



English 3: 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 Central Question: <i>What does it mean to be an American?</i>	Unit 2: <i>Warmth of Other Suns</i> Central Question: <i>How do we construct the story of a complicated history?</i>	Extended Reading																																																				
<i>Targets Assessed</i>	LT1A	LT1B, LT1C																																																					
	LT2A	LT2B, LT2C																																																					
	LT3A	LT3B																																																					
	LT4A, LT4B																																																						
	LT5B, LT5C	LT5B, LT5C	LT5A																																																				
<i>Approximate beginning and end dates for the topics</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Section</th> <th style="width: 15%;"># of Core lessons in Odell</th> <th style="width: 15%;">Proposed Dates</th> <th style="width: 15%;"># of Days allotted</th> </tr> </thead> <tbody> <tr> <td>Section 1</td> <td>9</td> <td>8/26-9/10</td> <td>11</td> </tr> <tr> <td>Section 2</td> <td>5</td> <td>9/11-9/19</td> <td>7</td> </tr> <tr> <td>Section 3</td> <td>6</td> <td>9/23-10/4</td> <td>10</td> </tr> <tr> <td>Section 4</td> <td>5</td> <td>10/7-10/18</td> <td>7</td> </tr> <tr> <td colspan="4" style="text-align: center;">*pending updates</td> </tr> </tbody> </table>	Section	# of Core lessons in Odell	Proposed Dates	# of Days allotted	Section 1	9	8/26-9/10	11	Section 2	5	9/11-9/19	7	Section 3	6	9/23-10/4	10	Section 4	5	10/7-10/18	7	*pending updates				<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Section</th> <th style="width: 15%;"># of Core lessons in Odell</th> <th style="width: 15%;">Proposed Dates</th> <th style="width: 15%;"># of Days allotted</th> </tr> </thead> <tbody> <tr> <td>Section 1</td> <td>8</td> <td>10/21-11/1</td> <td>10</td> </tr> <tr> <td>Section 2</td> <td>6</td> <td>11/6-11/15</td> <td>8</td> </tr> <tr> <td>Section 3</td> <td>6</td> <td>11/18-11/26</td> <td>8</td> </tr> <tr> <td>Section 4</td> <td>6</td> <td>12/2-12/10</td> <td>7</td> </tr> <tr> <td>Section 5</td> <td>5</td> <td>12/11-12/20</td> <td>7</td> </tr> <tr> <td>Section 6</td> <td>5</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	8	10/21-11/1	10	Section 2	6	11/6-11/15	8	Section 3	6	11/18-11/26	8	Section 4	6	12/2-12/10	7	Section 5	5	12/11-12/20	7	Section 6	5	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	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.
	LT1A – Analyze the development of two or more central ideas of anchor texts. (RI1, RI2)
	[UNIT 1: Foundation Unit]
	Learning that shows evidence of progressing towards grade-level learning target:
	<ul style="list-style-type: none"> <input type="checkbox"/> Identify 2 or more central ideas of a text and describe how they are developed over the course of a text. (RI.11-12.2) <input type="checkbox"/> Analyze how central ideas in a text <i>interact with one another</i>. (RL.11-12.2) <input type="checkbox"/> Cite strong and through textual evidence to support claims and reasoning. (RI.11-12.1)
	LT1B- Analyze how an author communicates how an individual’s life was affected, altered, or impacted as a result of a specific decision. (RI3, RL3)
	[UNIT 2: Warmth of Other Suns]
Learning that shows evidence of progressing towards grade-level learning target:	
<ul style="list-style-type: none"> <input type="checkbox"/> Analyze the <i>impact of the author’s choices regarding how to develop and relate elements of a story</i>. (RI.11-12.3, RL.11-12.3) <input type="checkbox"/> Examine the <i>relationship</i> between significant events or societal factors and their <i>impact</i> on characters. (RI.11-12.3, RL.11-12.3) <input type="checkbox"/> Cite strong and thorough textual evidence to support claims and reasoning. (RI.11-12.1) 	
LT1C- Analyze impact of structure on the meaning or interpretation of the text. (RI5, RL5)	
[UNIT 2: Warmth of Other Suns]	
Learning that shows evidence of progressing towards grade-level learning target:	
<ul style="list-style-type: none"> <input type="checkbox"/> Describe how the author’s decision to structure the text impacts the story’s development (throughout several years, different character perspectives) (RI.11-12.5, RL.11-12.5) <input type="checkbox"/> Analyze how the author’s decision to arrange the text alternating through epigraphs, multiple points of view, and historical information impacts the audience’s understanding of events. (RI.11-12.5, RL.11-12.5) <input type="checkbox"/> Cite strong and thorough textual evidence to support claims and reasoning. (RI.11-12.1) 	
*Italicized language demonstrates the perspectives or skills that are new at this grade-band.	

