



## GRADE 6 LITERACY: CAN ANIMALS THINK?

### UNIT OVERVIEW

The Can Animals Think? task is embedded in a 3-4 week unit that uses the topic of animal cognition as a means to teach students how to analyze and navigate informational texts as well as study the purposeful decisions an author makes to best convey his/her point of view in writing. This unit contains a series of 3 tasks that build in complexity.

### TASK DETAILS

**Task Name:** Can Animals Think?

**Grade:** 6

**Subject:** Literacy

**Depth of Knowledge:** 3

**Task Description:** This task asks students to read an informational text and write an essay in which they use textual evidence to explain how the author develops his/her point of view on the question, “Can animals think?” Responses must adhere to standard English grammar and usage convention, focusing on standard capitalization.

#### **Standards:**

- RI. 6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.3** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- RI.6.6** Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
- RI. 6.10** 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.
- 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.
- L.6.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.6.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



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The task and instructional supports in the following pages are designed to help educators understand and implement tasks that are embedded in Common Core-aligned curricula. While the focus for the 2011-2012 Instructional Expectations is on engaging students in Common Core-aligned culminating tasks, it is imperative that the tasks are embedded in units of study that are also aligned to the new standards. Rather than asking teachers to introduce a task into the semester without context, this work is intended to encourage analysis of student and teacher work to understand what alignment looks like. We have learned through the 2010-2011 Common Core pilots that beginning with rigorous assessments drives significant shifts in curriculum and pedagogy. Universal Design for Learning (UDL) support is included to ensure multiple entry points for all learners, including students with disabilities and English language learners.

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# GRADE 6 LITERACY: CAN ANIMALS THINK?

## PERFORMANCE TASK

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

School: \_\_\_\_\_

Class Period: \_\_\_\_\_

New York City Middle School Pilot Project **Performance-Based  
Assessment (PBA) on Informational Text Grade 6, Task #3**

**TASK:** Write an essay in which you explain how Linden develops his point of view on the question, “Can animals think?”. Begin by introducing and explaining Linden’s point of view. Then, explain how Linden develops that point of view from the beginning through the middle and to the end of the article. Cite relevant textual evidence to support your analysis of Linden’s point of view. End your essay with a statement that follows from the information you presented on how Linden developed his point of view. Your essay should be written in a formal style for an audience that is familiar with the text and follow the conventions of standard English, including accepted use of capitalization, comma usage, and spelling.

Answer the questions below to plan your writing. Your answers will be collected but not graded. After you’ve written your essay, answer the StepBack questions. Your answers to the StepBack questions will also be collected but not graded.

**Space for Notes:**





**StepBack Questions:** Please answer the following questions in the space below. Your responses will be collected but not graded.

Ø What did you do to complete the Performance-Based Assessment task? List the steps that you took to complete the task.

Ø What did you find easy about the Performance-Based Assessment task?

Ø What did you find difficult about the Performance-Based Assessment task?

Grade 6: PBA on Informational Text, Task 3  
CCSS: RI.6.1, RI.6.3, RI.6.6, W.6.2, L.6.1, L.6.2



GRADE 6 LITERACY: CAN ANIMALS THINK?  
UNIVERSAL DESIGN FOR LEARNING (UDL)  
PRINCIPLES

Performance Based Assessment on Information Text – **Can Animals Think? ELA/ Grade 6**  
**Common Core Learning Standards/  
Universal Design for Learning**

The goal of using Common Core Learning Standards (CCLS) is to provide the highest academic standards to all of our students. Universal Design for Learning (UDL) is a set of principles that provides teachers with a structure to develop their instruction to meet the needs of a diversity of learners. UDL is a research-based framework that suggests each student learns in a unique manner. A one-size-fits-all approach is not effective to meet the diverse range of learners in our schools. By creating options for how instruction is presented, how students express their ideas, and how teachers can engage students in their learning, instruction can be customized and adjusted to meet individual student needs. In this manner, we can support our students to succeed in the CCLS.

Below are some ideas of how this Common Core Task is aligned with the three principles of UDL; providing options in representation, action/expression, and engagement. As UDL calls for multiple options, the possible list is endless. Please use this as a starting point. Think about your own group of students and assess whether these are options you can use.

**REPRESENTATION:** *The “what” of learning.* How does the task present information and content in different ways? How students gather facts and categorize what they see, hear, and read. How are they identifying letters, words, or an author's style?

*In this task, teachers can...*

- ü **Activate or supply prior knowledge and/or experience** by facilitating comprehension and understanding of text features such as main idea and supporting details directly related to that main idea.

**ACTION/EXPRESSION:** *The “how” of learning.* How does the task differentiate the ways that students can express what they know? How do they plan and perform tasks? How do students organize and express their ideas?

*In this task, teachers can...*

- ü **Facilitate the management of information and resources** by providing graphic organizers and templates for organizing information: *central idea*; supporting *details in the text*; and the *author’s point of view*.

**ENGAGEMENT:** *The “why” of learning.* How does the task stimulate interest and motivation for learning? How do students get engaged? How are they challenged, excited, or interested?

*In this task, teachers can...*

- ü **Provide prompts, reminders, guides, rubrics, and/or checklists that focus on elevating the frequency of self-reflection and self-reinforcements** by using print and/or online checklists for organizing and editing writing tasks for informative essays as well as checking conventions of English (i.e., capitalization, comma usage, and spelling.)

Visit <http://schools.nyc.gov/Academics/CommonCoreLibrary/default.htm> to learn more information about UDL.



## GRADE 6 LITERACY: CAN ANIMALS THINK?

### RUBRIC

This task was scored using a primary trait rubric and a secondary trait rubric.

**Primary trait rubrics** focus attention on rating a single trait considered to be the most essential for demonstrating success regarding a particular product or performance. They can be used most effectively by teachers with the ELA model of assessment tasks for several reasons. First, by isolating one component of written discourse to assess, primary trait scoring allows raters or teachers to focus sharply on that component without being distracted by many other possibilities. The component that is chosen for assessment is not just any component but one that is essential to success on a particular assessment task. The study of the work is focused on the heart of the task. If students are weak on the heart of the task, teachers have sufficient data to plan lessons for re-teaching and/or modification of lessons. Also, because the scoring guide uses language from the task and CCCS to define its score levels, it allows for greater alignment between the task assigned and the trait or dimension being assessed. At the very least, anyone who looks at the scoring guide rubric should expect to see such a connection. For its specificity and clarity alone, primary trait rubrics offer important advantages over other means of scoring.

**Secondary trait rubrics** identify assessed skills and content from the task that have not been identified in the primary trait rubric. They accompany primary trait rubrics and are used after primary trait rubrics.

## Section B: Scoring Guides for Assessment Task 3

### Primary and Secondary Trait Scoring Guides for Grade 6 Assessment Task 3 Informative/Explanatory Text

**Primary Trait:** Explanation that provides an analysis of an author’s point of view and how the point of view is conveyed throughout the text.

#### Scoring Guide

Score Point	Description
4	Informative/explanatory text that accurately introduces Linden’s point of view on the question, “Can animals think?” Explanation is a detailed analysis of the author’s point of view on the question using relevant textual evidence from the beginning, middle, and end of the article. Explanation ends with a statement or section that follows from the information presented in the analysis.
3	Informative/explanatory text that accurately introduces Linden’s point of view on the question, “Can animals think?” Explanation is a general analysis of the author’s point of view on the question using textual evidence from the beginning, middle, and end of the article. Explanation ends with a statement or section that follows from the information presented in the analysis.
2	Informative/explanatory text that accurately introduces Linden’s point of view on the question, “Can animals think?” Explanation is a limited analysis of the author’s point of view on the question using textual evidence from one or two parts of the article. Explanation may end with a statement or section that does not follow from the information presented in the analysis.
1	Informative/explanatory text that provides a partial or inaccurate explanation of Linden’s point of view on the question, “Can animals think?”

**Secondary Trait Scoring Guide for  
Grade 6 Assessment Task 3  
Informative/Explanatory Text**

**Secondary Trait of Assessment Task 3:** Student explanation demonstrates a formal style and use of standard English focusing on standard capitalization, comma usage, and spelling.

**Scoring Guide**

<b>4</b>	Consistently writes in a formal style and uses standard English grammar and usage, including accepted use of standard capitalization, comma usage, and spelling.
<b>3</b>	Generally writes in a formal style and uses standard English grammar and usage, including accepted use of standard capitalization, comma usage, and spelling.
<b>2</b>	Only sometimes writes in a formal style and uses standard English grammar and usage, including accepted use of standard capitalization, comma usage, and spelling.
<b>1</b>	Little evidence of formal style and use of standard English grammar and usage, including accepted use of standard capitalization, comma usage, and spelling.

## Explicit Statements about What Will Be Expected as Evidence of a Score Point 4

**Primary Trait:** Explanation that provides an analysis of an author’s point of view and how the point of view is conveyed throughout the text.

### Score Point 4

Informative/explanatory text that accurately introduces Linden’s point of view on the question, “Can animals think?” Explanation is a detailed analysis of the author’s point of view on the question using relevant textual evidence from the beginning, middle, and end of the article. Explanation ends with a statement or section that follows from the information presented in the analysis.

