

Unit Planning Organizer

Grade: 6

Unit: 4

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Note: Teachers are strongly encouraged to look at the UPO for the context of assessments.

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Unit Planning Organizer

Subject(s)	ELA					
Grade/Course	6 th Grade					
Title of Standards-Based Unit	Argument and Point of View (Take a Stand)					
Estimated Duration of Unit	5 Weeks and 5 buffer days					
Unit Placement in Scope & Sequence	1	2	3	4	5	6

Step 1: Unit Standards

Iowa Core Standards- Priority Standards (to be instructed and assessed)

RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
W.6.1	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. Provide a concluding statement or section that follows from the argument presented.
W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
L.6.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

Iowa Core Standards- Support Standards (to be instructed and assessed)

Note: Not all supporting standards will be measured through Standards-Based CFA or Performance Task listed below.

Reading Standards			
Priority Standard	<i>“Unwrapped” Skills</i> (students need to be able to do) (verbs and verb phrases)	<i>“Unwrapped” Concepts</i> (students need to know) (noun/noun phrases)	Depth of Knowledge/ Bloom’s Levels
RI.6.1	● Cite ● Support ● Analyzing	● Textual Evidence ● Explicitly stated ● Inferential Information	DOK, 2, Blooms 1, 4
RI.6.2	● Determine ● Provide	● Central Idea ● How central ideas are conveyed through details ● Summary distinct from personal opinions and judgments	DOK 2, 3 Blooms 1, 2
RI.6.6	● Determine ● Explain	● Author’s point of view. ● How the author’s point of view or purpose is explained in the text.	DOK 2, 3 Blooms 2
RI.6.8	● Trace ● Evaluate ● Distinguish	● Arguments and claims ● Arguments and claims ● Claims supported by reasons and evidence from claims that are not	DOK 2, 3 Blooms 3, 4

Writing Standards			
Priority Standard	<i>“Unwrapped” Skills</i> (students need to be able to do) (verbs and verb phrases)	<i>“Unwrapped” Concepts</i> (students need to know) (noun/noun phrases)	Depth of Knowledge/ Bloom’s Levels
W.6.1	● Write ● Support	● Arguments ● Claims with clear reasons and evidence	DOK 3, 4, Blooms 3-6
W.6.1.a	● Introduce ● Organize	● Claims ● Reasons and Evidence	DOK 3, 4, Blooms 3-6
W.6.1.b	● Support ● Use ● Demonstrate	● Claims with reasons and evidence ● Credible sources ● Understanding of topic/text	DOK 3, 4, Blooms 3-6
W.6.1.c	● Use	● Words, phrases, and clauses to clarify	DOK 3, 4, Blooms 3-6

W.6.1.d	- Establish - Maintain	- Formal Style - Formal Style	DOK 3, 4, Blooms 3-6
W.6.1.e	Provide	Concluding statement or section	DOK 3, 4, Blooms 3-6
W.6.8	- Gather - Assess - Quote - Paraphrase - Avoid - Provide	- relevant information (multiple sources) - credibility - data and conclusions - plagiarism - basic bibliography information	DOK 1-4, Blooms 1-6

Speaking/Listening Standards			
Priority Standard	<i>“Unwrapped” Skills</i> (students need to be able to do) (verbs and verb phrases)	<i>“Unwrapped” Concepts</i> (students need to know) (noun/noun phrases)	Depth of Knowledge/ Bloom’s Levels
SL.6.1	- Engage - Build - Express	- Range of collaborative discussions with diverse partner - Other’s ideas - Own ideas	DOK 1-3, Blooms 1-4
SL.6.1.a	- Come prepared - Draw on - Refer to - Probe - Reflect	- How to be prepared - Preparation - Evidence on topic, text, or issue - Discussion ideas	DOK 1-3, Blooms 1-4
SL.6.1.b	- Follow - Set - Define	- Collegial Discussions Rules - Specific goals and deadlines - Individual roles	DOK 1-3, Blooms 1-4
SL.6.1.c	- Pose - Respond - Make	- Specific questions - Elaboration - Contributing comments	DOK 1-3, Blooms 1-4
SL.6.1.d	- Review - Reflect - Paraphrase	- Expressed key ideas - Multiple perspectives	DOK 1-3, Blooms 1-4
SL.6.3	- Delineate - Distinguish	- Speaker’s argument - Speaker’s claims - Claims supported by reasons and evidence from claims that are not	DOK 2-3 Blooms 4-5

Language Standards			
Priority Standard	<i>“Unwrapped” Skills</i> (students need to be able to do) (verbs and verb phrases)	<i>“Unwrapped” Concepts</i> (students need to know) (noun/noun phrases)	Depth of Knowledge/ Bloom’s Levels
L.6.2a	• Demonstrate • Use	• Conventions of English • Punctuation including nonrestrictive/parenthetical elements	DOK 1 Bloom’s 3

Unit Essential Question and Big Ideas	
Essential Questions	Big Ideas
How do writers clearly communicate their ideas? (W.6.1)	Good writers are purposely focused, detailed, and organized in a way that clearly communicates the ideas to the reader.
Why do readers need evaluate claims? (RI.6.8)	Good readers trace and evaluate claims checking for clear reasons and relevant evidence.
What do good researchers do? (W.6.8)	Good researchers gather and use credible, relevant information from multiple cited sources while avoiding plagiarism.
Why do you as a reader need to think about what you read? (RI.6.1, RI.6.2)	The power of reading comes from analyzing the text in order to learn from it (making inferences, determining the central idea, and the details in a text that convey the central idea.)
Why do you need to collaborate with others throughout life? (SL.6.1)	You have to collaborate with others to grow as an individual.
Why are we drawn to some authors and not others? (RI.6.6)	Readers are able to gain insight and strengthen their understanding by analyzing (appreciating) the craft, structure, type of a text, and viewpoints.
Why do rules of language matter? (L.6.2a)	Effective communication of ideas when speaking or writing relies on the appropriate use of conventions of language.
Why do you have to listen and evaluate claims presented? (SL.6.3)	It is important to distinguish claims that are supported by reasons and evidence from claims that are not.

