INSTRUCTIONAL DESIGN FRAMEWORK

R1C

**Standard**
Apply decoding strategies to “problem-solve” unknown words when reading when needed.

**The What**
Problem solve

**The How (DOK)**
Decoding

**Academic Vocabulary**
Decoding
Problem solve
Apply

**Kid Friendly Objective**
I will problem-solve to understand unknown words when reading.

**Assessment of Kid Friendly Objectives**
Read an unfamiliar passage with five unknown words and identify those words based on context clues.

**Activity**
ACT Reading Test
Practice passage
- decode unknown words
- use dictionary/Google to confirm meaning

**Activity**
Wit a partner, read a “twitter” posting related to a current event and decode unknown words.

**Activity**
Students (in pairs or group) create an example (vocabulary in context) for other students to decode.
INSTRUCTIONAL DESIGN FRAMEWORK

R1D

Standard
Read grade-level instructional text
a. with fluency, accuracy, comprehension and appropriate expression
b. adjusting reading rate to difficulty and type of text

The What
Reading for comprehension

The How (DOK)
• Adjusting reading rate
• Read with fluency
• Read accurately
• Read with expression

Academic Vocabulary
Fluency
Expression
Accuracy

Kid Friendly Objective
• I will adjust my reading rate when necessary.
• I will use expression to read aloud.
• I will read fluently.
• I will read accurately.

Assessment of Kid Friendly Objectives
Students will complete oral reading selections with the teacher

Activity
Choral reading of poetry

Activity
Partner reading of dramatic dialogue

Activity
Write an Analysis of famous speeches focusing on fluency and expression

06/17/2009
INSTRUCTIONAL DESIGN FRAMEWORK

R1E

Standard
Develop vocabulary through text, using
a. roots and affixes
b. context clues
c. glossary, dictionary and thesaurus

The What
• Develop vocabulary

The How (DOK)
• Use affixes
• Use roots
• Use context clues
• Use glossary, dictionary, thesaurus

Academic Vocabulary
Roots
Affixes
Dictionary
Context clues
Glossary
Thesaurus

Kid Friendly Objective
• I will use roots and affixes to help me understand words I don’t know.
• I will use context clues to help me understand text.
• I will use the glossary, dictionary, or the thesaurus to help me understand words I don’t know.

Assessment of Kid Friendly Objectives
Provide students with vocabulary in context and several dictionary passages. Students must identify correct definition of word based on context clues.

Activity
Using a list of scientific prefixes and suffixes, students will find non science words in which prefixes and suffixes are used.

Activity
ACT sentences as bellringers (Daily Oral Language)

Activity
Give sentence with unknown word, use dictionary to locate correct definition, not just first definition.
INSTRUCTIONAL DESIGN FRAMEWORK

R1F

Standard
Apply pre-reading strategies to aid comprehension:
  a. access prior knowledge
  b. preview
  c. predict with support or rationale
  d. set a purpose and rate for reading

The What
Comprehension by using pre-reading strategies

The How (DOK)
• Access prior knowledge
• Preview
• Predict with evidence
• Set a purpose
• Set a rate

Academic Vocabulary
Strategies  Predict
Prior      Evidence
Preview    Access

Kid Friendly Objective
• I will comprehend what I read by accessing prior knowledge.
• I will comprehend what I read by previewing the text.
• I will comprehend what I read by making predictions based on what I read.
• I will comprehend what I read by setting a purpose for what I read.
• I will comprehend what I read by setting a rate for my reading.

Assessment of Kid Friendly Objectives
Read a short passage aloud to students. Stop passage and have student write a prediction based on what they have heard.

Activity
Political cartoon analysis using background knowledge to understand author’s intent.

