



English 1: 2024/2025

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Grading Topic	Reading	Writing	Speaking & Listening	Research & Synthesis	Literacy Foundations
CCSS Alignment	Key Ideas & Details (R1, R2, R3) Craft & Structure (R4, R5, R6)	Text Types & Purposes (W1, W2, W3) Production & Distribution of Writing (W4, W5, W6)	Comprehension & Collaboration (SL1, SL2) Presentation of Knowledge & Ideas (SL4, SL5, SL6)	Integration of Knowledge & Ideas (R7, R8, R9) Research to Build & Present Knowledge (W7, W8, W9)	Language (Conventions, Vocabulary, Knowledge of Language) L1, L2, L3, L4, L5, L6) Range of Reading (R10)
Focus	Can learners comprehend texts and use text evidence to support their analysis of how literary and rhetorical elements, language, and structure contribute to larger meaning and readers' responses?	Can learners write in a variety of genres for specific purposes and audience? Can they refine and publish their work for meaningful purposes?	Can learners prepare for a variety of presentations and participate in discussions to solve problems and make decisions?	Can learners integrate multiple sources to compare, contrast, and build new ideas about topics and issues they care about?	Can learners affirm and develop their reading, writing, language use, and vocabularies to support communication for a variety of purposes?
	<p>The following domains of literacy are seen in various configurations as students move through the curriculum. Learning targets contextualize the skills necessary to unpack and represent learning during a specific unit of instruction. These learning targets, representing multiple domains, then combine for a student's topic score. Topic scores then represent the integration of knowledge and skills from multiple domains that are required to demonstrate grade-level understanding.</p>				

**Italicized language demonstrates the perspectives or skills that are new at this grade-band. While some standards have very clear differences in verbiage, many standards rely on an increase in text complexity through which analysis and application indicate grade-level skills.*

Semester 1	Unit 1: Foundation Unit <i>Central Question: Who changes the world?</i>	Unit 2: <i>The Book of Unknown Americans</i>	Extended Reading																																												
Learning Targets specific to the unit of instruction	LT1A	LT1B, LT1C																																													
	LT2A, LT2C	LT2A, LT2B, LT2C																																													
	LT3A	LT3B																																													
	LT4A, LT4B																																														
	LT5B, LT5C	LT5B, LT5C	LT5A																																												
<i>Approximate beginning and end dates for the sections/units</i>	<table border="1"> <thead> <tr> <th>Section</th> <th># of Core lessons in Odell</th> <th>Proposed Dates</th> <th># of Days allotted</th> </tr> </thead> <tbody> <tr> <td>Section 1</td> <td>9</td> <td>8/26-9/11</td> <td>12</td> </tr> <tr> <td>Section 2</td> <td>9</td> <td>9/12-9/27</td> <td>11</td> </tr> <tr> <td>Section 3</td> <td>5</td> <td>9/30-10/8</td> <td>7</td> </tr> <tr> <td>Section 4</td> <td>6</td> <td>10/14-10/21</td> <td>6</td> </tr> </tbody> </table>	Section	# of Core lessons in Odell	Proposed Dates	# of Days allotted	Section 1	9	8/26-9/11	12	Section 2	9	9/12-9/27	11	Section 3	5	9/30-10/8	7	Section 4	6	10/14-10/21	6	<table border="1"> <thead> <tr> <th>Section</th> <th># of Core lessons in Odell</th> <th>Proposed Dates</th> <th># of Days allotted</th> </tr> </thead> <tbody> <tr> <td>Section 1</td> <td>7</td> <td>10/28-11/8</td> <td>8</td> </tr> <tr> <td>Section 2</td> <td>7</td> <td>11/11-11/26</td> <td>12</td> </tr> <tr> <td>Section 3</td> <td>6</td> <td>12/2-12/10</td> <td>7</td> </tr> <tr> <td>Section 4</td> <td>6</td> <td>12/11-12/20</td> <td>7</td> </tr> <tr> <td>Section 5</td> <td>6</td> <td>1/2-1/15</td> <td>10</td> </tr> </tbody> </table>	Section	# of Core lessons in Odell	Proposed Dates	# of Days allotted	Section 1	7	10/28-11/8	8	Section 2	7	11/11-11/26	12	Section 3	6	12/2-12/10	7	Section 4	6	12/11-12/20	7	Section 5	6	1/2-1/15	10	<p>Running concurrently throughout the semester at the discretion of the instructor.</p> <p>The ERP can assess any learning target and be used in the body of evidence for cycle 2 if text complexity is comparable to the anchor texts. Students using significantly below-grade-level texts may demonstrate progress toward a learning target (PT) but could not demonstrate full mastery of the target (AT).</p>
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TOPIC 1: READING S1

Topic Focus: Can learners comprehend texts and use text evidence to support their analysis of how literary and rhetorical elements, language, and structure contribute to larger meaning and readers' responses?

