

## CVUSD's Unit Planning Organizer

<b>Subject Grade</b>	ELA 6
<b>Unit Title</b>	Unit 4: Conflicting Perspectives
<b>Length of Unit (Include days and minutes per day)</b>	23 days (4 days buffer), 90 minutes per day.
<b>Overview of Unit</b>	This unit will focus on the topic of equality from multiple sources, genres and perspectives and create a graphic organizer, an informative/ explanatory essay, a visual representation, and an oral presentation will be done.

<b>Priority Common Core State Standards</b> <i>*Priority Standards are the standards around which supporting standards are organized</i>	<b>Reading Foundations Standard</b> <i>(For Grades K-5 only)</i>
<p><b>RL.6.9.:</b> 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.</p> <p><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.</p> <p><b>W.6.2.:</b> 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 style="padding-left: 20px;"><b>W.6.2.a.:</b> Introduce a topic <b>or thesis statement</b> 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. <b>CA</b></p> <p style="padding-left: 20px;"><b>W.6.2.b.:</b> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p><b>SL.6.4.:</b> Present claims and findings (<b>e.g., argument, narrative, informative, response to literature presentations</b>), sequencing ideas logically and using pertinent descriptions, facts, and details <b>and nonverbal elements</b> to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. <b>CA</b></p> <p style="padding-left: 20px;"><b>SL.6.4.a.:</b> Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion. <b>CA</b></p>	

<p style="text-align: center;"><b>Supporting Standards</b></p> <p style="text-align: center;"><b>*Supporting Standards are intricately woven through each of the performance tasks of the unit</b></p>	<p style="text-align: center;"><b>ELD Standards</b></p>
<p><b>RI.6.4.:</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. <b>(See grade 6 Language standards 4–6 for additional expectations.) CA</b></p> <p><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.</p> <p><b>RI.6.9.:</b> Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p><b>RI.6.10.:</b> By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>W.6.9.:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.  <b>W.6.9.a.:</b> Apply grade 6 Reading standards to literature (e.g., “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”).</p> <p><b>W.6.2.:</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  <b>W.6.2.c.:</b> Use appropriate transitions to clarify the relationships among ideas and concepts  <b>W.6.2.d.:</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>W.6.5.:</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)</p> <p><b>L.6.1.:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  <b>L.6.1.c.:</b> Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p><b>L.6.2.:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  <b>L.6.2.a.:</b> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements</p> <p><b>L.6.5.:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	

<p><b>L.6.5.c.:</b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p>	
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<b>“Unwrapped” Concepts (Students need to know)</b>	<b>“Unwrapped” Skills (Students need to be able to do)</b>	<b>Bloom’s Taxonomy Levels of Cognitive Rigor</b>	<b>Webb’s Depth of Knowledge</b>
RL.6.9 <ul style="list-style-type: none"> <li>• Texts in different forms or genres in terms of their approaches to similar themes and topics.</li> </ul>	Compare and Contrast	Level 4: Analyze	Level 3 Strategic Thinking and Reasoning
RI.6.2 <ul style="list-style-type: none"> <li>• Central idea of a text and how it is conveyed through particular details</li> <li>• Summary of the text distinct from personal opinions or judgments</li> </ul>	Determine  Provide	Level 4: Analyze	Level 3 Strategic Thinking and Reasoning
W.6.2 <ul style="list-style-type: none"> <li>• Informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</li> </ul>	Write	Level 6: Create	Level 4 Extended Thinking
W.6.2.a <ul style="list-style-type: none"> <li>• Ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect</li> </ul>	Introduce Organize	Level 6: Create	Level 4 Extended Thinking
W.6.2.b <ul style="list-style-type: none"> <li>• Topic with relevant facts, definitions, concrete details, quotations, or other information and examples</li> </ul>	Develop	Level 6: Create	Level 4 Extended Thinking

