My picture of the Odell Education Resources: An overview of the first four units by grade level, with title, content, connection to the Common Core and handouts/tools/checklists.

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| **Skills to be Taught in the Unit**  | **6th Grade** | **7th Grade** | **8th Grade** | **9-10th Grade** | **11-12th Grade** | **Handouts/Tools/Checklists** |
| **Unit # 1- Reading Closely for Textual:****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. | Unit # 1 [**Gr 6**](http://odelleducation.com/resources/reading-closely/grade-6-the-wolf-you-feed): (Series about wolves)CCSS\* RI- 1,2,6,9,& 10 RL-1, 2,4,& 6SL-1W-2, 4, & 9 | Unit # 1 [**Gr 7**](http://odelleducation.com/resources/reading-closely/grade-7-at-the-pole): (Exploration of the South Pole)CCSS\*RI-1, 2, 4, 6, 9, & 10SL-1W-2, & 9 | Unit # 1-[**Gr 8**](http://odelleducation.com/resources/reading-closely/grade-8-we-had-to-learn-english):  (Immigration)CCSS\*RI-1, 2, 4, 6, 9, & 10SL-1W-2, 4, 9 & 10 | Unit # 1- [**Gr 9-10**](http://odelleducation.com/resources/reading-closely/grades-9-10-brain-gain): (Education in America)CCSS\*RI-1, 2, 4, 6, 9, & 10 RL-1, 2 & 6SL-1W-2,4 & 9 | **Unit # 1-** [**Gr 9-10**](http://odelleducation.com/resources/reading-closely/grades-9-10-modern-battlefield):  (WWI)CCSS\*RI-1, 2, 4, 6, 9 & 10RL-1, 2 & 6SL-1W-2,4, & 9 | Unit # 1- Opt. 1[**Gr 11-12**](http://odelleducation.com/resources/reading-closely/grades-11-12-promised-land): (Separation of State & Religion)CCSS\*RI-1, 2, 4, 6, 9, & 10 SL-1,W- 2, 4, 9 & 10 | Unit # 1- Opt. 2 [**Grades 11-12**](http://odelleducation.com/resources/reading-closely/grades-11-12-lay-down-all-my-joys): (Civil War)CCSS\*RI-1, 2, 4, 6, 9, & 10 SL-1W-2, 4, & 9 | Unit # 1- Opt. 3 [**Gr 12**](http://odelleducation.com/resources/reading-closely/grade-12-life-steps-almost-straight): (Human Nature)CCSS\*RI-1, 2, 4, 6, 9, & 10SL-1W-2, 4, & 9 | **Handouts**[Guiding Questions Handout](http://odelleducation.com/wp-content/uploads/2013/06/Guiding-Questions-Handout.pdf)**Checklists**[Reading Closely Checklist](http://odelleducation.com/wp-content/uploads/2013/03/Reading-Closely-Checklist.pdf)[TCD Checklist](http://odelleducation.com/wp-content/uploads/2012/08/TCD-Checklist.pdf)**Tools**[Questioning Texts](http://odelleducation.com/wp-content/uploads/2013/06/Questioning-Texts.pdf)[Analyzing Details](http://odelleducation.com/wp-content/uploads/2013/06/Analyzing-Details.pdf) |
| [**Unit # 2: Making Evidence-Based Claims**](http://odelleducation.com/resources/making-ebc-lesson)**:****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:** Students develop the ability to make evidence-based claims through a close reading of the text.**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.**Part 4. Writing Evidence-Based Claims:** Students develop the ability to express evidence-based claims in writing through a close reading of the text.**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. | Unit # 2- [**Gr 6:**](http://odelleducation.com/resources/making-ebc-lesson/grade-6/)  (A person’s life path is determined by choices one makes)CCSS\* RI- 1,2, & 3SL-1W- 4 & 9b | Unit # 2- [**Gr 7**](http://odelleducation.com/resources/making-ebc-lesson/grade-7/)**:**  (Living conditions of farm workers)CCSS\* RI- 1,2, & 3SL-1W- 4 & 9b | Unit # 2- [**Gr 8:**](http://odelleducation.com/resources/making-ebc-lesson/grade-8/)  (Women’s rights)CCSS\* RI- 1,2, & 3SL-1W- 4, & 9b | Unit # 2- [**Gr 9**](http://odelleducation.com/resources/making-ebc-lesson/grade-9/) **:** (persecution of whose who questions status quo)CCSS\*RI- 1,2, & 3SL-1W- 4, & 9b  | Unit # 2- [**Gr 10:**](http://odelleducation.com/resources/making-ebc-lesson/grade-10/)  (Turning points in our history)CCSS\*RI- 1,2, & 3SL-1W- 4, & 9b | Unit # 2- [**Gr 11:**](http://odelleducation.com/resources/making-ebc-lesson/grade-11/) (Racism)CCSS\* RI- 1,2, & 