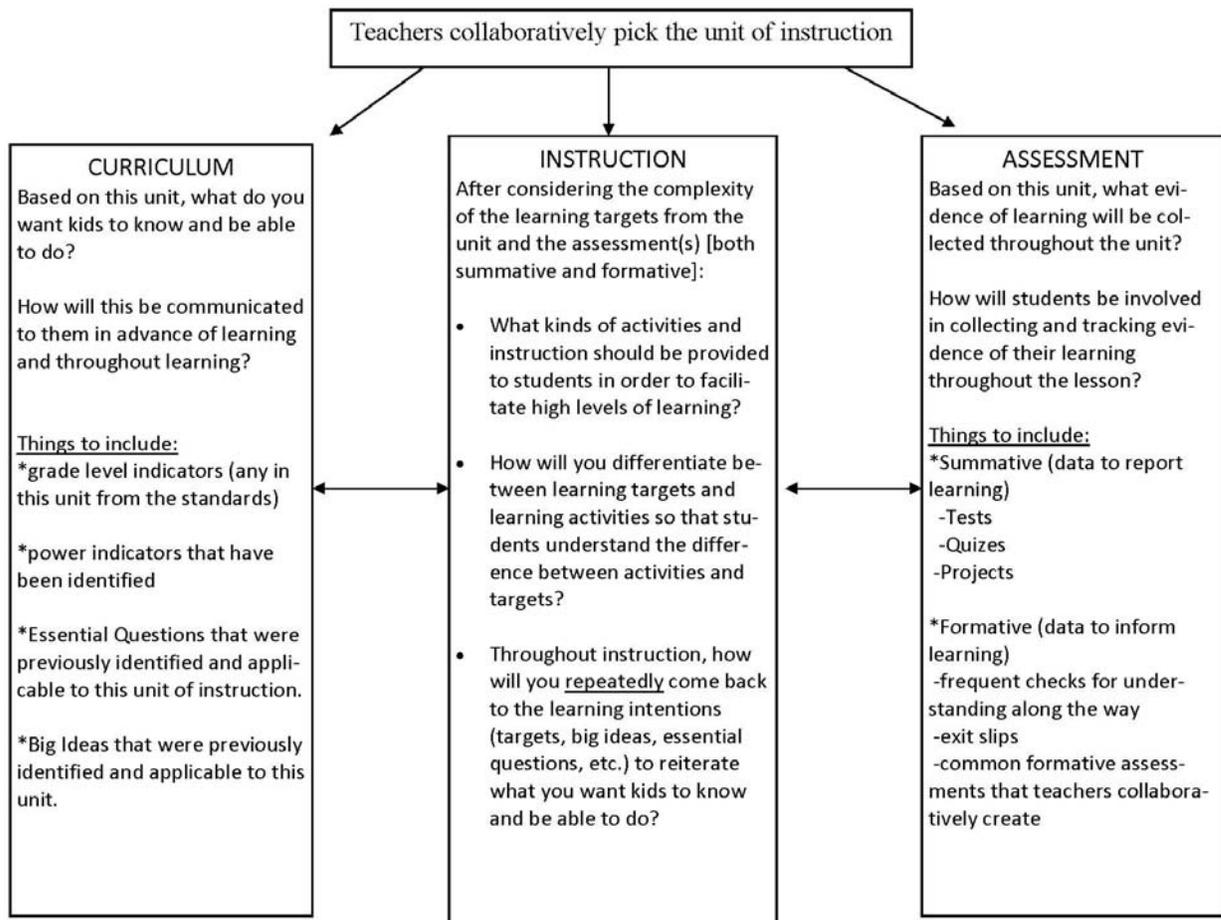# Olmsted Falls Schools: Unit Design Framework

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: 5th Grade Reading   Unit: Hatchet, Kensukes Kindgom, I Survived, Black Star Bright Dawn
                                     (Teaching the Unit in March)

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.

Reading Process:
2. Predict and support predictions with specific references to textual examples that may be in widely separated sections of text. (Understand)
Student Friendly: I can make predictions based on what I'm reading.

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 make a judgment (evaluate) about the story based on what I've read.

9. List questions and search for answers within the text to construct meaning. (Create)
Student Friendly: I can ask questions and look for answers while I read.

Reading Applications: 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.

2. Explain the influence of setting on the selection. (Evaluate)
Student Friendly: I can explain the setting of the story and why it is important.