<p>SL.6.4</p> <ul style="list-style-type: none"> <li>• Claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes</li> </ul>	Present Sequencing	Level 4: Analyze	Level 3 Strategic Thinking and Reasoning
<p>SL.6.4.a</p> <ul style="list-style-type: none"> <li>• Informative/explanatory presentation that develops a topic with relevant facts, definitions, and concrete details</li> <li>• Appropriate transitions to clarify relationships</li> <li>• Precise language and domain specific vocabulary</li> <li>• Strong conclusion</li> </ul>	<p>Plan and Deliver</p> <p>Use</p> <p>Use</p> <p>Provide</p>	Level 3: Apply	Level 3 Strategic Thinking and Reasoning

Essential Questions	Corresponding Big Ideas
<p>Why is it important to be able to present claims and findings on an issue? (SL 6.4)</p> <p>Why is it necessary to look at different types of text that refer to the same theme? (RL 6.9)</p> <p>How is the central idea of a text conveyed? (RI 6.2)</p>	<p>When presenting to others, it is essential to know the audience, organize ideas, and speak clearly to get the message across. (SL 6.4)</p> <p>Well informed individuals consider multiple sources on a specific topic to shape their ideas and understanding. (RL 6.9)</p> <p>Central idea, in well written texts, are supported by details presented within the body of work and are essential to comprehension. (RI 6.2)</p>
Unit Vocabulary Words	
Academic Cross-Curricular Words	Content/Domain Specific Vocabulary
<ul style="list-style-type: none"> <li>• Genre</li> <li>• Compare/Contrast</li> <li>• Central Idea</li> <li>• Summary</li> <li>• Informative/ Explanatory</li> </ul>	<ul style="list-style-type: none"> <li>• Transitions</li> <li>• Informative/Explanatory Essay</li> <li>• Compare/Contrast</li> </ul>
<p align="center"><b>Resources for Vocabulary Development (Include at least one resource for English Learner)</b></p> <p align="center"><a href="#">Frayer Vocabulary Model</a></p>	

Unit Formative Assessments of Priority Standards (Embed Documents)	
Pre-Assessment	Post-Assessment
<a href="#">Grade 6 ELA Unit 4 Pre Test</a>	<a href="#">Grade 6 ELA Unit 4 Post Test</a>
Pre-Assessment Rubrics and Answer Keys	Post-Assessment Rubrics and Answer Keys
<a href="#">Grade 6 ELA Unit 4 Pre Test Teacher Booklet</a>	<a href="#">Grade 6 ELA Unit 4 Post Test Teacher Booklet</a>

Overview of the Culminating Learning Experience (Situation, challenge, role, audience, product or performance)		
<p><b>Describe the Culminating Learning Experience for this unit of study:</b></p> <p>Imagine that your favorite magazine or news show is publishing an issue on the topic of equality. Students want to publish their essay on the platform of their choice. Students create a proposal using their presentation layout and essay to present their idea for publication.</p>		<p><b>Suggested Length of Time</b> (Include days and minutes per day)</p> <p>2 days, 90 minutes per day</p>
Synopsis of Performance Tasks		
Authentic Performance Tasks	Description	Suggested Length of Time (Include days and minutes per day)
<b>Task 1:</b>	Compare and contrast two author's presentation of the same event in different genres of literature using a graphic organizer.	4 days, 90 minutes per day

<b>Task 2:</b>	Using the topic of equality, write an informative/explanatory essay in Google docs on how the central idea is communicated. Cite textual evidence from at least three sources of different genres that support the central idea.	10 days, 90 minutes per day
<b>Task 3:</b>	Create a layout proposal using visual representation of your choice that includes information from each of your five resources. Include a heading, a relevant quote, a poem, topic specific vocabulary, pictures, and five facts about your topic.	7 days, 90 minutes per day

**PERFORMANCE TASK 1 (This template repeated for each performance task included unit)**



<b>Title of Authentic Performance Task 1</b>	What's Your Perspective?	<b>Length:</b> 4 days
<b>Standards Addressed in Authentic Performance Task 1</b>	<b>Priority Standards for Task 1:</b>  <b>RL.6.9.:</b> 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.	



