

# Unit Planning Organizer

**Grade: 6**

**Unit: 3**

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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 <sup>th</sup> Grade
Title of Standards-Based Unit	Collaborating and Communicating

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)

<b>RI.6.1</b>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>RI.6.2</b>	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.
<b>RI.6.6</b>	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
<b>W.6.2</b>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>
<b>W.6.8</b>	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.
<b>SL.6.1</b>	<p>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.</p> <p>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.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>
<b>L.6.1</b>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p>

	<p>b. Use intensive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p>e. Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p>
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**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.

RI.6.4; W.6.4; W.6.6; W.6.7; SL.6.4; SL.6.6; L.6.4

**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/ Bloom’s Levels
RI.6.1	<ul style="list-style-type: none"> <li>• Cite</li> <li>• Support</li> <li>• Analyzing</li> </ul>	<ul style="list-style-type: none"> <li>• Textual Evidence</li> <li>• Explicitly stated</li> <li>• Inferential Information</li> </ul>	DOK 2
RI.6.2	<ul style="list-style-type: none"> <li>• Determine</li> <li>• Provide</li> </ul>	<ul style="list-style-type: none"> <li>• Central Idea</li> <li>• How central ideas are conveyed through details</li> <li>• Summary distinct from personal opinions and judgments</li> </ul>	DOK 1, 2
RI.6.6	<ul style="list-style-type: none"> <li>• Determine</li> <li>• Explain</li> </ul>	<ul style="list-style-type: none"> <li>• Author’s point of view.</li> <li>• How the author’s point of view or purpose is explained in the text.</li> </ul>	DOK 2

**Writing 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/ Bloom’s Levels
W.6.2	<ul style="list-style-type: none"> <li>• Write</li> <li>• Examine</li> <li>• Convey</li> <li>• Analyze</li> <li>• Select</li> </ul>	<ul style="list-style-type: none"> <li>• Informative and explanatory text</li> <li>• Ideas, concepts and information</li> <li>• Relevant content</li> </ul>	DOK 3, 4
W.6.2.a	<ul style="list-style-type: none"> <li>• Introduce</li> <li>• Organize</li> <li>• Using</li> <li>• Include</li> </ul>	<ul style="list-style-type: none"> <li>• Topic</li> <li>• Strategies to organize: <ul style="list-style-type: none"> <li>◦ Definitions</li> <li>◦ Classification</li> <li>◦ Compare/contrast</li> <li>◦ Cause/effect</li> </ul> </li> <li>• Formatting, graphics, and multimedia</li> </ul>	DOK 3, 4
W.6.2.b	<ul style="list-style-type: none"> <li>• Develop</li> </ul>	<ul style="list-style-type: none"> <li>• Topic</li> </ul>	DOK 3, 4

		<ul style="list-style-type: none"> <li>• Relevant facts</li> <li>• Definitions</li> <li>• Concrete details</li> <li>• Quotations</li> </ul>	
<b>W.6.2.c</b>	<ul style="list-style-type: none"> <li>• Use</li> <li>• Clarify</li> </ul>	<ul style="list-style-type: none"> <li>• Transitions</li> <li>• Relationships</li> </ul>	DOK 3, 4
<b>W.6.2.d</b>	<ul style="list-style-type: none"> <li>• Use</li> <li>• Inform</li> <li>• Explain</li> </ul>	<ul style="list-style-type: none"> <li>• Precise language</li> <li>• Domain specific vocabulary</li> </ul>	DOK 3, 4
<b>W.6.2.e</b>	<ul style="list-style-type: none"> <li>• Establish and maintain</li> </ul>	<ul style="list-style-type: none"> <li>• Formal style</li> </ul>	
<b>W.6.2.f</b>	<ul style="list-style-type: none"> <li>• Provide</li> </ul>	<ul style="list-style-type: none"> <li>• Concluding statement or section</li> </ul>	
<b>W.6.8</b>	<ul style="list-style-type: none"> <li>• Gather</li> <li>• Assess</li> <li>• Quote</li> <li>• Paraphrase</li> <li>• Avoid</li> <li>• Provide</li> </ul>	<ul style="list-style-type: none"> <li>• relevant information (multiple sources)</li> <li>• credibility</li> <li>• data and conclusions</li> <li>• plagiarism</li> <li>• basic bibliography information</li> </ul>	DOK 1-4

<b>Speaking/Listening Standards</b>			
<b>Priority Standard</b>	<b>“Unwrapped” Skills (students need to be able to do) (verbs and verb phrases)</b>	<b>“Unwrapped” Concepts (students need to know) (noun/noun phrases)</b>	<b>Depth of Knowledge/ Bloom’s Levels</b>
<b>SL.6.1</b>	<ul style="list-style-type: none"> <li>• Engage</li> <li>• Build</li> <li>• Express</li> </ul>	<ul style="list-style-type: none"> <li>• Range of collaborative discussions with diverse partner</li> <li>• Other’s ideas, own ideas</li> </ul>	DOK 1-3
<b>SL.6.1.a</b>	<ul style="list-style-type: none"> <li>• Come prepared</li> <li>• Draw on</li> <li>• Refer to</li> <li>• Probe</li> <li>• Reflect</li> </ul>	<ul style="list-style-type: none"> <li>• How to be prepared</li> <li>• Preparation</li> <li>• Evidence on topic, text, or issue</li> <li>• Discussion ideas</li> </ul>	DOK 1-3
<b>SL.6.1.b</b>	<ul style="list-style-type: none"> <li>• Follow</li> <li>• Set</li> <li>• Define</li> </ul>	<ul style="list-style-type: none"> <li>• Collegial Discussions Rules</li> <li>• Specific goals and deadlines</li> <li>• Individual roles</li> </ul>	DOK 1-3
<b>SL.6.1.c</b>	<ul style="list-style-type: none"> <li>• Pose</li> <li>• Respond</li> <li>• Make</li> </ul>	<ul style="list-style-type: none"> <li>• Specific questions</li> <li>• Elaboration</li> <li>• Contributing comments</li> </ul>	DOK 1-3
<b>SL.6.1.d</b>	<ul style="list-style-type: none"> <li>• Review</li> <li>• Reflect</li> <li>• Paraphrase</li> </ul>	<ul style="list-style-type: none"> <li>• Expressed key ideas</li> <li>• Multiple perspectives</li> </ul>	DOK 1-3

<b>Language Standards</b>			
<b>Priority Standard</b>	<b>“Unwrapped” Skills (students need to be able to do) (verbs and verb phrases)</b>	<b>“Unwrapped” Concepts (students need to know) (noun/noun phrases)</b>	<b>Depth of Knowledge/ Bloom’s Levels</b>

L.6.1	<ul style="list-style-type: none"> <li>• Demonstrate</li> <li>• Ensure</li> <li>• Use</li> <li>• Recognize</li> <li>• Correct</li> <li>• Recognize</li> <li>• Identify</li> <li>• Use</li> </ul>	<ul style="list-style-type: none"> <li>• command of conventions</li> <li>• proper case pronouns</li> <li>• intensive pronouns</li> <li>• inappropriate shifts in pronouns</li> <li>• vague pronouns</li> <li>• inappropriate shifts in pronouns</li> <li>• vague pronouns</li> <li>• variations from standard English</li> <li>• Strategies to improve expression</li> </ul>	DOK 1
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Unit Essential Question and Big Ideas	
Essential Questions	Big Ideas
How do writers clearly communicate their ideas?	Good writers are purposely focused, detailed, and organized in a way that clearly communicates the ideas to the reader.
What do good researchers do?	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?	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?	You have to collaborate with others to grow as an individual.
Why are we drawn to some authors and not others?	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?	Effective communication of ideas when speaking or writing relies on the appropriate use of conventions of language.
Why do you have to listen to and evaluate claims presented?	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
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<b>Pre CFA</b>	<b>RI.6.1; RI.6.2; RI.6.6</b>
<b>Performance Task #1</b>	<b>W.6.8 (RI.6.4, RI.6.6)</b>
<b>Performance Task #2</b>	<b>W.6.2; W.6.4; W.6.6; S.L.6.1,a,b,d (RI.6.1, RI.6.2)</b>
<b>Performance Task #3</b>	<b>RI.6.4; RI.6.5; RI.6.6; S.L.6.1,b,c (RI.6.1, RI.6.2)</b>
<b>Performance Task #4</b>	<b>SL.6.4 (presenter evaluation) SL.6.3 (students listening to author panel discussion)</b>
<b>Post CFA</b>	<b>RI.6.1; RI.6.2; RI.6.6</b>

### **Standards-Based Common Formative Post-Assessment (CFA)**

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

**Supporting Standards:** n/a

**Teacher Directions:**

1. Locate the following text: *Debate! Should ads be allowed on school busses?*  
<http://www.timeforkids.com/news/debate/103331>
2. Make a copy of this text available to students.