Example		
Linden’s Point of View: Animals can think, especially if it suits their own purposes.		
Explanation of how Linden conveys his point of view: Beginning of article	Explanation of how Linden conveys his point of view: Middle of article	Explanation of how Linden conveys his point of view: End of article
Linden begins by citing earlier research that investigated animal intelligence by trying to teach apes human language. Researchers had much success with chimpanzees such as Washoe who learned how to sign over 130 words in American Sign Language. Linden uses the fact that apes were able to learn this human language as evidence of animal intelligence.	Linden points out that animals have shown themselves to be capable of higher mental abilities such as understanding abstract concepts like the value of something and how to use this knowledge to negotiate. Chantek uses a key chain to barter his way to a fuller stomach; he trades pieces of it for more pieces of pineapple, one piece of chain for one bite of pineapple. This bartering behavior is more evidence of animal intelligence in Linden’s view.	Looking at the kinds of feats animals accomplish when they try to outwit their captors provides another “window” into animal intelligence according to Linden. Linden’s final anecdote involves an orangutan, Jonathan, whose desire to get out of his cage at the zoo led him to use a piece of cardboard to get around the intricate security system designed to keep him from escaping. Planning in secret and outwitting humans are two more ways animals demonstrate intelligence, according to Linden.



# GRADE 6 LITERACY: CAN ANIMALS THINK?

## ANNOTATED STUDENT WORK

Due to revisions made to the third task, there is no student work currently available for the third assessment task. Thus, we have included annotated student work for Task 1 and Task 2. As we pilot the third assessment and student work becomes available, we will include student work for Task 3.

**Grade 6 Literacy: Can Animals Think?  
Annotated Student Work**

**Annotated Anchor Papers\* for Each Primary Trait Score Point  
Assessment Task 1**

**Primary Trait:** Statement of a central idea from a text / Explanation of how an anecdote supports that central idea.

**Primary Trait Score Point 4**

Statement of text’s central idea is accurate. Explanatory text provides a detailed analysis of how the central idea is illustrated through an anecdote from the text.

Student Work Sample Score Point 4

State a central idea from the article: A central idea in Eugene Linden’s article, “Can Animals Think” is that animals have high mental abilities to reason and be skillful thinkers.	
State the anecdote from the article that best supports this central idea	Explain how the anecdote you selected best supports the author’s central idea
In this anecdote, an orangutan named Chantek realized that he could do chores for rewards. Then he started to make replicas of coins that a researcher would give him and he also ate a whole bunch of grapes and gave his owner the stem. (Page 3, Paragraph 2)	This anecdote supports the central idea because by making replicas of coins to avoid doing work, Chantek shows the ability to be skillful and does this to be beneficial to him. Also, it shows he understands money and how to manipulate its value. Chantek shows reasoning skills when, after being asked to share and taking all the grapes to benefit himself, he offers the researcher just the stem. This shows that he knows he was supposed to share, so he decides to offer the researcher something, just not the grapes.

**Comment [A1]:** Statement of text’s central idea is accurate.

**Comment [A2]:** Here the writer accurately presents anecdotal information from the text that supports the central idea.

**Comment [A3]:** In these sentences the writer provides a detailed analysis of the anecdote by explaining three ways Chantek’s actions show evidence of “high mental abilities to reason.”

**Summary**

This student work sample provides an example of a score point 4 on the primary trait and secondary trait.

Criterion & Score Point	Evidence	Instructional Next Steps <sup>†</sup>
<b>Primary Trait:</b> Statement of a central idea from a text / Explanation of how an anecdote supports that central idea. (Score Point 4)	The student writer accurately states a central idea of the text and provides Chantek’s interactions with researchers as an appropriate anecdote to support the central idea. The writer provides specific examples from the text (e.g., making coin replicas and sharing the	One possible next step for this student would include working with the student to practice writing anecdotal information that has a concise point.

\* Student work sample content modified when necessary to achieve score point.

† Instructional next steps are provided for only the primary trait or the “heart” of the task. Suggestions to improve achievement of a secondary trait(s) can go in multiple directions and the direction suggested cannot be determined until the student writer has achieved at least a satisfactory achievement of the primary trait.

**Grade 6 Literacy: Can Animals Think?  
Annotated Student Work**

	stem of a grapevine) to explain how Chantek's actions prove "animals have high mental abilities to reason and be skillful thinkers."	
<b>Secondary Trait:</b> Response demonstrates use of standard English grammar and usage, focusing on standard capitalization. (Score Point 4)	The writer consistently uses standard English grammar and usage, including accepted use of standard capitalization and comma usage.	N/A

**Primary Trait Score Point 3**

Statement of text's central idea is accurate. Explanatory text provides a general analysis of how the central idea is illustrated through an anecdote from the text.

Student Work Sample Score Point 3

State a central idea from the article: The central idea in Eugene Linden's article "can Animals Think" is that animals can think and react in different ways in different situations.	
State the anecdote from the article that best supports this central idea	Explain how the anecdote you selected best supports the author's central idea
The anecdote I chose was about a killer whale named Orky who helped save another whale by letting a person stand on his head so that the man could reach a sick little whale (page 4, par 1).	This anecdote best supports the central idea because the whale wasn't trained to let people stand on his head. He just reacted to the situation and did what he thought he needed to help save the sick whale.

**Comment [A4]:** Statement of text's central idea is accurate.

**Comment [A5]:** Here the writer accurately presents anecdotal information from the text that supports the central idea.

**Comment [A6]:** In these sentences the writer provides a general analysis of the anecdote by explaining one way Orky's actions show evidence of "thinking and reacting."

**Summary**

This student work sample provides an example of a score point 3 on the primary trait and a 4 on the secondary trait.

Criterion & Score Point	Evidence	Instructional Next Steps
<b>Primary Trait:</b> Statement of a central idea from a text / Explanation of how an anecdote supports that central idea. (Score Point 3)	The student writer accurately states a central idea of the text and provides Orky's rescue of a baby whale as an appropriate anecdote to support the central idea. The writer provides a general explanation of the anecdote using one specific example from the text (e.g., "letting people stand on his head"), but does not make an explicit connection between the anecdote and the central idea.	One possible next step for this student would include working with the student to practice using precise language and specific details in his/her explanation of the anecdote.

**Grade 6 Literacy: Can Animals Think?  
Annotated Student Work**

<b>Secondary Trait:</b> Response demonstrates use of standard English grammar and usage, focusing on standard capitalization. (Score Point 4)	The writer consistently uses standard English grammar and usage, including accepted use of standard capitalization and comma usage.	N/A
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**Primary Trait Score Point 2**

Statement of text’s central idea is accurate. Explanatory text provides a limited analysis of how the central idea is illustrated through an anecdote from the text.

Student Work Sample Score Point 2

State a central idea from the article: The central idea in Eugene Linden’s article, “Can Animals Think” is, animals can think because they are able to use their brains to reason, and solve problems while also treating each problem differently.	
State the anecdote from the article that best supports this central idea	Explain how the anecdote you selected best supports the author’s central idea
Jonathan escaped from his cell after days of planning and hiding his plan. He figured out a way out of his cell even though it had a very special locking mechanism.	The anecdote I selected supports the authors central idea I selected because it shows an animal reacting to a certain situation. I also chose this anecdote because it shows an animal solving the problem of captivity.

**Comment [A7]:** Statement of text’s central idea is accurate.

**Comment [A8]:** Here the writer accurately presents anecdotal information from the text that supports the central idea.

**Comment [A9]:** In these sentences the writer provides a limited analysis of how the anecdote illustrates the central idea.

**Summary**

This student work sample provides an example of a score point 2 on the primary trait and secondary trait.

<b>Criterion &amp; Score Point</b>	<b>Evidence</b>	<b>Instructional Next Steps<sup>+</sup></b>
<b>Primary Trait:</b> Statement of a central idea from a text / Explanation of how an anecdote supports that central idea. (Score Point 2)	The student writer accurately states a central idea of the text (e.g., animals can reason and solve problems) and provides Jonathan’s escape as an appropriate anecdote to support the central idea. Instead of providing specific examples from the text to explain how Jonathan’s escape illustrates the central idea, the writer leaves it up to the reader to draw that conclusion based on the anecdote alone (e.g., he/she states that “it [the	One possible next step for this student would include working with the student to practice using precise language and thorough, specific details in his/her explanation of the anecdote.

<sup>+</sup> Instructional next steps are provided for only the primary trait or the “heart” of the task. Suggestions to improve achievement of a secondary trait(s) can go in multiple directions and the direction suggested cannot be determined until the student writer has achieved at least a satisfactory achievement of the primary trait.

**Grade 6 Literacy: Can Animals Think?  
Annotated Student Work**

	anecdote] shows an animal reacting to a certain situation.”).	
<b>Secondary Trait:</b> Response demonstrates use of standard English grammar and usage, focusing on standard capitalization. (Score Point 2)	The writer only sometimes uses standard English grammar and usage, including accepted use of standard capitalization and comma usage. Some errors include the student’s misuse of commas and the apostrophe.	N/A

**Primary Trait Score Point 1**

Statement of text’s central idea is inaccurate. Explanatory text includes no analysis of how the central idea is illustrated through an anecdote from the text.

Student Work Sample Score Point 1

State a central idea from the article: Some animals are sneaky when your not around they know how to do everything.	
State the anecdote from the article that best supports this central idea	Explain how the anecdote you selected best supports the author’s central idea
The anecdote that support my central idea is when the orangutan at the zoo picked the lock. On page 1	It relates to my central idea because when the people are there he is not trying but if no one there he is doing allot.

