

CVUSD's Unit Planning Organizer

Subject Grade	ELA 6
Unit Title	Unit 1: Lessons in Literature
Length of Unit (Include days and minutes per day)	20 days (plus 5 days buffer), 90 minutes per day
Overview of Unit	This unit focuses on the elements of a story, writing a thesis statement, Socratic Seminar and interview skills, as well as writing a summary free of personal opinion, a historical fiction story, and a biographical paragraph. The culminating activity will be the publication of the students' work.

Priority Common Core State Standards <i>*Priority Standards are the standards around which supporting standards are organized</i>	Reading Foundations Standard <i>(For Grades K-5 only)</i>
<p>RL.6.1.: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2.: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>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.</p> <p>W.6.2.a.: Introduce a topic or thesis statement clearly, previewing what is to follow; 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. CA</p>	
Supporting Standards <i>*Supporting Standards are intricately woven through each of the performance tasks of the unit</i>	ELD Standards

<p>RL.6.3.: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>RL.6.5.: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>W.6.3.: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well structure event sequences.</p> <p>W.6.10.: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.6.1.: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>L.6.3.: Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.6.3.a.: Vary sentence patterns for meaning, reader/ listener interest, and style. L.6.3.b.: Maintain consistency in style and tone.</p> <p>L.6.4.: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. L.6.4.a: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.6.5.: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.6.5.c.: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p>	<p>I.B.6 *</p> <p>I.C.10 *</p> <p>II.A.1-2 *</p> <p>II.C.6-7 *</p> <p>I.A.1, 3</p> <p>I.B.6-8</p> <p>I.C.10</p> <p>II.A.1-2</p> <p>II.B.5</p>
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“Unwrapped” Concepts (Students need to know)	“Unwrapped” Skills (Students need to be able to do)	Bloom’s Taxonomy Levels of Cognitive Rigor	Webb’s Depth of Knowledge
RL.6.1 <ul style="list-style-type: none"> • Text Evidence • Of what the text says explicitly • Inferences drawn from text 	Cite Analyze Infer	Level 4: Analyze	Level 3 : Strategic Thinking/ Reasoning
RL.6.2 <ul style="list-style-type: none"> • Theme or central idea of a text and how it is conveyed through particular details • Summary of text without personal opinions or judgment 	Determine Provide	Level 4: Analyze	Level 3 : Strategic Thinking/ Reasoning
W.6.2.a <ul style="list-style-type: none"> • Thesis Statement • Ideas, concepts, and information 	Write Organize	Level 6: Create	Level 4: Extended Thinking

Essential Questions	Corresponding Big Ideas
<p>Why is it necessary to include textual evidence when analyzing text? (RL.6.1)</p> <p>How do you write an effective plot summary? (RL.6.2)</p> <p>Why do essays require a clear thesis statement? (W.6.2a)</p>	<p>To accurately convey the author’s intent, it is essential to cite evidence from the text. (RL.6.1)</p> <p>An effective summary is free of personal opinions or judgments. (RL.6.2)</p> <p>A clear thesis statement provides focus for the development of the essay. (W.6.2.a)</p>
Unit Vocabulary Words	
Academic Cross-Curricular Words	Content/Domain Specific Vocabulary
<ul style="list-style-type: none"> • Inference • Theme • Summary • Thesis Statement 	<ul style="list-style-type: none"> • Character (protagonist/ antagonist), Character traits • Setting • Plot – exposition, rising action, climax, falling action, resolution • Conflict (man vs. nature, man vs. self, man vs. nature, man vs. society) • Genre
<p align="center">Resources for Vocabulary Development (Include at least one resource for English Learner)</p> <p align="center"><u>Unit 1 Vocabulary Anchor Chart Examples</u></p>	







Frayer-Model-Template (Vocab).pdf



Vocab-O-Gram.doc

Unit Formative Assessments of Priority Standards (Embed Documents)

Pre-Assessment	Post-Assessment
 <p>Grade 6 ELA Unit1 Pretest.pdf</p> <p>You will need to log into Illuminate to print out answer bubble sheets and student copy of test.</p>	 <p>Grade 6 ELA Unit 1 Post Test.pdf</p> <p>You will need to log into Illuminate to print out answer bubble sheets and student copy of test.</p>
Pre-Assessment Rubrics and Answer Keys	Post-Assessment Rubrics and Answer Keys
 <p>Grade 6 ELA Unit 1 Post Test _teacher_b</p>	 <p>Grade 6 ELA Unit 1 Post Test _teacher_b</p>

