

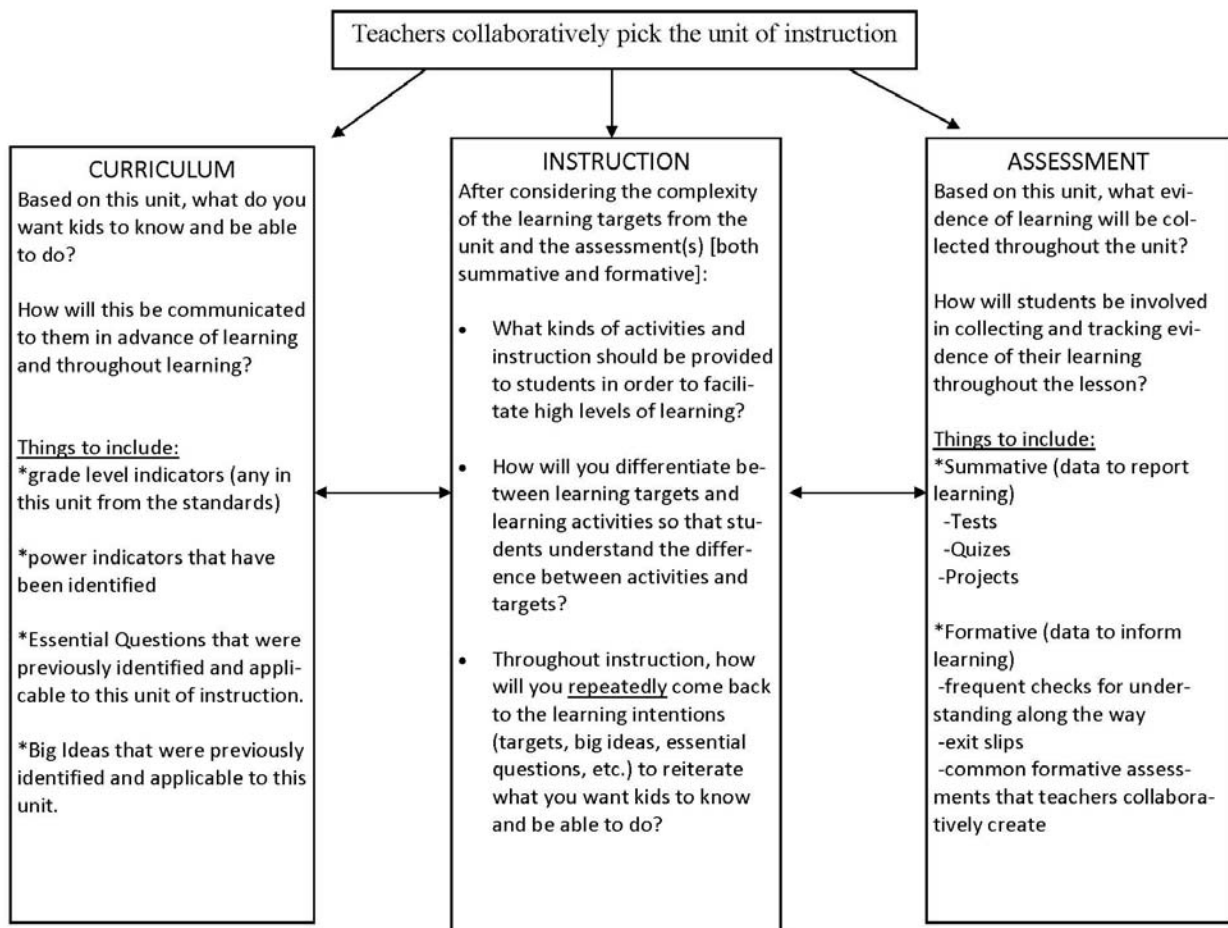
Olmsted Falls Schools: Unit Design Framework

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: 5th Grade Reading – 10/22/10

Unit: Shiloh

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. Define the meaning of unknown words by using context clues and the author’s use of definition, restatement and example. (Power) (Conceptual, Understand)

Student Friendly: I can use context clues to figure out what an unknown word means by looking at the words around it to see if it is defined or to see if an example is given.

8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars. (Power) (Factual, Remember)

Student Friendly: I can use different tools to figure out what a word means and how to say it.

Reading Process:

4. Summarize the information in texts, recognizing that there may be several important ideas rather than just one main idea and identifying details that support each. (Power) (Procedural, Understand)

Student Friendly: I can summarize information that I have read by telling in my own words the main ideas and important details.

7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. (Power) (Procedural, 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 my own knowledge to make decisions about what I’ve read.

