English 2: 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?
	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.				

Semester 1	Unit 1: Telling Stories Central Question: *What makes a good story?*				Unit 2: *Things Fall Apart* Central Question: What do we do when things fall apart?				Extended Reading
Targets Assessed	LT1A, LT1B				LT1B, LT1C				
	LT2A, LT2C, LT2D				LT2B, LT2C, LT2D				
	LT3A				LT3B				
	LT5B, LT5C				LT5B, LT5C				LT5A
Approximate beginning and end dates for the topics	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 at the discretion of the instructor. 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 significantly below-grade-level texts may demonstrate progress toward a learning target (PT) but could not demonstrate full mastery of the target (AT).
	Section 1	6	8/26-9/6	9	Section 1	10	10/28-11/15	13	
	Section 2	7	9/9-9/19	9	Section 2	10	11/18-12/6	12	
	Section 3	5	9/23-10/4	10	Section 3	6	12/9-12/20	9	
	Section 4	5	10/7-10/18	7	Section 4	6	1/2-1/15	10	
	Section 5	6	10/21-10/25	5					
	*pending updates								
Linked Resources									[Extended Reading Project Guidance](#)

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.

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)
	The **Level 3 Targets** are the grade level expectation 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.*
TOPIC 1: READING	**LT1A- Analyze how authors use the elements and devices of narrative writing to convey meaning.** (RL1, RL.2, RL3, RL5) **[UNIT 1: Telling Stories & UNIT 2: Things Fall Apart]**
	Learning that shows evidence of progressing towards grade-level learning target: ☐ Analyze how an author creates and *refines meaning by intentional use of sensory details, descriptive language, or factual details*. ([RL.9-10.2](#)) ☐ Analyze the role of dialogue or narrative prose to communicate meaning or drive the plot in a narrative. ([RL.9-10.3](#)) ☐ Analyze the *relationship of setting and atmosphere to other narrative elements* (plot, character, or theme). ([RL.9-10.5](#)) ☐ Cite strong and thorough textual evidence to support claims and reasoning. ([RL.9-10.1](#))
	LT1B: Analyze the structural and stylistic differences in various forms of narrative writing. (RL1, RL4, RL5, RL6) **[UNIT 1: Telling Stories & UNIT 2: Things Fall Apart]**
	Learning that shows evidence of progressing towards grade-level learning target: ☐ Analyze how the author establishes the setting and *elements of cultural importance*. ([RL.9-10.6](#)) ☐ Examine how *figurative language and word choice influence mood and tone*. ([RL.9-10.4](#)) ☐ Analyze the *relationship between the purpose of writing and the structure or style of a narrative*. ([RL.9-10.5](#)) ☐ Cite strong and thorough textual evidence to support claims and reasoning. ([RL.9-10.1](#))
	LT1C- Analyze how conflicting motivations and interactions with others influence how a character develops over the course of a text. (RL1, RL3) **[UNIT 2: Things Fall Apart]**
	Learning that shows evidence of progressing towards grade-level learning target: ☐ Explain a *character's motivations* and how they impact their actions. ([RL.9-10.3](#)) ☐ Explain how *one character's actions or changes impact other key characters*. ([RL.9-10.3](#)) ☐ Analyze how the *character's conflict* contributes to the text as a whole. ([RL.9-10.3](#)) ☐ Cite strong and thorough textual evidence to support claims and reasoning. ([RL.9-10.1](#)) *Italicized language demonstrates the perspectives or skills that are new at this grade-band.*

LT1A	LT1B	LT1C
Aligned Odell Assessment: DMPS additions to Section Diagnostics will support ability to accurately assess this target.	**Aligned Odell Assessment:** DMPS additions to Section Diagnostics will support ability to accurately assess this target.	**Aligned Odell Assessment:** Unit 2 Section Diagnostic 2

Guiding Questions, Ideas, and/or Concepts
Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence.