Overview of the Culminating Learning Experience (Situation, challenge, role, audience, product or performance)

<p>Describe the Culminating Learning Experience for this unit of study:</p> <p>Students will publish their narratives and biographies on Schoolwires classroom page, classroom blog, Wikispaces, Edmodo, etc. based on classroom teacher's preference.</p>	<p>Suggested Length of Time (Include days and minutes per day)</p> <p>2 days, 90 minutes per day</p>
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Synopsis of Performance Tasks

Authentic Performance Tasks	Description	Suggested Length of Time (Include days and minutes per day)
Task 1: Communicate Collaborate	Students will create a graphic organizer incorporating the Story Elements based on short stories. (Ancient Greek Myths have been provided)	4-5 days, 90 minutes per day
Task 2: Creativity Critical Thinking	Write a one-paragraph summary with a thesis statement.	3-4 days, 90 minutes per day
Task 3: Creativity Critical Thinking Technology	Students will write a historical fiction story based on a child living in an Ancient Civilization. (Resources have been provided for Ancient Greece)	8 days, 90 minutes per day
Task 4: Communication Collaboration Creativity Technology	Students will interview one of the student authors, and gather information to write a biographical paragraph. The biography should include a thesis statement and information about the student author.	4 days, 90 minutes per day

PERFORMANCE TASK 1

Title of Authentic Performance Task 1	Dissect It	Length: 4-5 days, 90 minutes per day
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Standards Addressed in Authentic Performance Task 1	<p>Priority Standards for Task 1:</p> <p>RL.6.1.: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2.: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>		
	<p>Supporting Standards for Task 1:</p> <p>RL.6.3.: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>RL.6.5.: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>L.6.4.: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p style="padding-left: 40px;">L.6.4.a.: Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase</p> <p>L.6.5.: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p style="padding-left: 40px;">L.6.5.c.: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).</p>		
Detailed Description of Authentic Performance Task 1	<p>Performance Task: Students will create a graphic organizer incorporating the Story Elements based on short stories.</p> <p>Suggested Teaching and Learning Sequence:</p> <p>Teachers will teach the strategy of Close Reading while reviewing story elements, multiple meanings, as well as connotations and denotations: Theme or Central Idea, Plot, Characters, Setting, Conflict, Resolution. (RL.6.2, RL.6.3, RL.6.5, L.6.4, L.6.4.a, L.6.5.c)</p>	Bloom’s Taxonomy Levels	Webb’s DOK
		Analyze Understand Create	Level 3: Strategic Thinking/ Reasoning








	<ul style="list-style-type: none"> • Refer to resources titled Close Reading Bookmark and Close Reading Graphic Organizer. • Refer to Story Elements Song resources (flocabulary.com) • Refer to multiple meaning and connotation and denotation resources. <p>Teachers will model with the class how to pull the story elements from one of the selected short stories using various strategies and graphic organizers. (RL.6.2, RL6.3, RL.6.5)</p> <ul style="list-style-type: none"> • Refer to Greek Myth resources (Pandora, Icarus and Daedalus, The Myth of Midas, The Reason for Seasons, The Story of Medusa and Athena, and The Gift of Fire) • Resources for Story Elements can be found on Step Up to Writing Tools Intermediate Level 3rd Edition pg. 6-1abc, 2abc. • Allow peer-to-peer interaction to cite the textual evidence. (i.e. what details support the theme) <p>Students will create a graphic organizer of their choosing citing textual evidence of the story elements from a variety of stories. (RL.6.1)</p> <p>Formative Assessment – Students will share their findings and discuss what they have learned about story elements. (RL.6.2)</p>	Rubric for Authentic Performance Task 1 (Embed Document)
		 <p>Grading Rubrics.pdf</p>

