

Unit Planning Organizer

Grade: 6

Unit: 5

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Unit Planning Organizer

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

Table of Contents

Step 1: Unit Standards

.....	p. 3
Iowa Core Standards- Priority Standards	 p. 3
Iowa Core Standards- Support Standards	 p. 3
Reading Standards Unwrapped and Depth of Knowledge	 p. 4
Writing Standards Unwrapped and Depth of Knowledge	 p. 4
Unit Essential Questions and Big Ideas	 p. 5

Step 2: Standards-Based Unit Assessments

.....	p. 5
Assessment and Performance Task Alignment of Unit Standards	 p. 5
Standards-Based Common Formative Post-Assessment (CFA) Teacher Directions, Student Directions and Answers	 p. 6
Standards-Based Common Formative Pre-Assessment (CFA) Teacher Directions, Student Directions and Answers	 p. 6

Step 3: Standards-Based Performance Tasks

.....	p. 7
Performance Task Synopses	 p. 7
Performance Task 1- In Detail	 p. 8
Performance Task 2- In Detail	 p. 10
Performance Task 3- In Detail	 p. 12
Performance Task 4- In Detail	 p. 13

Performance Task 5- In Detail

.....	p. 15
Student Documents	
.....	
.....	p. 17
Pre-Assessment	
.....	
.....	p. 18
Performance Task 1	
.....	
.....	p. 19
PT 1 Graphic Organizer	
.....	p. 21
Dice Template	
.....	
.....	p. 23
Sample Stations	
.....	
p. 25	
Performance Task 2	
.....	
.....	p. 28
Performance Task	
3.	
.....	p. 30
Sample Checklist	
.....	p.
31	
Performance Task 4	
.....	
.....	p. 32
Sample Checklist	
.....	p.
33	
Performance Task 5	
.....	
.....	p. 34

Notes:

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

Unit Planning Organizer

Subject(s)	ELA					
Grade/Course	6 th Grade					
Title of Standards-Based Unit	Comparing and Contrasting with Themes					
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)	
RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.
W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Iowa Core Standards- Support Standards (to be instructed and assessed)
Note: Not all supporting standards will be included in Standards-Based CFAs or Performance Tasks listed below.
RL.6.10, RI.6.8, RI.6.9, RI.6.10, SL.6.2, L.6.3 (RL.6.1, RL.6.2, RI.6.1, RI.6.1, RI.6.6 are priority standards for the sixth grade but in this unit they are considered supporting standards and can be assessed if needed.)

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 for All
RL.6.1	● Cite ● Support	● Textual Evidence ● Explicitly stated ● Inferential Information ● Analysis	DOK, 2, Blooms 1, 4
RL.6.2	● Determine ● Provide	● Theme ● How theme are conveyed through details ● Summary distinct from personal opinions and judgments	DOK 1, 2, Blooms 1, 2
RL.6.9	● Compare ● Contrast	● Texts’ different forms and genres ● Approaches texts take to topics ● Approaches texts take to theme	DOK 3, 4 Blooms 2, 3
RI.6.1	● Cite ● Support	● Textual Evidence ● Explicitly stated ● Inferential Information ● Analysis	DOK, 2, Blooms 1, 4
RI.6.2	● Determine ● Provide	● Central Idea ● How central ideas are conveyed through details ● Summary distinct from personal opinions and judgments	DOK 1, 2, Blooms 1, 2
RI.6.6	● Determine ● Explain	● Author’s point of view. ● How the author’s point of view or purpose is explained in the text.	DOK 2, Blooms 2
RI.6.8	● Trace ● Evaluate ● Distinguish	● Argument ● Claims ● Reasons ● Evidence	DOK 2, 3 Blooms 3, 4

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	● Write ● Examine ● Convey ● Analyze ● Select ● Organized ● Introduce ● Organize	● Develop ● Use ● Clarify ● Use ● Establish ● Maintain ● provide	● Informative and explanatory text ● Ideas, concepts and information ● Relevant content ● Topic	● Transitions ● Relationships ● Precise language and domain specific vocabulary ● Formal style	DOK 3, 4, Blooms 3-6

	- Using - Include		Formatting, graphics, and multimedia	Concluding statement or section	
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Unit Essential Question and Big Ideas	
Essential Questions	Big Ideas
Why is it important to analyze textual evidence?	Good readers analyze what the text says both explicitly and inferential in order to comprehend the text.
Why do good readers have to examine how details convey a central idea?	Good readers examine how details in a text convey a central idea in order to understand the purpose and the meaning of a text.
Why does the author's point of view or purpose matter?	Good readers analyze text for purpose and viewpoint in order to gain insight and strengthen understanding.
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.

Step 2: Standards-Based Unit Assessments

Assessment and Performance Task Alignment of Unit Standards

Assessment/Performance Task	Assessed Standards
Pre CFA	W.6.2.a (introduce a topic), b, c, d, f
Performance Task #1	RL.6.9, RI.6.9, SL.6.2
Performance Task #2	W.6.8
Performance Task #3	W.6.2 (a,b,f)
Performance Task #4	W.6.2 (c,d,e),
Performance Task #5	W.6.2 (a)
Post CFA	See culminating result of the performance tasks.

Standards-Based Common Formative Post-Assessment

See the culmination of all performance tasks.

Standards-Based Common Formative Pre-Assessment (CFA)

Standard(s): W.6.2.a (introduce), b., c, d., f

Teacher Directions:

- Give students the student copy of the assessment and ask them to write a brief informative essay to explain one of the choices listed.
- Because this is a pre-assessment, give students 15-20 minutes to accomplish the task.
- Note: This pre-assessment will not be used to assess grammar and mechanics.

Student Directions and Possible Answers:

Choose one of the options below and write an explanatory text to examine the topic and convey your ideas, concepts and information through the organization relevant content. Use the following criteria to help you write your text:

[insert scoring guide]

- Explain why _____ is your favorite _____ (your choice, examples may include: sport, restaurant, friend, television show).
- Explain how making a bad choice leads to a consequence.
- Explain why some students prefer to bring their lunch from home rather than eating from the cafeteria.
- Explain the benefits of recess.
- Explain how being kind to others can pay off.

