

# Odell Education High School Literacy Program

## ODELL EDUCATION, 2020

PUBLICATION DATE: OCTOBER 2024



ODELL EDUCATION  
HIGH SCHOOL LITERACY PROGRAM

*Odell Education High School Literacy Program* is a digital and print resource for Grades 9-12. Please see the [Odell Education website](#) and the publisher-provided information later in this report for product specifications. *Grades reviewed: 9-12.*

*Odell Education High School Literacy Program* is a digital and print resource for Grades 9-12. As an open educational resource (OER), *Odell Education High School Literacy Program* has certified partners who provide access to the materials through online platforms and/or print resources. The content of the student and teacher materials are the same across certified partners and do not impact the indicators evaluated by the CURATE rubric in Standards Alignment. When considering Classroom Application in their evaluation and selection of *Odell Education High School Literacy Program*, districts and schools should explore certified publisher websites for product specifications and other details that might impact user experience during implementation.

*“Odell instructional materials provide clear guidance and structures—including detailed overviews at the unit, section, and lesson level—to ensure that the curriculum can be effectively implemented within a typical school year.”*

*Massachusetts educator*

# Odell Education High School Literacy Program

**Odell Education, 2020**

English Language Arts and Literacy, Grades 9-12

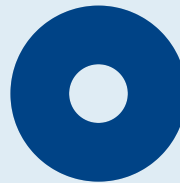
Publication Date: October 2024



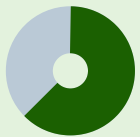
**Text Quality and Organization**



**Classroom Tasks and Instruction**



**Standards Alignment**



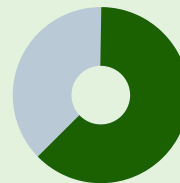
**Accessibility for Students**



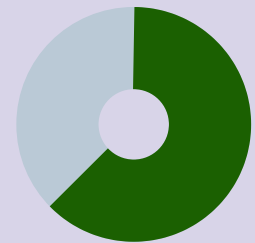
**Usability for Teachers**



**Impact on Learning**



**Classroom Application**



**Overall**



**Meets Expectations** - Most or all evidence indicates high quality; little to none indicates low quality. Materials may not be perfect, but Massachusetts teachers and students would be well served and strongly supported by them.



**Partially Meets Expectations** - Some evidence indicates high quality, while some indicates low quality. Teachers in Massachusetts would benefit from having these materials but need to supplement or adapt them substantively to serve their students well.



**Does Not Meet Expectations** - Little to no evidence indicates high quality; most or all evidence indicates low quality. Materials would not substantively help Massachusetts teachers and students meet the state's expectations for teaching and learning.



**No Rating** - Evidence is insufficient to generate rating.



# Overall

## The Bottom Line

*Odell Education High School Literacy Program* contains central questions, engaging texts, and detailed unit overviews that advance student learning with clear purpose. Flexible pacing and instructions for leveraging assessment results aid teachers in implementing materials effectively. However, materials do not consistently affirm students' diverse identities and lived experiences. Teachers will need to supplement materials to ensure students at various levels of English language proficiency and students with disabilities are able to access content.

# Standards Alignment

## Text Quality and Organization

### Strengths

- Texts exhibit grade appropriate complexity and are worthy of students' attention. Texts such as *The Great Gatsby*, "Why the Americans Are so Restless in the Midst of Their Prosperity," *Beloved*, and *The Fire Next Time* in Grade 11 engage students through rich vocabulary, multiple layers of meaning, varying narrative structures, and allusions to other works. The topics of texts are relevant and important for the lives of students. For example, the Grade 10, Ethics of Public Health Decisions Development Unit raises issues that are relevant to student lives, particularly following the COVID-19 pandemic. The Grade 9, Photojournalism Development Unit includes varying forms of texts and requires students to grapple with complex issues regarding the origins and implications of photojournalism.
- Materials include texts of varying genres and types of complexity. In the Grade 10, the Text Overview for *The Immortal Life of Henrietta Lacks* details the complexity of the text structure of the biography as it features a nonlinear structure and follows multiple narratives from three different perspectives. The language features of the text are described as moderately complex given the subject-specific language from the medical field. The narrative includes sentences of varied structure and length, including compound-complex sentences. Materials introduce students to texts of varying genres. In the Grade 11, Telling Stories with Film Development Unit, materials reflect a 70/30 balance of informational and literary texts. This distribution provides students with a diverse range of reading experiences, fostering their ability to engage critically with a variety of genres and text forms.
- Materials for Grades 10 through 12 include texts representing various cultures and perspectives. Throughout units, students analyze texts from diverse cultural contexts to learn the complexity of cultural diversity and varied historical perspectives. For example, in the Grade 12, In the Time of Butterflies Development Unit, students analyze the editorial and letter, "When a Dictator Becomes Part of Your Family," by Juleyka Lantigua-Williams, which offers perspectives on living under a dictatorship. Materials include texts by authors from diverse racial and socioeconomic backgrounds. Authors for the texts featured in the Grade 12, Community Development Unit include Elizabeth Acevedo, Rachel Martin, Kwame Alexander, Fatimah Asghar, Casey Noenickx, and J.D. Vance to share the lived experiences of women, men, Black and Indigenous people of color (BIPOC), White people, and rural American residents. While materials include texts by a variety of authors, this diverse representation is not consistent across grades. In particular,

