

Unit Planning Organizer

Grade: 6

Unit: 1

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

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Notes:

- Supporting standards *may be* embedded in performance tasks. If they are not embedded, they *must be* assessed through teacher-designed classroom measure.
- Supporting standards *will not* be embedded in common formative pre/post assessments.

Unit Planning Organizer

Subject(s)	ELA					
Grade/Course	6 th Grade					
Title of Standards-Based Unit	Story Collaboration: Makings of a Great Story					
Estimated Duration of Unit	5 Weeks + 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)	
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.6.2	Determine a theme or 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.
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
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. - 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. - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. - Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
L.6.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 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.	
W.6.3	

Reading Standards			
Priority Standard	"Unwrapped" Skills (students need to be able to do) (verbs and verb phrases)	"Unwrapped" Concepts (students need to know) (noun/noun phrases)	Depth of Knowledge
RL.6.1	- Cite - Support - Analyzing	- Textual Evidence - Explicitly stated - Inferential Information	1, 2, 3
RL.6.2	Determine	- Theme/Central Idea - How themes are conveyed through details	2, 3
	Provide	Summary distinct from personal opinions and judgments	2, 3
RL.6.3	Describe	- How plot unfolds - Series of episodes	2, 3

		• How characters respond and change	
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Speaking/Listening Standards			
Priority Standard	"Unwrapped" Skills (students need to be able to do) (verbs and verb phrases)	"Unwrapped" Concepts (students need to know) (noun/noun phrases)	Depth of Knowledge
SL.6.1 a-d	• Engage • Build • Express • Come prepared • Draw on • Refer to • Probe • Reflect • Follow • Set • Define • Pose and respond • Make • Reflect • Paraphrase	• Range of collaborative discussions with diverse partner • Other's ideas • Own ideas • How to be prepared • Preparation • Evidence on topic, text, or issue • Discussion ideas • Collegial Discussions Rules • Specific goals and deadlines • Individual roles • Specific questions • How to elaborate • Contributing comments • Expressed key ideas • Multiple perspectives	1, 2, 3

Language Standards			
Priority Standard	"Unwrapped" Skills (students need to be able to do) (verbs and verb phrases)	"Unwrapped" Concepts (students need to know) (noun/noun phrases)	Depth of Knowledge
L.6.2a	• Demonstrate • Use	• Conventions of English • Punctuation including nonrestrictive/parenthetical elements	1

Unit Essential Questions and Big Ideas	
Essential Questions	Big Ideas
What makes a great story?	An author uses a variety of techniques (states ideas explicitly and inferentially, uses details to develop a central idea or theme, and creates a series of

	episodes in a plot to show how the character responds and changes) to develop a great story.
How do you get people to take your answers seriously?	Throughout life you have to defend your answers by citing evidence to be taken seriously.
Why do you need to collaborate with others throughout life?	You have to collaborate with others to grow as an individual.
Why do you as a reader need to think about what you read?	The power of reading comes from analyzing the text in order to learn from it (making inferences, determining the theme, analyzing individual's events and ideas, and how characters fit within a story).

Note: Throughout the unit, students should engage in ongoing discussions about the Essential Questions.

Step 2: Standards-Based Unit Assessments

Assessment and Performance Task Alignment of Unit Standards	
Assessment/Performance Task	Assessed Standards
Pre CFA(s)	R.L.6.1., R.L.6.2., R.L.6.3 (Note: same as post)
Performance Task #1*	R.L.6.1., R.L.6.3, SL.6.1 <i>Teachers can split assessment of SL.6.1 between these two tasks.</i>
Performance Task #2*	R.L.6.2., SL.6.1
Performance Task #3	L.6.2, W.6.3
Post CFA	R.L.6.1., R.L.6.2., R.L.6.3

*While approaching each performance task, work on S.L.6.1. to assess student progress

Standards-Based Common Formative Post-Assessment (CFA)

Standards: R.L.6.1., R.L.6.2., R.L.6.3

Teacher Directions: Locate the text *Flowers and Freckle Cream* by Elizabeth Ellis or find a text meeting the complexity requirements for 6th graders.