Topic	Achieving Grade Level (AT)
TOPIC 1: READING	<p>The Level 3 Targets are the grade level expectation for students in all classes. These are directly related to State of Iowa standards/CCSS. Success Criteria (listed below the target) should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.</p>
	<p>LT1A- Analyze the central idea/argument as it relates to the author's purpose. (RI1, RL1, RI2, RL2)</p>
	<p>[UNIT 1: Who Changes the World?]</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Objectively summarize the central idea/argument of a text and its supporting claims. (RI.9-10.2, RL.9-10.2) <input type="checkbox"/> Analyze how an <i>author's perspective influences their position, purpose, and ideas.</i> (RI.9-10.2, RL.9-10.2) <input type="checkbox"/> Cite strong <i>and thorough</i> textual evidence to support claims and reasoning. (RI.9-10.1, RL.9-10.1)
	<p>LT1B- Analyze how specific narrative techniques enhance the story's meaning, deepen characterization, or convey thematic elements. (RL3, RL5)</p>
	<p>[UNIT 2: Book of Unknown Americans]</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze <i>key moments or turning points in a story</i> where narrative techniques are particularly impactful (<i>e.g. parallel plots, flashbacks, shifts in point of view</i>). (RL.9-10.5) <input type="checkbox"/> Analyze the <i>development of complex characters, including how their motivations impact their interactions with other characters.</i> (RL.9-10.3) <input type="checkbox"/> Cite strong <i>and thorough</i> textual evidence to support claims (RI.9-10.1, RL.9-10.1)
<p>LT1C - Compare and contrast the development of a theme using literary elements and narrative techniques in more than one text. (RL1, RL2, RL4)</p>	
<p>[UNIT 2: Book of Unknown Americans]</p>	
<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify and explain a common central theme present in two or more texts. (RL.9-10.2) <input type="checkbox"/> Identify and explain which <i>narrative techniques and story elements each author uses that refine and develop</i> the theme. (RL.9-10.2) <input type="checkbox"/> Analyze how the <i>use of descriptive language helps develop meaning and tone that contribute to theme.</i> (RL.9-10.4) <input type="checkbox"/> Cite strong <i>and thorough</i> textual evidence to support claims (RL.9-10.1) 	

LT1A	LT1B	LT1C
<p>Aligned Odell Assessment Unit 1 Section 1 Diagnostic Unit 1 Section 2 Diagnostic</p>	<p>Aligned Odell Assessment Unit 2 Section Diagnostic 1 Unit 2 Section Diagnostic 2 Unit 2 Section Diagnostic 3 Unit 2 Section Diagnostic 4</p>	<p>Aligned Odell Assessment Unit 2 Section Diagnostic 4</p>
<p style="text-align: center;">Guiding Questions, Ideas, and/or Concepts <i>Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence.</i></p>		
	<p>Students can select a different pair of stories to compare or select a different theme to analyze.</p> <p>Additional texts may be provided to students at the instructor’s discretion.</p>	<p>Students routinely engage with the Visual Analysis Tool for specific images. Determining which opportunities are collected should be driven by the PLC to ensure students are producing independent analysis.</p>

TOPIC 2: WRITING S1

Topic Focus: Can learners write in a variety of genres for specific purposes and audiences? Can they refine and publish their work for meaningful purposes?