LT1A	LT1B	LT1C
<p>Aligned Odell Assessment Unit 1 Section Diagnostic 1 Unit 1 Section Diagnostic 2 Unit 1 Culminating Task</p>	<p>Aligned Odell Assessment Unit 2 Section Diagnostic 2 Unit 2 Section Diagnostic 4</p>	<p>Aligned Odell Assessment Unit 2 Section Diagnostic 1 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>The power in RI3/RL3 at the 11-12 grade-band rests in the complexity of the events or ideas being analyzed. Students have analyzed order of events and connections between them as well as conflicting character motivations in previous courses. Emphasis should be placed on <i>the impact and interaction between individuals, events, or ideas.</i></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	<p>The Level 3 Targets are the grade level expectations for students in all classes. <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.</p>
	<p>LT2A – Construct evidence-based analysis paragraphs responding to a variety of prompts. (W1, W4, L3) [UNIT 1: What does it mean to be an American? & UNIT 2: Warmth of Other Suns]</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 precise claim or thesis, establishing the <i>significance</i> of the claim. (W.11-12.1.A) <input type="checkbox"/> Integrate <i>relevant</i> textual evidence to support <i>thorough</i> analysis, original ideas, and/or reflection. (W.11-12.9) <input type="checkbox"/> Use words, phrases, and clauses to create cohesion and clarify ideas. (L.11-12.3)
	<p>LT2B- Construct a formal literary analysis essay that examines a specific structural component and its impact on the whole text. (W1, W9) [UNIT 2: Warmth of Other Suns]</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce a precise claim about the <i>significance</i> of a specific structural component. (W.11-12.1.A) <input type="checkbox"/> Integrate <i>relevant</i> evidence from the text to support <i>thorough</i> analysis and reflection, using appropriate citation. (W.11-12.1.B, W.11-12.9) <input type="checkbox"/> Establish a formal style, <i>syntax</i> and essay structure to introduce, develop, and conclude claims. (W.11-12.1.C/D/E)
	<p>LT2C- Engage in components of the writing process to develop and strengthen writing. (W4, W5, L1, L2) [UNIT 1: What does it mean to be an American & UNIT 2: Warmth of Other Suns]</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Independently develop a plan for writing, focusing on what is most significant for a specific purpose and audience. (W.11-12.5) <input type="checkbox"/> Produce clear and coherent writing in which the development is appropriate to the task, purpose and audience. (W.11-12.4) <input type="checkbox"/> Create multiple drafts, examining rough drafts and considering ways to revise through the addition or subtraction of material. (W.11-12.5) <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 Section Diagnostic 1 Unit 1 Culminating Task part 2</p>	<p>Aligned Odell Assessment Unit 2 Section Diagnostic 4 Unit 2 Culminating Task</p>	<p>Aligned Odell Assessment Unit 1 Section Diagnostic 3 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>Collection of responses from the Learning Log or daily analysis can support this learning target if students are intentionally including all parts of a high-quality paragraph, including appropriate use of text evidence.</p>		<p>The writing process is ongoing and students should engage in both planning and revision to demonstrate full mastery of this target. Students can demonstrate evidence of planning and revision for shorter writing assessments and full-length essays. See full Language standards for specifics on language development.</p>

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TOPIC 3: SPEAKING & LISTENING S1

