Olmsted Falls Schools: Unit Design Framework

The purpose of the lesson planning framework is to act as a guide for Olmsted Falls Educators as they collaboratively plan units of instruction. The framework attempts to incorporate best practices from the research and couple these with the professional development concepts that Olmsted Falls Educators have taken part in.

Academic content standards and the learning targets that comprise the standards come to life for teachers and students when they are incorporated into a unit of instruction. Teachers work in teams to ensure the learning intentions are the same in corresponding grade levels and subject areas. Teaching the same targets creates the opportunity to collaboratively design common formative assessments that can be collaboratively discussed throughout the instructional unit with fellow teachers. In addition, it allows teachers to design reliable and valid summative assessments that can be used to measure learning at the end of the instructional unit and use the results for future planning.

Ultimately the unit design framework should be used by teachers for the purpose of instructional alignment. The learning targets should be clear to students before and during instruction and they should be aligned with the assessments students will experience. The last step in the alignment process occurs when the learning targets and assessments are consciously aligned with the instruction and classroom activities.

Unit Planning Graphic Linking Prof. Dev. Concepts in Olmsted Falls City Schools

Teachers collaboratively pick the unit of instruction

CURRICULUM

Based on this unit, what do you want kids to know and be able to do?

How will this be communicated to them in advance of learning and throughout learning?

Things to include:
*grade level indicators (any in this unit from the standards)

*power indicators that have been identified

*Essential Questions that were previously identified and applicable to this unit of instruction.

*Big Ideas that were previously identified and applicable to this unit.

INSTRUCTION

After considering the complexity of the learning targets from the unit and the assessment(s) [both summative and formative]:

- What kinds of activities and instruction should be provided to students in order to facilitate high levels of learning?

- How will you differentiate between learning targets and learning activities so that students understand the difference between activities and targets?

- Throughout instruction, how will you repeatedly come back to the learning intentions (targets, big ideas, essential questions, etc.) to reiterate what you want kids to know and be able to do?

ASSESSMENT

Based on this unit, what evidence of learning will be collected throughout the unit?

How will students be involved in collecting and tracking evidence of their learning throughout the lesson?

Things to include:
*Summative (data to report learning)
 -Tests
 -Quizes
 -Projects

*Formative (data to inform learning)
 -frequent checks for understanding along the way
 -exit slips
 -common formative assessments that teachers collaboratively create

Graphic created by Jim Lloyd and used by Olmsted Falls City Schools' Teachers

Olmsted Falls Schools: Unit Design Framework

Subject: 4th Grade (January)   **Unit: Hank Zipzer; Boy in Girls BR; Frindle**

Part I: Clarity of Learning Targets

What are the grade level indicators that go with this unit? Place a star next to the grade level indicators that are Power Indicators. Are the indicators in student friendly language? Place the level of Bloom's Taxonomy next to each Power Indicator.

Vocabulary:
5. Identify and understand new uses of words and phrases in text, such as similes and metaphors.
Student Friendly: I can find and explain the meaning of similes and metaphors.

9. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars. (Power) (Procedural, Apply)
Student Friendly: I can use different tools to figure out what a word means and how to say it.

Reading Process:
7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. (Power) (Meta-cognitive, Evaluate)
Student Friendly: I can use the text to find answers.
I can make an inference (reasonable guess) supported by details by the story.
I can use what I've read and my own knowledge to answer questions.

Reading Applications:
4. Identify examples of cause and effect used in informational text.
Student Friendly: I can find examples of cause and effect while I read.

Reading Applications: Literary Text
5. Determine the theme and whether it is implied or stated directly.
Student Friendly: I can figure out the main lesson of the story.

8. Identify figurative language in literary works, including idioms, similes and metaphors.
Student Friendly: I can find examples of idioms, similes, and metaphors.

Writing Applications:
2. Write responses to novels, stories and poems that include a simple interpretation of a literary work and support judgments with specific references to the original text and to prior knowledge.
Student Friendly: I can write responses to the text that connect examples from what I read with my own thoughts.

What are the Big Ideas that go with this unit?

Vocabulary:
Good readers learn new vocabulary by using context clues, dictionaries, glossaries and technology.

Reading Process:
Good readers answer different types of questions to help them understand what they are reading.

Literary Text:
Students can analyze an author's choice of words.

Writing Applications:
Good writers respond to different types of text (literature) using examples from that text.

What are the Essential Questions that go with this unit?

Vocabulary:
How do you figure out an unknown word?

Reading Process:
How can answering different types of questions help you understand what you read?

Literary Text:
How does the author use different word choices to convey meaning?

Writing Applications:
Why is it important to make connections to the text through your writing?

What strategies will we use in order to make learning targets clearer for all students, before, during and after instruction? How will you communicate the learning indicators to students?

- Communicate the learning targets to the students
- Class discussion of the essential question
- Exit slip to check for understanding of the learning target
- Use of strong and weak work examples
- Writing checklist (Criteria for Success) – Response to literature
- Teacher modeling

Part II: Feedback and Assessments (Formative and Summative)
How will we provide students with feedback throughout the unit?

What formative assessments will we use? (Non-graded assignments that check for understanding and provide feedback to the students) Incorporate the 7 Strategies of Assessment for Learning here.

- Dictionary Skills – Coach Book Lesson – Pg. 60-63
- Types of questions – 3 Leveled Questions (L.I.E.) that relate to each book – The teacher will circle the questions that the students missed. The teacher will have a conference with the students who need additional help. The students will have an opportunity to correct their answers.
- Cause/Effect – Coach Book Lesson – Pg. 102-105
- Theme – Coach Book Lesson – Pg. 134 and 135
- Figurative Language – Coach Book Lesson – Pg. 136-139
- Responses to Literature – Response to literature #1: Make a prediction about what will happen in the next few chapters of the story. Use two examples from the story to support your prediction.