Step 2: Standards-Based Unit Assessments

Assessment and Performance Task Alignment of Unit Standards

Assessment/Performance Task	Assessed Standards
Pre CFA	RI.6.1; RI.6.2; RI.6.6, RI.6.8

Performance Task #1	RI.6.2; RI.6.6 - pull article on healthy living day
Performance Task #2	RI.6.1, RI.6.8, SL.6.3 -
Performance Task #3	W.6.8, SL.6.1 (Developing a Research Question)
Performance Task #4	W.6.1 (Writing Proposal)
Performance Task #5	SL.6.6 (Presenting Proposal)
Post CFA	RI.6.1; RI.6.2; RI.6.6, RI.6.8 or See culminating result of the performance tasks

Standards-Based Common Formative Post-Assessment (CFA)

Priority Standards: RI.6.1, RI.6.2, RI.6.6, RI.6.8

Supporting Standards: n/a

Teacher Directions:

1. Locate the following text on NewsELA: *Californians May Find this Grizzly Proposal Unbearable*
<https://newsela.com/articles/california-grizzlies/id/4792/>
2. Make a copy of this text available to students.

Student Directions and Possible Answers:

Q1: What is the central idea of *Californians May Find this Grizzly Proposal Unbearable*? (RI.6.2)

- a. People are in favor of reintroducing grizzly bears back into states.
- b. Consideration of bringing grizzly bears back to California is an unbearable idea.
- c. The population in these states are too dense for the grizzly bears.
- d. Grizzly bears are considered an endangered species.

Q2: List details to support the central idea that you choose in Question 1 and cite evidence to support your answer. (RI.6.1, RI.6.2)

Possible Answer:

The central idea is the consideration of bringing grizzly bears back to California is an unbearable idea. There is a proposal is set aside land in several states in the west. Some are fearful on the interactions between humans and bears. In paragraph 5, it states how kids will go hiking without parents and the concern is interaction with a bear.

The population where grizzly bears would be relocated is too dense with people. These reasons support why the idea of having grizzly bears in California are a bad idea.

NOTE: There are various pieces of textual evidence that would support the central idea.

Q3: Write a summary of *Californians May Find this Grizzly Proposal Unbearable* free from personal opinions and judgments. (RI.6.2).

Possible Answer:

Californians May Find this Grizzly Proposal Unbearable is an article that discusses a proposal how grizzly bears should be integrated back into California. There are people who are fearful of this proposal while other individuals support this proposal. The state of California is known for the bear however the population of people is a concern about where bears would be located.

Q4: What is the author's purpose in writing the text? (RI.6.6)

- a. To persuade people that animals need to be protected or they will become extinct.
- b. To caution people about the dangers of grizzly bears close to humans.
- c. To inform the reader about the grizzly bear possible proposal and viewpoints.
- d. To create awareness about population issues in the state of California.

Q5a: Explain how the author develops his purpose. (RI.6.6).

Possible Answer(s):

The author develops his purpose for this text by chunking the information in the article in three distinct areas focusing on history, land area issues and people reactions.

The author develops his purpose for writing by using direct quotes from people stating their viewpoints.

Q5b: Optional; This is the exemplar question to have students look at the opposing viewpoints. (RI.6.6).

Q6a: Sort the following claims into two categories (Claims that are supported by reasons and evidence from claims that are not.)

- Grizzly bears are iconic in California.
- Yellowstone is not the best home for grizzlies.
- Encouraging the largest predator in America to live anywhere in a crowded state seems unlikely to some experts and unwise to others.
- The Grizzly bear proposal is unbearable to Californians.
- The grizzly deserves its fearsome reputation.
- He can't imagine Californians getting used to the bears.

Claims Supported by reasons and evidence	Claims not supported by reasons and evidence
1. Yellowstone is not the best home for grizzlies. 2. Encouraging the largest predator in America to live anywhere in a crowded state seems unlikely to some experts and unwise to others. 3. The Grizzly bear proposal is unbearable to Californians.	1. Grizzly bears are iconic in California. 2. The grizzly deserves its fearsome reputation. 3. He can't imagine Californians getting used to the bears.

Q6b: Provide a rationale/explanation for your categorization of the claims sorted above:

The claims listed under the supported by reasons and evidence can be documented in the article. There are at least two pieces of evidence supporting these claims and the evidence is more factual in nature. For example, with claim number 2 "Historically, grizzlies lived most densely along the California coast, but those areas are now dense with people" is evidence that can be measured and supports this claim.

The claims listed under the not supported by reasons and evidence are not clearly documented in the article. There may only be one piece of evidence and that evidence may be weak and more opinionated in nature. For example, with claim number 2: "People from out of town are already scared of black bears" is not a measurable piece of evidence.

Q7: Choose one of the claims in question six that was supported by reasons and evidence. Trace and evaluate the claim by highlighting the claim, reasons, and evidence in the text. (RI.6.8)

Q8: Evaluate the claims and choose the claim that is supported by strongest reasons and evidence. Justify why this is the strongest claim. (RI.6.8)

The claim “The Grizzly bear proposal is unbearable to Californians” is the strongest because you can find pieces of evidence throughout the text to support this claim. For example in paragraph 5, people living in the state allow their kids by themselves. Also in paragraphs 13 and 15, the article states that they are wanting to put grizzlies in an area where it is crowded with people. Paragraph 20 explains the difference between black bears and grizzly bears when they feel threatened and how they react to a situation. The reason why this is the strongest claim for the article is that there is several pieces of evidence throughout the article supporting it.