Daily activities and questions marked for Learning Logs can serve as evidence towards this target. ==*Proposing amending SD2 and SD4 to shift to an analysis focus, leaving SD1 and SD3 as narrative writing that then supports the Culminating Task. Students could choose to continue one of the 2 types of writing they've already started or select from the other 2 types of narrative they have not yet written.== *SC2: RL3 in 8th grade focuses heavily on use of dialogue so students should be able to leverage strong background knowledge.	Daily activities and questions marked for Learning Logs can serve as evidence towards this target.	

TOPIC 2: WRITING

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)
	The **Level 3 Targets** are the grade level expectation 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.
TOPIC 2: WRITING	**LT2A- Construct coherent, logical, and engaging narrative writing.** (W3, L6) **[UNIT 1: Telling Stories]**
	Learning that shows evidence of progressing towards grade-level learning target: ☐ Engage the reader by introducing the setting and establishing a point of view. ([W.9-10.3.A]) ☐ Use narrative techniques to develop believable characters. ([W.9-10.3.B]) ☐ Establish a story structure and convey the relationship between events and conflicts faced by the characters. ([W.9-10.3.C]) ☐ 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]) ☐ Provide a conclusion that reflects on the events portrayed. ([W.9-10.3.E])
	LT2B- Construct a formal literary analysis that explores aspects of a character's development, including their motivation and relationships. (W1, W9) **[UNIT 2: Things Fall Apart]**
	Learning that shows evidence of progressing towards grade-level learning target: ☐ Introduce and defend a precise claim that explores theme or character development. ([W.9.10.1.A], [W.9-10.4]) ☐ Draw evidence from the text to *establish relationships between claims*, and to support analysis and reflection. ([W.9-10.1.B], [W.9-10.9]) ☐ Address alternative perspectives or limitations of the claim. ([W.9-10.1.B]) ☐ Organizes writing using an appropriate style and structure to create cohesion between ideas. ([W.9-10.C,] [W.9-10.D]) ☐ Provides a conclusion that supports the claims presented. ([W.9-10.1.E])
	LT2C- Engage in components of the writing process to develop and strengthen writing. (W4, W5, L1, L2) **[UNIT 1: Telling Stories & UNIT 2: Things Fall Apart]**
	Learning that shows evidence of progressing towards grade-level learning target: ☐ *Independently* develop a plan for writing, focusing on what is most significant for a specific purpose and audience. ([W.9-10.5]) ☐ Produce clear and coherent writing in which the development is appropriate to the task, purpose, and audience. ([W.9-10.4]) ☐ 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]) *Italicized language demonstrates the perspectives or skills that are new at this grade-band.*

LT2A	LT2B	LT2C
Aligned Odell Assessment	**Aligned Odell Assessment**	**Aligned Odell Assessment**
Unit 1 Section Diagnostic 1	Unit 2 Culminating Task	Unit 1 Culminating Task
Unit 1 Section Diagnostic 2		Unit 2 Culminating Task
Unit 1 Section Diagnostic 3		
Unit 1 Section Diagnostic 4		
Unit 1 Culminating Task		

Guiding Questions, Ideas, and/or Concepts
Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence.

Students have 4 opportunities to receive high quality feedback about their narrative writing. Sections 1-4 are intended to be short and formative but can be used as part of the body of evidence. Students may choose to extend one of these for their culminating task.		Students have the choice to expand upon a narrative they started earlier in the unit or try a new style. This target can assess full length writing as well as plans for section diagnostics and revision, as applicable

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)
	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.*

LT3A- Present information in an effective and engaging manner. (SL4, SL5)

[UNIT 1: Telling Stories & UNIT 2: Things Fall Apart]

Learning that shows evidence of progressing towards grade-level learning target:
- ☐ Organize information to establish *a concise, logical, and well-developed flow of ideas*. (SL.9-10.4)
- ☐ Use descriptions, reasoning, evidence, and visual elements to support claims. (SL.9-10.4, SL.9-10.5)
- ☐ Use appropriate transitions to link all portions of the presentation together. (SL.9-10.4)
- ☐ Utilize a variety of vocal techniques and non-verbal communication/body language to engage the audience to enhance delivery. (SL.9-10.5)

