

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: 4th Grade Language Arts

Novel: Charlotte’s Web (Mid-Feb.)

Unit: Dictionary Skills, Conflict/Resolution, Types of Questions, and Writing Applications

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:

9. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars. (Procedural, Apply)

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

Reading Process:

7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade appropriate print texts and electronic and visual media. (Metacognitive, 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 what I’ve read and my own knowledge to answer questions.

Reading Applications: Literary Text

3. Identify the main incidents of plot sequence, identifying the major conflict and its resolution. (Conceptual, Understand)

Student Friendly: I can identify the major problems (conflict) in the story and how those conflicts are solved (resolution).

Writing Applications:

3. Write formal and informal letters (e.g. thank you notes, letters of request) that follow the letter format (e.g., date, proper salutation, body, closing, and signature), include important information and demonstrate a sense of closure. (Metacognitive, Create)

Student Friendly:

What are the Big Ideas that go with this unit?

Vocabulary:

Good readers can use context clues and dictionaries to determine meanings of unknown words.

Reading Process:

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

Literary Text:

Good readers can identify the elements of plot in the story (conflict/resolution) to better understand the events and characters.

Writing:

Good writers

What are the Essential Questions that go with this unit?

Vocabulary:

How do you figure out the meaning of an unknown word?

Reading Process:

What are different strategies good readers use to understand what they read?

Literary Text:

How does identifying the conflict and resolution help you better understand the story?

Writing Applications:

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 learning targets to the students
- Class discussion of the essential questions
- Learning targets on student handouts
- Use of strong and weak work
- 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.

Charlotte's Web

Section 1: Ch. 1-6

Section 2: Ch. 7-15

Section 3: Ch. 16-22

- Dictionary Skills – Section 2 – The students will be given a dictionary and will practice choosing the correct meaning. For the second part of the activity, the students will be given several definitions and will select the correct definition. The teacher will check the handout for student understanding and review/re-teach if necessary.
- Types of Questions – Section 1 – The teacher will provide literal, inferential, and evaluative questions. The teacher will check the students' answers and circle the answers that need revised. The teachers will conference with students who missed questions to provide feedback and give the students an opportunity to revise their answers (1st try, 2nd try). Advanced students will be given higher level questions.
- Conflict/Resolution – Section 2 – First time: The teacher will give the students the conflict, and they must identify the resolution. Second time: The students will identify both the conflict and resolution. The students will use the story and a graphic organizer to complete the activity.
- Writing – The teacher will provide the students with criteria for success for writing an invitation. The students will look at strong and weak examples and will provide stars and wishes on the examples. The students will self-assess their invitation using the criteria for success.

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 keep track of their learning progress by completing a self assessment chart. The chart will list the learning targets for the unit (dictionary skills and conflict/resolution). The students will color the blue ribbons to indicate their level of understanding for the learning targets. The students rate themselves three times throughout the unit: after the practice, after the formative, and after the summative assessment.

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

Charlotte's Web

Section 1: Ch. 1-6

Section 2: Ch. 7-15

Section 3: Ch. 16-22

- Dictionary Skills – Section 3 – The students will be given several definitions and will select the correct definition. The quiz will be a 10-point multiple choice quiz. (Items will be written according to the OAA test items)
- Types of Questions – Sections 2 and 3 – The teacher will provide literal, inferential, and evaluative questions. The students will use their books to answer the questions. Advanced students will be given higher level questions.
- Conflict/Resolution – Section 3 – The students will identify two conflicts and resolutions from the story. The teacher will provide corresponding chapters for the students to use as a reference.
- Writing – The students will write an invitation using the criteria for success checklist provided. The teachers will use a rubric to grade the invitation.

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?

The students will receive small group instruction on the skill that they are struggling with. The teacher will provide additional practice and feedback for those students. The students may be given an opportunity to revise their answers.

Resources:

- Study Island
- Coach Book
- Mini-lesson

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

The students will be given five extension activities related to Charlotte's Web to choose from. The extension activities will come from the Charlotte's Web teacher guide. The students who "excel" will work on the extension activities. The students will rate themselves on each activity upon completion.