Scoring Guide (RI.6.2.) Q1, Q2 and Q3

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Identifies more than one central idea in a text.	o Central idea is identified. o Summary includes all important ideas and a topic sentence. o Summary is free from personal opinions and judgment. o Details chosen support the central idea.	o Meets 3 of the proficient criteria.	o Meets fewer than 3 of the proficient criteria.
		Comments:	

Scoring Guide (RI.6.1.) Q2 and Q8 (Optional)

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Analyzed the strength of the evidence while support the answer.	Question 2: o Textual evidence is cited. o Textual evidence supports the answer. Question 8: o Textual evidence is cited. o Textual evidence supports the answer.	o Meets 3 of the proficient criteria.	o Meets fewer than 3 of the proficient criteria.
		Comments:	

Scoring Guide (RI.6.6.) Q4 and Q5

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Includes an opposing viewpoint.	o Author's purpose or point of view is identified. o Development of author's purpose or point of view is explained.	o Meets 1 of the proficient criteria.	o Meets none of the proficient criteria.
		Comments:	

Scoring Guide (RI.6.8) (Q6, Q7, and Q8)			
Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Chooses the strongest piece of evidence and justify why is it the strongest	o Traces the argument/claims o Evaluates the argument/claims o Distinguishes claims supported by reasons o Distinguishes claims supported by evidence o Distinguishes claims not supported by reasons o Distinguishes claims not supported by evidence	Meets 4-5 of the proficient criteria.	Meets fewer than 4 of the proficient criteria.
		Comments:	

Standards-Based Common Formative Pre-Assessment (CFA)
The pre-assessment is the same as the post assessment.

Step 3: Standards-Based Performance Tasks

Performance Task Synopses
The following performance tasks are built around this Performance Assessment Scenario: You will have an opportunity to win a grant by creating a proposal for healthy living. Your role is to investigate the health issues facing teenagers today and come up with solutions to promote healthy choices for teenagers. Your

challenge will be to create a healthy living proposal that will address the issues and make a positive change in your own school. You will be presenting your proposal to your classmates. The selected proposals will move forward to a committee of school personnel (principal, physical education teacher, nurse, lunchroom supervisor, etc.) that will evaluate and select the winning proposal. This winning proposal will be used and implemented on the scheduled Healthy Living Day at your school.

Please note this is just an example scenario. You could substitute any situation that would follow a SCRAP (Situation, Challenge, Role, Audience, Product) model that your students would be writing a proposal. (Recycling, Volunteering, etc.) To implement the grant, you could seek money from PTA, local businesses, school funds, etc.

What are different ways authors make a difference in the world around us?

How do authors communicate their ideas by making claims? How do researchers evaluate claims presented by authors?

Task 1: RI.6.2, RI.6.6

Synopsis: Students will use an article (related to healthy choices if using the Healthy Living Scenario) to determine the central idea, summarize the main points and determine the point of view of the author. Note: Students can use the article again if it relates to their research topic/health issue in Task 3.

Task 2: RI.6.1, RI.6.8, SL.6.3

Synopsis: Part 1: Students use the same article read in Task 1 or a different article to trace and evaluate the argument of the article and specific claims in a text as well as cite textual evidence to support the claims. The teacher can determine how students will gather and present their information (example of graphic organizer in the student section). Note: Students can use this information if it relates to their research topic/health issue in Task 4 when writing their section of the proposal.

Part 2: Students will listen to an oral presentation to delineate the speaker's argument and specific claims. Students can use the graphic organizer found in the student section.

Task 3: W.6.8, S.L.6.1 (Develop a Research Question)

Synopsis:

Part 1: In small groups, students will choose a health-related issue and a healthy living area: emotional wellness, physical wellness and nutritional wellness. After taking responsibility for one of those three healthy living areas, students will develop a research question and gather information from credible sources.

Part 2: Students will present their research question and plans within their collaborative groups. Students will present their plans to their peers by being prepared with their research question and plan as well as elaborate on ideas. Peers will listen to the presentation to engage in discussion by giving feedback and contributing to discussion.

Task 4: W.6.1 (Writing a Proposal)

Synopsis: Students will collaborate to write a group proposal with each student responsible for their assigned area building upon the research question and plan developed in task 3. Groups will develop an introduction and a plan

for a Healthy Living Day activity/activities that will tie all of the sections together for an overall group proposal to promote healthy living in the school.

Task 5: S.L.6.6 (Presenting Proposal)

Synopsis: Students will present their proposal to grade level peers. Selected proposals will be presented to a small committee. One proposal will be chosen for implementation within the school.

Performance Task # 1- In Detail

Priority Standards: RI.6.2, RI.6.6

Supporting Standards: n/a

Big Idea(s):

- The power of reading comes from analyzing the text in order to learn from it (making inferences, determining the central idea, and the details in a text that convey the central idea.) (RI.6.2)
- Readers are able to gain insight and strengthen their understanding by analyzing (appreciating) the craft, structure, type of a text, and viewpoints. (RI.6.6)

Essential Question(s):

- Why do you as a reader need to think about what you read? (RI.6.2)
- Why are we drawn to some authors and not others? (RI.6.6)

DOK: 2, 3 (RI.6.2)

DOK: 2, 3, 4 (RI.6.6)

Synopsis: Students will use an article (related to healthy choices if using the Healthy Living Scenario) to determine the central idea, summarize the main points and determine the point of view of the author. Students can use the article again if it relates to their research topic/health issue in Task 3.

Teacher Directions:

- Use the suggested text below or another article related to the health topic of your choice. The text choice needs to be a grade level appropriate article.
- Students will read the chosen text and independently complete the performance task by determining the central idea(s) and details along with summarizing the article. They will also determine the point of view and explain how it is conveyed in the text.
- An example of an article about healthy choices can be found from NewsELA *Healthy fast food is challenging for many young people* from <https://newsela.com/articles/Fastfood-millennials/id/4713/> Examples of articles can be found on the following websites. The following websites are additional resources for articles:
 - NewsELA - <https://newsela.com>
 - Tween Tribune - <https://tweentribune.com>
 - Junior Scholastic - <http://junior.scholastic.com>

Student Directions:

- Read your assigned text independently. As you read, focus on the central idea and the author's point of view.
- When you are finished reading, independently complete the graphic organizer.

