

# Inspect

## CCR Performance Task

**ELA Grade 6: Writing About Informational  
Text**

**Music and the Brain**



## Inspect offers the following assessment products:

<b>Content Bank for English/Language Arts and Math</b> Grades 2 – High School	<ul style="list-style-type: none"> <li>More than 36,000 items</li> <li>More 1500 complex texts, including authentic permissioned texts</li> <li>Includes Literacy in History, Social Science, Science, and Technical Subjects</li> </ul>
<b>Quick Checks for English/Language Arts and Math</b> Grades 2 – High School	<ul style="list-style-type: none"> <li>Fixed-form assessments with five to seven items including constructed response</li> <li>Key instructional concepts embedded in standards (clusters for Math, staircase of text complexity for ELA)</li> </ul>
<b>Focused Interim Assessments for English/Language Arts and Math</b> Grades 3 – High School	<ul style="list-style-type: none"> <li>Prebuilt assessments with up to 15 items that focus on groups of related standards within a Claim or domain</li> <li>More focused than summative assessments</li> <li>Flexible and customizable</li> <li>Mirrors SBAC IAB blueprints</li> </ul>
<b>NGSS Formative Assessments</b> Grades 5 – High School	<ul style="list-style-type: none"> <li>Prebuilt assessments with items linked to experimental contexts that assess the three dimensions of science learning</li> <li>Flexible and customizable</li> <li>Addresses the California Course Models and NGSS Bundles</li> </ul>
<b>Observational Tasks for English/Language Arts and Math</b> Grades K - 1	<ul style="list-style-type: none"> <li>Developmentally appropriate for individual students and small groups</li> </ul>

Inspect Assessment Content is available through a variety of assessment administration and data analysis platforms.

## Inspect assessment content offers these benefits:

**Native college- and career-ready and NGSS content** prepares students to meet their post-secondary goals. Content re-aligned from legacy standards cannot do this.

**Content that addresses your scope and sequence** so that your assessments do not waste valuable instruction time



**Professional development embedded** within content that

- shows the relationship between specific skills and higher-order thinking
- includes authentic, permissioned texts of appropriate complexity
- and documents student progress using DOK and learning progressions

**Help for teachers addressing the instructional shifts** with content that elicits evidence of learning from each response

**We constantly update our content. Ask us about what's new!**  
[info@illuminateed.com](mailto:info@illuminateed.com) [www.illuminateed.com](http://www.illuminateed.com)

# CCR Performance Tasks

## ELA Grade 6: Writing About Informational Text

### Music and the Brain

Student Test Booklet

**Name:** \_\_\_\_\_

## PART 1

**Directions:** Follow your teacher’s directions and answer the questions in the test booklet.

---

### Music in Mind: Music and the Brain

- <sup>1</sup> Music may be the most natural of all human activities. Mothers sing as they rock their babies to sleep. Even before birth, music is part of our lives. Scientists say that the ability to enjoy music is built into our brains before we are born. We dance to music, work to music, play and exercise to music, and listen to music as we fall asleep. We have songs for everything, from love songs and campfire songs to the march we play at graduation and the tune we play at weddings. Our national song is sung at baseball games. Music is played and enjoyed in every country and by people of every culture. Some scientists say that music may be even more important to humans than words.
- <sup>2</sup> So common is music to humans that only less than 1% of people do not have the ability to respond to music. Called “amusics” by scientists, these people can’t tell differences in tone and pitch. They can’t hear tunes. No matter how hard they try, they can’t learn the music of a song. They can’t even dance to music. But if you say the words to a song—instead of singing the song—the amusic is able to understand and repeat the words. Scientists say that these people’s brains work differently than most. Unless you are an amusic, you hear music change in pitch and tone, and you can tell one song from another.
- <sup>3</sup> When you listen to music, you may not feel that you’re doing anything at all. Even if your body is at rest, your brain is hard at work. Music calls upon your brain to make use of memory, learning, and emotions. Test it for yourself. Think of a favorite song. Play the music and words in your mind. As you replay this familiar music, what else is happening? Do you remember a special time when you heard this music? Do you feel happiness or another emotion? Don’t be surprised if the feelings are strong. Brain scans show that when people listen to music, the same part of the brain is active that processes emotions. What memory does the music call to mind? The memory may be just as strong as the feelings. Says one scientist, “Music stimulates more parts of the brain than any other human function.”
- <sup>4</sup> Not only does listening to music work your brain—it gives you more brain power. The brain is not a muscle, like the biceps in your arms or the hamstring muscles of your leg. But like a muscle, the brain gets stronger the harder it works. When you learn, neurons in your brain become active. The more neurons are active, the harder your brain works and the more you can learn. Listening to music causes millions of neurons to become active. When you listen to music, the neural connections, or the pathways in your brain, become stronger. The more pathways, the more possibilities for learning.
- <sup>5</sup> Music is mainly processed in the right side of the brain. But different sets of neurons become active depending on what a person does with music. The brain of someone playing an instrument works differently than the brain of someone who is listening to the same music. Different neurons are also involved depending on whether the music includes lyrics, or words to the song.
- <sup>6</sup> The study of how music affects the brain is new. Until recently, the effects of music have not been studied as they should have been, given how important they are. One scientist suspects this is because music is viewed as an art. People might not take music seriously because it’s such a common form of entertainment. Music is fun, and therefore may not be considered an important human behavior, like language. Now that scientists are able to scan the brain, there is more interest in how music is processed—and in its effects.