	<p><b>Supporting Standards for Task 1:</b></p> <p><b>RI.6.4.:</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA</p> <p><b>RI.6.9.:</b> Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p><b>RI.6.10.:</b> By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>L.6.2.:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  <b>L.6.2.a.:</b> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements</p> <p><b>L.6.1.:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  <b>L.6.1.c.:</b> Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p><b>L.6.5.:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  <b>L.6.5.c.:</b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).</p>		
<p><b>Detailed Description of Authentic Performance Task 1</b></p>	<p><b>Performance Task:</b></p> <p>Compare and contrast two author’s presentation of the same event in different genres of literature using a graphic organizer.</p> <p><b>Suggested Teaching and Learning Sequence:</b></p> <ul style="list-style-type: none"> <li>• Students will close read two different genre pieces of literature (poem, song) with a partner on the same topic/event. (RI 6.4, RI 6.9, RL 6.9, RI 6.10) <ul style="list-style-type: none"> <li>○ Focus on similarities and differences of how the main idea is conveyed.</li> <li>○ For example: read a song and a news article, on the same topic, then</li> </ul> </li> </ul>	<p><b>Bloom’s Taxonomy Levels</b></p>	<p><b>Webb’s DOK</b></p>
		<p>Understand</p>	<p>Skills and Concepts Level - 2</p>
		<p><b>Rubric for Authentic Performance Task 1 (Embed Document)</b></p>	

	<p>compare and contrast.</p> <ul style="list-style-type: none"> <li>▪ Refer to “Equality Resources” in the resource section for articles regarding Children Rights, Women’s Rights, and Civil Rights.</li> </ul> <ul style="list-style-type: none"> <li>• Review the strategy of comparing and contrasting, introduce the graphic organizer. Use the two pieces that you close read to model how to complete the graphic organizer. (RI 6.9, RL 6.9) <ul style="list-style-type: none"> <li>○ Refer to “Historical Event T-Chart” in resources.</li> </ul> </li> <li>• Students will read two additional pieces of their choice, and then compare and contrast using the graphic organizer. (RI 6.9, RL 6.9) <ul style="list-style-type: none"> <li>○ Refer to “Historical Event T-Chart” in resources</li> <li>○ Refer to “Equality Resources” in the resource section for articles regarding Children Rights, Women’s Rights, and Civil Rights.</li> </ul> </li> <li>• Grammar: Teach Commas, parenthesis and dashes. (L6.2a) <ul style="list-style-type: none"> <li>○ Unit 5 of Houghton Mifflin</li> <li>○ Refer to resources regarding hyphens, dashes, parenthesis</li> </ul> </li> <li>• Revisit connotations and pronouns. (L6.1c, L6.5c) <ul style="list-style-type: none"> <li>○ Refer to “Connotation Denotation Worksheet” in resources</li> </ul> </li> </ul>	<a href="#">Graphic Organizer Rubric</a>
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**Response to Instruction and Intervention**

Instructional Strategies	Differentiated Strategies for Intervention	Differentiation Strategies for Enrichment	Interdisciplinary Connections
<ul style="list-style-type: none"> <li>• <b>Interacting with Text-</b> Students can close read two texts and highlight similarities and differences in 2 different colors. Individually or collaboratively <a href="#">Religious Groups 680L</a></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Small Group:</b> in a small group, reread the two (teacher may need to read the text aloud) pieces. Repetition: review the information provided regarding similarities and differences of text.</li> </ul>	<p>GATE students will go beyond Compare/ Contrast by analyzing the Parallels  and the Context in which the ideas  by using the <b>Depth and Complexity Prompts.</b></p>	

<ul style="list-style-type: none"> <li>• <b>Note Taking</b>-Students can take notes on the rules of using commas, parentheses, and dashes. A poster resource has been provided.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Graphic Organizer:</b> in their small group, students complete the graphic organizer noting similarities and difference of the two pieces of text.</li> <li>• <b>Small Group:</b> in a small group, complete the grammar, being sure to address each topic separately and providing repeated opportunities for practice.</li> </ul>		
<b>Teacher Resources and Materials</b> (e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)		<b>Student Resources and Materials</b>	
<p><b>Textbook References:</b></p> <p><b>Other Books:</b></p> <p><i>Number the Stars</i> – Lois Lawry  <i>Boy in Striped Pajamas</i> – John Boyne  <i>Watson’s go to Birmingham</i> – Christopher Paul Curtis  <i>Roll of Thunder, Hear my Cry</i> - Mildred D. Taylor  <i>Milkweed</i> – Jerry Spinelli</p> <p><b>Audio/Visual Resources:</b></p> <p>Safari Montage – “Using dashes and hyphens” (3:51)</p> <p><a href="#">Jackie Robinson</a> - Jackie Video on Robinson being arrested for refusing to move to the back of a segregated bus. In 1947, he made history when his debut with the Brooklyn Dodgers ended racial segregation in Major League Baseball.</p> <p><a href="#">Women in workplace</a> – This video address discrimination against women in the workplace</p> <p><a href="#">Pronoun Shifts</a> – Website to review pronouns.</p>			

