

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: Language Arts - Phonemic Awareness, Word Recognition, & Fluency Unit: 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.

Read one syllable and often heard works by sight (sight words)

What are the Big Ideas that go with this unit?

Reading with fluency and expression can help you understand what your read.

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 that are in the sentences?

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.

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

Dot the Cards you know

On-going assessment (send home a checklist to let parents know how they are doing)

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

Report Card

Sight 1 -4 (upper-case and lowercase – 31 total)

S – Reads all 31 words

D – Reads 21 – 30 words

B – Reads 20 or less

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.

The switching game (Four Corners) [KW]

The second chance game [KW]

Flash a card and the student has 2 chances to read a word correctly – if they read a word Correctly, they keep the card

Looney Stick

(sight words or letters)

Sigh Word Memory

Sight Word Go Fish

Read It, Write It, Say It (white boards)

***race car driver**

***write it big/write it small**

Send home Popcorn Words

Keep Popcorn Words for in school use

Rainbow Writing (use different colors when building sight words)

Word Wall

Word Wall I Spy Games

Word Swatter (swat sight words in Big Books)

Play Dough

Shaving Cream

Sentence writing using Popcorn Words

Post words outside door – read when entering

***Daily practice for intensive help**