Response to Instruction and Intervention

Instructional Strategies (Minimum of 3)	Differentiated Strategies for Intervention (Minimum of 6)	Differentiation Strategies for Enrichment (Minimum of 3)	Interdisciplinary Connections
<ol style="list-style-type: none"> 1. Direct instruction on story elements. Teacher model Close reading to students with effective strategies (7-step). Students practice Close reading independently on a different story. Use provided Myths to help with Story Elements. 2. Multiple Meaning Word Resource 	<p>EL:</p> <ol style="list-style-type: none"> 1. Direct instruction of story element vocabulary using vocabulary graphic organizer. 2. Graphic Organizer for story elements using picture and examples from reading 3. Direct instruction in multiple meaning word (using examples with pictures). 	<ol style="list-style-type: none"> 1. Incorporate GATE Icons throughout all the tasks to allow for deeper investigation. 2. Think like a Disciplinarian/ Linguist. <ul style="list-style-type: none"> • Research additional information regarding Story Elements and report back as an expert in that area 3. Translate written text into graphic form (comic strip, story board, movie 	







<p>3. Connotations and Denotations resource</p> <p>4. Students work in pairs or independently.</p> <p>5. Graphic Organizers have been provided to help with instruction</p>	<p>SPED:</p> <ol style="list-style-type: none"> 1. Chunking (present story elements in smaller chunks) 2. Repetition 3. Extended time <p>Intensive</p> <ol style="list-style-type: none"> 1. Gateways instruction 	<p>trailer, etc.).</p>	
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<p align="center">Teacher Resources and Materials (e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</p>	<p align="center">Anchor Text and Text Dependent Questions</p>
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<p>Textbook References:</p> <p>Other Books:</p> <p>Audio/Visual Resources:</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  Connotation_vs_Denotation.pptx EMBED AcroExch.Document.11 </div> <div style="text-align: center;">  Close Reading bookmarks.pdf </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">  CloseReadingPosterandGraphicOrganizers.EMBED AcroExch.Document.11 </div> <div style="text-align: center;">  Story-Elements-Map.pdf </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">  StoryElementsSong.pdf EMBED AcroExch.Document.11 </div> <div style="text-align: center;">  StoryElementsSongFillIn.pdf </div> </div> <div style="margin-top: 10px;">  StoryElementSongGraphic Organizer.pdf StoryElementSongwithMusic </div> <p>Additional Print Sources:</p>	<p>Anchor Text and Text Dependent Questions:</p> <ul style="list-style-type: none"> • Flocabulary Song Lyrics <ol style="list-style-type: none"> 1. How can you tell what is included in a setting based on the poem? 2. What are the details of a plot, setting, character, and theme? 3. Why did the author choose the format he did to import the information? 4. How does it impact the poem? 5. How can you translate the content concerning the 5 Elements of a story to other disciplines? • 5 Myths (Story of Midas, Medusa and Athena, The Gift of Fire, Pandora, and Icarus and Daedalus) <ol style="list-style-type: none"> 1. What do you know about the protagonist/antagonist? What words does the author use to show you? 2. How does the author help you learn about the setting? 3. How does the setting change through the story? 4. How does the sequence of events develop the story? 5. What is the author's message to his/her readers? 6. What problem does the protagonist experience in the text? List three events that contribute to the resolution of the problem. 7. What theme or idea might the author be exploring in the story?
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[Story of Midas](#) • [The Story of Medusa and Athena](#) • [The Gift of Fire](#) • [Pandora](#) • [Icarus and Daedalus](#)

Other Resources:

 Story Elements Pictures.jpg
  Plot Diagram.jpg
  Story Structure Graphic Organizer.jpg
  Denotation and Connotation Activity.pdf
  Connotative versus Denotative Meanings.pdf
  Essential Elements Short Story.pdf

EMBED Package



EMBED AcroExch.Document.11

Additional Resource:

[Text Dependent Question Stems and Anchor Standards](#)

PERFORMANCE TASK 2

Title of Authentic Performance Task 2	Summarize It	Length: 3-4 days, 90 minutes per day
Standards Addressed in Authentic Performance Task 2	<p>Priority Standards for Task 2:</p> <p>RL.6.1.: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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.</p> <p>W.6.2.a.: Introduce a topic or thesis statement clearly, previewing what is to follow; 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. CA</p>	