Grade 9 materials advance a Eurocentric perspective. The Grade 9, Photojournalism Unit, for example, predominantly features White photographers who document the lives and experiences of communities who have been historically marginalized. Additionally, materials for all grades fail to mention the voices or experiences of the LGBTQ+ population.

- Materials include coherent sets and sequences of texts that help students build knowledge systematically. Central texts and culminating tasks guide students in answering Central Questions for each unit. In the Grade 11, The American Dream of Homeownership Development Unit, texts are curated to build knowledge, expand vocabulary, and enhance students' ability to read and comprehend complex texts throughout the school year. The unit revolves around the central question: "How viable is the American dream of homeownership?" As students progress through the unit, they engage with a variety of texts that explore different aspects and perspectives related to homeownership. These texts collectively provide students with a comprehensive understanding of the topic, helping them develop the necessary skills to analyze, synthesize, and evaluate complex information. The culminating task involves students crafting an evidence-based argument in response to one of the controversial issues surrounding homeownership that they have encountered during their extensive reading within the unit. This structured approach ensures that students not only acquire knowledge but also develop critical thinking abilities and effective communication skills in relation to the central theme (EdReports, 2A).

## Challenges

- None identified.

## The Bottom Line

Materials include texts of varying genres and types of complexity that are worthy of students' attention. While materials include texts by a variety of authors, this diverse representation is not consistent across grades. Grade 9 materials, in particular, feature the stories of historically marginalized communities as told by White authors and artists. Additionally, materials do not represent the experience of the LGBTQ+ population. Central texts and culminating tasks are coherently organized to explore guiding Central Questions and systematically build student knowledge over time.



## Classroom Tasks and Instruction

### Strengths

- Materials provide for structured discussions that address grade level speaking and listening standards. In the Grade 12, In the Time of Butterflies Development Unit, Section 4, Lesson 9, students participate in a Socratic Seminar to discuss Chapter 12 of *In the Time of Butterflies* by Julia Alvarez. Following this discussion, students hone the listening and speaking skills developed in Lesson 9 by participating in a Section Diagnostic in the form of a student-led Socratic Seminar that addresses the entire book by examining the question: “How does Julia Alvarez create revolutionary characters in *In the Time of Butterflies*?” Later in the unit, students read an exemplar essay to deepen their understanding of literary analysis. Following this reading, students discuss their answer to the question, “How does the essay analyze specific aspects of a text?” (EdReports, 1G). Materials for structured discussion include, but are not limited to, explanations for Jigsaw, Fishbowl, and Socratic Seminar discussions. However, teachers will need to supplement discussion structures by providing prompts for whole class conversations and directions after turn and talk discussions to connect students’ small group conversations to the wider context of the lesson.
- Most questions, tasks, and assignments are text-based, work to support knowledge building of a topic or theme, and require literary or other textual analysis. The Materials Question Set for the Grade 9, *Animal Farm* Development Unit includes discussion questions, guiding questions, and text-specific questions that help students trace key topics and themes throughout their reading. Students can also consult a Questioning Reference Guide which explicitly teaches about types of questions and how to use and form them. Text-dependent guiding questions support students as they engage directly with the texts to draw evidence from what they have read, as well as to make inferences. Throughout the materials, questions and tasks require students to closely analyze texts and provide specific details to answer questions. For example, in the Grade 11, What it Means to Be an American Foundation Unit, Lesson 3 engages students to consult the text by asking them, “How did this article affect my understanding of what it means to be an American? Does this article provide more of a historical or a current perspective? What have I read in other texts that support what I read in this text? What have I read in other texts that refute what I read in this text? What parts of my article must my other team members read and understand? How might we use this article in our research presentation? What new questions did this text raise?”
- Materials include a wide range of authentic writing and explicit instruction in writing skills and strategies. Writing goals for students are explicitly outlined throughout units; goals are paired with clarifying questions to further guide students in the writing process. In the Grade 10, How Do We Determine the Right Thing to Do? Foundation Unit, students are instructed to form claims in their

