Olmsted Falls Schools: Unit Design Framework

Subject: Language Arts-Reading   **Unit: Chocolate Reading Unit**

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.

*Draw conclusions from information in maps, charts, graphs and diagrams. Evaluating

Identify the speaker and recognize the difference between first-and third-person narration. Understanding

*Identify the main incidents of a plot sequence, identifying the major conflict and its resolution. Understanding

Determine the theme and whether it is implied or stated directly. Understanding and Evaluating

Describe the thoughts, words and interactions of characters. Analyzing

Make inferences or draw conclusions about what has been read and support those conclusions with textual evidence. Creating (hypothesizing)

*Summarize important information in texts to demonstrate comprehension. Analyzing

*Identify the influence of setting on the selection. Evaluating

Predict and support predictions using an awareness of new vocabulary, text structures and familiar plot patterns. Creating

*Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning reading or looking back. Evaluating

*List questions and search for answers within the text to construct meaning. Applying

What are the Big Ideas that go with this unit?

I can draw conclusions.
I can identify who is telling the story and state if it's first or third person narration.
I can describe the main events in the story I'm reading and state the major problem (conflict) and how it's solved.
I can identify the theme of the book I'm reading by finding it stated in the book or figuring it out from everything I've read.
I can describe the thoughts, words and interactions of characters.
I can make inferences and draw conclusions about what I've read and support them with details from the story.
I can summarize by stating the main points of the book I'm reading.
I can identify the influence of the setting on a selection.

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I can make and support predictions.
I can identify the problem in the book I'm reading.
I can describe the main character in the book I'm reading.

What are the Essential Questions that go with this unit?

The essential questions used will be attached using the exit slips currently created for this unit.

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?

The strategies we'll use to make learning targets clearer for all students are as follows:
-discuss learning target before lesson
-provide strong and weak work samples
-model for the students what it looks like to be effectively mastering the learning target
-discuss learning target during and after lesson
-provide opportunities for students to obtain extra help in a small group situation, when necessary

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.
We'll use "exit slips" with the learning target directly on the exit slip. After we complete a mini-lesson, we'll allow the students time to complete their work and show us they can master the learning target. They'll do this by completing an exit slip about what they read. We'll use these as a formative assessment tool and provide feedback to the students on the slip.

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 save their exit slips, and this will allow them to see their progress. They'll be able to look back at past feedback to help them improve on the next assignment.

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

We will give a test at the end of the unit encompassing the learning targets.

What instructional and student activities will we use for this unit? These activities should directly align with the indicators and assessments.

Reading: Chocolate Unit –

     Mini Lessons:
          Setting
          Character
          Predictions
          Problem
          Point of View
          Main Events
          Main Events
          Summarizing

     Reading of Novels:
          Chocolate Fever
          Chocolate Touch

     Exit Slips:
          Setting
          Character
          Predictions
          Problem
          Point of View
          Main Events
          Main Events
          Summarizing

     Poetry

     Ohio Achievement Test Coach

     Video: "Hershey-The Making of Chocolate"

     Practice Sheets:
          "Character Profile"
          "Story Elements"

Setting and Character Pkt. pp. 51-59 (setting, character)
Reteach p. 133
Summarizing Passages Pkt.
"Author's Purpose"
"Author's Purpose and Point of View"

Activities:
 Cartoon Strip Activity
 Exit slips:
         Strong, medium, weak responses.
         Students rate 1-4 and explain reasoning.
         Students rewrite their own setting exit slip.
     Life-size Character Drawing showing physical and personality traits

Name_____#____

Exit Slip

Learning Target: I can use details to describe the main character in a book.

Describe the main character in the book using vivid details.

_____
_____
_____
_____
_____

Name_____#____

Exit Slip

Learning Target: I can use details to describe the main character in a book.

Describe the main character in the book using vivid details.

_____
_____
_____
_____
_____

Name_____#____

Exit Slip

Learning Target: I can describe the main events of my book.
What are the three most important events in your book so far?

_____

_____

_____

_____

_____

Name_____#____

Exit Slip

Learning Target: I can describe the main events of my book.
What are the three most important events in your book so far?

_____

_____

_____

_____

_____

Name_____#____

Exit Slip

Learning Target: I can recognize the point of view in which a story is told.
Is your story being told in first or third person point of view? How do you know?

_____
_____
_____
_____
_____

Name_____#____

Exit Slip

Learning Target: I can recognize the point of view in which a story is told.
Is your story being told in first or third person point of view? How do you know?

_____
_____
_____
_____
_____

Name_____#____

Exit Slip

Learning Target: I can make predictions.
Explain what you believe the main character will do to solve his or her problem.

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Name_____#____

Exit Slip

Learning Target: I can make predictions.
Explain what you believe the main character will do to solve his or her problem.

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Name_____#____

Exit Slip

Learning Target: I can identify the problem in a reading selection.

How would the main character in your book describe the problem he or she is facing?

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Name_____#____

Exit Slip

Learning Target: I can describe the setting of a story.
Directions: Use vivid details to describe the setting so far in your book.

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Name_____#____

Exit Slip

Learning Target: I can describe the setting of a story.
Directions: Use vivid details to describe the setting so far in your book.

_____
_____
_____
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