Topic	Achieving Grade Level (AT)
TOPIC 2: WRITING	The Level 3 Targets are the grade level expectations for students in all classes. These are directly related to State of Iowa standards. <i>Success Criteria</i> (listed below the target) should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.
	LT2A – Construct short evidence-based analysis paragraphs responding to a variety of prompts. (W1, W4, W9) [UNIT 1: Foundations & UNIT 2: Book of Unknown Americans]
	Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"> <input type="checkbox"/> Introduce and defend a <i>precise</i> thesis. (W.9-10.1.A, W.9-10.4) <input type="checkbox"/> Produce clear and coherent writing appropriate to the task, purpose, and audience. (W.9-10.4) <input type="checkbox"/> Integrate and appropriately cite textual evidence to support thorough analysis, original ideas, or reflection. (W.9-10.9)
	LT2B- Construct a coherent, logical, and engaging narrative. (W3, L6) [UNIT 2: Book of Unknown Americans]
	Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"> <input type="checkbox"/> Engage the reader by introducing the setting and establishing a point of view. (W.9-10.3.A) <input type="checkbox"/> Use narrative techniques to develop believable characters. (W.9-10.3.B) <input type="checkbox"/> Establish a story structure and convey the conflicts faced by the characters. (W.9-10.3.C) <input type="checkbox"/> Use imagery to convey a vivid picture of experiences and events by applying a range of descriptive language. (W.9-10.3.D, L.9-10.6) <input type="checkbox"/> Provide a conclusion that reflects on the events portrayed. (W.9-10.3.E)
	LT2C- Engage in components of the writing process to develop and strengthen writing. (W4, W5, L3) [UNIT 1: Foundations & UNIT 2: Book of Unknown Americans]
	Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"> <input type="checkbox"/> <i>Independently</i> develop a plan for writing, focusing on what is most significant for a specific purpose and audience. (W.9-10.5) <input type="checkbox"/> Produce clear and coherent writing in which the development is appropriate to the task, purpose, and audience. (W.9-10.4) <input type="checkbox"/> Create multiple drafts, examine rough drafts, and consider ways to revise through the addition or subtraction of material to conform to a style appropriate for the writing type. (W.9-10.5, L9-10.3.A) <p><i>*Italicized language demonstrates the perspectives or skills that are new at this grade-band.</i></p>

LT2A	LT2B	LT2C
<p>Aligned Odell Assessment Unit 1 Culminating Task par 1 Unit 1 Section Diagnostic 1 Unit 1 Section Diagnostic 3 Unit 2 Section Diagnostic 1, 2, 3, 4</p>	<p>Aligned Odell Assessment Unit 2 Culminating Task</p>	<p>Aligned Odell Assessment Unit 1 Section 3 Diagnostic Unit 2 Culminating Task</p>
<p style="text-align: center;">Guiding Questions, Ideas, and/or Concepts <i>Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence.</i></p>		
		<p>Unit 2: Book of Unknown Americans If students continually add on to their initial pieces from section 2, they have ample evidence of their writing process. Conferences with students about how they've added to or changed their narratives can inform this score.</p>



TOPIC 3: SPEAKING & LISTENING S1

Topic Overview: Can learners prepare for various presentations and participate in academic discussions to solve problems and make decisions?

Topic	Achieving Grade Level (AT)
TOPIC 3: SPEAKING & LISTENING	<p>The Level 3 Targets are the grade level expectation for students in all classes. Success Criteria (listed below the target) should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.</p>
	<p>LT3A- Present information in an effective and engaging manner. (SL4, SL5, SL6)</p> <p style="text-align: right;">[UNIT 1: Foundations]</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Organize information to establish <i>a concise, logical, and well-developed flow of ideas.</i> (SL.9-10.4) <input type="checkbox"/> Use descriptions, reasoning, evidence, and visual elements to support claims. (SL.9-10.4, SL.9-10.5) <input type="checkbox"/> Use appropriate transitions to link all portions of the presentation together. (SL.9-10.4) <input type="checkbox"/> Utilize a variety of vocal techniques and non-verbal communication/body language to engage the audience to enhance delivery. (SL.9-10.5)
	<p>LT3B- Engage in collaborative discussion, sharing understandings, and negotiating ideas. (SL1)</p> <p style="text-align: right;">[Unit 2: Book of Unknown Americans]</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Actively contribute to the discussion by sharing their understandings, perspectives, and ideas related to the topic being discussed. (SL.9-10.1.C) <input type="checkbox"/> Communicate thoughts and opinions clearly and effectively, using appropriate language and vocabulary for the context of the discussion. (L.9-10.6) <input type="checkbox"/> Express their ideas in a manner that <i>is respectful of diverse viewpoints</i> and conducive to constructive dialogue. (SL.9-10.1.D)
	<p><i>*Italicized language demonstrates the perspectives or skills that are new at this grade-band.</i></p>

LT3A	LT3B
<p>Aligned Odell Assessment: Unit 1 Culminating Task</p>	<p>Aligned Odell Assessment: Unit 1 Section 2 Diagnostic</p>
<p style="text-align: center;">Guiding Questions, Ideas, and/or Concepts</p> <p style="text-align: center;"><i>Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence.</i></p>	
	<p>There are no scripted section diagnostic Socratic circles or group discussions in Unit 2. However, both units offer almost daily opportunities for student collaboration and team tasks.</p> <p>Adapting a section diagnostic to produce verbal analysis of the topic and provide variety in the way students are demonstrating their knowledge is encouraged, aiming to create balance between LT2A and LT3A.</p>

TOPIC 4: RESEARCH & SYNTHESIS S1

Topic Overview: Can learners integrate multiple sources to compare, contrast, and build new ideas about topics and issues they care about?