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 and Student Activities:

- Dictionary Skills – Section 1 – The class will look at several dictionary entries and will practice choosing the correct meaning of the words. The students will be given a dictionary and will practice choosing the correct meaning. For the second part of the activity, the students will be given several definitions and will select the correct definition.
- Types of Questions – Section 1 – Types of questions has been taught in the past, so there will not be a formal lesson. The teacher will provide literal, inferential, and evaluative questions. The teacher will provide more evaluative questions for the higher level students.
- Conflict/Resolution – Section 1 – The teachers will provide the students with several common fourth grade problems. The students will brainstorm a list of possible solutions to this problem. The class will discuss the solutions and will vote on the best solution. The students will explain why that solution is the best for the problem. The students will then identify a problem, solution, and alternative solution from Charlotte’s Web.
- Writing – The teacher will review how to write an invitation. The teacher will provide several examples of strong and weak invitations. The class will discuss the strengths and weaknesses of the invitations. The students will then write an invitation (acting as Fern) inviting a friend to the fair.

Charlotte’s Web

Section 1: Ch. 1-6

Section 2: Ch. 7-15

Section 3: Ch. 16-22

Supplemental Documents for the Unit

Invitation Letter



Date	2	Date is included and contains no errors.
	1	Date is included, but contains 1 or more errors.
	0	Date is not included in the letter.
Opening	2	Opening is included and contains no errors.
	1	Opening is included, but contains 1 or more errors.
	0	Opening is not included in the letter.
Indent	1	Paragraph is indented.
	0	Paragraph is not indented.
Informational Details (place, day, time, items)	4	Includes all four informational details.
	3	Includes three informational details.
	2	Includes two informational details.
	1	Includes one informational detail.
	0	Does not include any informational details.
Activities	3	Includes three activities.
	2	Includes two activities.
	1	Includes one activity.
	0	Does not include any activities.
Closing	2	Closing is included and contains no errors.
	1	Closing is included, but contains 1 or more errors.
	0	Closing is not included in the letter.
Signature	1	Signature is included in the letter.
	0	Signature is not included in the letter.
Spelling	2	There are no spelling errors.
	1	There are few spelling errors.
	0	There are many spelling errors.
Capitalization and Punctuation	2	There are no capitalization or punctuation errors.
	1	There are few capitalization and punctuation errors.
	0	There are many capitalization and punctuation errors.
Neatness	1	The letter is neat.
	0	The letter is not neat.

Total Points: _____

Student: _____

Name _____

Invitation Letter Checklist



- _____ Date
- _____ Opening
- _____ Body
- _____ Closing
- _____ Signature
- _____ Indent
- _____ Information from Invitation Prewrite
- _____ Correct Spelling
- _____ Correct Capitalization & Punctuation
- _____ Commas (In Date, After Opening, After Closing)
- _____ Appropriate Beginning and Closing Sentences



Name _____

Invitation Prewrite

Pretend that you are Fern. Write a letter inviting a friend to go to the County Fair with you. Fill in the following blanks before you write your invitation.

Where are you going (place)?