LT3B- Engage in collaborative discussion, sharing understandings, and negotiating ideas. ideas. (SL1)

[UNIT 1: Telling Stories & UNIT 2: Things Fall Apart]

TOPIC 3: SPEAKING & LISTENING

Learning that shows evidence of progressing towards grade-level learning target:
- ☐ Actively contribute to the discussion by sharing their understandings, perspectives, and ideas related to the topic being discussed. (SL.9-10.1.C)
- ☐ Communicate thoughts and opinions clearly and effectively, using appropriate language and vocabulary for the context of the discussion. (L.9-10.6)
- ☐ Express their ideas in a manner that *is respectful of diverse viewpoints* and conducive to constructive dialogue. (SL.9-10.1.D)

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LT3A	LT3B
Aligned Odell Assessment:	**Aligned Odell Assessment:** Unit 2 Section Diagnostic 2
Guiding Questions, Ideas, and/or Concepts *Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence.*	
There are not prescribed presentations in either unit, but students can be asked to present storyboards and outlines, short research on Igbo culture and colonialism, presentations for Independent Reading etc. Regularly practicing speaking in front of peers is important to students' growth towards college and career readiness. Presentations can be small or large group.	While only 1 Section Diagnostic calls for a specific collaborative discussion, both units offer almost daily opportunities for student collaboration and team tasks. Students should be prepared in advance of any discussion that will be used as evidence for this target and supported with the appropriate format and structures for the task.

TOPIC 4: 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)
	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.*
TOPIC 4: READING	**L4A- Demonstrate comprehension through analysis of a range of grade-appropriate texts.** (RL1, RL4, L5, L6) **[Extended Reading Project]**
	Learning that shows evidence of progressing towards grade-level learning target: ☐ Summarize the events of the text, articulating key details and events. (RL.9-10.2) ☐ Make logical inferences about meanings, themes, and character motivation. (range of RL standards applied as needed) ☐ Analyze language in the text that contributes to meaning. (Literary or rhetorical devices) (RL.9-10.4, L9-10.5, L.9-10.6) ☐ Cite strong and *thorough* textual evidence to support claims and reasoning. (RL.9-10.1)
	LT4B- Demonstrate command of conventions of Standard English to speaking and writing. (L3, L4, L6) **[UNIT 1: Telling Stories & UNIT 2: *Things Fall Apart*]**
	Learning that shows evidence of progressing towards grade-level learning target: ☐ Use words, phrases, and clauses to create cohesion and clarify ideas. (L.9-10.3, L.9-10.6) ☐ Demonstrate command of conventions of standard English grammar and usage (L.9-10.1, L.9-10.2)
	LT4C- Apply grade-level academic vocabulary to speaking and writing. (L3, L4, L6) **[UNIT 1: Telling Stories & UNIT 2: *Things Fall Apart*]**
	Learning that shows evidence of progressing towards grade-level learning target: ☐ Use a variety of strategies to determine the meaning of core vocabulary or unknown terms. (L.9-10.4) ☐ Demonstrates command of tier 2 and tier 3 Academic vocabulary. (L.9-10.3, L.9-10.4)

LT4A	LT4B	LT4C
Aligned Odell Assessment:	**Aligned Odell Assessment:**	**Aligned Odell Assessment**

Guiding Questions, Ideas, and/or Concepts		
Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence.		
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. CCSS Appendix A: The Common Core has robust research to support the need for growth in independent reading.	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.	Students regularly engage in vocabulary acquisition through the Odell curriculum to support their ability to apply that language in their own speaking and writing.