writing. This instruction is complemented by guiding questions in the Evaluation Plan, such as, “How well do I develop and clearly communicate a meaningful and defensible claim that represents a valid, evidence-based analysis?” These questions are designated to support students throughout the drafting process. The evaluation for writing skills is organized into three sections, each with explicit goals and clarifying questions designed to help students measure their performance. In Grade 10, writing tasks include long assignments with multiple drafts, short assignments for in-class responses, and focused projects. Section Diagnostics prepare students for the writing and presenting they complete during unit Culminating Tasks, which include: short story, personal narrative, explanatory essay, literary analysis, argumentative essay, or research essay (EdReports, 1I). Students practice authentic writing by generating their own research questions to guide learning. In the Grade 11, Unit Overview for the Application Unit, materials ask students, “We have explored many questions, texts, and topics throughout the year. What has really interested you?” Students then join a team of peers who share their interests, come up with their own research question, explore it, and report back to the community about what they have learned and why others should care about the issue. This exercise requires students to build knowledge and utilize a variety of resources to both answer the questions they created and share the results with others in an authentic culminating task before an audience other than the teacher (classroom, school, or community).

- Materials have students engage in a range and volume of in-class and independent reading. The instructional materials in Grade 12 clearly identify opportunities and support for students to engage in reading a variety of text types and genres. In the Grade 12, Community Development Unit, students explore a wide variety of texts, including poems, essays, and memoirs, featuring selections such as “If They Should Come for Us” by Fatimah Asghar and “The Site of Memory” by Toni Morrison. Students then select the texts they will read independently throughout the unit from the list of suggested unit texts and develop an independent learning plan. The list of independent reading texts includes nonfiction texts such as *The Fire Next Time* by James Baldwin and the memoir *Boy Erased* by Gerrard Conley (EdReports, 1E).

## Challenges

- While materials address grade level language standards through authentic application (ex: In Grade 10, students practice authentic application of language standards by analyzing and critiquing the syntax and language used in their own writing and provided texts. Academic vocabulary acquisition and use are consistent across units, as students identify and incorporate essential vocabulary in their reading, speaking, and writing tasks. In Grade 12, discussions are designed to foster academic vocabulary and syntax development throughout the academic year), teachers will need to supplement materials to provide explicit instruction for grammar development. Although resources such as the Literacy Toolbox and Writing Goals Checklist highlight necessary aspects of grammar conventions for

student work, materials do not include exercises or instructions for developing student grammar skills. Materials crucially lack instruction to address grade level language standards for students operating below grade level and English learners (ELs) who may need targeted grammar support beyond informational explanations.

## **The Bottom Line**

Materials engage students in a range of reading followed by text-based questions, tasks, and assignments to support knowledge building of a topic or theme, and require literary or other textual analysis. Students engage in authentic writing through research projects driven by student-generated questions. However, teachers will need to supplement materials to address grade level language standards, particularly grammar development, for students working below grade level or English learners who may need targeted grammar support.





# Classroom Application



## Accessibility for Students

### Strengths

- Materials provide differentiation options to help teachers meet the needs of students working above or below grade level. In the Grade 12, Community Development Unit, Section 3, Lesson 3, students explore William Deresiewicz's essay, "The End of Solitude," to delve into the relationship between community and isolation. The Teacher Edition offers suggestions to challenge students performing above grade level, encouraging deeper engagement with the text. These extensions include prompting students to consider connections between the text and other units, create analogous relationships, explore symbolic connections between the text and other concepts, or explain their expertise about the text to a group of novices (EdReports, 3N). However, texts are not consistently accessible with embedded transcription, closed captioning, or read aloud features, and materials do not include accessible audio texts. Teachers will need to supplement materials to support accessibility for students with disabilities, ELs, or other students who need audio support.