Scoring Guide (RI.6.2)			
Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Identifies more than one central idea in a text.	o Central idea is identified. o Summary includes all important ideas and a topic sentence. o Summary is free from personal opinions and judgment. o Details chosen support the central idea.	Meets 3 of the proficient criteria.	Meets fewer than 3 of the proficient criteria.
		Comments:	

Scoring Guide (RI.6.6)			
Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Includes an opposing viewpoint.	o Author's purpose is identified o Development of author's purpose is explained	Meets 1 of the proficient criteria.	Meets none of the proficient criteria.
		Comments:	

Performance Task # 2- In Detail
Priority Standards: RI.6.1, RI.6.8, S.L.6.3 Supporting Standards: Big Idea(s): • The power of reading comes from analyzing the text in order to learn from it (RI.6.1) • It is important to distinguish claims that are supported by reasons and evidence from claims that are not. (SL.6.3) • Good readers trace and evaluate claims checking for clear reasons and relevant evidence. (RI.6.8) Essential Question(s): • Why do you as a reader need to think about what you read? (RI.6.1) • Why do you have to listen and evaluate claims presented? (SL.6.3) • Why do readers need evaluate claims? (RI.6.8) DOK: 1, 2, 3 (RI.6.1) DOK: 2, 3 (SL.6.3) DOK: 2, 3 (RI.6.8) Synopsis:

Part 1: Students use the same article read in Task 1 or a different article to trace and evaluate the argument of the article and specific claims in a text as well as cite textual evidence to support the claims. The teacher can determine how students will gather and present their information (example of graphic organizer in the student section). This information can be used in Task 4 when writing the proposal.

Part 2: Students will listen to an oral presentation (related to Healthy Living if using the Healthy Living Scenario) to delineate the speaker's argument and specific claims. Students can use the graphic organizer found in the student section.

Teacher Directions:

Part 1: (RI.6.1, RI.6.8)

- Decide if you want to use the same article in Task 1 or find and provide a different article for students. Another option might include allowing students to find their own article relating to the topic.
- If you decide to provide different articles for students, you may want to consider narrowing down the focus areas. Examples of areas could include nutrition, physical wellness, mental wellness, etc.
- Explain to students that they will read the article to trace and evaluate the argument and specific claims. Students will need to cite textual evidence to support the claims. This will be completed on the graphic organizer.

Part 2: (SL.6.3)

- Find a presentation or several presentations where a speaker is delivering an argument with specific claims supported by reasons or evidence on a healthy living issue. Teachers can determine to show one presentation to the entire class or if several presentations are found, then teachers can break up students into groups based on their topics to view assigned presentations. An example of a presentation is Jamie Oliver: Teach every child about food - http://www.ted.com/talks/jamie_oliver/transcript?language=en#t-103365
- Explain to the students that they will be listening to a presentation relating to a healthy living issue in order to delineate the speaker's argument and specific claims.
- Explain to students that they will complete the graphic organizer while listening to the presentation. Please note that students may need to listen the presentation more than once complete this task.

Student Directions:

Part 1: (RI.6.1, RI.6.8)

- Read the following article on healthy living.
- While reading the article, trace and evaluate the argument and specific claims.
- Complete the graphic organizer identifying the argument and specific claims as well as cite textual evidence.

Part 2: (SL.6.3)

- Listen to the presentation on healthy living.

- While listening, delineate the speaker's argument and specific claims.
- Complete the graphic organizer delineating the speaker's argument and specific claims.

Scoring Guide (RI.6.1.)

Exemplar	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: ○ Two of more pieces of textual evidence cited. ○ Two or more pieces of textual evidence support the central idea.	Question 2: ○ Textual evidence is cited. ○ Textual evidence supports the answer. Question 5: ○ Textual evidence is cited. ○ Textual evidence supports the answer.	Meets 3 of the proficient criteria.	Meets fewer than 3 of the proficient criteria.
		Comments:	

Scoring Guide (RI.6.8) (Part 1)

Exemplar	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: ○ Chooses the strongest piece of evidence and justify why is it the strongest	○ Traces the argument/claims ○ Evaluates the argument/claims ○ Distinguishes claims supported by reasons ○ Distinguishes claims supported by evidence ○ Distinguishes claims not supported by reasons ○ Distinguishes claims not supported by reasons	Meets 4-5 of the proficient criteria.	Meets fewer than 4 of the proficient criteria.
		Comments:	

Scoring Guide (SL.6.3) (Part 2)

Exemplar	Proficient	Close to Proficient	Far from Proficient
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All proficient criteria plus: ○ N/A	○ Delineates the speaker’s arguments and claims ○ Distinguishes claims that are supported by reasons and evidence from those that aren’t	Meets 1 of the proficient criteria.	Meets less than 1 of the proficient criteria.
		Comments:	

Performance Task # 3- In Detail

Priority Standards: W.6.8, SL.6.1

Supporting Standards:

Big Idea(s):

- Good researchers gather and use credible, relevant information from multiple cited sources while avoiding plagiarism. (W.6.8)
- You have to collaborate with others to grow as an individual. (SL.6.1)

Essential Question(s):

- What do good researchers do? (W.6.8)
- Why do you need to collaborate with others throughout life? (SL.6.1)

DOK: 1, 2, 3, 4 (W.6.8)

DOK: 1, 2, 3 (SL.6.1)

Synopsis:

Part 1: In small group, students will choose a healthy living area: emotional wellness, physical wellness and nutritional wellness. After taking responsibility for one of those three healthy living areas, students will develop a research question and gather information from credible sources relating to their assigned area.