Scoring Guide W.6.2.a (introduce), b., c, d., f

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: - o Previews what is to follow in introduction. - o Creates cohesion when using transitional words.	- o Introduces a topic - o Organizes ideas, concepts, and information using strategies such as: definition, classification, comparison/contrast, and cause/effect; - o Includes formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension (W.6.2.a.). - o Develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples (W.6.2.b.). - o Uses appropriate transitions to clarify the relationships among ideas and concepts (W.6.2.c.). - o Use precise language and domain-specific vocabulary to inform about or explain the topic (W.6.2.d.). - o Establish and maintain a formal style (W.6.2.e.).	o Meets 5-6 of the proficient criteria. Comments:	o Meets less than 4 of the proficient criteria.

- | | | |
|--|---|--|
| | <ul style="list-style-type: none"> o Provide a concluding statement or section that follows from the information or explanation presented (W.6.2.f.). | |
|--|---|--|

Step 3: Standards-Based Performance Tasks

Performance Task Synopses

Task 1: (RL.6.9, RI.6.9) (SL.6.2) Students will compare and contrast different types of texts and formats (literature, informational and media) on a similar topic in order to explore different ways events, people or ideas can be presented.

IMPORTANT: Note to Teacher: Performance tasks 2-5 work toward building on one another to result in an end product. In order to create authenticity for the students this end product should be shared with an audience for a particular reason. We have intentionally written the performance tasks as generally as we can so they can fit with any topic. We recommend each teacher create an authentic scenario that can be fulfilled with the resources available and applied to the following standards-based Unit 3 performance tasks. The following authentic scenarios are EXAMPLES that could apply to this task. Teachers ARE NOT LIMITED TO these examples however are welcome to use them as they are written or as examples to build one of their own. When building your own scenario, make sure you following the SCRAP model (situation, challenge, role, audience, product.)

Authentic Scenario 1:

The city you live in is rich with a history all of its own. We are famous for _____, _____ and _____. But, have you ever considered what our city is most known for? Or the most important event that has ever taken place here? Have you ever thought about what types of things people from around Iowa or even the world come here to see? Our city may not be New York, Orlando, or Los Angeles- but our city is one of a kind on its own! In this unit, you will gather research to answer a question related to this topic. Your goal is NOT to argue why our city is amazing, but to inform me and your classmates everything you can about the question you answer. Then, you will create a text with some type of graphic or multimedia element to inform an audience of your findings. Who is your audience? You will be writing an article for our local newspaper. Who knows? Maybe it will even get published!

Authentic Scenario 2:

In Social Studies this year you have been learning about different countries around the world. You have learned about their past and present culture, their customs and traditions, the people for whom they are known. You have compared them to your world here in Iowa. But, have you ever stopped to think about which one of these places your family originated from? Are you Italian? German? Portuguese? Czechoslovakian? A mix of many? Have you ever stopped to think about what this means to have this heritage? What are the customs your great-great-grandparents held? What were their traditions living in a country unlike our own? What types of genetic traits do you have because you originate from this place? In this unit you will do research in order to learn about your place of origin and what it means to be _____. Then, you will create a text with some type of graphic or multimedia element to inform your audience of your heritage through a class website. Your goal is NOT to argue why this is the best country to originate from, but to inform your audience everything you can about it.

Authentic Scenario 3:

Technology is defined as the application of scientific knowledge for practical purposes. It is anything created that makes life easier in some way (even when it is complicated). Everywhere you turn people are using technology.

From the cell phones that we use to the lights that keep our houses bright at night... it is everywhere. It is used in schools for different purposes everyday... and everyday some new form of technology is being invented. Right now teachers all over America are applying for grants to get more technology in their classrooms. Wouldn't it be amazing if we could add some new technology here in this very room? The question, though, is what type of technology would we get? There is so much to choose from... what would you select? In this unit, you will work to gather research about some type of technology you think would be beneficial for us to have in this classroom. Your goal is NOT to argue for this piece of technology, but to inform me and your classmates everything you can about it. What is it? What is it used for? How does it make life easier? How will it benefit kids? You will write a text to inform us about this piece of technology and you will include a graphic or element of multimedia as well. Once we have learned from each other, our class will vote on one type of technology and will apply for a grant to see if we can bring it into our classroom for all to use.

Task 2: (W.6.8) Students will gather relevant information from multiple sources for use in further performance tasks.

Task 3: (W.6.2 (a, b, f)) Students will draft their paper to answer the research question.

Task 4: (W.6.2 (c,d,e)) (L.6.3) Students will assess their papers and their peers' papers for word use and its effect on style and tone.

Task 5: (W.6.2.a) Students will work with groups to determine the best use and type of multimedia or graphic to use within their texts. Students will then add these components to their work creating a final product.

Performance Task # 1- In Detail

Priority Standards: RL.6.9, RI.6.9.

Supporting Standards: SL.6.2.

Big Ideas: Good writers are purposely focused, detailed, and organized in a way that clearly communicates the ideas to the reader.

Essential Questions: How do writers clearly communicate their ideas?

DOK: 2, 3

Synopsis: Students will compare and contrast different types of texts and formats (literature, informational and media) on a similar topic in order to explore different ways events, people or ideas can be presented.

Teacher Directions:

1. Choose a topic, idea, person, event, etc. students can explore.
2. Find various SHORT resources students can read or view in stations. Include several different:
 - a. Pieces of literature in different forms or genres (e.g., poetry, cartoons, a short paragraph or two).
 - b. Informational texts written by different authors (i.e., quotes, an interview, a paragraph or two).
 - c. Media (e.g., graphs, tables/charts, pictures, movie clips).
 - d. Formats (visual, quantitative, oral).
3. Display these resources in stations so that several students can view them at the same time.
4. Decide HOW you want students to rotate through the stations (on their own, in performance task).
5. Print the Question Dice and fold to make cubes (card stock works better than computer paper). (Located in Student Document section)
6. Give students the graphic organizer and directions so they can complete the performance task.
7. See the *Sample Stations* document for how this task could be organized.

8. Decide how you want students to “silently” collaborate (e.g., googledocs, edmodo, silent writing on the same piece of paper).

Student Directions:

How does the format in which information is presented impact the clarity of the topic?

In this task, your team will investigate different ways authors have presented information on a topic in order to determine if the information is clearer when presented one way verses another. You will use this information later to help you decide how you want to convey the research you gather for your final performance task of the year.

Your group will work to answer the following questions:

- How would you describe the way each presentation SHOWED the information in it?
- How was the author’s presentation of the information similar? How was it different?
- Explain how the author’s approach affected the topic.
- What conclusions could you draw about the impact of presentation format on information?
- Which example did the best job presenting the information? What evidence supports your claim?
- What about this topic held true no matter what format you were looking at? What about this topic changed?

