

Subject: Language Arts

Unit: "Up" Journal

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.

Writing Applications: Produce informal writings (e.g. journals, notes and poems) for various purposes. **Creating, Evaluating**

***Writing Process:** Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and runons.

I can improve my writing by checking it and making corrections. Analyzing

What are the Big Ideas that go with this unit?

This unit is an end of year self assessment of 5th grade. Student will use the writing process to create a journal featuring the evidence of their learning in math, language arts, science, social studies and their specials classes.

What are the Essential Questions that go with this unit?

What did I learn throughout 5th grade?

What can I use as evidence to show what I have learned?

What is a quality self-reflection/journal?

How can I use the writing process to proofread and edit my journal?

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?

In order to make the learning targets for writing clear and manageable, students need to see examples of both quality and poor journal entries/self reflections.

Learning targets will be posted and reviewed everyday before, during, and after instruction.

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.

Teachers will conference with students throughout the unit and use a rubric to assess journal entries. The rubric will show students what they did well and what they still need to improve on. (Example: Stars and Steps)

How will students be involved with keeping track of their own learning progress (note—this is different than tracking points for a grade)?

Students will peer revise and edit to assess where they are in the process and give compliments and suggestions to one another.

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

Teachers will use a rubric to grade the journals.

Olmsted Falls Schools: Unit Design Framework
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. Introduction: We are connecting this unit to the movie, Up. In this movie, the characters create a journal of their adventures. Our students will be creating a journal of their “Adventure Through 5th Grade.” They will be looking at “I Can” statements for all subjects and creating journal entries showing evidence of their learning. In order to start this they need to meet with a small group of other students in order to brainstorm what they remember from the year. The teachers will provide the students with a list of “I Can” statements for the year so the students can narrow down and choose two from each subject and one from specials classes.
2. Once they have chosen their learning targets, they need to really reflect on their own learning. They have to write 2-6 sentences showing evidence. This is the journal/self reflection portion of the journal.
3. During the process of writing these journals, teachers will meet with students to conference on their progress thus far. During this time teachers will address the grading rubric and writing conventions.
4. The end product will have at least 9 identified learning targets with evidence of their learning expressed as a journal.