Topic	Achieving Grade Level (AT)
TOPIC 4: RESEARCH & SYNTHESIS	<p>The Level 3 Targets are the grade level expectations for students in all classes. These are directly related to State of Iowa standards. <i>Success Criteria (listed below the target) should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.</i></p>
	<p>LT4A- Conduct research to develop a meaningful and defensible claim. (SL2, SL3)</p>
	<p>[UNIT 1: Foundations]</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify and explain a clear research topic or question to drive a process of inquiry. (SL.9-10.2, W.9-10.7) <input type="checkbox"/> Evaluate the relevance and credibility of sources considering their <i>usefulness, interest level, relevance, accuracy, and bias.</i> (SL.9-10.3)
	<p>LT4B- Organize research in an effective and engaging manner. (SL2, SL4)</p>
	<p>[UNIT 1: Foundations]</p>
<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Organize information to establish a logical and well-developed flow of ideas.</i> (SL.9-10.4) <input type="checkbox"/> Use rhetorical devices, narrative techniques, descriptions, reasoning, evidence, and visual elements to support claims. (SL.9-10.4) <input type="checkbox"/> <i>Integrate a variety of sources, organizing information to establish a logical and well-developed flow of ideas.</i> (SL.9-10.2) 	
<p><i>*Italicized language demonstrates the perspectives or skills that are new at this grade-band.</i></p>	

LT4A	LT4B
<p>Aligned Odell Assessment: Unit 1 Section Diagnostic 3 Unit 1 Pathway Research Unit 1 Culminating Task</p>	<p>Aligned Odell Assessment: Unit 1 Section Diagnostic 3 Unit 1 Pathway Research Unit 1 Culminating Task</p>
<p style="text-align: center;">Guiding Questions, Ideas, and/or Concepts</p> <p style="text-align: center;"><i>Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence.</i></p>	
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TOPIC 5: LITERACY FOUNDATIONS

Topic Focus: Can learners affirm and develop their reading, writing, language use, and vocabularies to support communication for a variety of purposes?

Topic	Achieving Grade Level (AT)
TOPIC 5: READING	<p>The Level 3 Targets are the grade level expectations for students in all classes. Success Criteria (listed below the target) should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.</p>
	<p>LT5A- Demonstrate comprehension through analysis of a range of grade-appropriate texts. (RL2, RL4, RL10, L5, L6) [Extended Reading Project]</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Summarize the events of the text, articulating key details and events. (RL.9-10.2) <input type="checkbox"/> Make logical inferences about meanings, themes, and character motivation. (range of RL standards applied as needed) <input type="checkbox"/> Analyze language in the text that contributes to meaning. (Literary or rhetorical devices) (RL.9-10.4, L9-10.5, L.9-10.6) <input type="checkbox"/> Cite strong and thorough textual evidence to support claims and reasoning. (RL.9-10.1)
	<p>LT5B- Demonstrate command of conventions of Standard English to speaking and writing. (L3, L4, L6) [UNIT 1: Who Changes the World? & UNIT 2: Book of Unknown Americans]</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use words, phrases, and clauses to create cohesion and clarify ideas. (L.9-10.3, L.9-10.6) <input type="checkbox"/> Demonstrate command of conventions of standard English grammar and usage (L.9-10.1, L.9-10.2)
	<p>LT5C- Apply grade-level academic vocabulary to speaking and writing. (L3, L4, L6) [UNIT 1: Who Changes the World? & UNIT 2: Book of Unknown Americans]</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use a variety of strategies to determine the meaning of core vocabulary or unknown terms. (L.9-10.4) <input type="checkbox"/> Demonstrates command of tier 2 and tier 3 Academic vocabulary. (L.9-10.3, L.9-10.4)