Part 1- Stations

1. Go to your first assigned station.
2. Follow the directions on the station card and complete your graphic organizer for that station.
3. Move to the second station and repeat.

Part 2- Group Work

4. After completing the graphic organizer, use your notes to help complete the activity.
5. Take turns rolling the die. When it is your turn, roll the die and read the question that comes up aloud to your group.
6. Silently “chat” about this topic. Open a google doc and talk about the question together. Every member of your group should use their own color when typing. Once your group has come up with an answer to the question, underline it.
7. Then have a new person roll the die for the next question.
8. Each member of your group should get two turns rolling the die (yes! This means you will answer some questions more than once- notice how your answers change as you talk about other questions).
9. Make sure you answer each question at least one time.

Part 3- Individual Reflection

10. Answer the following questions:
 1. How can authors take different types of approaches to communicate their ideas or views on a similar topic?
 2. How does the format in which information is presented impact the clarity of the topic?

Scoring Guide (RL.6.9)

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Cites multiple pieces of textual evidence	o Compares how texts in different forms approach themes and topics.	o Meets 1 of the proficient criteria.	o Meets none of the proficient criteria.

when comparing and contrasting.	o Contrasts how texts in different forms approach themes and topics.	Comments:
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Scoring Guide (RI.6.9)			
Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Analyzes the use of different evidence when comparing and/or contrasting.	o Compares one author's presentation of events with that of another's. o Contrasts one author's presentation of events with that of another's.	o Meets 1 of the proficient criteria.	o Meets none of the proficient criteria.
		Comments:	

Scoring Guide for Collaborative Component (SL.6.2)			
Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Explains how the information used clarifies the topic, text, or issue presented.	o Interprets information presented in diverse media formats accurately. o Explains how information used contributes to the topic, text or issue presented.	o Meets 1 of the proficient criteria.	o Meets none of the proficient criteria.
		Comments:	

Performance Task # 2- In Detail
Priority Standard: W.6.8 Supporting Standards: N/A Big Ideas: Good researchers gather and use credible, relevant information from multiple cited sources while avoiding plagiarism. Essential Questions: What do good researchers do? DOK: 2, 3, 4 Synopsis: Students will gather relevant information from multiple sources for use in further performance tasks. Teacher Directions <i>PRIOR</i> to task: - Develop an authentic, relevant question for students to answer through research OR choose an example from page 7 of this Unit Planning Organizer. - Select and teach students how to use strategies to assess the credibility of sources. Some examples could include: - CARS: http://www.mhhe.com/socscience/english/allwrite3/seyder/ssite/seyder/se03/cars.mhtml

- o RADCAB: <http://www.radcab.com/pdfs/radcab-rubric-2.pdf>
- o SEER: http://www.atlm.edu/downloads/Turnitin_SEER_Rubric.pdf
- o Kidsnetsoft: www.kidsnetsoft.com/internet/rubric.doc
- o <http://catlintucker.com/2013/06/common-core-evaluating-research-credibility/>
- o Kathy Schrock's Guide to Everything
 - Information Literacy: <http://www.schrockguide.net/information-literacy.html>
 - Critical Evaluation: <http://www.schrockguide.net/critical-evaluation.html>
- o University of Southern Maine
<http://usm.maine.edu/library/checklist-evaluating-web-resources?ID=0>
- o Virginia Tech University Libraries <http://www.lib.vt.edu/instruct/evaluate/>
- o Ten C's for Evaluating Internet Sources
<http://www.montgomerycollege.edu/Departments/writetg/htmlhandouts/Ten%20C%20internet%20sources.htm>
- Determine and teach students how to gather their evidence (i.e., notecards, graphic organizers, outlines, googledocs).
- Determine sources from which you would like students to gather evidence (work with Teacher Librarians to find sources).
- Determine work groups for students.

Student Directions:

Over the course of this performance task you will gather resources that will aid you in producing your final product for this unit. You will be expected to gather relevant information from multiple print and digital sources and assess the credibility of each source. You will also be expected to quote and paraphrase this information and provide basic bibliographic information for these sources.

Step One (Group Work): Find and assess sources for credibility.

- Select or find five resources to answer your research question.
- Describe your reasoning for choosing those five sources.
- Assess the credibility of each source.
- Select the three sources to use that are the most credible and describe your reasoning for using these three sources.

Step Two (Individual Work): Gather relevant information by quoting or paraphrasing from the text.

- Directly quote relevant information to answer your research question.
- Paraphrase relevant information to answer your research question.
- Cite the source for each quotation or paraphrase noting basic bibliographic information.

Scoring Guide- W.6.8

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Uses search terms effectively.	o Assess the credibility of each source accurately. o Gathers relevant quotes. o Paraphrases relevant information or conclusions.	o Meets 4 of the proficient criteria.	o Meets fewer than 4 of the proficient criteria.

	- o Avoids plagiarism. - o Provides basic bibliographic information.	Comments:
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Performance Task # 3- In Detail

Priority Standard: W.6.2 (a,b,f)

Supporting Standards: N/A

Big Ideas: Good writers are purposely focused, detailed, and organized in a way that clearly communicates the ideas to the reader.

Essential Questions: How do writers clearly communicate their ideas?

DOK: 2, 3, 4

Synopsis: Students will draft their paper to answer the research question.

Teacher Directions *PRIOR* to task:

- Spend time instructing students on components a, b, and f from standard W.6.2.
- Model for students how to write an introduction that uses strategies to organize information, ideas and concepts.
- Model for students how to develop their topics using relevant information as well as the research they gathered.
- Model for students how to provide a concluding statement or section.
- Determine heterogeneous small groups where students can collaborate on the skills mentioned in the bullets above.
- Model for students HOW to evaluate writing and give feedback. Consider using a checklist or rubric during peer evaluations.

Student Directions:

During this performance task you will begin to answer your research question using the information you gathered. Your goal is to draft your introduction, body and concluding paragraphs. Then, you will review each other's informative writings in order to give feedback to one another on these ideas.

Step One (Individual Work): Write your paper.

Use the scoring guide below for what to include in your informational text.

Step Two (Group Work): Evaluate, give feedback and receive feedback.

