



**WASHINGTON
LEADERSHIP
ACADEMY**

English Language Arts I

**ODELL
EDUCATION**

Fostering creativity and critical thinking



Course Overview for ELA I

The Washington Leadership Academy English Language Arts Course is a multidimensional approach to ELA that provides students with both leveled and grade-level appropriate reading with a mixture of fiction and nonfiction reading. The curriculum is intended to develop the core proficiencies laid out in the Common Core ELA State Standards. The school has worked in partnership with Odell Education (OE) (odelleducation.org) to adapt the 9th-grade Odell ELA curriculum to an internally developed Canon for WLA. The Canon is comprised of text lists for each interim that are coordinated to the topic studies being done during that interim (see topic studies section in the school curriculum overview). See a sample text set for the Evidence Based Argumentation Module [here](#).

The Odell curriculum model seeks to help students gain the capacity to read texts closely for textual details; find, understand, and make evidence-based claims; use texts to deepen understanding through research; and use texts to generate evidence-based arguments. Additionally the curriculum features a focus on creativity, collaboration, investigation, pairing complex texts with multimedia, and deep vocabulary development. See below for an overview of OE's Design.

Odell Education Overview of Design Features

Common Core Alignment Each module focuses instruction and assessment on developing core proficiencies aligned with a limited set of targeted standards. Additionally, the activities of each module integrate many other standards to support student learning. This two-tiered alignment design builds a variety of literacy skills in an integrated way, while developing core proficiencies through focused lesson sequences and assessment. The design also helps teachers capture precise evidence of student proficiency as they monitor student progress and integrate the series into a yearlong instructional plan.

Creativity Module activities have been built to encourage creativity and leadership development with the goal of empowering students with awareness and responsibility of their own learning. The modules are strongly focused on deep analysis of texts in ways that encourage the expression and defense of personal thinking. Approaches to literacy focus on independent questioning of texts, making one's own claims about texts and defending them with evidence, developing inquiry questions and employing independent research to deepen understanding, and constructing personal logical arguments to explain one's perspective.

Collaboration and Independence Following the design and intent of the Common Core, the module series incorporates sustained and structured collaborative activities to build those essential collaborative skills and habits. Equally important to literacy is the ability to handle tasks independently. As such, the sequences of activities and materials in the modules lead students progressively to successful independent performance.

Engaging in Complex Texts The series is intentionally crafted around complex texts from a range of contexts so that students have opportunities to engage with significant ideas from a diversity of topics and perspectives, and analyze, evaluate, and employ textual evidence across genres. The open source and freely accessible texts also provide teachers with a rich repository of common core-aligned reading



material, most of which have been formatted to include vocabulary glossing and line and paragraph numbers.

Multimedia and Technology Developing literacy with multimedia and technology are critical to the curriculum. Students develop analytic reading and research skills in various media. To support and encourage this development, the module materials themselves have been designed to be used electronically by teachers and students in their analysis, writing and collaboration.

Support for All Learners The sequence of instruction has been designed to engage all students in instruction aligned to the CCSS. The text choices in this series combined with a purposeful sequence of instruction in each module work together to bring ALL students, including ELL students and those reading below grade level, into productive struggle with texts, collaborative conversation, and evidence-based writing. Activities, pedagogical notes, worksheets, and handouts have been designed to aid the learning of diverse students.

Vocabulary Development Instruction is designed to give students conceptual facility with key literacy concepts and text-based expansion of vocabulary building skills. Module texts also include modifiable glossaries of infrequent vocabulary and concepts to support all readers including ELL and those reading below grade-level.



