

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: English-6 - May 20, 2010

Unit: Persuasion

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 – persuasive writing 2010 folder*

Writing Process

1. Conduct background reading, interviews or surveys when appropriate.
2. Establish a thesis statement for informational writing or a plan for narrative writing.
3. (Power) Determine a purpose and audience.
4. (Power) Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.
5. (Power) Organize writing, beginning with an introduction, body and a resolution of plot, followed by closing statement or a summary of important ideas and details.
6. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs.
7. Vary language and style as appropriate to audience and purpose.
8. Use available technology to compose text.
9. Reread and analyze clarity of writing.
10. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.
11. (Power) Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.
12. (Power) Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.
13. (Power) Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
14. 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.,
15. margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.

Writing Applications

Write persuasive essays that establish a clear position and include organized and relevant information to support ideas.

Writing Conventions

Use nominative, objective, possessive, indefinite and relative pronouns.

Research

Identify important information found in sources and paraphrase the findings in a systematic way (e.g., notes, outlines, charts, tables, graphic organizers).

What are the Big Ideas that go with this unit?

Writing Process:

- The use of organizational strategies improves writing. Organizing ideas in a logical meaningful way makes writing clear.
- Good writers read over their own papers and share their writing with others in order to get feedback.

Research:

- Good researchers choose a topic and develop a plan.
- Good researchers locate information from many sources.
- Good researchers identify important information and put it in their own words.
- Good researchers present their information in different ways.

Writing Applications:

- Good writers produce informational and persuasive essays with clear main ideas and supportive details.

What are the Essential Questions that go with this unit?

Writing Process:

- How do I prepare for writing, and how do I organize my ideas in a logical, meaningful way?
- How can I make changes to improve my writing?

Research:

- How do researchers develop a plan?
- Why is it important to use many sources when researching?
- What are the steps that good researchers use?
- How do we know what relevant information should be included?

Writing Applications:

- When writing as essay, why is it important to have a clear main idea and support it with details?

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?

- Share the rubric with the students at the beginning of the unit
- Use models to show what the different levels on the rubric look like
- Learning targets on handouts

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.

- Use of models to show the difference between excellent, good, satisfactory, and needs improvement quality
- Use of student examples to model how to peer edit – students need practice evaluating student work; students also need practice evaluating student work in comparison to the rubric in order to familiarize themselves with the rubric. Begin with strong student models when practicing this.
- Student self assessment – Students read their own paragraph, identify strengths and weaknesses
- Use of peer feedback (stars, stairs and feedback if necessary) checklist – The students can use the pre-made checklist, or the students can create the checklist for each paragraph. The students will work with a partner to revise the paragraph and provide feedback. The students make revisions to their essays based on the peer feedback.
- Peer revise in chunks - Introduction, 3 body paragraphs, conclusion

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

- Student self assessment – Students read their own paragraph, identify strengths and weaknesses and keep track of improvements they have made throughout the writing process.

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

- Persuasive essay

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.

Pass out the final copy guidelines at the beginning of the year

Pre-writing

- Take a stand activity – divide the room in half (yes/no), students can stand in the middle if they are undecided. Teacher poses a question about an issue and the students go to that side of the room. Class discussion on the topic and different sides – students can change sides at the very end
- Persuasive paragraph assignment – at the beginning of the unit, the students practice writing a persuasive paragraph on several different topics
- Fact and opinion lesson
- Read write think lesson – Grade 5-8 persuasive writing (includes power point that gives persuasive strategies)
- Cookie activity – A small group persuades the class that they deserve the cookie

Graphic organizer:

- Read “Marine Mammals” and complete the graphic organizer using this example essay
- Use of graphic organizer – Jigsaw activity – all students read a cell phone article and practice taking notes/facts on the graphic organizer for one of the body paragraphs
- Use of graphic organizer to set up the essay

Rough draft:

- Rough draft
- Use of models, self assessment, and feedback
- Conclusion mini-lesson
- Audience mini-lesson

