

# 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: 4<sup>th</sup> Grade Reading

Unit: Dog Novels Unit

### 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. (Meta-cognitive, Apply)

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

2. Identify and understand new uses of words and phrases in text, such as similes and metaphors. (Meta-cognitive, Apply)

**Student Friendly: I can use context clues within similes and metaphors to figure out what a word means.**

**I can explain the meaning of similes and metaphors.**

#### **Reading Process:**

1. \*Compare and contrast information on a single topic or theme across different text and non-text resources. (Conceptual, Understand)

**Student Friendly: I can compare (same) and contrast (different) what I read to explain the similarities and differences.**

2. \*Select, create, and use graphic organizers to interpret textual information. (Conceptual, Apply)

**Student Friendly: I can use a graphic organizer to understand what I read.**

3. \*Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. (Meta-cognitive, Evaluate)

**Student Friendly:**

**I can use the text to find answers (literal questions).**

**I can make a good guess to answer questions (inferential questions).**

**I can use my own knowledge to answer questions (evaluative questions).**

#### **Reading Application: Literary Text**

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

**Student Friendly: I can describe what the characters are thinking, saying, and doing.**

2. \*Identify the main incidents of a plot sequence, identifying the major conflict and its resolution. (Factual, Understand) (Review)

**Student Friendly: I can retell a story in order (plot sequence) by identifying the problem and solution (conflict and resolution).**

3. Identify the speaker and recognize the difference between first- and third- person narrative. (Conceptual, Understand) (Review)

**Student Friendly: I can identify who is telling the story and state if it's first or third person narration.**

4. Explain how an author's choice of words appeals to the senses and suggest mood. (Conceptual, Understand)

**Student Friendly: I can explain how the words can affect your senses and create a feeling (mood).**

5. Identify figurative language in literary works, including idioms, similes and metaphors. (Conceptual, Understand)

**Student Friendly: I can identify idioms, similes and metaphors.**

### What are the Big Ideas that go with this unit?

#### **Vocabulary:**

Good readers 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 demonstrate comprehension by describing story elements.

Good readers analyze an author's choice of words.

### What are the Essential Questions that go with this unit?

#### **Vocabulary:**

How do you figure out what an unknown word means?

#### **Reading Process:**

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

#### **Literary Text:**

How can you demonstrate comprehension (understanding) of a story using story elements?

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

**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?**

- Discuss learning target before lesson
- Provide strong and weak work samples
- Model for the students what it looks like to be effectively mastering the learning target
- Discuss learning target during and after lesson
- Provide opportunities for students to obtain extra help in a small group situation, when necessary

### **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 – 3-minute assessment – The teacher will provide three leveled context clue questions – one easy, one medium, and one difficult. Students must get all 3 correct to show that they have mastered context clues. (Fill in the blank) The students will complete activities based on the formative assessment (see interventions/extensions below).
- Similes/Metaphors Pre-test – The teacher will provide 3 leveled similes and metaphors. The students must correctly identify all 3 to show that they have mastered similes and metaphors. The students will complete activities based on the formative assessment (see interventions/extensions below).
- Scoring Camp for Kids – Using information from exit slips: The students will complete an exit slip for each type of question (literal, inferential, and evaluative). The teacher will sort the exit slips into strong and weak piles and select student examples to use for scoring camp feedback. Once the teacher has completed the scoring camp formative assessment, the students will have an opportunity to revise their answers.

**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 “bone” when they have mastered a learning target. The students will write what they have learned and will place their “bone” in a bowl with their name on it. The students will keep track of what they’ve learned throughout the unit by completing this activity.
- The kids will save their exit slips in their learning portfolios. This will allow them to see their progress. The students will be able to look back at past feedback to help them improve on the next assignment.

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

- The students will be given a test with unfamiliar reading selections and questions aligned to the learning targets from this unit. The students will apply their knowledge of the learning targets from this unit to the test.

**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 students are grouped by reading level and will be reading a book at their appropriate level. From there, several intervention and extension activities will take place.

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

Context clues-The students who do not complete all three-leveled context clue questions correctly will receive small group instruction and additional practice.

Similes and metaphors – The students who do not correctly identify all of the similes and metaphors correctly will receive small group instruction and additional practice.

Scoring Camp (Types of Questions) – The students will have an opportunity to revise their answers based on feedback. Students who continue to struggle will receive small group instruction.

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

Context clues – The students who complete the three leveled context clue questions correctly will continue reading and practicing the skill independently.

Similes and metaphors – The students will write their own similes and metaphors based on pictures or the story they are reading.

Scoring Camp (Types of Questions) – The students will have an opportunity to revise their answers based on feedback.

**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.**

**Novels:**

Stone Fox – RL 3.2 (Deb)

Because of Winn Dixie – RL 4.1 (Deb - Independent Group)

A Dog's Life – RL 4.6 (Elaina)

Everything for a Dog – RL 5.7 (Lindsey)

**Mini lessons:**

- Context clues
- Similes and metaphors – Identifying as one or the other
- Context clues within similes and metaphors – Using similes and metaphors to determine the meaning of an unknown word and explain the similes and metaphors
- Word choice – Mood (may want to provide students with the specific sense ex. Touch and have the students determine words/phrases that appeal to the specific sense)
- Types of questions – literal, inferential, evaluative

**Exit Slips:**

Literal question

Inferential question

Evaluative question