Activity
Inner voice sheets (Chris Tovani)

Activity
Use a “doctored” photo to have kids make predictions.
INSTRUCTIONAL DESIGN FRAMEWORK

R1G

During reading, utilize strategies to
a. determine meaning of unknown words
b. self-monitor comprehension
c. question the text
d. infer
e. visualize
f. paraphrase
g. summarize

The What
Comprehend while reading

The How (DOK)
• Determine meaning
• Self-monitor
• Question text
• Infer
• Visualize
• Paraphrase
• Summarize

Academic Vocabulary
Self-monitor Paraphrase
Infer Strategies
Visualize Summarize

Kid Friendly Objective
I will comprehend what I read by
• determining meaning of unknown words
• self-monitoring my comprehension
• questioning text
• making inferences
• visualizing
• paraphrasing
• summarizing
**Assessment of Kid Friendly Objectives**
Utilize critical thinking series and have students complete inference questions.

- **Activity**
  Storyboard activity (can be jigsawed with other students)

- **Activity**
  Generate a question while reading

- **Activity**
  “Ten Minute Mysteries” activities
INSTRUCTIONAL DESIGN FRAMEWORK

Standard
Apply post-reading skills to comprehend, interpret, analyze, and evaluate text:
- identify and explain the relationship between the main idea and supporting details
- question to clarify
- reflect
- draw conclusions
- paraphrase
- summarize

The What
Post reading:
- Comprehension
- Interpretation
- Analyze
- Evaluating

The How (DOK)
- Identify and explain the relationship between the main idea and supporting details
- Question to clarify
- Reflect
- Draw conclusions
- Paraphrase
- Summarize

Academic Vocabulary
<table>
<thead>
<tr>
<th>Main idea</th>
<th>Draw conclusions</th>
<th>Identify</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpret</td>
<td>Supporting details</td>
<td>Paraphrase</td>
</tr>
<tr>
<td>Analyze</td>
<td>Clarity</td>
<td>Summarize</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Reflect</td>
<td>Details</td>
</tr>
</tbody>
</table>

Kid Friendly Objective
I will comprehend what I read by:
- identifying/explaining relationships between main ideas and details
- asking questions to clarify what I’ve read
- reflecting on what I’ve read
- drawing conclusions from what I’ve read
- paraphrasing text
- summarizing text

Assessment of Kid Friendly Objectives
Multiple choice assessment of inference and analysis based on a selected passage.

Activity
Take a paragraph, paraphrase one or two lines then summarize the passage.

Activity
Using Six-Way paragraphs to focus on main idea.

Activity
After reading a short story or nonfiction essay, generate ideas about a theme.
INSTRUCTIONAL DESIGN FRAMEWORK

R1I

Standard
Compare, contrast, analyze and evaluate connections:
a. text to text (information and relationships in various fiction and non-fiction works)
b. text to self (text ideas and own experiences)
c. text to world (text ideas and the world by analyzing and evaluating the relationship
between literature and its historical period and culture)

The What
• Compare
• Contrast
• Analyze
• Evaluating

The How (DOK)
Juxtaposing:
• Text to text
• Text to self
• Text to world

Academic Vocabulary
Compare
Contrast
Analyze
Evaluate

Kid Friendly Objective
• I will compare text using examples from other texts, my own experiences and the world.
• I will contrast using examples from other texts, my own experiences, and the world
• I will analyze using examples from other texts, my own experiences, and the world
• I will evaluate using examples from other texts, my own experiences, and the world

Assessment of Kid Friendly Objectives
Complete a graphic organizer (comparison/contrast, evaluation of text).

Activity
Graphic organizer connecting text (or passage) to self, another literary work, culture and historical event.

Activity
Inner voice sheets

Activity
Informal class discussion related to students experiences.
INSTRUCTIONAL DESIGN FRAMEWORK

R2A

**Standard**
Analyze and evaluate the text features in grade-level text

**The What**
Understanding text features

**The How (DOK)**
- Analyze
- Evaluate

**Academic Vocabulary**
- Analyze
- Evaluate
- Text features

**Kid Friendly Objective**
- I will understand text features by analyzing their use.
- I will understand text features by evaluating their use.

**Assessment of Kid Friendly Objectives**
Quiz related to text features (open book, short answers).

**Activity**
Choose short piece from the anthology and point out text features. Students generate ideas as to why those features were utilized.