1. 1:1 work through the first person's paper. Have the writer read his/her paper aloud.
2. Using the _____ (checklist/rubric- teacher's choice), stop the writer every time an example is read aloud. Cite the evidence on the checklist and annotate the paper.
3. When the writer is finished reading his/her paper, look for items on the check list that have less than three pieces of evidence cited. Work together to come up with ideas on how to add those components to the paper. Annotate those ideas on the paper.
4. Repeat the process with the second group member's paper.

5. Using a clean paper, repeat this process with two other partners.

Step Three: (Individual Work): Revise your paper.

Using the feedback generated in your three conversations, revise your original paper.

Scoring Guide- W.6.2 (a, b, f)

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: - o Previews what is to follow in introduction. o Creates cohesion when using transitional words.	- o Introduces a topic - o Organizes ideas, concepts, and information using strategies such as: definition, classification, comparison/contrast, and cause/effect; o Includes formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension (W.6.2.a.). - o Develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples (W.6.2.b.). o Uses appropriate transitions to clarify the relationships among ideas and concepts (W.6.2.c.). o Use precise language and domain-specific vocabulary to inform about or explain the topic (W.6.2.d.). o Establish and maintain a formal style (W.6.2.e.). o Provide a concluding statement or section that follows from the information or explanation presented (W.6.2.f.).	o Meets 3 of the proficient criteria. Comments:	o Meets fewer than 3 of the proficient criteria.

Performance Task # 4- In Detail

Priority Standard: W.6.2 (c,d,e)

Supporting Standards: N/A

Big Ideas: Good writers are purposely focused, detailed, and organized in a way that clearly communicates the ideas to the reader.

Essential Questions: How do writers clearly communicate their ideas?

DOK: 2, 3, 4

Synopsis: Students will assess their papers and their peers' papers for word use and its effect on style and tone.

Teacher Directions PRIOR to task:

- Spend time instructing students on components c, d, e and L.6.3 from standard W.6.2.
- Model for students how to:
 - o Use appropriate transitions to clarify relationships.

- o Use precise language and domain-specific vocabulary.
- o Establish and maintain formal style.
- o Vary sentence patterns for meaning, reader interest and style.
- Determine heterogeneous small groups where students can collaborate on the skills mentioned in the bullets above.
- Model for students HOW to evaluate writing and give feedback. Consider using a checklist or rubric during peer evals.

Student Directions:

During this performance task you will work with peers to assess your writing for the words you used and how you used them.

Step One (Individual Work): Write your paper.

Use the scoring guide below for what to include in your explanatory text.

[Insert scoring guide]

Step Two (Group Work): Evaluate, give feedback and receive feedback.

6. 1:1 work through the first person's paper. Have the writer read his/her paper aloud.
7. Using the _____ (checklist/rubric- teacher's choice), stop the writer every time an example is read aloud. Cite the evidence on the checklist and annotate the paper.
8. When the writer is finished reading his/her paper, look for items on the check list that have less than three pieces of evidence cited. Work together to come up with ideas on how to add those components to the paper. Annotate those ideas on the paper.
9. Repeat the process with the second group member's paper.
10. Using a clean paper, repeat this process with two other partners.

Step Three: (Individual Work): Revise your paper.

Using the feedback generated in your three conversations, revise your original paper.

Scoring Guide- W.6.2 (a, b, f)

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Previews what is to follow in introduction. o Creates cohesion when using transitional words.	o Introduces a topic o Organizes ideas, concepts, and information using strategies such as: definition, classification, comparison/contrast, and cause/effect; o Includes formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension (W.6.2.a.). o Develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples (W.6.2.b.). o Uses appropriate transitions to clarify the relationships among ideas and concepts (W.6.2.c.) .	o Meets 2 of the proficient criteria.	o Meets fewer than 2 of the proficient criteria.
		Comments:	

- | | |
|---|--|
| <ul style="list-style-type: none"> o Use precise language and domain-specific vocabulary to inform about or explain the topic (W.6.2.d.). o Establish and maintain a formal style (W.6.2.e.). o Provide a concluding statement or section that follows from the information or explanation presented (W.6.2.f.). | |
|---|--|

Performance Task # 5- In Detail

Priority Standard: W.6.2 (a)

Supporting Standards: N/A

Big Ideas: Good writers are purposely focused, detailed, and organized in a way that clearly communicates the ideas to the reader.

Essential Questions: How do writers clearly communicate their ideas?

DOK: 2, 3, 4

Synopsis: Students will work with groups to determine the best use and type of multimedia or graphic to use within their texts. Students will then add these components to their work creating a final product.

Teacher Directions *PRIOR* to task:

- Spend time instructing students on the use of multimedia and graphics in informational and explanatory texts. Analyze with students their use, when they are most effective, and various purposes for their use.
- Determine your expectation for the use of multimedia and/or graphics in the final product.
- Determine NEW heterogeneous small groups where students can collaborate to determine types of multimedia/graphics to use in their texts. Students shouldn't have been previously paired together.

Student Directions:

During this performance task you will work to create your final product. Before doing so, you will work with a team to determine the best type of multimedia or graphics to use within your text. You will then create or find this component to add to your final product.

Step One (Group Work): Collaborate for multimedia and graphics.

1. Look at each paper one at a time.
2. Allow your group members to read your paper silently to themselves. While reading students should annotate the text for the following:
 - a. Question on parts that don't make sense.
 - b. Places where a visual or graphic could make something clearer.
3. Review thoughts as a whole group. Together, come up with three ideas for graphics or multimedia to put in the suggested places.
4. As your group discusses in step 3, take notes so you don't forget!
5. Repeat this process with the rest of your group members work.

Step Two (Individual Work): Add graphics and multimedia. Write your final draft.

6. Choose at least 1 of the suggestions generated in Step 1 and create/find the graphic or multimedia to add to your text.