Part 2: Students will present their research question and plans within their collaborative groups. Students will present their plans to their peers by being prepared with their research question and plan as well as elaborate on ideas. Peers will listen to the presentation to engage in discussion by giving feedback and contributing to discussion. (S.L.6.1)

Teacher Directions:

Part 1:

1. Explain to students they will be looking at health issues that impact teenagers. Generate a list of issues relating to healthy living. Issue lists can be generated prior to task or with the class.
2. Assign students to groups or allow them to select their own as you see fit.
3. Tell students that healthy issues such as these can impact teenager wellness in multiple areas. Put students into groups of three. Within the groups, have each student take responsibility for one of the three areas that impact wellness (physical wellness, emotional wellness, and nutritional wellness).

4. Allow students time to select a health issue for further study as a group. Their goal is to develop a research question and a claim for the identified health issue. (The whole group can have the same identified health issue or each area can research different health issues that are still linked.)
5. Determine how you will assess the student's understanding of determining the credibility of websites. Here are some examples of credibility rubrics:
 - a. RADCAB: <http://www.radcab.com/pdfs/radcab-rubric-2.pdf>
 - b. SEER: http://www.atlm.edu/downloads/Turnitin_SEER_Rubric.pdf
 - c. Kidsnetsoft: www.kidsnetsoft.com/internet/rubric.doc
6. Review with students the credibility rubric that will be utilized to determine if the source is credible.
7. Recommend and/or remind students of sources to be used when researching topics.
8. Explain how students will complete the graphic organizer.
9. Review the basic bibliographic information for sources or provide them with a template/website to plug in this information.

Part 2:

1. Provide students time to work in their research groups.
2. Determine how to evaluate students' ability to present findings. Examples: listen to each group, record their discussions, have student peer evaluate, self evaluate using cards (example in student documents), etc.
3. Explain expectations for the personal reflection at the bottom of the graphic organizer to students.

Student Directions:

Part 1 / Group Work

1. Assign all group members to a healthy area responsibility.
2. Pick a health issue from the Healthy Living generated list.
3. Brainstorm a research question and claim about this health issue and share with your group members. After everyone has shared, combine and narrow your ideas into one question and claim.

Part 2 / Independent Work

4. Identify credible sources that help answer your research question and supports your claim.
5. On the graphic organizer, quote or paraphrase the evidence that supports your claims to avoid plagiarism.
6. Provide basic bibliographic information for sources.

Part 3 / Group Work

1. Get into your proposal group to present your findings from your graphic organizer and receive feedback from your group members.
2. While presenting, make sure you elaborate on your findings.
3. Fill in the graphic organizer describing the feedback you gave to each group member and the feedback you received from your group members.

Part 4 / Independent Work

4. After receiving feedback from your group members, add a personal reflection at the bottom of the graphic organizer. What needs to be changed? What additional information needs to be added? What needs to be clarified?

Scoring Guide for Collaborative Component (SL.6.1)

Exemplar	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus 2 of the 3: ○ Provides relevant observations and ideas that bring the discussion back on topic as needed. ○ Having researched material under study tracks progress towards specific goals and deadlines. ○ Acknowledges new information	○ Comes to discussions prepared (having read or studied required material). ○ Explicitly draws on reading by referring to evidence from the text. ○ Probes and reflects on ideas under discussion. ○ Follows rules for collegial discussions. ○ Sets specific goals and deadlines. ○ Defines individual roles (as needed). ○ Poses questions on topic. ○ Responds with elaboration and details contributing to the discussion. ○ Reviews key ideas	Meets 7-8 of the proficient criteria.	Meets fewer than 7 of the proficient criteria.
		Comments:	

expressed by others as well modifies their own view when warranted	o Demonstrates understanding of multiple perspectives through reflection and paraphrasing.	
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Scoring Guide (W.6.8)			
Exemplar	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus 1 of the 3: o Uses search terms effectively. o Assess accuracy of	o Gathers relevant information from multiple sources. o Assesses credibility of each source. o Quotes or paraphrases data and conclusions of others. o Avoids plagiarism. o Provides basic bibliographic information for sources.	Meets 3-4 of the proficient criteria.	Meets fewer than 3 of the proficient criteria.
		Comments:	

Performance Task # 4- In Detail
Priority Standards: (W.6.1) Big Idea(s): - Good writers are purposely focused, detailed, and organized in a way that clearly communicates the ideas to the reader. (W.6.1) Essential Question(s): - How do writers clearly communicate their ideas? (W.6.1) DOK: 3, 4 (W.6.1) Synopsis: Students will collaborate to write a group proposal with each student responsible for their assigned area building upon the research question and plan developed in task 3. Groups will develop an introduction and a plan for a Healthy Living Day activity/activities that will tie all of the sections together for an overall group proposal to promote healthy living in the school. Teacher Directions: Part 1: Independent - Explain to students that they will be writing a proposal for the Healthy Living Day. - Each group member will be responsible for writing his or her researched information in the proposal. Individual students will use their graphic organizer from task 3 to write their section of the proposal.

Group:

3. Have students get into their proposal groups and explain to them that the goal to develop a plan for a Healthy Living Day activity or activities to promote healthy living in the school. This plan should address the issues identified through research and should promote all three areas of wellness (physical, emotional, and nutritional). The plan needs to include the following information:
 - a. Explanation of how this activity/activities connect(s) to their research to promote healthy living
 - b. Description of the activity students will be doing to promote healthy living
 - c. Time Frame for activity
 - d. Cost to implement the activity
 - e. Equipment and materials needed for the activity
 - f. Location requirements for the activity
4. Group members will use the information from the Healthy Living Day Plan graphic organizer and formally write a plan that will be included in the group proposal.
5. After creating the plan and reviewing individual sections, the group will develop an introduction to the proposal, promoting healthy living and giving readers a general overview of the topic.
6. Collect the group proposals including the following information: Introduction, each group member's research findings and plan to promote healthy living day.

Student Directions:

In this task your group will work together to write a proposal for a Healthy Living Day that could possibly take place at our school. While you will be working together as a group to write this proposal, each group member is responsible for making sure his or her researched information is represented in the proposal. Each group member will write his or her own section. Use your graphic organizer from task 3 to write your section of the proposal.