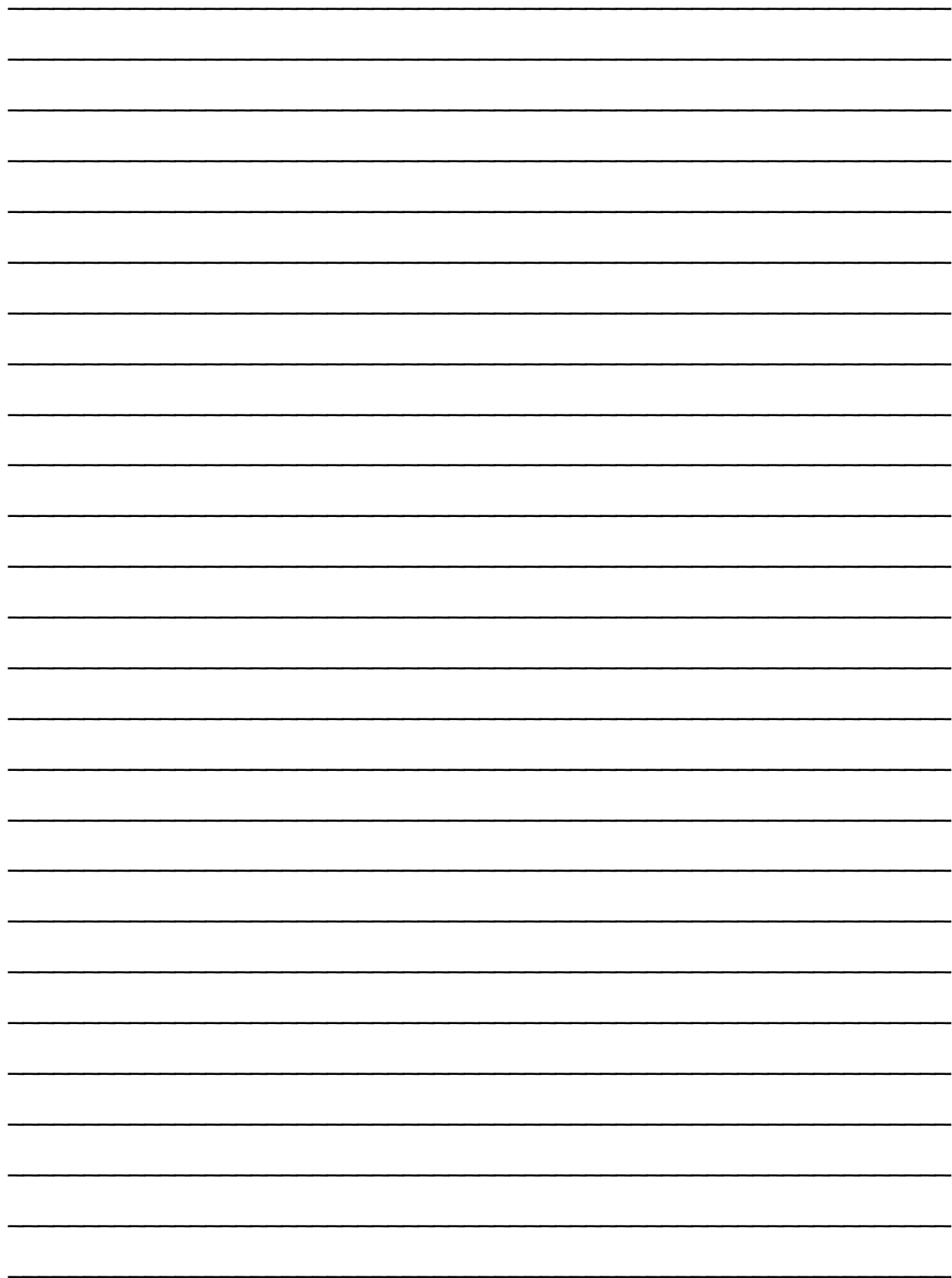
What day are you going (day)?

What time are you going (time)?

What do you need to bring (items)?

What will you do when you're there?

- _____
- _____
- _____





Name _____

Conflict and Resolution Practice #1

Conflict (Problem): Chapter 4

Wilbur has no friends.

Resolution (Solution):

Was this a good solution? Why or why not?

Conflict and Resolution Practice #2

Conflict (Problem): Chapter 7

Resolution (Solution):

Was this a good solution? Why or why not?

Conflict and Resolution Graded #1

Conflict (Problem): Chapter 14

Resolution (Solution):

Was this a good solution? Why or why not?

Conflict and Resolution Graded #2

Conflict (Problem): Chapter 21

Resolution (Solution):

Was this a good solution? Why or why not?

Name _____

Charlotte's Web - Practice Questions

1. What are two things Fern does to show she loves and cares for Wilbur?
(Chapter 2: Literal)

2nd Try

2. Why was Wilbur not happy with his freedom after he escaped?
(Chapter 3: Inferential)

2nd Try

3. Would you trust Templeton? Why or why not?
(Chapter 6: Evaluative)

2nd Try

Charlotte's Web - Graded Questions

1. What are two things Wilbur does when the sheep told him he was being fattened up to be butchered?
(Chapter 7: Literal)

2. Why does Wilbur brag that he could spin a web if he tried?
(Chapter 9: Inferential)

3. How did the rotten egg save Charlotte's life?
(Chapter 10: Inferential)

4. What is the first phrase Charlotte writes in her web?
(Chapter 11: Literal)

5. Why does Templeton agree to save Wilbur's life?
(Chapter 12: Inferential)

6. What did Mr. Zuckerman tell Lurvy to do to change Wilbur's pigpen?
(Chapter 13: Literal)

7. Why did Charlotte need Templeton to come to the fair?
(Chapter 16: Literal)

8. Why do you think Fern had the best time of her life at the fair?
(Chapter 18: Evaluative)

9. How did you feel when Charlotte died?
(Chapter 21: Evaluative)

10. After the fair, why did Wilbur no longer worry that he would be killed?
(Chapter 22: Inferential)