7. Revise your text and write your final product.

Scoring Guide- W.6.2			
Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: - o Previews what is to follow in introduction. - o Creates cohesion when using transitional words.	- o Introduces a topic - o Organizes ideas, concepts, and information using strategies such as: definition, classification, comparison/contrast, and cause/effect; - o Includes formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension (W.6.2.a.). - o Develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples (W.6.2.b.). - o Uses appropriate transitions to clarify the relationships among ideas and concepts (W.6.2.c.). - o Use precise language and domain-specific vocabulary to inform about or explain the topic (W.6.2.d.). - o Establish and maintain a formal style (W.6.2.e.). - o Provide a concluding statement or section that follows from the information or explanation presented (W.6.2.f.).	o Meets 7 of the proficient criteria.	o Meets fewer than 7 of the proficient criteria.
		Comments:	

Student Documents

Name _____ Date _____

Unit 5 Pre-Assessment

Choose one of the options below and write an explanatory essay to examine the topic and convey your ideas, concepts and information. Use the criteria to help you write your essay:

Criteria:

1. Introduce your topic.
2. Develop the topic with relevant facts, concrete details, definitions, quotations or other information and examples.
3. Use appropriate transitions to clarify relationships.
4. Use precise language and domain-specific vocabulary.
5. Provide a conclusion.

Options:

- Explain why _____ is your favorite _____ (your choice, examples may include: sport, restaurant, friend, television show).
- Explain how making a bad choice leads to a consequence.
- Explain why some students prefer to bring their lunch from home rather than eating from the cafeteria.
- Explain the benefits of recess.
- Explain how being kind to others can pay off.

Scoring Guide W.6.2.a (introduce), b., c, d., f

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: - o Previews what is to follow in introduction. - o Creates cohesion when using transitional words.	- o Introduces a topic o Organizes ideas, concepts, and information using strategies such as: definition, classification, comparison/contrast, and cause/effect; o Includes formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension (W.6.2.a.). - o Develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples (W.6.2.b.). - o Uses appropriate transitions to clarify the relationships among ideas and concepts (W.6.2.c.). - o Use precise language and domain-specific vocabulary to inform about or explain the topic (W.6.2.d.). o Establish and maintain a formal style (W.6.2.e.). - o Provide a concluding statement or section that follows from the information or explanation presented (W.6.2.f.).	Meets 5-6 of the proficient criteria. Comments:	Meets less than 4 of the proficient criteria.

Name _____ Date _____

Unit 5- Performance Task 1

How does the format in which information is presented impact the clarity of the topic?

In this task, your team will investigate different ways authors presented information on a topic in order to determine whether information is clearer when presented one way versus another. You will use this information later to help you decide how you want to convey the research you gather.

Your group will work to answer the following questions:

- How would you describe the way each presentation SHOWED the information in it?
- How was the author's presentation of the information similar? How was it different?
- Explain how the author's approach affected the topic.
- What conclusions can you draw about the impact of presentation format on information?
- Which example did the best job presenting the information? What evidence supports your claim?
- What about this topic held true no matter what format you were looking at? What about this topic changed?

Part 1- Stations

1. Go to your first assigned station.
2. Read/view the information. Complete your graphic organizer.
3. Move to the second station and repeat.

Part 2- Group Work

4. After completing the graphic organizer, use your notes to help as your group does the following activity.
5. Take turns rolling the die. When it is your turn, roll the die and read the question that comes up aloud to your group.
6. Silently "chat" about this topic. Open a google doc and talk about the question together. Every member of your group should use their own color when typing. Once your group has come up with an answer to the question, underline it.
7. Then have a new person roll the die for the next question.
8. Each member of your group should get two turns rolling the die (yes! This means you will answer some questions more than once- notice how your answers change as you talk about other questions).
9. Make sure you answer each question at least one time.

Part 3- Individual Reflection

10. Answer the following questions:
 - a. Compare and contrast the way the texts' approached the topic.
 - b. Compare and contrast how the authors' presented their information on the topic.

- c. Explain how different formats can contribute to a topic

Scoring Guide for Part 3 (RL.6.9)			
Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Evaluates the impact of the form or genre on the topic.	o Compares the way texts in different forms or genres approached a topic. o Contrasted the way texts in texts in different forms or genres approached a topic.	o Meets 1 of the criteria.	o Meets less than 1 of the criteria.
		Comments:	

Scoring Guide for Part 3 (RI.6.9)			
Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Evaluates the impact of the author's presentation on the topic.	o Compared authors' presentation of events to others'. o Contrasted authors' presentation of events to others'.	o Meets 1 of the criteria.	o Meets less than 1 of the criteria.
		Comments:	

Scoring Guide for Part 2 (SL.6.2)			
Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Evaluates the impact of the format on the topic.	o Interprets information presented. o Explains how diverse media formats contribute to a topic.	o Meets 1 of the criteria.	o Meets less than 1 of the criteria.
		Comments:	

Name _____ Date _____

Performance Task 1 Graphic Organizer

Directions: As you move from station to station, complete the graphic organizer. Make sure to be detailed in your notes as you will use them during your small group discussions.