**Student Directions and Possible Answers:**

Q1: Write a summary of *DEBATE! Should Ads Be Allowed on School Buses?* free from personal opinions and judgments (RI.6.2).

*Debate! Should ads be allowed on school busses?* is an article that discusses how schools are beginning to use busses as a way to not only take students to and from school, but also as a way to make money. Multiple states are starting to put ads on their school busses to make money when they are facing deep budget cuts. People are on both sides of the issue. Some are in support of districts using them to make money, while others see them as a distraction to students in a world filled with advertisements. All agree, however, that ads used should be student appropriate.

Q2: Circle the choice that best represents the central idea of the article (RI.6.2).

- a. As more school districts use ads on their busses various pros and concerns are surfacing.
- b. School districts are using advertisements on busses for many reasons that are good for schools.
- c. Some school buses with advertisements on them are extremely distracting to students and drivers.
- d. More and more school districts across the country are beginning to use advertisements on busses.

Q3: What details in the story support the central idea? Cite textual evidence to support your answer (RI.6.1 & RI.6.2).

Textual evidence to support the central idea is stated in the first two sentences of the first paragraph when the author writes, “In 11 states across the country, school buses are now doing more than just transporting students. They’re also serving as rolling billboards.” In addition, in the fifth paragraph the author writes, “But not everyone is in favor of school busses having ads on the outside.” Both of these pieces of textual evidence show districts are using ads and there are various sides to this issue.

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

Q4: What is the author’s purpose in writing the text (RI.6.1 & RI.6.6)?

- a. To convince school districts with financial needs to advertise on school buses in order to raise funds.
- b. To caution school districts about the negative effects of advertising on students and the community.
- c. To create emotions allowing readers to take a side regarding the use of advertisements on busses.

d. To inform the reader about the use of advertisements on busses and the viewpoints surrounding it.

Q5: Explain how the author develops his purpose. In your explanation, cite textual evidence to support how the structure of the text, the information included in the text, and/or the writing techniques used help the author to develop his purpose (RI.6.1 & RI.6.6).

The author develops his purpose for this text by showing two different sides of this issue through the use of details and quotes. He begins the text with showing how multiple states are using ads on busses and why they are doing so. "We've seen a lot of income generated in the ads." Quotes, like this one used in the third paragraph show the benefits of using advertisements on school busses. When it comes to showing us how there are two sides to this issue, the author uses quotes in the second part of the text like, "I know schools can use the money, but kids already see enough advertising every which way they turn."

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.	<ul style="list-style-type: none"> <li>o Central idea is identified.</li> <li>o Summary includes all important ideas and a topic sentence.</li> <li>o Summary is free from personal opinions and judgment.</li> <li>o Details chosen support the central idea.</li> </ul>	<ul style="list-style-type: none"> <li>o Meets 3 of the proficient criteria.</li> </ul>	<ul style="list-style-type: none"> <li>o Meets fewer than 3 of the proficient criteria.</li> </ul>
Comments:			

Scoring Guide (RI.6.1.) Q2 and Q5

Exemplary	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.	<p>Question 2:</p> <ul style="list-style-type: none"> <li>o Textual evidence is cited.</li> <li>o Textual evidence supports the answer.</li> </ul> <p>Question 5:</p> <ul style="list-style-type: none"> <li>o Textual evidence is cited.</li> <li>o Textual evidence supports the answer.</li> </ul>	<ul style="list-style-type: none"> <li>o Meets 3 of the proficient criteria.</li> </ul>	<ul style="list-style-type: none"> <li>o Meets fewer than 3 of the proficient criteria.</li> </ul>
Comments:			

Scoring Guide (RI.6.6.) Q4 and Q5

Exemplary	Proficient	Close to Proficient	Far from Proficient

<ul style="list-style-type: none"> <li><input type="radio"/> All proficient criteria plus:</li> <li><input type="radio"/> Includes an opposing viewpoint.</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> Author's purpose is identified.</li> <li><input type="radio"/> Development of author's purpose is explained.</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> Meets 1 of the proficient criteria.</li> <li><input type="radio"/> Meets none of the proficient criteria.</li> </ul>	Comments:
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### 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:

In this unit you will have the opportunity to become a person you feel has not only made significant accomplishments in his life, but has also made a significant impact on the lives of others. After using credible resources to research and learn about this person, you will then take on this person's persona and knowledge to write about yourself and then participate as this person in a panel discussion.

Driving this task is the following question: How do writers clearly communicate their ideas?

**Task 1: W.6.8** Students analyze sources in order to determine their credibility and will only be assessed on this first part of standard W.6.8. After completing this task, students will determine which person they will be researching for further tasks.

**Task 2: W.6.2; S.L.6.1,a,b,d** (W.6.4, W.6.6, RI.6.1, RI.6.2) Students will gather information on an **author** to become an expert. This information will be used to write the first draft of an informative paper.

**Task 3: (RI.6.4; RI.6.5; RI6.6; S.L.6.1,b,c)** (RI.6.1, RI.6.2) Synopsis: Students will analyze the craft and structure of a variety of websites in order to provide feedback to one of the website developers on the perceived purpose provided. This will aid them the revisions and development of their own informative paper.

**Task 4: (W.6.2; W.6.4)** (W.6.5) Students will use what they learned in Task 3 to revise and edit their informative papers. They will specifically focus on W.6.2.a, c, and d in order to effectively craft and structure their papers.

**Task 5: (SL.6.3, SL.6.4)** Students will take on the persona of the person they have focused on to make their peers believe that they are that person. While doing this, they will inform their peers of their accomplishments and impact on others. Students will achieve this through a panel discussion.

#### Performance Task # 1- In Detail

**Priority Standards: W.6.8****Supporting Standards:** RI.6.4, RI.6.6

**Big Idea(s):** Good researchers gather and use credible, relevant information from multiple cited sources while avoiding plagiarism.

**Essential Question(s):** What do good researchers do?

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

**Synopsis:** Students analyze sources in order to determine their credibility and will only be assessed on this first part of standard W.6.8. After completing this task, students will determine which person they will be researching for further tasks.

**Teacher Directions:**

- Decide the type of people you would like your students to research or if you would like to leave this work open to all people (i.e., authors, inventors, athletes, humanitarians, anyone).
- Select a variety of websites both credible and noncredible for students to assess. See the Supplemental Documents sections for a list of possible “People Categories” and accompanying websites.
- Determine how you will assess the students’ understanding of determining the credibility of websites. Here are some examples of credibility rubrics:
  - RADCAB: <http://www.radcab.com/pdfs/radcab-rubric-2.pdf>
  - SEER: [http://www.atlm.edu/downloads/Turnitin\\_SEER\\_Rubric.pdf](http://www.atlm.edu/downloads/Turnitin_SEER_Rubric.pdf)
  - Kidsnetsoft: [www.kidsnetsoft.com/internet/rubric.doc](http://www.kidsnetsoft.com/internet/rubric.doc)

**Student Directions:**

In this unit you will have the opportunity to become a person you feel has not only made significant accomplishments in his life, but has also made a significant impact on the lives of others. In order to do this, you will need to gather relevant information from credible resources. But first, you will need to find those credible resources. In this performance task, you will work to assess the credibility of different websites to determine if they would be worthwhile to gather relevant information from later.