Instructional Model and Implementation Strategies for ELA

WLAs English Class will meet every day for ninety minutes. Students will rotate on a block schedule where they will fully engage in the OE curriculum using the text lists associated with that interim's topic study. The texts used will range within the appropriate lexile-level for 9th-grade students. On the following day students will go to the Literacy Studio class. The Literacy studio is a class where students will complete a close reading of a leveled text in a personally curated set of texts, based on a student's reading level. The focus of the reading is to ensure students gain capacity in argumentative and claims-based writing and reading (see CERCA below). Each text is associated with the interim topic study. Students will also conduct a longer text study (full book) in small groups using a digitally hosted text (see DAIR). The following strategies will be used to implement the WLA model:

Curated Close Reading Playlists: During an interim students will engage in reading texts that apply to the interim topic but are curated to varying lexile levels. These texts will be set into a playlist of readings and associated assignments that students will complete at their own pace.

Curated Book Playlists: Students will study a list of texts prescribed throughout the year using a digital platform (see DAIR below), these texts will be self-paced and used metacognitive questioning models to assess students comprehension of syntax, fluency, and vocabulary.

Close Reading: Students will regularly engage in complex texts that require them to reread and analyze texts to unlock meaning, inference, syntactical structure, claims, reasoning, evidence, and audience. Close reads are instrumental to the daily reading experiences of students across both ELA courses (Odell and the Literacy studio).

Pre-complex Text Studies: Text studies for each interim include a series of pre-complex texts that are carefully sequenced from lower to higher lexile levels. Students will use lower level texts to gain core knowledge around a topic then take on texts that gradually grow in complexity.

Non-Fiction Text and CERCA: A CERCA is a full-cycle examination of a close read where students investigate the (C)laim, (E)vidence, (R)easoning for (C)laims, presented (C)ounterclaims, and the (A)udience of a complex text. The instructional format is hosted using a digital platform from ThinkCERCA (thinkcerca.com). Students practice argumentative writing around a close read.

Digitally Accountable Independent Reading (DAIR): During the Literacy Studio time students will read leveled books associated with the interim topic study. The book will be hosted on digital platform such as LightSail where students will be assessed for semantic, syntax, fluency, and other comprehension items.

Other Instructional Strategies:

- [Harkness Model Seminars](#)
- Socratic Seminar/Autonomous Discussion Structures
- [Argument-centered Reading and Writing](#)



- [Reading/Writing Cycles](#)
- Guided Reading and Directed Reading
- Collaborative Reading Groups



Methods of Assessment for the ELA Course

Students will be assessed in a variety of methods throughout the ELA course with assessments ranging in length, depth, and style. Assessments in some cases will seek to emulate the PARCC assessment and in other instances assess students' abilities to apply their skills in other environments. Below is a list of assessment types for the ELA course:

Modular Assessments: At the completion of a module students will take a Modular assessment that assesses the literacy skills specific to that module.

Interim Assessments: At the completion of every interim students will take interim assessments. These assessments emulate PARCC-styled assessments and assess all materials covered up to that point of the course.

Performance-based Assessments for PARCC Performance Level Descriptors: Students will be assessed on specific skills acquired throughout the year on skills prescribed by the [PARCC Performance Level Descriptors for ELA](#) and detailed in the evidence table for each sub-claim. Assessments will be given when each student has learned the concepts categorized within a sub-claim and use a variety of texts to assess a student's ability to understand literary structure, information, vocabulary of a text, and written expression. Below is a sample sub-claim for the PARCC 9th-grade PLDs for written expression:

PARCC

Grade 9 PARCC English Language Arts/Literacy Performance Level Descriptors

Writing Sub-Claim for Written Expression: Students produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

EVIDENCES: Students are expected to produce responses that demonstrate the skills and content listed in the evidence tables at the accuracy level and with the quality of evidence as described for students at each level.