Student Directions and Possible Answers:

Q1: Write a summary of *Flowers and Freckle Cream*. Make sure the summary is free from personal opinions and judgment. (RL.6.2)

Flowers and Freckle Cream by Elizabeth Ellis is a story about a girl who is unhappy with her looks because she has a lot of freckles. She wants to rid herself of freckles forever so she orders a cream to help her do so. But, this fails her miserably. At the end of the story a conversation with her grandfather and a tiger lily may help her to see this situation differently.

Q2a: Circle the choice that best represents the theme of *Flowers and Freckle Cream* by Elizabeth Ellis. (RL.6.2)

- a. Everyone should be wary of what people claim.
- b. Everyone is unique in their own way.
- c. Everyone should listen to their elders.
- d. Everyone should be patient in life.

Q2b: Explain why the theme you chose above is the best theme for *Flowers and Freckle Cream*. Cite textual evidence and explain how it conveys the theme. (RL.6.1 & RL.6.2)

This theme is the best choice for this story because it represents the problem this girl was struggling with. She was unable to see herself as unique the way she was. In paragraph 2 she states, "I couldn't help comparing myself with her and thinking that my life would be a lot different if I had beautiful skin too." This shows her lack of understanding that her current self was beautiful in her own way. This continues throughout the rest of the story until the end when her grandfather gives her this same message.

Q3a: Choose the three episodes from the list below that are essential in moving the plot move toward resolution. (RL.6.3)

- a. The narrator makes comparisons between herself and her cousin and focuses on their looks.
- b. The narrator finds an advertisement for freckle remover cream and saves her money to purchase it.
- c. The narrator worries about the freckle remover cream and decides she doesn't want to put it on.
- d. The narrator puts on the freckle remover cream and goes outside to hoe tobacco all day.
- e. The narrator is upset by how the family reacts to her complexion after being out in the sun all day.
- f. The narrator doesn't come out of the room to eat dinner with her family because she is embarrassed.
- g. The narrator talks to her Grandpa about how there are all kinds of flowers and they are all beautiful.

Q3b: Explain how the episodes you choose above move the plot toward the resolution. (RL.6.3)

These episodes show the events that took place between learning about the speaker's problem and how the story ends. While there is no resolution to this story, I can see how the speaker learned a lesson. These three episodes show how the plot moves.

Q3c: Choose one of the episodes you identified above. Write a statement that describes how the character responded or changed because of it. With your statement, cite textual evidence that shows how the character responded or changed. (RL.6.1 & RL.6.3)

When the narrator's Grandpa uses the analogy of flowers to try and show how she is special in paragraph 10, the narrator responds with anger. "I said, 'I've never seen a flower with freckles!' I ran back to my room, slamming the door. This response shows the narrator's frustration with the situation.

Scoring Guide (RI.6.1)

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Two of more pieces of textual evidence cited. o Two or more pieces of textual evidence support the answer.	o Textual evidence supports the answer. o Textual evidence is cited.	o Meets 1 of the proficient criteria.	o Meets less than 1 of the proficient criteria.
		Comments:	

Scoring Guide (RL.6.2)

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Includes a connection between the theme and either the characters, setting or plot.	o Summary of the story is written. o Summary is free from personal opinions and judgments. o Correct theme is stated o Identified the details that convey the theme.	o Meets 3 of the proficient criteria.	o Meets less than 3 of the proficient criteria.
		Comments:	

Scoring Guide for Independent Component (RL.6.3)

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Evaluates which episode impacts the character most.	o Described how the story unfolded in a series of identified episodes. o Described how the characters changed or responded as the plot moved toward resolution.	o Meets 1 of the proficient criteria.	o Meets less than 1 of the proficient criteria.
		Comments:	

Step 3: Standards-Based Performance Tasks

Performance Task Synopses

Task 1: (R.L.6.1., R.L.6.3., S.L.6.1) Students will be reading stories to identify the episodes that make up the plot and how the character responds and changes.