**Option A**

**Directions:** Take notes as you participate in a classroom discussion about the article. The discussion and your notes may address these or similar questions.

---

- **Why does the author suggest that music may be "the most natural of all human activities"?**
- **What is the purpose of the author's description of amusic people?**
- **How does the author help the reader understand the connection between music and emotions?**
- **How is listening to music related to learning?**
- **Why does the author believe it is important and valuable to study the effects of music?**

Use this space to take notes during the discussion.

**NOTES**

Option B

**Directions:** Look at the organizer below. Reread the article and then complete the organizer.

Main Idea

Supporting Detail	Supporting Detail	Supporting Detail

Location of Detail in Text	Location of Detail in Text	Location of Detail in Text

### Option C

**Directions:** Reread the article and write a short essay in response to the prompt.

**Think of a song or other piece of music that reminds you of an experience or makes you feel a strong emotion. Use details from the passage to explain how and why music has this effect on you.**

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.



## PART 2

**Directions:** Follow your teacher’s directions and answer the questions in the test booklet.

---

### Playing Has Its Perks: The Rewards of Becoming Musical

A group of friends play drums in a park. Musicians dressed in black suits and long dresses play string instruments in an orchestra. A teacher plays the piano while her students sing. Onstage, a band plays music to a cheering crowd. A young cellist plays his cello on a street corner for passing strangers.

There are as many kinds of musicians as there are kinds of music. But all musicians have one thing in common. They have spent years learning to play music. This required hours and hours of practice. Not only does the dedicated practice pay off by improving the musicians’ skill, but also it has many other benefits.

These benefits may sound too good to be true, but playing a musical instrument has some amazing side effects.

- Increased intelligence—Studies show that learning to play an instrument places demands on the brain that cause the brain to become stronger. A 2009 study showed that playing a musical instrument can add as much as 7 points to a musician’s I.Q.
- Improved reading and math skills—When children learn to play a musical instrument, they read better. They are also better at solving math problems. Scientists think this happens because learning music requires the same kind of thinking that reading and math do.
- Better organization skills—Musicians must learn how to make time for practice. They have to decide what to do and when. This helps them meet their responsibilities, such as schoolwork and chores.
- Stress relief—Music causes changes in the brain waves. This makes people feel calm. Also, playing music requires total concentration. This kind of focus is proven to quiet the mind. People feel more relaxed when they hear and play music.
- Improved memory—Studies show that musicians have better memories than other people. Also, musicians who play music as they age keep their memory sharp for their whole lives.
- Greater confidence—Learning a skill creates a sense of mastery. People who accomplish this are more confident. Playing music also develops poise. Musicians must become used to performing in front of other people.

Playing a musical instrument also has a remarkable health benefit: Musicians live longer than people who don’t play musical instruments. It’s no wonder that 85% of Americans say they wish they could play a musical instrument. We all admire the musicians who play our favorite music—and we want to be like them.