Group Goal: Develop a plan for an activity or activities to promote healthy living in the school. This plan should address the issues identified through research and should promote all three areas of wellness (physical, emotional, and nutritional). The plan needs to include the following information:

- Explanation of how this activity/activities connect(s) to their research to promote healthy living.
- Description of the activity students will be doing to promote healthy living
- Time frame for activity
- Cost to implement the activity
- Equipment and materials needed for the activity
- Location requirements for the activity

Action Steps

1. On you own: Use the information from your Healthy Living Day Plan graphic organizer and formally write a plan that will be included in the group proposal.
2. As a group: Put the individual sections together into a cohesive proposal. How can you organize everyone's writing so the sections look like they fit together?
3. As a group: After reviewing individual sections and putting them together in a proposal, develop an introduction. Your introduction should promote healthy living and give readers a general overview of the topic.

4. As a group: Make sure your group proposal includes the following information: Introduction, each group member's research findings and plan to promote healthy living day.

Scoring Guide (W.6.1)

Exemplar	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: ○ Draws connections among multiple sources.	○ Introduces claim(s). ○ Organizes the reasons and evidence clearly. ○ Supports claim(s) with clear reasons and relevant evidence. ○ Uses credible sources. ○ Demonstrates an understanding of the topic or text. ○ Uses words, phrases, and clauses to clarify the relationships among claim(s) and reasons. ○ Establishes and maintains a formal style. ○ Provides a concluding statement or section that follows from the argument presented.	Meets 6-7 of the proficient criteria.	Meets fewer than 6 of the proficient criteria.
		Comments:	

Performance Task # 5- In Detail

Priority Standards: N/A

Supporting Standards: (SL.6.6)

Big Idea(s): People adapt their communication style based on their current situation in order to be understood.

Essential Question(s): What types of communication styles should I use in any given situation?

DOK: 1, 2 (SL.6.6)

Synopsis: Students will present their proposal to grade level peers. Selected proposals will be presented to a small committee. One proposal will be chosen for implementation within the school.

Teacher Directions:

1. Throughout this unit, talk with students about the importance of communication and thinking about how and why people adapt speech.
2. Explain to students that they will be presenting their proposal created in Task 4 to their grade level peers and selected proposals will be presented to a small committee. One proposal will be chosen for implementation within the school.
3. To access this standard, teachers will need to observe students adaptation of speech in a variety of context and tasks related to the group proposal *throughout the unit*. The follow are examples possible observation opportunities:
 - a. Peer to peer interactions
 - b. Peer to teacher interactions
 - c. Peer to outside expert interactions
 - d. Group presentation to class
 - e. Group presentation to small committee
4. Optional: Use the SL.6.6 data collection tool to help gather information on students' ability to adapt speech for a variety of tasks and contexts.

Student Directions:

Throughout this unit we have be discussing the importance of adapting speech in order to fit the situation. You have had opportunities to interact with your small groups, talk as a whole class, have 1:1 conversations with your peers and you teacher. In this task you will be presenting your group proposal created in Task 4 to your grade level peers and selected proposals will be presented to a small committee. One proposal will be chosen for implementation within the school. Your group's goal is to adapt your speech when you present your proposal so that your plan can be understood.

Scoring Guide (SL.6.6)

Exemplar	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: ○ Uses language that expresses	○ Adapts speech to a variety of contexts ○ Adapts speech to a variety of tasks ○ Demonstrates a command of formal English (as noted in L.6.1 and 3): ○ Uses pronouns correctly.	Meets 4 of the proficient criteria.	Meets fewer than 3 of the proficient criteria.

ideas precisely and concisely.	○ Varies sentence patterns for meaning, audience interest and style. ○ Maintains consistency in style and tone.	Comments:
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Supporting Documents and Student Materials

Name _____ Date _____

Unit 4 Post Common Formative Assessment

Student Directions and Possible Answers:

Q1: What is the central idea of *Californians May Find this Grizzly Proposal Unbearable*? (RI.6.2)

- a. People are in favor of reintroducing grizzly bears back into states.
- b. Consideration of bringing grizzly bears back to California is an unbearable idea.
- c. The population in these states are too dense for the grizzly bears.
- d. Grizzly bears are considered an endangered species.

Q2: List details to support the central idea that you choose in Question 1 and cite evidence to support your answer. (RI.6.1, RI.6.2)

Q3: Write a summary of *Californians May Find this Grizzly Proposal Unbearable* free from personal opinions and judgments. (RI.6.2).

Scoring Guide (RI.6.2.) (Q1, Q2, Q3)			
Exemplar	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Identifies more than one central idea in a text.	o Central idea is identified. o Summary includes all important ideas and a topic sentence. o Summary is free from personal opinions and judgment. o Details chosen support the central idea.	Meets 3 of the proficient criteria.	Meets fewer than 3 of the proficient criteria.
		Comments:	

Q4: What is the author's purpose in writing the text? (RI.6.6)

- To persuade people that animals need to be protected or they will become extinct.
- To caution people about the dangers of grizzly bears close to humans.
- To inform the reader about the grizzly bear possible proposal and viewpoints.
- To create awareness about population issues in the state of California.

Q5: Explain how the author develops his purpose. (RI.6.6).

Scoring Guide (RI.6.1.) Q2 and Q5			
Exemplar	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Two or more pieces of textual evidence cited. o Two or more pieces of textual evidence support the central idea.	Question 2: o Textual evidence is cited. o Textual evidence supports the answer. Question 5: o Textual evidence is cited. o Textual evidence supports the answer.	Meets 3 of the proficient criteria.	Meets fewer than 3 of the proficient criteria.
		Comments:	

Scoring Guide (RI.6.6) (Q4 and Q5)			
Exemplar	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Includes an opposing viewpoint.	o Author's point of view or purpose is identified. o Development of author's point of view or purpose is explained.	o Meets 1 of the proficient criteria.	o Meets none of the proficient criteria.
		Comments:	

Q6a: Sort the following claims into two categories (Claims that are supported by reasons and evidence from claims that are not.)