Task 2: (R.L.6.2., SL.6.1) Students will be reading stories to identify the theme and details that support the theme. After collaboration with peers, students will connect the themes and supporting details to behavioral norms that have been adopted by their schools.

Task 3: (L.6.2) W.6.3 Students will generate a narrative text to support behavioral norms that have been adopted by their school. These texts should be directly related to the themes that were discussed in Task 2.

Performance Task # 1- In Detail

Priority Standards: R.L.6.1., R.L.6.3., S.L.6.1

Supporting Standards: Not applicable

Big Ideas:

- The power of reading comes from analyzing the text in order to learn from it (making inferences, determining the theme, analyzing individual's events and ideas, and how characters fit within a story).
- An author uses a variety of techniques (states ideas explicitly and inferentially, uses details to develop a central idea or theme, and creates a series of episodes in a plot to show how the character responds and changes) to develop a great story.
- Throughout life you have to defend your answers by citing evidence to be taken seriously.
- You have to collaborate with others to grow as an individual.

Essential Questions:

- What makes a great story?
- How do you get people to take your answers seriously?
- Why do you need to collaborate with others throughout life?
- Why do you as a reader need to think about what you read?

DOK: 2, 3

Synopsis: Students will be reading stories to identify the series of episodes and how the characters responds and changes as the plot moved towards resolution. They will determine the most impactful episode and cite textual evidence to support their answer.

Teacher Directions:

- Pick a grade level appropriate story or stories that students will read independently or with a partner that portrays one of the character traits/behaviors that follow your school's social, emotional, and/or behavioral norms.
- Student will work in a group to discuss how the story's plot unfolded in a series of episodes and how the characters responded or changed as the plot moved towards a resolution. They will create a story map (comic strip, PowerPoint, etc.) that demonstrates their understanding of the episodes and how the characters responded or changed as the plot moved towards a resolution.
- As students collaborate with their groups, teachers will assess student interaction on S.L.6.1. **Note: Teachers may choose to assess some students rather than all students. If choosing to do this, teachers would then assess the rest of the students during Performance Task 2.**
- Using the story map created with their groups, students will independently chose the episode that most impacted the character's change and cite evidence to support their choice.
- **Note for differentiation:** If students are not ready to create the episode graphic organizer independently, teachers can opt to have students create it during the group work component.

Student Directions:

- You will read your assigned story independently or with a partner. As you read focus on how the story's plot unfolds in a series of episodes and how the characters respond or change as the plot moves towards a resolution. You will complete the graphic organizer independently to note these points.
- With a collaborative group, use the notes on your graphic organizers to discuss your findings with regard to the episodes and characters. Use the prompts to guide your discussion.
- With your partner, create a story map that documents the series of episodes and demonstrates how the characters responded or changed as the plot moved towards a resolution.
- Your teacher will be assessing your engagement in the discussion as you discuss your findings.
- When finished, independently create a story map and choose the episode that most impacted the character's change and cite evidence to support your choice.

Scoring Guide for Independent Component (RL.6.1)

Exemplary	Proficient	Close to Proficient	Far from Proficient
- o All proficient criteria plus: - o Two of more pieces of textual evidence cited. - o Two or more pieces of textual evidence support the answer.	- o Textual evidence supports the answer. - o Textual evidence is cited.	o Meets 1 of the proficient criteria.	o Meets less than 1 of the proficient criteria.
		Comments:	

Scoring Guide for Independent Component (RL.6.3)

Exemplary	Proficient	Close to Proficient	Far from Proficient
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All proficient criteria plus: o Evaluates which episode impacts the character most.	o Described how the story unfolded in a series of identified episodes. o Described how the characters changed or responded as the plot moved toward resolution.	o Meets 1 of the proficient criteria.	o Meets less than 1 of the proficient criteria.
		Comments:	

Scoring Guide for Collaborative Component (SL.6.1)

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Monitored progress of goals.	o Come to discussions prepared o Followed rules for collegial discussions. o Posed and/or responded to questions. o Elaborated and used details when making comments. o Contributed to the group's discussion. o Reviewed key ideas expressed and demonstrated understanding of multiple perspectives through reflection and paraphrasing.	o Meets 3-4 of the proficient criteria.	o Meets less than 2 of the proficient criteria.
		Comments:	

Performance Task # 2- In Detail

Priority Standards: R.L.6.2., S.L.6.1.

