ul style="list-style-type: none"> ● There are research questions at 	<p>Unit Two:</p> <ul style="list-style-type: none"> ● Allows students to pull from 	<p>Unit Two:</p> <ul style="list-style-type: none"> ● Not a lot of guidance about what

	<p>the end of comprehension checks “Research to Clarify” (page 179)</p> <ul style="list-style-type: none"> • “Research to Explore” - page 241 • Multimedia Presentation (page 245): Research and deliver a digital presentation about one of the cultures mentioned in the small group reading “Encountering the Other.” <p>Unit Four</p> <ul style="list-style-type: none"> • Multimedia Presentation (page 429): Choose between developing a website, annotated bibliography, or illustrated timeline. 	<p>outside sources</p> <ul style="list-style-type: none"> • Offers a chance for kids to explore what they are interested in • Provides a project plan for students to follow, as well as two additional support documents available online. • Provides specific choices for students, which allows for more freedom <p>Unit Four</p> <ul style="list-style-type: none"> • Multimedia presentation offers choices for students. 	<p>the kids are actually researching: “research that detail.”</p> <ul style="list-style-type: none"> • They are redundant - same question on each Comprehension Check. (179 and 207) • Research doesn’t appear to build upon itself in skills • “Research to Explore” - again no real guidance to students. • Only one research project per unit <p>Unit Four</p> <ul style="list-style-type: none"> • Examples would be very helpful for struggling learners
<p>EXAMPLE (Reading)</p>	<p>Whole Class Learning Strategy - Pg. 702 “Why do we try to imagine the future”</p> <p>Making Meaning - Pg. 703 - “By the Waters of Babylon”</p>	<ul style="list-style-type: none"> • The activities promote structured oral discussions among students • Content is available to students in both hard copy and digital formats 	<ul style="list-style-type: none"> • Need more time to explore all supplemental resources to dive deep into the curriculum

	Activities/Assignments (list items used)	Strengths	Challenges
Assessments	<ul style="list-style-type: none"> ● If the district decides to use any of the assessments in Pearson for districtwide benchmarks 2019-2020, PHS suggests that we use the Beginning, Middle and End of Year Assessments (SBAC aligned; comprehensive to standards, not simply content) <ul style="list-style-type: none"> ○ PHS gave the Beg. of the Year test and will administer the Middle of the Year test to our students to measure growth ● Unit 3: “Four Freedoms” and JFK’s Inaugural Address unit assessments are SBAC aligned and comprehensive 	<ul style="list-style-type: none"> ● Online resource makes it easy to find assessments ● Online testing is easy to use and gives immediate feedback to students/ teachers ● Data breaks down so definitively that teachers and students can see what standards and questions were missed and why. <ul style="list-style-type: none"> ○ Great for reteaching with supplemental resources ● Assessment data provides focus points for PLC discussions and reteaching tools. 	<ul style="list-style-type: none"> ● For struggling learners, there is too much material to cover in order to take the provided assessments. ● Unit assessments are specific to ALL curriculum taught within that section so nothing can be skipped or students will automatically miss those questions
Student Interests	<ul style="list-style-type: none"> ● Unit 2 <ul style="list-style-type: none"> ○ Students seemed interested in Metamorphosis ● Units 2 and 4 offered interesting themes; students were able to make connections with the concepts of each unit. ● Unit 2 students did well working in small group learning and the daily structure w the assignments ● Unit 3: Expanding Freedom’s Reach 	<ul style="list-style-type: none"> ● Many different voices from many different people and eras throughout Unit 3. Diverse voices matter for our students. ● Unit 2-Students identified with the Outsiders/Outcasts curriculum theme in the activities. ● 	<p>It is hard to judge the appealing nature of 6 units worth of text, when we have only taught 1-2 units, but so far the text selections seem interesting & valuable...as far as using texts as evidence in the end of unit essay.</p> <p>It took too long to teach the unit, so some students lost interest in the essential question or theme</p>