**Comment [A10]:** Statement of text’s central idea is inaccurate.

**Comment [A11]:** Here the writer presents anecdotal information from the text that is neither clear nor specific.

**Comment [A12]:** Here the writer includes no analysis of the anecdote.

**Summary**

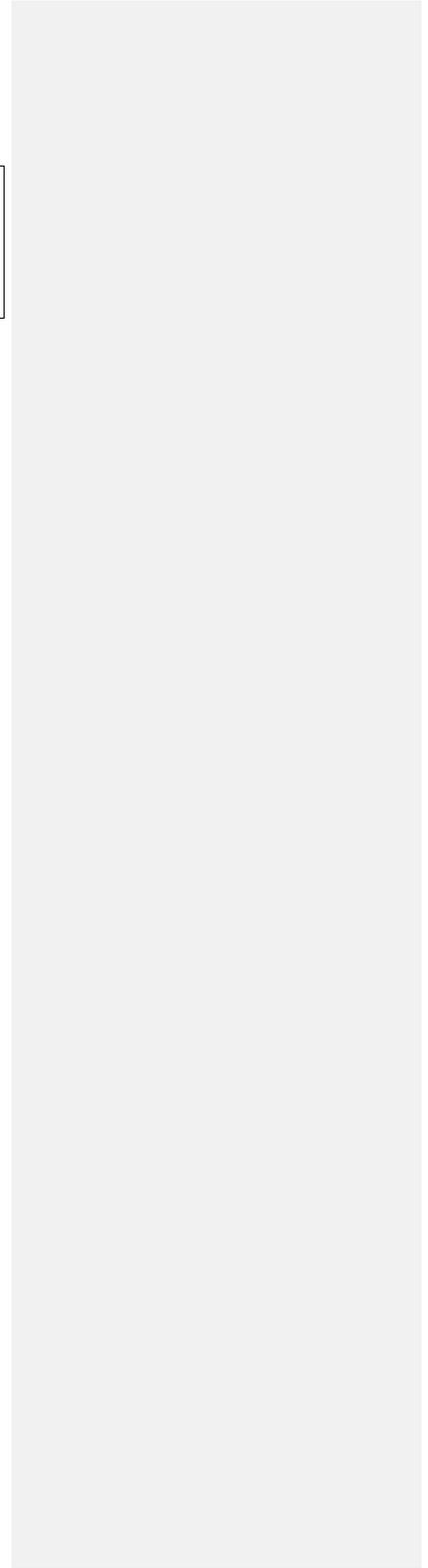
This student work sample provides an example of a score point 1 on the primary trait and secondary trait.

Criterion & Score Point	Evidence	Instructional Next Steps <sup>+</sup>
<b>Primary Trait:</b> Statement of a central idea from a text / Explanation of how an anecdote supports that central idea. (Score Point 1)	The student writer’s statement that “Some animals are sneaky” is not an accurate assessment of a central idea of the text. The anecdote provided is vague and the writer provides no explanation of the anecdote. The anecdote cannot be supported due to the inaccuracy of the central idea.	One possible next step for this student would include working with the student to practice identifying central ideas and supporting details in a text.
<b>Secondary Trait:</b> Response demonstrates	There is little evidence of standard English grammar and usage. Some errors	N/A

<sup>+</sup> Instructional next steps are provided for only the primary trait or the “heart” of the task. Suggestions to improve achievement of a secondary trait(s) can go in multiple directions and the direction suggested cannot be determined until the student writer has achieved at least a satisfactory achievement of the primary trait.

**Grade 6 Literacy: Can Animals Think?**  
**Annotated Student Work**

use of standard English grammar and usage, focusing on standard capitalization. (Score Point 1)	include misspellings and the student's misuse of commas and the apostrophe. Additionally, the errors interfere with a reader's comprehension.	
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**Grade 6 Literacy: Can Animals Think?  
Annotated Student Work**

**Annotated Anchor Papers\* for Each Primary Trait Score Point  
Assessment Task 2**

**Primary Trait:** Summary of a text's central ideas.

**Primary Trait Score Point 4**

Summary provides an accurate and concise explanation of the text's central ideas in student's own words. Particular details, including anecdotes and examples, are not used or are kept to a level that is appropriate for the task or for someone who has not read the text. The summary is distinct from personal opinions or judgments.

Student Work Sample Score Point 4

In the article "Can Animals Think," by Eugene Linden the author is trying to convince us that animals can think, and they do indeed have intelligence. Linden starts off his article with an example of orangutan who used a wire lock pick to pick a lock in order to escape a zoo enclosure. Linden uses this and other examples to show us that animals can make objects and use tools to accomplish their goals, especially if their goals involve escaping their pens. Later Linden says that the "master escape artists" are orangutans.

Other important signs of animal intelligence, according to Linden, involved early research trying to get apes to use human language. Apes like Washoe show us that animals have the ability to learn new skills and also comprehend what they are learning. Washoe learned how to use over 130 words in American Sign Language, or the language of the deaf, to communicate. Linden says that she is just one of many apes to learn sign language.

Animals also have bargaining and reasoning skills, two more signs of intelligence. Linden talks about a gorilla who trades pieces of a keychain he's hiding and uses them to trade for pieces of pineapple with his zookeeper. When the zookeeper offered him a piece of pineapple, Colo broke the key chain and gave her a link, thinking he would receive more pineapple if he gave her links instead of the whole key chain at once. Linden says this is another example of animal intelligence where an animal thinks about how to go about getting what he wants.

Another point Linden makes about animals intelligence is that although apes might seem like the only smart animals, they are not. There are many other smart animals and they have the ability to assess situations and find ways to respond correctly to problems. Besides apes, whales are also very clever. Linden describes a killer whale that figures out how he can use his own body to help save his baby who is in trouble. Orky examined the situation, and then swam under the stretcher allowing the baby to slide into the water within reach of help. This is another memorable example Linden uses to show that animals can think.

**Summary**

This student work sample provides an example of a score point 4 on the primary trait and secondary trait.

**Comment [A13]:** The writer begins by stating one of the central ideas of the text in his/her own words.

**Comment [A14]:** In these sentences, the writer provides an accurate and concise explanation of the central idea using mostly his/her own words.

**Comment [A15]:** Here the writer states a central idea of the text in his/her words.

**Comment [A16]:** In these sentences the writer provides an accurate and concise explanation of the central idea using his/her own words.

**Comment [A17]:** Here the writer states a central idea of the text in his/her words.

**Comment [A18]:** In these sentences the writer provides an accurate and concise explanation of one of the article's central ideas using his/her own words.

**Comment [A19]:** Here the writer states a central idea of the text in his/her own words.

**Comment [A20]:** In these sentences the writer provides an accurate and concise explanation of one of the article's central ideas using his/her own words.

\* Student work sample content modified when necessary to achieve score point.

**Grade 6 Literacy: Can Animals Think?  
Annotated Student Work**

Criterion & Score Point	Evidence	Instructional Next Steps <sup>+</sup>
<b>Primary Trait:</b> Summary of a text's central ideas. (Score Point 4)	The student writer captures in his/her own words the most essential details from the original text (e.g., animals using sign language, bargaining with humans, and rescuing other animals). The writer explains the central ideas with relevant and concise information from the text. Throughout the summary the student writer makes explicit that the ideas belong to Linden and do not reflect the personal opinions of the student; this is signaled in more than one place (e.g., "according to Linden," "Linden talks about," "Linden describes"). The writer omits personal opinions or judgments.	One possible next step for this student would include working with the student to strengthen his/her conclusion. The student may benefit from studying and discussing conclusions from other summaries noting their features and potential impact on readers.
<b>Secondary Trait:</b> Summary demonstrates use of standard English focusing on standard capitalization and comma usage. (Score Point 4)	The writer consistently uses standard English grammar and usage, in particular, accepted use of capitalization, punctuation, and spelling. There are very few grammatical and usage errors; however, because this is an on demand task, minor errors are expected. Additionally, the errors do not get in the way of a reader's comprehension.	N/A

**Primary Trait Score Point 3**

Summary provides an accurate explanation of most of the text's central ideas in student's own words. More particular details, including anecdotes and examples, may be used than is necessary or appropriate for the task or for someone who has not read the text. The summary is distinct from personal opinions or judgments.

Student Work Sample Score Point 3

Eugene Linden's article "Can Animals Think", talks about the possibility of animals being able to think. He used multiple examples to prove his position that animals can think. One specific example he uses is when an orangutan name Fu Manchu, broke out of his holding cell using a simple wire as a lock pick. Although Fu Manchu had broken out of his cell more than once, the head zookeeper didn't realize Fu was escaping. He thought his employees weren't locking the ape in properly, so the head zookeeper was getting ready to fire some of them. When he finally realized Fu was freeing himself, he was surprised by the animal's ingenious use of a simple tool to gain freedom. Be assessing this action Linden concluded that animals can think.

**Comment [A21]:** The writer begins by restating one of the central ideas of the text.

**Comment [A22]:** In these sentences the writer provides an accurate explanation of the central idea using his/her own words.

<sup>+</sup> Instructional next steps are provided for only the primary trait or the "heart" of the task. Suggestions to improve achievement of a secondary trait(s) can go in multiple directions and the direction suggested cannot be determined until the student writer has achieved at least a satisfactory achievement of the primary trait.

**Grade 6 Literacy: Can Animals Think?  
Annotated Student Work**

Trying to further his point, Linden gives many other examples of animals thinking. Many of Linden's examples were on apes, but apes are not the only intelligent group of animals, whales are also very intelligent. One killer whale, an orca named Orky, rescued one of his young. His baby had been getting treated for some health issues after he was born. The zookeepers had removed him from his tank to give him emergency care and to feed him, but when they went to return the baby whale, he began to vomit. The zookeepers were afraid he would inhale some of the vomit and get pneumonia, but the whale was caught in the stretcher above the tank. Suddenly Orky figured out how he could save his son. He swam under the stretcher, allowing one of the scientists to stand on his head to reach the young orca, and take care of it. This shows that Orky has skills as well. He was able to assess the problem and figure out what his part in the situation should be.