**Activity**
Show example of poorly designed text features. Write brief analysis of why it’s bad.

**Activity**
Examine structure of ACT test or literary anthology.
INSTRUCTIONAL DESIGN FRAMEWORK

**Standard**
Analyze and evaluate literary techniques, sensory details, figurative language, and sound devices previously introduced

**The What**
Literary techniques

**The How (DOK)**
- Analyze
- Evaluate

**Academic Vocabulary**
- Irony
- Simile
- Parallelism
- Understatement
- Imagery
- Metaphor
- Allusion
- Euphemism
- Repetition
- Understatement
- Analogy
- Satire

**Kid Friendly Objective**
I will identify and explain literary techniques used in literature and technical writing.

**Assessment of Kid Friendly Objectives**
IB World Lit paper, analysis of literary elements.

**Activity**
Dubliners short stories
- “The Sisters” – irony,
- “The Dead” – irony. After reading both stories students will create a Venn diagram comparing elements of irony in each story.

**Activity**
- Frost Poetry
- Desk Writing Activity
  Write vivid images on desk, rotate to new station

**Activity**
- Literary Technique quiz
- Examples from materials read
INSTRUCTIONAL DESIGN FRAMEWORK

R2C

**Standard**
Use details from text(s) to
a. demonstrate comprehension skills previously introduced
b. analyze character, plot, setting, point of view
c. analyze the development of a theme across genres
d. evaluate the effect of tone on the overall meaning of work

**The What**
Use details from the text

**The How (DOK)**
- Demonstrate
- Analyze
- Evaluate

**Academic Vocabulary**

<table>
<thead>
<tr>
<th>Analyze</th>
<th>Setting</th>
<th>Genre</th>
<th>Comprehend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Character</td>
<td>Point of view</td>
<td>Tone</td>
<td></td>
</tr>
<tr>
<td>Theme</td>
<td>Evaluate</td>
<td>Plot</td>
<td></td>
</tr>
</tbody>
</table>

**Kid Friendly Objective**

- I will use details from the text to analyze and evaluate character.
- I will use details from the text to analyze and evaluate plot.
- I will use details from the text to analyze and evaluate point of view.
- I will use details from the text to analyze and evaluate development of theme.
- I will use details from the text to analyze and evaluate tone.
- I will use details from the text to analyze and evaluate genres.

**Assessment of Kid Friendly Objectives**
Write a brief one to two page paper in which students use details from text to evaluate the effect of tone on the overall meaning of work.

**Activity**

- **Story structure MAP, plot, pyramid, setting, theme**
- **Paragraph analyzing development of “Paralysis” theme in Dubuners and Gatsby**
- **Character MAP**
  - traits
  - actions
  - relationship to others
INSTRUCTIONAL DESIGN FRAMEWORK

**Standard**
Explain, analyze and evaluate the author’s use of text features to clarify meaning

**The What**
- Clarification
- Meaning
- Text
- Features

**The How (DOK)**
- Explain
- Analyze
- Evaluate

**Kid Friendly Objective**
- I will clarify meaning through author’s use of text features.
- I will explain meaning through author’s use of text features.
- I will analyze meaning through author’s use of text features.
- I will evaluate meaning through author’s use of text features.

**Academic Vocabulary**
- Analyze
- Evaluate
- Text features

**Assessment of Kid Friendly Objectives**
Read an unfamiliar passage (from fiction or non-fiction) and use text features to clarify, explain, analyze and/or evaluate meaning by using features of the text.

**Activity**
- Online blog activity analyzing bullets, links, and layout
- Non fiction text or article analysis
- Textbook analysis of headings, questions, use of bold text
INSTRUCTIONAL DESIGN FRAMEWORK

R3D

Standard
Read and apply multi-step directions to perform complex procedures and/or tasks

The What
To perform complex procedures and/or tasks

The How (DOK)
Read and apply multi-step directions

Academic Vocabulary
Multi-step directions
Complex Procedures

Kid Friendly Objective
I will read and follow multi-step directions to complete large tasks.

Assessment of Kid Friendly Objectives
Culminating Literary Project (incorporates literary elements as well as important passages).