Supporting Standards: Not applicable

Big Ideas:

- The power of reading comes from analyzing the text in order to learn from it (making inferences, determining the theme, analyzing individual's events and ideas, and how characters fit within a story).
- An author uses a variety of techniques (states ideas explicitly and inferentially, uses details to develop a central idea or theme, and creates a series of episodes in a plot to show how the character responds and changes) to develop a great story.
- You have to collaborate with others to grow as an individual.

Essential Questions:

- Why do you as a reader need to think about what you read?
- What makes a great story?
- Why do you need to collaborate with others throughout life?

DOK: 2, 3

Synopsis: Students will be reading stories to identify the theme and details that support the theme. After collaboration with peers, students will connect the themes and supporting details to behavioral norms that have been adopted by their schools.

Teacher Directions:

- Choose a variety of short stories that have a clear theme that portrays one of the character traits/behaviors that follow your school's social, emotional, and behavioral norms. (Ex. Character Counts, Seven Habits, PBIS, etc.) Each story should address a different trait/theme.
- After reading and discussing the text, students will identify how the theme connects to one of your school's social, emotional and/or behavioral norms and explain the connection between the theme and the norms.
- Students will discuss with other students that read the same story the theme they chose and the details listed to support their theme. Students will also discuss how this theme/story reflects one of your school's social, emotional, and/or behavioral norms. Through this discussion student will receive feedback that may be used to revise initial thoughts.

Note: Teachers may choose to assess some students rather than all students. If choosing to do this, teachers would then assess the rest of the students during Performance Task 2.

Student Directions:

- Read one of the stories independently, with a partner, or in a small group. Each of these stories models one of the character traits/behaviors that follow your school's social, emotional, and/or behavioral norms.
- Independently write a summary of the story distinct from your own personal opinions or judgments.
- Independently determine the theme from the story and list details to support how the theme was conveyed.
- Identify how the theme connects to one of your school's social, emotional and/or behavioral norms and explain the connection between the theme and the norms.
- With a small group, discuss the theme you chose and the details listed to support your theme. Discuss how this theme/story reflects one of your school's social, emotional, and/or behavioral norms. As you discuss your story, revise your initial thoughts, if needed. Your teacher will be assessing your engagement in the discussion.
- Identify a personal experience or create a fictional experience that aligns with one of your school's social, emotional, and behavioral norms and with the theme of your story. Share your ideas with a partner or small group for feedback. Your teacher will be assessing your engagement in the discussion.

Scoring Guide for Collaborative Component (SL.6.1)

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Monitored progress of goals.	- o Come to discussions prepared - o Followed rules for collegial discussions. - o Posed and/or responded to questions. - o Elaborated and used details when making comments. - o Contributed to the group's discussion. - o Reviewed key ideas expressed and demonstrated understanding of multiple	o Meets 3-4 of the proficient criteria.	o Meets less than 2 of the proficient criteria.
		Comments:	

	perspectives through reflection and paraphrasing.	
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Scoring Guide (RL.6.2)			
Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Includes a connection between the theme and either the characters, setting or plot.	o Summary of the story is written. o Summary is free from personal opinions and judgments. o Correct theme is stated o Identified the details that convey the theme.	o Meets 3 of the proficient criteria.	o Meets fewer than 3 of the proficient criteria.
		Comments:	

Performance Task # 3- In Detail

Priority Standard: L.6.2

Supporting Standard: W.6.3

Big Idea: An author uses a variety of techniques (states ideas explicitly and inferentially, uses details to develop a central idea or theme, and creates a series of episodes in a plot to show how the character responds and changes) to develop a great story.