	<p>Supporting Standards for Task 2:</p> <p>W.6.10.: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.6.1.: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>		
<p>Detailed Description of Authentic Performance Task 2</p>	<p>Performance Task: Students will write a one-paragraph summary with a thesis statement.</p> <p>Suggested Teaching and Learning Sequence:</p>	<p>Bloom's Taxonomy Levels</p>	<p>Webb's DOK</p>
	<p>Using the resources provided, teach how to write a thesis statement. (W.6.2.a)</p> <ul style="list-style-type: none"> • Refer to Thesis Guide and Rubric Task 2 resources for instruction and peer editing. 	<p>Analyze Create</p>	<p>Level 3: Strategic Thinking/ Reasoning</p>
	<p>Use Step Up to Writing to teach summary writing. As a whole group, work on a summary together. Then students will write their own summary on a text. Resources for Ancient Greece have been provided. (RL.6.1, W.6.2, W.6.10)</p> <ul style="list-style-type: none"> • (Spiral pgs. 43-52; Tool 1-31abcde) • Summary and Rubric Task 2 resources for instruction and peer editing. <ul style="list-style-type: none"> ○ Summary Rubrics for teachers are included (for final drafts). <p>Formative Assessment - Provide opportunities throughout the writing process for feedback using the following strategies: peer-to-peer, student to teacher, and student metacognition time. Utilize Student Goal Setting Worksheet to allow students to interact in the formative process of their learning. Students need to become the active learner. (W.6.10)</p> <ul style="list-style-type: none"> • Refer to Student Goal Setting Template. <p>Students will participate in Socratic Seminar to discuss their summary. Use resources to establish norms. (SL.6.1)</p> <ul style="list-style-type: none"> • Refer to Socratic Seminar resources. 	<p style="text-align: center;">Rubric for Authentic Performance Task 2 (Embed Document)</p> <div style="text-align: center;">  Summary Paragraph Rubric.doc </div> <p style="text-align: right;">EMBED</p> <p>Word.Document.8 \s</p> <div style="text-align: center;">  Summary Writing Rubric-1.doc </div>	
<p>Response to Instruction and Intervention</p>			

Instructional Strategies (Minimum of 3)	Differentiated Strategies for Intervention (Minimum of 6)	Differentiation Strategies for Enrichment (Minimum of 3)	Interdisciplinary Connections
<p>1. Use provided articles to help write summaries and thesis statements as a whole group.</p> <p>2. Thesis Statement Resources</p> <p>3. Socratic Seminar – Teacher should review appropriate behaviors for a Socratic seminar. Teachers can show a video demonstration or review rules.</p>	<p>EL:</p> <ol style="list-style-type: none"> 1. Give students opportunities to practice with given samples 2. Use DII model to teach citing evidence. <p>SPED:</p> <ol style="list-style-type: none"> 1. Graphic organizers for writing 2. Scaffold information and writing <p>Intensive:</p> <ol style="list-style-type: none"> 1. Gateways Instruction 	<ol style="list-style-type: none"> 1. Utilize the California GATE Icons. [Think like a disciplinarian (TLAD)] 2. Socratic Seminar from multiple perspectives. <ul style="list-style-type: none"> • Apply Metacognitive skills to interact within the Socratic Seminar 3. Analyze how investigating in a topic can unfold knowledge in another topic 	<p>History/Social Sciences</p> <p>6.4.8: Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).</p>
Teacher Resources and Materials (e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)		Student Resources and Materials	
<p>Textbook References:</p> <p>California World History Chapter 10 Video – Greek Philosophers</p> <p>Other Books:</p> <p>Suggested Text:</p> <ul style="list-style-type: none"> • Wilmna Unlimited by: Kathleen Krull (This text could be used to model how to write a thesis statement and a summary) • Mr. Peabody’s Applies by: Madonna (This text could be used for students to write a thesis statement and summary) <ul style="list-style-type: none"> ○ These could be used before students read the myths and write. 			