**Additional Print Sources:**

[How to use the Dash](#) • [Hyphens, Dashes, Parentheses, Brackets](#) • [Dashes Poster](#) • [Dashes Poster 2](#) • [Colons, Dashes, Hyphens, Parentheses](#) • [Connotation Denotation Worksheet](#) • [Connotation Denotation Worksheet 2](#) • [Connotation Denotation Lesson](#) • [Historical Event T-Chart](#)

Equality Resources:

Women’s Rights

[Religious Groups 960L](#) • [UN Woman Launches Campaign](#) • [Gender Equality Why Women are Still Held Back](#) • [Women not Progressing](#)

Children’s Rights

[Children's Civil Rights Lesson and Resources](#)

Civil Rights:

[Bob Dylan Song Lyrics](#) • [March on Washington](#) • [Jackie Robinson Video](#) • [Jackie Robinson Article](#) • [Jackie Robinson Article 2](#) • [Eyes on the Prize Poem](#)

**Other Resources:**

IXL website – Dashes, connotation and denotation  
History.com – Search “Civil Rights” for resources



**PERFORMANCE TASK 2 (This template repeated for each performance task included unit)**



<b>Title of Authentic Performance Task 2</b>	Explain Yourself	<b>Length:</b> 10 days, 90 minutes per day
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<b>Standards Addressed in Authentic Performance Task 2</b>	<p><b>Priority Standards for Task 2:</b></p> <p><b>W.6.2.a.:</b> Introduce a topic <b>or thesis statement</b> 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. <b>CA</b></p> <p><b>W.6.2.b.:</b> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>		
	<p><b>Supporting Standards for Task 2:</b></p> <p><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.</p> <p><b>W.6.2.:</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  <b>W.6.2.c.:</b> Use appropriate transitions to clarify the relationships among ideas and concepts  <b>W.6.2.d.:</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>W.6.2.:</b> 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><b>W.6.9.:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.  <b>W.6.9.a.:</b> Apply grade 6 Reading standards to literature (e.g., “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”).</p> <p><b>L.6.2.:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  <b>L.6.2.a.:</b> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements</p>		
<b>Detailed Description of Authentic Performance Task 2</b>	<p><b>Performance Task:</b></p> <p>Write an informative/explanatory essay on how a central idea from multiple genre of literature and non-fiction is communicated. Cite textual evidence from at least three different sources that support the central idea.</p>	<b>Bloom’s Taxonomy Levels</b>	<b>Webb’s DOK</b>
	<p><b>Suggested Teaching and Learning Sequence:</b></p>	Create	Extended Thinking Level - 4

	<ul style="list-style-type: none"> <li>• Students research three different sources of their choosing on a subject of equality. (RI 6.6, W 6.9a, W 6.9d) <ul style="list-style-type: none"> <li>○ Students need to find the central idea that relate to the three sources <ul style="list-style-type: none"> <li>▪ Please be aware of firewalls at your site if using internet resources.</li> <li>▪ Students can find resources at the library.</li> <li>▪ Topics of equality – race, gender, women’s suffrage <ul style="list-style-type: none"> <li>• Caution – some topics of equality may not be appropriate for sixth grade.</li> </ul> </li> </ul> </li> <li>○ Students can share their resources with students that have the same topic.</li> </ul> </li> <li>• Teach how to write an informative/explanatory essay with a thesis. (W.6.2, W.6.2b,c) <ul style="list-style-type: none"> <li>○ Use Nancy Fetzer Resources and/ or Step Up to Writing.</li> <li>○ Step Up to Writing – Section 4 pg. 127-192</li> </ul> </li> <li>• Revisit the rules of citing evidence, plagiarism and rules of correct grammar format. (L.6.2)</li> <li>• Informative/explanatory essay needs to portray the central idea, and include evidence from their three sources to support the idea.</li> <li>• Teach transition sentences utilizing Step Up to Writing. (W6.2c) <ul style="list-style-type: none"> <li>○ Step Up to Writing Intermediate Series pg. 177-183</li> </ul> </li> </ul>	<p style="text-align: center;"><b>Rubric for Authentic Performance Task 2 (Embed Document)</b></p> <p style="text-align: center;"><a href="#">Smarter Balanced Informative Writing Rubric</a></p>
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**Response to Instruction and Intervention**