See Writing Evidence Table

<http://www.parcconline.org/assessments/test-design/ela-literacy/test-specifications-documents>

Level 5	Level 4	Level 3	Level 2
<p>A student who achieves at Level 5 exceeds expectations for the assessed standards.</p> <p>In writing, students address the prompts and provide effective development of ideas, including when drawing evidence from multiple sources, while demonstrating effective coherence, clarity, and/or cohesion.</p> <p>The student:</p> <ul style="list-style-type: none"> Provides effective development of the claim, topic, and/or narrative elements, using clear reasoning, details, text-based evidence, and/or description. Develops claim, topic, and/or narrative elements in a manner that is appropriate to the task, purpose, and audience. Demonstrates coherence, clarity, and cohesion and includes an introduction, conclusion, and a logical progression of ideas. Establishes and maintains an effective style, while attending to the norms and conventions of the discipline. Effectively draws evidence from literary or informational texts to support analysis, reflection, and research. 	<p>A student who achieves at Level 4 meets expectations for the assessed standards.</p> <p>In writing, students address the prompts and provide adequate development of ideas, including when drawing evidence from multiple sources, while demonstrating coherence, clarity, and/or cohesion.</p> <p>The student:</p> <ul style="list-style-type: none"> Provides development of the claim, topic, and/or narrative elements, using reasoning, details, text-based evidence, and/or description. Develops claim, topic, and/or narrative elements in a manner that is generally appropriate to the task, purpose, and audience. Demonstrates some coherence, clarity, and cohesion and includes an introduction, conclusion, and logically grouped ideas. Establishes and maintains a mostly effective style, while attending to the norms and conventions of the discipline. Draws evidence from literary or informational texts to support analysis, reflection, and research. 	<p>A student who achieves at Level 3 approaches expectations for the assessed standards.</p> <p>In writing, students address the prompts and provide partial development of ideas, including when drawing evidence from multiple sources, while demonstrating partial coherence, clarity, and/or cohesion.</p> <p>The student:</p> <ul style="list-style-type: none"> Provides partial development of the claim, topic, and/or narrative elements, using some reasoning, details, text-based evidence, and/or description. Develops claim, topic, and/or narrative elements in a manner that is limited in its appropriateness to the task, purpose, and audience. Demonstrates partial coherence, clarity, and/or cohesion, and includes some evidence of an introduction, conclusion, and logically grouped ideas. Employs a style that is partially effective, with some awareness of the norms of the discipline. Draws partial evidence from literary or informational texts to support analysis, reflection, and research. 	<p>A student who achieves at Level 2 partially meets expectations for the assessed standards.</p> <p>In writing, students address the prompts and provide limited development of ideas, including when drawing evidence from multiple sources, while demonstrating limited coherence, clarity, and/or cohesion.</p> <p>The student:</p> <ul style="list-style-type: none"> Provides minimal development of the claim, topic, and/or narrative elements, using limited reasoning, details, text-based evidence, and/or description. Develops claim, topic, and/or narrative elements in a manner that is inappropriate to the task, purpose, and audience. Demonstrates limited coherence, clarity, and/or cohesion, making the writer's progression of ideas somewhat unclear. Employs a style that has limited effectiveness, with limited awareness of the norms of the discipline. Draws minimal evidence from literary or informational texts to support analysis, reflection, and research.

Project Artifacts and Exhibitions: Throughout each interim students will be asked to investigate a challenge or problem aligned to the interim topic and complete a project that addresses the topic while also integrating skills learned in each course. Each project will have a course-specific artifact or exhibition that is assessed by the course teacher.



Module Descriptions

Modules Overview:

Module 1: Reading Closely For Textual Details

Module 2: Making Evidence- Based Claims

Module 3: Researching to Deepen Understanding

Module 4: Building Evidence- Based Arguments

Module	Overview	Organization of Instruction
<i>Module 1: Reading closely for textual details</i>	These English Language Arts /Literacy Modules empower students with a critical reading and writing skill at the heart of the Common Core: Reading complex texts closely to analyze textual details and deepen understanding.	Part 1. Understanding Close Reading: Students learn what it means to read a text closely by attending to and analyzing textual details. Students analyze visual-based texts. Part 2. Questioning Texts: Students learn to use questions to guide their approach to, reading, and deeper analysis of texts. Students read and analyze informational texts. Part 3. Analyzing Details: Students learn to analyze textual detail as a key to discovering meaning. Students read, analyze, and compare texts. Part 4. Explaining Understanding: Students learn how to summarize and explain what they have learned from their reading, questioning, and analysis of texts. Students read and analyze three related texts. Part 5. Discussing Ideas: Students learn the characteristics of an effective text-based discussion and demonstrate skills in leading and participating in one.
<i>Module 2: Making Evidence-based Claims</i>	The making Evidence-Based Claims ELA/Literacy module empowers students with a critical reading and writing skill at the heart of the	Part 1. Understanding Evidence-Based Claims: Students learn the importance and elements of making evidence-based claims through a close reading of part of the text. Part 2. Making Evidence-Based Claims:



