ODELL EDUCATION
TEXAS HIGH SCHOOL LITERACY PROGRAM
PROGRAM GUIDE

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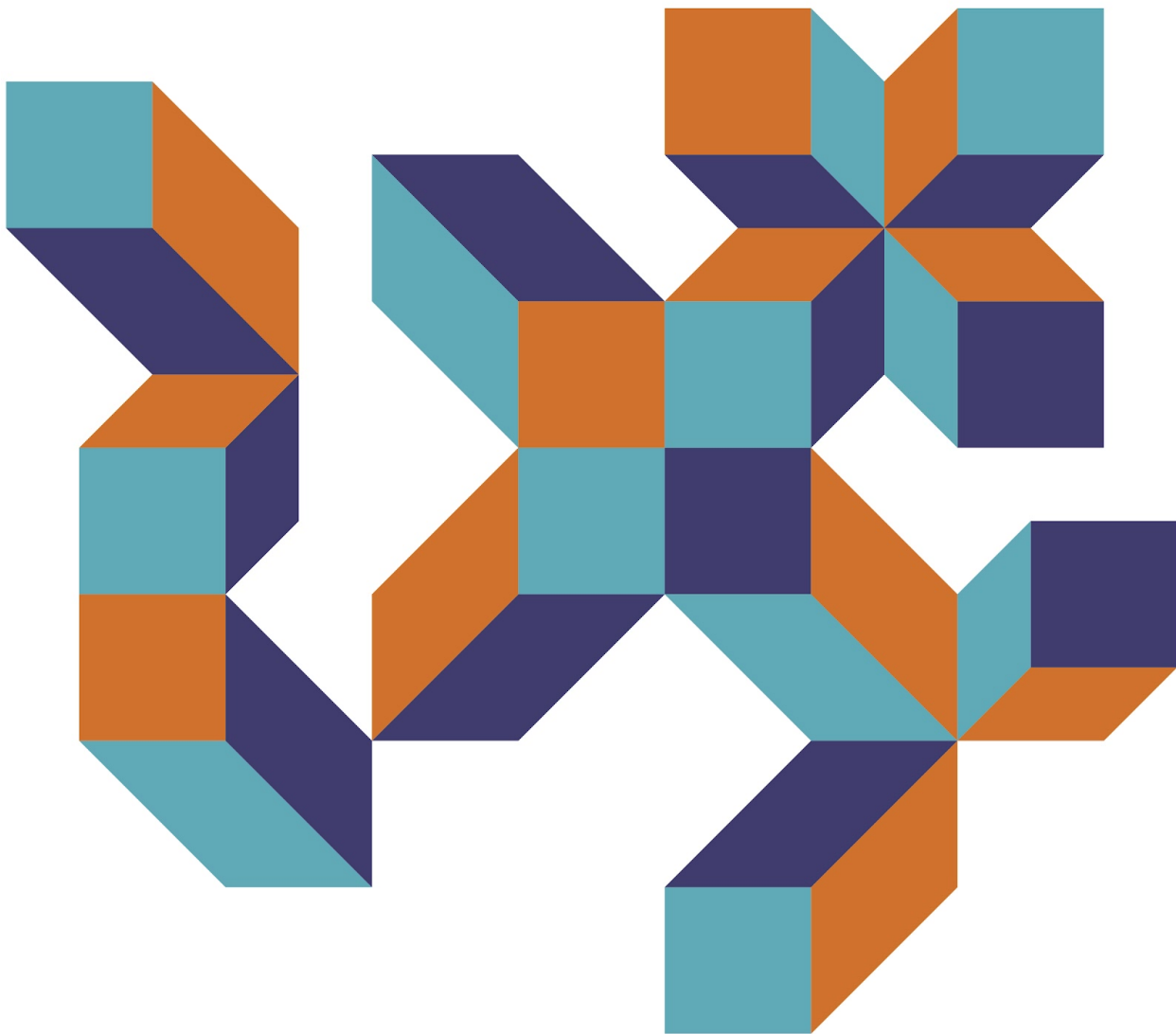
Introduction

Welcome to Odell Education

Odell Education is dedicated to fostering creativity and critical thinking. Our approach equips students with the literacy skills and knowledge essential for success in college, in their career, and in civic life.

Odell Education Texas High School Literacy Program

The Odell Education Texas High School Literacy Program (Odell Texas HSLP) inspires creativity, builds knowledge, and enhances the skills students possess through student-centered and student-led analyses of robust texts and topics. Our TEKS-aligned instructional units empower students to pose questions, inquire deeply, reflect, and evolve as independent thinkers and engaged participants in a learning community. We firmly root literacy in texts and ideas: students explore texts worth reading and ideas worth considering.

In the Odell Texas HSLP, all students do the following:

- conduct their own analyses, using textual evidence to support their own ideas
- engage with their peers in rich and meaningful collaborative tasks
- develop deep knowledge of significant ideas, perspectives, and literature
- reflect on their learning so they are able to transfer skills and knowledge to new tasks, problems, and scenarios
- have ongoing opportunities to ask and explore questions with multiple answers
- engage in research and argumentation authentically and frequently
- take charge of their own literacy development with other students
- access and analyze grade-level texts with the help of effective scaffolding and support, regardless of reading ability

At Odell Education, we believe each student brings a rich personal, cultural, academic background and a unique set of knowledge and skills to the classroom, regardless of reading level.

Texas High School Literacy Program - Guiding Principles

The Learning Community

Students who use the Odell Texas HSLP establish, build, and expand their learning community—a group of students sharing a common learning experience, learning new perspectives, and sharing their own experiences. Working in a community of learners, students analyze and discuss complex ideas. Each student builds and expresses their own knowledge of texts and topics while acknowledging and considering the perspectives of their peers. Throughout the year, students work in research teams and participate in group and class discussions, establishing a culture of collaboration and discovery. At the end of the year, each class's learning community presents newfound knowledge about timely and relevant issues to a forum made up of the students' school, caregivers, and local community.

Knowledge

Throughout the Odell Texas HSLP, students explore a wide variety of classic and contemporary authors and texts to build knowledge about literacy skills and content important for high school students, preparing them to thrive in a world of ideas and expression.

Students build knowledge by investigating a topic or anchor text through organized text sets in each unit. Text sets guide and focus student learning and knowledge development by examining a diverse body of authors, perspectives, and genres. While students develop strands of knowledge in units, they also extend their understanding across units in the year and across all four years of high school.

Inquiry & Agency

The Odell Texas HSLP emphasizes active learning through inquiry and the vital role inquiry plays in preparing students for college, workforce training, civic participation in a democratic society, and their self-actualized lives. In the Foundation and Application units, students investigate a topic through recursive and iterative cycles of inquiry in which they work in learning communities to explore significant issues and topics, refine research questions, find and assess sources for relevance and credibility, and present their research in various forms.

Individual and collective agency is integral to the program. Students choose not only their research interests in the Foundation and Application Units but also how they will express their learning. In the Foundation Units, for example, students work in teams on specific subtopics and decide how to best present their research findings. Students might present their research to their classmates TED Talk-style or through an interactive webpage that organizes findings both as text and as graphic displays.

Choice & Flexibility

The Texas High School Literacy Program is intentionally designed to be adaptive and flexible, so teachers can meet the unique needs and interests of their students and classrooms. Teachers choose from a variety of Development Units to use throughout the year and can use the curriculum as written, selecting lessons and activities that meet the needs of their students.

The Odell Texas HSLP provides additional flexibility with a suite of optional supports for students with different levels of mastery so they are primed to experience success with a rigorous curriculum. Student support materials, such as graphic organizers, question sets, and vocabulary lists, are designed specifically for teachers and students to use in flexible ways.

Alternatively, teachers can choose to use the text sets and materials in different ways. Teachers can develop their own instruction using the text sets to prepare students for success on the provided Culminating Tasks or tasks they develop themselves.

Students also make choices in the program: the pathways they explore, how they demonstrate their understanding in the Foundation and Application Units, the texts they choose for independent reading, the sentence structures they mimic in their own writing, and the new words they are interested in adding into their personal vocabulary.

Program Design

Each grade includes a Foundation Unit, five Development Units, and an Application Unit that concludes the year. All units present a combination of optional lessons and activities teachers may choose from. Lessons are designed to span 45-90 minutes, but the total length of a lesson depends on how many activities are chosen. Knowing that the needs of students may vary widely, educators are best suited to make decisions on pacing.

Units

In each unit, students read a series of texts to explore a common text or a central topic. Students express their understanding of the core body of knowledge and their development of TEKS that are built into the unit in a Culminating Task—the final assessment of each unit.

Culminating Tasks may be written or oral and may be independent or collaborative. Students will create a product (e.g., a video or podcast) or write an essay (e.g., a literary analysis), as well as read, understand, and express their knowledge of substantive texts and topics.

Unit Structure

Units are made up of sections, lessons, activities, and teaching notes for activities.

Sections

Each unit is made up of several sections, which generally consist of five to ten lessons. Each section has a Section Diagnostic in which students have the opportunity to demonstrate their skills and knowledge on a formative assessment. Section Diagnostics include, but are not limited to, writing a paragraph or multiple paragraphs, delivering a presentation, or engaging in an academic discussion, such as a Socratic Seminar.

As each lesson prepares students for success on the Section Diagnostic, each Section Diagnostic prepares students for success on the Culminating Task. Teachers review students' work using **Section Diagnostic Checklists** to determine students' progress and diagnose learning needs.

Sections prior to the final section dedicated to drafting the unit's Culminating Task may feature one or more "Monitor Moment." Monitor Moments provide opportunities for monitoring or assessing student learning through tasks or materials that are key building blocks for unit assessments. They provide teachers with evidence of a key skill or knowledge acquisition. These activities might contain a product to be assessed, such as a completed tool that is linked to the upcoming Section Diagnostic. Teachers can determine which Monitor Moment materials or activities they wish to collect and evaluate and can utilize the Monitor Moment Scoring Notes handout to support evaluating student work.

Lessons

In a lesson, students engage with one or more unit texts to build the knowledge and skills they will need for the unit assessments.

Each lesson has lesson goals, which are phrased as "students will" statements and are based on the focus TEKS for the lesson. These statements highlight the knowledge, TEKS-aligned skills, and any habits that are important for achieving the lesson objective. Teachers use the lesson goals to monitor student development: What do students know and not know about the texts they are reading? Are students generally on track to read, understand, and express their understanding and knowledge? Students use the same goals to monitor their own development and performance.

Optional lessons provide support and extension in reading and writing. Teachers can choose to enhance core instruction with these lessons to meet the specific needs of their students.

Activities

Each lesson consists of a series of instructional activities. Activities are identified as core or optional. Core activities contain essential content that prepares students for the Section Diagnostics. Optional activities allow teachers to provide additional support and extension for learning, with content and activities that are integrated into the flow of instruction. Teachers choose a combination of the core and optional activities, and the total length of a lesson depends on how many activities are chosen.

Every activity begins with an activity overview, which includes information about the activity, the materials, and the class configuration necessary to implement the activity. Each activity is written in student-friendly language and provides directions necessary for completing the activity. Activities are often supported by teaching content and pedagogical notes to aid instruction.

Teaching Notes

All units contain robust teaching notes that support teachers by providing important content and pedagogical information. The teaching notes are organized into four categories:

- "Monitor Moment"
- "About the Author, Concept, Text, Topic"
- "Teaching Strategies and Decisions"
- "Student Support and Differentiation"

Student Materials Books and Teacher Editions

Both Student Materials books and Teacher Editions for the Odell Texas HSLP are available for purchase through XanEdu.com. The Student Materials books are printed consumables that provide all graphic organizers and evaluation checklists used throughout a unit's activities.

Teacher Editions are a compilation of all student directions and teaching notes available on the website, which include helpful organizational features such as the unit overview, section outlines, and lesson overviews. Master copies of all relevant student materials are provided in appendices.

Unit Types

Development

Development Units are designed to deepen students' knowledge and skills. Students explore compelling questions to develop their ability to read and analyze substantive texts; students express their understanding and knowledge through discussions, written tasks, and presentations. Development Units are organized around a full-length text (e.g., *Hamlet*) and its supplemental texts or a topic (e.g., artificial intelligence) that is developed through a series of related texts.

Foundation

The Foundation Unit is a supported class inquiry project. As with the Development Units, students build a body of knowledge around a common topic as a class. However, in the Foundation Units, students demonstrate their skills to conduct academic research in small pathway groups as they investigate a compelling question (e.g., Who changes the world?). Each Foundation Unit provides students with several pathways to explore the central topic in more depth with a research team. The unit ends with a presentation by each of the research teams.

Application

The Application Unit concludes the course. Students review texts and topics they have encountered throughout the year and choose a text or topic they want to explore further. Based on their interests, students form research teams to explore an inquiry question they develop themselves. Students expand their learning community as they develop a presentation for the larger school community. The Application Unit includes independent and collaborative reading, writing, discussion, and presentation.

Assessment

Coherence between Instruction & Assessment

The Odell Texas HSLP tightly links TEKS instruction and evaluation through a coherent system of curriculum-embedded lesson goals, supports, and assessments. Each unit ends with a TEKS-aligned Culminating Task, which requires students to use the knowledge, skills, and habits that they have developed throughout the unit. TEKS-aligned diagnostic assessments throughout the unit assess student preparedness for success on the Culminating Task.

Each unit identifies the TEKS that students will develop throughout the unit and includes a **Culminating Task Checklist**, which is used for evaluation. Each unit includes a variety of formal and informal opportunities designed to assess student learning and performance. During lessons and activities, students' knowledge and TEKS development are monitored by lesson goals that are aligned with, and prepare students for, the Culminating Task. Activities that provide specific opportunities for teachers to monitor growth and progress with respect to the unit assessments are labeled "Monitor Moments."

In each section of the unit, students complete a Section Diagnostic, which measures progress on the TEKS. Optional lessons and activities are provided after each Section Diagnostic to reinforce the skills and knowledge assessed on the Section Diagnostic. Teachers use this diagnostic information to make decisions about which lessons and activities to complete, emphasize, or deemphasize.

In the units, assessment is accomplished through three practices: monitoring, diagnosing, and evaluating.

Monitor, Diagnose, Evaluate

Monitor
Lessons provide ongoing opportunities for teachers to monitor student progress. Lesson goals, largely derived from the Evaluation Criteria, guide each lesson. Monitor Moments provide opportunities for monitoring or assessing student learning through tasks or materials that are key building blocks for unit assessments and provide teachers with evidence of a key skill or knowledge acquisition. Teachers adjust and extend activities based on their monitoring of student success on these goals and Monitor Moment content.

Diagnose
Section Diagnostics assess student growth throughout each unit. The series of Section Diagnostics in a unit build up to the Culminating Task and gives teachers diagnostic information about student literacy development. Information from Section Diagnostics can be used to plan future instruction and identify reteaching opportunities.

Evaluate
Each unit concludes with a Culminating Task. On it, students demonstrate their learning on an authentic task that teachers can use to assess and evaluate student literacy development with targeted criteria.

The **Section Diagnostic** and **Culminating Task Checklists** have three performance levels: Exceeds Expectations, Meets Expectations, and Below Expectations. The checklists are intended to be used along with student exemplar responses. Through benchmarking, teachers select student exemplar responses that illustrate performance levels on the checklists. This process ensures reliable scoring and establishes a common standard by which all student responses are measured. Training and support on benchmarking is available from Odell Education. Contact info@odelleducation for more information.

Assessment Plan: The Evaluation Plan, TEKS-Aligned Checklists, & Rubrics
Each unit has an assessment plan that contains a comprehensive **Evaluation Plan**, TEKS-aligned checklists, and genre-based writing rubrics. Together, the assessment plan provides a 360-degree perspective of TEKS alignment, student performance, knowledge acquisition, and skill development.

The Evaluation Plan
The **Evaluation Plan** identifies each unit's Culminating Task, its Section Diagnostics, and the subsequent lessons and activities that provide practice and enrichment opportunities for students whose performance on diagnostics indicates a need for continued monitoring or additional targeted support. TEKS-aligned checklists for the Culminating Task and Section Diagnostics are provided, giving teachers a map of the knowledge and skills assessed over the course of the unit. These same checklists are offered as stand-alone, printable handouts that students and teachers use to understand tasks and provide feedback.

Scoring notes are provided for the Section Diagnostics and the Culminating Tasks. Scoring

notes for the unit's Monitor Moments can be found on each unit's **Monitor Moment Scoring Notes** handout. These scoring notes provide plausible responses and supporting evidence for the tasks. The scoring notes provide plausible responses and supporting evidence for the tasks. Note that while illustrative, the scoring notes are neither exhaustive nor complete responses to the prompt and are not intended to be used as exemplar responses.