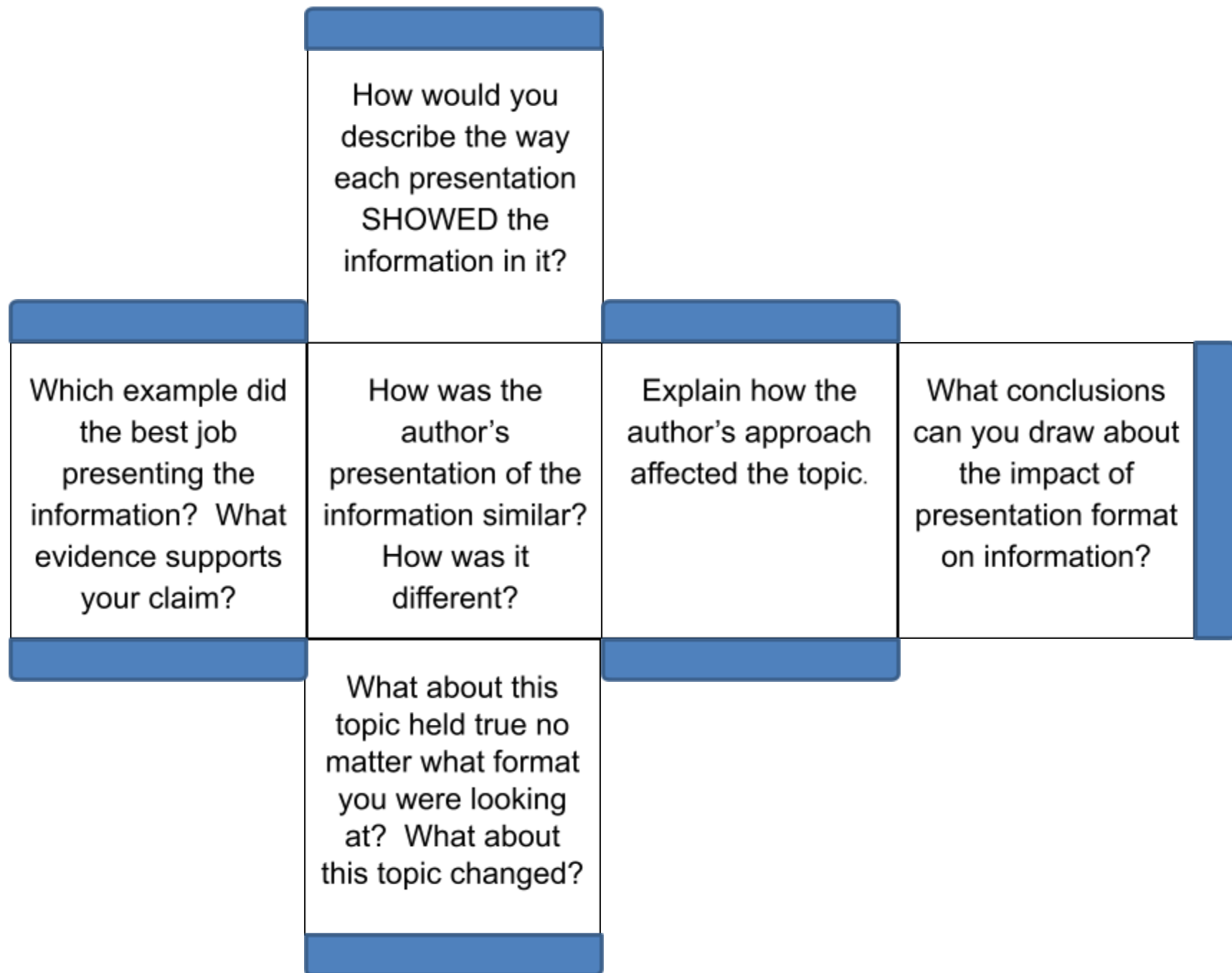
Station	Format/Genre	What is the author's purpose in creating this text/visual?	How did the author address the idea of fear?	How does the format of this text/visual impact the message about fear?	Summarize what you learned about fear in this text/visual (if you learned anything).
1					
2					

3					
4					
5					

6					
---	--	--	--	--	--

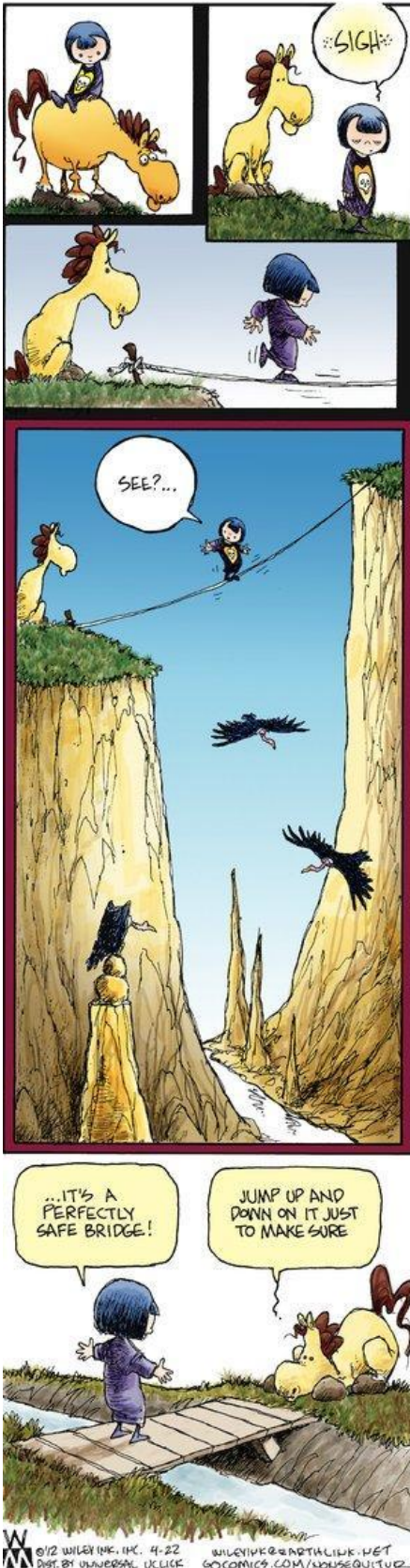
Answer the following questions when you get to Part 3:

1. How can authors take different types of approaches to communicate their ideas or views on a similar topic?
2. How does the format in which information is presented impact the clarity of the topic?



Station 1

NON SEQUITUR BY WILEY



Sample Stations

Station 2

There are very few monsters who warrant the fear we have of them.

-Andre Gide

Only when we no longer fear do we begin to live.

-Dorothy Thompson

In order to succeed, your desire for success should be greater than your fear of failure.

-Bill Cosby

I learned that courage was not the absence of fear but triumph over it. The brave man is not he who does is not afraid, but he who conquers fear.

-Nelson Mandela

If people are only good because they fear punishment, and hope for a reward, then we are a sorry lot indeed.

-Albert Einstein

I fear not the man who has practiced 10,000 kicks once, but I fear the man who has practiced 1 kick 10,000 times.

-Bruce Lee

Station 3

Adrenaline is a hormone produced by the adrenal glands during high stress or exciting situations. This powerful hormone is part of the human body's acute stress response system, also called the "fight or flight" response. It works by stimulating the heart rate, contracting blood vessels, and dilating air passages, all of which work to increase blood flow to the muscles and oxygen to the lungs. Additionally, it is used as a medical treatment for some potentially life-threatening conditions including anaphylactic shock. In the US, the medical community largely refers to this hormone as epinephrine, although the two terms may be used interchangeably.

The term "fight or flight" is often used to characterize the body's reaction to very stressful situations. It is an evolutionary adaptation that allows the body to react to danger quickly. Dilated air passages, for example, allow the body to get more oxygen into the lungs quickly, increasing physical performance for short bursts of time. The blood vessels contract in most of the body, which redirects the blood toward the heart, lungs, and major muscle groups to help fuel the reaction. When a person encounters a potentially dangerous situation, the hypothalamus in the brain signals the adrenal glands to release adrenaline and other hormones directly into the bloodstream. The body's systems react to these hormones within seconds, giving the person a nearly instant physical boost. Strength and speed both increase, while the body's ability to feel pain decreases. This hormonal surge is often referred to as an "adrenaline rush."