	<p>Common Core: making evidence-based claims about complex texts. These modules are part of the Developing Core Proficiencies Curriculum.</p>	<p>Students develop the ability to make evidence-based claims through a close reading of the text.</p> <p>Part 3. Organizing Evidence-Based Claims: Students expand their ability into organizing evidence to develop and explain claims through a close reading of the text.</p> <p>Part 4. Writing Evidence-Based Claims: Students develop the ability to express evidence-based claims in writing through a close reading of the text.</p> <p>Part 5. Developing Evidence-Based Writing: Students develop the ability to express global evidence-based claims in writing through a close reading of the text.</p>
<p><i>Module 3: Researching to Deepen Understanding</i></p>	<p>This module lays out an inquiry process through which students learn how to deepen their understanding of topics. Students pose and refine inquiry questions, exploring areas they wish to investigate. They find and assess sources and organize researched material in ways that will support their analysis and integration of information. As their inquiry progresses, they evaluate and extend their research, synthesize their information, and eventually express their evolving evidence-based perspective.</p>	<p>Part 1. Initiating Inquiry: Students learn the purposes and processes of using inquiry and research to deepen understanding. Students initiate inquiry on a topic through collaboratively generating questions to direct and frame research.</p> <p>Part 2. Gathering Information: Students learn how to conduct searches, assess and annotate sources, and keep an organized record of their findings.</p> <p>Part 3. Deepening Understanding: Students analyze key sources through close reading to deepen their understanding and draw personal conclusions about their areas of investigation.</p> <p>Part 4. Finalizing Inquiry: Students analyze and evaluate their material with respect to their Research Frames and refine and extend their inquiry as necessary.</p> <p>Part 5. Developing and Communicating an Evidence-Based Perspective: Students draw from their research and personal analysis to develop and communicate an evidence-based</p>



		perspective
Module 4: Building Evidence-based arguments	These English Language Arts/Literacy Modules empower students with critical reading and writing skills at the heart of the Common Core: analyzing and writing evidence-based arguments.	Part 1. Understanding the Nature of an Issue: Students apply their close reading skills to understand a societal issue as a context for various perspectives, positions, and arguments. Part 2. Analyzing Arguments: Students delineate and analyze the position, premises, reasoning, evidence and perspective of arguments. Part 3. Evaluating Arguments and Developing a Position: Students evaluate arguments, determine which arguments they find most compelling, and synthesize what they have learned so far to establish their own position. Part 4. Organizing an Evidence-Based Argument: Students establish and sequence evidence-based claims as premises for a coherent, logical argument around a position related to the module's issue. Part 5. Developing and Strengthening Argumentative Writing: Students use a collaborative process to develop and strengthen their writing in which they use clear criteria and their close reading skills in text-centered discussions about their emerging drafts.



Module Assessments

A Common Timeframe for Modules and Interim Assessments Odell Education (OE) recognizes the essential connections among teaching, learning, and assessment. In addition to supporting educators with curriculum and training, OE also provides design and technical assistance in the creation of a range of assessments. OE will be partnering with Washington Leadership Academy to pilot assessments that align with the each module or modules if assess learning done in two different modules.

Formative Assessments OE has developed a comprehensive, criteria-based assessment system used throughout the Core Proficiencies modules. As students move through increasingly complex skill sets, they use literacy skills handouts to provide useful background information about the skill they are acquiring or refining, graphic organizers (tools) to form and refine specific literacy skills, and criteria checklists to guide and evaluate written work.

