



English 4: 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) Range of Writing (W10)
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>How do I prepare for life after high school?</i>	Unit 2: <i>In the Time of the Butterflies</i> Central Question: What does it mean to be a revolutionary?	Extended Reading																																																
<i>Targets Assessed</i>	LT1A	LT1B, LT1C																																																	
	LT2A, LT2B, LT2D	LT2C, LT2D	LT2B																																																
	LT3A	LT3B	LT3A																																																
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<i>Approximate beginning and end dates for the topics</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>6</td> <td>8/26-9/6</td> <td>9</td> </tr> <tr> <td>Section 2</td> <td>7</td> <td>9/9-9/19</td> <td>9</td> </tr> <tr> <td>Section 3</td> <td>5</td> <td>9/23-10/2</td> <td>8</td> </tr> <tr> <td>Section 4</td> <td>7</td> <td>10/3-10/18</td> <td>9</td> </tr> <tr> <td colspan="4">*Pending updates</td> </tr> </tbody> </table>	Section	# of Core lessons in Odell	Proposed Dates	# of Days allotted	Section 1	6	8/26-9/6	9	Section 2	7	9/9-9/19	9	Section 3	5	9/23-10/2	8	Section 4	7	10/3-10/18	9	*Pending updates				<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>10</td> <td>10/21-11/1</td> <td>10</td> </tr> <tr> <td>Section 2</td> <td>7</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>7</td> </tr> <tr> <td>Section 4</td> <td>12</td> <td>12/2-12/20</td> <td>14</td> </tr> <tr> <td>Section 5</td> <td>4</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	10	10/21-11/1	10	Section 2	7	11/6-11/15	8	Section 3	6	11/18-11/26	7	Section 4	12	12/2-12/20	14	Section 5	4	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 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).</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. 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 – Evaluate the central ideas of anchor texts. (RI2)</p> <p style="text-align: right;">[UNIT 1: Life After High School]</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Express an accurate understanding of <i>multiple central ideas</i> of the texts. (RI.11-12.2) <input type="checkbox"/> Evaluate the relevance of information, ideas, evidence, and reasoning presented. (RI.11-12.2) <input type="checkbox"/> Cite strong and thorough textual evidence to support claims and reasoning. (RI.11-12.1)
	<p>LT1B- Analyze how viewing texts through varying perspectives impacts the audience’s understanding of the text. (RL1, RI3, RL6)</p> <p style="text-align: right;">[UNIT 2: In the Time of the Butterflies]</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe the language and details the author includes that influence how the audience interprets the meaning of the text, <i>including what is directly stated and what is implied</i>. (RL.11-12.3, RL.11-12.6) <input type="checkbox"/> Analyze the text applying a specific analytical perspective to draw understanding about a text. (RL.11-12.3, RL.11-12.6) <input type="checkbox"/> Cite strong and thorough textual evidence to support claims and reasoning. (RL.11-12.1)
	<p>LT1C – Analyze impact of structure on the meaning or interpretation of the text. (RL1, RL5)</p> <p style="text-align: right;">[UNIT 2: In the Time of the Butterflies]</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain how the author’s decision to use distinctive structural components impact the story’s development. (RL.11-12.5) <input type="checkbox"/> Analyze the <i>cumulative effect of multiple structural components on the aesthetic impact</i> of a text. (RL.11-12.5) <input type="checkbox"/> Cite strong and thorough textual evidence to support claims and reasoning. (RL.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 1 (formative feedback) Unit 2 Section Diagnostic 2 Unit 2 Section Diagnostic 3 Unit 2 Culminating Task</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>RL.11-12.6 specifically calls for examining implied meaning such as satire, sarcasm, irony, or understatement.</p> <p>Students do not need to perfect each literary lens, instead demonstrating an understanding of how analysis changes based on different critical perspectives.</p>	<p>Analysis should include both the non-linear timeline of the text (the shifts between present tense and flashback), as well as the choice to alternate perspectives by chapter.</p>
<p style="text-align: center; font-size: 48px; opacity: 0.3; transform: rotate(-15deg);">DRAFT</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 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>LT2A- Effectively utilize written language to communicate for a variety of professional purposes. (W1, W2, W3, W4, L1, L2) [UNIT 1: Life After Highschool]</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Includes elements of narrative, informational, and argumentative writing to effectively communicate for the intended purpose. (W.11-12.1, W.11-12.2, W.11-12.3) <input type="checkbox"/> Apply correct and effective use of grammatical conventions to communicate ideas. (L.11-12.1, L.11-12.2) <input type="checkbox"/> Use appropriate formatting and style to present ideas for a specific audience and purpose. (W.11-12.4)
	<p>LT2B – Construct evidence-based analysis paragraphs responding to a variety of prompts. (W1, W9) [UNIT 1: Life After Highschool & UNIT 2: <i>In the Time of the Butterflies</i>]</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>LT2C- Compose literary analysis writing that explores the author’s depictions of the characters and events. (W1, W9) [UNIT 2: <i>In the Time of the Butterflies</i>]</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 thesis statement that explores a specific analytical perspective. (W.11-12.1.A) <input type="checkbox"/> Embed and appropriately cite <i>relevant</i> textual evidence to support a <i>thorough</i> analysis of the text. (W.11-12.9) <input type="checkbox"/> <i>Address audience’s values and possible biases</i> as it applies to the interpretation of the text. (W.11-12.1.B) <input type="checkbox"/> Establish a formal style, syntax, and essay structure to introduce, develop, and conclude claims. (W.11-12.1.C/D/E)
	<p>LT2D- Engage in components of the writing process to develop and strengthen writing. (W4, W5) [UNIT 1: Life After Highschool & UNIT 2: <i>In the Time of the Butterflies</i>]</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	LT2D
<p>Aligned Odell Assessment Unit 1 Section 2 Diagnostic Culminating Task</p>	<p>Aligned Odell Assessment Unit 1 Section 1 Diagnostic Unit 1 Section 3 Diagnostic Unit 1 Culminating Task part 2 Unit 2 Section 1 Diagnostic</p>	<p>Aligned Odell Assessment Unit 2 Culminating Task</p>	<p>Aligned Odell Assessment Unit 1 Culminating Task Unit 2 Culminating Task</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 are compiling the necessary documents that apply to their chosen post-secondary pathway. This will vary from student to student. Using the <i>Portfolio Requirements Handout</i> would support students to ensure they have all necessary components of their portfolio.</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>Students should receive formative feedback on their writing through Sections Diagnostic 2 & 3 and can expand upon those writings to produce full-length writing.</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>

