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: Language Arts -   **Unit: Phonemes (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.

   Procedural Knowledge – Apply

   *Hear and say the separate phonemes in words, such as identifying the initial consonant sound in a word, <u>and</u> blend phonemes to say words.

What are the Big Ideas that go with this unit?

   Using what you know about letters and sounds can help you read words.

   I can use sounds in many ways to read new words

   I know the difference between letters and words

   I can read words together in a sentence with feeling

What are the Essential Questions that go with this unit?

   How do you use sounds to read words?

   How do you know the difference between letters and words and how many words are in the sentence?

   How do good readers sound?

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?

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.

Displaying thumbs up or down

Read segmented word to friend

Sorting nonsense/real words

Draw lines to segment and underline to slide –blend

Use beginning, middle, end work boxes and counters to see how many sounds

Use fingers/punches to show how many sounds

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

Report Card

Segmenting – hears and makes sounds in one syllable words
   *DIBELS – (PSF) for segmenting
      S = "Low Risk" is 18 or higher
      D =   8 – 17
      B =   High risk, 7 or less

Blending sounds to read words
   (see report card #2 checklist Lauri created)
      S =   Reads all 15 correctly
      D =   7 – 14 words accurately
      B =   6 or less read correctly

How Can I Close the Gap?

What will we do AFTER the students have completed the formative assessment to differentiate instruction?

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

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

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

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.

    <u>**Segmenting**</u>

Phoneme boxes

Clap out the syllables

Tapping – using fingers

Stretching the sounds with a rubber band

Auditory segmenting

Using lines to represent sounds

Phoneme substitution

    <u>**Orally Blending**</u>

Vizzle Website

Buggles, Starfall

Bring the band back – retract

Punching the sounds and sliding to blend

Underline the word as your blending