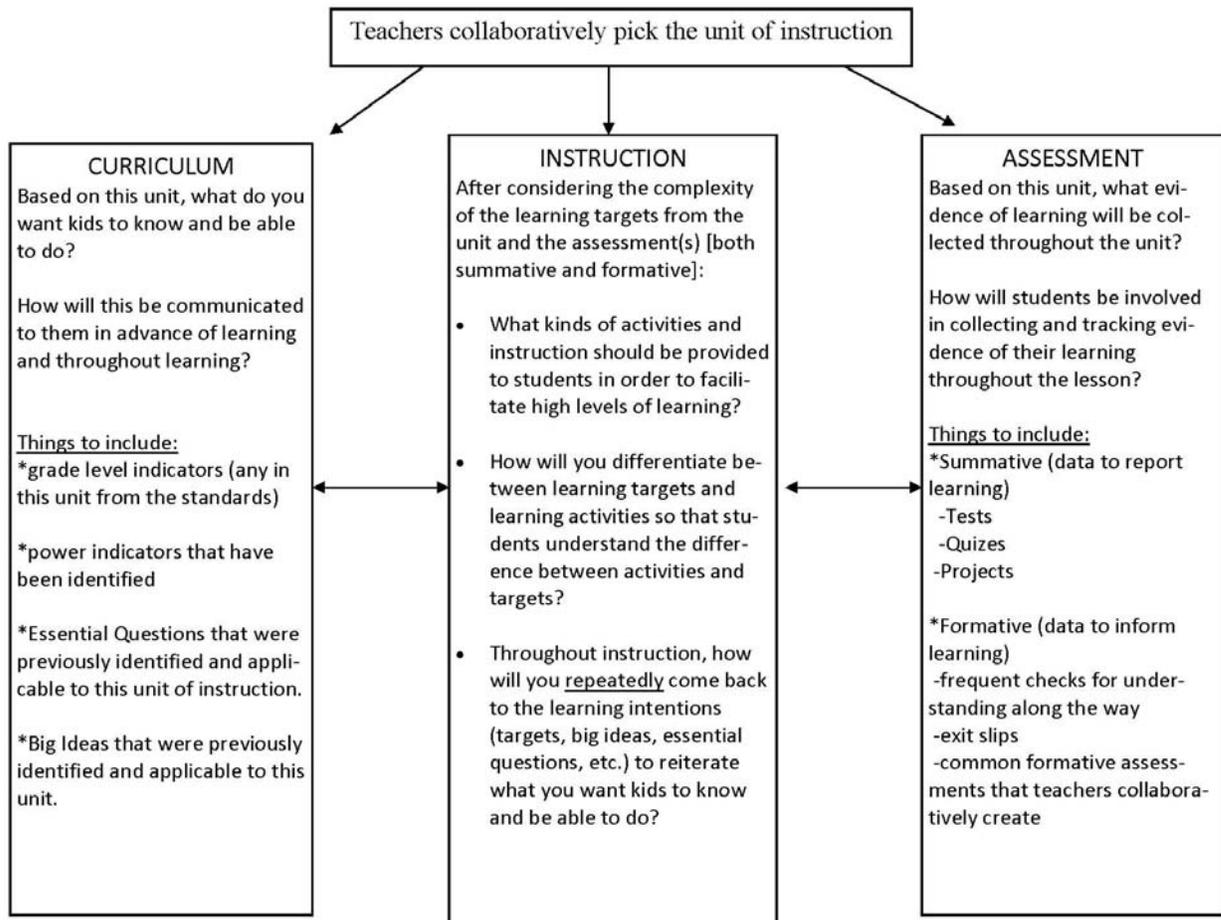# Olmsted Falls Schools: Unit Design Framework

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: English - 6   **Unit:** Narrative 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.

*Files are saved in 6th Grade English folder – Narrative writing 2010 folder

Writing Process
Pre-writing:
3. Establish a thesis statement for informational writing or a plan for narrative writing.
5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.
Student Friendly: I can develop a plan for my narrative (story) by using a graphic organizer. (Create)

4. Determine a purpose and audience.
Student Friendly: I can tell the reason I am writing and for whom I am writing. (Apply)

Rough Draft:
6. Organize writing, beginning with an introduction, body and a resolution of plot, followed by closing statement or a summary of important ideas and details.
Student Friendly: I can write a narrative (story) that includes and introduction, plot, and solution. (Create)

9. Vary language and style as appropriate to audience and purpose.
Student Friendly: I can use words that are appropriate for the purpose and people who read my narrative. (Apply)

Revise and Edit:
11. Reread and analyze clarity of writing.
Student Friendly: I can reread my narrative and make changes so that it makes sense. (Evaluate)

12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.
Student Friendly: I can revise my narrative and add/ take out extra details that are/aren't needed for the plot. (Evaluate)

13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.
Student Friendly: I can improve my writing by rearranging words, sentences, and paragraphs so that my narrative is in chronological order. (Evaluate)
I can add words and phrases (transitions) to make the order clearer. (Evaluate)

14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.
Student Friendly: I can use a dictionary or thesaurus to find more descriptive words to make my writing more interesting for the reader. (Apply)