**Comment [A23]:** Here the writer states a central idea of the text in his/her own words.

The last example Linden gave in his text was of a gorilla named Colo who used reasoning skills. One day Colo had found an object in his cage and he picked it up. Realizing that the gorilla had something he should not, Charlene Jendrix went to get the object. When she saw that it was a harmless keychain, she tried to persuade him with some peanuts. Colo didn't respond. Then she tried a pineapple. She was only offering a piece. Colo decided that if he only gets one piece of pineapple then she only gets one piece of key chain. He broke the link and only gave her single piece, showing her what she needed to do to get the link. This shows that Colo used reasoning to get more of something he wanted.

**Comment [A24]:** Here the writer accurately retells the account of Orky's rescue mission, but includes minor details (e.g., the baby's health issues) that do not reflect the essential details of the text.

**Summary**

This student work sample provides an example of a score point 3 on the primary trait and the secondary trait.

**Comment [A25]:** In these paragraphs, the writer accurately retells the account of Colo's negotiation skills, but includes minor details (i.e., point-by-point translation of the events) that do not reflect the essential details of the text.

Criterion & Score Point	Evidence	Instructional Next Steps*
<b>Primary Trait:</b> Summary of a text's central ideas. (Score Point 3)	The student writer captures in his/her own words most of the central ideas of the original text by detailing Fu Manchu's escape, Orky's rescue mission, and Colo's negotiation with humans. The writer accurately explains the central ideas using information from the text. In some instances, the writer provides extremely particular details that are not necessary for a summary task (e.g., the zookeeper's role in Fu Manchu's escape and the zookeepers' fears about the baby whale in Orky's rescue). Throughout the summary the student writer makes explicit that the ideas belong to Linden and do not reflect the personal opinions of the student. The writer omits personal opinions or judgments.	One possible next step for this student would include working with the student to distinguish between essential and nonessential details in order to make the summary as concise as possible. The student may benefit from studying and discussing other summaries noting how the writer distills the main points from the original text without losing meaning.
<b>Secondary Trait:</b> Summary demonstrates	The writer generally uses standard English grammar and usage, in particular,	N/A

\* Instructional next steps are provided for only the primary trait or the "heart" of the task. Suggestions to improve achievement of a secondary trait(s) can go in multiple directions and the direction suggested cannot be determined until the student writer has achieved at least a satisfactory achievement of the primary trait.

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use of standard English focusing on standard capitalization and comma usage. (Score Point 3)	accepted use of capitalization, punctuation, and spelling. There are some grammatical and usage errors, especially in expressing possession; however, because this is an on demand task, minor errors are expected. Additionally, the errors do not get in the way of a reader's comprehension.	
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**Primary Trait Score Point 2**

Summary provides an accurate explanation of one or two of the text's central ideas using some words or phrases taken directly from the article (i.e., quotations). More particular details, including anecdotes and examples, may be used than is necessary or appropriate for the task or for someone who has not read the text. The summary is distinct from personal opinions or judgments.

Student Work Sample Score Point 2

In "Can Animals Think?" Eugene Linden argues that animals have the ability to think. Evidence throughout the text shows animals that think before taking action.

If an animal wants to escape its cage they create plans, as shown in the text. One day an orangutan managed to escape its enclosure. To escape the orangutan climbed down an air vent and onto a dry moat. He then used great force to open a door just far enough to slip in a wire, undo the latch, and open the door. Obviously to do this, the orangutan had to do a lot of what people like Linden believes is thinking.

A similar story is when a gorilla was hiding something in his hand and his zookeeper Charlene came in to lure him out with peanuts, but that resulted in a "blank stare." Charlene then offered a piece of pineapple so the gorilla revealed a key chain and gave Charlene a link. The gorilla maybe figured, "Why give her the whole thing if I can get a bit of pineapple for each piece?" This shows that an animal can show some skill in bartering.

Lastly there was another time when an orangutan escaped one of the most difficult cages. To do it he first tampered with something at the top of his cage. Whenever Geoff Creswell came to see what's going on, the orangutan was sitting by himself in a corner, as if nothing was going on. Then one day the orangutan was caught outside of his cage after using some cardboard to get himself out of the complex cage locking mechanism. This shows that the orangutan has high mental abilities.

The mental abilities shown through these events can lead one to conclude that animals have the ability to think.

**Summary**

This student work sample provides an example of a score point 2 on the primary trait and 3 on the secondary trait.

Criterion & Score Point	Evidence	Instructional Next Steps*
<b>Primary Trait:</b> Summary of a text's	The student writer captures a few of the central ideas of the original text—covering	One instructional next step for this student

\* Instructional next steps are provided for only the primary trait or the "heart" of the task. Suggestions to improve achievement of a secondary trait(s) can go in multiple directions and the direction suggested cannot be determined until the student writer has achieved at least a satisfactory achievement of the primary trait.

**Comment [A26]:** In these sentences the writer accurately describes one central idea of the text by detailing the account of an orangutan escape, but the writer restates the author's words and merely substitutes phrases here and there.

**Comment [A27]:** In this sentence the writer suggests that he/she and others may agree with Linden.

**Comment [A28]:** In these sentences the writer uses a few direct quotes from the article to describe another central idea of the text. The writer merely restates the author's original words.

**Comment [A29]:** In these sentences the writer accurately describes a central idea of the text by detailing another account of an orangutan escape.

**Comment [A30]:** The writer makes a judgment about the validity of the article.

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<p>central ideas. (Score Point 2)</p>	<p>only the escape of three animals—and leaves out other important ideas, such as animal names and anecdotes emphasized by Linden (i.e., animals negotiating, handling money, using sign language, and rescuing other animals—to name a few). The writer’s words stick too closely to the language used in the text. For example, he/she writes: “He then used great force to open a door just far enough to slip in a wire, undo the latch, and open the door,” while the original text reads: “he used brute force to pull it back just far enough to slide a wire into the gap, slip a latch and pop the door open.” The writer also eludes to his/her personal opinions or judgments (e.g., “Obviously to do this, the orangutan had to do a lot of what people like Linden believes is thinking.”).</p>	<p>would include working with the student to understand the purpose of a summary and identifying the essential ideas in a text.</p>
<p><b>Secondary Trait:</b> Summary demonstrates use of standard English focusing on standard capitalization and comma usage. (Score Point 3)</p>	<p>The writer generally uses standard English grammar and usage, in particular, accepted use of capitalization, punctuation, and spelling. There are some grammatical and comma usage errors; however, because this is an on demand task, minor errors are expected. Additionally, the errors do not get in the way of a reader’s comprehension.</p>	<p>N/A</p>

**Primary Trait Score Point 1**

Paper does not provide an accurate explanation of the text’s central ideas. The response includes personal opinions or judgments and/or uses more quotations than is necessary or appropriate for the task or for someone who has not read the text.

Student Work Sample Score Point 1

In the article “can Animals think”, Eugene Linden argues that animals do think. From all the incidents that has happened, what would it be besides thinking. For example, one young ape named Fu Manchu climed down some air-vent louvers into a dry moat to escape through a furnace door. He used a wire lock pick to pop a latch and slip through the door (pg.1 para.2)

Animals are very smart. When they want something they sometimes negotiate, like the male gorilla Colo. Colo had a suspicious object (a keychain) and used it trade for food. Charlene Jendry, a worker at the Columbia zoo offered him a piece of pineapple. “Colo then broke the key chain and gave Charlene the link figuring “why give her the whole thing if I can get a bit of pineapple for each piece?” When you negotiate you think of ways to bargain (pg.2 para.5)

A young female chimp named Washoe was taught sign language. “it has been easier to defeat communism than to get scientists to agree on what Washoe meant three decades ago when she saw a swan on a pond and made the sign for “water- bird”. “Was she inventing a

**Comment [A31]:** In these sentences the writer minimally describes one of the central ideas in the text. The writer restates the author’s words and merely substitutes phrases here and there. The statement “what would it be besides thinking” suggests the writer is expressing his/her opinion.

**Comment [A32]:** In these sentences the writer uses a few direct quotes from the article to describe another central idea of the text. The writer merely restates the author’s original words. The statement “Animals are very smart” expresses the writer’s personal opinion.

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phrase to describe water fowl, or merely generating signs vaguely associated with the scene in front of her?" Washoe obviously had to think to create a word about what she observed. Animals do think. If they are able to free themselves; negotiate, and create words, they must have the ability to think.

**Comment [A33]:** Here the writer uses back-to-back quotes.

**Summary**

This student work sample provides an example of a score point 1 on the primary and secondary trait.

<b>Criterion &amp; Score Point</b>	<b>Evidence</b>	<b>Instructional Next Steps<sup>+</sup></b>
<p><b>Primary Trait:</b> Summary of a text's central ideas. (Score Point 1)</p>	<p>The student writer does not provide an accurate explanation of the text's central ideas. The summary combines paraphrased statements with direct quotes and does not accurately depict the central ideas in the text. The response includes personal opinions or judgments (e.g., "Animals are very smart) and/or uses more quotations than is necessary or appropriate for the task or for someone who has not read the text.</p>	<p>One instructional next step for this student would include working with the student to examine the central ideas and supporting details in a text and reviewing the expectations of a summary task.</p>
<p><b>Secondary Trait:</b> Summary demonstrates use of standard English focusing on standard capitalization and comma usage. (Score Point 1)</p>	<p>There is little evidence of standard English grammar and usage. There are several punctuation (i.e., commas, end punctuation, quotation marks) and capitalization errors.</p>	<p>n/a</p>

<sup>+</sup> Instructional next steps are provided for only the primary trait or the "heart" of the task. Suggestions to improve achievement of a secondary trait(s) can go in multiple directions and the direction suggested cannot be determined until the student writer has achieved at least a satisfactory achievement of the primary trait.