Following in the footsteps of musicians is a good idea. Playing music is good for your brain, your health, and even your social life. Musicians often practice and play music with their friends.

With all these benefits, why don’t more people play music? The amount of time it takes is probably one reason. It takes time to learn and practice. Another may be that people think they won’t be good at playing music. But everyone has to start as a beginner. New musicians need to study and learn. It takes a great deal of practice to become a skilled musician. The effort comes with many rewards—and the most important reward might just be that playing music is fun.

**Option A**

**Directions:** Take notes as you participate in a classroom discussion about the article. The discussion and your notes may address these or similar questions.

---

- **What is the author's overall attitude toward music and musicianship?**
- **What are some of the "amazing side effects" of playing music?**
- **How does the author explain why being a musician is rewarding?**
- **Why does the author emphasize the amount of work it takes to become a musician?**

Use this space to take notes during the discussion.

**NOTES**

## Option B

**Directions:** Answer these questions about the excerpt.

---

**1. What is the author's overall attitude toward music and musicianship?**

---

---

**2. What are some of the "amazing side effects" of playing music?**

---

---

**3. How does the author explain why being a musician is rewarding?**

---

---

**4. Why does the author emphasize the amount of work it takes to become a musician?**

---

---

**Option C**

**Directions:** Now you are going to work with other students to research a topic related to the passage.

---

You will be assigned one of the following topics.

- **The structure and functions of different parts of the brain**
- **The science behind the process of learning**
- **The discovery and study of amusia (the inability to process music)**
- **The connections between music and mathematics**
- **The traditional music of cultures around the world**
- **The oral/aural tradition (music that has been passed down by performance alone)**

If you like, you can write some notes to get ready to present your group's work to the class.

**NOTES**

**PART 3**

**Directions:** Follow your teacher's directions and answer the questions in the test booklet.

---

## Option A

**Directions:** Prepare notes to participate in a class discussion on these questions.

---

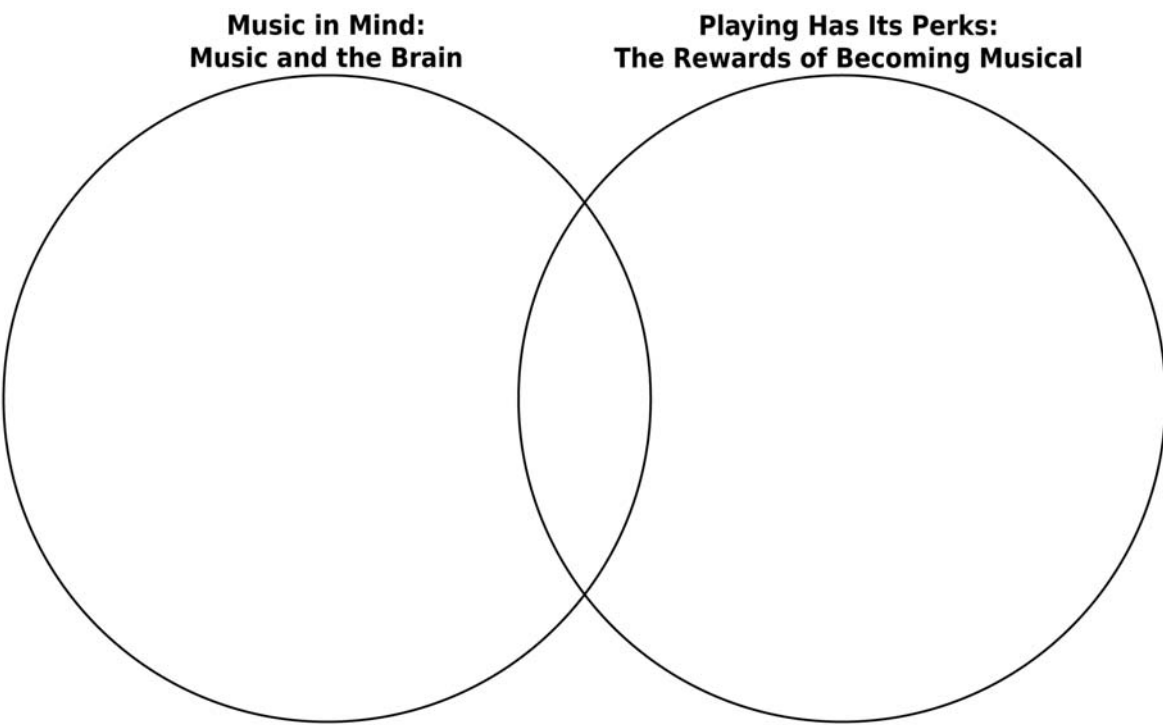
- **Why do both articles begin by introducing different ways people enjoy music?**
- **Why does "Music in Mind" include more information than "Playing Has Its Perks" about how music affects learning and emotions?**
- **Which article is more persuasive in style? Why?**