Activity
Phase I

Activity
Phase II

Activity
Phase III

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INSTRUCTIONAL DESIGN FRAMEWORK

R3B

Standard
Analyze and evaluate literary techniques in non-fiction including figurative language and sound devices previously introduced

The What
Literary techniques in non-fiction

The How (DOK)
Analyze and evaluate
• sound devices
• figurative language

Academic Vocabulary
Analyze
Evaluate figurative language
Irrony
Imagery
Repetitious sound (sound devices)
Satire

Kid Friendly Objective
• I will identify figurative language and sound devices as literary techniques in non-fiction.
• I will analyze figurative language and sound devices as literary techniques in non-fiction.
• I will evaluate figurative language and sound devices as literary techniques in non-fiction.

Assessment of Kid Friendly Objectives
CR, analyzing media message

Activity
Video clip, class discussion/paragraph writing related to message being projected.

Activity
Photo/artwork, class discussion/paragraph writing related to message being projected.

Activity
News program segment, class discussion/paragraph writing related to message being projected.

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INSTRUCTIONAL DESIGN FRAMEWORK

R3C

Standard
Use details from informational and persuasive text(s) to
a. analyze and evaluate the organizational patterns
b. identify and analyze faulty reasoning and unfounded inferences
c. evaluate proposed solutions
d. evaluate for accuracy and adequacy of evidence
e. analyze and evaluate the type of appeal (emotional, ethical, and logical)
f. evaluate effect of tone on the overall meaning of work
g. analyze and evaluate point of view
h. analyze and evaluate author’s viewpoint/perspective
i. demonstrate comprehension skills previously introduced

The What
Details from text

The How
• analyze and evaluate the organizational patterns
• identify and analyze faulty reasoning and unfounded inferences
• evaluate proposed solutions
• evaluate for accuracy and adequacy of evidence
• analyze and evaluate the type of appeal (emotional, ethical, and logical)
• evaluate effect of tone on the overall meaning of work
• analyze and evaluate point of view
• analyze and evaluate author’s viewpoint/perspective

Academic Vocabulary
Argumentative Unfounded inferences Appeal Perspective
Organizational patterns Proposed solutions Tone Perspectiv
Faulty reasoning Evidence Point of View

Kid Friendly Objective
• I will use details from argumentative text to analyze organization.
• I will use details from argumentative text to analyze faulty reasoning.
• I will use details from argumentative text to analyze solutions.
• I will use details from argumentative text to analyze evidence.
• I will use details from argumentative text to analyze tone.
• I will use details from argumentative text to analyze point of view.

Assessment of Kid Friendly Objectives
CR paragraph analyzing author’s viewpoint.
Activity
In groups, evaluate solutions proposed for a global or national problem.

Activity
Analyze magazine ad for types of appeal (emotional, ethical, and logical).

Activity
CR, evaluating tone on overall meaning of work.
INSTRUCTIONAL DESIGN FRAMEWORK

R3D

Standard
Read and apply multi-step directions to perform complex procedures and/or tasks

The What
Perform complex procedures/tasks

The How (DOK)
Read and apply multi-step directions

Academic Vocabulary
Multi-step Complex procedures

Kid Friendly Objective
I will read and follow multi-step directions to complete large tasks.

Assessment of Kid Friendly Objectives
- Scholarship application packet
- Portfolio of writing

Activity
Resume worksheet (communications)

Activity
Personal essay, awareness of audience (scholarship committees)

Activity
Comparison/contrast essay
INSTRUCTIONAL DESIGN FRAMEWORK

W1A

**Standard**
Apply a writing process to write effectively in various forms and types of writing (refer to W3A)

**The What**
Forms of writing

**The How (DOK)**
Apply a writing process

**Academic Vocabulary**
Process

**Kid Friendly Objective**
I will use an appropriate process for the types of writing I am doing.

**Assessment of Kid Friendly Objectives**
Students will create a personal essay and resume for local scholarship program

**Activity**
Resume builder activity

**Activity**
Outline or Mind map of Personal Essay

**Activity**
Peer editing activity to find typos/grammatical errors
INSTRUCTIONAL DESIGN FRAMEWORK

W2A

Compose text
a. showing awareness of audience
b. choosing a form and point of view appropriate to purpose and audience

The What
Understand purpose and audience when writing

The How (DOK)
• Showing awareness of audience
• Choosing appropriate form
• Choosing appropriate point of view

Academic Vocabulary
Audience
Point of view
Awareness
Form

Kid Friendly Objective
• I will share awareness of audience when writing.
• I will choose the appropriate form for my writing.
• I will choose the appropriate point of view when writing.