Audio/Visual Resources:

Additional Print Sources:

[A New Type of Religion](#) • [Greece Geography](#) • [Ancient Greek Everyday Life](#) • [Ancient Greek Government](#) • [Socrates the Great Teacher](#) • [The Life and Death of Socrates](#)

Other Resources:



socratic.docx



Socratic Seminar
ReflectionTask2.doc

EMBED Word.Document.8 \s



socraticsanalyticrubric
Task2.doc



SSholisticrubricTask2
.doc

EMBED Word.Document.8 \s





Thesis Guide &
RubricTask2.doc



Student Goals and
Action Plan.doc

PERFORMANCE TASK 3

Title of Authentic Performance Task 3	Write It	Length: 8 days, 90 minutes per day
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<p>Standards Addressed in Authentic Performance Task 3</p>	<p>Priority Standards for Task 3:</p> <p>RL.6.1.: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <hr/> <p>Supporting Standards for Task 3:</p> <p>W.6.3.: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well structure event sequences.</p> <p>W.6.10.: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		
<p>Detailed Description of Authentic Performance Task 3</p>	<p>Performance Task: Students will write their own historical fiction story citing textual evidence.</p> <p>Suggested Teaching and Learning Sequence:</p> <p>Review Story Elements</p> <p>Use Step Up to Writing Tools to teach narrative/story writing. (RL.6.1, W.6.3)</p> <ul style="list-style-type: none"> Students will write their own historical fiction story citing textual evidence from Ancient Greece texts included in task 2. <p>Have students peer edit their rough drafts and allow for revision and self-reflection. (W.6.10)</p>	<p>Bloom's Taxonomy Levels</p>	<p>Webb's DOK</p>
<p>Analyze Create</p>		<p>Level 4: Extended Thinking</p>	
<p>Rubric for Authentic Performance Task 3 (Embed Document)</p>		<p> 6th Grade Narrative Writing Prompt Rubric</p> <p>EMBED</p> <p>AcroExch.Document.11</p> <p> PerformanceTaskWritingRubric_Narrative.</p>	
<p>Response to Instruction and Intervention</p>			

Instructional Strategies (Minimum of 3)	Differentiated Strategies for Intervention (Minimum of 6)	Differentiation Strategies for Enrichment (Minimum of 3)	Interdisciplinary Connections
<ol style="list-style-type: none"> Teachers will use graphic organizer to help with the writing process Establish norms for peer editing Allow extended time for editing and revising 	<p>EL:</p> <ol style="list-style-type: none"> Complete story map as a group Write story as a group (shared writing) Give students story frame <p>SPED:</p> <ol style="list-style-type: none"> Use a story map or graphic organizer Allow for extended time or small group instruction <p>Intensive:</p> <ol style="list-style-type: none"> Gateways 	<ol style="list-style-type: none"> GATE will utilize Depth and Complexity Icons (Big Ideas, Details, Language of the Discipline, Proof, and Ethics.) Opportunity for further independent research into historical fiction Historical fiction can be written in a different perspective/ character other than themselves. 	<p>History and Social Sciences</p> <p>6.2-6.8: Students analyze the geographic, political, economic, religious, and social structures of ancient civilizations.</p>
<p align="center">Teacher Resources and Materials (e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</p>		<p align="center">Student Resources and Materials</p>	
<p>Textbook References:</p> <p>Other Books:</p> <ul style="list-style-type: none"> •Step Up to Writing Tools Intermediate Level 3rd Edition pgs. 6-3a through 6-24a <p>Audio/Visual Resources:</p> <p>Prezi Presentations: attached are a few prezis that are similar to PowerPoints except they are web based. Please review any material before showing your class.</p> <p>Narrative Writing Prezi – Slides 1-10 address Narrative Writing and video</p>			

included regarding importance of telling stories. (Please preview prior to showing your class)

[Narrative Writing Prezi](#) – Slides 1-32 go over Narrative Writing, importance of using detailed language, and dialogue.

[Narrative Writing Prezi](#) – Slides 1-6 review parts of a Narrative.

[Historical Fiction Prezi](#) – Slides 1-18 go over points to keep in mind when writing a historical fiction. Slides 19-21 include a movie trailer of The Help please preview the clip before showing your class if you choose to move forward.