Essential Questions: What makes a great story?

DOK: 3, 4

Synopsis: Students will generate a narrative text to support behavioral norms that have been adopted by their school. These texts should be directly related to the themes that were discussed in Task 2.

Teacher Directions:

- Select one of the scenarios/writing prompts from which students will work.
- Remind students to use their notes from Performance Task 2 to generate themes for their own narrative.
- Have students identify a personal experience that aligns with one of your school's social, emotional, and behavioral norms. Then students will write a personal or fictional narrative that clearly models one of your school's social, emotional, and/or behavioral norms and provides sequence details of the events.
- **Note:** You will be scoring L.6.2 in the narrative.

Scenario One

You have been hired by _____ (your school's social, emotional, and behavioral norms company) as an author. Your job assignment is to write a personal or fictional narrative to provide younger students with an example of what this character trait/behavior looks like in real life.

Scenario Two

I have received the following email from the principal:

Dear _____ (teacher name),

I just left a meeting with the principal of _____ Elementary School. His/Her students are having a difficult time following the social, emotional, and behavioral norms expected at the school. He/She wants to have some real-life examples for his/her students to learn from. I am asking your students to be the authors for these narratives as I know your students follow these to a tee. Please have your students write a personal or fictional narrative that provide younger students with an example of what these character traits/behaviors looks like in real life. The narratives will be sent to _____ Elementary School on _____ (date).

Sincerely,

Mr./Mrs. Principal

Student Directions:

- In this task you will write your own personal narrative in order to teach someone else a lesson.

- Identify a personal experience or create a fictional experience that aligns with one of your school's social, emotional, and behavioral norms and with the theme of your story you read in Performance Task 2.
- Write your narrative and then follow directions for when/how to receive feedback from your peers.

Scoring Guide for Independent Component (W.6.3)

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Multiple narration techniques used throughout the narrative (dialogue, pacing and description).	o Written as a real or imagined experience. o Narrative includes: a. Well-structured sequence of events. b. Introduction of narrator and/or characters. c. Narration techniques (dialogue, pacing and/or description). d. Transition words, phrases and clauses to convey sequence and time shifts. e. Relevant, descriptive details and sensory language. f. Conclusion that follows experience or events.	o Meets 4-5 of the proficient criteria.	o Meets fewer than 4 of the proficient criteria.
		Comments:	

Scoring Guide for Collaborative Component (L.6.2)

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Uses commas to separate coordinate adjectives.	Demonstrates the command of conventions by: o Using commas, parentheses, dashes to set off nonrestrictive/parenthetical elements. o Uses parentheses to set off nonrestrictive/parenthetical elements. o Uses dashes to set off nonrestrictive/parenthetical elements. o Spells correctly.	o Meets 2-3 of the proficient criteria.	o Meets fewer than 2 of the proficient criteria.
		Comments:	

DRAFT

Student and Supplemental Documents

Name _____ Date _____

Unit 1 Pre and Post Common Formative Assessment

Q1: Write a summary of *Flowers and Freckle Cream*. Make sure the summary is free from personal opinions and judgment. (RL.6.2)

Q2a: Circle the choice that best represents the theme of *Flowers and Freckle Cream* by Elizabeth Ellis. (RL.6.2)

- a. Everyone should be wary of what people claim.
- b. Everyone is unique in their own way.
- c. Everyone should listen to their elders.
- d. Everyone should be patient in life.