TEKS-Aligned Checklists and Evaluating Student Responses
The TEKS-aligned **Section Diagnostic Checklists** and **Culminating Task Checklists** found in each unit's **Evaluation Plan** and as printable handouts are used by teachers to review prompts and expectations prior to assessments, to assess student mastery of the TEKS-aligned goals, and to provide targeted feedback to students. The goals on the checklist, phrased as questions starting with "How well does the student," indicate the knowledge, skills, and habits students need to succeed on the task. These goals are based on the TEKS, though they are adapted to capture content-specific goals and expectations. The goals are further categorized into three main areas: reading and knowledge; writing; and speaking and listening to assist in evaluating student responses and providing feedback. Each assessed criteria is evaluated and categorized into one of the following: exceeds expectations (E), meets expectations (M), or below expectations (B).

The details and evidence in the scoring notes in each unit's **Evaluation Plan** illustrate the type of analysis that would meet expectations (M) on the task. Responses that demonstrate skills and knowledge beyond or below the analysis illustrated in the notes would exceed (E) or be below expectations (B) for those specific TEKS-aligned goals. In addition to using the scoring notes to help evaluate students' knowledge of the content in the unit, teachers can use the TEKS-aligned goals to evaluate and provide specific feedback on speaking, listening, and writing skills. Teachers can use the bulleted "be sure to" statements and TEKS-aligned writing goals included in the checklists to guide their evaluation of students' writing composition. See the following Benchmarking and Grading sections for ideas on establishing a common understanding of how to apply the ratings of exceeds expectations (E), meets expectations (M), or below expectations (B).

After each Section Diagnostic, teachers can conduct an optional lesson or activity in which students review their responses along with teacher feedback, and, either with a writing partner or directly with the teacher, discuss how they might improve their writing (or speaking skills when appropriate). At this time, teachers might share examples of student writing from the class to establish a common understanding of what "meets expectations" and "exceeds expectations" mean. Finally, teachers can use the data from each TEKS-aligned Section Diagnostic to determine whether students need additional support, practice, or enrichment in reading, writing, speaking, or listening, and they can adjust lessons and activities in the following section to meet students' identified needs. The Opportunities for Continued Practice and Support sections of each unit's **Evaluation Plan** provide upcoming lessons where teachers can monitor student progress.

Rubrics
In addition to the Culminating Task Checklists, three optional, genre-based writing rubrics are offered for units whose Culminating Tasks comprise literary analysis writing, argumentative writing, and explanatory writing. They are located on the Culminating Task tab of applicable units. The three-point scale rubrics can be used to evaluate students'

Culminating Task responses in a few different ways. Teachers can provide students with a single score averaged from all category scores, or they can provide disaggregated scores per category. Teachers might also choose to focus on targeted categories to provide formative feedback during the writing process. The descriptors at each score point explain the qualities demonstrated at that score point.

Grading

The checklists and rubrics can be used to grade student responses. Because these units will be taught in a variety of unique educational contexts, it is important to consider how to evaluate student progress when it comes to each school's grading policies. Teachers might need to discuss with instructional leaders, content department colleagues, or grade-level team members how the school or department wants to "grade" or provide a cumulative evaluation of students' mastery on the Section Diagnostics and Culminating Tasks.

Here are ways the checklists and rubrics might be used in different contexts for the purpose of grading:

- Schools whose grading policies utilize numerical data (total points, percentages, letter grades, etc.) to provide evaluation of student progress might assign numerical weighting to each of the rubric's scoring sections and categories. For example, a score of 3 in all categories of the Literary Analysis Rubric might yield between a score between 90-100%. Taking this approach a step further, point values might be assigned to each construct in one scoring section, another set of point values to each construct in the next scoring section, and so forth. An example might be that the Thesis/Claim section in the rubric is weighted at 60 points, while the Coherence/Organization section is 40 points. The weighting will depend on what skills or content are emphasized. The same approach might be considered with the checklists by assigning point values or percentage weighting to the exceeds expectations (E), meets expectations (M), and below expectations (B) scale. Similarly, each TEKS-aligned goal on the **Section Diagnostic** and **Culminating Task Checklists** could be assigned individual point values or percentage weighting.
- Schools whose grading policies utilize mastery-based or standards-based grading, might align the rubrics and checklists to their grading of performance levels toward mastery or competency. For example, if a school commonly uses rubrics with specific performance levels (Exceeding Mastery, etc.) then overlaying those progressions on the Odell rubrics or checklists or revising the rubrics or checklists to align to the school's learning progression continuum might be helpful. For instance, a school might have four levels of learning progressions that they utilize in all of their rubrics rather than the three performance levels of Exceeds Expectations, Meets Expectations, and Below Expectations described on the checklists. As a result, a school might change the Section Diagnostic and Culminating Task rubrics to four columns using their performance-level descriptors and indicators. Schools might also adapt the language of the Odell Texas HSLP rubrics or checklists to align to their own grading policies and procedures.

Ultimately, the checklists and rubrics support students with their literacy development. With this goal in mind, providing specific and actionable feedback to students by using the language of the checklists and the rubrics, in conjunction with providing grades, will help

students progress in their developing skills. Additionally, engaging students in self-assessment throughout a unit by using the language of the checklists and the rubrics, in conjunction with the **Culminating Task Progress Tracker**, can be useful as students progress in their reading, speaking, and writing skills. Having students reflect on their developing skills can support metacognition and enable students to begin to independently apply the skills they are learning in other academic contexts.

Benchmarking

Through a school or district benchmarking process, teachers can select student exemplar responses that illustrate the various performance levels on both the checklists and rubrics. This process ensures reliable scoring and establishes a common standard by which all student responses are measured.

The Culminating Task & Section Diagnostics

Culminating Task

Each unit concludes with a summative Culminating Task that assesses the skills and knowledge from the unit. The Culminating Task may be written tasks or tasks in which students present to their learning community. These may be individual or group tasks. Written Culminating Tasks span a range of task types, including literary analysis, argument, narrative, and explanatory.

Teachers use data collected from the Culminating Task to do the following:

- evaluate students' overall understanding, knowledge, and skill
- evaluate students' growth based on a collection of evidence from daily monitoring and Section Diagnostics
- make decisions about the next units to teach

Section Diagnostics

Each section has a formative Section Diagnostic. Section Diagnostics build cumulatively toward the Culminating Task, with each Section Diagnostic assessing a portion of skills reflected on the Culminating Task. Section Diagnostics may be written tasks or tasks in which students present to their learning community. These tasks may be individual or group tasks. Written diagnostic tasks span a range of task types, including literary analysis, argument, narrative, and explanatory. Oral diagnostic tasks may be done by an individual (e.g., participation in a Socratic Seminar) or in groups (e.g., presentation of an analysis with teammates).

Teachers use data collected from the Section Diagnostics to do the following:

- evaluate student understanding of knowledge and skills from each section
- track student growth across the unit
- make decisions about what to reteach or where to extend

TEKS

The TEKS comprise the literacy skills and academic habits that help teachers evaluate student performance and monitor student progress throughout each unit and across multiple years. Grade-level TEKS form the backbone of the lesson goals throughout the program. Students and teachers use the lesson goals to monitor their own performance and growth.

Evaluation Plan

The **Evaluation Plan** relays each unit's Culminating Task, the unit's Section Diagnostic assessments, and the upcoming lessons and activities that provide practice and enrichment opportunities for students whose performance on diagnostics indicates a need for continued monitoring or additional targeted support. On the **Evaluation Plan**, the TEKS set reading and knowledge, writing, and presenting goals for students.

Culminating Task Checklist

The Culminating Task Checklist provides a task prompt and a checklist that is used to evaluate student work. The checklist includes content-specific questions, aligned to TEKS, that provide evaluative feedback to students (e.g., How well does the response analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in the text?). While the questions are based on the TEKS, they are adapted to capture content-specific expectations. The "Related TEKS" are included to orient teachers to applicable TEKS.

Section Diagnostic Checklists

The **Section Diagnostic Checklists** provide task prompts and checklists that are used to evaluate student work. The checklists include content-specific questions, aligned to TEKS, that provide evaluative feedback to students (e.g., "How well does the response analyze relationships among characterization and point of view in Chapter 1?"). While the questions are based on the TEKS, they are adapted to capture content-specific expectations. The "Related TEKS" are included to orient teachers to applicable TEKS.

Lesson Goals

The lessons of each unit contain lesson goals that are central to each lesson's skills and knowledge acquisition. These goals are derived from the "Focus TEKS," though they are crafted in a way that is specific to the goals of each lesson.

TEKS and ELPS Lesson Alignment

Each lesson is aligned to a set of "Focus TEKS," which represent the primary goals of the lesson. While students may apply or even develop other TEKS in the lesson, these "Focus TEKS" capture the primary learning objectives of the lesson. Lessons also include "Supporting TEKS" that support the learning goals of the lesson, but do not, on their own, address its overall objectives.

Each lesson is also aligned to an individual ELPS, to facilitate the monitoring of the language acquisition of students who are beginning or intermediate English learners (hereafter referred to as "emergent bilingual students"). Similar to the TEKS lesson alignment, other ELPS may be relevant to each lesson, but the ELPS that is identified serves as an opportunity for teachers to attend to the development or application of a specific skill. Each unit thus strives to cover a variety of ELPS, rather than focus on a select few.

Texts

Text Complexity & Selection

A key factor in determining students' success as adults is their ability to read and understand rich, grade-appropriate complex texts. Thus, all instruction in reading, writing, speaking and listening, and language is integrated with the analysis of complex grade-level texts. The Odell Texas HSLP includes a range of text formats and genres, including novels, essays, government reports, foundational US documents, court cases, poetry, plays, images, podcasts, interactive graphics, tables, websites, and films. Texts in the Odell Texas HSLP reflect appropriate grade-level complexity, as determined by attention to qualitative, quantitative, and reader and task measures. Texts in the Odell Texas HSLP are deemed texts worthy of students' time and attention because of their significance, diversity, authenticity, and complexity.

In the Odell Texas HSLP, texts are identified as core or optional. Core texts are those critical to building knowledge, rich in craft, and required for all students. Optional texts, while also selected to build knowledge and highlight authors' craft, are not necessary for success on the Culminating Task. Instead, they provide students the opportunity to build additional background knowledge or extend their knowledge about the topic or text. Each unit in the Odell Texas HSLP is accompanied by a teacher-facing **Text Overview** document and student-facing **Unit Text List**. The **Text Overview** document has an additional section that includes qualitative analysis of key texts in the unit.

Quantitative
Texts in the Odell Texas HSLP meet the Texas requirements for quantitative complexity by grade band and are appropriately scaffolded throughout the grades and within a unit. Some texts, including poems and plays, are not evaluated for their quantitative complexity.

Qualitative
Texts in the Odell Texas HSLP are evaluated for the complexity of nuanced qualitative attributes, including meaning, structure, language, and knowledge demands.

Reader and Task
Reader and task considerations include the text's significance, diversity, and authenticity.

Exploring texts that contain *significant* knowledge and perspectives is the bedrock of the Odell Texas HSLP. Students explore a rich literary tradition within the US and across the globe. Likewise, students build knowledge from significant nonfiction sources as well, from foundational US documents to current analysis of technological developments in artificial intelligence.

Diverse texts present multiple perspectives and are written by authors reflecting different genders, ethnicities, and races. The texts encourage students to learn about multiple sides of a single issue or to see an event or idea from many perspectives. Often, texts with perspectives that challenge each other are included in the same unit. To address these aspects of diversity, the texts in the units come from a variety of sources, both canonical and contemporary. Diverse texts also vary in format and genre.

Authentic texts reflect a range of experiences that are genuine and come from previously

published sources and are used in their original form for purposes that contribute to a student's development. Authentic texts are texts written for purposes other than classroom instruction and are intact, rather than adapted or simplified.

Text Types

The Odell Texas High School Literacy Program uses many text types and genres across its units, ensuring that students access, read, and analyze content in various formats. Each unit's teacher-facing **Text Overview** and student-facing **Unit Text List**, as well as the text icons on the Text tab for sections, lessons, and activities, indicate where the text can be found:

- **Tradebook**: These texts are full-length novels or nonfiction books that schools will need to purchase or otherwise make available for students.
- **Digital Access**: These texts can be found online. The information provided in the **Unit Text List** or on the Materials tab for the activity can be used to conduct a web search for the resource. Digital access resources include online articles, videos, podcasts, and other web sources.
- **Unit Reader**: These required texts are found in the Unit Readers, which are available for purchase in print through XanEdu.com.
- **CD/DVD**: These materials are available on CD or DVD and might also be available through online content providers.
- **PDF**: These formatted texts are available in the Student Materials books and are digitally available for download within the unit on the Text tab for sections, lessons, and activities.

The following icons correspond to these text types and are used on the website's Text tabs to indicate the text type and location:

Unit Reader Texts

Multimedia Texts

Digital Access Texts

PDF Texts

Tradebook Texts

Digital Access Texts

It is especially important for students to access quality texts and conduct research online in order to increase their digital literacy. While the Odell Texas HSLP utilizes tradebooks and printed Unit Readers, accessing texts online broadens students' opportunities to access

authentic content in an increasingly important medium. For these reasons, many texts, labeled as "digital access texts," link to external sites. Note that some digital access texts may present content unrelated to the assigned text, including advertising or suggested articles. Odell Education does not have control over such ads or other content on these external sites, some of which may be challenging for students.

When assigning digital access texts, educators should preview each text and its website prior to assigning it to determine whether it presents potentially challenging content for their classrooms and to make instructional decisions based on student needs or backgrounds.

Teachers should consider using an ad blocker if they are presenting video content in class, whether at school or via screen-sharing. Ad blockers are widely available for any web browser. Teachers should also follow any local district or school guidelines or policies regarding accessing digital content on the Internet at school.

Independent Reading

Cultivating an independent reading routine can impact the culture of your classroom. When students are engaged in reading that they find meaningful and affirming, they are more likely to retain positive associations with reading. The independent reading program extends student learning and can spark student interest in new information and diverse perspectives. Providing students time to read and allowing them to choose their texts can create an environment where building new knowledge, acquiring complex vocabulary, improving reading fluency, and increasing reading stamina happen as a byproduct of engagement.

Independent reading lessons include suggestions about incorporating independent student reading in the classroom and recommendations for accountability structures. These lessons are located at the end of each section of every unit to give students consistent opportunities to make, write about, and discuss connections between the texts of the unit and their independent reading text. Be sure to review each lesson to make instructional decisions around including independent reading in the classroom.

A list of suggested independent reading texts that are related to the unit's topic or anchor text can be found in the **Text Overview** and **Unit Text List** for each unit. Schools might also provide students with lists of approved independent reading texts, perhaps available in a library, or empower them to research and select texts topically related to the unit content.

Especially in the implementation phase, consider encouraging students to use the same tools and close-reading practices they use during instruction. The independent reading lessons provide suggestions for how to help students engage in their texts by using tools from the Literacy Toolbox. Choose how to assign and collect those tools to monitor students' reading and comprehension.

The Literacy Toolbox: Tools, Reference Guides, & Checklists

The Odell Texas HSLP contains a suite of materials in a Literacy Toolbox that supports reading, writing, and speaking and listening activities pertinent to the unit's text or topic and instructional sequences. The Literacy Toolbox comprises graphic organizers (tools), tool exemplars, reference

guides, and checklists, carefully designed to support student success throughout the learning progressions of the units. Each item in the toolbox is designed for flexible use. Exemplars of tools include annotated model responses that demonstrate an effective use of the tool, as well as criteria for success that teachers can use to help evaluate student work, regardless of the unit or text. More on these exemplars can be found in the Instructional Approaches: The Literacy Toolbox section below. Items are available as PDFs and, when editable, as Google Docs. The following icons are used on the Materials Tabs to indicate whether the document is available as a PDF, Google Doc, or both:

Google Doc version of a tool

PDF Material – a tool used repeatedly

PDF Material – a tool used one time

PDF Material – Assessment Checklist

PDF Material – Question Set

PDF Material - Reference Guide

Materials can be found in the Literacy Toolbox located on each grade-level homepage under Program Resources. They are also found throughout the units, in addition to unit-specific materials.

Downloading and Editing Google Docs

To edit an individual Google Doc, you will first need to create your own copy in your Google Drive by completing the following steps:

1. Click the Google Doc icon next to the desired material.
2. A docs.google.com webpage will appear, asking if you would like to make a copy of the document.
3. Click "Make a copy."
4. A copy of the material will automatically be made and saved to the "My Drive" section of your Google account.
5. Rename and move the material to the desired folder.