**Part 1:**

1. **On your own**, review the selected websites. As you review the websites, use the table below to gather information about the site.
2. **As a whole group**, assess the credibility of this site using the credibility rubric.

**Part 2:**

3. Independently, respond to the following questions:
  - Who are the top three (3) people you would want to research and become during this unit?
  - Which two (2) websites from this performance task are most credible and will give you the most relevant information for your research? Provide evidence to support these two (2) websites.
  - Select one website that isn’t’ credible. What advice would you give the author of this site to help make it more credible?

**Scoring Guide (W.6.8)**

Exemplary	Proficient	Close to Proficient	Far from Proficient
<p>All proficient criteria plus 1 of the 3:</p> <ul style="list-style-type: none"> <li>o Uses search terms effectively.</li> <li>o Assess accuracy of sources.</li> <li>o Uses a standard citation format.</li> </ul>	<ul style="list-style-type: none"> <li>o <del>Gathers relevant information from multiple sources.</del></li> <li>o <del>Assesses credibility of each source.</del></li> <li>o <del>Quotes or paraphrases data and conclusions of others.</del></li> <li>o <del>Avoids plagiarism.</del></li> <li>o <del>Provides basic bibliographic information for sources.</del></li> </ul> <p><b>NOTES:</b> Criteria with a strikethrough will not be assessed with this performance task.</p> <p>Basic bibliographic information does not include a standard citation format in 6<sup>th</sup> grade.</p>	<ul style="list-style-type: none"> <li>o Meets 3-4 of the proficient criteria.</li> </ul>	<ul style="list-style-type: none"> <li>o Meets fewer than 3 of the proficient criteria.</li> </ul>

### Performance Task # 2- In Detail

**Priority Standards: (W.6.2; S.L.6.1,a,b,d)**

**Supporting Standards:** W.6.6; W.6.4 (RI.6.1, RI.6.2 will be support standards leading up to this performance task)

**Big Idea(s):** Good writers are purposely focused, detailed, and organized in a way that clearly communicates the ideas to the reader.

**Essential Question(s):** How do writers clearly communicate their ideas?

**DOK: 3, 4 (W.6.2)**

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

**Synopsis:** Students will gather information on an author to become an expert. This information will be used to write the first draft of an informative paper.

#### Teacher Directions:

- Use information gathered from Performance Task 1 to assign students their person to research/become and to assign students to heterogeneous collaborative groups.
- Decide upon a tool for gathering information during Part 2. Idea for differentiation: Give students needing more structure and support a more detailed graphic organizer for gathering research. Give students needing less structure a less detailed graphic organizer. See the Supporting Documents section of this UPO for *example* note-taking graphic organizers (You are NOT limited to these note-taking methods.).

#### Student Directions:

What information is important to know about your person? In this performance task, you will use the credible resources you assessed to gather relevant information from. In addition, you will be required to find two (2) more credible resources to use during this task. You will need to quote and paraphrase this relevant information to use in an informative piece of writing.

**Part 1: Independent Source Work/Partner Work (W.6.8, SL.6.1)**

1. Find sources that could possibly give you relevant information about your person.
2. Fill out the credibility rubric to determine if the source is credible.
3. With your assigned partners double-check the credibility of each other's sources. Together, choose two (2) credible sources from which you can get reliable information.

**Part 2: Independent Work (W.6.8)**

Now that you have credible sources, go back to your sources to gather relevant information about your person.

Quote and paraphrase this information while avoiding plagiarism. Remember to keep track of your bibliographic information. Below are examples of topics that could be used:

- What was his/her childhood like?
- What is his/her family background?
- What inspired him/her to \_\_\_\_\_?

**Part 3: Partner/Small Group Discussion (This step can be completed several times as a checkpoint for students if needed.)**

Using the notes you have gathered while researching your author, get together with your assigned partners to discuss your researched information.

**Part 4: Independent Writing (W.6.2, W.6.4, W.6.6)**

Use the information gathered to write an informative paper about your person. Choose one of the following formats for your paper:

- ☺ Become this person. Write an autobiography about the most important accomplishment of your life and how you think it has impacted others.
- ☺ Become this person. Write a set of diary entries showing how your biggest accomplishment became a reality. Reflect on how you are starting to see it impact others.
- ☺ Become a biographer. Write a biography about the person you have been researching. Include his/her biggest accomplishments and impact on others.

Regardless of your choice, you must include all of the following components in your informative writing:

- Introduce your topic.
- Organize your ideas using a selected strategy.
- Develop your topic with relevant facts, details and quotations.
- Use appropriate transitions to clarify relationships.
- Use precise language to inform.
- Establish and maintain a formal style.
- Provide a concluding statement or section.

**Scoring Guide (W.6.8) (Part 1, Part 2)**

Exemplary	Proficient	Close to Proficient	Far from Proficient
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All proficient criteria plus 1 of the 3: <ul style="list-style-type: none"> <li>o Uses search terms effectively.</li> <li>o Assess accuracy of sources.</li> <li>o Uses a standard citation format.</li> </ul>	<ul style="list-style-type: none"> <li>o Gathers relevant information from multiple sources.</li> <li>o Assesses credibility of each source.</li> <li>o Quotes or paraphrases data and conclusions of others.</li> <li>o Avoids plagiarism.</li> <li>o Provides basic bibliographic information for sources.</li> </ul> <p>NOTE: Basic bibliographic information does not include a standard citation format in 6<sup>th</sup> grade.</p>	<ul style="list-style-type: none"> <li>o Meets 3-4 of the proficient criteria.</li> </ul>	<ul style="list-style-type: none"> <li>o Meets fewer than 3 of the proficient criteria.</li> </ul>
Comments:			

#### Scoring Guide for Collaborative Component (SL.6.1) (Part 1)

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus 2 of the 3: <ul style="list-style-type: none"> <li>o Provides relevant observations and ideas that bring the discussion back on topic as needed.</li> <li>o Having researched material under study tracks progress towards specific goals and deadlines.</li> <li>o Acknowledges new information expressed by others as well modifies their own view when warranted</li> </ul>	<ul style="list-style-type: none"> <li>o Come to discussions prepared (having read or studied required material).</li> <li>o Explicitly draws on reading by referring to evidence from the text.</li> <li>o Probes and reflects on ideas under discussion.</li> <li>o Follows rules for collegial discussions.</li> <li>o Sets specific goals and deadlines.</li> <li>o Defines individual roles (as needed).</li> <li>o <del>Poses questions on topic</del></li> <li>o <del>Responds with elaboration and details contributing to the discussion</del></li> <li>o Reviews key ideas</li> <li>o Demonstrates understanding of multiple perspectives through reflection and paraphrasing.</li> </ul> <p>NOTE: Criteria with a strikethrough will not be assessed with this performance task.</p>	<ul style="list-style-type: none"> <li>o Meets 6-7 of the proficient criteria.</li> </ul>	<ul style="list-style-type: none"> <li>o Meets fewer than 6 of the proficient criteria.</li> </ul>
Comments:			

#### Scoring Guide (W.6.2) (Part 4)

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: <ul style="list-style-type: none"> <li>o Introduction includes a preview of what is to follow.</li> </ul>	<ul style="list-style-type: none"> <li>o Introduces a topic</li> <li>o Organizes ideas, concepts and information.</li> <li>o <i>Includes formatting, headings, graphics, and multimedia (when useful - not always included).</i></li> </ul>	<ul style="list-style-type: none"> <li>o Meets 5-6 of the proficient criteria.</li> </ul>	<ul style="list-style-type: none"> <li>o Meets fewer than 5 of the proficient criteria.</li> </ul>