Semester 2	Unit 3: Foundation Unit	Unit 4: The Ethics of Public Health Decisions	Extended Reading
Targets Assessed	L5A	LT5B	
	LT6A	LT6B, LT6C	
	LT7A	LT7B	
	LT8A	LT8B	
	LT9B, LT9C	LT9B, LT9C	LT9A

Approximate beginning and end dates for the sections/unit	**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	11	1/21-2/7	14	Section 1	6	3/24-4/4	9	
	Section 2	6	2/12-2/21	8	Section 2	10	4/7-4/24	14	
	Section 3	6	2/24-3/4	7	Section 3	7	4/29-5/9	9	
	Section 4	3	3/5-3/12	6	Section 4	3	5/12-5/15	4	
					Section 5	6	5/16-5/23	6	
	*pending updates								

Linked Resources			Extended Reading Guidance

TOPIC 5: 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 5: READING	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.*
	LT5A- Analyze the central idea/argument as it relates to the author's purpose. (RI1, RI2, RI6)
	[UNIT 3: Ethical Dilemmas & UNIT 4: Ethics of Public Health & Advocacy
	Learning that shows evidence of progressing towards grade-level learning target:
	☐ Objectively summarize the central idea/argument of a text and its supporting claims. (RI.9-10.1)
	☐ Analyze how an *author's perspective influences their position, purpose, and ideas*. (RI.9-10.2)
	☐ Cite strong and *thorough* textual evidence to support claims and reasoning. (RI.9-10.1)
	LT5B- Evaluate the validity and relevancy of an argument presented in individual texts. (RI2, RI8)
	[UNIT 4: Ethics of Public Health & Advocacy]
	Learning that shows evidence of progressing towards grade-level learning target:
	☐ Identify and assess the claims, reasoning, and evidence used to develop an argument for relevance and credibility. (RI.9-10.8)
	☐ Describe the use of *fallacious reasoning* present in a text (RI.9-10.8)
	☐ Analyze the strength of the argument, weighing the *sufficiency of the evidence*. (RI.9-10.8)
	☐ Cite strong and *thorough* textual evidence to support claims and reasoning. (RI.9-10.1)
	Italicized language demonstrates the perspectives or skills that are new at this grade-band.

LT5A	LT5B
Aligned Odell Assessment:	**Aligned Odell Assessment:**
Unit 3 Section Diagnostic 1	Unit 4 Section Diagnostic 1
Unit 3 Section Diagnostic 2	Unit 4 Section Diagnostic 2

Guiding Questions, Ideas, and/or Concepts
Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence.

SC2 is looking to assess the author's position and bias. How does their POV impact the way the present information and the details they include?	Both SD1 and SD2 ask students to summarize what they have learned about their topic and their research question. They should be including sources they have analyzed in this explanation, asserting how they connect to the ethic issue. SD 3 asks students to outline their proposed argument, SD4 asks students to continue to flesh this out. Instead of scoring as a formal presentation or conversation, merging Sections 3 and 4 to create a more robust outline or annotated bibliography (similar to Unit 1) can support students in creating strong finished writing.

TOPIC 6: 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 6: WRITING	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.*

LT6A– Construct short, evidence-based argument writing responding to a variety of prompts. (W1, W4)

[UNIT 3: Ethical Dilemmas & UNIT 4: Ethics of Public Health Decisions]

Learning that shows evidence of progressing towards grade-level learning target:
- ☐ Introduce and defend a *precise claim or thesis statement*. (W.9-10.1.A, W.9-10.4)
- ☐ Produce clear and coherent writing appropriate to the task, purpose, and audience. (W.9-10.4)
- ☐ Integrate and appropriately cite textual evidence to support analysis, original ideas, or reflection. (W.9-10.9)

LT6B- Compose a full-length evidence-based argument that responds to an inquiry question. (W1, W9)

[UNIT 4: Ethics of Public Health Decisions]