To download all Google Docs from a unit to your Google Drive, complete the following steps:

1. In your Google Drive, create a folder for the unit's materials in "My Drive."
2. On the HSLP website, go to the Materials tab on the unit's landing page.
3. Scroll down and click on the Google Drive icon next to "Copy all Google Doc Materials to your Google Drive."
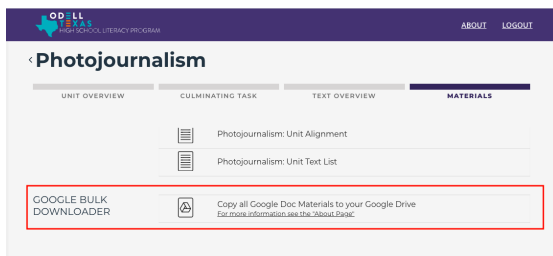
4. Select your Google account when prompted.

5. Click "Allow" when prompted.

ODELL TEXAS HIGH SCHOOL LITERACY PROGRAM
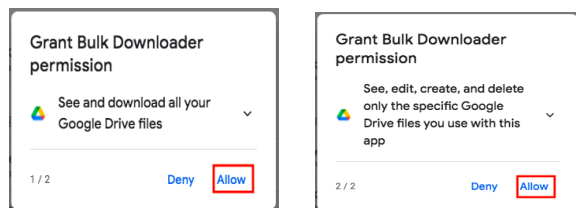
6. Confirm your permissions.

7. Click on the folder you previously created in your Google Drive from the list.
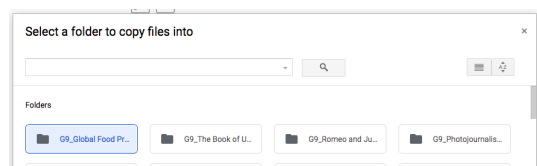
8. Click on "Select" in the bottom left corner of the window.
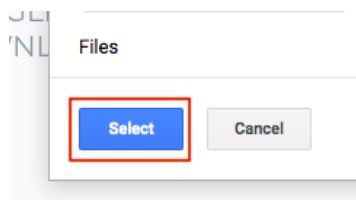
9. When the files have been copied to your Google Drive, it will read "Google Drive copying completed" (this may take a few minutes).
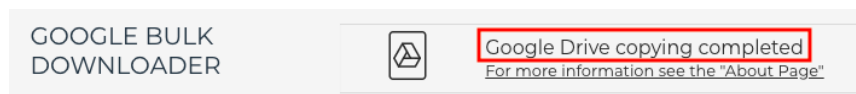
10. To print, follow the instructions in "To Print Individual Materials as Google Docs" above.

Unit Components

All units contain a Unit Overview that introduces the unit with a Central Question; a Culminating Task and a task question; multiple sections and their accompanying Section Diagnostics; sequenced lessons and activities; teaching notes; and materials with a text overview, tools, and reference guides.

Unit Overview

The Unit Overview provides an overarching descriptive paragraph about the focus of the unit's knowledge and skills, the Central Question, the Culminating Task, and the Task Question.

Culminating Task & Task Questions

The Culminating Task focuses on specific knowledge and skills students will build throughout the unit. The Culminating Task is paired with a Task Question that narrowly focuses the Central Question. Culminating Tasks may be written or oral tasks, and they may be completed individually or in groups. Written Culminating Tasks span a range of task types, including literary analysis, argument, narrative, and explanatory. Presentation tasks require students to demonstrate competency in reading and speaking.

Evaluation Plan

The **Evaluation Plan** relays each unit's Culminating Task, all the unit's Section Diagnostic assessments, and the upcoming lessons and activities that provide practice and enrichment opportunities for students whose performance on diagnostics indicates a need for continued monitoring or additional targeted support.

Text Overview

The **Text Overview** document identifies the texts used in the unit. The first table lists the core and optional texts used in the unit along with other important information. The Use column identifies whether the text is core or optional. The document also includes qualitative analysis for anchor and key texts.

Sections

Each section contains a Section Overview, the Section Diagnostic, texts, materials, and all lessons in the section. The Section Overview introduces the section by explaining what will be explored. The Section Diagnostic provides the diagnostic prompt, as well as a description of how the Section Diagnostic helps prepare students for success on the Culminating Task. The texts and materials sections, respectively, contain all the texts students will read or listen to in the section and all materials they will need. Lessons are labeled as Core, Optional, Section Diagnostic, and Independent Reading and are accompanied by a short descriptor of the goals for each lesson. If a lesson contains an activity with a Monitor Moment, the lesson will be labeled "Monitor Moment."

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Lessons

Each lesson contains a lesson overview, lesson goals, TEKS and ELPS alignment, texts and materials, and all the activities in the lesson. The lesson overview introduces the lesson by describing its focus. Lesson goals are specific to each lesson and present the goals or objectives of the lesson. The text and materials sections, respectively, contain all the texts students will read or listen to in the lesson and all the materials they will need. Activities are labeled as core or optional and are accompanied by a short descriptor of the goals for each activity. If one of the lesson's activities houses a Monitor Moment, it will be indicated with a "Monitor Moment" label.

Activities

Student Directions

Each activity begins with a short description of the activity and is followed by student directions for completing the activity. These student-facing notes are procedural and written in student-friendly language. They may also give additional information about an author or text, activity protocol, instructions on how to use a tool, or other background information essential to completing any task. The text and materials tabs, respectively, indicate all the texts students will read or listen to in the lesson and all the materials they will need.

Teaching Notes

Odell Education recognizes the expertise of teachers and the critical role they play in breathing life into each unit and classroom experience. The teaching notes are intended to be a support for teachers and are the first level of professional learning, but they do not replace the expertise of the teacher or reduce the need for the teacher to conduct a comprehensive analysis of unit texts before beginning each unit and prior to teaching each lesson.

Teaching notes for the activities support teachers by providing important content, pedagogical, or content-pedagogical knowledge. The importance of teacher knowledge cannot be overemphasized: According to Bransford et al. (2000), "The content knowledge necessary for expertise in a discipline needs to be differentiated from the pedagogical content knowledge that underlies effective teaching.... Expert teachers know the kinds of difficulties students are likely to face; they know how to tap into students' existing knowledge in order to make new information meaningful.... Expert teachers have acquired pedagogical content knowledge as well as content knowledge."

Content knowledge is the knowledge of the subject, text, and curriculum. Content knowledge includes understanding how tone differs from mood; what the theme or structure of a specific text is; the differences among arguments, narratives, and explanatory writing; and how to identify information pertinent to the authors. Teaching notes provide teachers a refresher on some content, and an introduction to other kinds of content knowledge.

Pedagogical knowledge is knowledge of the practices of teaching. Pedagogical knowledge includes understanding why it is critical to give students ample wait time before responding and ample think time prior to drafting; why, in some instances, students are more likely to learn better in groups and others independently; how novice learners construct meaning on new or difficult topics; and why it is important to give students a range of questions that increase in cognitive demand. Teaching notes provide educators support with pedagogical knowledge so they understand why and how structures, procedures, or strategies are likely to have a positive impact

on student learning.

Content-pedagogical knowledge is the unique knowledge possessed by experienced teachers that fuses content and pedagogy. This type of knowledge consists of a deep understanding of the content, the students, and the practices of teaching, and it contextualizes the learning experience in a way that teachers can predict where students will experience difficulty with the content. Therefore, teachers can plan to provide appropriate and additional support. In other words, teachers who are attuned to the unique learning needs of their students understand how to plan and execute instruction in a way that answers the question, "What do teachers need to know or do to help students understand the content or the concept?" A teacher who understands content and pedagogical knowledge, as well as their students, might say, "Each year, students have a hard time understanding the metaphors in *Macbeth*. So, before we get started, I know I need to plan additional time and discussions in the first sections of the text that have metaphors."

Teaching notes respond holistically to the following four questions:

1. What do students or teachers need to know about the text, concept, topic, or author?
2. What, if anything, should students notice or learn about the text or topic?
3. What, if anything, do teachers need to know about the teaching strategies used in this lesson?
4. What might teachers need to know when faced with struggling students or students who need an additional challenge?

The teaching notes are organized into four categories: "Monitor Moment," "About the Author, Concept, Text, Topic"; "Teaching Strategies and Decisions"; and "Student Support and Differentiation."

Monitor Moment
Sections of teaching notes under the title "Monitor Moment" signal an opportunity to monitor or assess student work. Monitor Moments comprise tasks or materials that are key building blocks for unit assessments and provide teachers with evidence of a key skill or knowledge acquisition. These activities might contain a product to be assessed, such as a completed tool that is linked to the upcoming Section Diagnostic, a discussion in which students communicate their understanding, or a group task in which team members are assessed on their ability to produce a shared product. Such opportunities are indicated by a "Monitor Moment" label for the respective lesson and activity.

Teachers can determine which Monitor Moment materials or activities they wish to collect and evaluate and can utilize the scoring notes provided to support evaluating student work.

About the Author, Concept, Text, Topic
This section provides interesting and relevant content information about the author, concept, text, or topic. This section may also offer essential background information on texts, authors, procedures, and applicable materials.

Teaching Strategies and Decisions
This section provides suggestions for strategy implementation and an explanation of the value of a particular strategy for an activity.

Student Support and Differentiation

This section predicts students will benefit from scaffolding or an extension and provides suggestions. Attuned to the unique needs of students with disabilities, emergent bilingual students, and students in gifted and talented education programs, information in this section can also benefit students without such designations.

Texts & Materials

Each activity includes a reference to the specific texts students are interacting with as indicated on the Text tab. These texts may be found in the Unit Reader, online, or in a purchased tradebook, as outlined by the **Text Overview** document and indicated by the icon next to each text on the text tab. See Appendix D for a key of the text icons. Materials for each activity are available as PDFs and editable Google Docs.

Google Classroom

Educators can choose to share or assign any activity to a Google Classroom. When sharing an activity via Google Classroom, the site will automatically produce a link to the student version of the site (without teaching notes) so students can easily locate it.

To assign or share an Odell Texas HSLP activity to a Google Classroom, educators can take the following steps:

1. Sign into the desired Google Classroom account.
2. Click on "Share to Google Classroom."
3. Choose the desired class and action (e.g., Create assignment).
4. Select "Go."
5. Retitle the action if desired.
6. Add Instructions if desired.
7. As necessary, complete the fields on the right for "For," "Points," "Due," and "Topic."
8. Click "Assign" (or other) on the top right when complete and ready to post to the classroom.

To make additional edits to the assignment or post, educators can take the following steps:

9. Click "View" to access the post within Google Classroom, or navigate to the post via Google Classroom.
10. Click on the assignment.
11. Click on "Instructions" on the top (next to "Student work").
12. Click on the ellipses to the right, then "Edit."
13. Here, educators can:

   a. Modify instructions and other elements of the assignment or post.
   b. Add attachments such as tools (either as Google Docs or PDFs) and links.

Schoology

For educators looking for single sign-on or rostering functionality, the Odell Texas HSLP can be accessed via Schoology.

Instructional Approaches

The Odell Texas HSLP is grounded in research-based instructional practices that intend to build students' TEKS mastery and independence in reading, writing, speaking, listening, viewing, and presenting. To achieve these means, the program prioritizes closely and deeply reading diverse text formats; developing vocabulary, grammar, syntax, and usage fluency; speaking and listening through rich discussions on complex texts and topics; and writing as a process of thinking deeply and explaining ideas.

Questioning

At the heart of the Odell Education approach to secondary literacy is using questions to frame students' initial reading, guide students through analysis, and initiate inquiry. Students engage in an iterative process that leads to more questions as their understanding of the text or topic becomes more complex, resulting in students producing effective and interesting writing and encouraging robust academic discussion, both formal and informal. In the Odell Texas HSLP, students respond to different types of questions (central, assessment, guiding, student-generated, metacognitive, reflective, and supporting), each for a different purpose.

Questions range in cognitive demand from remembering to creating. Questions keenly focus student attention on the author's ideas, supporting details, use of language, text structure, and perspective. With this approach, the key to examining text closely is the strategic use of guiding questions and text-specific questions. Finally, questions, and their subsequent responses, are the primary way teachers determine student comprehension while identifying gaps in learning. Questions are provided in a variety of places: the student-facing instructional notes, the teaching notes as additional supports, and the question sets.

Central Questions
Central Questions are broad, require exploration of multiple texts, and result in transferable understanding of the topic under study. Each unit has a Central Question that provides an intriguing backdrop to the study of the text or topic. These questions catalyze student interest and guide text-based discussions and reflection activities. Central questions are open-ended, subject to multiple "right" answers, and written to inspire nuanced and deep thinking. Central Questions do the following:

- provoke ongoing inquiry throughout and beyond the unit
- require multiple lessons and texts for robust exploration
- have many nuanced responses, several of which can be equally "right"
- are provocative
- inspire students to think differently about the topic under study
- allow students to unearth the complexities, depth, and richness of a topic, for example, "How does perspective alter reality?"

Assessment Questions

Each unit's Task Question focuses students on the Culminating Task, providing the instructional thrust of the unit; the goals of each activity, lesson, and section are tied to and support students' success in responding to the Task Question. Section Diagnostics are also framed around questions, further enforcing an inquiry-based approach to engaging with texts. The checklists for the Culminating Task and Section Diagnostics use student-facing questions that help students understand the task and assess how well they have done on each aspect of it. Students also frequently use the **Culminating Task Progress Tracker** to monitor their understanding of, and facility for, the knowledge and skills required to succeed on the Culminating Task.

Guiding Questions

Guiding questions may be either text-agnostic or text-specific. They help students approach a text, question it to note details and connections, and analyze those connections through a focused reading. These questions do not rely on student background familiarity, knowledge outside the text, or students' prior experience or knowledge. Instead, they reinforce the importance of leaning into the text itself for answers and clarification.

Guiding questions help students initially engage with a text and attend to details that will lead to deeper analysis and understanding. Guiding questions start the process of text investigation in several of the Odell Education tools. Most tools begin with a guiding question that helps students focus and take note on a particular aspect of the text. For example, the **Forming Evidence-Based Claims Tool** prompts students to note a guiding question at the top of the organizer. They use this question to select details that are most important for answering the question. Students then analyze how these details are related to the question before making connections and finally forming a claim about what those details reveal. This entire process commences with a single, pertinent guiding question, such as "What do you notice about the structure of the text?" or "How does the author's word choice portray a character who is evolving?"

Text-specific questions are a type of guiding question that can only be answered by referring explicitly to a text. These questions require students to determine and analyze connections through focused readings, and they lead students to conduct interpretative, evaluative, and extended readings of the text. Examples of text-specific questions include "In what ways does William Faulkner use shifting points of view to tell his story from various angles?" or "How does Baldwin's use of the words *peace* and *mediocrity* help develop his message about the conflict between his community's expectations and his nephew?"

Similarly, text-dependent questions also require the use of text, but they may be used for multiple texts, for example, "How does the tone shift throughout the poem?" or "What is the central idea of the text, and what specific details help create the central idea?"

Student-Generated Questions

Students generate their own questions to take ownership of their inquiry. Student-generated questions guide research in the Foundation and Application Units, as well as in activities such as Socratic Seminars. Student-generated questions reflect students' depth of understanding and

comprehension and provide formative data for the teacher about what and how students are thinking about the text.

Metacognitive & Reflective Questions

Metacognitive and reflective questions help students observe their own thinking or learning processes to plan, monitor, assess, and evaluate their own understanding and performance. Questions that reinforce metacognitive and reflective practices increase the students' abilities to transfer their learning to new contexts and tasks.

Students respond to reflective and metacognitive questions throughout each unit so they can reflect on and monitor their own learning. Critical to cementing learning and facilitating transfer of skills or knowledge to new situations, these questions ensure student thinking continues after the lesson or unit, and they help connect learning processes to new situations. These student-facing questions empower students to reflect on themselves as learners to solidify their understanding, for example, "How do you know the difference between unknown words in text that have context clues and those that do not have context clues?" "How do you know when to use context clues and when to use another vocabulary strategy to determine the meaning of unknown words?" "What do I need to do to succeed on the Culminating Task?" or "How have I organized my writing? Is that organizational structure effective for the task, purpose, and audience?"

Supporting Questions: Tools & Reference Guides

The **Questioning Reference Guide** provides example guiding questions that students and teachers can use. Many reference guides include guiding questions specific to the concept addressed in the reference guide. For example, the **Assessing Sources Reference Guide** contains a series of questions related to assessing texts for their accessibility and interest level, relevance and richness, and credibility, accuracy, and bias. The **Claims Reference Guide** has guiding questions to help students analyze and evaluate claims made by others, as well as critique their own claims. Students are prompted to utilize these guides throughout the program, building their repertoire of methods to inquire about and analyze texts. Other tools, such as the **Discussion Tool**, provide evaluative questions students use to reflect critically on their work and that of others.