	<ul style="list-style-type: none"> <li>o Uses relevant facts, definitions, concrete details, quotations, or other information to develop topic</li> <li>o Uses appropriate transitions to connect ideas</li> <li>o Uses precise language and domain specific vocabulary to inform about the topic</li> <li>o Uses a formal style</li> <li>o Concludes with a statement or section that follows from the information or explanation presented</li> </ul>	Comments:
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<b>Scoring Guide (W.6.4) (Part 4)</b>			
<b>Exemplary</b>	<b>Proficient</b>	<b>Close to Proficient</b>	<b>Far from Proficient</b>
All proficient criteria plus: o N/A	<ul style="list-style-type: none"> <li>o Writing is clear and coherent.</li> <li>o Writing development and organization are appropriate for the task and purpose.</li> <li>o Writing style is appropriate for audience.</li> </ul>	<ul style="list-style-type: none"> <li>o Meets 2 of the proficient criteria.</li> </ul>	<ul style="list-style-type: none"> <li>o Meets 1 of the proficient criteria.</li> </ul>
Comments:			

<b>Scoring Guide (W.6.6) (Part 4)</b>			
<b>Exemplary</b>	<b>Proficient</b>	<b>Close to Proficient</b>	<b>Far from Proficient</b>
All proficient criteria plus: o Links to a cited source in the writing	<ul style="list-style-type: none"> <li>o Technology used correctly to produce and publish writing</li> <li>o Technology used to collaborate with others</li> <li>o Sufficient command of keyboarding skills demonstrated</li> <li>o Type a minimum of three pages in a single setting</li> </ul>	<ul style="list-style-type: none"> <li>o Meets 2 of the proficient criteria.</li> </ul>	<ul style="list-style-type: none"> <li>o Meets fewer than 1 of the proficient criteria.</li> </ul>
Comments:			

### Performance Task # 3- In Detail

**Priority Standards: (RI.6.4; RI.6.5; RI6.6; S.L.6.1,b,c)**

**Supporting Standards:** RI.6.1, RI.6.2, W.6.2, W.6.5

**Big Idea(s):** Good writers are purposely focused, detailed, and organized in a way that clearly communicates the ideas to the reader.

**Essential Question(s):** How do writers clearly communicate their ideas?

**DOK: 1, 2, 3 (RI.6.4)**

**DOK: 2, 3 (RI.6.5) (RI.6.6)**

**Synopsis:** Students will analyze the craft and structure of a variety of websites in order to gain an understanding of how authors craft and structure their work. This will aid them the revisions and development of their own informative paper.

#### **Teacher Directions:**

- Select for students two (2) websites for analysis or have students choose the two (2) most credible resources they have been using in Performance Task 2.
- Assign students to heterogeneous groups.

#### **Student Directions:**

How do authors craft and structure their work in order to convey their point of view and purpose? What kinds of words and phrases do they use to get their point of view across? How do they organize their information? As the author of a biography, autobiography or diary, you have to think about how you will do these things to get your point of view and purpose across to your audience. In this performance task, you will study how authors of a website do this so that you can gather ideas for making your informative papers better.

#### **Part 1: Collaborative Analysis (RI.6.4, RI.6.5, RI.6.6, SL.6.1.b-c)**

1. **On your own**, review the selected websites. As you review the websites, use the table below to analyze the site.
2. **As a whole group**, discuss your findings by completing the chart below.

**[Chart Questions:** What is the purpose and point of view? What evidence supports this? How does the organization of the main page contribute to the purpose? What are the five (5) most impactful words on the tone being conveyed? Why?]

#### **Part 2: Independent Reflection and Revision (W.6.2, W.6.5)**

Now that you have had the chance to analyze how a few authors have crafted and structured their informational websites, take a look at your informative paper. Think about:

- What is the purpose of and point of view in your paper?
- Did you use the best words and phrases to help you convey your purpose and point of view?
- Do your sentences, paragraphs and sections fit together well to develop your ideas or do you need to move things around?

3. Set a goal for your paper: What will you revise and make better?
4. Make revisions to your paper.

#### Scoring Guide (RI.6.4.) (Part 1)

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: <ul style="list-style-type: none"> <li>o Analyzed the collective impact of the words used.</li> </ul>	<ul style="list-style-type: none"> <li>o Selects words that impacted the meaning and tone</li> <li>o Analyzes the impact of word choice on meaning and tone</li> </ul>	<ul style="list-style-type: none"> <li>o Meets 1 of the proficient criteria.</li> </ul>	<ul style="list-style-type: none"> <li>o Meets none of the proficient criteria.</li> </ul>
Comments:			

#### Scoring Guide (RI.6.5.) (Part 1)

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: <ul style="list-style-type: none"> <li>o Analyzes two different sentences, paragraphs, sections, or chapters and explained why one is more effective than the other</li> </ul>	<ul style="list-style-type: none"> <li>o Identifies an important sentence, paragraph, section, or chapter for this text</li> <li>o Analyzes how the identified sentence, paragraph, section, or chapter fits into the overall structure of the text</li> <li>o Analyzes how the identified sentence, paragraph, section, or chapter contributes to the development of the author's purpose</li> </ul>	<ul style="list-style-type: none"> <li>o Meets 2 of the proficient criteria.</li> </ul>	<ul style="list-style-type: none"> <li>o Meets fewer than 2 of the proficient criteria.</li> </ul>
Comments:			

#### Scoring Guide (RI.6.6.) (Part 1)

Exemplary	Proficient	Close to Proficient	Far from Proficient
<ul style="list-style-type: none"> <li>o All proficient criteria plus:</li> <li>o Includes an opposing viewpoint</li> </ul>	<ul style="list-style-type: none"> <li>o Author's purpose is identified.</li> <li>o Development of author's purpose is explained.</li> </ul>	<ul style="list-style-type: none"> <li>o Meets 1 of the proficient criteria.</li> </ul>	<ul style="list-style-type: none"> <li>o Meets none of the proficient criteria.</li> </ul>
Comments:			

#### Scoring Guide for Collaborative Component (SL.6.1.b-c) (Part 1)

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus 2 of the 3: <ul style="list-style-type: none"> <li>o Provides relevant observations and ideas that bring the</li> </ul>	<ul style="list-style-type: none"> <li>o Come to discussions prepared (having read or studied required material).</li> <li>o Explicitly draws on reading by referring to evidence from the text</li> </ul>	<ul style="list-style-type: none"> <li>o Meets 3-4 of the proficient criteria</li> </ul>	<ul style="list-style-type: none"> <li>o Meets fewer than 3 of the proficient criteria</li> </ul>

<ul style="list-style-type: none"> <li>o discussion back on topic as needed</li> <li>o Having researched material under study tracks progress towards specific goals and deadlines</li> <li>o <del>Acknowledges new information expressed by others as well modifies their own view when warranted</del></li> </ul>	<ul style="list-style-type: none"> <li>o <del>Probes and reflects on ideas under discussion</del></li> <li>o Follows rules for collegial discussions.</li> <li>o Sets specific goals and deadlines.</li> <li>o Defines individual roles (as needed)</li> <li>o Poses questions on topic</li> <li>o Responds with elaboration and details contributing to the discussion</li> <li>o <del>Reviews key ideas</del></li> <li>o <del>Demonstrates understanding of multiple perspectives through reflection and paraphrasing</del></li> </ul> <p>NOTE: Criteria with a strikethrough will not be assessed with this performance task.</p>	<p>Comments:</p>
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#### Scoring Guide (W.6.2) (Part 2)

Exemplary	Proficient	Close to Proficient	Far from Proficient
<p>All proficient criteria plus:</p> <ul style="list-style-type: none"> <li>o Introduction includes a preview of what is to follow.</li> </ul>	<ul style="list-style-type: none"> <li>o Introduces a topic</li> <li>o Organizes ideas, concepts and information.</li> <li>o <i>Includes formatting, headings, graphics, and multimedia (when useful - not always included)</i></li> <li>o Uses relevant facts, definitions, concrete details, quotations, or other information to develop topic</li> <li>o Uses appropriate transitions to connect ideas</li> <li>o Uses precise language and domain specific vocabulary to inform about the topic</li> <li>o Uses a formal style</li> <li>o Concludes with a statement or section that follows form the information or explanation presented</li> </ul>	<p>Meets 5-6 of the proficient criteria.</p>	<p>Meets fewer than 5 of the proficient criteria.</p> <p>Comments:</p>

#### Performance Task # 4- In Detail

**Priority Standards: (W.6.2, W.6.4, W.6.6)****Supporting Standards:** W.6.5

**Big Idea(s):** Good writers are purposely focused, detailed, and organized in a way that clearly communicates the ideas to the reader.