Possible Persuasive Topics:

- School uniforms
- Driving age
- Cell phone will driving
- Year round school
- Video games
- Pets reducing stress
- Vegetarianism
- Health benefits of water
- Homework

- Recycling
- Seat belts
- Cell phones for kids

Possible Websites:

www.time4kids.com

www.cnn.com

Persuasive Essay Rubric

Name _____

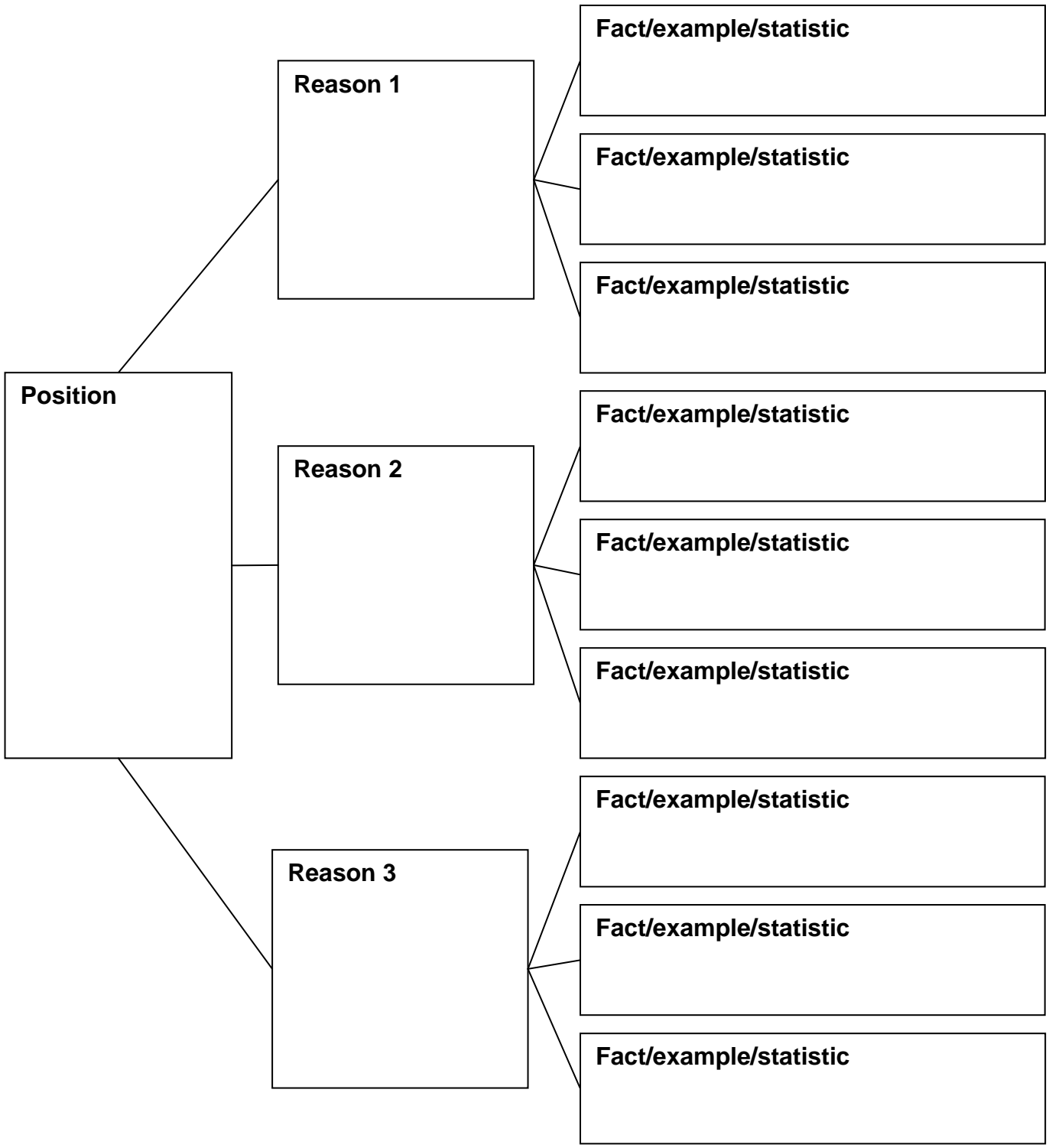
Category	Excellent	Good	Satisfactory	Needs Improvement
Introduction Paragraph	The introduction has an interest grabber, states the position (argument), and gives 3 reasons for the position.	The introduction may or may not have an interest grabber, states the position (argument), and gives 3 reasons for the position.	The introduction may or may not have an interest grabber, states the position (argument), and only gives 1-2 reasons for the position.	The introduction does not have an interest grabber, does not clearly state the position (argument), and/or gives 0-1 reasons for the position.
Body Paragraph #1	Clearly states a reason in support of the position and gives 3 elaborate details supporting the position. Three details show evidence of research.	States a reason in support of the position and gives 3 details supporting the position.	States a reason in support of the position and gives some details supporting the position.	States a reason in support of the position without enough details supporting the position.
Body Paragraph #2	Clearly states a reason in support of the position and gives 3 elaborate details supporting the position. Three details show evidence of research.	States a reason in support of the position and gives 3 details supporting the position.	States a reason in support of the position and gives some details supporting the position.	States a reason in support of the position without enough details supporting the position.
Body Paragraph #3	Clearly states a reason in support of the position and gives 3 elaborate details supporting the position. Three details show evidence of research.	States a reason in support of the position and gives 3 details supporting the position.	States a reason in support of the position and gives some details supporting the position.	States a reason in support of the position without enough details supporting the position.