Additional Print Sources:

Other Resources:





WritingChecklistPeer
Editing.pdf


[Writing a Historical Narrative Prompt](#)

PERFORMANCE TASK 4


Title of Authentic Performance Task 4	State It	Length: 4 days, 90 minutes per day
Standards Addressed in Authentic Performance Task 4	<p>Priority Standards for Task 4:</p> <p>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.</p> <p>W.6.2.a.: Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include</p>	

	<p>Supporting Standards for Task 4:</p> <p>SL.6.1.: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>W.6.10.: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		
<p>Detailed Description of Authentic Performance Task 4</p>	<p>Performance Task: Students will interview one of the student authors and gather information to write a biographical paragraph.</p> <p>Suggested Teaching and Learning Sequence:</p>	<p>Bloom’s Taxonomy Levels</p>	<p>Webb’s DOK</p>
	<p>Students read a variety of book jackets about authors.</p> <ul style="list-style-type: none"> Refer to “Brief Biography” and “TLC Cover Elements” in resources 	<p>Analyze</p>	<p>Level 3: Strategic Thinking</p>
	<p>Teach interview techniques. (SL.6.1)</p> <ul style="list-style-type: none"> Refer to the interview techniques resource. 	<p>Rubric for Authentic Performance Task 4 (Embed Document)</p>	
	<p>Students create interview questions and will interview each other. (SL.6.1, W.6.10)</p> <p>Review how to write a thesis statement for a biography. (W.6.2.a)</p> <ul style="list-style-type: none"> Topic, stance/assertion, and three subtopics. <ul style="list-style-type: none"> Dr. Seuss is an author who is known for his unique use of rhyming, his children’s literature, and his philosophies of life. <p>Students write a one to two paragraph biography including a thesis statement and information on their student author partner.(W.6.2, W.6.2.a)</p> <ul style="list-style-type: none"> Refer to “How to Write a Brief Biography” resource. <p>Students peer edit the biographies. (W.6.10)</p> <ul style="list-style-type: none"> Refer to “Author Biography and Rubric” resource. <p>Students revise their biographies. (W.6.10)</p>	 <p>Author Biography & Rubric.doc</p> <p>EMBED</p> <p>Word.Document.8 \s</p>  <p>BiographyParagraph Rubric.doc</p>	
<p>Response to Instruction and Intervention</p>			

Instructional Strategies (Minimum of 3)	Differentiated Strategies for Intervention (Minimum of 6)	Differentiation Strategies for Enrichment (Minimum of 3)	Interdisciplinary Connections
<ol style="list-style-type: none"> 1. Teacher needs to establish norms for conducting an interview. 2. Guide students through thesis writing and have class write their biography on a peer. 3. Publish biographies on webpage (Edmodo, Schoolwires). 	<p>EL:</p> <ol style="list-style-type: none"> 1. Expose students to examples of interviews (video, written) 2. As a group, develop a list of questions. 3. Model and practice asking questions 4. Story Map to plan the fictional story and the author's biography (Step Up to Writing) <p>SPED:</p> <ol style="list-style-type: none"> 1. Graphic Organizers 2. Extended time <p>Intensive:</p> <ol style="list-style-type: none"> 1. Gateways instruction 	<ol style="list-style-type: none"> 1. Utilize the GATE Icons. 2. Think like a Historian – compare and contrast an author's work to that of a historian. 3. Analyze the relationships between an author and their body of work 	
Teacher Resources and Materials (e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)		Student Resources and Materials	
Textbook References: Other Books: Audio/Visual Resources: Additional Print Sources:			

 <p>Author Biography & Rubric.doc</p> <p>Other Resources:</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>brief biography exTask4.docx</p> </div> <div style="text-align: center;">  <p>How to a Write Brief Biography.docx</p> </div> </div> <p style="text-align: center;">EMBED Word.Document.12 \s</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Interviewing Tips.pdf</p> </div> <div style="text-align: center;">  <p>TLC-Cover Elements.pdf</p> </div> </div> <p>Biography Interview Prompt • Biography Interview Worksheet • Create a Book Jacket</p>	
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CULMINATING LEARNING EXPERIENCE

Description of Culminating Learning Experience (situation, challenge, role, audience, product or performance)			
<p>Students will publish their narratives and biographies on Schoolwires classroom page, classroom blog, Wikispaces, Edmodo, etc. based on classroom teacher's preference.</p> <p>Students will be required to provide formative feedback to two peers' narratives with evidence and constructed responses by a due date.</p>			
Rubric for Culminating Learning Experience (Embed Document)	 Unit 1 Culminating Experience Rubric.doc	Length	2 days, 90 minutes per day

Overall Reflections on the Instructional Unit (Feedback to Curriculum Team)

Suggestions for Improvement

Student Response

Overall Reflections on the Instructional Unit (Feedback to Curriculum Team)	
Suggestions for Improvement	Student Response