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 3: SPEAKING & LISTENING	<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>
	LT3A- Present Information in an effective and engaging manner. (SL4, SL5, SL6)
	[UNIT 1: Foundations & UNIT 2: Warmth of Other Suns]
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Convey a distinct perspective by organizing information to establish a logical and well-developed flow of ideas to. (SL.11-12.4) <input type="checkbox"/> Use rhetorical devices, descriptions, reasoning, evidence, and/or visual elements to support claims. (SL.11-12.4, SL.11-12.5) <input type="checkbox"/> <i>Acknowledge alternative or opposing perspectives.</i> (SL.11-12.4) <input type="checkbox"/> <i>Vary syntax to establish personal style as appropriate to the audience and purpose.</i> (SL.11-12.6) <input type="checkbox"/> Utilize a variety of vocal techniques and non-verbal communication/body language to engage the audience to enhance delivery. (SL.11-12.5)
	LT3B- Engage in collaborative discussion, sharing understandings, and negotiating ideas. (SL1)
	[UNIT 1: Foundations & UNIT 2: Warmth of Other Suns]
<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 <i>unique</i> understandings, <i>visionary</i> perspectives, and <i>innovative</i> ideas related to the topic being discussed. (SL.11-12.1) <input type="checkbox"/> Communicate thoughts and opinions clearly and effectively, using appropriate language and vocabulary for the context of the discussion. (L.11-12.6) <input type="checkbox"/> Express their ideas in a manner that is respectful of diverse viewpoints and conducive to constructive dialogue. (SL.11-12.1) 	
	<p>*Italicized language demonstrates the perspectives or skills that are new at this grade-band.</p>

LT3A	LT3B
<p>Aligned Odell Assessment: Unit 1 Culminating Taks part 1 Unit 2 Section Diagnostic 3</p>	<p>Aligned Odell Assessment: Unit 1 Section Diagnostic 2 Unit 2 Section Diagnostic 2 Unit 2 Section Diagnostic 5</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>This target is intentionally broad to support students in presenting a wide range of information and topics. While there are specific presentations opportunities called for in the curriculum, this is also a place where students can share about their independent reading or shorter research investigations that support background knowledge.</p>	<p>This is not a participation grade. Assessment of this target should ensure that students know the expectations of the conversation they are taking part in and have had adequate time to prepare. Differences in the 11-12 grade band are fairly nuanced and focus mostly on the quality of ideas presented and connections drawn.</p>

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TOPIC 4: RESEARCH & SYNTHESIS S1

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 4: RESEARCH & SYNTHESIS	<p>The Level 3 Targets are the grade level expectations for students in all classes. <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. (W7, W8)</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"/> Identify and explain a clear research topic or question to drive a process of inquiry. (W.11-12.7) <input type="checkbox"/> Evaluate the relevance and credibility of sources considering their <i>usefulness, interest level, relevance, accuracy, and bias.</i> (W.11-12.8)
	<p>LT4B- Organize research in an effective and engaging manner. (W7, W8)</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"/> <i>Organize information to establish a logical and well-developed flow of ideas.</i> (W.11-12.7) <input type="checkbox"/> Use rhetorical devices, narrative techniques, descriptions, reasoning, evidence, and visual elements to support claims. (SL.11-12.4) <input type="checkbox"/> <i>Integrate a variety of sources, organizing information to establish a logical and well-developed flow of ideas.</i> (SL.11-12.2)

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LT4A	LT4B
<p>Aligned Odell Assessment: Unit 1 Section Diagnostic 2 Unit 1 Pathway Research</p>	<p>Aligned Odell Assessment: Unit 2 Section Diagnostic 3</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>Appropriate scaffolding can include providing guidance into where additional sources can be found to limit the scope of internet searching students are asked to do.</p>	<p>The obvious analysis of “The Migration Series” in Section 3 is not the only opportunity students have to evaluate multiple sources of information on the topic. Students are asked to critically analyze multiple epigraphs throughout the book and their connection to the text either as an adaptation, inspiration, or reflection.</p> <p style="text-align: center;"><i>Ex. S1L3, students examine Richard Wright’s opening epigraph on pg. 17. Having students write an analysis of the connections after their discussion could serve as evidence towards this topic.</i></p> <p>Teachers can also choose to integrate music from the time period and have students draw connections to the text.</p>

