

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



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

Subject: Reading-4

Unit: Because of Winn Dixie (Start 11/3)

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:

1. Determine the meaning of unknown words by using a variety of context clues, including word, sentence and paragraph clues. (Metacognitive, Apply)

Student Friendly: I can figure out unfamiliar words by using other familiar words around it.

Reading Process:

7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade appropriate print texts and electronic and visual media. (Metacognitive, Evaluate)

Student Friendly: I can use the text to find answers.

I can make an inference (reasonable guess) supported by details from the story.

I can use what I've read and my own knowledge to answer questions.

Literary Text:

1. Describe the thoughts, words and interactions of characters. (Understand)

Student Friendly: I can describe what the characters think, say, and do based on the text.

4. Identify the speaker and recognize the difference between first- and third-person narration. (Understand)

Student Friendly: I can determine the narrator of the story and explain whether the text is in first or third person.

Writing Applications:

2. Write responses to novels, stories and poems that organize an interpretation around several clear ideas, and justify the interpretation through the use of examples and specific textual evidence. (Evaluate)

Student Friendly: I can write responses to the story that connect examples from the text with my own thoughts.

What are the Big Ideas that go with this unit?

Vocabulary:

Good readers can use context clues to determine meanings of words and phrases.

Reading Process:

Good readers use different strategies to help them understand what they read.

Literary Text:

Good readers understand how characters develop in a story.

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:

What are different strategies good readers use to understand what they read?

Literary Text:

How does an author develop characters in a story?

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 learning targets to the students
- Class discussion of the essential questions
- Learning targets on student handouts
- Use of strong and weak work
- 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.

- Context Clues – The students will be given practice sentences from sections 2 and 3. The teacher will check the students’ answer. The teacher will conduct an additional lesson and practice for the students who are struggling.
- Answering Types of Questions – Sections 2 and 3 – The teacher will check the students’ answers and circle the answers that need revised. The teacher will have a conference with the students who missed questions to provide feedback and give the students an opportunity to revise their answers (1st try, 2nd try). The students will self assess (I got it, I need more practice, I need a lot of help) their level of understanding on answering different types of questions for each section.
- Writing Response – Sections 2 and 3 – The teacher will use examples of student work (high, medium, low) and will provide feedback (stars and wishes) to the entire class using the student examples. The students will then evaluate their own responses and identify stars and wishes for their own answer.
- Character – Sections 1, 2, and 3 – The students will complete a character web identifying qualities or characteristics of the Preacher (Dad). The students will support the characteristics using examples from the story. The students will complete the web on their own. The teacher will check the students’ answers and circle incorrect answers. The teacher will provide oral feedback to the students who need additional help. The students will have an opportunity to revise their answers (1st try, 2nd try).
- Point of View – A section 2 question on point of view will be given.

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 keep track of their learning progress by completing a self assessment chart. The chart will list the learning targets for the unit, and the students will ‘check off’ whether they are “just beginning, on their way, or have reached success”. The students will rate themselves 3-4 times for each learning target: after the in-class practice, after the formative assessment, after they have received additional help, and after the summative assessment.

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

- Context Clues Quiz – The students will be given unknown words from sections 4 and 5 to assess how well they can use context clues to determine the meaning of an unknown word.
- Types of questions – The students will be graded on the questions for sections 4 and 5.
- Writing Response – The students will be graded on their response for sections 4 and 5.
- Character – At the end of the book, the students will complete the character web for Opal (a different character than the one they complete the formative assessment on). The students will then complete a writing response for character development/Opal.

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)?

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

The students will receive small group instruction on the skill that they are struggling with. The teacher will provide an additional practice lesson and feedback for those students. The students will have another opportunity to revise their answers.

What will we do for the students who excel? What extension activities will we provide?

The students will be given several extension activities to choose from. The students who “excel” will work on the extension activities.

Part III: Instruction and Student Activities

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

Mini Lessons and Student Activities:

- Context Clues – Section 1 – The class will look at several sentences on the Smart Board and will practice identifying context clues, and the meaning of the unknown word based on these clues.
- Types of questions – Section 1 – The teacher will provide a literal, inferential, and evaluative question and examples of strong and weak answers. The students will select the strong answer and the teacher will discuss the characteristics of a quality answer. The students will record the quality answer onto their paper.
- Writing Responses to Literature – Section 1 – The teacher will provide the students with a checklist that describes the criteria for success. The teacher will use examples of strong, medium, and weak work and discuss the criteria for success. In small groups, the students will evaluate the examples and identify stars and wishes for each example. The class will discuss the different levels of quality.
- Character Development – The students brainstorm a list of characteristics that apply to a character from a previous novel. The students rank each characteristic as it applies to the character (Ex. Sarah). The teacher could also use “herself” as an example. The students will then complete a character web for Sarah.
- Point of View - Study Island will be used as a mini lesson. While reading the novel, the class will discuss the point of view of the story. The students will answer a question (section 2) on point of view.