Source: <http://www.wisegeek.com/what-is-adrenaline.htm>

Station 4

Fear

By Anne Frank, March 25, 1944

It was a terrible time through which I was living. The war raged about us, and nobody knew whether or not he would be alive the next hour. My parents, brothers, sisters, and I made our home in the city, but we expected that we either would be evacuated or have to escape in some other way. By day the sound of cannon and rifle shots was almost continuous, and the nights were mysteriously filled with sparks and sudden explosions that seemed to come from some unknown depth.

I cannot describe it; I don't remember that tumult quite clearly, but I do know that all day long I was in the grip of fear. My parents tried everything to calm me, but it didn't help. I felt nothing, nothing but fear; I could neither eat nor sleep -- fear clawed at my mind and body and shook me. That lasted for about a week, then came an evening and a night which I recall as though it had been yesterday.

At half past eight, when the shooting had somewhat died down, I lay in a sort of half doze on a sofa. Suddenly all of us were startled by two violent explosions. As though stuck with knives, we all jumped up and ran into the hall. Even Mother, usually so calm, looked pale. The explosions repeated themselves at pretty regular intervals. Then: a tremendous crash, the noise of much breaking glass, and an ear-splitting chorus of yelling and screaming. I put on what heavy clothes I could find in a hurry, threw some things into a rucksack, and ran. I ran as fast as I could, ran on and on to get away from the fiercely burning mass about me. Everywhere shouting people darted to and fro; the street was alight with a fearsome red glow.

I didn't think of my parents or of my brothers and sisters. I had thoughts only for myself and knew that I must rush, rush, rush! I didn't feel any fatigue; my fear was too strong. I didn't know that I had lost my rucksack. All I felt and knew was that I had to run.

I couldn't possibly say how long I ran on with the image of the burning houses, the desperate people and their distorted faces before me. Then I sensed that it had got more quiet. I looked around and, as if waking up from a nightmare, I saw that there was nothing or no one behind me. No fire, no bombs, no people. I looked a little more closely and found that I stood in a meadow. Above me the stars glistened and the moon shone; it was brilliant weather, crisp but not cold.

I didn't hear a sound. Exhausted, I sat down on the grass, then spread the blanket I had been carrying on my arm, and stretched out on it.

I looked up into the sky and realized that I was no longer afraid; on the contrary, I felt very peaceful inside. The funny thing was that I didn't think of my family, nor yearn for them; I yearned only for rest, and it wasn't long before I fell asleep there in the grass, under the sky.

When I woke up, the sun was just rising. I immediately knew where I was; in the daylight I recognized the houses at the outskirts of our city. I rubbed my eyes and had a good look around. There was no one to be seen; the dandelions and the clover-leaves in the grass were my only company. Lying back on the blanket for a while, I mused about what to do next. But my thoughts wandered off from the subject and returned to the wonderful feeling of the night before, when I sat in the grass and was no longer afraid.

Later I found my parents, and together we moved to another town. Now that the war is over, I know why my fear disappeared under the wide, wide heavens. When I was alone with nature, I realized -- realized without actually knowing it -- that fear is a sickness for which there is only one remedy. Anyone who is as afraid as I was then should look at nature and see that God is much closer than most people think.

Since that time I have never been afraid again, no matter how many bombs fell near me.

Station 5

Snakes and Staircases- <http://www.youtube.com/watch?v=AtyydIDsS5I>

Station 6

Burnett, Frances Hodgson. *The Secret Garden*. New York: HarperCollins, 1985. (1911)

From "There's No One Left"

When Mary Lennox was sent to Misselthwaite Manor to live with her uncle everybody said she was the most disagreeable- looking child ever seen. It was true, too. She had a little thin face and a little thin body, thin light hair and a sour expression. Her hair was yellow, and her face was yellow because she had been born in India and had always been ill in one way or another. Her father had held a position under the English Government and had always been busy and ill himself, and her mother had been a great beauty who cared only to go to parties and amuse herself with gay people. She had not wanted a little girl at all, and when Mary was born she handed her over to the care of an Ayah, who was made to understand that if she wished to please the Mem Sahib she must keep the child out of sight as much as possible. So when she was a sickly, fretful, ugly little baby she was kept out of the way, and when she became a sickly, fretful, toddling thing she was kept out of the way also. She never remembered seeing familiarly anything but the dark faces of her Ayah and the other native servants, and as they always obeyed her and gave her her own way in everything, because the Mem Sahib would be angry if she was disturbed by her crying, by the time she was six years old she was as tyrannical and selfish a little pig as ever lived. The young English governess who came to teach her to read and write disliked her so much that she gave up her place in three months, and when other governesses came to try to fill it they always went away in a shorter time than the first one. So if Mary had not chosen to really want to know how to read books she would never have learned her letters at all.

One frightfully hot morning, when she was about nine years old, she awakened feeling very cross, and she became crosser still when she saw that the servant who stood by her bedside was not her Ayah. "Why did you come?" she said to the strange woman. "I will not let you stay. Send my Ayah to me."

The woman looked frightened, but she only stammered that the Ayah could not come and when Mary threw herself into a passion and beat and kicked her, she looked only more frightened and repeated that it was not possible for the Ayah to come to Missie Sahib.

There was something mysterious in the air that morning. Nothing was done in its regular order and several of the native servants seemed missing, while those whom Mary saw slunk or hurried about with ashy and scared faces. But no one would tell her anything and her Ayah did not come. She was actually left alone as the morning went on, and at last she wandered out into the garden and began to play by herself under a tree near the veranda. She pretended that she was making a flower-bed, and she stuck big scarlet hibiscus blossoms into little heaps of earth, all the time growing more and more angry and muttering to herself the things she would say and the names she would call Saidie when she returned.

Unit 5 Performance Task 2

Directions:

Over the course of this performance task you will gather resources that will aid you in producing your final product for this unit. You will be expected to gather relevant information from multiple print and digital sources and assess the credibility of each source. You will also be expected to quote and paraphrase this information and provide basic bibliographic information for these sources.

Step One (Group Work): Find and assess sources for credibility.

1. Select or find five resources to answer your research question.
2. Describe your reasoning for choosing those five sources.
3. Assess the credibility of each source.
4. Select the three sources to use that are the most credible and describe your reasoning for using these three sources.

Step Two (Individual Work): Gather relevant information by quoting or paraphrasing from the text.