### Challenges

- Materials offer limited methods for demonstrating learning to meet the diverse needs of students, and limited means of accessing content for students with disabilities. Sometimes scaffolding recommendations are available, such as in the Teaching Notes for Grade 9, *The Book of Unknown Americans* Development Unit, Activity 2, where teachers are advised to model the protocol for the first stanza through a think-aloud and engage in vocabulary instruction before readings to support students operating below grade level with poetry analysis. However, in general, there are limited instructional strategies intended to challenge students. For example, in the Grade 9, Photojournalism Development Unit, Section 2, Lesson 10, the Teaching Notes suggest the basic strategy of having students operating above grade level work individually for differentiation during the Section Diagnostic. While group discussions and written responses offer some variety in means of expression, most culminating tasks in the Development Units are written essays. Teachers will need to supplement materials to provide diverse methods for demonstrating learning for students, especially those at various levels of English language development.
- Materials do not include robust resources to ensure that ELs can access content

and develop academic language in English. Materials include tools to support Spanish-speaking students, such as Graphic Organizers in Spanish and tools to access grade level texts. However, similar supports are lacking for students who speak languages other than Spanish. Although vocabulary development and discussion in the home language appear across lessons, there is a missed opportunity for the systematic development of language to fully address the diverse needs of students at various levels of English language proficiency. For example, in the Grade 9, Photojournalism Development Unit, Section 1, Lesson 3, students use a Vocabulary in Context Tool to understand unfamiliar words. This tool includes questions to help students use context to determine word meanings, such as: “Does the word have a root word? Do I understand what the root word means? Does the author use any words to indicate the unknown word has a nearby synonym?” While this tool aids in vocabulary comprehension, it lacks specific scaffolds to address the needs of ELs.

- Materials do not consistently include questions and tasks that affirm and value diverse identities, backgrounds, cultures, and perspectives. Attempts at incorporating students’ lived experiences and native languages do not delve deeply into the diverse backgrounds of students to explain how people from different cultures may have varied views or how students’ unique perspectives can yield a rich tapestry of discussion. Materials reviewed for Grade 9 provide insufficient guidance to encourage teachers to draw upon students’ cultural and social backgrounds to facilitate learning. Opportunities for students to feel acknowledged during tasks based on customs of other cultures or sections of the materials provided in multiple languages are lacking (EdReports, 3T). In Grade 10, Telling Stories Development Unit, Section 1, Lesson 7, the Teaching Notes instruct teachers to separate diverse classes into home language groupings when composing the Section Diagnostic so students can initially express and discuss their stories in their home languages. However, there is no instructional resource provided for teachers to further leverage this diversity in cultures and backgrounds in wider class settings.

## **The Bottom Line**

Materials provide differentiation options to help teachers meet the needs of students working above or below grade level but offer limited means of accessing content for students with disabilities or English learners. Materials do not consistently draw upon the diverse cultural and social backgrounds of students. Although translated tools, vocabulary development, and discussions in home languages appear across lessons, there is a missed opportunity for the systematic development of language to fully address the diverse needs and lived experiences of students at various levels of English proficiency.