Conclusion	Clearly restates the position and 3 reasons, and leaves the reader convinced.	Restates the position and 3 reasons.	Restates the position, but doesn't have all 3 reasons.	Restates the position, but does not include any reasons.
Word Usage	Includes appropriate transitions, well constructed sentences, and does not use first-person point of view.	Includes some appropriate transitions, most sentences are well constructed, and does not use first-person point of view.	Is lacking either appropriate transitions, well constructed sentences, or uses first-person point of view.	Is lacking appropriate transitions, well constructed sentences, or uses first-person point of view.
Mechanics	Essay reflects excellent spelling, punctuation, and grammar.	Essay reflects good spelling, punctuation, and grammar.	Essay reflects satisfactory spelling, punctuation, and grammar.	Spelling, punctuation, and grammar needs improvement.
Final Copy	Essay is written in ink or typed, and follows the correct format for a final copy.			Essay is written in ink or typed, and does not follow the format for a final copy.

Persuasion Map

Learning Target: I can write a persuasive essay that establishes a clear position and includes organized and important information to support reasons.

Write your position in the first box. Write three reasons in the next boxes. List facts, examples, and statistics in the branching boxes.



Name _____ Date _____

Learning Target: I can use a rubric, checklist, and/or feedback to judge the quality of writing.

Persuasive Checklist

EXAMPLE

Introduction Paragraph	STAR or STAIRS	FEEDBACK ABOUT STAIRS
1. Hook/Interest Grabber	_____	_____
2. A clear position statement (argument).	_____	_____
3. First body paragraph introduced	_____	_____
4. Second body paragraph introduced	_____	_____
5. Third body paragraph introduced	_____	_____
6. First person is not used.	_____	_____
Body Paragraph One	STAR or STAIRS	FEEDBACK ABOUT STAIRS
1. Clearly states reason one about position	_____	_____
2. Detail one supports the reason	_____	_____
3. Detail two supports the reason	_____	_____
4. Detail three supports the reason	_____	_____
5. Fact(s) in own words	_____	_____
6. Transition words used	_____	_____

Conclusion Paragraph

STAR or STAIRS

FEEDBACK ABOUT STAIRS

1. Position (argument)
clearly **restated**

2. **Restate** reason one

3. **Restate** reason two

4. **Restate** reason three

5. Interesting, convincing,
and suggests actions

6. First person is not used

Name _____ Date _____

Partner's Name _____

Learning Target: I can use a rubric, checklist, and/or feedback to judge the quality of writing.