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>L5A- Demonstrate comprehension through analysis of a range of grade-appropriate texts. (RL1, RL4, 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.11-12.2) <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.11-12.4, L.11-12.5, L.11-12.6) <input type="checkbox"/> Cite strong and thorough textual evidence to support claims and reasoning. (RL.11-12.1)
	<p>LT5B- Demonstrate command of conventions of Standard English to speaking and writing. (L1, L2, L3, L6) [UNIT 1: Foundations & UNIT 2: Warmth of Other Suns]</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.11-12.3, L.11-12.6) <input type="checkbox"/> Demonstrate command of conventions of standard English grammar and usage (L.11-12.1, L.11-12.2)
	<p>LT5C- Apply grade-level academic vocabulary to speaking and writing. (L3, L4, L6) [UNIT 1: Foundations & UNIT 2: Warmth of Other Suns]</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.11-12.4) <input type="checkbox"/> Demonstrates command of tier 2 and tier 3 Academic vocabulary. (L.11-12.3, L.11-12.4)

LT5A	LT5B	LT5C
<p>Aligned Odell Assessment: Unit 3 Section Diagnostic 1 Unit 3 Section Diagnostic 2 Unit 3 Culminating Task</p>	<p>Aligned Odell Assessment:</p>	<p>Aligned Odell Assessment</p>
<p>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 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: The American Dream of Homeownership Central Question: Why has homeownership been considered part of the American Dream?	Unit 4: Telling Stories Through Film Central Question: How do we tell stories with films?	Extended Reading																																																
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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. 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>LT6A- Analyze the relationship between central ideas and supporting evidence presented in informational sources to substantiate claims. (RI2)</p>
	<p>[UNIT 3: American Dream of Homeownership]</p>
	<ul style="list-style-type: none"> <input type="checkbox"/> Identify and describe the <i>relationship between two or more central ideas</i> made in an informational source. (RI.11-12.2) <input type="checkbox"/> <i>Evaluate the strength of evidence</i> in its ability to substantiate central ideas. (RI.11-12.2) <input type="checkbox"/> Analyze how the <i>biases or limitations affect the overall validity and reliability</i> of the claims made in the text. (RI.11-12.6) <input type="checkbox"/> Cite strong and thorough textual evidence to support claims and reasoning. (RI.11-12.1)
	<p>LT6B- Analyze how narrative elements, visual techniques and sound are integrated to develop a film's style and convey its message. (RL1, RL3, RL5)</p>
<p>[UNIT 4: Telling Stories Through Film]</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 film's storyline and character arc of central characters. (RL.11-12.2) <input type="checkbox"/> Identify and describe the genre, central concept and themes of a film that impact level or realism or mood. (RL.11-12.3, RL.11-12.5) <input type="checkbox"/> Analyze connections between how <i>visual and auditory elements interact to develop the film's style and create aesthetic impact.</i> (RL.11-12.3) <p><i>*Italicized language demonstrates the perspectives or skills that are new at this grade-band.</i></p>

LT6A	LT6B
<p>Aligned Odell Assessment: Unit 3 Section Diagnostic 1</p>	<p>Aligned Odell Assessment: Unit 4 Section 1 Diagnostic Unit 4 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>This standard involves analyzing the effectiveness of rhetoric, which includes understanding how potential biases and limitations in the evidence affect the validity of the claims.</p> <p>Students build to Section Diagnostic 1 by analyzing individual sources and can be used as evidence if structured in a way for students to present independent thinking. Depending on how teachers choose to organize Sections 3 & 4, individual analysis of articles as part of an annotated bibliography or extensive outline may also produce evidence for this topic.</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. <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.</p>
	<p>LT7A– Compose a full-length evidence-based argument that responds to a specific claim. (W1, W9, L3, L6) [UNIT 3: The American Dream of Homeownership & UNIT 4: Telling Stories Through Film]</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 precise claim, logically sequencing claims, counterclaims, reasons, and evidence. (W.11-12.1.A) <input type="checkbox"/> <i>Establish the significance of claims</i> by leveraging evidence from multiple credible sources and include proper citations. (W.11-12.1.B, W.11-12.9) <input type="checkbox"/> Establish a formal style, <i>syntax</i> and essay structure to introduce, develop, and conclude claims. (W.11-12.1.C/D/E)
	<p>LT7B- Integrate narrative techniques with expository writing to communicate and justify artistic choices. (W2, W3, L3) [UNIT 4: Telling Stories Through Film]</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop a film concept including how the concepts are shown through setting and style. (W.11-12.3) <input type="checkbox"/> Develop a character’s role in the story and their relationship to others. (W.11-12.3) <input type="checkbox"/> Compose a synopsis of the major plot points highlighting the exposition, conflict, climax, and resolution. (W.11-12.3) <input type="checkbox"/> Utilize writing techniques for a specific audience and purpose. (W.11-12.2, L.11-12.3)
	<p>LT7C- Engage in components of the writing process to develop and strengthen writing. (W4, W5, W6) [UNIT 3: The American Dream of Homeownership & UNIT 4: Telling Stories Through Film]</p>
<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Independently develop a plan for writing, focusing on what is most significant for a specific purpose and audience. (W.11-12.5) <input type="checkbox"/> Produce clear and coherent writing in which the development is appropriate to the task, purpose, and audience. (W.11-12.4, L.11-12.3) <input type="checkbox"/> Create multiple drafts, examine rough drafts, and consider ways to revise through the addition or subtraction of material. (W.11-12.5) <input type="checkbox"/> Demonstrate command of conventions of standard English grammar and usage (L.11-12.1, L.11-12.2) 	
<p><i>*Italicized language demonstrates the perspectives or skills that are new at this grade-band.</i></p>	