Assessment of Kid Friendly Objectives
• World Lit Paper (IB), comparison of two World Lit works
• Portfolio

Activity
Venn diagram of literary element

Activity
Oral presentation

Activity
Discussion of inappropriate text (related to lack of awareness of audience)
INSTRUCTIONAL DESIGN FRAMEWORK

**Standard**
Compose text with
a. strong controlling idea
b. relevant specific details
c. complex ideas
d. freshness of thought

**The What**
Write with controlling idea and details

**The How (DOK)**
- Use strong idea
- Use relevant details
- Use complex ideas
- Use freshness of thought

**Academic Vocabulary**
Controlling idea  Complex ideas
Relevance    Fresh thought

**Kid Friendly Objective**
- I will write with strong controlling ideas.
- I will write with relevant specific details.
- I will write with complex ideas.
- I will write with fresh thought.

**Assessment of Kid Friendly Objectives**
Constructed response paragraph

**Activity**
Compose a paragraph illustrating on literary element

**Activity**
Write a partner, underline controlling idea in each paper

**Activity**
Revise paragraph adding specific details form text to support controlling idea.
INSTRUCTIONAL DESIGN FRAMEWORK

W2C

Standard
Compose text with
a. effective beginning, middle, and end
b. a logical order
c. effective paragraphing
d. cohesive devices
e. varied sentence structure
f. clarity of expression
g. active voice

The How (DOK)
Using
• effective beginning, middle, and end
• a logical order
• effective paragraphing
• cohesive devices
• varied sentence structure
• clarity of expression
• active voice

The What
Compose text

Academic Vocabulary
Effective
Logic
Clarity
Cohesive
Active voice
Devices

Kid Friendly Objective
• I will write with a beginning, middle, and end.
• I will write with a logical order.
• I will write with effective paragraphing.
• I will write with cohesive devices.
• I will write with varied sentence structure.
• I will write with clarity of expression.
• I will write with active voice.

Assessment of Kid Friendly Objectives
Personal essay

Activity
Personal essay worksheet

Activity
Scholarship budget sheet

Activity
Resume worksheet
INSTRUCTIONAL DESIGN FRAMEWORK

W2D

**Standard**

Compose text using
a. precise and vivid language
b. writing techniques, such as imagery, humor, voice, and figurative language, and rhetorical devices

**The What**

Compose text

**The How (DOK)**

- Use precise and vivid language
- Use writing techniques

**Academic Vocabulary**

- Precise
- Vivid
- Techniques
- Imagery
- Humor
- Figurative language

**Kid Friendly Objective**

- I will write using precise language.
- I will write using vivid language.
- I will write using writing techniques.

**Assessment of Kid Friendly Objectives**

Narrative writing assignment, (example: What happens next with this character? How would you change the ending to make the novel better?)

**Activity**

- Non-linguistic representation of theme

**Activity**

- Constructed response where students analyze another students’ nonlinguistic work

**Activity**

- Descriptive paragraph of a setting.
INSTRUCTIONAL DESIGN FRAMEWORK

W2E

Standard
In written text apply
a. conventions of capitalization
b. conventions of punctuation
c. standard usage

The What
Composing text

The How (DOK)
Use conventions of writing correctly

Academic Vocabulary
Conventions
Standard usage
Capitalization

Kid Friendly Objective
• I will capitalize correctly when writing.
• I will punctuate correctly when writing.
• I will utilize standard writing conventions.