Name _____

Because of Winn-Dixie

Section 1: Let's model a few quality responses together.

1. Is this story told in first person or third person? How can you tell? Who, specifically is the narrator?

2. What was Opal's father's job, and where does he work in Naomi?
(Chapter 2: Literal)

3. Why does Opal's father agree to let her keep Winn-Dixie?
(Chapter 2: Inferential)

4. Why do you think Opal's mother left her and the preacher?
(Chapter 4: Evaluative)

Section 2: Now, you practice quality responses.

1. How does Miss Franny Block come to own the library?
(Chapter 7: Literal)

2nd Try

2. How has Winn-Dixie helped Opal make new friends?
(Chapter 8 & 9: Inferential)

2nd Try

3. Why do you think Opal tells Gloria Dump everything?
(Chapter 10: Evaluative)

2nd Try

4. What are two things Winn-Dixie does during a storm?
(Chapter 11: Literal)

2nd Try

5. Why does Gloria Dump have a bottle tree?
(Chapter 14 : Inferential)

2nd Try

6. Do you think Otis is a dangerous man? Why or why not?
(Chapter 14: Evaluative)

2nd Try

Name _____

Because of Winn-Dixie

Use what you have learned about quality responses to answer the questions.

- 5. How did Littmus Block make his fortune?
(Chapter 17: Literal)

- 6. Why can Opal taste sadness in the Littmus Lozenge?
(Chapter 17: Inferential)

- 7. What does Opal find out about Amanda's brother Carson?
(Chapter 18: Literal)

- 8. Why was Otis sent to jail, and do you think it was fair?
(Chapter 19: Evaluative)

- 9. Why does Otis not want to go to the party?
(Chapter 20: Inferential)

- 10. What are two things Opal and Gloria did to get ready for the party?
(Chapter 21: Literal)

11. Why does Opal forget about Winn-Dixie during the party?
(Chapter 23: Literal)

12. Where was Winn-Dixie hiding during the storm?
(Chapter 25: Literal)

13. At the end of the book, Opal didn't feel lonely anymore. Why?
(Chapter 26: Inferential)

14. Do you think Opal's dad will stop pulling his head into his turtle shell and talk to Opal more? Why?
(Chapter 26: Evaluative)



Stars

- _____

- _____

- _____



Wishes

- _____

- _____

- _____

Name _____

Context Clues Formative Assessment

Learning Target: I can figure out unfamiliar words by using other familiar words around it.

Directions: Use the sentences to fill in the blanks or circle the letter of the correct answer.

“She walked right up to Miss Franny’s desk and said, “I finished *Johnny Tremain* and I enjoyed it very much. I would like something even more difficult to read, because I am an advanced reader.”

1. What words or phrases from the selection help define the word advanced?

2. What does the word advanced mean in the sentence above?

“He just kept beating his head against the door and whining and whimpering; and when I got out of bed and went over and put my hand on his head, he was shaking and trembling so hard that it scared me.”

3. What words or phrases from the selection help define the word whimpering?

4. What does the word whimpering mean in the sentence above?

5. “Miss Franny sat there trembling and shaking.”

What does trembling mean in the sentence above?

- A. Brave
- B. Confident
- C. Cold
- D. Fearful

6. “Miss Franny looked around the library. She leaned in close to me. ‘I don’t want to appear prideful, she said, ‘but my daddy was a very rich man. A very rich man.’”

What does prideful mean in the sentence above?

- A. Shy
- B. Wealthy
- C. Bragging
- D. Excited

7. “My mama says you shouldn’t be spending all your time cooped up in that pet shop and at the library, sitting around talking with old ladies. She says you should get out in the fresh air and play with kids your own age.”

What does cooped up mean in the sentence above?

- A. Closed in
- B. Working
- C. Talking
- D. Free

8. “But then I became aware of a very peculiar smell, a very strong smell.”

Which word is a synonym for the word peculiar?

- A. Odd
- B. Weak
- C. Normal
- D. Pleasant

9. “And then he crept up on the couch with us in this funny way he has, where he gets on the couch an inch at a time, kind of sliding himself onto it, looking off in a different direction, like it’s all happening by accident, like he doesn’t intend to get on the couch, but all of a sudden, there he is.

Which word is a synonym for the word intend?

- A. Plan
- B. Think
- C. Desire
- D. Does nothing

Rate Yourself:

How well can I figure out unfamiliar words by using the other words around it?

_____ I completely understand. I am ready for the quiz.

_____ I sort of understand. I would like a little more practice.

_____ I do not understand. I would like to work with the teacher and complete more practice.