# GRADE 6 LITERACY: CAN ANIMALS THINK?

## INSTRUCTIONAL SUPPORTS

The instructional supports on the following pages include a unit outline with formative assessments and suggested learning activities. Teachers may use this unit outline as it is described, integrate parts of it into a currently existing curriculum unit, or use it as a model or checklist for a currently existing unit on a different topic.

## Unit Outline- Grade 6 Literacy

**INTRODUCTION:** This unit outline provides an example of how teachers may integrate performance tasks into a unit. *Teachers may (a) use this unit outline as it is described below; (b) integrate parts of it into a currently existing curriculum unit; or (c) use it as a model or checklist for a currently existing unit on a different topic.*

### Grade 6 Literacy: Animal Cognition & Emotional Intelligence

#### UNIT TOPIC AND LENGTH:

- ∅ This unit uses the topic of animal cognition as a means to teach students how to analyze and navigate informational texts, as well as to study deeply the purposeful decisions an author makes to best convey his/her point of view in writing. Students will write an essay demonstrating their mastery of content and their ability to synthesize information across texts. Suggested unit length 3-4 weeks.

#### COMMON CORE LEARNING STANDARDS:

- ∅ **R.I. 6.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ∅ **R.I.6.2:** 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.
- ∅ **R.I. 6.3:** Analyze in detail how key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- ∅ **R.I. 6.6:** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- ∅ **RI.6.10.** 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.
- ∅ **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.
  - 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.
  - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - Use appropriate transitions to clarify the relationships among ideas and concepts.
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - Establish and maintain a formal style.

<p>f) Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>Ø <b>L.6.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a) Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>b) Use intensive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>c) Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>d) Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p>e) Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p> <p>Ø <b>L.6.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a) Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>b) Spell correctly.</p>	
<p><b>BIG IDEAS/ENDURING UNDERSTANDINGS:</b></p> <p>Ø Effective, sustained, and evidence-based research reveals new information that can deepen our understanding of ourselves and our world.</p> <p>Ø New and credible information can bring new perspectives.</p> <p>Ø Keeping the audience for a specific text in mind will enable the writer/author to more clearly convey the central idea/theme in the text.</p> <p>Ø When conveying new ideas or new points of view in informational texts, authors may use writing strategies from across genres.</p> <p>Ø Using appropriate writing formats and Standard English conventions results in a more coherent and readable text.</p>	<p><b>ESSENTIAL QUESTIONS:</b></p> <p>Ø How can research uncover new information that will deepen understanding of the world and our place in it?</p> <p>Ø How can new, reliable information change our perspectives about a specific topic?</p> <p>Ø How can authors use writing strategies to relate new ideas or new perspectives to the reader?</p> <p>Ø Why is it important for a writer to always keep his/her audience in mind while writing?</p>
<p><b>CONTENT:</b></p> <p><b>Reading Informational Text</b></p> <p>Ø Informational and anecdotal text</p>	<p><b>SKILLS:</b></p> <p>Ø <b>Compare</b> and <b>contrast</b> informational and anecdotal text formats.</p>

<p>formats</p> <ul style="list-style-type: none"> <li>Ø Specific ideas, opinions, and themes</li> <li>Ø Supporting textual details</li> <li>Ø Development of ideas and use of academic language throughout the text</li> <li>Ø Author's point of view or purpose</li> <li>Ø Evaluation of author's arguments, ideas, and claims within a text</li> </ul>	<ul style="list-style-type: none"> <li>Ø <b>Identify</b> the main ideas, opinions, and themes of the assigned reading.</li> <li>Ø <b>Identify</b> the details from the text that support the author's main ideas, opinions, and themes.</li> <li>Ø <b>Explain</b> how the author develops the main idea, opinion, or theme throughout the text.</li> <li>Ø <b>Identify</b> and explain in writing the purpose and impact of an author's use of descriptive language in an informational text.</li> <li>Ø <b>Explain</b> orally and in writing an author's use of academic language to establish credibility.</li> <li>Ø <b>Summarize</b> the author's point of view/purpose from the assigned text.</li> <li>Ø <b>Evaluate</b> the author's arguments, ideas, claims, and counter-claims within a text.</li> <li>Ø <b>Justify</b> in writing an author's decision to use anecdotes layered into informational text.</li> </ul>
<hr/> <p><b>Informational/Explanatory Writing</b></p> <ul style="list-style-type: none"> <li>Ø Essay writing format</li> <li>Ø Awareness of audience</li> <li>Ø Inclusion of writing strategies from multiple genres into one piece of writing</li> <li>Ø Conventions of Standard English in capitalization, comma usage, and spelling</li> <li>Ø Response to claims in informational text with research-based details for support</li> </ul>	<hr/>
<p><b>Research:</b></p> <ul style="list-style-type: none"> <li>Ø Credible sources/evidence</li> <li>Ø Notation</li> </ul>	<hr/>
<hr/> <p><b>Writer's Craft</b></p> <ul style="list-style-type: none"> <li>Ø Organization</li> <li>Ø Transitions</li> <li>Ø Vocabulary: Domain Specific and Tier II Words</li> <li>Ø Strategies for Reader Engagement: Anecdotes, Quotations,</li> <li>Ø Analogy/Imagery/Descriptive Language</li> <li>Ø Self-Reflection on Learning</li> </ul>	<hr/> <ul style="list-style-type: none"> <li>Ø <b>Create</b> an essay in the appropriate format.</li> <li>Ø <b>Introduce</b> a topic by organizing ideas, concepts, and opinions.</li> <li>Ø <b>Develop</b> the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>Ø <b>Assess</b> the importance of broader ideas and supporting details presented in informational text.</li> <li>Ø <b>Produce</b> clear and coherent writing in which the development, organization, and style are appropriate to the specified audience.</li> <li>Ø <b>Produce</b> clear and coherent writing that combines informational and anecdotal genres into one text.</li> <li>Ø <b>Apply</b> conventions of Standard English for capitalization, comma usage, and spelling in written text.</li> <li>Ø <b>Create</b> in writing an effective claim in response to informational text with research-based supports.</li> </ul> <hr/>

	<ul style="list-style-type: none"> <li>Ø <b>Identify</b> credible sources and evidence within a piece of informational text.</li> <li>Ø <b>Explain</b> the process and research used to determine that the sources and evidence in the informational text are credible.</li> <li>Ø <b>Take notes</b> in the appropriate format (Gathering and Categorizing, Commenting and Questioning, Organizing Graphically, and Outlining and Sequencing Sets) while reading the informational text.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>Ø <b>Organize</b> in writing key ideas and details.</li> <li>Ø <b>Use</b> transitions to make academic writing cohesive.</li> <li>Ø <b>Use</b> Domain Specific and Tier II vocabulary to provide coherence for the specified audience.</li> <li>Ø <b>Evaluate</b> the author's use of domain specific and Tier II vocabulary and academic language.</li> <li>Ø <b>Incorporate</b> strategies (anecdotes, quotations, analogies, imagery and descriptive language) to engage the reader in the text.</li> <li>Ø <b>Reflect</b> on what was learned, how it was learned, and explains the process of learning.</li> </ul>
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**VOCABULARY:**

- Ø Informational Text, Anecdotal Text, Research-based Support, Claims, Counter-claims
- Ø Four types of Notetaking: Gathering and Categorizing, Commenting and Questioning, Organizing Graphically, and Outlining and Sequencing Sets

**“CAN ANIMALS THINK?” VOCABULARY – DOMAIN SPECIFIC & TIER II LANGUAGE**

VOCABULARY Animal Cognition				
WHO is mentioned	WHAT animals Names/species	Places	Titles/Careers	Animal Cognition Intelligence characteristics/behavior
Jerry Stones R.Allen & Beatrice Gardner Lyn Miles Gail laule Geoff Geswell Ben Beck	FuManchu-orangutan Washoe-Chimp, chimpanzee Chantek-orangutan Koko-gorilla Orky-giant dolphin/Orca/Killer Whale Colo	Omaha Zoo Columbus Zoo University of Tennessee	Specialist Psychologist Head Keeper Keeper Scientist Researcher Veteranarians Animal professionals Animal researchers Zookeeper	Brute force Clever tricks Higher mental process Signing Thinking Outsmart Beguile Astonish Hoodwink Manipulate



				Zoologist Consultants American Sign Language		Wheeling and dealing Negotiating Barter Bargainer Figuring
<b>Miscellaneous</b>						
Ante	Washers (object)	Primitive	Potential	Dignity	Undertaken	Chores
Counterfeiting	Temporarily	Assess	Relieve	Respect	Intangible	Fatal
Furtively	Inflation	Revelation	Vomit	Pneumonia	Transactions	Sophisticated
Concepts						

## ASSESSMENT EVIDENCE AND ACTIVITIES:

### FORMATIVE ASSESSMENT :

In this task, students use a graphic organizer to select an anecdote that Eugene Linden uses in “Can Animals Think?” that best supports his central idea. Students use textual evidence to explain how their chosen anecdote best supports the central idea. *Please see task 1 for full details and the graphic organizer.*