Assessment of Kid Friendly Objectives
Multiple choice assessment, choose the sentence that is correct

Activity
Daily oral language

Activity
ACT English practice test

Activity
“Write on desk” activities, peer editing of student work
INSTRUCTIONAL DESIGN FRAMEWORK

W3A

Standard
Compose a variety of texts,
  a. using narrative, descriptive, expository, and/or persuasive features
  b. in various formats, including workplace communication (resume, letter of application, follow-up letter)
  c. including literary analysis
  d. including literary analysis
  e. including reflective writing

The What
Write a variety of texts

The How (DOK)
  • Using narrative, descriptive, expository, and/or persuasive features
  • Using various formats, including communication
  • Including summary
  • Including literary analysis
  • Including reflective writing

Academic Vocabulary
Narrative    Expository    Workplace communications
Descriptive  Summary      Literary analysis
Persuasive  

Kid Friendly Objective
  • I will write a narrative essay.
  • I will write a descriptive essay.
  • I will write an expository essay.
  • I will write a persuasive essay.
  • I will write a resume.
  • I will write a summary
  • I will write a literary analysis
  • I will write a reflective writing

Assessment of Kid Friendly Objectives
World Lit Pater #2, Literary Analysis (IB)

Activity
Resume

Activity
Constructed response, reflection on reading assignment

Activity
Summary paragraph of current event

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INSTRUCTIONAL DESIGN FRAMEWORK

L1A

Standard

Listen
- for enjoyment
- for information
- for directions
- critically to summarize and evaluate communications that inform, persuade and entertain
- to evaluate own and others’ effectiveness in presentations and group discussions, using
- provided criteria

The What
Evaluate and summarize oral communications

The How (DOK)
Listen effectively for a variety of purposes

Academic Vocabulary
Summarize  Effectiveness  Reliability
Evaluate   Criteria   Persuade
Validity   Inform   Persuade

Kid Friendly Objective
I will evaluate and summarize various forms of oral communication.

Assessment of Kid Friendly Objectives
- Quiz over information
- Essay evaluating information presented

Activity
Guest speaker
College application process

Activity
After viewing film, students will record important information

Activity
Oral directions for enjoyable activity.
INSTRUCTIONAL DESIGN FRAMEWORK

L1B

**Standard**
Use active-listening behaviors (e.g., asks questions of speaker and uses body language and facial expressions to indicate agreement, disagreement or confusion)

**The What**
Demonstrate active listening behaviors

**The How (DOK)**
By:
- Asking questions
- Using body language
- Facial expression for agreement, disagreement or confusion

**Academic Vocabulary**
Active listening
Body language
Facial expression

**Kid Friendly Objective**
I will demonstrate active listening behaviors by asking questions, using appropriate body language and facial expressions.

**Assessment of Kid Friendly Objectives**
Make a checklist of appropriate behavior, evaluate students during course of a presentation by a guest speaker or fellow student.

**Activity**
In groups, create a brief skit demonstrating good and bad listening behaviors.

**Activity**
Partner listening activity

**Activity**
Following directions worksheet
INSTRUCTIONAL DESIGN FRAMEWORK

Standard
In discussions and presentations,
- create concise presentations on a variety of topics
- incorporate appropriate media or technology
- respond to feedback
- defend ideas
- demonstrate poise and self-control

The What
Participate in discussions and presentations

The How (DOK)
By:
- creating concise presentations on a variety of topics
- incorporating appropriate media or technology
- responding to feedback
- defending ideas
- demonstrating poise and self-control

Academic Vocabulary
<table>
<thead>
<tr>
<th>Discussion</th>
<th>Media</th>
<th>Poise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentations</td>
<td>Technology</td>
<td>Self-control</td>
</tr>
<tr>
<td>Feedback</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Kid Friendly Objective
- I will participate in discussion by creating concise presentations on a variety of topics, incorporating appropriate media or technology, responding to feedback, defending ideas, demonstrating poise and self-control.
- I will participate in presentation by creating concise presentations on a variety of topics, incorporating appropriate media or technology, responding to feedback, defending ideas, demonstrating poise and self-control.