# Usability for Teachers

## Strengths

- Lessons and tasks advance student learning with clear purpose. Detailed overviews are provided at the unit, section, and lesson level. Overviews provide clear outlines for teachers, including specifications for what students will be able to accomplish at the end of each unit. For example, the Unit Overview for Grade 10, How Do We Determine the Right Thing to Do? Foundation Unit explains, “In this unit, we will explore the concept of ethical decision making. As a class, we begin by examining some ethical approaches, such as utilitarianism and rights, through analyzing traditional texts and interactive media. We will then form research teams to investigate how those frameworks can be used to inform our decision making in different realms of society, such as in sports, the environment, medicine, social justice, and identity. Our work will culminate in presentations from each research team and individual narrative reflections to demonstrate our understanding of the role ethical thinking can play in the decision making of our communities and personal lives.” Learning objectives for each unit are clear throughout materials. Units follow coherent themes and logically progress to sequentially build upon previous learning.
- Materials support teachers with suggested classroom routines and structures. In the Grade 11, The Warmth of Other Suns Development Unit, Section 1, Lesson 4, students engage in expert groups utilizing the Jigsaw Note-Taking Tool. The Teaching Notes accompanying this lesson provide comprehensive guidance, outlining specific look-fors and offering extensive support for both teachers and students. Teaching Notes encourage teachers to assess students’ background knowledge and cultural understanding and address any gaps as necessary. Additionally, materials offer guidance for supporting students who have yet to identify central and supporting ideas, ensuring that teachers have clear instructions on how to provide targeted assistance to students in need. This clear and detailed guidance enables teachers to implement the instructional materials effectively, supporting student learning and comprehension throughout the lesson (EdReports, 3A). Materials provide clear instructions and strategies to address student challenges. In the Grade 12 Application Unit, Section 3, Lesson 4, students delve into the intricacies of providing parenthetical citations for their sources of information and quotations. The Teaching Notes thoughtfully address Student Support and Differentiation, offering valuable guidance to educators. Specifically, teachers are encouraged to model various citation examples using a model source and text if students encounter challenges in citing evidence. This proactive approach to student support ensures that all learners have the necessary scaffolds and resources to master complex skills effectively.
- Pacing is reasonable and flexible; the curriculum can be implemented effectively within a typical school year. Materials include multiple pathways for teachers to choose units that are most appropriate for students. Every unit includes core

and optional lessons to allow teachers flexibility in implementation. Materials are designed to be taught using a Foundation Unit, two to three Development Units, and an Application Unit. This flexibility to reduce the number of Development Units allows teachers to be responsive to the needs of their students and the realities of their schedule. A variety of texts offer additional pacing flexibility for educators to accommodate students and adjust instruction timelines. Grade-specific Pacing Guidance documents give educators and curriculum coordinators an idea of the lengths of each unit with respect to 45-, 60-, and 90-minute period structures, with recommendations for a specific number of days for instruction based on differently timed class periods. Pacing Guidance documents include sections to support teachers with unit and lesson-level analysis to help make planning and pacing decisions. The embedded Implementation Support Tool further prompts instructors to consider pacing at the lesson level.

- Materials include informal and formal assessments to help teachers measure learning and adjust instruction. In the Grade 9 *Who Changes the World?* Foundation Unit, the Section 3 Diagnostic serves as a formal formative assessment to evaluate students' understanding and mastery of learning outcomes critically. An example of an informal formative assessment can be seen in the Photojournalism Unit in Grade 9, Section 1, Lesson 4, Activity 4, where ongoing, loosely structured evaluations help gauge student comprehension continually. Together, these assessment strategies ensure that learning is consistently monitored and that instruction is adapted to meet diverse educational needs effectively. Assessment guidance is provided in the Evaluation Plan, which outlines how instructors can monitor, diagnose, and evaluate student performance. Diagnostics included throughout materials allow teachers to assess student learning and adjust instruction based on assessment results. In the Grade 12 Community Development Unit, Section 3, Lesson 10, students are provided with the opportunity to revise their Section 1 Diagnostic based on teacher feedback. The Section Diagnostic Checklist provided includes specific reading and knowledge goals, such as assessing students' ability to compare and contrast by recognizing points of connection among texts, textual elements, and perspectives to make logical, objective comparisons. This assessment approach allows students to reflect on their understanding and provides teachers with valuable information about students' progress toward meeting standards-aligned learning goals.

## Challenges

- Materials include guidance and resources designed specifically to build teachers' knowledge but lack support for applying acquired knowledge in practice. Materials to bolster teachers' content knowledge, such as Reference Guides found in the Literacy Toolbox and Implementation Support resources, help teachers engage in intentional planning and reflection around lessons. In the *Romeo and Juliet* Development Unit in Grade 9, materials educate teachers about the significance of introductory videos for students with varying educational needs. However, teachers will need to supplement materials to gain background knowledge on topics for

lessons, such as information on the mechanics and processes of photography for the Photojournalism Development Unit in Grade 9.