Guidance for Using and Responding to Questions

Responding thoughtfully to questions is a foundational skill for all of the curricula in this program. Accordingly, most texts are read in relationship to one or more questions that are dependent on close-reading. Typically, these questions are not of the single-answer, right or wrong variety. Rather, they are designed and used to guide and focus students' reading—to cause them to find key details; analyze those details for their connections, relationships, and potential meaning; and generate an evidence-based response. For students used to being told to "answer" the questions, or in other words, to find "the right answer," this might be a paradigm shift.

Accordingly, the program is supported by resources that help students learn to think about and respond to questions in a thoughtful way and to support their responses with textual evidence. The **Responding to Questions Handout** is a resource that can help students understand the following:

- what text-dependent, guiding, and text-specific questions are
- the various types or levels of questions students might encounter (literal, inferential, evaluative, or comparative)
- a strategic process for reading and responding to such questions
- tools in the program that support thoughtful, text-based responses
- a set of criteria for success that students—and teachers—can use to evaluate their responses

Preparing to Facilitate Student Responses

In addition to directing students to use the Criteria for Success outlined in the **Responding to Questions Handout**, you will need to prepare to facilitate and evaluate student responses. In preparation to use question sets, do the following:

- Carefully read the assigned text, using the questions to guide your own reading. Prepare additional questions based on classroom discussions, interest, or previously identified areas of support. You might also use guiding questions such as those found in the **Questioning Reference Guide** to further support students' reading.
- Read through all provided questions in the question sets and anticipate potential responses. Recall that there might not be a single right answer, but a spectrum of defensible responses. The quality of the response will depend on the accuracy and relevancy of the evidence, as well as the clarity, completeness, and insight of the response itself.
- Prepare to model how to use a question to read or reread related passages and develop sample responses to the question.
- Anticipate misconceptions, and be prepared to help students reconsider textual evidence and develop a more complete or accurate understanding.

To help you prepare for writing and discussions based on the question sets, teaching notes referring to this section of the **Program Guide** are included with each section's first question set, during a reflection activity after each Section Diagnostic, and in the Opportunities for Continued Practice and Support section of the **Evaluation Plan** after each Section Diagnostic prompt.

Checking for Understanding

Questions and question sets offer great opportunities to check students' comprehension and level of understanding of text, both through written responses and discussion. Their usefulness is increased when students employ tools because tools manifest students' thinking while reading and leave a "trail" of students' understanding, including the following:

- their interpretation of the question and what it asks them to do
- the type and quality (relevance) of textual details and evidence they note
- their ability to accurately cite textual evidence
- the connections they make between the textual details they select
- their reasoning, implied or explicit, that supports their response
- their ability to clearly communicate an observation, claim, judgment, or new question that is based on their close reading and analysis of the text

Thus, you not only have a final response students might share, but also a written record of a student's journey to that response. Having students use the tool to explain their response can

help them internalize the thinking it scaffolds, whether they work from top to bottom of the tool, from the question through their selection and analysis of details to their final conclusion, or whether they first present the conclusion and then work from bottom to top, using the information in the tool to explain and defend it. While you might not check students' tools every time they are assigned, you should strategically do so at key points in the unit and adjust instruction when you notice that students are having difficulty with one or more aspects of forming an evidence-based response, as represented in the bulleted list above and also in the Responding to Questions Checklist from the **Responding to Questions Handout**.

Discussions also provide great opportunities for you to check for understanding. More often than not, students, whether in pairs, groups, or as a class, use questions to drive and focus discussions. Tools provide great documentation of students' understanding, but they also help students engage in meaningful academic discussions. During discussions, circulate the room to drop in on conversations. Use the following guidance as you check in on your students:

- Prior to the discussion, consider whether it is necessary to strategically assign questions from a set to specific individuals or groups of students. For example, some students might benefit from more general guiding questions before tackling more complex text-specific questions. You might assign other guiding questions from the **Questioning Reference Guide**.
- Model how to use a question to read or reread related passages and develop sample responses to the question.
- During the discussion, you might ask students to discuss a specific question to check for their understanding on that particular point. This strategic questioning should stem from your prior knowledge of their level of understanding, perhaps from a Section Diagnostic or tool they have completed.
- If you see that only some members of a group are talking, engage the others by asking what they think, if there is other evidence to support an observation made by another, etc.
- If students are struggling to engage in a discussion, have them review their tools if they have completed any. If not, consider assigning the group or individual a Reading Closely Tool to help them address and discuss the question.
- Use the Criteria for Success or Responding to Questions Checklist to help evaluate student responses.

For additional resources, see also the **Questioning Reference Guide** and the sections in the **Literacy Toolbox Reference Guide** that explain the concepts and processes for the Reading Closely Tools students might use to help them develop text-based observations, claims, comparisons, evaluations, and other responses.

When teaching and assessing academic discussion skills, reference sections and information from the **Academic Conversations Reference Guide**, which is a comprehensive resource used to guide more formal academic conversations in the classroom. In particular, have students look at and apply the discussion norms that are outlined in the **Academic Conversations Reference Guide**. You might also have them use the Discussion Checklist that follows when doing self and peer assessments.

Reading

The Odell Texas HSLP prioritizes the reading of grade-appropriate texts that build content knowledge and reinforce effective reading skills. In each unit, students read for depth and breadth, allowing for students to build the stamina to read one text deeply, critically, and closely or several texts to build a robust body of knowledge. Students closely read complex texts to gain important content and canonical knowledge and to master their own processes. Students are empowered by learning to use critical thinking and analytical tools that provide a framework and processes for students to think inquisitively about complex texts and draw their own evidence-based conclusions, observations, and connections. Each unit is accompanied by a suite of tools and reference guides to support student development in reading.

Depth: Closely Reading for Nuanced Understanding

Closely reading requires careful attention to the text regarding what is directly stated and what is implied. Closely reading a text allows students to establish, deepen, and extend their understanding and appreciation of texts. In the Odell Texas HSLP, the reading closely process is initiated with a specific reading purpose or question, guiding students through a broad first read of a text. Then, students re-engage with the text, or a section of it, narrowly focusing their reading to any number of features: language, tone, organization, structure, purpose, perspective, or syntax. Students annotate the text through this process, making their thinking clear with each engagement with the text and providing independent proof of how their thinking has evolved. Finally, students engage in a conversation with the text through text-dependent, text-specific, and guiding questions.

Breadth: Wide Reading for Content & World Knowledge

Reading widely is critical for building a robust body of content and world knowledge, building background knowledge, and taking in new knowledge. The more a reader knows about a topic, the more a reader can understand about a topic and read more complex pieces about that topic. Odell Texas HSLP units are designed for students to build a foundation of knowledge around a topic or text, allowing for deeper, richer, and more complex understandings as students move through the unit. Students experience each topic and build knowledge from a variety of sources, including poetry, prose, interviews, academic journal articles, court decisions, foundational documents, art, music, and podcasts.

Supporting the Reading Process: Tools & Reference Guides

The Odell Texas HSLP supports reading comprehension with a robust suite of tools and reference guides to support students before, during, and after reading. These tools are used strategically to guide reading and are designed for students to arrive at a deep, nuanced, and complex understanding of a text each time they read or reread a text. Reference guides provide explanatory support to students.

Critical Thinking & Analytical Tools

Students use two primary types of tools to support their reading process: Reading Closely

Tools and Note-Taking Tools. Reading Closely Tools consist of four text-agnostic graphic organizers: the **Attending to Details Tool**, **Analyzing Relationships Tool**, **Evaluating Ideas Tool**, and **Extending Understanding Tool**. These tools can be used with any text, though they are best suited to study and analyze shorter texts, passages, and excerpts. Reading Closely Tools help students move from an initial, text-based observation about a text to a deeper analysis of the relationships and ideas of the text and finally to an extension of understanding within a longer text or across texts. These tools empower students to read intentionally and purposefully, learn how to attend to pertinent and important details, take purposeful notes and cite evidence, make connections among details, and make their own evidence-based conclusions.

As with the Reading Closely Tools, Note-Taking Tools, such as the **Character Note-Taking Tool** and **Video Note-Taking Tool**, encourage students to take notes on a reading purpose or guiding question; however, they are well-suited to be used with longer texts. On the Note-Taking Tools, students note, cite, and analyze, synthesize, or evaluate specific textual details, often in response to a guiding question or reading purpose. Some Note-Taking Tools offer additional support by providing a menu of "types of details" to guide reading, annotating, and note-taking.

Reference Guides
The reference guides provide varying support for reading. The reference guides are written in student-friendly language and provide additional information on reading. For example, the **Claims Reference Guide** provides examples of claim types and purposes that students can refer to when determining what kind of claim the author is making. The **Annotating and Note-Taking Reference Guide** provides students a process for annotating a text to track their thinking. See Appendix A for the suite of reference guides.

Supporting the Reading Process: Homework
The Odell Texas HSLP regularly incorporates homework for students to reinforce current learning, prepare for upcoming tasks, build reading stamina, and demonstrate skill proficiency. Assigning homework can also ensure that the curriculum can move at an engaging pace for students.

The Odell Texas HSLP provides multiple strategies and supports for teachers when assigning reading for homework, including the following:

- guiding and text-specific questions located in question sets that focus students' reading on key ideas and concepts
- tools that support annotation and textual analysis, and, when collected, provide excellent sources of information regarding students' understanding.
- Vocabulary Journals for students to engage with academic and content-specific vocabulary that supports comprehension and language acquisition
- Mentor Sentence Journals for students to identify sentences that stand out to them or represent a language concept they have studied so they can build a writer's toolbox to have a number of techniques at their disposal to use when writing
- recommendations for audio versions of text that students who are reading below grade level can listen to as they follow along

In addition to following the supportive activity notes when homework is assigned, consider the following guidance when assigning homework. Note that your school or district might have additional or diverging homework guidelines.

Prior to Assigning Homework
Review the homework expectations as a class prior to the end of the period. A good rule of thumb is to assign around 30 minutes of reading per homework session.

Consider communicating the homework or reading expectations and instructional goals of each unit with families. A **Family Guide** is provided for each unit, which provides a high-level overview of the unit's texts, content, and assessments. It also provides suggestions for families to support students' endeavors by providing resources, including guiding questions.

Complete homework reading or assignments before assigning them to students in order to do the following:

- have a clear idea of the time it will take for students to complete
- have a clear idea of the content and specificity of feedback you expect to provide to students
- be aware of additional challenges your students may encounter
- select specific tools, reference guides, or strategies to ensure striving readers can be successful (note: these might differ at times from those assigned in the activity)
- determine whether to include an audio version to build fluency and support comprehension. To provide audio versions, consider the following:

    - full-length books:

        - search for audio recordings on the internet
        - search for audio recordings on YouTube
        - use an audiobook service such as Audible.com

    - web articles:

        - record yourself reading the text
        - use a web browser's native text-to-speech function

- determine whether to assign reading teams or partners (perhaps students who share a common first language other than English) to complete homework together
- link passages to understanding and analysis that stems from classroom discussion by highlighting critical passages and crafting guided questions that will help guide the annotation process
- highlight passages and craft guiding questions that are related to classroom discussion

Take into consideration any barriers students might face in completing homework assignments, including the following:

- homework from other courses
- challenges reading assigned text
- challenges accessing digital content or resources outside of the school setting
- student responsibilities such as providing childcare or employment obligations

After Assigning Homework

Homework can enrich class discussions of challenging or interesting text passages. When students complete tools, they can recall and communicate analyses more quickly and cite textual evidence to support reasoning. Reviewing assigned reading homework in class provides an opportunity to gauge student understanding, and it ensures the feedback you have provided to students is understood and internalized. When assigning tools, you might ask students to turn them in on occasion to further gauge individuals' understanding.

On the day after homework has been assigned, be sure to set aside time to discuss the assignment. This ensures students have the opportunity to share insights, ask questions, or learn from their peers. If students are regularly disengaged or are unable to complete the assignment, consider checking in with them to understand their situation and determine if they need additional support.

Writing & Presenting

Communicating precisely and accurately is critical to demonstrate learning, and writing provides evidence of thinking and learning. Writing instruction in the Odell Texas HSLP is rooted in the belief that academic writing emerges from a deep comprehension of a text or topic. Effective writing is the result of understanding how to compose a piece that is appropriate to the task, purpose, and audience (e.g., how to choose vocabulary effectively to create a specific tone, how to vary sentence forms for effect, or how to structure and organize a piece). The Odell Texas HSLP prioritizes writing and presenting as primary ways for students to demonstrate what they have learned.

Throughout the units, students have ongoing opportunities to write, both formally and informally. Formal writing follows the writing process, providing students with opportunities to develop and examine their thoughts, make revisions that enhance their writing, edit for clarity and precision, and produce a product they can be proud of. Informal writing allows for students to process and crystallize their thoughts after learning new information (e.g., in a quick-write) or hone in on a specific writing skill (e.g., thinking about what tone to create). Each student collects their thoughts in their Learning Log, a notebook or folder they maintain throughout the year.

Each unit concludes in a Culminating Task that is either written or presented, in which students use text to support their conclusions, analyses, or evaluations. Students write literary analyses, explanatory essays, arguments, and narratives. Writing is supported throughout each unit and follows the **Evaluation Plan** approach: writing done in activities is linked to writing done on Section Diagnostics, which in turn is linked to writing done on the Culminating Task.

To prepare students for the writing and presenting expectations of the Culminating Task, each unit includes Section Diagnostic assessments, which could be writing, discussing, or presenting tasks. On Section Diagnostics, students demonstrate their understanding of the text and specific elements of writing or speech (e.g., forming and supporting a claim, organizing ideas), and they practice the writing process, providing opportunities for students to submit their best work. Developing this ability is fundamental to supporting students as they craft extended pieces of writing in later contexts. Teachers can use these formative assessments to benchmark student performance.

In each section, students have opportunities to practice writing and speaking in writing tasks that focus on one or a few aspects of writing or in discussions with their peers. At the activity level, writing is supported by tools that help students make evidence-based observations and claims about a text. Throughout a unit, students develop a portfolio of written notes, observations, and well-crafted statements that help them as they respond to the Section Diagnostic prompts and craft longer responses for the Culminating Task.

Crucial to learning to write in the academic setting is the analysis and emulation of expert writers. To this aim, the Odell Texas HSLP materials support students' writing not only by analyzing text to develop their own ideas, but also by analyzing and mimicking the writing of others. Students examine mentor sentences throughout the program to first identify exemplary samples of writing; then they use those examples to mimic language, syntax, and style in their own writing. Each unit is accompanied by a suite of tools and reference guides to support student development in writing.

Learning to Write

The Odell Texas HSLP reflects an understanding that good writers participate in a series of activities to yield an effective piece of writing. In it, every sentence has a purpose and expresses a point. Students examine mentor examples in the texts they are studying, determining, analyzing, and evaluating the author's effectiveness in such elements as tone, word choice, rhetoric, organization, and transitions. Students keep track of mentor sentences and vocabulary and are encouraged to experiment with new sentence styles and vocabulary in their own work. By attuning to the elements that make a model piece effective, students are positioned to attune to those same elements in their own pieces.

As a part of learning the writing process, students attune to the task, purpose, and audience, making decisions about how to write an effective piece that meets their goals. Students discuss their work with peers, gathering information about where and how to strengthen their work.

The Reading Closely Tools, such as the **Extending Understanding Tool** or **Forming Evidence-Based Claims Tool**, not only help students analyze texts, but also provide scaffolded support for students to express their claims and explanations in clear and concise statements. The teaching notes provide guidance for teachers to model sentence construction with students in order to help students develop metacognitive strategies for applying the process to their own writing.

Writing to Learn

The very act of writing facilitates critical thinking and learning. Writing requires students to be active participants in their own learning. When students write about texts and topics, they deepen their understanding of those texts and topics. As students engage in the writing process, they generate new ideas, refine existing ones, and make new connections, using higher-order thinking skills, such as analyzing, evaluating, and synthesizing. Within each Odell Texas HSLP unit, students are provided numerous low-stakes informal writing opportunities to utilize these skills and deepen their learning.

For more formal pieces of writing, students engage in a recursive writing process—prewriting,

drafting, revising, editing, and publishing—each step encouraging students to refine their understanding of the texts and topics. Savvy writers move flexibly back and forth among the stages of the process. For example, while revising, a writer may determine that they need to engage in another prewriting session in order to generate new ideas and try a different approach. In other words, the writing process is highly individualized and involves a large degree of metacognition.

The Odell Texas HSLP reflects the idea that good writers participate in prewriting, drafting, revising, editing, and publishing to yield an effective piece of writing. These activities allow for students to execute multiple advanced skills, including analyzing, synthesizing, evaluating, and interpreting their own thoughts and claims. In the Odell Texas HSLP, students have time to gather their thoughts before writing, providing an opportunity to discuss their ideas and logic with a peer before drafting, omitting false assumptions and flaws, and amplifying ideas with substantive, supported claims.