**Essential Question(s):** How do writers clearly communicate their ideas?

**DOK:** 3, 4 (W.6.2) (W.6.4) (W.6.6)

**Synopsis:** Students will create final drafts of their informative papers.

**Teacher Directions:**

1. Make available the Peer Revision Rubric for students.
2. Assign students to heterogeneous groups.
3. While students are in groups giving each other feedback, hold 1:1 writing conferences with students.
4. Note: Students will engage in W.6.5 during this task. An optional scoring guide is provided to assess student skills with this standard. It is not required for this task as W.6.5 is a supporting standard.

**Student Directions:**

**Receive feedback from others. Make final revisions and edits.**

It time to check and see if your point of view and purpose rings true in your paper- Did you craft and structure it in a way that gets your point of view and purpose to come through?

1. Switch papers with two other peers. Use the provided rubric to give feedback to others and receive feedback on your paper.
2. Make final revisions and edits.

**Scoring Guide (W.6.2)**

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Introduction includes a preview of what is to follow.	<ul style="list-style-type: none"><li>o Introduces a topic</li><li>o Organizes ideas, concepts and information.</li><li>o <i>Includes formatting, headings, graphics, and multimedia (when useful - not always included).</i></li><li>o Uses relevant facts, definitions, concrete details, quotations, or other information to develop topic</li><li>o Uses appropriate transitions to connect ideas</li><li>o Uses precise language and domain specific vocabulary to inform about the topic</li><li>o Uses a formal style</li><li>o Concludes with a statement or section that follows form the information or explanation presented</li></ul>	Meets 5-6 of the proficient criteria.	Meets fewer than 5 of the proficient criteria.

Comments:

**Scoring Guide (W.6.4)**

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o N/A	<ul style="list-style-type: none"> <li>o Writing is clear and coherent.</li> <li>o Writing development and organization are appropriate for the task and purpose.</li> <li>o Writing style is appropriate for audience.</li> </ul>	<ul style="list-style-type: none"> <li>o Meets 2 of the proficient criteria.</li> </ul>	<ul style="list-style-type: none"> <li>o Meets 1 of the proficient criteria.</li> </ul>
Comments:			

Scoring Guide (W.6.5) (Optional)			
Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o N/A	<p>Develops and strengthens writing by:</p> <ul style="list-style-type: none"> <li>o Planning</li> <li>o Revising</li> <li>o Editing</li> <li>o Rewriting</li> <li>o Trying new approach</li> </ul>	<ul style="list-style-type: none"> <li>o Meets 4 of the proficient criteria.</li> </ul>	<ul style="list-style-type: none"> <li>o Meets fewer than 4 of the proficient criteria.</li> </ul>
Comments:			

### Performance Task # 5- In Detail

**Priority Standards:** SL.6.3 (students listening to author panel discussion)

**Supporting Standards:** SL.6.4 (presenter evaluation)

**Big Idea(s):** It is important to distinguish claims that are supported by reasons and evidence from claims that are not.

**Essential Question(s):** Why do you have to evaluate claims presented?

**DOK:** 2, 3 (SL.6.3)

**DOK:** 1, 2, 3 (SL.6.4)

**Synopsis:** Students will take on the persona of the person they have researched to make their peers believe that they are that person. While doing this, they will inform their peers of their accomplishments and impact on others. Students will achieve this through a panel discussion.

#### Teacher Directions:

1. Decide upon the format for panel discussions (i.e., students present to one another in small groups and are videotaped, small groups take turns presenting in front of the entire class, each student presents to the class one at a time).
2. Prior to the panel discussions, develop with a set of questions students can prepare to answer (This can be done with the class or for the class.).
3. If needed, give students time to practice in small groups.
4. Make available the Panel Checklist to students. Each student will need three (3) checklists. Checklists can be found in the Supplemental Materials section of this UPO.
5. Assign each student to three (3) others to evaluate.

6. Model components of this task as needed.

**Student Directions:**

**Part 1: Author Presentation (SL.6.4 assessed)**

In this task you get to take on the role of the person you researched in order to take part in a panel of other people whose accomplishments have impacted others. While other impactful people ask you questions, you will have to portray your person's persona and knowledge to give answers.

During your time on the panel, you will need to be prepared to do the following:

- Give a brief introduction of yourself, your main accomplishment(s), and your impact on others.
- Sequence ideas logically.
- Give pertinent facts and details to accentuate your main points.
- Use appropriate eye contact, adequate volume and clear pronunciation.

In order to do this, use the questions our class created to prepare your answers.

**Part 2: Independent (SL.6.3 assessed)**

While panel discussions are taking place, you have an important role as a listener as well as a speaker. While listening, your job will be to determine if the speaker uses reasons and evidence to support arguments and claims made during the discussion. Use the Panel Checklist to complete this evaluation. You will do this three times during the course of the panel and will give feedback to the three speakers to whom you are assigned.

**Scoring Guide (SL.6.4) (Part 1)**

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o N/A	Presents claims and findings by: o Sequencing ideas logically o Using pertinent descriptions, facts and details o Accentuating main ideas or themes o Using appropriate eye contact o Using adequate volume o Using clear pronunciation	o Meets 4-5 of the proficient criteria.	o Meets fewer than 4 of the proficient criteria.

**Scoring Guide (SL.6.4) (Part 1)**

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 fewer than 1 of the proficient criteria.



# **Student Documents and Support Materials**

Name \_\_\_\_\_ Date \_\_\_\_\_

### Unit 3 Post Common Formative Assessment

Q1: Write a summary of *DEBATE! Should Ads Be Allowed on School Buses?* free from personal opinions and judgments (RI.6.2).

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Q2: Circle the choice that best represents the central idea of the article (RI.6.2).

- a. As more school districts use ads on their busses various pros and concerns are surfacing.
- b. School districts are using advertisements on busses for many reasons that are good for schools.
- c. Some school buses with advertisements on them are extremely distracting to students and drivers.
- d. More and more school districts across the country are beginning to use advertisements on busses.

Q3: What details in the story support the central idea? Cite textual evidence to support your answer (RI.6.1 & RI.6.2).

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

Exemplary	Proficient	Close to Proficient	Far from Proficient
<ul style="list-style-type: none"><li>o All proficient criteria plus:</li><li>o Identifies more than one central idea in a text.</li></ul>	<ul style="list-style-type: none"><li>o Central idea is identified.</li><li>o Summary includes all important ideas and a topic sentence.</li><li>o Summary is free from personal opinions and judgment.</li><li>o Details chosen support the central idea.</li></ul>	<ul style="list-style-type: none"><li>o Meets 3 of the proficient criteria.</li></ul>	<ul style="list-style-type: none"><li>o Meets fewer than 3 of the proficient criteria.</li></ul>

Q4: What is the author's purpose in writing the text (RI.6.1 & RI.6.6)?

- a. To convince school districts with financial needs to advertise on school buses in order to raise funds.
- b. To caution school districts about the negative effects of advertising on students and the community.
- c. To create emotions allowing readers to take a side regarding the use of advertisements on busses.
- d. To inform the reader about the use of advertisements on busses and the viewpoints surrounding it.

Q5: Explain how the author develops his purpose. In your explanation, cite textual evidence to support how the structure of the text, the information included in the text, and/or the writing techniques used help the author to develop his purpose (RI.6.1 & RI.6.6).