- Materials do not include guidance for building teachers' capacity to be more inclusive of diverse identities or respond to sensitive materials. Though the Grade 9, *Romeo and Juliet* Development Unit, Section 1, Lesson 6, the Teaching Notes warn that the scene students will be reading from contains lewd jokes, materials do not provide teachers with guidance on how to contextualize or process these jokes with their students. Materials bolster teachers' content and pedagogical knowledge with Teaching Notes and Reference Guides but there is a missed opportunity to support teachers in recognizing and addressing their own biases. The Program Guide for Grades 11 and 12 mentions, "Although discussions around bias might be uncomfortable at times, it is important to address topics with divergent perspectives and positions to promote student engagement in courageous conversations, to increase knowledge, and to address negative perceptions, stereotypes, and attitudes," but does not provide teachers with applicable practices to help actively overcome their own biases following these discussions.

## **The Bottom Line**

Detailed overviews are provided at the unit, section, and lesson level for teachers to advance student learning with clear purpose. Pacing is reasonable and flexible; materials include optional lessons to allow teachers flexibility in implementation. Formal and informal assessment guidance is included throughout lessons to help teachers monitor, diagnose, and evaluate student performance and adjust instruction accordingly. Although materials bolster teachers' content and pedagogical knowledge, there is a missed opportunity to support teachers in recognizing and addressing their own biases to become more culturally responsive.



## Impact on Learning

### The Bottom Line

A [DESE-commissioned policy brief](#) found in 2018 that “research has yet to catch up to recent developments in curriculum materials.” As with many comprehensive curriculum products currently in use, high-quality studies of student learning impacts that meet a definition of evidence in tiers 1, 2, or 3 as defined by ESSA are not yet available for *Odell Education High School Literacy Program 9-12* ©2020. This is a promising and important area for further study.



Looking for more information? Read the [full EdReports review](#) or [find a Massachusetts district using this product](#).



## What the Publisher Says....

We asked publishers for information on product specifications and technological requirements, professional learning opportunities for Massachusetts educators, and diversity of representation in their materials. See what Odell Education has to say about *Odell Education High School Literacy Program*.

### Diverse Representation

*Describe how you ensure that students of diverse races, ethnicities, nationalities, socioeconomic classes, family experiences, linguistic backgrounds, abilities, cultures, religions, genders, gender identities, sexual orientations, and other identities see themselves fully reflected and respected in your curriculum. For example, describe any bias or inclusivity review procedures you have in place and provide evidence of their efficacy. Describe also how your curriculum challenges existing narratives about historically marginalized and historically centered or normed cultures, including challenges rooted in systemic oppression. For example, describe any protocols or reviews for cultural responsiveness you have in place and provide evidence of their efficacy.*

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. As students come together as learners, they bring their whole selves to the learning experience, which at times includes biases about 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. All 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 much-needed analytical skills to become critical thinkers.

Through peer interactions, it is important for students to develop a sensitivity toward others whose lived experiences differ from their own. Additionally, students should feel free and safe to express themselves within the learning environment without fear of judgment and bias. In the Odell HSLP, students encounter texts and tasks that encourage an understanding of multiple perspectives, designed to foster an appreciation for the lived experiences of others. At the beginning of the year, teachers might initiate a conversation with students, parents, and caregivers, to provide an overview of the units' potentially challenging content and to prime students to engage in brave conversations about topics that might be challenging.

Although discussions around bias might be uncomfortable at times, it is important to address topics with divergent perspectives and positions to promote student



engagement in courageous conversations, to increase knowledge, and to address negative perceptions, stereotypes, and attitudes.

**Some examples within our units that provide a wide range of perspectives, voices, and authors are:**

**Gender:** Units balance texts written by authors of different genders, including Amy Tan, Gloria Anzaldúa, Bonnie Smith-Yackel, Rebecca Skloot, and Isabel Wilkerson.  
**Race:** The units feature authors of different races, including African-American (e.g., James Baldwin, Rita Dove, Malcolm Gladwell, W.E.B. Dubois); Asian (e.g., Amy Tan); Native American (e.g., Leslie Marmon Silko); and Latinx (e.g., Cristina Henríquez, Julia Alvarez, Elizabeth Acevedo).

**Ethnicity:** The units include texts from authors of different ethnicities, including Nigerian, Somalian-American, Dominican, Haitian-American, Panamanian-American, and Persian.

**Class:** The units reflect texts written by authors in the middle class and those who came from poverty (e.g., J.D. Vance, Ta-Nehisi Coates) and texts by authors and institutions that address poverty and community from a sociological perspective (e.g., Richard Fry, Jim Cullen, Harvard).