<b>Instructional Strategies</b>	<b>Differentiated Strategies for Intervention</b>	<b>Differentiation Strategies for Enrichment</b>	<b>Interdisciplinary Connections</b>
<ul style="list-style-type: none"> <li>• <b>Cues</b> - Students can use a Sentence Frame to practice writing a thesis statement.</li> <li>• <b>Research/Note Taking</b> - Students can use a graphic organizer, outline, or Cornell</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Scaffolding</b> – Teacher can provide the resources for students to use in their essay.</li> <li>• <b>Small Groups</b> - using Step Up to Writing to go over the steps in writing an essay. Assist students</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the origins  of the central idea. Paying attention to multiple perspectives  and the big ideas</li> </ul>	

<p>Notes to gather notes from their research.</p> <ul style="list-style-type: none"> <li>• <b>Use of Technology</b> - Students can take their resource information to the lab and input it into noodletools.com to create a Bibliography/Works Cited page.</li> <li>• <b>Collaboration</b>-Students can work with a partner to write transition sentences for text. Step Up to Writing is a resource.</li> </ul>	<p>in finding resources for their essay.</p> <ul style="list-style-type: none"> <li>• <b>Note taking</b> - Teach students to take notes from their reading to add to their T notes/graphic organizer.</li> <li>• <b>Chunking information</b> - Using the T notes, students write and receive feedback one paragraph at a time, making corrections as they go.</li> <li>• <b>Sufficient practice</b> – Using Step Up to Writing to provide opportunity for students to review and practice using transitions.</li> </ul>	   <ul style="list-style-type: none"> <li>• Does the context shape the way in which the central idea is stated affect its overall meaning?</li> </ul>	
<p align="center"><b>Teacher Resources and Materials</b> (e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</p>		<p align="center"><b>Student Resources and Materials</b></p>	
<p><b>Textbook References:</b></p> <p>Step Up to Writing Intermediate Series pg. 177-183</p> <p><b>Other Books:</b></p> <p><b>Audio/Visual Resources:</b></p> <p><b>Additional Print Sources:</b></p> <p><b>Other Resources:</b></p>			

**PERFORMANCE TASK 3 (This template repeated for each performance task included unit)**



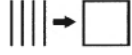
<p><b>Title of Authentic Performance Task 3</b></p>	<p>Sell Your Idea!</p>	<p><b>Length:</b> 7 days</p>
<p><b>Standards Addressed in Authentic Performance Task 3</b></p>	<p><b>Priority Standards for Task 3:</b></p> <p><b>W.6.2.:</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>W.6.2.a.:</b> Introduce a topic <b>or thesis statement</b> 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. <b>CA</b></p> <p><b>W.6.2.b.:</b> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p><b>SL.6.4.:</b> Present claims and findings (<b>e.g., argument, narrative, informative, response to literature presentations</b>), sequencing ideas logically and using pertinent descriptions, facts, and details <b>and nonverbal elements</b> to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. <b>CA</b></p> <p><b>SL.6.4.a.:</b> Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion. <b>CA</b></p>	