- Grizzly bears are iconic in California.
- Yellowstone is not the best home for grizzlies.
- Encouraging the largest predator in America to live anywhere in a crowded state seems unlikely to some experts and unwise to others.
- The grizzly deserves its fearsome reputation.
- He can't imagine Californians getting used to the bears.
- The Grizzly bear proposal is unbearable to Californians

Claims Supported by reasons and evidence	Claims not supported by reasons and evidence

Q6b: Provide a rationale/explanation for your categorization of the claims sorted above:

Q7: Choose one of the claims in question six that was supported by reasons and evidence. Trace and evaluate the claim by highlighting the claim, reasons, and evidence in the text. (RI.6.8)

Q8: Evaluate the claims and choose the claim that is supported by strongest reasons and evidence. Justify why this is the strongest claim. (RI.6.8)

Scoring Guide (RI.6.8) (Q7 and Q8)

Exemplar	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: ○ Chooses the strongest piece of evidence and justify why is it the strongest	○ Traces the argument/claims ○ Evaluates the argument/claims ○ Distinguishes claims supported by reasons ○ Distinguishes claims supported by evidence ○ Distinguishes claims not supported by reasons ○ Distinguishes claims not supported by evidence	Meets 4-5 of the proficient criteria.	Meets fewer than 4 of the proficient criteria.
		Comments:	

Name: _____

Date: _____

Unit 4 Performance Task 1

Student Directions

- Read your assigned text independently. As you read, focus on the central idea and author's point of view.
- When you are finished reading, independently complete the graphic organizer.

Central Idea:

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Details:

Summary of the text:

What is the Author’s Point of View in this article?

How is the Point of View conveyed in the article?

Examples of how the Point of view is conveyed:

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Name: _____

Date: _____

Unit 4 Performance Task 1

Scoring Guide (RI.6.2)

Exemplar	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Identifies more than one central idea in a text.	o Central idea is identified. o Summary includes all important ideas and a topic sentence. o Summary is free from personal opinions and judgment. o Details chosen support the central idea.	Meets 3 of the proficient criteria.	Meets fewer than 3 of the proficient criteria.
		Comments:	

Scoring Guide (RI.6.6)

Exemplar	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Includes an opposing viewpoint.	o Author's purpose or point of view is identified o Development of author's purpose or point of view is explained	Meets 1 of the proficient criteria.	Meets none of the proficient criteria.
		Comments:	

Name: _____

Date: _____

Unit 4 Performance Task 2

What argument is the author making? Did the author use claims to support the argument? How effective are the claims- is there evidence to back them up? In this performance task your goal is to investigate your assigned article and view a presentation in order to determine if the author was effective in making an argument with claims that are supported by evidence.

Part 1: (RI.6.1, RI.6.8)

- Read the following article on healthy living.
- While reading the article, trace and evaluate the argument and specific claims.
- Complete the graphic organizer.

What is the author's argument stated in this article?

Identify the claims of the article below:	Is there evidence in the article to support the claim? If so, cite textual evidence.

Part 2: (SL.6.3)

- Listen to the presentation on healthy living.
- While listening, delineate the speaker's argument and specific claims.
- Complete the graphic organizer delineating the speaker's argument and specific claims.

What is the author's argument stated in this presentation?

Identify the claims of the presentation below:	Is there evidence in the presentation to support the claim? If so, identify evidence to support that claim.

Scoring Guide (RI.6.8) (Part 1)

Exemplar	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: ○ Chooses the strongest piece of evidence and justify why is it the strongest	○ Traces the argument/claims ○ Evaluates the argument/claims ○ Distinguishes claims supported by reasons ○ Distinguishes claims supported by evidence ○ Distinguishes claims not supported by reasons	Meets 4-5 of the proficient criteria.	Meets fewer than 4 of the proficient criteria.
		Comments:	

	o Distinguishes claims not supported by evidence	
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Scoring Guide (RI.6.8) (Part 1)

Exemplar	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Chooses the strongest piece of evidence and justify why is it the strongest	o Traces the argument/claims o Evaluates the argument/claims o Distinguishes claims supported by reasons o Distinguishes claims supported by evidence o Distinguishes claims not supported by reasons o Distinguishes claims not supported by evidence	Meets 4-5 of the proficient criteria.	Meets fewer than 4 of the proficient criteria.
		Comments:	

Scoring Guide (SL.6.3) (Part 2)

Exemplar	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o N/A	o Delineates the speaker's arguments and claims o Distinguishes claims that are supported by reasons and evidence from those that aren't	Meets 1 of the proficient criteria.	Meets less than 1 of the proficient criteria.
		Comments:	

Name _____ Date _____

Unit 4 Performance Task 3

Part 1 and Part 2

Consider all of the health issues that are on the rise today... think about those that impact teens? What if you had the chance to make a difference? For the remainder of this unit, you and your group will select a health issue facing teens today, research all sides of it and make a proposal for how you could make a difference here at our school. The top proposal will take place during a Healthy Living Day.

Part 1: Group Work

1. Assign all group members to a healthy area responsibility.

Healthy Area Responsibility	Group member
Nutritional Wellness	
Physical Wellness	
Mental Wellness	

2. Pick a health issue from the Healthy Living generated list.

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3. What is the focus of your argument (research question) and claim?

Question:

Claim:

Part 2: Independent Work

1. Identify credible sources that help answer your research question and supports your claim.
2. On the graphic organizer, quote or paraphrase the evidence that supports your claims to avoid plagiarism.
3. Provide basic bibliographic information for sources.