Writing to Demonstrate Learning

Effective written communication is a critical skill for the 21st-century postsecondary and workforce arenas. Not only do students need a deep understanding of the content they are writing about, but they must also be aware of their specific task, purpose, and audience to ensure their message is received as intended. In the Odell Texas HSLP, students are provided with authentic and meaningful writing tasks, and they are equipped to make decisions about how to write a piece that is effective in meeting their goals. Empowering students to make their own choices as writers helps to build their self-efficacy and positive attitude toward writing.

In the Odell Texas HSLP, writing is advanced through a process of inquiry. Complex, interesting writing depends on the writer possessing both a breadth and depth of knowledge; shallow or limited content knowledge leaves students without a clear and purposeful message to write about. Before putting pen to paper, students engage in the ever-important work of gathering ideas from texts and their peers, analyzing and critiquing ideas, and tracking their thinking as they encounter new information. Students build a robust body of knowledge so they have something to write about, and they write to evidence their thinking about the text or topic.

When students have enough information to write interesting content, they are presented with a question (e.g., "How does the character evolve?") or task (e.g., "Write a paragraph about…") to catalyze their inquiry. Students might work with a tool, such as the **Forming Evidence-Based Claims Tool** to form claims for their piece, or the **Evaluating Ideas Tool** during the revision process to evaluate the strength and quality of their own ideas.

Supporting Writing & Presenting: Tools & Reference Guides

The Odell Texas HSLP supports students in their writing endeavors using a system of tools and reference guides. These tools are used strategically to support the writing process and product. Reference guides provide explanatory support to students.

Critical Thinking & Analytical Tools
Students use tools to analyze and evaluate text, draw on pertinent and strong evidence, and

craft synthesizing statements and claims. The **Forming Evidence-Based Claims Tool** provides a process for students to develop a claim from evidence. The **Delineating Arguments Tool** and **Organizing Evidence Tool** aid students in both analyzing text and organizing their own writing. Students also continually add to their **Mentor Sentence Journals** as they encounter sentences and passages that employ interesting use of syntax, style, or conventions. They then use the **Working with Mentor Sentences Tool** to analyze the sentence or passage and use a similar structure or style in their own writing.

Reference Guides
The reference guides provide varying support for writing. The reference guides are written in student-friendly language and provide additional information on writing. For example, the **Connecting Ideas Reference Guide** explains a process of using transitions to connect ideas and provides students lists of transitional words and phrases that are organized conceptually. Similarly, the **Integrating Quotations Reference Guide** suggests a process for integrating quotations in writing. See Appendix E for the suite of reference guides for writing and presenting.

Vocabulary

Vocabulary's importance cannot be overstated, as over a century's worth of research has concluded that vocabulary is essential to comprehension. As students learn more precise vocabulary about a concept or topic, they reap undeniable benefits. Students comprehend more challenging texts about that concept or topic with more agility and nuance, are empowered to understand nuances of expression and ideas more clearly, and are able to write and speak with more sophistication about the concept or topic. As students learn more words about a concept or topic, they can read, write, discuss, and understand the topic better. In short, vocabulary helps deepen thinking.

Supporting Vocabulary: Tools & Reference Guides
The Odell Texas HSLP supports vocabulary development by providing opportunities for students to expand their word knowledge, which they can call on in speech and writing. The Odell Texas HSLP allows opportunities for students to analyze the impact of vocabulary words and phrases on a text. While the program prioritizes Tier 2 language, students are exposed to Tier 3 language as well.

Tier 2, or academic, vocabulary words have a high utility (can be used in many contexts and are found in many domains) and are found more often in written text than in spoken language (e.g., *contradict*, *circumstances*, *retrospect*, *fervent*). Academic vocabulary is also likely to be found in academic and informational texts (e.g., *analyze*, *convene*, *data*, *option*).

Tier 3, or content, vocabulary is often limited to specific topics and domains (e.g., *filibuster*, *pantheon*, *epidermis*). However, students are challenged to incorporate these words into their discussions and writing to demonstrate their knowledge of the texts and achieve clarity in their expression. Vocabulary specific to the study of English language arts can also be considered domain specific. Tier 3 words are best learned when a specific need arises, such as introducing *irony* when reading a short story, such as "The Gift of the Magi" by O. Henry, or *technological singularity* when reading articles on artificial intelligence.

Students examine vocabulary in context and identify their learning processes for determining the meaning of unknown words and phrases, engaging in a metacognitive activity intended to facilitate the transfer of new vocabulary from one context to another. Students are reminded that in a text, some words have enough context to determine the meaning of the word, and some words lack enough context to determine the meaning, requiring a different strategy to determine meaning. When examining the impact of vocabulary, students analyze and evaluate the impact of specific words on meaning, tone, and ideas in the text.

Vocabulary activities may occur before reading to study words that cannot be defined in context and are essential to understanding the concepts of the text, during reading to practice word analysis and vocabulary building, and after reading to cement newly acquired words in writing, discussions, and assessments.

The program contains a variety of tools to help students build a robust body of vocabulary and incorporate vocabulary into their own writing and speech.

Critical Thinking & Analytical Tools

The **Vocabulary in Context Tool** outlines a process for using contextual clues, such as nearby ideas, words, and phrases to help students define and understand unknown words or words that may have multiple meanings. Students also metacognate on their processes for determining the meaning of unknown words, determine the effectiveness of that process, and articulate a plan for using it in future texts. On the **Word Map**, students study important vocabulary terms or concepts by thinking about the word from multiple angles, including finding synonyms and antonyms, using the word in a sentence, and noting information about the word. **Closed** and **Open Sorts** categorize terms and concepts. The **Vocabulary Journal** is used to note words and define words throughout each unit, and students are prompted to use vocabulary they have encountered in texts during classroom discussions. For example, in preparation for classroom discussions, the **Discussion Tool** provides a space for students to think about and write down words they might include in the discussion and claims. Suggested vocabulary words can be found in the **Vocabulary Lists**. Because each student will need support with different words, they are encouraged to add unfamiliar or interesting words or concepts to their **Vocabulary Journals** as they encounter them. Finally, students are encouraged to use vocabulary they have studied in preparation for Section Diagnostics and Culminating Tasks.

Reference Guides

Reference guides define English language arts concepts and equip students with content terminology used to explain their analysis of texts. The **Arguments Reference Guide** uses terminology for the elements of an argument, and the **Claims Reference Guide** provides precise and nuanced vocabulary about claims. Others, such as the **Narratives Reference Guide**, **Style Reference Guide**, and **Symbolism and Motifs Reference Guide**, include explanations of key literary elements and syntax techniques. See Appendix A for the suite of reference guides.

Grammar & Syntax

Building an understanding of grammar and conventions is essential to literacy development and college and career readiness. Throughout the Odell Texas HSLP, students are given opportunities to

explore and mimic grammar, syntax, and usage in text. "If our struggling readers need to see a word forty times to learn it, then I'll make a leap and say students need to see grammar and mechanics rules highlighted in different contexts at least that many times to own them. If the kids don't know a particular structure or that they have options, some may not ever go into the realm of complex sentences or other effective rhetorical devices that separate functional writing from effective writing" (Anderson, 2005).

Grammar is examined with the goal of improving students' reading and writing skills. Understanding how language functions at the paragraph and sentence level helps students comprehend text with more clarity, enabling them to produce writing that is more effective, precise, and clear. There is a clear relationship between syntactic or grammatical sophistication and reading comprehension; as students construct more grammatically complex sentences, their ability to read more complex grammatical sentences increases.

Grammar serves a purpose: it helps writers express their ideas with more precision and clarity; it shapes the tone and pace for readers. By understanding how grammar works, students can comprehend and construct sentences with complex and varied grammatical structures. Students are given opportunities to deconstruct, examine, and mimic grammar, syntax, and usage they see in a text.

Mentor Sentences

Grammar instruction and practice is grounded in the study of authentic texts in the program through the analysis of mentor sentences. Mentor sentences and paragraphs provide concrete examples of good writing—effective and interesting approaches to grammar—that can be imitated by all students, including emergent bilingual students. A good mentor sentence is effective. It may employ a rhetorical device, use punctuation in a way that is interesting, help shape meaning, provide insight, or just be fun to read. Working with mentor sentences means selecting a sentence worth playing with, including exploring its context and function.

The program uses complex, rich, engaging texts, and students study them for their effective use of language and grammar. Students are encouraged to read like a writer. This strategy also makes language instruction meaningful and comprehensible. Students' knowledge of the context helps them better understand nuances in language use. For example, in many sentences, punctuation is a matter of correctness or properness. In some cases, punctuation may be used strategically for creative effect. When students understand the rules of grammar at a deep level, they are empowered to make effective choices to communicate their ideas more clearly, even if it means bending the rules for stylistic effect.

Supporting Grammar & Syntax: Tools & Reference Guides

The Odell Texas HSLP supports grammar and syntax development with a robust suite of tools and reference guides.

Critical Thinking & Analytical Tools

Students use **Mentor Sentence** and **Language Use Handouts** that highlight exemplary sentences and passages for elements such as syntax, structure, or effects. These handouts are

accompanied by guiding questions that help students break apart, analyze, and evaluate the language and syntax the author used. Students use the **Working with Mentor Sentences Tool** to guide them through a scaffolded process of unpacking and understanding sentences they read. They are prompted to identify not only grammatical features of the sentence, providing the teacher opportunities to elaborate on rules and conventions, but also evaluate the effects the sentence or language has on the text or audience. Students reconfigure the sentence to analyze how the change in syntactic structure impacts voice, tone, or meaning, promoting further understanding of why the author made specific language decisions. They finally use the strategies represented in the model sentence or passage to form their own sentences, which can potentially be used on a Section Diagnostic or for another purpose in class.

Similar to **Vocabulary Journals**, students use **Mentor Sentence Journals** to keep track of powerful or interesting sentences that they might want to study or emulate in their own writing. Throughout each unit, students are encouraged to read like a writer and pay attention to phrases and structures that are particularly interesting or grammatical features they wish to incorporate into their writing.

Reference Guides

Students and teachers can find helpful insights into language use and conventions in the reference guides. The reference guides that support writing—the **Connecting Ideas, Conventions, Integrating Quotations, Organization,** and **Style Reference Guides**—include definitions, descriptions, and examples of sundry conventions and language usage concepts. For example, the **Connecting Ideas Reference Guide** includes descriptions of the purpose and effects of transitions and a table highlighting transition words and phrases. The **Integrating Quotations Reference Guide** offers students examples of how to incorporate, and respectively credit, the work of others into their own writing. See Appendix D for the suite of reference guides.

Speaking & Listening

Academic conversations are linchpins in literacy development. When students discuss ideas and the texts that represent them, they engage in a practice that is essential to deepen understanding, shape ideas, consider alternate perspectives, and inquire further. The Odell Texas HSLP understands the fundamental role speaking and listening play in the English language arts classroom, and in each unit, students are expected to speak and listen in an ongoing fashion and in formal and informal opportunities.

Throughout the units, students speak to, and hear from, their peers formally and informally. Formal speaking and listening activities can be found in the Section Diagnostics or Culminating Tasks in the form of a Socratic Seminar, philosophical chairs discussion, or presentation. Informal opportunities include frequent and ongoing activities, such as students turning and talking to their peers about the text of study, discussing the norms they set for group work, or discussing revisions of a peer's work.

Supporting Speaking & Listening: Tools & Reference Guides
The Odell Texas HSLP supports students in their speaking and listening development with a system of tools and reference guides. These tools are used strategically to support the writing process and product. Reference guides provide explanatory support to students.

Critical Thinking & Analytical Tools
Students use tools to conduct academic discussions, draw on pertinent and strong evidence, craft synthesizing statements and claims, and prepare to relay their ideas orally. The **Discussion Tool** helps students prepare for, participate in, and reflect on a formal class discussion. The **Philosophical Chairs Discussion Tool** provides a process for beginning an academic discussion, for taking notes during the discussion, and for reflecting on one's understanding after the discussion.

Reference Guides
The reference guides provide support for speaking and listening. Typically used independently, reference guides are written in student-friendly language and provide additional information on writing. The **Academic Discussion Reference Guide** defines different kinds of academic discussions (e.g., jigsaws) and explains why academic discussions are important. The guide suggests a process for preparing for and conducting an academic discussion and norms to use during a discussion. It provides discussion stems to help students transition into the language and syntax of an academic discussion. Finally, students can assess their participation in an academic discussion and are encouraged to set discussion goals.

Opportunities for Extension

Throughout the Odell Education program, you will encounter multiple and varied recommendations to provide students with extensions for differentiation purposes. Directions for extensions can be found in the "Teaching Strategies and Decisions" and "Student Support and Differentiation" sections of the teacher notes. As each unit, lesson, and activity is unique, the extension recommendations are designed to align to specific activities within the lessons. Additionally, optional lessons and activities provide additional extension for deeper practice and application.

Strategic questions and tools offer teachers immense possibilities to differentiate instruction for students. While all units provide higher-order questions in their question sets, teachers can encourage students performing above grade level to provide nuanced and complex responses to questions while selecting precise and relevant textual evidence. Suggestions for tool use can be found in the "Teaching Strategies and Decisions" and "Student Support and Differentiation" sections of the teacher notes.

In addition to the numerous opportunities for extensions identified in teaching notes, program-wide extensions are available. For example, the program provides guidance on an independent reading program that can be used as an extension throughout each unit. Independent reading lessons are included at the end of each section, inviting students to extend their knowledge of a unit's text or topic by independently reading related texts. These lessons include guidance on how

to leverage tools and reading protocols to support independent reading and help teachers assess students' progress.

Optional lessons available in each unit also provide multiple extension activities. Both the optional lessons and the independent reading program provide opportunities for student differentiation since they allow teachers the ability to select additional lessons that might benefit their specific student learners. Another opportunity for extension resides in the Culminating Task for each unit; students are often provided with various options to choose from, increasing student agency and engagement. These program-wide extensions build in more student agency, and students can select their own independent reading texts.

Additionally, each year's Application Unit provides students the opportunity to extend their understanding of a topic that came up during the year. Upon completion of each Development and Foundation Unit, students are prompted to reflect on and note the elements of the unit that were most interesting to them as well as burning questions that they would like to answer. They write down their thoughts on the **Application Unit Potential Topics Tool**. During the Application Unit, student groups are led through a collaborative and supported research process in which they devise inquiry questions to drive their own research.

Grouping Strategies: Getting the Best Results from Student Collaboration

Students often work in pairs or groups to read and analyze texts, engage in peer review of work, and participate in discussions. Working in groups or teams gives students opportunities to regularly communicate their understanding of text and practice using academic vocabulary. Teachers can group students in various ways. Heterogeneous grouping involves placing students of varying skill levels in the same group. Homogeneous grouping involves placing students based on similarities of skill, language, knowledge, or interest. Many teaching notes offer suggestions for when students might work in homogeneous groups, either by grouping by home language, ability, or interest in a particular topic, or when heterogeneous grouping might be more advantageous. Teachers, however, will be able to make the best grouping decisions based on their knowledge of their classroom. The following guidance can be used when deciding when to group students homogeneously or heterogeneously.

Benefits of homogeneous grouping include the following:

- accelerated learning opportunities for students performing above grade level
- targeted remediation for students that share similar needs
- opportunities for students to practice skills at their current independent levels
- a space for students acquiring English to collaborate with peers who speak the same native language when talking through a problem or explaining a concept

Benefits of heterogeneous grouping include the following:

- reduced stigmatization of students based on their abilities
- increased student exposure to diverse perspectives and ways of thinking
- a broader base of student knowledge and experience that students can synthesize and use to establish and support claims

- opportunities for students performing above grade level to cement their learning by supporting their striving peers
- opportunities for students performing above grade level to practice the soft skills of leadership, interdependence, and collaboration
- opportunities for students performing at grade level to support striving peers and to learn from peers performing above grade level
- opportunities for students performing below grade level to learn from peers who have developed more robust academic skill sets
- higher teacher expectations for student performance
- a stronger and more inclusive classroom community
- more exposure to and practice using complex vocabulary and conversation skills for students acquiring English
- equitable access to grade-level work for all students

Consider the lesson's learning objective when determining what kind of grouping would serve students best for a class or activity. For example, placing emergent bilingual students with peers who speak the same native language might help with interpreting texts because it can be a robust scaffold for learning. It would be less advantageous, however, if the work involves academic conversations in English.