Formative assessments opportunities come from the use of graphic organizers such as annotation tools, tools to make claims about texts, tools to delineate arguments and checklists to participate effectively in text-based discussions. Teachers and students use criteria-based checklists to evaluate written works such as evaluative and comparative essays, and culminating classroom discussions.

Summative Assessments Washington Leadership Academy will use shared assessments throughout the academic year. Each interim session will end with an interim assessment that covers the standards within each course's scope and sequence. Students will take four interim assessments throughout they year. Interim assessments will be given during the last week of each interim session.



Standards Coverage

Interim Session	Date Range	Standards Covered
1	Aug 29-Nov 3 (47 days)	The Achievement Gap: RI.1, RI. 2, RI.6, SL.1, RI. 4, RI. 9, W.2, W.9, W.4, RI.10 Modern Battlefield: RI.1, RI. 2, RI.6, SL.1, RI. 4, RI. 9, W.2, W.9, W.4, RI.10
2	Nov 7-Feb 3 (48 Days)	Hemingway: RL.1, W9.b, RL.3, RL5, RL.6, SL.1, W.2, W.4 Plato's Apology: RI.1, W.9b, RI.2, RI.3, SL.1, W.4
3	Feb 6-Apr 12 (47 Days)	Historical Narratives and Perspectives: The USS Jeannette's 1879 Voyage to the North Pole: W.7, W.8, W.9, RI/RL.10, W4, W5, W.2, RI/RL.1, RI/RL.2, RI/RL.3, RI/RL.4, RI/RL.6, RI/RL.9 Research Module: W.7, W.8, W.9, RI/RL.10, W4, W5, W.2 , RI/RL.1, RI/RL.2, RI/RL.4, RI/RL.6, RI/RL.9
4	Apr 24-June 30 (45 days)	Romeo and Juliet (from Engage NY): RL. 9-10.2, RL.9-10.3, RL. 9-10.4, RL.9-10.5, RL.9-10.7, W.9-10.2.a, c, f, SL.9-10.1.b.c, L.9-10.4.a-c, L.9-10.5.a What is the virtue of a proportional response?: RI.1, RI.8, W.1, W.2, W.9, RI.6, RI.9, W.4, W.5, SL.1, RI.4, RI.2, RI.3, R.5, R.7



Module #1: Reading Closely for Textual Details

This module empowers students with critical reading and writing skills by having them engage with complex text to analyze textual details and deepen understanding. Students learn what it means to read a text closely by attending to and analyzing textual details. Students analyze visual-based texts. Furthermore, students learn to use questions to guide their approach to, reading, and deeper analysis of texts. Students read and analyze informational texts. Students will also learn to analyze textual detail as a key to discovering meaning by reading and comparing texts. Students will learn how to summarize and explain what they have learned from their reading, questioning, and analysis of texts. Overall, students read and analyze three related texts in both portions of the module. Lastly, students learn the characteristics of an effective text-based discussion and demonstrate skills in leading and participating in one.

# of Days	Standards	Course Resources	Assessments
47	The Achievement Gap: RI.1, RI. 2, RI.6, SL.1, RI. 4, RI. 9, W.2, W.9, W.4, RI.10 Modern Battlefield: RI.1, RI. 2, RI.6, SL.1, RI. 4, RI. 9, W.2, W.9, W.4, RI.10	Odell Education	OE Formative Assessments OE Summative Assessment (mid-module) OE Summative Assessment (end of module) PARCC mini-assessment



Module 2: Making Evidence Based Claims

Making evidence based claims about texts is a core literacy and critical thinking proficiency that lies at the heart of CCSS. There are two parts to making evidence based claims. The first part is the ability to extract detailed information from texts and understand how the information is conveyed. In this case students will be examining texts and a variety of media. Instruction will push students beyond thematic understanding to a deep understanding of the textual context and the author's craft. The second half of the skill is the ability to make valid claims about the new information thus gleaned. Students will have to do more than restate information to create meaning from the text. It is essential that students understand the importance and purpose of evidence-claims.