**Disability:** The unit *The Book of Unknown Americans* features a protagonist with a diagnosed disability.



## Professional Learning

*Describe any professional learning opportunities (materials or experiences, publisher-provided or otherwise) available for Massachusetts educators that are designed to support high-quality implementation of your curriculum.*

Odell Education works with three certified professional learning partners to support high-quality implementation of the curriculum. To learn more about these professional learning opportunities, please view the providers' materials below:

- [SchoolKit Odell HSLP PD & Implementation Services](#)
- [New Teacher Center Odell HSLP PD & Implementation Services](#)
- [BetterLesson Odell Education Catalog](#)

## Product Specifications

*Describe what a school or district needs to implement your curriculum successfully, including instructional hours and technological infrastructure. Provide basic information about what products are associated with the curriculum (e.g., what texts a typical purchase includes, what tools are openly available online).*

To implement the Odell HSLP successfully, each classroom will need to create a free account for the Odell HSLP teacher-facing website, which provides access to the units and their instructional sequences. There is also a student-facing website that does not require a login.

### 1. Tradebooks – Required Purchase

Tradebooks, such as *1984* and *The Odyssey*, are core texts in some units and must be purchased from either commercial publishers or XanEdu, Inc. Each student will need a copy.

### 2. Unit Readers – Required Purchase

Unit Readers are printed compilations of third-party licensed core and supplementary texts needed to teach each unit. Text types range from newspaper articles, to infographics, to excerpts from tradebooks. Each student will need one Unit Reader, and all Unit Readers must be purchased through XanEdu, Inc.

### 3. Digital Access Texts – Online Access Required

Digital access texts are texts accessed online. They are not included in print materials. Most digital access texts are available for free, while some may require subscriptions. Students or classrooms will need internet access to read or view these texts.

### 4. Multimedia Texts – Required Purchase

Some units utilize multimedia texts such as CDs and DVDs. Video content (e.g., full-length movies) can also be accessed via streaming-service subscription or rental.

### 5. Student Materials Books – Recommended Purchase

Student Materials books are printed compilations of the materials (e.g., graphic organizers, vocabulary lists) students will need to complete the units. All supporting student materials can also be accessed on the Odell HSLP website as editable Google Docs or downloadable PDFs. However, it is recommended that a printed Student Materials book be purchased for each student. Student Materials books must be purchased through either XanEdu, Inc., or Open Up Resources.

### 6. Teacher Editions – Recommended Purchase

Teacher Editions are printed versions of all student directions, teaching notes, and support materials found on each unit's online version. Note, texts are not included in either the Teacher Editions or Student Materials books. Teacher Editions must be purchased from either XanEdu, Inc., or Open Up Resources.

All student activities can be accessed through the Odell Education High School Literacy Program website, which is compatible with all major web browsers (e.g. Chrome, Safari, FireFox). Student activity directions are also available in print as part of the Teacher Edition.

## Response to Report

*Note: For accurate information about the CURATE process, please see our [CURATE page](#). To see how publishers submit their products for our consideration, please see our [call for submissions](#).*

The Odell HSLP is designed for all students and provides a suite of optional instructional extensions and supports to increase flexibility for students and teachers. In the program, lessons designated “core” are essential to the unit’s content and prepare students for the unit’s assessments. Lessons designated “extension” and “support” are optional lessons that extend and enrich core learning and provide additional support, practice, or differentiated instruction to address students’ diverse learning needs. Teachers can choose to enhance core instruction with extension and support lessons and activities to meet the specific needs of their students.

Integrated language acquisition components provide entry points into each lesson and unit regardless of students’ facility with English. The “Strategies for Multilingual Learners” provide additional scaffolds for teachers to integrate into lessons. Given the quantity of English learners who are Spanish speakers, the program provides materials and supporting texts in Spanish to ensure there are succinct opportunities for Spanish speakers to build background knowledge to access and analyze grade-level texts in English and further their English language acquisition, while affirming students’ language, literacy, and cultural assets.

Odell Education is committed to diversity, inclusion, and fostering community. Students experience texts and activities that reflect their lives, as well as explore themes, contexts, and identities that are new to them. Questions, activities, and tasks in the HLSP develop students’ agency by leveraging students’ own cultural and academic backgrounds as they learn to self-advocate, build perspectives, and practice critical inquiry as they expand their knowledge of the world.