	<p><b>Supporting Standards for Task 3:</b></p> <p><b>W.6.2.:</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  <b>W.6.2.c.:</b> Use appropriate transitions to clarify the relationships among ideas and concepts  <b>W.6.2.d.:</b> Use precise language and domain-specific vocabulary to inform about or explain the topic</p> <p><b>W.6.5.:</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)</p> <p><b>L.6.1.:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  <b>L.6.1.c.:</b> Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p><b>L.6.2.:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  <b>L.6.2.a.:</b> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements</p>		
<p><b>Detailed Description of Authentic Performance Task 3</b></p>	<p><b>Performance Task:</b></p> <p>Create a poster board or visual representation of your choice that includes information from each of your five resources. Include a heading, a relevant quote, topic specific vocabulary, pictures, and five facts about your topic.</p> <p><b>Suggested Teaching and Learning Sequence:</b></p> <ul style="list-style-type: none"> <li>• Teach essential ideas of advertising and presentation skills utilizing resources provided. (SL 6.4, SL 6.4a) <ul style="list-style-type: none"> <li>○ Students need the ability to take key information down to its essential big idea and visually represent its meaning in a powerful presentation.</li> </ul> </li> </ul>	<p><b>Bloom's Taxonomy Levels</b></p> <p>Create</p>	<p><b>Webb's DOK</b></p> <p>Extended Thinking Level - 4</p> <p><b>Rubric for Authentic Performance Task 3 (Embed Document)</b></p>

	<ul style="list-style-type: none"> <li>• Students can in groups of similar topics to collaborate on the information of their verbal presentation. (SL 6.4a)</li> <li>• Students will write their presentation (W6.2, W.6.2a, W 6.2b, W 6.2c, W 6.2d, W6.5, L.6.1, L.6.1c, L.6.2, L.6.2.a) <ul style="list-style-type: none"> <li>○ Refer to the “Graphic Organizer” in resources</li> <li>○ Students will conference with their groups to make revisions to strengthen their verbal presentations.</li> <li>○ Refer to “Peer Review Check Off List” in resources</li> </ul> </li> <li>• Discuss the nonverbal elements of a presentation: including appropriate eye contact, adequate volume, clear pronunciation, tone, informal or formal register/speech, and purpose of presentation. (SL 6.4) <ul style="list-style-type: none"> <li>○ Refer to “STAND Lesson” in resources.</li> </ul> </li> </ul>	<a href="#">Rubric</a>
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**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
<ul style="list-style-type: none"> <li>• <b>Knowledge:</b> As a class or in small groups, brainstorm commercials they have seen and discuss what nonverbal elements made the commercial effective.</li> <li>• <b>Technology:</b> Discuss searching the internet for quotes, and internet safety.</li> <li>• <b>Peer Evaluation:</b> Students can meet with another student to present their “plan”. Students will give each other feedback in preparation for their poster board.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Connecting to prior learning</b> - prior to starting the visual representation, students recall advertising/commercials they have seen and what made the advertising memorable.</li> <li>• <b>Small group</b> - decide on the visual representation to be created, as a group work on the separate parts together, providing feedback/assistance to each other</li> <li>• <b>Repetition</b> - Students rehearse their presentation, for the Culminating Activity, being sure to have appropriate eye contact, volume, clear pronunciation and speech register.</li> </ul>	<ul style="list-style-type: none"> <li>• Go beyond the basic facts of your topic by looking at your central idea from the view of a particular Disciplinarian. TLAD</li> <li>• Look into the parallels  of the central idea with another similar idea, and what impact</li> <li>•  can be accredited to your central idea.</li> <li>•  Translate the information you have learned and incorporate it to another separate idea. What would it</li> </ul>	

		look like, how would it affect a change?	
<b>Teacher Resources and Materials (e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</b>		<b>Student Resources and Materials</b>	
<b>Textbook References:</b>  <b>Other Books:</b>  <b>Audio/Visual Resources:</b>  <b>Additional Print Sources:</b>  <a href="#">Sell your Idea Planning Sheet</a> • <a href="#">STAND Lesson</a> • <a href="#">Graphic Organizer</a> • <a href="#">Peer Review Check off List</a> • <a href="#">Ideas for Advertisement</a> <b>Other Resources:</b>			

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

**Description of Culminating Learning Experience (situation, challenge, role, audience, product or performance)**

Imagine that your favorite magazine or news show is publishing an issue on the topic of equality. Students want to publish their essay on the platform of their choice. Students create a proposal using their presentation layout and essay to present their idea for publication.

**Rubric for Culminating Learning Experience (Embed Document)**

[Oral Presentation Rubric](#)

**Length**

2 days