### FORMATIVE ASSESSMENT:

In this task, students write a summary of the article “Can Animals Think?” explaining the author’s central ideas. *Please see task 2 for full details and the exact prompt.*

### FINAL PERFORMANCE TASK:

The final task asks students to write an essay in which they use textual evidence to explain how the author develops his point of view on the question, “Can animals think?”. Students first introduce and explain Linden’s point of view and then trace its development over the course of the article using textual evidence. *Please see the task for full details and the exact prompt.*

### LEARNING PLAN & ACTIVITIES:

- Queries to engage students in reading informational text
- Notetaking using the appropriate method of notetaking, as described by Dr. Heidi Hayes Jacobs
- Commenting and Questioning about specific controversial passages and articles
- Specified "Writing to Learn" activities from Daniels, Zemelman, and Steineke
- Reflection on Learning activity
- Four Corners activity
- RAFT activity
- Analyzing the written work of peers

#### Ø **Questioning the Author (Isabel Beck & Margaret G. McKeown)**

- *“In a QtA lesson, students are prompted to interact with the text and converse about it through Queries. These general probes are phrased in such a way that they encourage young readers to take notice of a text – to consider meaning and develop ideas, not just*

*passively receive and retrieve information. Queries tend to be open-ended, and they place the responsibility for building meaning on students.” (Beck & McKeown, 29)*

- *In order to engage in a QtA lesson, teachers would prepare by*
  - § Segmenting the text for areas that will bring about rich conversation/writing opportunities so students can construct further meaning around text
  - § Being constantly mindful in planning of the major understandings that students must take away from the lesson for success in comprehension in that moment and throughout the unit
  - § Utilize this strategy routinely to build student engagement around rigorous readings that are textually complex in nature
  - § Strategically use appropriate discussion moves to facilitate student engagement opportunities (Six discussion moves – marking, turning-back, revoicing, recapping, modeling, and annotating)
- Discussion moves defined:
  - § Marking: signaling to students that an idea is of importance to the reader
  - § Turning-back: turning responsibility back to students for figuring out ideas, clarifying or focusing their thinking
  - § Revoicing: interpreting what students are struggling to express and rephrasing the ideas
  - § Recapping: summarizing major ideas that students have developed so far
  - § Modeling: making public our thinking as we read
  - § Annotating: filling in the gaps
- *For example, a teacher may consider...*
  - § *Segmenting the text “Minds of Their Own” by Virginia Morell to purposefully highlight the author’s use of anecdote in informational text. Students would then be engaged in a discussion where they model their thinking to a small group of students around the layering of informational and anecdotal text (This also leaves teacher open to engage students in an Exit Slip – see below)*
  - § Examples of Queries
    - *What is the author trying to say here?*
    - *Why might the author place this story here? What is its possible purpose?*
    - *How does this paragraph come to follow the anecdote? Why might the author organize his/her thoughts in this way?*
    - *That’s what the author said, but what did the author mean?*

Ø **Active Literacy Across the Curriculum (Heidi Hayes Jacobs)**

- *“Finding what is noteworthy is like mining. This is the extraction component of the work involved in notetaking. When searching for a pivotal idea or for a specific detail, the student burrows into the text and pulls out the “note.” Johnny takes the note out of the text whether*

*it is written, visual or aural. The response to the note, the comment, is Johnny's reaction. When a student interacts with the noteworthy notion by jotting a response, it becomes his or her own. Thus, interactive notetaking provides clear and revealing evidence of the student's genuine understanding in the act of reading, viewing and/or listening." (Jacobs, 44-45)*

- *In order to engage in an interactive notetaking lesson, teachers would prepare by*
  - § Choosing purposefully the notetaking purpose and format. According to Jacobs, there are four notetaking forms.
    - Gathering & Categorizing
      - Critical to gathering notes are the questions that drive the gathering of notes.
      - Key question for students to consider: *What makes a viable category? What does not hold up under scrutiny by fellow classmates?* (Jacobs, 45).
    - Commenting & Questioning
      - "Grill the author" and probing the content with a critical frame of mind.
      - This is not "copied" notes – this is interaction with text (connected to QtA).
    - Organizing Graphically
      - Representing information visually is critical to students' owning that same information.
    - Outlining & Sequencing Sets
      - Key premise to outlining does not fall upon the roman numerals involved in ordering information. Rather, it is the movement of larger to smaller. Students should work to sequence the broader concepts and the details that support them (Jacobs, 53).
- *For example, a teacher may consider...*
  - § *Engage students in Commenting & Questioning around controversial passages across informational articles in the unit. Model the clustering strategy (see below) with comments and questions in mind around the following quote:*
    - "Captive animals often become students of the humans who control their lives." – Eugene Linden
  - § *The teacher will choose several passages (for example, the fourth paragraph in "Do Animals Think?" by Clive Wynne speaks about the Great Ape Project, an organization that seeks a declaration of rights for apes, similar to the Rights of Man). Students may work in groups to comment on and question the specified passage.*
  - § *\*\*An extension of this activity could be to have student questions become future Exit Slip focuses as the unit progresses.*

Ø **Content Area Writing** (Harvey Daniels/Steven Zemelman/Nancy Steineke)

- *“To get learning power, kids need to grapple with ideas, transform them, and put them in their own words.” (Daniels, Zemelman & Steineke, 26)*
- *“We are using writing to find out what’s inside our heads, to dump ideas down on a page so we can play with them, move them around, make connections, figure out what’s important, cross some out, and highlight others.” (Daniels, Zemelman & Steineke, 21)*
- *Writing to Learn is...short, spontaneous, exploratory, informal, personal, one draft, unedited and ungraded.*

· Examples of Writing to Learn Activities:

- Exit Slips: Save one to five minutes at the close of a lesson to have students respond to a critical thinking question to help you plan for further learning/small group instruction/differentiated grouping. (diagnostic)
  - Clustering: Utilize the classroom work time to have students engage in a “non-linear brainstorming process” that asks students/groups to jot “a key word in the center of a page, draw spokes outward, and, in associative fashion, write words connected with the key words in circles or balloons at the end of the spokes” (Daniels, 55). This helps to organize student prior knowledge and/or ideas around larger concepts in non-fiction reading.
  - Reflective Write: Give students an opportunity at the end of a work time task/homework assignment/summative assessment/unit to reflect on *what they learn, how they go about learning it, and what the learning can mean to them.* (Daniels, 96)
  - Four Corners: Pose a question which has various possible responses. Students move to the corners of the room to indicate their response. Once there, groups talk quietly about their response, their support of their response, and acknowledge the reasoning behind the other answers present in the room. Lastly the teacher asks people from different corners to meet to share across the room.
  - RAFT: Role, Audience, Format, Topic. Students make choices for each of the four characteristics to engage in a writing piece. The choices students make open this Writing to Learn activity up to creativity that may not always be present in the writing pieces students are acclimated to in the ELA classroom.
- *For example, a teacher may consider...*
- § *Based on the QtA lesson above, distribute an Exit Slip for students to engage in Writing to Learn with one of the following questions:*
- *How might the article “Minds of Their Own” be different without anecdotes?*
  - *Review the closing of the article “Minds of Their Own”. What do you think is*

*the author's intention and message by ending with this particular anecdote?*

Ø **Analyzing Student Work: Writing That Defends an Argument** (Valentine Burr, Bank Street)

- *Observation and evidence in student writing are of paramount importance prior to the label of evaluation (grade) we tend to quickly place on student work.*
- *Teachers can utilize the detailed Analyzing Student Work sheets (contained in this packet) to layer over student work to surface gaps in understanding, drive small group instruction, have students engage in self-reflection or to utilize as a formative assessment/writing conferencing piece to zone in on scientific writing skills.*

**RESOURCES:**

**NON-FICTION/INFORMATIONAL TEXT:**

**“Can Animals Think?” , Eugene Linden**

- Article embedded in the Performance Based Assessments (PBA)

**“The Parrot Who Says He’s Sorry (And Means It, Maybe)” , Jeffrey M. Masson from Dogs Have the Strangest Friends, Jeffrey M. Masson**

- Parrots can be trained to correctly differentiate between items.
- “Alex”, an African gray parrot, was trained by Irene Pepperberg, a trailblazer in the study of animal cognition and behavior.
- Parrots may feel boredom, frustration and/or sadness and act out in response to emotion.
- Nature versus nurture

**“Dogs Likely born with ‘Canine Telepathy’”, Jennifer Viegas**

- Study shows dogs can sense human shifts in emotion (and sometimes before we do consciously) and “behave in accordance”.
- Nature versus nurture

**“Apes Feel Your Pain”, Sharon Begley (Disclaimer – mature content. Be sure to read carefully prior to sharing with students).**

- Apes may have a “common emotional language” to humans.
- Studies show apes notice facial expressions as a reflection of a human’s internal state and human actions are noted as the results of those expressions.
- Studies show apes can make inferences based on knowledge of facial expressions.

**“Scientists Think That Animals Think”, William J. Cromie**

- There is a clear link between animal thinking and animal survival.

- Studies show animals have perception capabilities.
- Research in recent decades focuses on what is unique to humans and those cognitive attributes we share with animals.
- There are expectations to compare animal brain scans to those of humans to examine patterns of thinking possibly in identical areas of the brain. Sense of self cannot be seen on a brain scan.

**“Minds of Their Own”, Virginia Morell** (*Disclaimer – mature content. Be sure to read carefully prior to sharing with students*).

- Irene Pepperberg is a trailblazer in changing perspectives on animal thinking and emotional intelligence.
- Pepperberg studied and trained parrots in order to eventually have them articulate their views of our world.
- Studies show that there are degrees of intelligence across species.
- “We are not alone in our ability to invent or plan or to contemplate ourselves – or even to plot and lie.”