Q2b: Explain why the theme you chose above is the best theme for *Flowers and Freckle Cream*. Cite textual evidence and explain how it conveys the theme. (RL.6.1 & RL.6.2)

Q3a: Choose the three episodes from the list below that are essential in moving the plot move toward resolution. (RL.6.3)

- a. The narrator makes comparisons between herself and her cousin and focuses on their looks.
- b. The narrator finds an advertisement for freckle remover cream and saves her money to purchase it.
- c. The narrator worries about the freckle remover cream and decides she doesn't want to put it on.
- d. The narrator puts on the freckle remover cream and goes outside to hoe tobacco all day.
- e. The narrator is upset by how the family reacts to her complexion after being out in the sun all day.
- f. The narrator doesn't come out of the room to eat dinner with her family because she is embarrassed.
- g. The narrator talks to her Grandpa about how there are all kinds of flowers and they are all beautiful.

Q3b: Explain how the episodes you choose above move the plot toward the resolution. (RL.6.3)

Q3c: Choose one of the episodes you identified above. Write a statement that describes how the character responded or changed because of it. With your statement, cite textual evidence that shows how the character responded or changed. (RL.6.1 & RL.6.3)

Scoring Guide (RI.6.1)			
Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Two of more pieces of textual evidence cited. o Two or more pieces of textual evidence support the answer.	o Textual evidence supports the answer. o Textual evidence is cited.	o Meets 1 of the proficient criteria.	o Meets less than 1 of the proficient criteria.
		Comments:	

Scoring Guide (RI.6.2)			
Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Includes a connection between the theme and either the characters, setting or plot.	o Summary of the story is written. o Summary is free from personal opinions and judgments. o Correct theme is stated o Identified the details that convey the theme.	o Meets 3 of the proficient criteria.	o Meets less than 3 of the proficient criteria.
		Comments:	

Scoring Guide for Independent Component (RI.6.3)			
Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Evaluates which episode impacts the character most.	o Described how the story unfolded in a series of identified episodes. o Described how the characters changed or responded as the plot moved toward resolution.	o Meets 1 of the proficient criteria.	o Meets less than 1 of the proficient criteria.
		Comments:	

Name _____ Date _____

Unit 1 Performance Task 1

What episode changed the character the most?

Part 1: Independent Task: Read/Listen to the Text

1. Read independently or listen to the assigned text.
2. As you read, focus on how the story's plot unfolds in a series of episodes and how the main character responds or changes as the plot moves towards a resolution.
3. Use the chart below to note the episodes and how characters respond or change during the episodes.

Series of Episodes	Character's response or change

Part 2: Group Task: Analyze the Episodes and Character Changes

Note: As you work through Part 2, your group will be assessed on how you work together as a group (SL.6.1).

4. Look at your notes on the episodes.
 - a. Did you get them all? Did you list anything that isn't an episode?
 - b. How do you know these ARE episodes?
5. Look at the main character.
 - a. How did the main character respond and/or change as a result of the episodes?
 - b. As a group, discuss the above question for each episode you showed in your visual.
 - c. Add to your visual a description of the character's change or response.

Part 3: Individual Task: Plot the Episodes and Discuss the Most Impactful Episode

6. On your own, create a visual showing how the plot unfolded in a series of episodes. Decide how you would like to show the episodes (some suggestions: story map, power point slides, comic strip, etc.).
7. Then, choose the episode that impacted the character's change or response the most.
8. Cite textual evidence to support your choice by writing a summary to explain why the character changed or responded the most due to this particular episode.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Scoring Guide for Collaborative Component (SL.6.1)			
Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Monitored progress of goals.	o Come to discussions prepared o Followed rules for collegial discussions. o Posed and/or responded to questions. o Elaborated and used details when making comments. o Contributed to the group's discussion. o Reviewed key ideas expressed and demonstrated understanding of multiple	o Meets 3-4 of the proficient criteria.	o Meets less than 2 of the proficient criteria.
		Comments:	

	perspectives through reflection and paraphrasing.	
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Scoring Guide for Independent Component (RL.6.3)			
Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Evaluates which episode impacts the character most.	o Described how the story unfolded in a series of identified episodes. o Described how the characters changed or responded as the plot moved toward resolution.	o Meets 1 of the proficient criteria.	o Meets less than 1 of the proficient criteria.
		Comments:	