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 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>LT3A- Present research in an effective and engaging manner. (SL4, SL5)</p> <p style="text-align: right;">[UNIT 1: Life After Highschool]</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 <i>distinct perspective</i> 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>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)
	<p>LT3B- Engage in collaborative discussion, sharing understandings, and negotiating ideas. (SL1, SL6)</p> <p style="text-align: right;">[UNIT 1: Life After Highschool & UNIT 2: In the Time of the Butterflies]</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><i>*Italicized language demonstrates the perspectives or skills that are new at this grade-band.</i></p>	

LT3A	LT3B
<p>Aligned Odell Assessment:</p>	<p>Aligned Odell Assessment: Unit 2 Section 4 Diagnostic</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>There are not prescribed presentations in either unit, but students can be asked to present their portfolios, presentations for Extended Reading etc. Regularly practicing speaking in front of peers is important to students' growth towards college and career readiness.</p>	<p>While only 1 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.</p>

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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 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>LT4A- Conduct and organize research in an effective and engaging manner. (W7, W8)</p> <p>[UNIT 1: Life After High School]</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify 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 usefulness, interest level, relevance, accuracy, and bias. (SL.11-12.3, W.11-12.8) <input type="checkbox"/> Integrate a variety of sources, organizing information to establish a logical and well-developed flow of ideas. (SL.11-12.2, W.11-12.8)
	<p>LT4B- Investigate factual information that informs an author’s portrayal of people and events in historical fiction. (W7, RI3, RI6, RL6)</p> <p>[UNIT 2: In the Time of the Butterflies]</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Examine how specific social, cultural, and political details interact and develop over the course of the text. (RI.11-12.3, W.11-12.7) <input type="checkbox"/> Analyze the author’s portrayal of information in historical fiction for accuracy, bias, and interpretation. (RL.11-12.6, RI.11-12.6)
	<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 – Forming Evidence Based Claims Tool Evaluating Ideas Tool</p>	<p>Aligned Odell Assessment: Unit 2 Section 1 Diagnostic</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>	

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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>L5A- Demonstrate comprehension through analysis of a range of grade-appropriate texts. (RL1, RL2, 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.11-12.2) <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. (L3, L4, L6)</p> <p style="text-align: right;">[UNIT 1: Life After Highschool & UNIT 2: <i>In the Time of the Butterflies</i>]</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)</p> <p style="text-align: right;">[UNIT 1: Life After Highschool & UNIT 2: <i>In the Time of the Butterflies</i>]</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 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 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: Community	Unit 4: Application	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. <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 how authors convey their message through manipulation of point of view and structure. (RI/RL4, RI/RL5)</p> <p style="text-align: right;">[UNIT 3: Community]</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 an author's perspective influences the position, purpose, or ideas communicated in a text. (RL.11-12.6) <input type="checkbox"/> Analyze how the <i>structures or patterns of a text impact how clear, convincing, or engaging</i> a text is. (RI.11-12.5, RL.11-12.5) <input type="checkbox"/> Cite strong and thorough textual evidence to support claims and reasoning. (RL.11-12.1)
	<p>LT6B- Analyze how authors convey value and legitimacy in their claims through evidence, style, and rhetoric. (RI6, L5)</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"/> Analyze use of information, ideas, evidence in their ability to support the claim. (RI.11-12.6) <input type="checkbox"/> Analyze the <i>aesthetic impact</i> of rhetoric and/or literary devices on the <i>power, persuasiveness, or beauty</i> of a text. (RL.11-12.4, RI.11-12.6, L.9-10.5) <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.*