The Literacy Toolbox

Key to Odell Texas HSLP instruction is the Literacy Toolbox, composed of graphic organizers (tools), checklists, and reference guides, carefully designed to support student success throughout the learning process in all units. Each unit has content or text-specific materials to support reading, writing, speaking, and listening activities pertinent to the unit's text or topic, as well as instructional sequences. Units also use program-wide, text-agnostic materials from the Literacy Toolbox, and each tool in the toolbox is designed for flexible use in varying instructional contexts.

Exemplar Tools

Exemplars of core tools can be found in the Literacy Toolbox. These annotated exemplars include descriptions of how each tool is used, overviews of what the exemplar demonstrates, criteria for success that can be used to help evaluate student responses, and the exemplars of tools themselves. The exemplars also make references to other related tools so you can gain an understanding of the relationships between them and how they might be used together with the aim of developing specific sets of literacy skills such as reading closely, note-taking, and researching. You can use these exemplars to understand how to use core tools and how to evaluate student work. Note that Odell Texas HSLP tools are text-agnostic; any given tool can be used for sundry reading purposes and on many different types of texts. Furthermore, most tools and instructional sequences encourage and will elicit a variety of student responses, where the analysis, type of textual evidence, and expression of understanding and clarity of writing will undoubtedly vary. Each tool's annotations will help you evaluate a range of student work no matter what text they are working on. Students can also access these tools to further their understanding of how to use them effectively.

Reference Guides & Handouts

Reference guides are informational handouts that outline key literacy concepts and processes. Reference guides ground teachers and students into a common understanding of key concepts and terms. Some activities will require students to read a reference guide, but students may also access the reference guides for support in completing an activity. See Appendix A for the full suite of reference guides.

Tools

Tools are graphic organizers that deconstruct complex reading and writing literacy processes into tangible steps so students can learn and practice the skills necessary for text analysis and idea development. Each unit employs both text-agnostic tools from the Literacy Toolbox and unit-specific tools catered to the topic and texts in each unit. The tools teach students a structured way to approach texts critically, while also facilitating their own creative thinking.

Tools can be used with a variety of informational and literary texts across grade levels. The tools are also important for teachers to obtain diagnostic information about student thinking for formative assessment. Because tools capture students' discoveries and analyses within the reading process, they provide direct evidence of skills, proficiencies, and standards that are often hard to measure.

Odell Education tools help students think metacognitively about their own development by enabling them to observe how well they understand text and when they might need more assistance unpacking details. Once students have internalized the conceptual and critical processes the tools scaffold, they can move away from using them as supports. This design enables teachers to differentiate instruction fluidly by providing support to some students for texts and tasks that others are able to read and accomplish without the tools. As the year progresses, some students might need these scaffolds to gain proficiency, others might continue using them to deepen proficiency, and others might not need them until they encounter more challenging texts and tasks. Some tools, such as the **Delineating Arguments Tool** and **Organizing Evidence Tool**, aid students in analyzing text and organizing their own writing. See Appendix E for a full list of tools.

Checklists

Checklists provide students and teachers with clear TEKS-aligned criteria for evaluating the development of literacy proficiency. The checklists describe the goals for instruction and support students and teachers in discussing and tracking their developing literacy proficiency. For more description of the checklists and how they use evaluation criteria to help evaluate student work, see the Assessment Plan: The Evaluation Plan, TEKS-Aligned Checklists, & Rubrics section.

Support for Students with Diverse Learning Needs

Support for students is central to the design of the Odell Texas HSLP and is offered on several levels. Support is embedded into instruction itself, including the suite of Reading Closely and Note-Taking Tools. Teaching notes provide options and strategies specific to student support and differentiation, and reference guides provide centralized resources for literacy concepts and processes and offer vocabulary, sentence starters, and other writing support.

Independent reading offers students opportunities to increase background knowledge of the text or topic of study and their understanding of the English language. In addition, units are conceptually organized around text sets, which supports cohesive knowledge and vocabulary development. Units also employ backward design, so all students, including diverse learners, understand the demands of the unit and have opportunities to build and practice their skills before they complete the Culminating Tasks.

Students might read below or above their grade level for myriad reasons, including but not limited to disability or acquiring English as an additional language. Some students may read at grade level but write above or below grade level. Others may demonstrate difficulty reading but may speak and present above the grade-level expectations; still others might be fluent readers and writers but experience difficulty speaking. In short, students themselves are diverse and represent a wide and varying body of skill sets; there is no single prototype for students who need additional support or who would benefit from an additional challenge. As such, all students are supported while reading and analyzing texts and are held to high academic expectations for literacy, regardless of their demonstrated mastery of skills. Students designated as having one or more disabilities, emergent bilingual students, or students in gifted and talented education programs are afforded support throughout the Odell Texas HSLP. The Odell Texas HSLP supports the needs of *all* students—students whose work reflects grade-level mastery; students whose work is below the expectations of the grade level; students who are emergent bilingual students; students with disabilities, identified or not; and students whose work exceeds the expectations for grade-level mastery.

Students who are beginning or intermediate English learners (emergent bilingual students), will benefit from ELPS-based language development in an environment that values their linguistic and cultural diversity as they engage in content work at the grade-level expectation. Not all emergent bilingual students will need additional support, but for those who do, the Odell Texas HSLP is designed for students to have ongoing oral discussion with their peers, often using newly acquired academic and Tier 2 vocabulary with sample discussion stems as support. Through these discussions, emergent bilingual students are able to strengthen their Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). Units are designed to increase in their cognitive demand as they progress, and within the units, students closely read texts in activities designed to target language development by focusing on specific skills (e.g., examining specific sentences for their functionality and purpose). Writing is an ongoing expectation, allowing students to strengthen, refine, and enhance their English skills so they can meet the demands of any discipline.

Similarly, students with disabilities may benefit from additional support as well. Odell Texas HSLP units are designed conceptually or thematically, providing a central home base for students to return to and cement their learning. In the units, students have a range of ways to demonstrate

their learning, both orally and in writing.

As the needs of students in a class are likely to be diverse and wide-ranging, teachers are supported in meeting the needs of students who need additional support in the Student Support and Differentiation section of the teaching notes. Opportunities for differentiation are often presented as questions for the teacher to reflect on and use to make instructional decisions. The questions are designed to inspire teachers to reflect on their students, the level of mastery evidenced in students' work, and the content itself. Finally, the prompting questions are a way for teachers to assess points of difficulty to provide appropriate scaffolding.

The following principles uphold the design of the Odell Texas HSLP, specific to supporting students with diverse learning needs:

1. All students' language, literacy, cultural knowledge, communities, and diversity are assets that should be leveraged as they develop and express their understanding in English language arts.
2. All students receive the same opportunities to be challenged and to succeed.
3. All students regularly engage with meaningful, grade-appropriate, complex texts and content.
4. All students, even with developing language, engage in academic discourse and meaningful interactions with others through grade-appropriate texts and content.
5. All students have opportunities to meet grade-level standards through appropriate scaffolds and supports.
6. All students are provided with instructional supports that build on and enhance what occurs during regular instruction, but supports should not supplant or compromise rigor or content.
7. All students have access to language instruction that is integrated with reading and writing instruction and is focused on meaning and communication.

Supports for Multilingual Learners

In addition to the supports mentioned above, the Literacy Toolbox is an excellent resource in the Odell Texas HSLP that provides students with tools to unpack complex language, frames to organize thinking, questions to refine ideas, and opportunities to reflect before sharing or collaborating with a larger community. While all students benefit from this preparation, it often is a critical step to prompt participation from emergent bilingual students.

Leveraging entry points in lessons that highlight English language acquisition can be a powerful way to support emergent bilingual students while affirming their native language. For example, identifying cognates in a student's first language can bridge understanding and model a process they can use independently. Engaging students with a complex text that affirms their lived experiences may present an engaging reading challenge. On the other hand, simplifying a text for emergent bilingual students prevents them from accessing the vocabulary and complex text structures they need to process along the language proficiency continuum.

Emergent bilingual students strengthen their basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP) through opportunities to discuss and collaborate

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with peers. The Odell Texas HSLP provides regular student discussion and collaboration opportunities, often using newly acquired academic and Tier 2 vocabulary with sample discussion stems. While the Odell Texas HSLP integrates language supports with reading and writing instruction, understanding the English Language Proficiency Standards (ELPS) can help tailor instruction to stretch the level of your students' English proficiency. The Linguistic Instructional Alignment Guide in the [ELPS Resource Supplement](#) provides common characteristics of emergent bilingual students at multiple proficiency levels and can target the best fitting instructional scaffolding. Emergent bilingual students benefit from ELPS-based language development in an environment that values their linguistic and cultural diversity as they engage in content work that matches grade-level expectations.

When selecting the appropriate linguistic accommodations for emergent bilingual students, consider three things:

- the students' level of English proficiency (see Subsection d, Proficiency Level Descriptors in the ELPS Resource Supplement for full descriptions)
- the lesson objective and learning product
- the activity or work through which students will accomplish the objective

Linguistic Accommodations - Beginning and Intermediate

The Odell Texas HSLP includes multiple strategies and tools aligned with the beginning and intermediate linguistic accommodations addressed in the ELPS, including guidelines for scaffolding listening, reading, writing, and speaking.

Strategies include:

- pointing out cognates to key vocabulary to leverage first-language skills
- grouping students according to native language and encouraging the use of native language to clarify directions and concepts
- preteaching or defining vocabulary words provided in unit vocabulary lists
- breaking down routines and directions into shorter segments
- adapting reading homework to short, specific chunks of grade-level text most relevant to the lesson objective
- providing texts in students' native language (if available) to support comprehension (supporting Spanish texts are provided with all units)
- aligning guiding questions with the relevant sections of a text
- allowing additional processing time
- provide opportunities for students to request clarification, repetition and rephrasing

Tools and resources can be used to:

- Scaffold guiding questions, drawing from examples found in the **Questioning Reference Guide.** Consider assigning these questions prior to more complex analytical text-specific questions to help guide and focus students' reading so they form a solid comprehension. Also see the Instructional Approaches - Questioning section of this document for more information on using questions to help students access texts and check their understanding of texts.

- Select sentence starters, sentence frames, and cloze sentences for students to use with listening, writing, and speaking tasks. The **Academic Discussion Reference Guide**, for example, provides a list of discussion stems you can draw from for students to practice when engaging in academic conversations with peers.

- Select claim starters and phrases for students to choose from when writing an argument. The Claim Types and Purposes section of the **Argument Reference Guide** provides phrases to support specific types of claims. Many of these starters can be used for explanatory writing as well.

- Expose and introduce students to new vocabulary specific to ELA instruction. **The Vocabulary in Context Tool** and the Active, Powerful Verbs for Expressing Claims section of the **Claims Reference Guide** explain the impact of using specific vocabulary.

- Provide multiple models and avenues for questioning. Most reference guides provide questions you can ask students or that students can ask themselves when engaging in a task.

- Emphasize vocabulary acquisition and expansion. Tools such as the **Vocabulary Journal**, **Closed Sort**, **Open Sort**, and **Word Map** allow students to grapple with relevant vocabulary. Consider identifying the most relevant vocabulary for students to focus on learning. Leverage words included on unit vocabulary lists.

- Provide time for students to organize their thoughts, claims, or evidence prior to and following discussions or collaborative work sessions, using tools from the Literacy Toolbox. The Reading Closely Tools in particular afford students space to practice writing short but powerful statements, observations, and claims, using textual evidence. They also offer clear organizers students can use to capture ideas shared during discussions. Students can use the Powerful Verbs for Forming Claims section in the **Claims Reference Guide**, in conjunction with the vocabulary they learn from the texts they are reading and guiding questions they are using to analyze text.

Linguistic Accommodations - Advanced and Advanced High

The Odell Texas HSLP includes multiple strategies and tools aligned with the advanced and advanced high level of linguistic accommodations addressed in the ELPS, including guidelines for scaffolding listening, reading, writing, and speaking.

Strategies include:

- encouraging students to leverage cognates in their native language to facilitate comprehension of text
- encouraging the use of native language to clarify directions and concepts when students are working collaboratively
- providing audio versions of grade-level texts in English for students to follow as they read and listen to build and reinforce concept and language attainment
- preteaching or defining vocabulary words provided in unit vocabulary lists
- breaking down routines and directions into manageable segments
- adapting reading homework to short, specific chunks of grade-level text most relevant to the lesson objective
- aligning guiding questions with the relevant sections of a text

Tools and resources can be used to:

- Provide sentence starters to use with listening, writing, and speaking tasks. The **Academic Discussion Reference Guide**, for example, provides discussion stems that students can select from to plan and engage in academic conversations with peers.
- Develop student writing and speaking by pointing them to the Transition Words and Phrases section in the **Connecting Ideas Reference Guide**. This supports complex grammar and vocabulary acquisition and practice.
- Provide claim starters and phrases for students to choose from when developing an argument. The Claim Types and Purposes section of the **Argument Reference Guide** provides phrases to support specific types of claims.
- Emphasize vocabulary acquisition and expansion. Tools such as the **Vocabulary Journal** and the **Vocabulary in Context Tool** allow students to grapple with relevant vocabulary. Consider identifying the most relevant vocabulary for students to focus on learning.
- Unpack sentences with exemplary, complex grammatical structures and academic vocabulary to develop a strong understanding of English. The **Working With Mentor Sentences Tool** and the **Conventions Reference Guide** provide a framework for how complex sentences are developed in English and opportunities for students to practice using the writing techniques they study.
- Ensure students can actively participate in extended discussions to practice academic English. The **Philosophical Chairs Discussion Tool** and the **Discussion Tool** can prepare students for participating in discussions by providing time for them to record ideas ahead of time so they can apply cognitive energy toward sharing ideas instead of generating and sharing ideas in English simultaneously.
- Support complex grade-level writing tasks. Tools that help students plan and organize their writing, such as the **Organizing Evidence Tool** and the **Evaluating Ideas Tool**, help students formulate their arguments and can help you identify additional support. The Claim Types and Purposes section of the **Claims Reference Guide** can support students in selecting the right claim for the right purpose.
- Support students' acquisition of ELA-specific terms and vocabulary. The **Mood**, **Narrative**, **Irony**, **Theme**, and **Tone Reference Guides** provide definitions and discuss nuances of literary terms, how they are used in text, and how students can use them in writing.
- Provide multiple models and avenues for questioning. The Delineating and Evaluating Arguments section of the **Argument Reference Guide** provides guiding questions for students to work from when constructing or delineating an argument.

When students have the opportunity to organize their thinking before sharing through speaking and writing, it can increase the level and quality of student participation and discourse. This is not limited to students learning English; it benefits all students. Reference guides can be very useful when preparing for instruction, as they often provide nuance that can be helpful when shared with all students, as well as questions that you can use to dig deeper or guide student understanding.

Additional Support for Multilingual Learners: Supporting Spanish Texts and Materials

Acquiring and mastering a second language is a long process for students and is contingent on many variables, including access to a low-risk learning environment, student personality, level of

academic literacy in a first language, and exposure to appropriately scaffolded instruction. The population of emergent bilingual students whose first language is Spanish in Texas is far from homogeneous. There are students who have been developing their English language skills for years and are well-acquainted with US culture, and there are those who recently arrived in the United States and have very limited familiarity with this country's cultural and academic traditions and structures. Because of this diversity, it is essential to provide this student population the targeted support they need to navigate grade-level instruction in any course they take in a language other than their native tongue.

Although there are about 120 languages spoken by Texas students PK–12, 90% of identified emergent bilingual students report Spanish as their home language ([English Learners in Texas, txel.org](#)). To continue to uphold the design of the Texas HLSP and support students with diverse learning needs, materials and texts in Spanish are available for each unit to ensure 1) that "students' language, literacy, cultural knowledge, communities, and diversity are assets" (**Program Guide**) and 2) that there are sufficient opportunities for Spanish speakers to build background knowledge in order to access and analyze grade-level texts in English to further their English language acquisition. These supplemental materials in Spanish include the following:

- supporting, authentic Spanish texts and accompanying implementation notes for each unit
- the General Guidance and Criteria for Spanish Text Selection and Implementation section in the **Program Guide**
- the **Family Guides** in Spanish for each unit
- translations of primary Odell Education graphic organizers

Supporting Spanish Texts and Accompanying Implementation Notes
Located on each unit's Materials tab, the Supporting Spanish text document houses a collection of Spanish texts that are digitally accessible for students and teachers. This document also provides brief summaries of each text, along with notes to help teachers, students, and families understand why and when the text might be read during the course of the unit. All supporting Spanish texts were selected and reviewed using a text-selection criteria to ensure the texts are appropriately complex and support building background knowledge for students. Through these supporting texts, students will be exposed to authentic Spanish texts that vary in text type and that represent the diversity of the Spanish-speaking world. Students may be introduced to unfamiliar vocabulary and expressions that reflect differences in dialect. The supporting Spanish texts provided for each unit fall into two categories: those that provide background knowledge, and translations or transadaptations of anchor or core texts.