Literary Text:

1. Explain how a character's thoughts, words and actions reveal his or her motivations. (Power) (Conceptual, Evaluate)

Student Friendly: I can tell how the thoughts and actions of a character show why he/she does something.

4. Identify the speaker and explain how point of view affects the text. (Conceptual, Evaluate)

Student Friendly: I can identify who is telling the story and how his or her point of view affects the plot of the story.

What are the Big Ideas that go with this unit?**Vocabulary:**

1. Good readers use a variety of strategies within the context to define the meaning of unknown words or phrases.
2. Good readers use a variety of sources outside of context to get the meaning of words or phrases.

Reading Process:

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

Literary Text:

1. Good readers can identify and explain character development and point of view.

What are the Essential Questions that go with this unit?**Vocabulary:**

1. How can you determine the meaning of an unknown word or phrase?

Reading Process:

1. What reading comprehension strategies can you use to help you understand what you read?

Literary Text:

1. How can knowing the characters thoughts and feelings help you understand their actions?
2. How does the speaker's point of view affect the plot of the story?

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 by posting them
- Check for student understanding of the learning targets
- Connect the student activities to the learning targets
- Use of strong and weak work
- Teacher modeling
- Student self assessment booklet

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.

Summarization wheel – The student will write a one-sentence summary of the main idea for each chapter. The students will include a title for the chapter and draw a picture that captures the main idea. The class discusses the one-sentence summary, and the students will be given an opportunity to revise their answers.

Summary of the novel – The students be given the criteria (checklist) for writing a summary. The students will use the “somebody, wanted, but, so, and finally” graphic organizer to write a summary of the entire story. The teacher will use student examples of strong and weak work to provide feedback to the class. The students will be given an opportunity to revise their summaries based on the feedback.

Character – (Ch. 1-5) Beginning with the “Getting into Character Map”, the students will record what the main character “thinks, does, and says”. Later in the story, the students will be given questions (2 questions used formatively) asking them to site examples from the story that explain why the main character acts in the way he does in a given situation. The teacher will provide feedback to the students’ answers. The students will be given an opportunity to revise their answers based on feedback.

Context Clues – The students will look at three sentences on the board and determine the meaning of a bolded word in each sentence using context clues. The students will also underline the ‘clues’ that helped them determine the meaning of the word.

Point of View – Using a Venn Diagram, students will show how two different characters in the story interpret the same event. The students will then answer a series of questions related to how the characters view an event from two different perspectives. The teacher will provide feedback to the students' answers. The students will be given the opportunity to revise their answers based on the feedback.

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 be given a self-assessment booklet. The booklet will have a learning target on each page with the activities that go with that learning target. After each activity or formative assessment, the students will record what they did well (stars) and what they still need to work on (steps).

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

- A rubric will be used to grade the final draft of the summary
- Vocabulary quiz – Using context clues to determine the meaning of the words (last few chapters of the book – The students will be given unknown words to see if they can use context clues.)
- Character – The students will be given a question (first 2 formative; third question summative) asking them to site examples from the story that explain why the main character acts in the way he does in a given situation. This question will be given towards the end of the story after students have already had the opportunity to practice this type of question.

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 can reference the student self-assessment booklet to identify areas where students feel they need more practice.

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

Summary Formative Assessment – After the first revision of the summary, the struggling student will work with a typical peer to make a second revision to the struggling student's summary. The students will use the criteria checklist for the summary to help them make the revisions.

Character Formative Assessment – Provide students who are struggling with a modification – page numbers where they can find examples to support answers. The teacher will conduct a small group review with the students who are struggling to answer the question correctly.

Context Clues – Additional practice and small group review will be provided to struggling students.

Point of View – The students who need more practice will be allowed to use their Venn Diagram to make revisions to their answer.

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

- The students who excel will act as a “typical peer” to help the struggling students.
- The students who excel will create their own “context clues sentences” and will share their sentences with struggling students.

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:

- Context Clues
- Writing a summary
- Character Development
- Point of View
- Types of questions – literal, inferential, evaluative

Activities:

- Types of question – The students will answer a literal, inferential, and evaluative question for each section of the book.
- Summarization Wheel
- Context Clues Sentences
- “Getting into Character Map”
- “Somebody, Wanted, But, So, and Finally” Graphic Organizer
- Venn Diagram to compare and contrast character’s perspectives
- Self Assessment booklet
- Read and class discussions

**Olmsted Falls Schools: Unit Design Framework
Self-Assessment Booklet**

Learning Target: _____

Date	Activity	What I did well (Star)	What I need to work (Step)