**“What Do Animals Think?”, Verlyn Klinkenborg** (*recommended for shared reading/guided reading*)

- Dr. Temple Grandin, author, speaker and expert in animal behavior and cognition, discusses the construction of systems to ensure the humane treatment of animals.
- Dr. Grandin highlights the difference in human and animal visual perception as a key area for study.

**“Do Animals Think?”, Clive Wynne**

- Before one can discuss levels of animal cognition or emotional intelligence, one must define “consciousness”.
- There are three classes of evidence for the definition of “consciousness”. The levels are language, self awareness and theory of mind.
- Wynne addresses each class of evidence with examples from current animal research and anecdotes.

**WEBSITES/MULTI-MEDIA RESOURCES:**

**Wildlife Conservation Society** (*includes links to several NYC zoos and NYC Aquarium*)

[www.wcs.org](http://www.wcs.org)

**Great Ape Trust** (*includes links to Kanzi, primate mentioned in several articles in this unit*)

<http://www.greatapetrust.org/>

### **Planet Earth Episodes/Video Clips – Discovery Channel**

<http://dsc.discovery.com/tv/planet-earth>

**“Project Koko” or The Gorilla Foundation** *(includes videos of Koko’s interaction/emotions as well as research about the life of gorillas)*

<http://www.koko.org/index.php>

**PBS Nature Series – Clever Monkeys** *(includes several episodes revolving around animal cognition)*

<http://www.pbs.org/wnet/nature/episodes/clever-monkeys/introduction/3946/>

### **CNN Interview with Jeff Kluger- Can Animals Think Like Humans?**

<http://www.cnn.com/video/data/2.0/video/living/2010/08/05/am.kluger.animals.think.cnn.html>

### **Update on Jerry Stones**

<http://www.brownsvilleherald.com/news/gorillas-80480-zoo-exhibit.html>

<http://www.facebook.com/gladysporterzoo> (facebook page for Gladys Porter Zoo, located in Texas near the Mexican border. Jerry Stones is facilities director)

<http://factzoo.posterous.com/more-tigers-in-texas-than-india> animal trafficking in Texas

### **Update on R.Allen and Beatrix Gardner**

<http://www.muskingum.edu/~psych/psycweb/history/fouts.htm> associate Roger Fouts works with Washoe, chimpanzee- “He feels that since gorillas, orangutans, and chimpanzees can all learn to sign, the first human language was gestural and vocal language was a much more recent development. He feels that vocal language probably developed in humans thousands of years ago.’

### **Local Zoos- New York**

[www.bronxzoo.com](http://www.bronxzoo.com)

[www.centralparkzoo.com](http://www.centralparkzoo.com)

<http://www.prospectparkzoo.com>

<http://www.queenszoo.com/>

[www.statenislandzoo.org](http://www.statenislandzoo.org)

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

School: \_\_\_\_\_

Class Period: \_\_\_\_\_

New York City Middle School Pilot Project **Performance-Based  
Assessment (PBA) on Informational Text Grade 6, Task #1**

**TASK:** Eugene Linden, the author of “Can Animals Think?”, uses several anecdotes or stories about animals. Using the chart below, select and explain the anecdote that you think best supports a central idea. First, state a central idea from the article in the space provided at the top of the chart. Then, in the left column of the chart, briefly explain your chosen anecdote, and then, in the right column, explain how your chosen anecdote best supports that central idea. Your response should be written for an audience that is familiar with the text and follow the conventions of standard English, focusing on accepted use of capitalization.

Answer the questions below to plan your response. Your answers will be collected but not graded. After you’ve written your response, answer the StepBack questions. Your answers to the StepBack questions will also be collected but not graded.

**Space for Notes:**

**TASK:** Eugene Linden, the author of “Can Animals Think?”, uses several anecdotes or stories about animals. Using the chart below, select and explain the anecdote that you think best supports a central idea. First, state a central idea from the article in the space provided at the top of the chart. Then, in the left column of the chart, briefly explain your chosen anecdote, and then, in the right column, explain how your chosen anecdote best supports that central idea. Your response should be written for an audience that is familiar with the text and follow the conventions of standard English, focusing on accepted use of capitalization.

State Linden’s central idea in the article in a complete sentence.

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State a central idea from the article:  State the anecdote from the article that best supports this central idea	Explain how the anecdote you selected best supports the author’s central idea

Grade 6: PBA on Informational Text, Task 1  
 CCSS: RI.6.2, RI.6.3, L.6.1, L.6.2

**StepBack Questions:** Please answer the following questions in the space below. Your responses will be collected but not graded.

Ø What did you do to complete the Performance-Based Assessment task? List the steps that you took to complete the task.

Ø What did you find easy about the Performance-Based Assessment task?

Ø What did you find difficult about the Performance-Based Assessment task?

Grade 6: PBA on Informational Text, Task 1  
CCSS: RI.6.2, RI.6.3, L.6.1, L.6.2

## Section B: Scoring Guides for Assessment Task 1

### Primary Trait Scoring Guide for Grade 6 Assessment Task 1 Informative/Explanatory Text

**Primary Trait:** Statement of a central idea from a text / Explanation of how an anecdote supports that central idea.

#### Scoring Guide

Score Point	Description
4	Statement of text's central idea is accurate. Explanatory text provides a detailed analysis of how the central idea is illustrated through an anecdote from the text.
3	Statement of text's central idea is accurate. Explanatory text provides a general analysis of how the central idea is illustrated through an anecdote from the text.
2	Statement of text's central idea is accurate. Explanatory text provides a limited analysis of how the central idea is illustrated through an anecdote from the text.
1	Statement of text's central idea is inaccurate. Explanatory text includes no analysis of how the central idea is illustrated through an anecdote from the text.

**Secondary Trait Scoring Guide for  
Grade 6 Assessment Task 1  
Informative/Explanatory Text**

**Secondary Trait of Assessment Task 1:** Response demonstrates use of standard English grammar and usage, focusing on standard capitalization.

**Scoring Guide**

<b>4</b>	Consistently uses standard English grammar and usage, including accepted use of standard capitalization.
<b>3</b>	Generally uses standard English grammar and usage, including accepted use of standard capitalization.
<b>2</b>	Only sometimes uses standard English grammar and usage, including accepted use of standard capitalization.
<b>1</b>	Little evidence of use of standard English grammar and usage, including accepted use of standard capitalization.

## Explicit Statements about What Will Be Expected As Evidence of a Score Point 4

**Primary Trait:** Statement of a central idea from a text /Explanation of how an anecdote supports that central idea.

### Score Point 4

Statement of text's central idea is accurate. Explanatory text provides a detailed analysis of how the central idea is illustrated through an anecdote from the text.

### Example

State a central idea from the article: Animals can think in ways typically associated with human behavior.	
State the anecdote from the article that best supports this central idea	Explain how the anecdote you selected best supports the author's central idea
On many occasions, Fu Manchu, an orangutan, conceals a wire lock in his mouth and uses it to unlatch the door to his enclosure.	Fu Manchu's actions, as revealed in this anecdote, show his ability to think in ways typically associated with humans. He manipulates a tool (i.e., the wire lock pick) to accomplish a task he has planned (i.e., opening the door to this enclosure). As a human might do when imprisoned, he conceals the tool and plan from a zookeeper well enough that the zookeeper is initially fooled and thinks that the first two escapes were due to "human error" and not to Fu Manchu's human-like thinking behavior.

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

School: \_\_\_\_\_

Class Period: \_\_\_\_\_

New York City Middle School Pilot Project **Performance-Based  
Assessment (PBA) on Informational Text Grade 6, Task #2**

**TASK:** Write a summary of the article, “Can Animals Think?” Your summary should focus on explaining the author’s central ideas and should be written in your own words for someone who has not read this article. Be sure you stay true to what the article says and do not include your opinion of the article. Also, you should follow the conventions of standard English, focusing on accepted use of capitalization and comma usage.

Answer the questions below to plan your summary. Your answers will be collected but not graded. After you’ve written your summary, answer the StepBack questions. Your answers to the StepBack questions will also be collected but not graded.

**Space for Notes:**





**StepBack Questions:** Please answer the following questions in the space below. Your responses will be collected but not graded.

Ø What did you do to complete the Performance-Based Assessment task? List the steps that you took to complete the task.

Ø What did you find easy about the Performance-Based Assessment task?

Ø What did you find difficult about the Performance-Based Assessment task?

## Section B: Scoring Guides for Assessment Task 2

### Primary Trait Scoring Guide for Grade 6 Assessment Task 2 Informative/Explanatory Text

**Primary Trait:** Summary of a text's central ideas.

#### Scoring Guide

Score Point	Description
4	Summary provides an accurate and concise explanation of the text's central ideas in student's own words. Particular details, including anecdotes and examples, are not used or are kept to a level that is appropriate for the task or for someone who has not read the text. The summary is distinct from personal opinions or judgments.
3	Summary provides an accurate explanation of most of the text's central ideas in student's own words. More particular details, including anecdotes and examples, may be used than is necessary or appropriate for the task or for someone who has not read the text. The summary is distinct from personal opinions or judgments.
2	Summary provides an accurate explanation of one or two of the text's central ideas using some words or phrases taken directly from the article (i.e., quotations). More particular details, including anecdotes and examples, may be used than is necessary or appropriate for the task or for someone who has not read the text. The summary is distinct from personal opinions or judgments.
1	Paper does not provide an accurate explanation of the text's central ideas. The response includes personal opinions or judgments and/or uses more quotations than is necessary or appropriate for the task or for someone who has not read the text.