3. Identify the main incidents of a plot sequence and explain how they influence future action. (Power) (Conceptual, Evaluate)
Student Friendly: I can identify the main events of the story's plot. I can tell how these events effect what happens next.

5. Summarize stated and implied themes. (Analyze)
Student Friendly: I can explain the theme of the story.

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 a story using examples from the text.

What are the Big Ideas that go with this unit?

Vocabulary:
Good readers use a variety of strategies to define the meaning of unknown words and phrases.

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

Literary Text:
Good readers can identify and explain different story elements

What are the Essential Questions that go with this unit?

Vocabulary:
How can you figure out the meaning of an unknown word or phrase?

Reading Process:
What are some different strategies to help you understand what you are reading?

Literary Text:
How can the story elements help you understand the meaning 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 target(s) to the students before, during, and after
- Student handout – Learning targets with evidence
- Ask students to state the learning target(s) from the list that corresponds with the class activity
- Use of strong and weak examples
- Teacher modeling

Olmsted Falls Schools: Unit Design Framework

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.

- Throughout the novel (beginning, middle, towards the end), the students will complete a "formative grid". The students will complete the grid for each section of the novel.
- The students will self assess their grid before turning it in for checking – identify area they did well; identify one area they need to improve on. The teacher will check the grid and will provide feedback (stars – area of strength and stairs – area for improvement) on two "grid" areas that the students need the most help with. The students will be given an opportunity to improve their area of weakness on the next grid.

1. Response to Literature – The students will be given a question specific to the book (specific to character, main events, theme, etc.)	2. Main Event – The students will draw a picture of the main event of the chapter.	3. Connections – The students will make a connection from the chapters.
4. Character Analysis – The students will record what the character does, says, and thinks. The students will also record how the character acts.	5. Questions – The students will be given an inferential or evaluative question specific to the book.	6. Prediction – The students will make a prediction about the upcoming chapter(s).

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 are completing the "formative grid" three times throughout the novel. The students will be able to see their growth/improvements from the first to the last grid.
- The students will be given a handout with the learning target(s) for the unit. The students will record evidence of the learning target(s) when they feel they have mastered the target throughout the unit.

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

- The summative "grid" – The fourth time the students complete the grid it will be graded for accuracy.
- Project – The students will be given a rubric stating the criteria for the project. The students will present their project to a small group (The project will be graded using the rubric. The presentation will not be graded.) Throughout the presentations, the students will write an "I wonder" statement for each book. The students will reflect on the different books will determine which book they would like to read.

Criteria for the "Survival" Project:
1. Character – Identify the main character in the story. The students will describe the main character and will identify and explain 3 traits that help the character survive.

2. Setting – Describe the setting using details and explain why the setting is important.

3. Theme – Identify and explain at least 3 main events from the story that supports the theme of survival.

4. Vocabulary – Select 3 vocabulary words. Write 3 new sentences to show understanding of the words.

5. The students will select 3 pictures or objects that represent the theme of survival. Provide a one-two sentence explanation of how the picture connects to the story.

Presentation Ideas:
- Poster
- Bag
- Power point
- Game
- Written report

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 already grouped by reading level. The teacher will differentiate according to the group of students he/she has.

What interventions will we provide for students who do not do well on the formative assessment?
- The teacher will meet individually or in a small group to review the skill. The students will have an opportunity to revise their answers based on feedback the teacher provides.
- The teacher will review quality answers (strong and weak) work. The students will work with a partner to share and revise their answers.

What will we do for the students who excel? What extension activities will we provide?
- The students will be given feedback on their "grid". The students who excel will be given one area that they can improve upon.
- The students who excel will be given an opportunity to assist a struggling student.

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:
- The students will complete the "formative grid" for a story they have already read to show an example of quality work.
- Types of questions – The teacher will show strong and weak examples of answers to different types of questions. The students will show their understanding of answering different types of questions on the formative grid.
- Theme – The teacher will use a previously read story to identify the concept of theme.
- Character – The students will identify the main character in the story. The students will be given a character web and will record what the character thinks, says, and does throughout the story. The students will practice analyzing characters on the formative grid.

Student Activities Packet:
- Throughout the entire novel, the students will practice:
    1. Making predictions
    2. Asking questions
    3. Identifying and explaining the importance of the setting
    4. Identifying the theme
    5. Using context clues – The students will be given unknown words and will also be asked to identify unknown words. The students will use context clues to determine the meaning of the unknown word.