LT5A	LT5B	LT5C
Aligned Odell Assessment:	Aligned Odell Assessment:	Aligned Odell Assessment
<p align="center">Guiding Questions, Ideas, and/or Concepts</p> <p align="center"><i>Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.</i></p>		
<p>Students should be offered a range of reading experiences topically or thematically connected to the core unit of instruction. This includes texts just below and just above grade-level texts. Students should have experiences that stretch their reading abilities but also opportunities to experience the satisfaction and pleasure of easy fluent reading.</p> <p>CCSS Appendix A: The Common Core has robust research to support the need for growth in independent reading.</p>	<p>Students should engage in regular instruction of grammar, mechanics, and usage to support their ability to apply those skills in their own speaking and writing. Odell includes lessons utilizing Mentor Sentences to embed this practice in the core content.</p>	<p>Students regularly engage in vocabulary acquisition through the Odell curriculum to support their ability to apply that language in their own speaking and writing.</p>

Semester 2	Unit 3: Romeo & Juliet <i>Central Question: Why do we still read Shakespeare?</i>				Unit 4: Photojournalism				Extended Reading
Learning Targets specific to unit of instruction	LT6A, LT6B				LT6C				
	LT7A, LT7B, LT7C				LT7A, LT7C				
	LT8B				LT8B				
	LT9B				LT9A, LT9B				
	LT10B, LT10C				LT10B, LT10C				LT10A
Approximate beginning and end dates for the sections	Section	# of Core lessons in Odell	Proposed Dates	# of Days allotted	Section	# of Core lessons in Odell	Proposed Dates	# of Days allotted	Running concurrently throughout the semester. The ERP can assess any learning target and be used in the body of evidence if text complexity is comparable to the anchor texts. Students using below-grade-level texts may demonstrate progress toward a learning target (PT) but could not demonstrate full mastery of the target (AT).
	Section 1	10	1/21-2/7	14	Section 1	8	4/7-4/18	10	
	Section 2	5	2/12-2/19	6	Section 2	5	4/21-5/2	8	
	Section 3	7	2/20-2/28	7	Section 3	7	5/5-5/16	10	
	Section 4	11	3/3-3/12	8	Section 4	5	5/19-5/23	5	
	Section 5	5	3/24-4/4	9	Section 5	7	5/27-6/5	8	
	*pending updates								
Linked Resources									Extended Reading Project FAQ

TOPIC 6: READING S2

Topic Focus: Can learners comprehend texts and use text evidence to support their analysis of how literary and rhetorical elements, language, and structure contribute to larger meaning and readers' responses?

Topic	Achieving Grade Level (AT)
TOPIC 6: READING	<p>The Level 3 Targets are the grade level expectations for students in all classes. These are directly related to State of Iowa standards.</p> <p><i>Success Criteria (listed below the target) should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.</i></p>
	<p>LT6A- Analyze elements of the language and sentence structures of texts for purpose and meaning. (RL4, RL5, L5)</p> <p style="text-align: right;">[UNIT 3: Romeo & Juliet]</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe examples of <i>figurative language</i> used in the play (descriptive language, metaphor, oxymoron, allusion, pun). (RL.9-10.4, L.9-10.5) <input type="checkbox"/> Examine the author's use of syntax, including examples of <i>parallel structure</i>. (RL.9-10.5, L.9-10.1.A) <input type="checkbox"/> Analyze the use of dramatic irony and its impact on the mood/tone of the text. (RL.9-10.4) <input type="checkbox"/> Cite strong and <i>thorough</i> textual evidence to support claims (RL.9-10.1)
	<p>LT6B – Analyze the development of a theme in the anchor text. (RL1, RL2)</p> <p style="text-align: right;">[UNIT 3: Romeo & Juliet]</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop and defend a theme statement and how it is <i>shaped and refined with specific details</i>. (RL.9-10.2) <input type="checkbox"/> Analyze how <i>elements such as character action, dialogue, setting and/or plot contribute to the development of theme</i> (RL.11.2) <input type="checkbox"/> Cite strong and <i>thorough</i> textual evidence to support claims (RL.9-10.1)
	<p>LT6C- Analyze how specific details and visual elements in images create meaning or evoke a response from the viewer. (RI6, RI7)</p> <p style="text-align: right;">[UNIT 4: Photojournalism]</p>
<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interpret the meaning of specific details or visual elements in an image. (RI.9-10.6) <input type="checkbox"/> Analyze <i>how specific details evoke a response</i> from the viewer. (RI.9-10.6) <input type="checkbox"/> Compare how different images or representations are emphasized. (RI.9.10.7) <input type="checkbox"/> Make logical deductions about the photojournalist's <i>perspective, purpose, and intended meaning</i>. (RI.9-10.6, RI.9-10.7) <input type="checkbox"/> Cite strong and <i>thorough</i> textual evidence to support claims (RL.9-10.1) <p><i>*Italicized language demonstrates the perspectives or skills that are new at this grade-band.</i></p>	