Scoring Guide for Independent Component (RL.6.1)			
Exemplary	Proficient	Close to Proficient	Far from Proficient
o All proficient criteria plus: o Two of more pieces of textual evidence cited. o Two or more pieces of textual evidence support the answer.	o Textual evidence supports the answer. o Textual evidence is cited.	o Meets 1 of the proficient criteria.	o Meets less than 1 of the proficient criteria.
		Comments:	

Name _____

Date _____

Unit 1 Performance Task 2

Part 1: Read the Text: Summarize the Text

1. Independently, with a partner or in a small group, read the selected text. Each of these texts models one of the character traits/behaviors that follow your school's social, emotional, and/or behavioral norms.
2. While reading, pay attention to the key details and HOW the key details lead to the theme. This information will be used in Part 2.
3. Independently write a summary of the story after reading.

Story: _____

Summary:

Part 2: Independent Task: Determine Theme.

4. Independently, determine the theme from the story and list details to support how the theme was conveyed.

Theme: _____

Details to support the theme:

5. Identify how the theme connects to one of your school's social, emotional and/or behavioral norms. Explain the connection between the theme and the norms.

Part 3: Group and Individual Tasks: Discuss.

6. On the Conversation Round Table organizer, fill in the section called “My first theme, support details, and school norm connection.”
7. Use the Conversation Roundtable Organizer to take turns discussing the theme and key details listed by each group member. Take notes as you listen to your group members share their ideas.
8. After the group’s discussion, independently write a final answer to show the theme, supporting details and school norm connection. Write this answer in the center of your round table organizer.

Scoring Guide for Collaborative Component (SL.6.1)			
Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Assigned and kept track of group member roles during group discussion.	o Followed rules for collegial discussions. o Posed and/or responded to questions. o Elaborated and used details when making comments. o Contributed to the group’s discussion.	o Meets 3-4 of the proficient criteria.	o Meets less than 3 of the proficient criteria.
		Comments:	

Scoring Guide (RL.6.2)			
Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Includes a connection between the theme and either the characters, setting or plot.	o Summary of the story is written. o Summary is free from personal opinions and judgments. o Correct theme is stated o Identified the details that convey the theme.	o Meets 3 of the proficient criteria.	o Meets fewer than 3 of the proficient criteria.
		Comments:	

Conversation Round Table Organizer

My first theme, supporting details, and connection to school norms:

Group Member #2 theme, supporting details, and connection to school norms:

My final theme,
supporting details
and connection to
school norms:

Group Member #3 theme, supporting details and connection to school norms:	Group Member #4 theme, supporting details and connection to school norms:
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Name _____ Date _____ Period _____

Unit 1 Performance Task 3

Student Directions

- In this task you will write your own personal narrative in order to teach someone else a lesson.
- Identify a personal experience or create a fictional experience that aligns with one of your school’s social, emotional, and behavioral norms and with the theme of your story you read in Performance Task 2.
- Write your narrative and then follow directions for when/how to receive feedback from your peers.

Scoring Guide for Independent Component (W.6.3)			
Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Multiple narration techniques used throughout the narrative (dialogue, pacing and description).	o Written as a real or imagined experience. o Narrative includes: a. Well-structured sequence of events. b. Introduction of narrator and/or characters. c. Narration techniques (dialogue, pacing and/or description). d. Transition words, phrases and clauses to convey sequence and time shifts. e. Relevant, descriptive details and sensory language.	o Meets 4-5 of the proficient criteria.	o Meets less than 4 of the proficient criteria.
		Comments:	

	f. Conclusion that follows experience or events.	
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Scoring Guide for Collaborative Component (L.6.2)			
Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Uses commas to separate coordinate adjectives.	Demonstrates the command of conventions by: o Using commas, parentheses, dashes to set off nonrestrictive/parenthetical elements. o Uses parentheses to set off nonrestrictive/parenthetical elements. o Uses dashes to set off nonrestrictive/parenthetical elements. o Spells correctly.	o Meets 2-3 of the proficient criteria.	o Meets less than 2 of the proficient criteria.
		Comments:	