Learning that shows evidence of progressing towards grade-level learning target:
- ☐ Develop a clear position supported by a series of evidence-based claims. (W.9-10.1.A)
- ☐ Include at least one counterargument refuting an opposing position. (W.9-10.1.B)
- ☐ Support your claims with evidence and analysis from *multiple credible sources* and include proper citations. (W.9-10.1.B, W.9-10.9)
- ☐ Organize your claims and evidence into a well-reasoned argument for a specific audience and purpose using *effective diction, syntax, and tone*. (W.9-10.1.C, W.9-10.1.D)
- ☐ Provide a conclusion that supports the argument presented. (W.9-10.1.E)

LT6C- Engage in components of the writing process to develop and strengthen writing. (W4, W5, L3)

[UNIT 3: Ethical Dilemmas & UNIT 4: Ethics of Public Health Decisions]

Learning that shows evidence of progressing towards grade-level learning target:
- ☐ *Independently* develop a plan for writing, focusing on what is most significant for a specific purpose and audience. (W.9-10.5)
- ☐ Produce clear and coherent writing in which the development is appropriate to the task, purpose, and audience. (W.9-10.4)
- ☐ 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)

*Italicized language demonstrates the perspectives or skills that are new at this grade-band.

LT6A	LT6B	LT6C
Aligned Odell Assessment Unit 3 Section Diagnostic 1 Unit 3 Section Diagnostic 2 Unit 4 Section Diagnostic 2	**Aligned Odell Assessment** Unit 4 Culminating Task	**Aligned Odell Assessment** Unit 3 Culminating Task Unit 4 Culminating Task
Guiding Questions, Ideas, and/or Concepts *Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence.*		
There are additional daily prompts that can be used to inform this score if students are directed to include all necessary components of this target.		

TOPIC 7: 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)
	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.*
	LT7A- Present information in an effective and engaging manner.
	[UNIT 3: Ethical Dilemmas & Unit 4: Ethics of Public Health]
	Learning that shows evidence of progressing towards grade-level learning target: ☐ Organize information to establish *a concise, logical, and well-developed flow of ideas*. (SL.9-10.4) ☐ Use descriptions, reasoning, evidence, and visual elements to support claims. (SL.9-10.4, SL.9-10.5) ☐ Use appropriate transitions to link all portions of the presentation together. (SL.9-10.4) ☐ Utilize a variety of vocal techniques and non-verbal communication/body language to engage the audience to enhance delivery. (SL.9-10.5)
TOPIC 7: SPEAKING & LISTENING	**LT7B- Engage in collaborative discussion, sharing understandings and negotiating ideas.**
	[UNIT 3: Ethical Dilemmas & Unit 4: Ethics of Public Health]
	Learning that shows evidence of progressing towards grade-level learning target: ☐ Actively contribute to the discussion by sharing their understandings, perspectives, and ideas related to the topic being discussed. (SL.9-10.1.C) ☐ Communicate thoughts and opinions clearly and effectively, using appropriate language and vocabulary for the context of the discussion. (L.9-10.6) ☐ Express their ideas in a manner that *is respectful of diverse viewpoints* and conducive to constructive dialogue. (SL.9-10.1.D) *Italicized language demonstrates the perspectives or skills that are new at this grade-band.*

LT7A	LT7B
Aligned Odell Assessment: Unit 3 Culminating Task Unit 4 Section Diagnostic 1 Unit 4 Section Diagnostic 3	**Aligned Odell Assessment:**
Guiding Questions, Ideas, and/or Concepts *Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence.*	
	While no Section Diagnostics calls for a specific collaborative discussion, both units offer almost daily opportunities for student collaboration and team tasks. Students should be prepared in advance of any discussion that will be used as evidence for this target and supported with the appropriate format and structures for the task. *Verbal Techniques:* tone, rate, volume, inflection, expression, articulation *Non-Verbal Communication:* eye contact, posture, movement, or gesture