LT6A	LT6B	LT6C
<p align="center">Aligned Odell Assessment LT5A Figurative Language and language check-in (after section 3/Act 3)</p>	<p align="center">Aligned Odell Assessment Unit 3 Section 1 Diagnostic Unit 3 Section 3 Diagnostic Unit 3 Culminating Task</p>	<p align="center">Aligned Odell Assessment Unit 4 Section Diagnostic 1</p>
<p align="center">Guiding Questions, Ideas, and/or Concepts <i>Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence.</i></p>		
<p>The majority of <i>Romeo & Juliet</i> Section 1 and 3 examine figurative language, language use, mood/tone, and how language develops story elements of plot, character, setting, and theme. Daily lessons and activities can be used as evidence and determined by the PLC. Additional pieces of evidence may be collected such as shorter constructed responses as part of instruction. The Royal Shakespeare Company Language Analysis Resources</p>	<p>Student responses to the Section 1 Diagnostic can take other forms than an analysis paragraph. If students engage in oral or visual representations of their thinking and connections between the elements of setting, plot, and conflict in the two texts, they will still need to provide text evidence that supports their claims and justification of their evidence.</p>	<p>Students analyze many images and opportunities to collect their analysis in other sections is part of daily instruction.</p>

TOPIC 7: WRITING S2

Topic Focus: Can learners write in a variety of genres for specific purposes and audiences? Can they refine and publish their work for meaningful purposes?

Topic	Achieving Grade Level (AT)
TOPIC 7: WRITING	<p>The Level 3 Targets are the grade level expectations for students in all classes. These are directly related to State of Iowa standards. Success Criteria (listed below the target) should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.</p>
	<p>LT7A – Construct short evidence-based analysis paragraphs responding to a variety of prompts. (W2, W4, W9, RL1, RI1)</p>
	<p>[UNIT 3: Romeo & Juliet & UNIT 4: Photojournalism]</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce and defend a <i>precise claim or thesis statement</i>. (W.9-10.2.A) <input type="checkbox"/> Produce clear and coherent writing in which the development is appropriate to the task, purpose, and audience. (W.9-10.4) <input type="checkbox"/> Integrate and appropriately cite textual evidence to support analysis, original ideas, or reflection. (W.9-10.9, RL.9-10.1, RI.9-10.1)
	<p>LT7B - Construct a literary analysis that explores how an adaptation of a text enhance or detract from the themes of the original. (W1, W9, RL7)</p>
	<p>[UNIT 3: Romeo & Juliet]</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Present and develop <i>precise evidence-based claims</i> with an appropriate introduction, support(reasoning/evidence), and conclusion. (W.9-10.1.A, W.9-10.B, W.9-10.E) <input type="checkbox"/> Determine a theme from the text and explain how that theme is developed. (W.9-10.9, W.9-10.1.A) <input type="checkbox"/> Compare and contrast the ways in which the theme is developed in the text and in an adaptation. (W.9-10.9,W.9-10.1.B) <input type="checkbox"/> Analyze how an adaptation enhance or detract from the development of the theme. (RL.9-10.7) <input type="checkbox"/> Use formal style and organization to create a cohesive whole. (W.9-10.C, W.9-10.D)
<p>LT7C- Engage in components of the writing process to develop and strengthen writing. (W4, W5)</p>	
<p>[UNIT 3: Romeo & Juliet & UNIT 4: Photojournalism]</p>	
<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Independently</i> develop a plan for writing, focusing on what is most significant for a specific purpose and audience. (W.9-10.5) <input type="checkbox"/> Produce clear and coherent writing in which the development is appropriate to the task, purpose, and audience. (W.9-10.4) <input type="checkbox"/> Create multiple drafts, examine rough drafts, and consider ways to revise through the addition or subtraction of material. (W.9-10.5) 	