Supporting Spanish texts that build background knowledge
Supporting Spanish texts that build background knowledge will support students' content knowledge acquisition and ability to access concepts and ideas expressed in English in the unit's text list. Text types include explanatory pieces, summaries, and literary analyses. Note that many videos included in unit text sets, such as TED talks, can be viewed using transcripts or captions in other languages, including Spanish. Supporting texts in Spanish will aid students' understanding of the following:

- the unit's topic
- the terminology, literary elements, concepts, history, culture, etc.

- the themes or central ideas of the unit's anchor or core texts

Supporting Spanish Texts that are translations or transadaptations
Supporting texts may include translations or transadaptions of one or more of the anchor or core texts. They can be used side-by-side with the anchor or core texts; however, translations should not substitute for the English text. Additional guidance on how to use translations in a unit, when provided, can be found in the Why and How to Use Spanish Supporting Texts section.

Supporting text analysis and accompanying notes for implementation
For each supporting Spanish text, the following notes are provided:

- a brief (1-3 sentences) summary of its content
- a brief (1-3 sentences) explanation of how the text can support a student who is a beginning or intermediate English learner (emergent bilingual) whose first language is Spanish with understanding or accessing the unit's topic (e.g., content, concepts, vocabulary, etc.)
- a notation of the unit section, lesson, or activity where the Spanish text will aid understanding

How to Use Spanish Supporting Texts
The same rationale that informs the use of text sets in the instructional design for each unit in English is valid for the use of texts and pieces in Spanish. Supporting texts in English help the students access the core texts and central topics that are examined in each unit. Similarly, the supporting Spanish texts facilitate the learning process by providing key references about the social, cultural, factual, conceptual, or literary background of those core texts and central topics for students whose first language is Spanish. The more the students understand the different facets of each of the texts or topics under study, the better they can relate to and analyze them. These supporting materials will be useful for students with some first language literacy who are in the process of acquiring English, as well as students who are fully bilingual and biliterate and may take advantage of texts both in English and Spanish. Students who are studying Spanish as a second language may also benefit from reading them.

Some of the anchor texts, such as classic works of English literature, might have Spanish translations available. Note that such translations can be helpful for increasing emergent bilingual students' access to the English versions, but they should not be used to replace the English text. Teachers should assign readings of the translations strategically and in ways that promote deeper understanding of literacy and content, both in Spanish and English. For example, students whose first language is Spanish might do the following:

- compare the Spanish translation, or various translations when available, with the English text, noting word and syntactical choices
- read an important section of the translation (e.g., major plot or character development) to support their understanding of the English text (not to replace it)

If the student has a lower proficiency in Spanish, however, using a translation may not be effective to support their understanding of the content because they might have difficulty accessing the text

in Spanish. In this case, teachers can use other support strategies for emergent bilingual students, such as those included in the teaching notes in the program, or they can assign other supporting Spanish texts.

Supporting Spanish Texts documents can be found on each unit's Materials tab. In them, teachers will find a brief summary of each Spanish text and suggestions for when to use it during the unit. ELAR teachers who are not Spanish bilinguals and who have additional questions about the Spanish texts should consider their local language resources, which may include Spanish world languages teachers, other Spanish bilingual staff, other Spanish bilingual students, and especially the families or caregivers of emergent bilingual students. The supporting Spanish texts are also included on the **Spanish Family Guides** for each unit to invite family members to participate in and support their student's literacy development.

In summary, the Spanish supporting texts do not replace or simplify the English supporting texts or any other aspect of the content. Emergent bilingual students are expected to develop their English language skills in the four academic domains of listening, speaking, reading, and writing at the same or nearly the same level as their native English-speaking peers. These Spanish materials complement the elements and tools provided for instruction in these curricula.

Family Guides in Spanish for Each Unit

A **Spanish Family Guide** (Guía para la familia) that presents useful information on each unit can be found on each unit's Materials tab. These guides can help facilitate and encourage families and caregivers of students whose first language is Spanish to support students outside of school where Spanish is primarily spoken.

Spanish Graphic Organizers

The Odell Texas HSLP utilizes text-agnostic tools (graphic organizers) to scaffold learning. Using such tools, in any language, is a great way to learn close-reading strategies, understand academic vocabulary associated with English language arts, and access grade-level texts. The following core tools have been translated to support Spanish speakers' understanding of vocabulary and facility using the tools in English. They should not replace the English versions of the tools. They can be viewed in the Literacy Toolbox located on each grade level's home page.

Tool - English Title	Tool - Spanish Title
Analyzing Relationships Tool	Herramienta para analizar relaciones
Attending to Details Tool	Herramienta para prestar atención a los detalles
Character Note-Taking Tool	Herramienta para tomar notas acerca de los personajes
Delineating Arguments Tool	Herramienta para delinear los argumentos
Evaluating Arguments Tool	Herramienta para evaluar los argumentos
Evaluating Ideas Tool	Herramienta para evaluar las ideas
Extending Understanding Tool	Herramienta para ampliar la comprensión
Forming Evidence-Based Claims Tool	Herramienta para formular afirmaciones basadas en la evidencia
Organizing Evidence Tool	Herramienta para organizar la evidencia
Working with Mentor Sentences Tool	Herramienta para trabajar con oraciones guía

Students Whose Work Reflects below Grade-Level Expectations

Student work may reflect the need for additional instructional support and guidance for many reasons, including that the student may have a learning disability, is learning English as a second language, may have experienced interrupted formal schooling, or may have experienced trauma. The Odell Texas HSLP is designed to meet the diverse needs of learners in an ongoing fashion through the following best practices:

- Attention to Social and Community Learning

  - Students connect, associate, collaborate, and cooperate with their peers in an accepting, respectful community to exchange ideas and build toward independence by participating in formal and informal academic discussions in which they are expected to use academic language.

- Attention to Ethnic, Racial, and Identity Inclusion in Texts

  - Students read texts that feature people of diverse races and ethnicities, languages, and abilities.

- Attention to Context to Transfer Knowledge

  - Students cement newly acquired vocabulary by considering the words in familiar contexts, examining cognates, and creating new context.

- Attention to Oral Language Development

  - Students participate in peer activities in which they can hear and imitate more fluent speakers; students are encouraged to hold discussions initially in their home language to gather their thoughts before sharing in English.

- Attention to Task and Purpose

  - Students benefit from understanding the focus of a lesson or activity.

- Attention to Explicit, Systematic Instruction

  - Student activities are designed by providing explicit instruction, often providing a structure for students to note and track their thoughts.

- Use of Scaffolds and Learning Tools to Codify Learning

  - Students are provided a suite of tools, materials, and resources to support their learning, including sentence frames and conversation starters.

- Setting Meaningful and Attainable Goals

  - In each unit, students set goals for vocabulary usage and sentence exploration on the Section Diagnostics and Culminating Task.

- Using Data to Inform Instruction

  - All assessments in the Odell Texas HSLP are a rich source of data for teachers to evaluate the quality of student work. By using data from the assessments, teachers can select activities for reteaching. Each **Evaluation Plan** identifies upcoming lessons that target specific skills for reteaching opportunities.

- Metacognition and Reflection

  - Students reflect on their learning in an ongoing fashion throughout the program, bringing awareness to what they have learned and how they learned it, instilling self–responsibility for their learning.

Students Whose Work Reflects above Grade-Level Expectations

Student work may reflect the need for extended instruction for many reasons, including that the student may identify as gifted and talented. The Odell Texas HSLP is designed to meet the diverse needs of such learners in the following ways:

- Students are encouraged to experiment with their own writing styles and structures on assessments.
- Students are given opportunities to lead small groups and teams.
- Students are encouraged to make metaphorical connections for newly acquired vocabulary.
- Students are encouraged to make concrete and conceptual connections between texts or topics in one unit, to text and topics in different units, and across other disciplines.

- Students are encouraged to develop their own note-taking habits and styles if they no longer need the support offered on tools.
- Students can draw on tools from the Literacy Toolbox as they learn to recognize their own proficiencies and needs for specific supports, given the specific demands of text or tasks.
- Students are encouraged to pursue their own interests at their own pace in the Foundation and Application Units.
- Students are encouraged to pursue independent reading with texts written at a complexity level above the grade-level expectation.

Support Accessing Grade-Level Content

Unit Topics & Text Sets
The more students know about a topic, the better they are able to comprehend complex texts associated with that topic. In the Odell Texas HSLP, lessons are organized around compelling unit topics and themes, not isolated and disconnected reading comprehension strategies. Students read multiple texts related to these topics and themes, and each interaction with a text serves to build students' schema so that they have the knowledge to access increasingly complex texts. At the same time, each interaction reinforces and enhances students' skills, such as reading comprehension and vocabulary acquisition. Conceptually designed units also increase reader engagement and interest, creating a positive reading experience for students.

Tools
Instruction in the Odell Texas HSLP includes tools that provide students with a precise and guided manner for reading texts closely, attending to pertinent textual details, and developing writing skills. These tools use clear visual organizers to comprehend complex text, and they help students understand the relationships among those details and the connections and observations they make from the text.

While units have specialized handouts that cater to specific elements of their topics or texts, they also draw on agnostic tools from the Literacy Toolbox that are used throughout the program. Students closely read using the tools regardless of the text and topic, ensuring continuity of skills development and procedures.

Teachers are encouraged to assign tools as needed throughout the program. The need for additional support may vary from text to text and passage to passage.

Guiding Questions
Students use guiding questions to focus their reading, helping them focus on important parts of the text. The **Questioning Reference Guide** provides multiple sample guiding questions students can use to focus their reading and access complex texts. Students also use question sets consisting of text-specific questions to support their reading and analysis.

Rereading & Chunking Text

Complex text is chunked into sections for students to focus on during rereading, providing students who need additional reading support opportunities to interact with grade-level text. Rereading texts gives students another opportunity to comprehend complex text, and the question sets provide an additional access point to help students peel off the layers of the text to arrive at a deeper understanding of its meaning. The text is divided into small chunks in order to focus student analysis of important ideas.

Read Alouds & Modeling

At key parts in the instruction, teachers read text aloud so students can listen to the cadence and structure while also following along. By listening to a proficient reader, students pick up on natural pauses and pronunciation of words. Teachers also model the use of tools in which they think aloud and discuss what they pay attention to as they read a text. Therefore, teachers model reading proficiently, using the skills and tools that help students learn to read closely. Students see the tools and skills modeled before applying them.

Academic Vocabulary & Grammar Instruction

Instruction on vocabulary and grammar is grounded in the context of the unit texts and topics; students understand how language functions in the context of the texts they read. Units include suggested vocabulary teachers can select and key words to pre-teach that assist with comprehension, but students also learn how to use context clues to define words. Students can also conduct word sorts in which they group together related words to help establish relationships between them. Teachers of emergent bilingual students and below grade-level readers are encouraged to use additional vocabulary-building strategies, such as Word Walls, whereby students can visually reference the meaning of key words in the classroom as they read and discuss texts. Teaching notes also encourage students to identify related cognates in their home language when appropriate.

Students are also encouraged to understand and utilize specialized language of the English language arts classroom with the use of guiding questions. The questions in the **Questioning Reference Guide** and question sets utilize vocabulary related to reading skills that students can apply while reading and discussing texts. Additionally, many guiding and text-specific questions direct students to identify and think about key words and phrases in texts.

Students learn about language usage through the study of mentor sentences that come from the texts they read rather than from ambiguous examples. Supported by the **Working with Mentor Sentences Tool**, students study example sentences before trying the strategy themselves. Students are continually encouraged to not only add to their **Mentor Sentence Journal** as they encounter sentences they wish to better understand or emulate, but also to use the examples in preparation for Section Diagnostics and Culminating Tasks. Embedding grammar instruction in the context of the texts and topics makes the understanding of language use more comprehensible and meaningful for emergent bilingual students.

Working Teams & Discussion

Students often work in pairs and teams to read and analyze texts and to conduct peer reviews of their work. Working in teams gives students opportunities to regularly communicate their understanding of text and practice using academic vocabulary. Teachers can group students in various ways, sometimes by reading ability, sometimes by interest or target text, sometimes heterogeneously to pair less-able readers with more advanced readers. By reading in teams, students practice talking about texts in a structured, supported context. Teaching notes offer suggestions for when students might work in homogeneous groups, either by grouping by home language or ability.

Funds of Knowledge

Students bring a wealth of knowledge and understanding into the classroom. This includes both cultural knowledge and knowledge of language. Emergent bilingual students' understanding of their home language can strengthen their understanding of English. Teaching notes frequently encourage teachers to ask emergent bilingual students how sentence structures relate to those in their home language. Notes also give ideas on when students might annotate or hold discussions in their home language, or relate language use or vocabulary to their home language.

Teachers are encouraged to activate background knowledge at the beginning of units. Activating students' prior knowledge helps teachers gather information about what students already know or misunderstand about a topic. These activities can illuminate students' underlying beliefs about the topic under investigation, expose misunderstandings, and uncover their preexisting knowledge. They also give teachers opportunities to know what students do and do not know or understand, providing an opportunity to adjust instruction. Strategies utilized in the program include anticipation guides, K-W-L activities, and the use of Notice and Wonder tables. All of these provide students opportunities to share what they know about a particular topic and begin forming an understanding of what they will read and analyze.

Representation & Awareness

Odell Education is committed to examining texts and topics that present a variety of perspectives to broaden and deepen students' understanding of the world. Students bring a wealth of experiences and their own truths to the classroom. Recognizing that there are multiple perspectives on any given topic, the Odell Texas HSLP creates the space for a variety of voices and perspectives to be heard and valued. Students will be able to build and strengthen their background knowledge as they encounter texts and make connections to their lived experiences. As students bring their personal selves to the texts in the units, the texts serve as the focal point for students to build connections, craft critiques, and develop analysis.

Odell Texas HSLP units are designed to provide all students with a variety of opportunities to encounter complex texts and rigorous tasks that will enhance their literacy skills as they build knowledge about the world. As students come together as learners, they bring their whole selves to the learning experience, which at times include biases against topics and people. Through these units, along with fostering sensitivity, the texts and tasks will serve as "mirrors and windows" (Bishop) to ensure students approach their learning and peers through as unbiased a lens as possible and with the skills and ability to examine multiple perspectives they face in texts and in their civic life.

Odell Texas HSLP units offer students chances to engage with their peers through a variety of texts to gain knowledge, expand their understanding of the world, and develop analytical skills to become critical thinkers.

In the Odell Texas HSLP, students encounter texts and tasks that foster an understanding of multiple perspectives designed to foster an appreciation for the lived experiences of others. Prior to starting each unit, teachers are encouraged to initiate a conversation with students, parents, and caregivers, explaining the various perspectives and voices encountered in the unit's topics and texts. This primes students to engage in brave conversations about topics that might be challenging. For example, students should be challenged to consider how characters are portrayed and whether they, or the contexts in which they act, represent stereotypical depictions.. As they progress through the unit, students should consider the following questions:

1. How are characters being represented?
2. What stereotypes are present in the text?
3. How are settings or physical environments being represented?

Discussions regarding stereotypes, biases, and inequities might be uncomfortable at times; thus, educators should strive to promote and foster the ability of students to engage in conversations with civility and sensitivity. Engaging in such conversations affords students opportunities to expand perspective and increase knowledge, while also deeply analyzing text. Educators should also be aware of topics that are inherently sensitive to students, given their lived experiences, and they should prepare to introduce these topics carefully and with consideration.

The Odell Texas HSLP addresses issues pertinent to bias and sensitivity in the following ways:

- provides students opportunities to build knowledge from a suite of rich units containing a variety of texts and topics
- provides students opportunities to engage with texts written by diverse authors; units include texts written by authors diverse in gender, race, ethnicity, religion, and location
- offers units that allow students to grapple with a variety of authentic topics germane to their world, including photojournalism, change agents, artificial intelligence, the American dream of homeownership, postsecondary readiness, and Alexander Hamilton
- provides texts that operate as "mirrors, windows, and sliding glass doors" (Bishop) whereby students see themselves within the pages of texts as they learn about the lived experiences of people from various cultures
- provides student tasks that support and foster dialogue, critique, and analysis about a variety of texts and topics
- provides student tasks that deconstruct language to build language skills while creating space for students to learn about and develop an understanding of the cultural dynamics of language
- provides teachers with tools to promote discussions that allow students to explore, examine, and critique ideas, content, language, and their own thinking and understanding

Classroom Environment

Every student deserves rich literacy experiences whereby ideas are fostered, exchanged, and valued. Text variety builds knowledge and strengthens crucial literacy skills. Additionally, tasks are designed to create opportunities for deep reading and multiple interpretations, often affording students opportunities to reach a greater understanding of one another's lived experiences and perspectives. Such care is taken to ensure students are working in a learning environment that is sensitive to a variety of perspectives while addressing bias in ways that foster respect and understanding.