	<ul style="list-style-type: none"> ○ Topical, engaging, students participate in higher numbers than with other non-Pearson curriculum 		
Resources	<p>Many resources for re-teaching and engaging students</p> <p>The 6-12 resources have several options for enrichment</p> <p>Essay scorer is a nice feature: wish there were more choices for topics</p>	<ul style="list-style-type: none"> ● It's been good to have the audio to accompany each text ● Ancillary skills materials are good. 	<ul style="list-style-type: none"> ● Online resources are difficult to access efficiently ● Don't yet integrate to Google Classroom successfully ● I'd like to see resources integrate to Canvas. ● Reading guides (First and Close) should reflect the teacher wrap for each passage and not just have generic forms. We had to recreate them for each text.
Organization	<p>Whole group to small group to independent is comprehensive. I appreciate the scaffolding.</p>	<p>Unit 3 continues to address author's purpose, which helps thematically to thread the unit</p> <p>Units seem to be organized in a manner where the material continues to build up to the next activity/assessment/writing/etc.</p>	<p>Time - the suggested time frame (number of days) allotted for activities seems to be WAY off. Everything so far has taken longer than estimated on the Unit Introduction pages. It seems as though the pacing is just for reading and does not account for teaching the ancillary skill materials or taking selection tests.</p>

Overall Curriculum Evaluation

	Strengths	Challenges
--	-----------	------------

Perris High	<p>Unit 3:</p> <ul style="list-style-type: none"> ● Engaging ● Texts and themes build onto each other in a smooth progression; very complimentary ● Students write more often ● The level of critical thinking required of students leads to more engaging conversations, essays and projects ● We were able to supplement the UDHR with a great website that has 30s - 1m public service announcements about the rights (geared toward students) 	<p>Unit 3</p> <ul style="list-style-type: none"> ● Some of the prompts and the writing guidance is vague. We have to create more scaffolding for our weaker writers. ● The reading guides are not specific to the individual texts so we had to create our own First and Close Reading Guides <ul style="list-style-type: none"> ○ These documents should be text and student specific ● Online edition is cumbersome ● Resources are challenging to find
Heritage High	<ul style="list-style-type: none"> ● Whole Class <ul style="list-style-type: none"> ○ Annotations have been able to improve because of the students' ability to write in the consumable; modeling with the book was helpful for this ○ The text selections are relatively strong/engaging--the only one that was somewhat challenging (with regards to engagement) was "The Metamorphosis" 	<ul style="list-style-type: none"> ● Too many clicks to use online components ● Are we going to use the unit exams as District Benchmarks? ● Is there a way to make it so that the unit exams/story assessments can transfer to Canvas without having to type out each question? ● Launch texts are not a good model for the performance task - not a good model for how we want our kids to write. ● Guiding questions are missing in teacher's edition wrap ● Have to rewrite/modify essay questions ● Have to print out charts to have a kid use them ● Independent readings not there in book ● In this essay, I will analyze.....(why is this here?) ● Student access to stories - PDF? Computer? <ul style="list-style-type: none"> ○ Hard for kids to access and manipulate it ● Teacher access to stories <ul style="list-style-type: none"> ○ They are not in the teacher's edition and there are no activities given in the teacher's edition, either

		<ul style="list-style-type: none"> • Stories aren't equal in work/difficulty
Paloma Valley	<ul style="list-style-type: none"> • Ancillary materials • Essay scorer • Thematic units • Gradual increase in student responsibility through each unit 	<ul style="list-style-type: none"> • Using the online system can be cumbersome and require multiple clicks. • The units are too big with too much to cover. Taking away ancillary materials loses important skills based material and requires modification of selection tests. • If we don't teach every unit, then students are going to miss essential skills. Mid year and end of year standards test results may be impacted. • Workbooks don't have room for students to complete all of the assigned activities found in them. • Essay units are poorly designed. NONE of our teachers want students to write "In this essay I will..." though the text requires them to. That's fine for elementary school, but by high school they should be writing more sophisticated thesis statements. • Teacher discussion questions in wrap around have been changed from previous versions of Pearson curriculum. While there are resources that address discussion points for teachers, we would prefer those question remain in the text for easy access.
CMI	<ul style="list-style-type: none"> • Online content • Various assessments: writing and SBAC related • Essential Questions encourage higher order thinking • Audio/multi-media content is great for engagement 	<ul style="list-style-type: none"> • Accessibility to Online content - wifi and home access is still an issue • The online library seems limited • Some of the units are not SBAC aligned--example: Unit 6 - Blindness and Sight has an assessment is focused on narrative writing rather than expository or argumentative writing. • For some of us, the essential questions are not specific enough for some of the lower performing students.