LT7A	LT7B	LT7C
<p>Aligned Odell Assessment Unit 3 Section Diagnostic 1 Unit 3 Section Diagnostic 3</p>	<p>Aligned Odell Assessment Unit 3 Culminating Task</p>	<p>Aligned Odell Assessment Unit 3 Culminating Task Unit 4 Culminating Task</p>
<p style="text-align: center;">Guiding Questions, Ideas, and/or Concepts <i>Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence.</i></p>		
<p>Students have more than enough opportunities to represent their thinking in writing, not all of which must be recorded here. If teachers adapt the format of any of the analytical portions of the section diagnostic for class discussion, it will then support Topic 8A.</p>	<p>The shorter narratives students write for Section Diagnostics 2, 3, and 4 provide ample ground for targeted feedback and can be included as evidence but should not replace this full-length product. Students not submitting a full length narrative should not receive an AT for this target. Students can also add on to their initial narrative, building on it to integrate the required elements of the section without creating entirely new characters and situations for each one.</p>	

TOPIC 8: SPEAKING & LISTENING S2

Topic Focus: Can learners prepare for various presentations and participate in academic discussions to solve problems and make decisions?

Topic	Achieving Grade Level (AT)
TOPIC 8: SPEAKING & LISTENING	<p>The Level 3 Targets are the grade level expectations for students in all classes. These are directly related to State of Iowa standards. Success Criteria (listed below the target) should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.</p>
	LT8A- Engage in collaborative discussion, sharing understandings and negotiating ideas. (SL.9-10.1, SL.9-10.5)
	[UNIT 3: Romeo & Juliet & Unit 4: Photojournalism]
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Actively contribute to the discussion by sharing their understandings, perspectives, and ideas related to the topic being discussed. (SL.9-10.1.C) <input type="checkbox"/> Communicate thoughts and opinions clearly and effectively, using appropriate language and vocabulary for the context of the discussion. (L.9-10.6) <input type="checkbox"/> Express their ideas in a manner that is respectful of diverse viewpoints and conducive to constructive dialogue. (SL.9-10.1.D)
	LT8B - Communicate claims about how photojournalism has highlighted, defined, or influenced history and culture. (W.9-10.2, L.9-10.3, L.9-10.6)
	[UNIT 4: Photojournalism]
<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Present and develop evidence-based claims with an appropriate introduction, transitions between ideas, and conclusion. (W.9-10.2.A, W.9-10.2.B, W.9-10.2.F) <input type="checkbox"/> Explain how visual evidence and ideas from secondary text develop and support the claim. (W.9-10.2.B) <input type="checkbox"/> Explain connections between photographs and how they represent the photojournalist or field of photojournalism. (W.9-10.2.B) <input type="checkbox"/> Use precise language and vocabulary. (W.9-10.2.D, L.9-10.6) <input type="checkbox"/> Establish and maintain appropriate style for audience and task. (W.9-10.2.E, L.9-10.3.A) 	

LT8A	LT8B
<p>Aligned Odell Assessment: Unit 3 Section Diagnostic 2 Unit 3 Section Diagnostic 4</p>	<p>Aligned Odell Assessment: Unit 4 Culminating Task</p>
<p align="center">Guiding Questions, Ideas, and/or Concepts <i>Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence.</i></p>	
<p align="center"><i>DRAFT</i></p>	

TOPIC 9: RESEARCH & SYNTHESIS S2

Topic Focus: Can learners integrate multiple sources to compare, contrast, and build new ideas about topics and issues they care about?

Topic	Achieving Grade Level (AT)
TOPIC 9: RESEARCH & SYNTHESIS	<p>The Level 3 Targets are the grade level expectations for students in all classes. These are directly related to State of Iowa standards. Success Criteria (listed below the target) should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.</p>
	<p>LT9A- Evaluate the effects of the creator’s choices on themes in an adaptation of the anchor text. (RL1, RL7)</p> <p style="text-align: right;">[UNIT 3: Romeo & Juliet]</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze how visual techniques are used to develop theme in adaptations of the anchor text. (including film, music, or art) (RL.9-10.7) <input type="checkbox"/> Evaluate whether the director’s choices enhanced or detracted from the portrayal of theme from the anchor text. (RL.9-10.7) <input type="checkbox"/> Support all analysis with specific evidence from the text/medium. (RL.9-10.1)
	<p>LT9B- Analyze the relationships between key details of multiple images, pieces of text, and/or film narration to communicate historical, social, or political context. (RI2, RI6, RI7)</p> <p style="text-align: right;">[UNIT 4: Photojournalism]</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain an accurate understanding of the central idea of sources. (RI.9-10.2) <input type="checkbox"/> Determine the perspective a photographer/journalist is trying to make about a specific historical period, social issue, or political policy. (RI.9-10.6) <input type="checkbox"/> Analyze the connections or multiple perspectives presented and the author’s purpose. (RI.9-10.7)
	<p>LT9C- Analyze the role and responsibilities of photojournalists in documenting history or influencing public opinion. (RI.9-10.2, RI.9-10.8)</p> <p style="text-align: right;">[UNIT 4: Photojournalism]</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand and describe the main principles of the Journalists’ Code of Ethics. (RI.9-10.2) <input type="checkbox"/> Evaluate the actions, publications, or images of specific photojournalists. (RI.9-10.8) <input type="checkbox"/> Develop claims about various ethics that trustworthy, credible journalists should be expected to follow. (RI.9-10.8)