Reasons to support your claim:	Quote or paraphrase evidence to support claim	Source - Basic bibliographic information

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Scoring Guide (W.6.8)			
Exemplar	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus 1 of the 3: ○ Uses search terms effectively. ○ Assess accuracy of	○ Gathers relevant information from multiple sources. ○ Assesses credibility of each source. ○ Quotes or paraphrases data and conclusions of others. ○ Avoids plagiarism. ○ Provides basic bibliographic information for sources.	Meets 3-4 of the proficient criteria.	Meets fewer than 3 of the proficient criteria.
		Comments:	

Name _____ Date _____

Unit 4 Performance Task 3

Part 3 and Part 4

Part 3: Group Work

1. Get into your proposal group to present your findings from your graphic organizer and receive feedback from your group members.
2. While presenting, make sure you elaborate on your findings.
3. Fill in the graphic organizer describing the feedback you gave to your group member and the feedback you received from your group members.

Group Work Feedback
Feedback received from Group Members:
Feedback given to Member #1
Feedback given to Member #2

Part 2: Independent Work

Now that you have received feedback from your group members, reflect. What needs to be changed? What additional information needs to be added? What needs to be clarified?

Part 4- Independent Work
Personal Reflection:

Scoring Guide for Collaborative Component (SL.6.1)			
Exemplar	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus 2 of the 3: o Provides relevant observations and ideas that bring the discussion back on topic as needed. o Having researched material under study tracks progress towards specific goals and deadlines.	o Comes to discussions prepared (having read or studied required material). o Explicitly draws on reading by referring to evidence from the text. o Probes and reflects on ideas under discussion. o Follows rules for collegial discussions. o Sets specific goals and deadlines. o Defines individual roles (as needed). o Poses questions on topic. o Responds with elaboration and details contributing to the discussion. o Reviews key ideas	Meets 7-8 of the proficient criteria.	Meets fewer than 7 of the proficient criteria.
		Comments:	

○ Acknowledges new information expressed by others as well modifies their own view when warranted	○ Demonstrates understanding of multiple perspectives through reflection and paraphrasing.	
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Scoring Guide (W.6.8)			
Exemplar	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus 1 of the 3: ○ Uses search terms effectively. ○ Assess accuracy of	○ Gathers relevant information from multiple sources. ○ Assesses credibility of each source. ○ Quotes or paraphrases data and conclusions of others. ○ Avoids plagiarism. ○ Provides basic bibliographic information for sources.	Meets 3-4 of the proficient criteria.	Meets fewer than 3 of the proficient criteria.
		Comments:	

Name _____ Date _____

Unit 4 Performance Task 4

In this task, your group will work together to write a proposal for a Healthy Living Day that could possibly take place at our school. While you will be working together as a group to write this proposal, each group member is responsible for making sure his or her researched information is represented in the proposal. Each group member will write his or her own section. Use your graphic organizer from task 3 to write your section of the proposal.

Group Goal: Develop a plan for an activity or activities to promote healthy living in the school. This plan should address the issues identified through research and should promote all three areas of wellness (physical, emotional, and nutritional). The plan needs to include the following information:

- Explanation of how this activity/activities connect(s) to their research to promote healthy living.
- Description of the activity students will be doing to promote healthy living
- Time frame for activity
- Cost to implement the activity
- Equipment and materials needed for the activity
- Location requirements for the activity

Action Steps

1. On you own: Use the information from your Healthy Living Day Plan graphic organizer and formally write a plan that will be included in the group proposal.
2. As a group: Put the individual sections together into a cohesive proposal. How can you organize everyone's writing so the sections look like they fit together?
3. As a group: After reviewing individual sections and putting them together in a proposal, develop an introduction. Your introduction should promote healthy living and give readers a general overview of the topic.

4. As a group: Make sure your group proposal includes the following information: Introduction, each group member's research findings and plan to promote healthy living day.

Unit 4 Performance Task 4 / Healthy Living Day graphic organizer

Use the following graphic organizer to record your group findings for your healthy living day plan.

Activity/Activities:
Explanation of how this activity/activities connect(s) to your research to promote healthy living:
Description of the activity/activities:
Time frame for activity/activities:
Cost to implement the activity/activities:
Equipment and materials needed for the activity/activities:

Location requirements for the activity/activities:

Source - Basic bibliographic information

Scoring Guide (W.6.1)

Exemplar	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: ○ Draws connections among multiple sources.	○ Introduces claim(s). ○ Organizes the reasons and evidence clearly. ○ Supports claim(s) with clear reasons and relevant evidence. ○ Uses credible sources. ○ Demonstrates an understanding of the topic or text. ○ Uses words, phrases, and clauses to clarify the relationships among claim(s) and reasons. ○ Establishes and maintains a formal style. ○ Provides a concluding statement or section that follows from the argument presented.	Meets 6-7 of the proficient criteria.	Meets fewer than 6 of the proficient criteria.
		Comments:	

Name _____ Date _____

Unit 4 Performance Task 5

Student Directions:

Throughout this unit we have been discussing the importance of adapting speech in order to fit the situation. You have had opportunities to interact with your small groups, talk as a whole class, have 1:1 conversations with your peers and your teacher. In this task you will be presenting your group proposal created in Task 4 to your grade level peers and selected proposals will be presented to a small committee. One proposal will be chosen for implementation within the school. Your group's goal is to adapt your speech when you present your proposal so that your plan can be understood.

Scoring Guide (SL.6.6)			
Exemplar	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: ○ Uses language that expresses ideas precisely and concisely.	○ Adapts speech to a variety of contexts ○ Adapts speech to a variety of tasks ○ Demonstrates a command of formal English (as noted in L.6.1 and 3): ○ Uses pronouns correctly. ○ Varies sentence patterns for meaning, audience interest and style. ○ Maintains consistency in style and tone.	Meets 4 of the proficient criteria.	Meets fewer than 3 of the proficient criteria.
		Comments:	

Teacher Directions: While observing student communication throughout the unit, place an X in the box when you see students demonstrating elements of SL.6.6 in various contexts.

[illegible]