**Secondary Trait Scoring Guide for  
Grade 6 Assessment Task 2  
Informative/Explanatory Text**

**Secondary Trait #1 of Assessment Task 2:** Summary demonstrates use of standard English focusing on standard capitalization and comma usage.

**Scoring Guide**

<b>4</b>	Consistently uses standard English grammar and usage, including accepted use of standard capitalization and comma usage.
<b>3</b>	Generally uses standard English grammar and usage, including accepted use of standard capitalization and comma usage.
<b>2</b>	Only sometimes uses standard English grammar and usage, including accepted use of standard capitalization and comma usage.
<b>1</b>	Little evidence of use of standard English grammar and usage, including accepted use of standard capitalization and comma usage.

## Explicit Statements about What Will Be Expected as Evidence of a Score Point 4

**Primary Trait:** Summary of a text's central ideas.

### Score Point 4

Summary provides an accurate and concise explanation of the text's central ideas in student's own words. Particular details, including anecdotes and examples, are not used or are kept to a level that is appropriate for the task or for someone who has not read the text. The summary is distinct from personal opinions or judgments.

### **Example**

Central idea of text: Researchers have tried different ways to investigate animals' ability to think.

Explanation of central idea: Early research into animal intelligence focused on trying to teach apes to use human languages as evidence of higher mental processes in animals. Later research, however, investigated animals' intelligence in their habitats, including how animals in captivity outsmarted their human masters.



# GRADE 6 LITERACY: CAN ANIMALS THINK?

## SUPPORTS FOR ENGLISH LANGUAGE LEARNERS

## **Grade 6 Literacy: Can Animals Think?**

### **Supports for English Language Learners**

English Language Learners may be at different levels of English proficiency and may require multiple entry points into the unit lessons. In addition to the suggested strategies outlined in the grade 6 literacy sample unit, *Can Animals Think?*, the following scaffolding strategies can be used to engage ELLs and provide better access to the text as they prepare for the final performance task.

#### **Pre-Reading Activities:**

The following activities will help ELLs in accessing their prior knowledge and building the schema of reading the assigned text, which uses a few anecdotes about animals.

- **Think-Pair-Share**

Students respond to the following prompt, first individually and then sharing with a partner:

- *Do you think animals are smart? Provide one instance when you have observed an animal's behavior that can support your claim.*

Groups report their opinion on whether animals are stupid or smart, and provide examples to support their argument.

- **Framer Model**

Use a Frayer Model for new important concepts students will explore in the texts.

- **Mini-Lessons**

Teacher gives mini-lessons on cognates and prefixes and suffixes of Latin and Greek origin. ELLs, especially newcomers, may have difficulties understanding vocabulary, idioms, and words that have multiple meanings. Explicit teaching of these words before the reading will help ELLs' comprehension by focusing on the content.

- **Idiom Preview Matrix**

Teacher explains that individual words in an idiom may or may not give clues to the meaning of the idioms. Students first self-evaluate if they understand the meaning of the idioms they will encounter in the reading, and then work in groups to complete the

second column of the graphic organizer, below, as best they can. They will later confirm or refute their initial understandings during the reading. <sup>1</sup>

### Idiom Preview Matrix

Idioms	My understanding	Sentence in the text	Meaning
<i>break out</i>			
<i>chalk it up</i>			
<i>chew out someone</i>			
<i>make an impression</i>			
<i>wheeling and dealing</i>			
<i>having/giving the upper hand</i>			
<i>up the ante</i>			
<i>sizing up the problems</i>			
<i>in charge of</i>			
<i>figure out</i>			

- **Polysemy Exploration Chart**

Teacher explains that many words in English have more than one meaning. Teacher provides a familiar example of a word that has two different meanings, and brainstorms its multiple meanings with students. Students work in pairs to explore the possible meanings of the words. Teacher asks students to pay attention to these words as they appear in their reading and write down the page number and the sentence where these words are found. Consider using the following graphic organizer:

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<sup>1</sup> Teacher should decide how many and what idioms are to be included. If the list is long, the activity can be broken up into two or three parts used just before the chunked reading passage(s).

### Polysemy Exploration Chart

Words	Before Reading		In the Text	
	Meaning 1	Meaning 2	Page #	Sentence in the text
<i>cell</i>	Telephone (e.g., cell phone)	A biological unit (e.g., an animal cell) that does not have chloroplasts to make its own food		
<i>break</i>				
<i>charge</i>				
<i>object</i>				

#### **During-Reading Activities:**

- **Jigsaw Project**

Students can be directed to read the segmented (chunked) text *Can Animals Think?* by Eugene Linden in a jigsaw project. ELLs, seated in base groups of four, will be assigned one text segment (chunk) each: A, B, C, or D.

- A. *Introduction*
- B. *What Do You Want for That Banana?*
- C. *Lend a Helping Tail*
- D. *We Gotta Get Outta This Place*

- **Reading with a Focus**

Students will move from their base groups into expert groups, whose members have been assigned the same text segment (A, B, C, or D). Students will individually write responses in their notebooks to the following prompts:

- What is Linden’s point of view on *Can Animals Think?*
- State an anecdote from the text that supports his point of view
- Explain how the anecdote supports Linden’s point of view

- **Round Robin and Reaching Consensus**

Students in the expert groups will share the information in a round robin. Students take turns sharing their responses, and group members listen without interrupting the speakers. After the round-robin sharing, group members may ask questions and discuss. Then, students will reach consensus on the responses to the prompts. All group members must agree on the responses.

- **Jigsaw Project Matrix**

After they reach consensus, students request the teacher’s permission to enter the agreed-upon responses in the corresponding column of the Jigsaw Project Matrix. All expert group members must enter the same responses and be prepared to share them with the base groups. After they have entered the responses in the matrix, students return to their base groups. In the base groups, students share the gist of the reading and the matrix responses orally in a round-robin format. As they listen, group members will enter the responses in the matrix.

	<i>A. Introduction</i>	<i>B. What Do You Want for That Banana?</i>	<i>C. Lend a Helping Tail</i>	<i>D. We Gotta Get Outta This Place</i>
Can animals think? What is Linden’s point of view?				
State an anecdote from the text that supports Linden’s point of view.				
Explain how the anecdote supports Linden’s point of view.				

**Post-Reading Activities:**

- **Collaborative Storyboard Poster**

After ELLs have interacted with the text, they can be directed to extend their understanding by creating a Collaborative Story Board Poster. Students, working in groups of four, will select an anecdote from the reading and will create a Collaborative Story Board Poster with four frames. They will collaboratively decide on the following for each of the in the four frames:

- One image
- One relevant quote from the text
- One caption (original phrase coined by the group)

All students will sign their Collaborative Storyboard Posters. All groups will present orally to the class, with all students participating in the oral presentation. To set the expectations for quality, a Collaborative Storyboard Poster rubric can be assigned to groups before they start this task.

## COLLABORATIVE STORYBOARD POSTER RUBRIC

PERFORMANCE INDICATORS	OUTSTANDING	PASSING	NEEDS REVISION
CONTENT	<ul style="list-style-type: none"> <li>• All storyboard poster frames include one evocative image, one evocative quote from the reading, and an original phrase that synthesizes important ideas.</li> <li>• As a whole, the storyboard poster frames successfully communicate the spirit of the story.</li> </ul>	<ul style="list-style-type: none"> <li>• All storyboard poster frames include one relevant image and one relevant quote from the reading, and one original phrase.</li> <li>• As a whole, the storyboard poster frames communicate ideas about the spirit of the story.</li> </ul>	<ul style="list-style-type: none"> <li>• Storyboard poster frames lack either relevant images or quotes from the reading, or original phrases.</li> <li>• As a whole, the storyboard poster frames fail to communicate the spirit of the story.</li> </ul>
PRESENTATION	<ul style="list-style-type: none"> <li>• The storyboard poster frames use creative design to amplify the meaning of the image and quote.</li> <li>• Storyboard poster frames effectively use color or shading.</li> <li>• Product is neat.</li> </ul>	<ul style="list-style-type: none"> <li>• The storyboard poster frames design does not detract from the meaning of the image and quote.</li> <li>• Storyboard poster frames use color and shading.</li> <li>• Product is neat.</li> </ul>	<ul style="list-style-type: none"> <li>• Poster design detracts from the meaning of the image and quote.</li> <li>• Storyboard poster frames do not use color or shading.</li> <li>• Product is sloppy.</li> </ul>
COLLABORATION WITH PEERS	<ul style="list-style-type: none"> <li>• During planning of the storyboard poster frames each student is actively involved and contributes ideas for both the image and quote.</li> <li>• All group members encourage peers' participation and incorporate their ideas into the storyboard poster.</li> </ul>	<ul style="list-style-type: none"> <li>• During planning, each group member pays attention and contributes.</li> <li>• All group members respond to each other's ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• During planning, one or more groups fail to pay attention or contribute.</li> <li>• One or more group members do not contribute to the making of the storyboard poster.</li> </ul>

- **Self Assessment with Rubric and Gallery Walk**

The rubric can be used for a self-evaluation and/ or gallery walk after completion of the Collaborative Storyboard Poster. Students will use language on the rubric to self-assess their group's poster and /or assess another group's poster using Post-it® notes.

- **Scaffolding Strategies for Writing**

The Jigsaw Project Matrix shared responses and the Collaborative Storyboard Posters can be used to scaffold performance-based assessment writing tasks.