How will students be involved with keeping track of their own learning progress (note—this is different than tracking points for a grade)?

- The students will complete a self assessment chart for each of the learning targets. The students will record what they understand and do not understand related to each learning target. The students will color in a star once they have mastered the learning target.

What summative assessments will we use? (Graded, evaluative assessments)

Two quizzes will be given covering 2-3 skills on each quiz - The first part of the quiz will include a literal, inferential, and evaluative questions connected to the novel. For the second part of the quiz, the students will be given a new selection to read and questions on specific skills. The teacher will be assessing whether or not the students can apply the skills that have been taught to a new selection.

- Quiz #1 – Types of questions, Using a dictionary
- Quiz #2 – Types of questions, cause and effect, and figurative language
- Response to Literature – The teacher will use a rubric to grade the final response.   Who do you think is a hero in your story? Use two examples from the story to support why this character is a hero.
- Cumulative project – Theme

How Can I Close the Gap?

What will we do AFTER the students have completed the formative assessment to differentiate instruction (re-group students, differentiate, review sessions)?

The teacher will review the learning target and offer additional practice to the students who are struggling (small group review sessions). The teacher will use an additional resource (worksheet, OAA released items, study island-printable worksheets) to review and re-teach. The students who show they have mastered the learning target(s) will be given an extension activity.

What interventions will we provide for students who do not do well on the formative assessment?

- Dictionary - "Dictionary" BLM 80
- Types of Questions - Strong and weak work examples will be used, feedback will be provided, and students will have an opportunity to revise their answers.
- Cause and Effect - "Cause and Effect" Super Teacher Worksheet
- Theme - "Fencing It In!"
- Figurative Language - "Pretty as a Picture" (top section of worksheet)
- Response to Literature - The teacher will share strong and weak examples of student answers and will provide feedback (stars and stairs) to student answers. The students will have an opportunity to revise their answers based on the feedback.

What will we do for the students who excel? What extension activities will we provide?
The students will be given extension activities to choose from. The students who "excel" will work on the extension activities.

- Dictionary - "One Clammy Dive and Diving In"
- Types of questions - The students will write a literal, inferential, and evaluative question for their novel.
- Cause and Effect - "The Story of Levi Strauss"
- Theme - The students will begin to identify the theme of their novel. The students will be able to explain why this is the theme of the story.
- Figurative Language - "Building Vocabulary Idioms"
- Response to Literature - The students create their own response to literature questions based on their novel. The students will trade and answer their responses.

Part III: Instruction and Student Activities

<u>**What instructional and student activities will we use for this unit? These activities should directly align with the indicators and assessments.**</u>

- Using a dictionary – Smart Tech lesson – "Digging in the Dictionary"; Dictionary hunt; Practice worksheets BLM 77, Select words that you don't know from your novel and use the dictionary to look up the definition, pronunciation, etc.

- Types of Questions – The students will answer literal, inferential, and evaluative questions while reading their novel. The teacher will provide examples of strong and weak answers.

- Cause/Effect – Power point lesson (Internet) central.fhsd.k12.mo.us/prehling/**CauseEffect**.ppt The students will use a graphic organizer to identify cause and effect in their novel.

- Theme – Lesson 17 (132-133) to introduce theme; Learn 360 Student Activity http://www.learn360.com/ShowVideo.aspx?SearchText=Aesops+Fables&ID=227556 The students will read several short paragraphs (see handouts) and will identify the themes.

- Figurative Language – The students have previously created a figurative language book. The teacher will use a picture book that includes figurative language as part of the mini lesson. Idiom lesson – Readwritethink.org. "Figuring out Figurative Language" Worksheet - The students will practice identifying similes and metaphors in their novel. "Idioms on Display" Worksheet; Idioms Lesson - http://www.readwritethink.org/classroom-resources/student-interactives/idioms-30030.html

- Response to Literature – The teacher will provide the students with a strong and weak example of a response to literature from a previously read book (Ex. Sarah Plain and Tall). The students will help create a checklist (criteria for success). The teacher will use examples of strong, medium, and weak work and discus the criteria for success (stars and stairs).
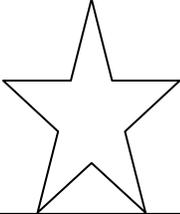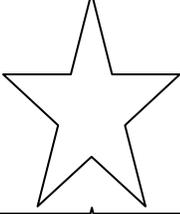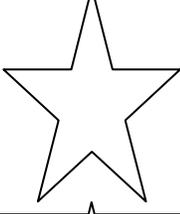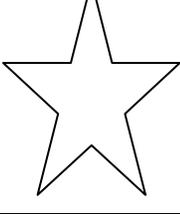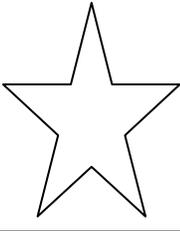
Response to Literature Criteria for Success:
- All parts of the question are answered
- Examples support the main idea and come from the story
- Makes sense
- Uses characters names
- Complete sentences – no run on sentences or fragments
- Correct spelling, punctuation, and capitalization

Name_____

Self Assessment

Directions: Write down what you understand and what you don't understand related to
the learning target. Once you completely understand the learning target, color in the star.

Learning Target	Activity	Self-Assessment	I understand – Write down what the learning target means in your own words	I do not understand
Using a dictionary		☆		
Answering literal, inferential, and evaluative questions		☆		
Cause and Effect		☆		
Theme		☆		
Figurative Language		☆		
Response to Literature		☆		