TOPIC 8: 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)
	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.
	LT8A- Conduct and organize research in an effective and engaging manner. (SL2, SL3)
	[UNIT 3: Ethical Dilemmas & UNIT 4: Ethics of Public Health]
	Learning that shows evidence of progressing towards grade-level learning target: ☐ Identify a clear research topic or question to drive a process of inquiry. (SL.9-10.2, W.9-10.7) ☐ Evaluate the relevance and credibility of sources considering their *usefulness, interest level, relevance, accuracy, and bias*. (SL.9-10.3) ☐ *Integrate a variety of sources*, organizing information to establish a logical and well-developed flow of ideas. (SL.9-10.2)
TOPIC 8: RESEARCH & SYNTHESIS	**LT8B- Analyze connections between two or more arguments, drawing logical comparisons.** (RI7, RI8)
	[UNIT 3: Ethical Dilemmas & UNIT 4: Ethics of Public Health]
	Learning that shows evidence of progressing towards grade-level learning target: ☐ Identify the claims, reasoning, and evidence used to develop each argument, including if false statements or fallacious reasoning is present. (RI.9-10.8) ☐ Compare and contrast the authors' arguments, including their relevance and credibility. (RI.9-10.7) ☐ Support your claims with evidence from multiple credible sources and include proper citations. (RI.9-10.1)
	*Italicized language demonstrates the perspectives or skills that are new at this grade-band.

LT8A	LT8B
Aligned Odell Assessment:	**Aligned Odell Assessment:**
Unit 3 Section Diagnostic 3	Unit 4 Section Diagnostic 1
Unit 3 Culminating Task	Unit 4 Section Diagnostic 2
Unit 4 Section Diagnostic 3/4	

Guiding Questions, Ideas, and/or Concepts	
Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence.	
	This target is about examining how information is presented in various formats (i.e. how information in an infographic relates to similar information in a full-length academic article or news media).

TOPIC 9: 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)
	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.*
TOPIC 9: READING	**LT9A- Demonstrate comprehension through analysis of a range of grade-appropriate texts.** (RL1, RL4, L5, L6)
	[Extended Reading Project]
	Learning that shows evidence of progressing towards grade-level learning target: ☐ Summarize the events of the text, articulating key details and events. ([RL.9-10.2](#)) ☐ Make logical inferences about meanings, themes, and character motivation. (range of RL standards applied as needed) ☐ Analyze language in the text that contributes to meaning. (Literary or rhetorical devices) ([RL.9-10.4](#), [L9-10.5](#), [L.9-10.6](#)) ☐ Cite strong and thorough textual evidence to support claims and reasoning. ([RL.9-10.1](#))
	LT9B- Demonstrate command of conventions of Standard English to speaking and writing. (L3, L4, L6)
	[UNIT 3: Ethical Dilemmas & UNIT 4: *Ethics of Public Health*]
	Learning that shows evidence of progressing towards grade-level learning target: ☐ Use words, phrases, and clauses to create cohesion and clarify ideas. ([L.9-10.3](#), [L.9-10.6](#)) ☐ Demonstrate command of conventions of standard English grammar and usage ([L.9-10.1](#), [L.9-10.2](#))
	LT9C- Apply grade-level academic vocabulary to speaking and writing. (L3, L4, L6)
	[UNIT 3: Ethical Dilemmas & UNIT 2: *Ethics of Public Health*]
	Learning that shows evidence of progressing towards grade-level learning target: ☐ Use a variety of strategies to determine the meaning of core vocabulary or unknown terms. ([L.9-10.4](#)) ☐ Demonstrates command of tier 2 and tier 3 Academic vocabulary. ([L.9-10.3](#), [L.9-10.4](#))

LT9A	LT9B	LT9C
Aligned Odell Assessment:	**Aligned Odell Assessment:**	**Aligned Odell Assessment**

Guiding Questions, Ideas, and/or Concepts		
Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence.		
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. CCSS Appendix A: The Common Core has robust research to support the need for growth in independent reading.	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.	Students regularly engage in vocabulary acquisition through the Odell curriculum to support their ability to apply that language in their own speaking and writing.