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Scoring Guide (RI.6.1.) Q2 and Q5			
Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: <ul style="list-style-type: none"><li>o Two of more pieces of textual evidence cited.</li><li>o Two or more pieces of textual evidence support the central idea.</li></ul>	Question 2: <ul style="list-style-type: none"><li>o Textual evidence is cited.</li><li>o Textual evidence supports the answer.</li></ul> Question 5: <ul style="list-style-type: none"><li>o Textual evidence is cited.</li><li>o Textual evidence supports the answer.</li></ul>	<ul style="list-style-type: none"><li>o Meets 1 of the proficient criteria.</li></ul> Comments:	<ul style="list-style-type: none"><li>o Meets fewer than 1 of the proficient criteria.</li></ul>

Scoring Guide (RI.6.6.) Q4 and Q5			
Exemplary	Proficient	Close to Proficient	Far from Proficient
<ul style="list-style-type: none"><li>o All proficient criteria plus:</li><li>o Includes an opposing viewpoint.</li></ul>	<ul style="list-style-type: none"><li>o Author's purpose is identified.</li><li>o Development of author's purpose is explained.</li></ul>	<ul style="list-style-type: none"><li>o Meets 1 of the proficient criteria.</li></ul> Comments:	<ul style="list-style-type: none"><li>o Meets none of the proficient criteria.</li></ul>

## Possible “People Categories” and Websites

Notes: None of these sites have been reviewed for content, so you may find some of these sites are great as non-examples. You are NOT limited to these categories, and you do not have to select just one category. Finally, and most importantly, work with your media specialist for ideas on better websites to use. Don’t forget about Iowa AEA Online.

### Authors

[http://www.teachingbooks.net/iowa\\_signin.cgi](http://www.teachingbooks.net/iowa_signin.cgi)  
<http://www.underdown.org/topsites.htm>  
<http://www.readingrockets.org/books/interviews>  
<http://www.randomhousekids.com/>  
<http://www.scholastic.com/teachers/activity/flashlight-readers>

### Athletes

<http://www.ducksters.com/sports.php>  
<http://www.olympic.org/athletes>  
<http://www.nbcolympics.com/athletes>  
<http://www.athleteally.org/allies/>  
<http://sports.yahoo.com/nba/players>

### Humanitarians

<http://all-that-is-interesting.com/post/11230783415/the-seven-greatest-humanitarians-in-history>  
<http://www.bettergetawebpage.com/2011/09/25-most-famous-successful-humanitarians-of-all-time/>  
<http://www.biographyonline.net/humanitarian.html>  
<http://www.pinterest.com/drmanifold/famous-women-leaders-heroes-humanitarians/>  
<http://www.listosaur.com/politics/10-celebrities-famous-for-their-humanitarian-work/>

### Inventors

<http://www.enchantedlearning.com/inventors/>  
<http://invent.org/>  
<http://www.smithsonianeducation.org/spotlight/inventors1.html>

### Famous People from Iowa

<http://www.famousbirthdays.com/birthplace/iowa.html>  
<http://www.50states.com/bio/iowa.htm#.U76W7rFCw4c>  
<http://www.biography.com/people/groups/born-in-iowa>

### General

<http://www.ducksters.com/biography/>  
<http://www.biography.com/people>  
<http://www.biographyonline.net/people/famous-100.html>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Unit 3 Performance Task 1

### Student Directions

In this unit you will have the opportunity to become a person you feel has not only made significant accomplishments in his life, but has also made a significant impact on the lives of others. In order to do this, you will need to gather relevant information from credible resources. But first, you will need to find those credible resources. In this performance task, you will work to assess the credibility of different websites to determine if they would be worthwhile to gather relevant information from later.

#### Part 1:

1. **On your own**, review the selected websites. As you review the websites, use the table below to gather information about the site.

<b>Website #1:</b>	
<b>What is the purpose of this website?</b>	
<b>What textual evidence supports this purpose?</b>	
<b>Who developed the website?</b>	
<b>When was this website last updated?</b>	
<b>Are there more facts or opinions on this website? What evidence supports your findings?</b>	
<b>Website #2:</b>	
<b>What is the purpose of this website?</b>	
<b>What textual evidence supports this purpose?</b>	
<b>Who developed the website?</b>	
<b>When was this website last updated?</b>	
<b>Are there more facts or opinions on this website? What evidence supports your findings?</b>	
<b>Website #3:</b>	
<b>What is the purpose of this website?</b>	
<b>What textual evidence supports this purpose?</b>	
<b>Who developed the website?</b>	
<b>When was this website last updated?</b>	
<b>Are there more facts or opinions on this website? What evidence supports your findings?</b>	

2. As a whole group, assess the credibility of this site using the credibility rubric.

**Part 2:**

3. Independently, respond to the following questions:

- o Who are the top three (3) people you would want to research and become during this unit?
- o Which two (2) websites from this performance task are most credible and will give you the most relevant information for your research? Provide evidence to support these two (2) websites.
- o Select one website that isn't' credible. What advice would you give the author of this site to help make it more credible?

<b>Scoring Guide (W.6.8)</b>			
<b>Exemplary</b>	<b>Proficient</b>	<b>Close to Proficient</b>	<b>Far from Proficient</b>
All proficient criteria plus 1 of the 3: o Uses search terms effectively. o Assess accuracy of sources. o Uses a standard citation format.	<ul style="list-style-type: none"><li>o <del>Gathers relevant information from multiple sources.</del></li><li>o <del>Assesses credibility of each source</del></li><li>o <del>Quotes or paraphrases data and conclusions of others</del></li><li>o <del>Avoids plagiarism.</del></li><li>o <del>Provides basic bibliographic information for sources</del></li></ul> <p>NOTES: Criteria with a strikethrough will not be assessed with this performance task.</p> <p>Basic bibliographic information does not include a standard citation format in 6<sup>th</sup> grade.</p>	<ul style="list-style-type: none"><li>o Meets 3-4 of the proficient criteria.</li></ul>	<ul style="list-style-type: none"><li>o Meets fewer than 3 of the proficient criteria.</li></ul>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Unit 3 Performance Task 2

What information is important to know about your person? In this performance task, you will use the credible resources you assessed to gather relevant information from. In addition, you will be required to find two (2) more credible resources to use during this task. You will need to quote and paraphrase this relevant information to use in an informative piece of writing.

### Part 1: Independent Source Work/Partner Work (W.6.8, SL.6.1)

1. Find sources that could possibly give you relevant information about your person.
2. Fill out the credibility rubric to determine if the source is credible.
3. With your assigned partners double-check the credibility of each other's sources. Together, choose two (2) credible sources from which you can get reliable information.

### Part 2: Independent Work (W.6.8)

Now that you have credible sources, go back to your sources to gather relevant information about your person. Quote and paraphrase this information while avoiding plagiarism. Remember to keep track of your bibliographic information. Below are examples of topics that could be used:

- What was his/her childhood like?
- What is his/her family background?
- What inspired him/her to \_\_\_\_\_?

### Part 3: Independent Writing (W.6.2, W.6.4, W.6.6)

Use the information gathered to write an informative paper about your person. Choose one of the following formats for your paper:

- Ⓐ **Become this person.** Write an autobiography about the most important accomplishment of your life and how you think it has impacted others.
- Ⓑ **Become this person's best friend.** Write a set of diary entries showing how your best friend's biggest accomplishment became a reality. Reflect on how you are starting to see it impact others.
- Ⓒ **Become a biographer.** Write a biography about the person you have been researching. Include his/her biggest accomplishments and impact on others.