15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.
Student Friendly: I can reread and improve my writing by looking at grammar, spelling, punctuation, and capitalization. (Evaluate)

16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
Student Friendly: I can use the rubric, checklist, and/or feedback to judge if my writing is my best work. (Evaluate)

Final Copy:
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.
Student Friendly: I can create a final copy of my narrative following a correct format. (Create)

Writing Applications
1. Write narratives that maintain a clear focus and point of view and use sensory details and dialogue to develop plot, characters, and a specific setting.
Student Friendly: I can use my knowledge of story elements (dialogue, setting, plot, and characters) to write a first-person story focused on a specific event. (Create)

Writing Conventions
2. Use commas, end marks, apostrophes and quotation marks correctly.
Student Friendly: I can use commas, end marks, apostrophes and quotation marks correctly. (Apply)

4. Use correct capitalization.
Student Friendly: I can use correct capitalization (writing dialogue). (Apply)

Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
Student Friendly: I can use common and proper nouns correctly. (Apply)
Student Friendly: I can use adjectives to show not tell. (Apply)

What are the Big Ideas that go with this unit?

Pre-Writing
The use of organizational strategies improves writing.
Organizing ideas in a logical, meaningful way makes writing clearer.

Editing/Revising
Good writers make changes to improve their writing.

Final Copy
Good writers prepare their writing to share with others.

Narrative
Good writers develop characters, plot, and setting when writing stories (narratives).

Mechanics
Good writers use correct spelling, capitalization, and punctuation.

What are the Essential Questions that go with this unit?

Pre-Writing
How do I prepare for writing?
How do I organize my ideas in a logical, meaningful way?

Editing/Revising
What changes will I make to improve my writing?

Final Copy
How can I prepare my writing to share with others?

Narrative
Why is it important to develop a story and make it interesting?

Mechanics
How do good writers communicate effectively?

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?

- Post the "I can" statements for the different parts of writing.
- Ask students the essential questions to activate prior knowledge about writing.
- Share the rubric with the students at the beginning of the unit.
- Use student models to show what the different levels look like – Scoring Camp for Kids.
- Use models from popular novels to show what high quality writing looks like.

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.

This pre-writing activity prepares the students for writing their rough draft:
- Use of graphic organizer

These formative assessments will facilitate the students making revisions to their narratives:
- The students will write 3 different leads – using three different techniques.
-"Scoring Camp for Kids" - The teacher will use student examples to model how to rate (using the rubric) the leads and will also model how to give effective peer feedback. The students will score (using the rubric) student examples as a class. See Smart Board Presentation
-The students will rate each other's leads and will provide feedback on the lead.
-The teacher will allow time in class for the students to revise their leads.
- Developing conflict formative assessments – Read a peer's narrative and answer the questions about conflict. The answer to the questions will provide the writer with feedback about his/her conflict.
- Dialogue formative assessment
- The students will write 3 different endings – using three different techniques.
-"Scoring Camp for Kids" - The teacher will use student examples to model how to rate (using the rubric) the endings and will also model how to give effective peer feedback. The students will score (using the rubric) student examples as a class.
-The students will rate each other's endings and will provide feedback on the ending.
-The teacher will allow time in class for the students to revise their endings.

Tips:
- Peer revise in manageable chunks. When the students peer revise, they should be focusing on one or two parts of the narrative (ex. The lead only). FOCUSED REVSISIONS SHOULD BE MADE.   Do not wait until the entire rough draft is written to have the students peer revise.
- Allow the students time IN CLASS to make revisions to their narratives.

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 checklist to self assess their strengths and weaknesses throughout the narrative.
- The students could also answer the following questions after they write a section of their narrative. The students should answer these questions themselves BEFORE having a peer read and provide feedback on their narrative.
    1. What was easy; what do I think I'm doing well so far?
    2. What's not so easy; what I think I need help with; what I'm not sure of

What summative assessments will we use? (Graded, evaluative assessments)
- Dialogue quiz
- Check points for completion
- Final copy of the narrative

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)?
- Heterogeneous grouping

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

- Individual writing conference
- Extended time
- Students will revise/re-write their rough drafts in class based on the feedback provided by their partner
- Students will revise their final copy if it doesn't meet the criteria
- Parent edit/revisions

What will we do for the students who are on track?

- At the end of the narrative, the students will share and celebrate their story.

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

- The students will work with a small group to evaluate the narratives, select the best one, and explain why. As a group, the students will re-write their personal narrative into a play.

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.