LT8A	LT8B	LT9C
<p>Aligned Odell Assessment: Unit 2 Section 2 Diagnostic Unit 2 Section 4 Diagnostic Culminating Task</p>	<p>Aligned Odell Assessment: Unit 4 Section Diagnostic 2 Unit 4 Section Diagnostic 3</p>	<p>Aligned Odell Assessment: Unit 4 Section Diagnostic 4 Unit 4 Culminating Task</p>
<p style="text-align: center;">Guiding Questions, Ideas, and/or Concepts <i>Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence.</i></p>		
	<p>Students can be asked to examine images in any section through the same lens and include additional evidence via their Section Diagnostic or 1:1 with the instructor.</p>	

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TOPIC 10: LITERACY FOUNDATIONS

Topic Focus: Can learners affirm and develop their reading, writing, language use, and vocabularies to support communication for a variety of purposes?

Topic	Achieving Grade Level (AT)
TOPIC 10: READING	<p>The Level 3 Targets are the grade level expectations for students in all classes. Success Criteria (listed below the target) should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.</p>
	<p>LT10A- Demonstrate comprehension through analysis of a range of grade-appropriate texts. (RL1, RL4, L5, L6)</p> <p style="text-align: right;">[Extended Reading Project]</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Summarize the events of the text, articulating key details and events. (RL.9-10.2) <input type="checkbox"/> Make logical inferences about meanings, themes, and character motivation. (range of RL standards applied as needed) <input type="checkbox"/> Analyze language in the text that contributes to meaning. (Literary or rhetorical devices) (RL.9-10.4, L9-10.5, L.9-10.6) <input type="checkbox"/> Cite strong and thorough textual evidence to support claims and reasoning. (RL.9-10.1)
	<p>LT10B- Demonstrate command of conventions of Standard English to speaking and writing. (L3, L4, L6)</p> <p style="text-align: right;">[UNIT 3: Romeo & Juliet & UNIT 4: Photojournalism]</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use words, phrases, and clauses to create cohesion and clarify ideas. (L.9-10.3, L.9-10.6) <input type="checkbox"/> Demonstrate command of conventions of standard English grammar and usage (L.9-10.1, L.9-10.2)
	<p>LT10C- Apply grade-level academic vocabulary to speaking and writing. (L3, L4, L6)</p> <p style="text-align: right;">[UNIT 3: Romeo & Juliet & UNIT 4: Photojournalism]</p>
<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use a variety of strategies to determine the meaning of core vocabulary or unknown terms. (L.9-10.4) <input type="checkbox"/> Demonstrates command of tier 2 and tier 3 Academic vocabulary. (L.9-10.3, L.9-10.4) 	

LT10A	LT10B	LT10C
Aligned Odell Assessment:	Aligned Odell Assessment:	Aligned Odell Assessment
<p align="center">Guiding Questions, Ideas, and/or Concepts</p> <p align="center"><i>Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.</i></p>		
<p>Students should be offered a range of reading experiences topically or thematically connected to the core unit of instruction. This includes texts just below and just above grade-level texts. Students should have experiences that stretch their reading abilities but also opportunities to experience the satisfaction and pleasure of easy fluent reading.</p> <p>CCSS Appendix A: The Common Core has robust research to support the need for growth in independent reading.</p>	<p>Students should engage in regular instruction of grammar, mechanics, and usage to support their ability to apply those skills in their own speaking and writing. Odell includes lessons utilizing Mentor Sentences to embed this practice in the core content.</p>	<p>Students regularly engage in vocabulary acquisition through the Odell curriculum to support their ability to apply that language in their own speaking and writing.</p>