LT7A	LT7B	LT7C
<p align="center">Aligned Odell Assessment: Unit 3 Culminating Task (arg. Essay)</p>	<p align="center">Aligned Odell Assessment: Unit 4 Culminating Task</p>	<p align="center">Aligned Odell Assessment: Unit 3 Section Diagnostic 3 & 4 Unit 3 Culminating Task 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>Evidence Based Arguments Checklist Evidence Based Arguments Terms</p> <p>Argumentative Writing 8-12 Vertical Articulation Evidence-based writing rubric</p>	<p>Depending on how teachers choose to engage students in the writing process, Sections 3 and 4 can be combined or remain separate. Either approach should attend to the planning and revision of the final essay.</p>	<p>Evidence Based Arguments Checklist Evidence Based Arguments Terms</p> <p>Argumentative Writing 8-12 Vertical Articulation Evidence-based writing rubric</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 expectation 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>LT8A- Engage in collaborative discussion, sharing understandings, and negotiating ideas. (SL1)</p> <p>[UNIT 3: The American Dream of Homeownership & UNIT 4: Telling Stories Through Film]</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 <i>unique</i> understandings, <i>visionary</i> perspectives, and <i>innovative</i> ideas related to the topic being discussed. (SL.11-12.1) <input type="checkbox"/> Communicate thoughts and opinions clearly and effectively, using appropriate language and vocabulary for the context of the discussion. (L.11-12.6) <input type="checkbox"/> Express their ideas in a manner that is respectful of diverse viewpoints and conducive to constructive dialogue. (SL.11-12.1)
	<p>LT8B- Present information in an effective and engaging manner. (SL4, SL5)</p> <p>[Unit 4: Telling Stories Through Film]</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Convey a distinct perspective by organizing information to establish a logical and well-developed flow of ideas to. (SL.11-12.4) <input type="checkbox"/> Use rhetorical devices, descriptions, reasoning, evidence, and visual elements to support claims. (SL.11-12.4, SL.11-12.5) <input type="checkbox"/> <i>Vary syntax to establish personal style as appropriate to the audience and purpose.</i> (SL.11-12.6) <input type="checkbox"/> Utilize a variety of vocal techniques and non-verbal communication/body language to engage the audience to enhance delivery. (SL.11-12.5) <p><i>*Italicized language demonstrates the perspectives or skills that are new at this grade-band.</i></p>