Regardless of your choice, you must include all of the following components in your informative writing:

- Introduce your topic
- Organize your ideas using a selected strategy
- Develop your topic with relevant facts, details and quotations
- Use appropriate transitions to clarify relationships
- Use precise language to inform
- Establish and maintained a formal style
- Provided a concluding statement or section

### Scoring Guide (W.6.8) (Part 1, Part 2)

Exemplary	Proficient	Close to Proficient	Far from Proficient
<p>All proficient criteria plus 1 of the 3:</p> <ul style="list-style-type: none"> <li>o Uses search terms effectively</li> <li>o Assess accuracy of sources</li> <li>o Uses a standard citation format</li> </ul>	<ul style="list-style-type: none"> <li>o Gathers relevant information from multiple sources</li> <li>o Assesses credibility of each source</li> <li>o Quotes or paraphrases data and conclusions of others</li> <li>o Avoids plagiarism</li> <li>o Provides basic bibliographic information for sources</li> </ul> <p>NOTE: Basic bibliographic information does not include a standard citation format in 6<sup>th</sup> grade.</p>	<ul style="list-style-type: none"> <li>o Meets 3-4 of the proficient criteria.</li> </ul>	<ul style="list-style-type: none"> <li>o Meets fewer than 3 of the proficient criteria.</li> </ul>

#### Scoring Guide for Collaborative Component (SL.6.1) (Part 1)

Exemplary	Proficient	Close to Proficient	Far from Proficient
<p>All proficient criteria plus 2 of the 3:</p> <ul style="list-style-type: none"> <li>o Provides relevant observations and ideas that bring the discussion back on topic as needed</li> <li>o Having researched material under study tracks progress towards specific goals and deadlines</li> <li>o Acknowledges new information expressed by others as well modifies their own view when warranted</li> </ul>	<ul style="list-style-type: none"> <li>o Comes to discussions prepared (having read or studied required material)</li> <li>o Explicitly draws on reading by referring to evidence from the text</li> <li>o Probes and reflects on ideas under discussion</li> <li>o Follows rules for collegial discussions</li> <li>o Sets specific goals and deadlines</li> <li>o Defines individual roles (as needed)</li> <li>o <del>Poses questions on topic</del></li> <li>o <del>Responds with elaboration and details contributing to the discussion</del></li> <li>o Reviews key ideas</li> <li>o Demonstrates understanding of multiple perspectives through reflection and paraphrasing</li> </ul> <p>NOTE: Criteria with a strikethrough will not be assessed with this performance task.</p>	<ul style="list-style-type: none"> <li>o Meets 6-7 of the proficient criteria.</li> </ul>	<ul style="list-style-type: none"> <li>o Meets fewer than 6 of the proficient criteria.</li> </ul>

Scoring Guide (W.6.2) (Part 4)				
Exemplary	Proficient	Close to Proficient	Far from Proficient	
<p>All proficient criteria plus:</p> <ul style="list-style-type: none"> <li>o Introduction includes a preview of what is to follow.</li> </ul>	<ul style="list-style-type: none"> <li>o Introduces a topic</li> <li>o Organizes ideas, concepts and information.</li> <li>o <i>Includes formatting, headings, graphics, and multimedia (when useful - not always included)</i></li> <li>o Uses relevant facts, definitions, concrete details, quotations, or other information to develop topic</li> <li>o Uses appropriate transitions to connect ideas</li> <li>o Uses precise language and domain specific vocabulary to inform about the topic</li> <li>o Uses a formal style</li> <li>o Concludes with a statement or section that follows from information or explanation presented.</li> </ul>	<ul style="list-style-type: none"> <li>o Meets 5-6 of the proficient criteria.</li> </ul>	<ul style="list-style-type: none"> <li>o Meets fewer than 5 of the proficient criteria.</li> </ul>	Comments:

Scoring Guide (W.6.4) (Part 4)				
Exemplary	Proficient	Close to Proficient	Far from Proficient	
<p>All proficient criteria plus:</p> <ul style="list-style-type: none"> <li>o N/A</li> </ul>	<ul style="list-style-type: none"> <li>o Writing is clear and coherent.</li> <li>o Writing development and organization are appropriate for the task and purpose</li> <li>o Writing style is appropriate for audience.</li> </ul>	<ul style="list-style-type: none"> <li>o Meets 2 of the proficient criteria.</li> </ul>	<ul style="list-style-type: none"> <li>o Meets 1 of the proficient criteria.</li> </ul>	Comments:

Scoring Guide (W.6.6) (Part 4)				
Exemplary	Proficient	Close to Proficient	Far from Proficient	
<p>All proficient criteria plus:</p> <ul style="list-style-type: none"> <li>o Links to a cited source in the writing</li> </ul>	<ul style="list-style-type: none"> <li>o Technology used correctly to produce and publish writing.</li> <li>o Technology used to collaborate with others.</li> <li>o Sufficient command of keyboarding skills demonstrated.</li> </ul>	<ul style="list-style-type: none"> <li>o Meets 2 of the proficient criteria.</li> </ul>	<ul style="list-style-type: none"> <li>o Meets less than 1 of the proficient criteria.</li> </ul>	

	<ul style="list-style-type: none"> <li>o Type of minimum of three pages in a single setting.</li> </ul>	Comments:
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### Note Taking Graphic Organizer 1

Person Being Researched:		
Questions	Answers	Source of answer

Questions	Answers	Source of answer

## Note-taking Graphic Organizer 2

Person Being Researched:		
Questions	Answers	Source of answer
What was his/her childhood like?		
How was he/she impacted by his/her childhood?		
What this person was doing when he/she started working toward his/her biggest accomplishment?		
What is the biggest accomplishment?		
What obstacles needed to be overcome while in the middle of trying to make the accomplishment a reality?		

Questions	Answers	Source of answer
How does this accomplishment impact others?		
Would he/she have done anything differently?		
What is he/she doing now?		
Why did he/she do what he/she did?		

Name \_\_\_\_\_ Date \_\_\_\_\_

## Unit 3 Performance Task 3

How do authors craft and structure their work in order to convey their point of view and purpose? What kinds of words and phrases do they use to get their point of view across? How do they organize their information? As the author of a biography, autobiography or diary, you have to think about how you will do these things to get your point of view and purpose across to your audience. In this performance task, you will study how authors of a website do this so that you can gather ideas for making your informative papers better.

### Part 1: Collaborative Analysis (RI.6.4, RI.6.5, RI.6.6, SL.6.1.b-c)

1. **On your own**, review the selected websites. Use the table below during your analysis.

Website #1:	
<b>What is the purpose of this website? What textual evidence supports this purpose?</b>	
<b>What is the developer's point of view about the content on this website? What textual evidence supports this purpose?</b>	
<b>How does the main page of this site contribute to the development of the purpose?</b>	
<b>What words have the most significant impact on the tone being conveyed on the site?</b>	
Website #2:	
<b>What is the purpose of this website? What textual evidence supports this purpose?</b>	
<b>What is the developer's point of view about the content on this website? What textual evidence supports this purpose?</b>	
<b>How does the main page of this site contribute to the development of the purpose?</b>	
<b>What words have the most significant impact on the tone being conveyed on the site?</b>	

2. **As a whole group**, discuss your findings by completing the chart below.

	What is the purpose and point of view? What evidence supports this?	How does the organization of the main page contribute to the purpose?	What are the five (5) most impactful words on the tone being conveyed? Why?
Website 1			
Website 2			

**Which author did a better job crafting and structuring his website to get his point of view and purpose across?**

#### **Part 2: Independent Reflection and Revision (W.6.2, W.6.5)**

Now that you have had the chance to analyze how a few authors have crafted and structured their informational websites, take a look at your informative paper. Think about:

- What is the purpose of and point of view in your paper?
- Did you use the best words and phrases to help you convey your purpose and point of view?

- Do your sentences, paragraphs and sections fit together well to develop your ideas or do you need to move things around?

3. Set a goal for your paper: What will you revise and make better?

4. Make revisions to your paper.

5.

**Scoring Guide (RI.6.4.) (Part 1)**

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: Analyzes the collective impact of the words used.	<ul style="list-style-type: none"> <li>○ Selects words that impacted the meaning and tone</li> <li>○ Analyzes the impact of word choice on meaning and tone</li> </ul>	Meets 1 of the proficient criteria.  Comments:	Meets none of the proficient criteria.

**Scoring Guide (RI.6.5.) (Part 1)**

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: Analyzes two different sentences, paragraphs, sections, <del>or chapters</del> and explains why one is more effective than the other.	<ul style="list-style-type: none"> <li>○ Identifies an important sentence, paragraph, section, <del>or chapter</del> for this text</li> <li>○ Analyzes how the identified sentence, paragraph, section, <del>or chapter</del> fits into the overall structure of the text</li> <li>○ Analyzes how the identified sentence, paragraph, section, <del>or chapter</del> contributes to the development of the author's purpose</li> </ul>	Meets 2 of the proficient criteria.  Comments:	Meets fewer than 2 of the proficient criteria.