# of Days	Standards	Course Resources	Assessments
47	Hemingway: RL.1, W.9.b, RL.3, RL.5, RL.6, SL.1, W.2, W.4 Plato's Apology: RI.1, W.9b, RI.2, RI.3, SL.1, W.4	Odell Education	OE Formative Assessments OE Summative Assessment (mid-module[JW2]) OE Summative Assessment (end of year module) PARCC mini-assessment



Module #3: Researching to Deepen Understanding

This module included both an understanding of Historical Narratives and Perspectives. Historical Narratives and Perspectives: The USS Jeannette's 1879 Voyage to the North Pole develops students' understanding of historical narrative, primary and secondary sources, and author's perspective. It then challenges students to research a historical event of their choice. This research module develops that explorative proficiency: researching to deepen understanding. Through the process, students will engage in their learning community, pose and refine questions. They will listen to their own experiences and discover areas to investigate. This will allow students to self assess what they do or do not know. The module will also develop and support students' ability to archive and organize information in order to see and analyze connections in ways that both aid comprehension and evolve perspectives.

# of Days	Standards	Course Resources	Assessments
47	<p>Jeannette's 1879 Voyage to the North Pole:</p> <p>W.7, W.8, W.9, RI/RL.10, W4, W5, W.2, RI/RL.1, RI/RL.2, RI/RL.3, RI/RL.4, RI/RL.6, RI/RL.9</p> <p>Research Module: W.7, W.8, W.9, RI/RL.10, W4, W5, W.2 , RI/RL.1, RI/RL.2, RI/RL.4, RI/RL.6, RI/RL.9</p>	Odell Education	<p>OE Formative Assessments</p> <p>OE Summative Assessment (mid-module)</p> <p>OE Summative Assessment (end of year module)</p> <p>PARCC mini-assessment</p>



Module #4: Building Evidence- Based Arguments

This module is about teaching students to develop a “mental model” of what effective- and reasoned- argumentation entails to guide them in reading, evaluating, and communicating arguments around issues to which there are more than two sides. Overall students must learn: 1) to investigate and understand an issue 2) to develop an evidence-based perspective and position; 3) to evaluate and respond to the perspectives and positions of others; 4) to make, support, and link claims as premises in a logical chain of reasoning; and 5) to communicate a position so that others can understand thoughtfully evaluate thinking. In the final module, students will begin by reading and analyzing William Shakespeare’s Romeo and Juliet. Through their study of this play, students analyze the various arguments presented in the play. They will examine the development and interaction of complex characters and multiple central ideas. Throughout the module, students engage in close reading, text annotation, and evidence-based discussion and writing. After analyzing argumentation through a fictional work, students will analyze evidence based argumentation through the events surrounding September 11th. The overall module focuses on learning about and applying concepts communicated through terminology such as issue, perspective, position, premise, evidence, and reasoning. Thus, the module provides numerous opportunities to builds students’ academic vocabularies, while emphasizing close reading and research skills, critical thinking, evidence- based discussion, collaborative development, and iterative approach to writing.

<i># of Days</i>	<i>Standards</i>	<i>Course Resources</i>	<i>Assessments</i>
45	Romeo and Juliet (from Engage NY): RL. 9-10.2, RL.9-10.3, RL. 9-10.4, RL.9-10.5, RL.9-10.7, W.9-10.2.a, c, f, SL.9-10.1.b.c, L.9-10.4.a-c, L.9-10.5.a What is the virtue of a proportional response?: RI.1, RI.8, W.1, W.2, W.9, RI.6, RI.9, W.4, W.5, SL.1, RI.4, RI.2, RI.3, R.5, R.7	Odell Education	OE Formative Assessments OE Summative Assessment (mid-module) OE Summative Assessment (end of year module) PARCC mini-assessment