LT8A	LT8B
<p align="center">Aligned Odell Assessment:</p>	<p align="center">Aligned Odell Assessment:</p>
<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.</i></p>	
<p>Depending on how teachers choose to engage students in the writing process, Sections 3 and 4 can be combined or remain separate. Either approach should provide opportunities for students to collaboratively evaluate each other's arguments and evidence.</p> <p><i>Verbal Techniques:</i> tone, rate, volume, inflection, expression, articulation <i>Non-Verbal Communication:</i> eye contact, posture, movement, or gesture</p>	<p>Students could be asked to mockup formal proposals of their Pitch Packet and film concept in a fun way to create a public celebration of learning.</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 expectation 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>LT9A- Delineate and evaluate the elements of arguments presented in grade-level texts. (RI8)</p> <p style="text-align: right;">[UNIT 3: American Dream of Homeownership]</p>
	<ul style="list-style-type: none"> <input type="checkbox"/> Explain the author’s perspective, position, claims, and counterclaims. (RI.11-12.8) <input type="checkbox"/> Analyze how authors convey value and legitimacy in their claims through their use of rhetorical strategies. (RI.11-12.8) <input type="checkbox"/> Evaluate the overall effectiveness of an author’s argument. (RI.11-12.8)
	<p>LT9B- Synthesize film reviews from multiple perspectives to communicate an evaluative claim about a film’s quality. (RI3, RI7)</p> <p style="text-align: right;">[UNIT 4: Telling Stories Through Film]</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Distinguish between the <i>varying perspectives presented in different formats</i> (i.e. filmmaker, critic, and audience). (RI.11-12.7) <input type="checkbox"/> Compare and contrast multiple film reviews of the same film, weighing the relevancy, sufficiency, and bias. (RI.11-12.7) <input type="checkbox"/> Assert an evaluative claim about the effectiveness of a film’s message and style (specifically how the filmmaker creates setting, mood, and atmosphere). (SL.11-12.4, RL.11-12.3)
<p><i>*Italicized language demonstrates the perspectives or skills that are new at this grade-band.</i></p>	

LT8A	LT8B
<p>Aligned Odell Assessment: Unit 3 Section Diagnostic 2</p>	<p>Aligned Odell Assessment: Unit 4 Section Diagnostic 1* Unit 4 Section Diagnostic 3*</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>Success criteria for this target come from the expectations of the Delineating Arguments Tool and the Delineating Arguments Guide. Students evaluate individual sources for their singular arguments prior to synthesizing information into their own argument. The Argument Reference Guide and Claims Reference Guide can support both student and teacher in breaking down the components of argument.</p> <p>Rhetorical & Literary Devices of focus for 11th grade: Ethos, Logos, Pathos, inductive reasoning, deductive reasoning, counterargument, premise, alliteration, allusion, hyperbole, irony, metaphor, sarcasm, satire, simile, tone, understatement</p> <p>*highlighted terms may be new at this grade-level. Students have previously engaged with logical fallacies/fallacious reasoning Rhetoric & Rhetorical Devices</p>	<p>Section 1 has students reading multiple reviews for <i>Hidden Figures</i>. Additional reviews occur for each of the films viewed and analyzed. DMPS adaptations of the section diagnostics make these more evaluative than simple synopsis.</p>

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: LITERACY FOUNDATIONS	<p>The Level 3 Targets are the grade level expectations for students in all classes. <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>L10A- 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.11-12.1) <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.11-12.4, L11-12.5, L.11-12.6) <input type="checkbox"/> Cite strong and thorough textual evidence to support claims and reasoning. (RL.11-12.1)
	<p>LT10B- Demonstrate command of conventions of Standard English to speaking and writing. (L1, L2, L3, L6)</p> <p style="text-align: right;">[UNIT 3: Community & UNIT 4: Application]</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.11-12.3, L.11-12.6) <input type="checkbox"/> Demonstrate command of conventions of standard English grammar and usage (L.11-12.1, L.11-12.2)
	<p>LT10C- Apply grade-level academic vocabulary to speaking and writing. (L3, L4, L6)</p> <p style="text-align: right;">[UNIT 3: Community & UNIT 4: Application]</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.11-12.4) <input type="checkbox"/> Demonstrates command of tier 2 and tier 3 Academic vocabulary. (L.11-12.3, L.11-12.4)

LT10A	LT10B	LT10C
<p align="center">Aligned Odell Assessment:</p>	<p align="center">Aligned Odell Assessment:</p>	<p align="center">Aligned Odell Assessment</p>
<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.</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>Opportunities to practice skill development should run throughout the Extended Reading Project.</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> <p>Opportunities to practice skill development should run throughout the Extended Reading Project.</p>