Pre-Writing:
1. Brainstorm topic ideas – What makes a narrative and why is it important to develop a story and make it interesting? (Discussion of essential question)
2. Read an example of a personal narrative – "Mud and Tomato Pie" break the story into the parts of the graphic organizer.
3. Use graphic organizer (find new one)
4. Interactive plot diagram – readwritethink.org

Mini-lessons – Rough Draft:
-Apply mini lesson to a model
-Apply mini lesson to your own writing
-Apply mini lesson to peer edit/revise

All of these are saved in the common folder:
1. Leads (lesson and formative) – Kate – See common folder for detailed lesson plan
2. Introducing/developing the conflict lesson (lesson and formative) – Michele
3. Dialogue (lesson, formative, and summative) – Kristen G.
4. Show doesn't tell lesson (lesson) – Kristen R.
5. Use a thesaurus to find vivid words (lesson) – Casey
6. Endings (lesson and formative) – Corrine – See common folder for detailed lesson plan
*Brainpops

Peer Feedback Mini-Lessons:
1. How to give effective peer feedback
2. Leads – Peer feedback and revise
3. Endings – Peer feedback and revise
4. Dialogue – Peer feedback and revise
5. Read a partner's narrative and complete the graphic organizer – This will help the writer to see: Did I include all of the story elements in my narrative?

Name_____

6th Grade Personal Narrative

Category	Excellent	Good	Fair	Poor
Lead (Beginning/ Exposition)	Beginning grabs the reader's attention; it is a clear beginning (makes sense) for the topic you have chosen.	Beginning somewhat grabs the reader's attention; it is a clear beginning (makes sense) for the topic you have chosen.	Beginning does not grab the reader's attention; it isn't clear for the topic you have chosen.	Beginning is missing or does not make sense.
Plot	Plot is very well organized; it consists of clear and descriptive events in the rising action that builds up to the climax. There are an appropriate amount of details.	Plot is organized; it consists of clear events in the rising actions that build up to the climax. There are too many or too few details.	Plot is somewhat organized; it has some events in the rising action; it has a climax. The details are not appropriate (too much/too little).	Plot is not developed; it has few details, and the climax is not clear.
Resolution (Ending)	Ending shows rather than tells what happens at the close of your story; it is a very appropriate ending for the topic you have chosen.	Ending somewhat shows rather than tells what happens at the close of your story.	Ending does not show rather than tell what happens at the close of your story.	Ending is incomplete or missing.

Personal Conflict	There is personal conflict in the story.			Personal conflict is missing.
Dialogue	There is an appropriate amount of dialogue to bring the characters to life and it is always clear which character is speaking.	There is too much dialogue. It is some what clear which character is speaking.	There is not enough dialogue in the story. It is some what clear which character is speaking.	There is no dialogue or it is unclear throughout which character is speaking.
Capitalization, Punctuation, and Dialogue Format)	Writer makes no errors in capitalization, punctuation, and dialogue format.	Writer makes 1 to 2 errors in errors in capitalization, punctuation, and dialogue format.	Writer makes 3 to 4 errors in capitalization, punctuation, and dialogue format.	Writer makes more than 4 errors in capitalization, punctuation, and dialogue format.
Audience and Purpose	Appropriate words are used so the paper is exceptionally easy to read.	Appropriate words are used. The paper is easy to read.	Some word choice is inappropriate and interrupts the flow of the narrative.	Word choice greatly distracts the reader from the narrative.

Lead One Type: _____

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Lead (Beginning/ Exposition) **Circle the box to the right that best describes the lead written above.**	Beginning grabs the reader's attention; it is a clear beginning (makes sense) for the topic you have chosen.	Beginning somewhat grabs the reader's attention; it is a clear beginning (makes sense) for the topic you have chosen.	Beginning does not grab the reader's attention; it isn't clear for the topic you have chosen.	Beginning is missing or does not make sense.

Below, give your partner effective feedback on the lead that they wrote above. Make sure to include **specific** things that they did well (stars) and **specific** things they should do to improve (steps).
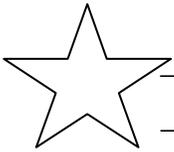
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Rewrite your lead below, using your classmate's suggestions on how to improve.

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Lead Two Type: _____

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Lead (Beginning/ Exposition) **Circle the box to the right that best describes the lead written above.**	Beginning grabs the reader's attention; it is a clear beginning (makes sense) for the topic you have chosen.	Beginning somewhat grabs the reader's attention; it is a clear beginning (makes sense) for the topic you have chosen.	Beginning does not grab the reader's attention; it isn't clear for the topic you have chosen.	Beginning is missing or does not make sense.

Below, give your partner effective feedback on the lead that they wrote above. Make sure to include **specific** things that they did well (stars) and **specific** things they should do to improve (steps).
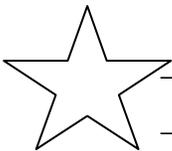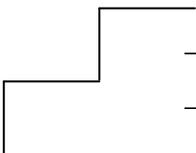
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Rewrite your lead below, using your classmate's suggestions on how to improve.

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Lead Three Type: _____

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Lead (Beginning/ Exposition) **Circle the box to the right that best describes the lead written above.**	Beginning grabs the reader's attention; it is a clear beginning (makes sense) for the topic you have chosen.	Beginning somewhat grabs the reader's attention; it is a clear beginning (makes sense) for the topic you have chosen.	Beginning does not grab the reader's attention; it isn't clear for the topic you have chosen.	Beginning is missing or does not make sense.

Below, give your partner effective feedback on the lead that they wrote above. Make sure to include **specific** things that they did well (stars) and **specific** things they should do to improve (steps).

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Rewrite your lead below, using your classmate's suggestions on how to improve.

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