Directions: Read your partner's paper to yourself. Label each part of the checklist with a STAR or STAIRS. If STAIRS, give feedback to improve writing.

Persuasive Checklist - PEER

Introduction Paragraph	STAR or STAIRS	FEEDBACK ABOUT STAIRS
1. Hook/Interest Grabber	_____	_____
2. A clear position statement (argument).	_____	_____
3. First body paragraph introduced	_____	_____
4. Second body paragraph introduced	_____	_____
5. Third body paragraph introduced	_____	_____
6. First person is not used	_____	_____

Body Paragraph One	STAR or STAIRS	FEEDBACK ABOUT STAIRS
1. Clearly states reason one about position	_____	_____
2. Detail one supports the reason	_____	_____
3. Detail two supports the reason	_____	_____
4. Detail three supports the reason	_____	_____
5. Fact(s) in own words	_____	_____
6. Transition words used	_____	_____

Name _____ Date _____

Body Paragraph Two

STAR or STAIRS

FEEDBACK ABOUT STAIRS

1. Clearly states reason
two about position

2. Detail one supports the
reason

3. Detail two supports the
reason

4. Detail three supports the
reason

5. Fact(s) in own words

6. Transition words used

Body Paragraph Three

STAR or STAIRS

FEEDBACK ABOUT STAIRS

1. Clearly states reason
three about position

2. Detail one supports the
reason

3. Detail two supports the
reason

4. Detail three supports the
reason

5. Fact(s) in own words

6. Transition words used

Name _____ Date _____

Conclusion Paragraph

STAR or STAIRS

FEEDBACK ABOUT STAIRS

1. Position (argument)
clearly **restated**

2. **Restate** reason one

3. **Restate** reason two

4. **Restate** reason three

5. Interesting, convincing,
and suggests action

6. First person is not used

Name _____ Date _____

Learning Target: I can use a rubric, checklist, and/or feedback to judge if my writing is my best work.

Persuasive Checklist
SELF

Introduction Paragraph	STAR or STAIRS	FEEDBACK ABOUT STAIRS
1. Hook/Interest Grabber	_____	_____
2. A clear position statement (argument).	_____	_____
3. First body paragraph introduced	_____	_____
4. Second body paragraph introduced	_____	_____
5. Third body paragraph introduced	_____	_____
6. First person is not used.	_____	_____

Body Paragraph One	STAR or STAIRS	FEEDBACK ABOUT STAIRS
1. Clearly states reason one about position	_____	_____
2. Detail one supports the reason	_____	_____
3. Detail two supports the reason	_____	_____
4. Detail three supports the reason	_____	_____
5. Fact(s) in own words	_____	_____
6. Transition words used	_____	_____

Body Paragraph Two

STAR or STAIRS

FEEDBACK ABOUT STAIRS

1. Clearly states reason two about position

2. Detail one supports the reason

3. Detail two supports the reason

4. Detail three supports the reason

5. Fact(s) in own words

6. Transition words used

Body Paragraph Three

STAR or STAIRS

FEEDBACK ABOUT STAIRS

1. Clearly states reason three about position

2. Detail one supports the reason

3. Detail two supports the reason

4. Detail three supports the reason

5. Fact(s) in own words

6. Transition words used

Conclusion Paragraph

STAR or STAIRS

FEEDBACK ABOUT STAIRS

1. Position (argument)
clearly **restated**

2. **Restate** reason one

3. **Restate** reason two

4. **Restate** reason three

5. Interesting, convincing,
and suggests action

6. First person is not used