3SL-1W- 4, & 9b | Unit # 2- [**Gr 12**](http://odelleducation.com/resources/making-ebc-lesson/grade-12/)**:**(Individual Liberty vs Common Good)CCSS\*RI- 1,2, & 3SL-1W- 4, & 9b | **Handouts**[EBC Criteria Checklist I – G6-8](http://odelleducation.com/wp-content/uploads/2012/08/EBC-Criteria-Checklist-I-G6-8.pdf)[EBC Criteria Checklist II – G6-8](http://odelleducation.com/wp-content/uploads/2012/08/EBC-Criteria-Checklist-II-G6-8.pdf)[Forming EBC Handout](http://odelleducation.com/wp-content/uploads/2012/08/Forming-EBC-Handout.pdf)[TCD Checklist](http://odelleducation.com/wp-content/uploads/2012/08/TCD-Checklist.pdf)[Writing EBC Handout – Jobs](http://odelleducation.com/wp-content/uploads/2012/08/Writing-EBC-Handout-Jobs.pdf)[Evidence-Based Writing Rubric](http://odelleducation.com/wp-content/uploads/2012/08/Evidence-Based-Writing-Rubric.pdf)**Tools**[Forming EBC](http://odelleducation.com/wp-content/uploads/2013/06/Forming-EBC.pdf)[Making EBC](http://odelleducation.com/wp-content/uploads/2013/06/Making-EBC.pdf)[Written EBC](http://odelleducation.com/wp-content/uploads/2013/06/Written-EBC.pdf) |
| [**Unit # 3: Researching to Deepen Understanding**](http://odelleducation.com/literacy-curriculum/research)**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.**Part 2. Gathering Information:** Students learn how to conduct searches, assess and annotate sources, and keep an organized record of their findings.**Part 3. Deepening Understanding:** Students analyze key sources through close reading to deepen their understanding and draw personal conclusions about their areas of investigation.**Part 4. Finalizing Inquiry:** Students analyze and evaluate their material with respect to their Research Frames and refine and extend their inquiry as necessary.**Part 5. Developing and Communicating an Evidence-Based Perspective:** Students draw from their research and personal analysis to develop and communicate an evidence-based perspective | Unit # 3 [**Research Grade 6**](http://odelleducation.com/literacy-curriculum/research/grade-6)(Prehistoric Art)CCSS\* RI- 1,2, 4, 6, 9 and 10SL-1W-2,5,7,8, & 9 | Unit # 3 [**Research Grade 7**](http://odelleducation.com/literacy-curriculum/research/grade-7) (Water)CCSS\* RI- 1,2, 4, 6, 9 and 10RL-1,2,4,6,9, & 10SL-1W-2,4,5,7,8, & 9 | Unit # 3 [**Research Grade 8**](http://odelleducation.com/literacy-curriculum/research/grade-8) (Human Animal Interaction)CCSS\* RI- 1,2, 4, 6, 9 & 10RL-1,2,4,6,9,& 10SL-1W-2,4,5,7,8, & 9 | Unit # 3[**Research Grades 9-10**](http://odelleducation.com/literacy-curriculum/research/grades-9-10) (Music and Technology)CCSS\* RI- 1,2, 4, 6, 9 & 10RL-1,2,4,6,9,& 10SL-1W-2,4,5,7,8, & 9 | Unit # 3 [**Research Grades 11-12**](http://odelleducation.com/literacy-curriculum/research/grades-11-12) ( Design and Food)CCSS\* RI- 1,2, 4, 6, 9 & 10RL-1,2,4,6,9,& 10SL-1W-2,4,5,7,8, & 9 | **Handouts**[Assessing Sources Handout](http://odelleducation.com/wp-content/uploads/2013/09/Assessing-Sources-Handout.pdf)[Connecting Ideas Handout](http://odelleducation.com/wp-content/uploads/2013/08/Connecting-Ideas-Handout.pdf)[Forming EBC Handout](http://odelleducation.com/wp-content/uploads/2013/08/Forming-EBC-Handout.pdf)[Posing Inquiry Questions](http://odelleducation.com/wp-content/uploads/2013/08/Posing-Inquiry-Questions.pdf)[Research Criteria Matrix G6-12](http://odelleducation.com/wp-content/uploads/2013/08/Research-Critera-Matrix-G6-12.pdf)[Writing EBC Handout](http://odelleducation.com/wp-content/uploads/2013/08/Writing-EBC-Handout.pdf)**Tools**[Evidence-Based Perspective](http://odelleducation.com/wp-content/uploads/2013/08/Evidence-Based-Perspective.pdf)[Exploring a Topic](http://odelleducation.com/wp-content/uploads/2013/08/Exploring-a-Topic.pdf)[Forming EBC](http://odelleducation.com/wp-content/uploads/2013/08/Forming-EBC.pdf)[Organizing EBC 1pt](http://odelleducation.com/wp-content/uploads/2013/09/Organizing-EBC-1pt.pdf), 2pt. & 3 pt.