**Scoring Guide (RI.6.6.) (Part 1)**

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: Includes an opposing viewpoint.	<ul style="list-style-type: none"> <li>○ Author's purpose is identified.</li> <li>○ Development of author's purpose is explained.</li> </ul>	Meets 1 of the proficient criteria.  Comments:	Meets none of the proficient criteria.

**Scoring Guide for Collaborative Component (SL.6.1.b-c) (Part 1)**

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: <ul style="list-style-type: none"> <li>○ Provides relevant observations and ideas that bring the discussion back on topic as needed.</li> <li>○ Having researched material under study, tracks progress towards specific goals and deadlines.</li> </ul>	<ul style="list-style-type: none"> <li>○ <del>comes to discussions prepared (having read or studied required material)</del></li> <li>○ <del>Explicitly draws on reading by referring to evidence from the text</del></li> <li>○ <del>Probes and reflects on ideas under discussion</del></li> <li>○ Follows rules for collegial discussions</li> <li>○ Sets specific goals and deadlines</li> <li>○ Defines individual roles (as needed)</li> <li>○ Poses questions on topic</li> <li>○ Responds with elaboration and details contributing to the discussion.</li> <li>○ <del>Reviews key ideas</del></li> <li>○ <del>Demonstrates understanding of multiple perspectives through reflection and paraphrasing</del></li> </ul>	Meets 3-4 of the proficient criteria.  Comments:	Meets fewer than 3 of the proficient criteria.

**Scoring Guide (W.6.2) (Part 2)**

Exemplary	Proficient	Close to Proficient	Far from Proficient
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All proficient criteria plus: o Introduction includes a preview of what is to follow.	o Introduces a topic o Organizes ideas, concepts and information. o <i>Includes formatting, headings, graphics, and multimedia (when useful - not always included)</i> o Uses relevant facts, definitions, concrete details, quotations, or other information to develop topic o Uses appropriate transitions to connect ideas o Uses precise language and domain specific vocabulary to inform about the topic. o Uses a formal style o Concludes with a statement or section that follows form information or explanation presented.	Meets 5-6 of the proficient criteria.	Meets fewer than 5 of the proficient criteria.
		Comments:	

Name \_\_\_\_\_ Date \_\_\_\_\_

### Unit 3 Performance Task 4

#### Receive feedback from others. Make final revisions and edits.

It time to check and see if your point of view and purpose rings true in your paper- Did you craft and structure it in a way that gets your point of view and purpose to come through?

1. Switch papers with two other peers. Use the provided rubric to give feedback to others and receive feedback on your paper.
2. Make final revisions and edits.

Scoring Guide (W.6.2)			
Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Introduction includes a preview of what is to follow.	o Introduces a topic o Organizes ideas, concepts and information. o <i>Includes formatting, headings, graphics, and multimedia (when useful - not always included)</i> o Uses relevant facts, definitions, concrete details, quotations, or other information to develop topic o Uses appropriate transitions to connect ideas o Uses precise language and domain specific vocabulary to inform about the topic. o Uses a formal style o Concludes with a statement or section that follows form information or explanation presented	Meets 5-6 of the proficient criteria.	Meets fewer than 5 of the proficient criteria.

Scoring Guide (W.6.4)			
Exemplary	Proficient	Close to Proficient	Far from Proficient

All proficient criteria plus: <input type="radio"/> N/A	<ul style="list-style-type: none"> <li><input type="radio"/> Writing is clear and coherent.</li> <li><input type="radio"/> Writing development and organization are appropriate for the task and purpose.</li> <li><input type="radio"/> Writing style is appropriate for audience.</li> </ul>	<input type="radio"/> Meets 2 of the proficient criteria.	<input type="radio"/> Meets 1 of the proficient criteria.
		Comments:	

#### Scoring Guide (W.6.5) (Optional)

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: <input type="radio"/> N/A	Develops and strengthens writing by: <ul style="list-style-type: none"> <li><input type="radio"/> Planning</li> <li><input type="radio"/> Revising</li> <li><input type="radio"/> Editing</li> <li><input type="radio"/> Rewriting</li> <li><input type="radio"/> Trying new approach</li> </ul>	<input type="radio"/> Meets 4 of the proficient criteria.	<input type="radio"/> Meets fewer than 4 of the proficient criteria.

#### Peer Revision Rubric

Revision Question	Evidence From Paper	Comment/Question/Suggestion
What is the purpose of this paper?		
What is the author's point of view of this person?		
Are there words and phrases used to help show the point of view and purpose?		
Do the sentences, paragraphs and sections fit together well to develop ideas?		
What strategy is used to organize the ideas in this paper?		
Did the author use relevant facts?		

Are there transitions?		
Is there precise language?		
Did the author maintain the formal style for this paper?		
Is there an introduction and conclusion?		

Name \_\_\_\_\_ Date \_\_\_\_\_

### Unit 3 Performance Task 5

#### **Part 1: Author Presentation (SL.6.4 assessed)**

In this task you get to take on the role of the person you researched in order to take part in a panel of other people whose accomplishments have impacted others. While other impactful people ask you questions, you will have to portray your person's persona and knowledge to give answers.

During your time on the panel, you will need to be prepared to do the following:

- Give a brief introduction of yourself, your main accomplishment(s), and your impact on others.
- Sequence ideas logically.
- Give pertinent facts and details to accentuate your main points.
- Use appropriate eye contact, adequate volume and clear pronunciation.

In order to do this, use the questions our class created to prepare your answers. List below:

## **Part 2: Independent (SL.6.3 assessed)**

While panel discussions are taking place, you have an important role as a listener as well as a speaker. While listening, your job will be to determine if the speaker uses reasons and evidence to support arguments and claims made during the discussion. Use the Panel Checklist to complete this evaluation. You will do this three times during the course of the panel and will give feedback to the three (3) speakers to whom you are assigned.

<b>Scoring Guide (SL.6.4) (Part 1)</b>			
<b>Exemplary</b>	<b>Proficient</b>	<b>Close to Proficient</b>	<b>Far from Proficient</b>
All proficient criteria plus: <input type="radio"/> N/A	Presents claims and findings by: <input type="radio"/> Sequencing ideas logically <input type="radio"/> Using pertinent descriptions, facts and details <input type="radio"/> Accentuating main ideas or themes <input type="radio"/> Using appropriate eye contact <input type="radio"/> Using adequate volume <input type="radio"/> Using clear pronunciation	<input type="radio"/> Meets 4-5 of the proficient criteria.	<input type="radio"/> Meets fewer than 4 of the proficient criteria.
Comments:			

<b>Scoring Guide (SL.6.4) (Part 1)</b>			
<b>Exemplary</b>	<b>Proficient</b>	<b>Close to Proficient</b>	<b>Far from Proficient</b>
All proficient criteria plus: <input type="radio"/> N/A	<input type="radio"/> Delineates the speakers' arguments and claims <input type="radio"/> Distinguishes claims that are supported by reasons and evidence from those that aren't	Meets 1 of the proficient criteria.	Meets fewer than 1 of the proficient criteria.
Comments:			

Panel Checklist

Panel Member Name \_\_\_\_\_

Name of Speaker		
Criteria	Evidence	Comments/Questions/Suggestions
Speaker used arguments and specific claims.  Yes      No		
Speaker supported claims with reasons and evidence.  Yes      No		

What compliment would you like to give this speaker?

Name of Speaker		
Criteria	Evidence	Comments/Questions/Suggestions
Speaker used arguments and specific claims.  Yes      No		
Speaker supported claims with reasons and evidence.		

Yes	No		
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What compliment would you like to give this speaker?

Name of Speaker		
Criteria	Evidence	Comments/Questions/Suggestions
Speaker used arguments and specific claims.		
Yes                    No		
Speaker supported claims with reasons and evidence.		
Yes                    No		

What compliment would you like to give this speaker?