LT6A	LT6B
<p>Aligned Odell Assessment:</p>	<p>Aligned Odell Assessment: Unit 3 Section Diagnostic 3 Unit 3 Section Diagnostic 4</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>Authors have technical ways they structure and manipulate text to present meaning to a reader. They are also artists and use aesthetic details and personal style in the same way visual artists do.</p> <p>LT6C: <i>Aesthetic Impact</i> refers to the emotional response that an individual has to a text or image. This target aims to have students communicate how the text resonates in an artistic and stylistic way.</p>	<p><i>Legitimacy</i> is the ability to be defended with logic; validity. How do authors convey that their claims rest on a solid defensible foundation?</p> <p>Online communities are the focus of Section 4, while more traditional communities have been discussed Sections 1-3. Daily lessons build to learning communicated in the Section 4 Diagnostic.</p>

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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- Effectively utilize written language to communicate for a variety of audiences and purposes. (W1, W2, W3, W4, L3) [UNIT 3: Community]</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Effectively includes elements of narrative, informational, argumentative, and/or creative writing (W.11-12.1, W.11-12.2, W.11-12.3) <input type="checkbox"/> Uses structure and format to enhance the intended message of the value and legitimacy of a specific community. (W.11-12.4) <input type="checkbox"/> Utilizes rhetorical tools and devices to describe and explain the essential components of the community and how one becomes a member, maintains a tone suitable for the topic, situation, and message. (W.11-12.4) <input type="checkbox"/> Utilizes both literal and figurative language. (L.11-12.3)
	<p>LT7B – Construct evidence-based analysis paragraphs responding to a variety of prompts. (W2, RLI, L3, L6) [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"/> Introduce and defend a precise claim. (W.11-12.2.A) <input type="checkbox"/> Integrate and appropriately cite textual evidence to support analysis, original ideas, or reflection. (RI.11-12.1) <input type="checkbox"/> Use words, phrases, and clauses to create cohesion and clarify ideas. (L.11-12.3, L.11-12.6)
	<p>LT7C- Engage in components of the writing process to develop and strengthen writing. (W4, W5) [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"/> 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) 	

LT7A	LT7B	LT7C
<p>Aligned Odell Assessment Unit 3 Culminating Task</p>	<p>Aligned Odell Assessment Unit 3 Section 2 Diagnostic Unit 3 Section 3 Diagnostic</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>Student can revise and resubmit to show growth toward mastery.</p>	<p>Students produce multiple examples of writing through their research portfolio. How evidence is collected based on the guardrails put in place by the instructor is a PLC or instructor choice.</p>	
<p style="font-size: 48px; opacity: 0.3; transform: rotate(-15deg);">DRAFT</p>		

TOPIC 8: 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 8: 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>
	<p>LT8A- Engage in collaborative discussion sharing understandings and seeking understanding. (SL1)</p> <p style="text-align: right;">[UNIT 3: Community]</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 style="text-align: right;">[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"/> 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>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)

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

LT8A	LT8B
<p>Aligned Odell Assessment: Unit 3 Section 1 Diagnostic Unit 3 Section 4 Diagnostic</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>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.</p>	<p>There are not prescribed presentations in either unit, but students can be asked to present their portfolios, presentations for Independent Reading etc. Regularly practicing speaking in front of peers is important to students' growth towards college and career readiness.</p>

TOPIC 9: 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 9: 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>LT9A- Assess the credibility of individual sources and their usefulness in answering research questions. (SL2, W7, W8, W9, RI2) [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"/> Formulate research questions and lines of inquiry with appropriate coherence, scope, and relevance. (SL.11-12.2, W.11.12.7) <input type="checkbox"/> Explain an accurate understanding of the central ideas of sources. (RI.11-12.2, W.11-12.9) <input type="checkbox"/> Identify the biases or agendas of authors, publishers, or creators of sources. (W.11-12.8)
	<p>LT9B- Synthesize evidence from a variety of sources to construct coherent research-based claims. (W7, W8, W9, RI6) [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"/> Compare and contrast how evidence is presented in multiple sources. (W.11-12.8) <input type="checkbox"/> Evaluate the effectiveness of the different types of claims in sources (descriptive, interpretive, evaluative). (RI.11-12.6) <input type="checkbox"/> Construct evidence-based claims that clearly and concisely answer elements of the inquiry or research question. (W.11-12.7) <input type="checkbox"/> Support evidence-based claims with quotations and evidence from the texts. (W.11-12.9)

LT9A	LT9B
<p>Aligned Odell Assessment Unit 4 Section Diagnostic 1 Unit 4 Section Diagnostic 2</p>	<p>Aligned Odell Assessment Unit 4 Section Diagnostic 3 Unit 4 Section 4 Diagnostic</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>Sections 1-4 aim to support students in building the necessary components of their final research portfolio through refinement, adding additional components, and revising for clarity. This is inherently providing students with multiple opportunities to demonstrate their understanding.</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. 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>L10A- Demonstrate comprehension through analysis of a range of grade-appropriate texts. (RL1, RL4, L5, L6)</p>
	<p>[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>LT10B- Demonstrate command of conventions of Standard English to speaking and writing. (L3, L4, L6)</p>
	<p>[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>[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>