Assessment of Kid Friendly Objectives
Oral commentary (IB)

Activity
Summer Reading Book Talk

Activity
Individual oral presentation, comparison of two works read (IB)

Activity
- Self evaluation of poise/use of technology
- Peer evaluations
INSTRUCTIONAL DESIGN FRAMEWORK

L2B

Standard
Give clear and concise multi-step oral directions to perform complex procedures and/or tasks

The What
Complex procedures and/or tasks

The How (DOK)
Give clear multi-step concise directions

Academic Vocabulary
Clear
Concise
Multi-step directions

Complex procedures
Oral directions

Kid Friendly Objective
• I will give clear directions for a large task.
• I will give concise directions for a large task.

Assessment of Kid Friendly Objectives
students will present a demonstrative speech to the class.

Activity
Create an outline for a speech

Activity
Use a flow chart to illustrate specific steps in the task

Activity
In pairs, students will practice speeches noting rate of speed, voice and time management

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INSTRUCTIONAL DESIGN FRAMEWORK

IL1A

Standard
Develop an appropriate research plan to guide investigation and research of focus questions

The What
Guide investigations and research

The How (DOK)
Create an appropriate plan

Academic Vocabulary
Investigation
Focus
Research

Kid Friendly Objective
I will create a plan to guide my research.

Assessment of Kid Friendly Objectives
Outline or graphic organizer for research paper/formal essay

Activity
Cluster diagram/mind map

Activity
Big six checklist for writing

Activity
Thesis statement submission
INSTRUCTIONAL DESIGN FRAMEWORK

IL1B

**Standard**
Locate and use multiple primary and secondary sources to
- select relevant and credible information
- evaluate reliability of information
- evaluate reliability of sources

**The What**
Use primary and secondary sources

**The How (DOK)**
By:
- select relevant and credible information
- evaluate reliability of information
- evaluate reliability of sources

**Academic Vocabulary**
- Primary
- Secondary
- Relevant
- Credible
- Reliability

**Kid Friendly Objective**
I will use primary and secondary sources by selecting and evaluating information that is relevant, believable and reliable.

**Assessment of Kid Friendly Objectives**
Evaluation of works cited page, reference list or printed copy of sources.

**Activity**
Library scavenger hunt

**Activity**
Validity checklist for sources

**Activity**
Group analysis of relevant sources based on a list provided by teacher
INSTRUCTIONAL DESIGN FRAMEWORK

IL1C

Standard
Record relevant information from multiple primary and secondary sources using a self-selected note-taking organizational strategy

The What
Recording relevant information

The How (DOK)
Develop a note-taking strategy

Academic Vocabulary
Relevant
Primary
Secondary
Organizational

Kid Friendly Objective
I will develop a note taking strategy for gathering information from primary and secondary sources.

Assessment of Kid Friendly Objectives
Outline or graphic organizer for a research paper/formal essay

Activity
Cornell notes worksheet

Activity
Note cards for citation of sources

Activity
Paraphrasing or summarizing activity
INSTRUCTIONAL DESIGN FRAMEWORK

IL1D

Standard
Document sources of information using a standard citation format

The What
Document sources of information

The How (DOK)
Use standard citation format

Academic Vocabulary
Document
Standard source
Citation

Kid Friendly Objective
I will use a standard citation format to document sources of information.

Assessment of Kid Friendly Objectives
Work cited page for research assignment

Activity
Reading day summary sheets

Activity
Internet “Quote/Fact of the Day”, find an interesting quote or fact, complete citation

Activity
Newspaper or magazine activity
INSTRUCTIONAL DESIGN FRAMEWORK

IL2A

Standard
Analyze, describe and evaluate the elements of messages projected in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs)

The What
Understand messages through media

The How (DOK)
• Analyze
• Describe
• Evaluate messages

Academic Vocabulary
Analyze   Elements
Evaluate   Media
Describe   Projected

Kid Friendly Objective
• I will understand media message by analyzing various media.
• I will understand media messages by describing various media.
• I will understand media messages by evaluating various media.

Assessment of Kid Friendly Objectives
Students will write a paragraph analyzing literary techniques.

Activity
With a partner, analyze figurative language in letters of Martin Luther King

Activity
View clip of SNL, illustrating political satire, students will identify the satire

Activity
Analyze travel brochure and identify imagery.