5. Directly quote relevant information to answer your research question.
6. Paraphrase relevant information to answer your research question.
7. Cite the source for each quotation or paraphrase noting basic bibliographic information.

Scoring Guide- W.6.8			
Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Uses search terms effectively.	o Assess the credibility of each source accurately. o Gathers relevant quotes. o Paraphrases relevant information or conclusions. o Avoids plagiarism. o Provides basic bibliographic information.	o Meets 4 of the proficient criteria.	o Meets fewer than 4 of the proficient criteria.
		Comments:	

	Source	Why did you initially choose it?	Credible? How do you know?	Will you use it? <i>If yes, why will you use it?</i>
1				
2				
3				
4				
5				

Unit 5 Performance Task 3

Directions:

During this performance task you will begin to answer your research question using the information you gathered. Your goal is to draft your introduction, body and concluding paragraphs. Then, you will review each other's informative writings in order to give feedback to one another on these ideas.

Step One (Individual Work): Write your paper.

Make sure to include the following:

- Introduce your topic.
- Use one or more strategies to organize.
 - Definitions
 - Compare/contrast
 - Classification
 - Cause/effect
- Use relevant quotes, concrete details, definitions or other information and examples.
- Conclude your paper.

Step Two (Group Work): Evaluate, give feedback and receive feedback.

1. 1:1 work through the first person's paper. Have the writer read his/her paper aloud.
2. Using the _____ (checklist/rubric- teacher's choice), stop the writer every time an example is read aloud. Cite the evidence on the checklist and annotate the paper.
3. When the writer is finished reading his/her paper, look for items on the check list that have less than three pieces of evidence cited. Work together to come up with ideas on how to add those components to the paper. Annotate those ideas on the paper.
4. Repeat the process with the second group member's paper.
5. Using a clean paper, repeat this process with two other partners.

Step Three: (Individual Work): Revise your paper.

Using the feedback generated in your three conversations, revise your original paper.

Scoring Guide- W.6.2 (a, b, f)			
Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: ○ Previews what is to follow in introduction. ○ Creates cohesion when using transitional words.	○ Introduces a topic ○ Organizes ideas, concepts, and information using strategies such as: definition, classification, comparison/contrast, and cause/effect; ○ Includes formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension (W.6.2.a.). ○ Develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples (W.6.2.b.). ○ Uses appropriate transitions to clarify the relationships among ideas and concepts (W.6.2.c.). ○ Use precise language and domain-specific vocabulary to inform about or explain the topic (W.6.2.d.). ○ Establish and maintain a formal style (W.6.2.e.).	Meets 3 of the proficient criteria.	Meets fewer than 3 of the proficient criteria.
		Comments:	

	○—Provide a concluding statement or section that follows from the information or explanation presented (W.6.2.f.) .	
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Sample Checklist

1. Listen to your partner read his/her paper. As you listen, following along. 2. Stop your partner each time you hear or see an example of the criteria listed below. Cite textual evidence. 3. Work together to suggest ideas that could be added for the criteria that is missing.		
Criteria	Textual Evidence	Ideas to Add
Definitions		
Classification		
Compare/contrast		
Cause/effect		
Relevant facts		
Concrete Details		
Quotations		

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Name _____ Date _____

Unit 5 Performance Task 4

Directions:

During this performance task you will work with peers to assess your writing for the words you used and how you used them.

Step One (Individual Work): Review your paper.

Look at your paper for the following... if they aren't there, add them:

- Transitions that clarify relationships between ideas and concepts.
- Academic Vocabulary.
- Precise language.
- Did you establish a formal style? Did you maintain it?

Step Two (Group Work): Evaluate, give feedback and receive feedback.

1. 1:1 work through the first person's paper. Have the writer read his/her paper aloud.
2. Using the _____ (checklist/rubric- teacher's choice), stop the writer every time an example is read aloud. Cite the evidence on the checklist and annotate the paper.
3. When the writer is finished reading, look for criteria that have less than three pieces of evidence cited. Come up with ideas to add those components to the paper. Annotate those ideas on the paper.
4. Repeat the process with the second group member's paper.
5. Using a clean paper, repeat this process with two other partners.

Step Three: (Individual Work): Revise your paper.

Using the feedback generated in your three conversations, revise your original paper.

Scoring Guide- W.6.2 (a, b, f)			
Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: ○ Previews what is to follow in introduction. ○ Creates cohesion when using transitional words.	○ Introduces a topic ○ Organizes ideas, concepts, and information using strategies such as: definition, classification, comparison/contrast, and cause/effect; ○ Includes formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension (W.6.2.a.) . ○ Develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples (W.6.2.b.) . ○ Uses appropriate transitions to clarify the relationships among ideas and concepts (W.6.2.c.) . ○ Use precise language and domain-specific vocabulary to inform about or explain the topic (W.6.2.d.) . ○ Establish and maintain a formal style (W.6.2.e.) . ○ Provide a concluding statement or section that follows from the information or explanation presented (W.6.2.f.) .	Meets 2 of the proficient criteria.	Meets fewer than 2 of the proficient criteria.
		Comments:	
○	○	Comments:	

Sample Checklist

1. Listen to your partner read his/her paper. As you listen, following along.
2. Stop your partner each time you hear or see an example of the criteria listed below. Cite textual evidence.
3. Work together to suggest ideas that could be added for the criteria that is missing.

Criteria	Textual Evidence	Ideas to Add
Appropriate Transitions		
Precise Language		
Academic Vocabulary		
Formal Style		
Places where sentences vary.		

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Name _____ Date _____

Unit 5 Performance Task 5

Directions:

During this performance task you will work to create your final product. Before doing so, you will work with a team to determine the best type of multimedia or graphics to use within your text. You will then create or find this component to add to your final product.

Step One (Group Work): Collaborate for multimedia and graphics.

1. Look at each paper one at a time.
2. Allow your group members to read your paper silently to themselves. While reading students should annotate the text for the following:
 - a. Question on parts that don't make sense.
 - b. Places where a visual or graphic could make something clearer.
3. Review thoughts as a whole group. Together, come up with three ideas for graphics or multimedia to put in the suggested places.
4. As your group discusses in step 3, take notes so you don't forget!
5. Repeat this process with the rest of your group members' work.

Notes for MY text.	
Where should I add a graphic or multimedia?	What should I add?

	⦿ Provide a concluding statement or section that follows from the information or explanation presented (W.6.2.f.).	
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