

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 – 10/23/10

Unit: Hatchet (Teach in January)

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.

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.

5. Make inferences based on implicit information in texts, and provide justifications for those inferences.

Student Friendly: I can make an inference (reasonable guess) that is justified (supported) by details from the story.

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 decisions about the story based on what I’ve read.

Reading Applications: Literary Text:

1. Explain how a character’s thoughts, words and actions reveal his or her motivations. (Power) (Factual, Remember)

Student Friendly: I can tell how the thoughts and actions of a character reveal his or her motivations.

3. Identify the main incidents of a plot sequence and explain how they influence future action. (Power) (Conceptual, Understand)

Student Friendly: I can identify the main events of the story’s plot and tell how these events effect what happens next.

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.

Student Friendly: I can write responses to literature I am reading. I can justify (support) my response with evidence from the story.

What are the Big Ideas that go with this unit?

Reading Process

Good readers summarize and make inferences to help them understand what they read.

Reading Applications: Literary Text

Good readers can identify and explain different story elements.

Writing Application

Good writers respond to different types of literature using examples from that text.

What are the Essential Questions that go with this unit?

Reading Process

How do good readers summarize and make inferences to help them understand what read?

Reading Applications: Literary Text

How can identifying the elements of a story help you understand what you have read?

Writing Application

How do you write responses to literature?

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 the big ideas/essential questions
- Communicate the learning targets to the students
- Use of strong and weak examples
- 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.

- Ch. 1 – The teacher will model the “Inference” graphic organizer – Seven Strategies book pg. 234 (Inference Question: What inference can you make about Brian’s parents being divorced? The main character is having a hard time dealing with his parents divorce).
- Ch. 1-4 – The students will answer literal and inferential questions (multiple choice) using cue cards. The teacher will clarify misconceptions immediately and discuss the answers in real time.
- Ch. 5-8 – The students will answer evaluative questions (short answer/exit slips). The teacher will collect the answers and will sort them into strong and weak piles. The teacher will use scoring camp for kids to score strong and weak responses and provide feedback-stating strengths/weaknesses of the answer. The teacher will allow the students opportunities to revise their answers.
- Ch. 12, Pg. 122 and 123 – The students will complete the “inference” graphic organizer a second time later in the story. (Inference Question: What inference can you make about how Brian is feeling at this point in the story?) After going over or checking the answers, the teacher will allow the students an opportunity to revise their answers.
- Responses to literature – The students will write responses to literature based on the criteria from the rubric.

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 use a rubric to self asses their responses to literature.

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

- Response to literature – The final response will be graded.
- Quiz – Questions at different levels of Bloom’s Taxonomy (literal, inferential, evaluate)

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?

- Inference formative assessment – The students who do not do well on the graphic organizer, will receive small group instruction to review making inferences. The teacher will read aloud the passage and go back over the graphic organizer.
- Evaluative questions – The students who do not correctly answer the evaluative questions (after they have had an opportunity to revise their answer) will receive small group instruction. The teacher will refer to strong/weak models again and assist the students in a final revision.
- Responses to literature – Using the rubric, the students will get with a partner and score their answers. The students will work with their partners to revise their answers.

**Prior to have the students peer evaluate, the teacher will have the class use the rubric to score strong and weak example responses.*

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

- Inference formative assessment – The students who correctly complete the graphic organizer on their own will be given an extension activity. The students will write one literal, one inferential, and one evaluative question. The students will also find the answers to their questions. Once the groups rejoin each other, the students will ask the class their questions.
- Evaluative questions – The students correctly answer the evaluative questions will be given an extension activity. The students will illustrate a scene from the plot diagram and will summarize the scene.
- Responses to literature – The students will work with their partner to help them revise their answers.

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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.

1. Introductory attention grabber – Show “survival” clips – worst case scenario questions
2. Mini lesson on plot – Read a short story and complete the plot diagram graphic organizer
3. Plot diagram graphic organizer for Hatchet
4. Mini lesson on making inferences – Role play a scenario
5. Mini lesson on types of questions – literal, inferential, evaluative
6. Character analysis activity – The students will write down thoughts, actions, feelings, or what the character says on a post-it note. The students will place their post-it note on the class poster of “Brian”.
7. Graffiti Wall – The students write or draw scenes, quotes, thoughts on character actions, etc. on the wall.
8. Reading response journal – The students will write responses to the story given prompts. The students will have a rubric to guide their responses.