Teachers are encouraged to create a kind, open, and safe environment for students to engage with multiple perspectives and grow as individuals. Students flourish in a classroom environment in which they are intellectually and emotionally safe—able to be brave enough to engage in dialogue as they explore, share, and challenge ideas. In a safe space, students feel comfortable to express themselves freely, even when discussions involve topics that might be considered controversial. In diverse classrooms, it is particularly important that all students, regardless of position or perspective, feel safe and comfortable contributing to classroom discussions. In brave spaces, not only do students feel a sense of comfort with expressing their ideas, they are willing to take risks in sharing ideas others might disagree with. Teachers must be intentional in creating an environment whereby students develop and practice the skills that will allow them to rise to the challenges they might face as they encounter ideas and perspectives different from their own.

Several factors must be considered when preparing the environment for students to engage with texts and tasks that address important social topics. Establishing clear guidelines or "ground rules" is essential for success, and students must be given opportunities to practice the rules for engagement. Such intentionality will ensure students feel safe and can be brave enough to engage in meaningful dialogue throughout the Odell Education units. Help students understand the ground

rules for whole-class and small-group discussion by leading them through the protocols and questions in Appendix C: Guidelines & Ground Rules to Facilitate Challenging Conversations to build a strong classroom environment where all students feel safe and can be brave.

Each unit contains notes that identify potentially sensitive content. These notes are located in the Text Overviews under Critical and Sensitive Learning Environments, in the teacher-facing Unit Overview found in the Unit Alignment documents, in the teacher-facing Unit Overview found in the printed Teacher Edition, and in various locations in the activity-level teaching notes. The latter are either general reminders that the unit's texts may contain sensitive content, or notes flagging specific content in the unit or text.

Despite such sensitivity notes, educators should preview texts and their accompanying teaching notes in their lessons prior to instruction to identify potentially sensitive or challenging content. Teachers are encouraged to visit the Implementation Supports Guide to conduct lesson internalization protocols, which prompt them to analyze text prior to instruction, as well as to read the text notes provided in the unit's Text Overview.

Based on an analysis of the texts and understanding of your students, educators are better poised to determine what instructional choices and adjustments they need to make to support learning needs and ability to reach the learning objectives while remaining sensitive to their experiences and backgrounds.

Students should be encouraged to discuss such topics in a meaningful and respectful way while using a critical lens and making evidence-based claims grounded in details from the texts they are reading. Educators should also be aware of topics that might give rise to challenging or sensitive situations for subgroups of students and be prepared for the emotional impact on students reading that text. While students should always feel comfortable discussing multiple perspectives and topics in a classroom, they should feel equally comfortable not discussing any topic that might prove particularly challenging to them. Educators should strive to understand their learning communities to know when such occasions might arise; when conversations, even if insightful and text-based, are particularly difficult for any student; or when to explicitly ask students to inform them of any such topics. Engaging in critical and analytical discussions on text is important; however, the personal well-being of any student should be regarded with great importance. Educators might also engage parents, counselors, and other respected community advisors in conversations about the texts and topics students are studying.

Website Guidance

Student Site

The Odell Texas HLSP has one site for teachers and educators and another for students. See the following table comparing the contents of the two:

Component	Teacher	Student
URL	https://texas.odelleducation.com	https://texas-students.odelleducation.com
Sign in	Yes - users set up their own account	No - the site is freely accessible
Activity Notes	Yes	Yes
Texts	• Text tabs • Text Overview	• Text tabs • Text Overview
Materials	• Teacher specific include: Evaluation Plan, Monitor Moment Scoring Notes, Text Overview • All materials • All reference guides	• All materials excluding the teacher-facing materials. • All reference guides
Activity Notes	Yes	Yes
Teaching Notes	No	No
Program Resources	Yes: • Program Guide • Implementation Guide • Video Support Suite • Literacy Toolbox • Remote Learning Guide • Purchase Print Resources • About	Yes: • Literacy Toolbox

Grade Homepage

Each grade's homepage organizes the available units by type—Foundation, Development, or Application—and provides each unit's title.

Also found on each grade homepage are the following program resources:

- **Reference Guides**: a downloadable PDF consisting of all of the program's reference guides
- **Program Guide**: this document, available as a PDF
- **Purchase Unit Readers**: a link to an external site where users can purchase unit readers and student materials
- **Course at a Glance**: an overview of the units available for the grade level

Unit Homepage

Each unit's homepage is organized by a series of tabs, which include the following:

- **Unit Overview**: The Unit Overview describes the unit and provides links to the sections of the unit.
- **Culminating Task**: The Culminating Task provides the unit's Culminating Task prompt. The **Culminating Task Checklist** and **Evaluation Plan** for the unit are available as downloadable PDFs.
- **Text Overview**: The Text Overview tab contains the unit's **Text Overview** (PDF), which identifies the texts used in the unit. The Use column identifies whether the text is core or optional in the unit. Icons are used to indicate where texts are located (see Appendix G for text icons). These are used in the lists of core and optional texts provided in the text tabs for each section, lesson, and activity. The Location column indicates where the text can be found in the program:

  - **Tradebook**: These texts are full-length novels or nonfiction books.
  - **Digital Access**: These texts can be found online. The information provided in the **Unit Text List** or on the Materials tab for the activity can be used to conduct a web search for the resource. Digital Access resources include online articles, videos, podcasts, and other web sources.
  - **Unit Reader**: These texts can be found in the **Unit Reader**.
  - **CD/DVD**: These materials are available on CD or DVD and might also be available through online content providers.
  - **PDF**: Formatted texts available digitally for download.

Texts include novels, works of nonfiction, material in the **Unit Reader**, and digital texts. Audiovisual texts are films, videos, images, songs, and websites.

- **Materials**: The Materials tab houses documents specific to the unit, including the **Evaluation Plan**, **Text Overview** (teacher-facing), **Unit Text List** (student-facing), **Culminating Task Checklist**, and any other relevant documents.

Section Pages

Odell Texas HSLP units are broken down into sections. The navigation bar at the top of the page permits users to easily navigate between sections. The section pages for each unit are organized by the following tabs:

- **Section Overview**: This tab provides a brief description of the knowledge, skills, and habits addressed in the section, as well as which major texts are used. Links to the lessons included in the section are also available here.

  - **Lesson Links**: Each lesson link includes the lesson's overview and is labeled as Core, Optional, Section Diagnostic, or Independent Reading to facilitate navigation and planning. A Monitor Moment label is included if an activity within the lesson has a Monitor Moment.

- **Section Diagnostic**: This tab provides the Section Diagnostic prompt. It also includes the Culminating Task Connections, which explains what students will do and demonstrate in the formative task and how it will help prepare them for success on the unit's Culminating Task. In the teacher version, a description of how the Section Diagnostic helps prepare students for success on the Culminating Task is provided.

- **Texts**: This tab lists the texts for the section, which can be core or optional. Each listing includes the text's title, author, publisher, and date of publication. The icon on the left indicates where the text can be found in the program (see the key for iconography in Appendix D). Students and teachers can copy and paste the reference information into any search engine to locate the digital access texts.

- **Materials**: This tab lists the materials used in the section and categorizes them as tools, question sets, or reference guides.

Lesson Pages

Each section is broken down into lessons. The navigation bar at the top of the page permits users to easily navigate among lessons, as well as sections. As with the section pages, the lesson pages include the following organizing tabs:

- **Lesson Overview**: This tab contains a description of the lesson and links to its activities.

  - **Activity Links**: Each activity link includes the following information: the activity number, the foci of the activity (Read, Write, Listen, View, Present, Discuss), whether the activity is core or optional, and a brief summary of the activity. A Monitor Moment label is included if an activity within the lesson has a Monitor Moment.

- **Lesson Goals:** This tab provides the lesson goals.
- **TEKS/ELPS**: This tab contains the focus TEKS and ELPS of the lesson.

- **Texts**: This tab lists the texts for the lesson, which can be core or optional. Each listing includes the text's title, author, publisher, and date of publication. The icon on the left indicates where the text can be found in the program (see the key for iconography in

Appendix G). Students and teachers can copy and paste the bibliographic information into any search engine to locate the digital access texts.

- **Materials**: This tab lists the materials used in the lesson and classifies them as tools, question sets, or reference guides.

Activity Pages

Lessons are broken down into individual activities. The navigation bar at the top of the page permits users to easily navigate among activities, lessons, and sections. Each activity page contains the following features:

- **Activity**: This overview summarizes the activity content and expectations and can be found on the Lesson Overview tab and directly above the student directions on the activity page. Students access the reference guides and other materials either by clicking on the cited reference guide in the activity Materials tab or by accessing the full digital version.

- **Student Directions**: This section provides student-facing directions, which can be expanded to increase font size for better readability. For activities that contain more than one step, segmenting is used. Activity segments are indicated by horizontal bars across the top of the directions pane.

- **Teaching Notes**: These notes are hidden when the directions are expanded. They are not included on the student version of the website. To facilitate in-class viewing while using a projector, the directions can be expanded by clicking on the delta arrows in the top-right corner. Teachers can expand the student directions to temporarily hide the teaching notes for in-class and shared-screen projection.

Appendix A: Reference Guides

Concepts & Processes Reference Guides

Academic Discussion	defines an academic discussion; provides a process for students to hold an academic discussion
Argument	defines argumentation; provides a process for delineating and evaluating an argument; suggests tools for arguments
Claims	defines claims; provides a process for working with claims; suggests tools for claims
Questioning	explains questions for reading and research; presents different types of questions; provides a process for using and forming questions; suggests tools for questioning

Literary Elements & Devices Reference Guides

Irony	defines irony; provides a process for recognizing irony; suggests tools for irony
Narratives	defines narratives; provides a process for analyzing the structure of a narrative; suggests tools for narratives
Mood	defines mood; provides a process for identifying, describing, and developing mood; suggests tools for using mood
Symbolism & Motifs	defines symbolism and mood; provides a process for identifying symbolism and motifs; suggests tools for symbolism and motifs
Theme	defines theme; provides a process for identifying theme; suggests tools for theme
Tone	defines tone; provides a process for identifying and developing tone; suggests tools for tone

Reading & Research Reference Guides

Annotating and Note-Taking	defines annotation and note-taking; provides a process for annotating a text; provides a process for note-taking and note-making; suggests tools for note-taking and annotation
Assessing Sources	explains why assessing sources is important; provides a process to assess a source's usefulness; suggests tools for assessing sources
Avoiding Plagiarism	defines plagiarism; provides a process for avoiding plagiarism by citing and crediting sources; suggests tools for avoiding plagiarism

Writing Reference Guides

Connecting Ideas	explains the importance of connecting ideas; provides a process for using transitions to connect ideas; suggests tools for connecting ideas
Conventions	defines conventions; provides a process for using conventions correctly; suggests tools for using conventions
Integrating Quotations	explains the concept and importance of integrating quotations; provides a process for integrating and citing sources; suggests tools for integrating quotations
Organization	explains the concept of organization; provides a process for identifying and using organization; suggests tools for organization
Style	defines the concept of style; provides a process for analyzing and establishing style; suggests tools for style

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Appendix B: Tools

Instructional Areas	Tools
Reading Closely	Attending to Detail Tool Analyzing Relationships Tool Evaluating Ideas Tool Extending Understanding Tool Note-Taking Tools Dialectical Journal Forming Evidence-Based Claims Tool Summarizing Text Tool
Writing and Organizing	Mentor Sentence Handout Mentor Sentence Journal Argument Organizational Frame Comparison Organizational Frame Organizing Evidence Tool Storyboard Tool Working with Mentor Sentences Tool
Analyzing Arguments	Delineating Arguments Tool Evaluating Arguments Tool
Discussion	Discussion Tool Philosophical Chairs Tool
Research	Application Unit Potential Topics Tool Foundation Unit Pathway Texts Research Plan Research Note-Taking Tool Research Frame Tool Potential Sources Tool Exploring a Topic Tool
Vocabulary	Closed Sort Open Sort Vocabulary Journal Vocabulary List Vocabulary in Context Tool Word Map
Evaluation	Culminating Task Checklist Culminating Task Planning Guide Culminating Task Progress Tracker Evaluation Plan Section Diagnostic Checklist

Appendix C: Guidelines & Ground Rules to Facilitate Challenging Conversations

Controversy with Civility

Civility is critical when students engage in dialogue in which divergent ideas are expressed. Students must be able to maintain their composure and be courteous and polite while encountering controversial topics and different perspectives.

Protocol
Teachers can lead students in a discussion.

1. What makes a topic controversial?
2. What are some common reactions to controversial topics?
3. What does it mean to be civil?

Inform students that they are allowed to have varying responses to controversial topics; however, they must maintain respect for the ideas others share and refrain from attacking people.

Owning Intentions & Impacts

Words have power. Students must learn that there are times when what they mean to say is different from how they say it and how others perceive and construct meaning.

Protocol
Teachers can lead a discussion to explain the concept.

- Explain to students that they must take responsibility for their word choices, their tone of voice, and the attitude they might bring to a discussion. Students should understand that while they might not know how others will respond or receive their comments, they should strive to speak respectfully and critically.
- Explain to students they must pay attention to their feelings about a topic and how those feelings can influence how they represent their ideas despite their intentions.

Voice Equity

In establishing a respectful and critical classroom environment, it is important that students understand the role voice plays, both in discussions as well as in texts they are reading. The concept of *voice* is closely related to identity, representation, and perspective. *Voice equity* can largely be understood as the fair and equal representation of a particular group in a setting. Close readers often pay attention to whose voice dominates a text and whose voice is minimized or under-represented, and they explore and analyze the reasons why. Perhaps the author is making a point, or perhaps the author is biased. Teachers and students should also be mindful of representation during discussions and explicitly analyze whether the class is achieving equity among its voices.

Teachers should be sure traditionally marginalized students or students in the minority have space to share without being the "voice" of their group.

Protocol
Teachers can conduct a practice conversation to allow students to practice voice equity.

- Give students a certain number of cards, coins, or other items; once they are out of items, they can no longer speak.
- Use a structured format to help students practice respectful disagreement, and adjust as students demonstrate proficiency with minding their power.
- Lead students in a discussion addressing the questions below:

    1. What groups of people have opportunities to share their ideas?
    2. What groups of people tend to have fewer opportunities to share their ideas?
    3. How does opening up opportunities for everyone to share their ideas create a more sensitive and bias-free learning environment?

- Work with students to develop three to five strategies to ensure students have voice equity during discussions.

Challenge by Choice

Students need opportunities to make decisions about how and when they will engage in conversations about challenging topics. It is important to allow students space to opt in and out of discussions as they deal with uncomfortable ideas. Students should be allowed to make choices about when to opt out; however, there must also be an expectation that students will rejoin discussions.

Protocol
Teachers can lead a discussion.

- Explain the importance of student choice in how they will engage in dialogue.
- Inform students that there will be times when they will want to opt out of discussions but will be expected to rejoin.
- Inform students they might address challenging conversations in a variety of ways. For example, they might conduct a conversation orally with the whole group or in a small group, or they might journal independently.
- Discuss the need for students to be brave enough to share their ideas, yet safe enough to step back from a discussion with room and the expectation to return.

    - Have students practice with language such as, "I need space, but will return to this conversation."

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Agree to Disagree

Conversations may not always end with agreement. Students must learn how to rest with conversations in which participants cannot come to a consensus or agreement. They must also gain comfort with the ability to disagree without being disagreeable; they must be willing to stop attempting to persuade their classmates and agree to disagree.

Protocol
Teachers can lead a discussion to explain the concept.

- Explain to students that there are times when they will be unable to come to an agreement with their classmates.
- Explain to students that when no agreement is possible, they must be willing to agree to disagree and move forward.
- Have students practice with language such as, "Let's agree to disagree."

Questions to consider are below:

1. When is agreement not attainable?
2. How does "agree to disagree" connect to "controversy with civility"?
3. How do you know when not to push or try to persuade your classmates to agree with your position?
4. What might be the challenge in choosing to agree to disagree?
5. What is the benefit in choosing to agree to disagree?

Appendix D: Text Icons

The following text icons are used on the website in the Texts tabs. To find digital access texts on the Internet, complete the following steps:

1. Locate the reference information for the text (text title, author, date of publication, and publisher) found on the Text tab for the section, lesson, or activity.
2. Highlight and copy the reference information.
3. Paste the information into a search engine.
4. The text will appear as one of the first search results.
5. Verify the result by comparing the reference information on the website to the information on the Text tab.

Unit Reader Texts

Multimedia Texts

Digital Access Texts

PDF Texts

Tradebook Texts

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