



EXPEDITIONARY
LEARNING

Grade 6: Module 3A: Assessment Overview



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Final Performance Task	<p>Newspaper Article: How the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco</p> <p>In this performance task, students have a chance to complete their learning about the 1906 San Francisco earthquake and fire and how it affected the people of San Francisco by writing a newspaper article about the event. They research to gather factual information and eyewitness accounts, and then use their research to determine an angle they want to take when writing their article. They use journalist tools and techniques like the five W's and the inverted pyramid to make their newspaper article as authentic as possible, and they analyze real-world newspaper articles in order to build criteria for their own work. This task addresses NYSP12 ELA CCLS RI.6.7, W.6.2, W.6.4a, W.6.9, and L.6.3.</p>
Mid-Unit 1 Assessment	<p>Point of View, Figurative Language, and Passage Connections from <i>Dragonwings</i></p> <p>This assessment centers on NYSP12 ELA CCLS RL 6.4, RL 6.5, RL 6.6, L.6.4a, W.6.11, W.6.11a, W.6.11b, and W.6.11c. For this assessment, students read a new excerpt of <i>Dragonwings</i> and use a graphic organizer to analyze how the author develops the narrator's point of view. They also answer selected-response questions about word and phrase meaning, and how a sentence/paragraph fits into the overall structure of the text in the excerpt. In Part 2 of the assessment, students create and annotate a scene from <i>Dragonwings</i> showing the theme "It's hard to fit in when you move to live in another culture."</p>
End of Unit 1 Assessment	<p>Literary Analysis—Evidence of Author's Perspective in <i>Dragonwings</i></p> <p>This assessment centers on NYSP12 ELA CCLS RL.6.4 and RL.6.6a. Students read a passage from Laurence Yep's autobiography <i>The Lost Garden</i> and an excerpt from <i>Dragonwings</i>, and they write a literary analysis explaining how being brought up in a Chinese family in San Francisco affected Laurence Yep's perspective of Chinese immigrants living in San Francisco, supported by details from <i>Dragonwings</i> that show evidence of his perspective. They also analyze connotative language in the excerpt of <i>Dragonwings</i>.</p>



Mid-Unit 2 Assessment	<p>Short Response: Analyzing the Point of View: Relief Camps</p> <p>This assessment centers on NYSP12 ELA CCLS RI.6.3, RI.6.6 and RI.6.4. Students read a new excerpt from the text by Emma Burke. There are two parts to this assessment. In Part A, students determine word and phrase meaning from the excerpt and analyze how she has introduced, illustrated, and elaborated on the relief camps. In Part B, students determine the author's point of view and how it has been conveyed, using a graphic organizer that they have been using throughout the first half of the unit.</p>
End of Unit 2 Assessment	<p>Literary Analysis: How do the author's purposes affect the narrator's points of view of the immediate aftermath of the earthquake?</p> <p>This assessment centers on NYSP12 ELA CCLS W.6.2a, b, c, d, e, f, W.6.9, W.6.9a, L.6.2, L.6.2a, and L.6.2b. Students write the final draft of their literary analysis essay in which they compare Moon Shadow's point of view of the immediate aftermath of the earthquake to Emma Burke's point of view in order to explain how author's purpose can affect the narrator's point of view.</p>
Mid-Unit 3 Assessment	<p>Part 1: Researching and Interpreting Information: Researching the Destruction Caused by the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco</p> <p>Part 2: Explaining How New information Connects to the Topic</p> <p>This assessment centers on NYSP12 ELA CCLS RL.6.11, W.6.7, and SL.6.2. There are two parts to this assessment. In Part 1, students interpret the information presented in diverse media and formats to answer the question: What destruction did the 1906 San Francisco earthquake and fires cause? They record their interpretations on a graphic organizer. In Part 2, students explain orally how the resources they have looked at contribute to the topic of the destruction caused by the 1906 earthquake and fires.</p>
End of Unit 3 Assessment	<p>Draft Newspaper Article: How the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco</p> <p>This assessment centers on NYSP12 ELA CCLS RI.6.7, W.6.2a–f, W.6.4a, and W.6.9. Students write a first draft of their newspaper article to answer the question: How did the 1906 San Francisco earthquake and fire affect the people of San Francisco? They choose an angle for their newspaper article and select factual information and eyewitness quotes from research that is most compelling and relevant to their angle. They follow the journalist's inverted pyramid structure to organize their research and their writing.</p>