[Potential Sources](http://odelleducation.com/wp-content/uploads/2013/09/Potential-Sources.pdf)[Synthesizing EBC](http://odelleducation.com/wp-content/uploads/2013/09/Synthesizing-EBC.pdf)[Taking Notes](http://odelleducation.com/wp-content/uploads/2013/09/Taking-Notes.pdf)**Checklists**[Area Evaluation Checklist](http://odelleducation.com/wp-content/uploads/2013/08/Area-Evaluation-Checklist.pdf)[EBC Criteria Checklist](http://odelleducation.com/wp-content/uploads/2013/08/EBC-Criteria-Checklist.pdf)[Research Evaluation Checklist](http://odelleducation.com/wp-content/uploads/2013/08/Research-Evaluation-Checklist.pdf)[TCD Checklist](http://odelleducation.com/wp-content/uploads/2013/08/TCD-Checklist.pdf) |
| **Unit # 4: Building 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 unit’s issue. | Unit # 4**Grade 6**(Energy Crossroads)CCSS\*RL-5 & 7RI-1, 2,3,4, 6,8,& 9W-1,2,& 9SL-1 | Unit # 4 **Grade 7**(Doping Can Be That Last 2%)CCSS\*RL-5 & 7RI-1, 2,3,4, 6,8,& 9W-4,5,& 9SL-1 | Unit # 4 **Grade 8**(E pluribus Unum)CCSS\*RL-5 & 7RI-1, 2,3,4, 6,8,& 9W-1,4,5,& 9SL-1 | Unit # 4 **Grade 9**(What is the Virtue of a Proportional Response)CCSS\* RL-5 & 7RI-1, 2,3,4, 6,8,& 9W-1,4,5,& 9SL-1 | Unit # 4 **Grade 10**(Search Warrant)CCSS\*RL-5 & 7RI-1, 2,3,4, 6,8,& 9W-1,4,5,& 9SL-1 | Unit # 4**Grade 11**(Cpulae peona par esto: Let the Punishment Fit the Crime)CCSS\*RL-5 & 7RI-1, 2,3,4, 6,8,& 9W-1,4,5,& 9SL-1 | Unit # 4 **Grade 12**(Do Unto Others As You Would Have Them Do Unto You)CCSS\*RL-5 & 7RI-1, 2,3,4, 6,8,& 9W-1,4,5,& 9SL-1 |

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| **Tools**[Delineating Arguments Tool- 3C](http://odelleducation.com/wp-content/uploads/2014/01/Delineating-Arguments-Tool-3C.pdf)[Delineating Arguments Tool- 4C](http://odelleducation.com/wp-content/uploads/2014/01/Delineating-Arguments-Tool-4C.pdf)[Forming EBC Tool](http://odelleducation.com/wp-content/uploads/2014/01/Forming-EBC-Tool.pdf) |  | **TOOLS**[Delineating Arguments Tool- 3C](http://odelleducation.com/wp-content/uploads/2014/01/Delineating-Arguments-Tool-3C.pdf)[Delineating Arguments Tool- 4C](http://odelleducation.com/wp-content/uploads/2014/01/Delineating-Arguments-Tool-4C.pdf)[Forming EBC Tool](http://odelleducation.com/wp-content/uploads/2014/01/Forming-EBC-Tool.pdf) |  | **CHECKLISTS**[EBA Criteria Checklist](http://odelleducation.com/wp-content/uploads/2014/01/EBA-Criteria-Checklist1.pdf)[TCD Checklist](http://odelleducation.com/wp-content/uploads/2012/08/TCD-Checklist.pdf) |
| **Handouts**[Connecting Ideas Handout](http://odelleducation.com/wp-content/uploads/2014/01/Connecting-Ideas-Handout1.pdf)[EBA Terms](http://odelleducation.com/wp-content/uploads/2014/01/EBA-Terms1.pdf)[Evidence-Based Writing Rubric](http://odelleducation.com/wp-content/uploads/2014/01/Evidence-Based-Writing-Rubric.pdf)[Guiding Questions Handout](http://odelleducation.com/wp-content/uploads/2013/04/Guiding-Questions-Handout.pdf) |  | **HANDOUTS**[Connecting Ideas Handout](http://odelleducation.com/wp-content/uploads/2014/01/Connecting-Ideas-Handout1.pdf)[EBA Terms](http://odelleducation.com/wp-content/uploads/2014/01/EBA-Terms1.pdf)[Evidence-Based Writing Rubric](http://odelleducation.com/wp-content/uploads/2014/01/Evidence-Based-Writing-Rubric.pdf)[Guiding Questions Handout](http://odelleducation.com/wp-content/uploads/2013/04/Guiding-Questions-Handout.pdf) |  |  |
| **Checklists**[EBA Criteria Checklist](http://odelleducation.com/wp-content/uploads/2014/01/EBA-Criteria-Checklist1.pdf)[TCD Checklist](http://odelleducation.com/wp-content/uploads/2012/08/TCD-Checklist.pdf) |  | **CHECKLISTS**[EBA Criteria Checklist](http://odelleducation.com/wp-content/uploads/2014/01/EBA-Criteria-Checklist1.pdf)[TCD Checklist](http://odelleducation.com/wp-content/uploads/2012/08/TCD-Checklist.pdf) |  |  |

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