If you like, you can write some notes to get ready to participate in a classroom discussion.

### NOTES

Option B

**Directions:** Review both passages and fill in the Venn diagram with main ideas that are discussed in one or both articles. Include at least two ideas in each section of the diagram.



Music in Mind: Music and the Brain	Intersection	Playing Has Its Perks: The Rewards of Becoming Musical

## EXTENDED WRITING PROMPT

**Directions:** Reread the two articles and review your notes and responses from earlier parts of this task.

---

Respond to the prompt in the space below.

**Explain how playing and listening to music affect the brain. Your response should include a discussion of how the author introduces and explains major ideas about music and the brain in each passage. Use evidence from the passages to support your response.**

Your response will be scored using this rubric.

### 4 Point Response

Student will:

- Examine and restate central ideas of each passage largely in the student's own words;
- Make a precise, thorough, and insightful analysis of the ways that major ideas are discussed in the passages;
- Use well-chosen, relevant, and sufficient details from the passages that clearly support the analysis;
- Create a cohesive organization that includes a concluding section that supports the analysis.

### 3 Point Response

Student will:

- Examine and restate central ideas of each passage mostly in the student's own words;
- Make a clear and accurate analysis of the ways that major ideas are discussed in the passages;
- Use relevant details from the passages that clearly support the analysis;
- Create an organization that includes a concluding section.

### 2 Point Response

Student will:

- Make an analysis that lacks clarity or complete accuracy, OR fails to identify major ideas;
- Use mostly direct quotations with little original language in an attempt to analyze how ideas are presented;
- Fail to provide organization or a conclusion.

### 1 Point Response

Student will:

- Provide a vague or minimal statement about one or both of the passages with little support.

### 0 Point Response

Student provides no response, or the response is off topic.





Lined writing area for Grade 6: Writing About Informational Text.

# CCR Performance Tasks

## **ELA Grade 6: Writing About Informational Text**

### Music and the Brain

Teacher Guide

### Passage Summary

Title	Text Type	Word Count	Lexile	Levels of Meaning/ Purpose	Text Structure	Language Features	Knowledge Demands
Music in Mind: Music and the Brain	Informational Text	649	880L	2	2	2	2
Playing Has Its Perks: The Rewards of Becoming Musical	Informational Text	519	830L	2	2	2	2

### Passage Placement Rationale

Title	Placement Rationale
Music in Mind: Music and the Brain	<ul style="list-style-type: none"> <li>The level of complexity for this text is appropriate as stimulus for the writing task.</li> </ul>
Playing Has Its Perks: The Rewards of Becoming Musical	<ul style="list-style-type: none"> <li>The level of complexity for this text is appropriate as stimulus for the writing task.</li> </ul>

## Key to Qualitative Measures of Text Complexity

Measure	Levels of Meaning/Purpose	Text Structure	Language Features	Knowledge Demands
1	Theme or purpose of text is explicit.	Organization of text is obvious and generally chronological.	Language is explicit and literal; vocabulary is contemporary and familiar; the text contains mainly simple sentences.	The text describes familiar experiences or everyday knowledge.
2	Theme or purpose of text may be more complex or implied but still easy to identify.	<b>Literary text:</b> May include more than one storyline, and may be difficult to predict. <b>Informational text:</b> Connections between some ideas are implicit or subtle; organization of text is generally evident and sequential. Text features and graphics directly support comprehension of text.	Language is largely explicit and easy to understand; vocabulary is mostly contemporary and familiar; the text includes simple and compound sentences.	<b>Literary text:</b> The text describes experiences common to most readers and has a single theme. <b>Informational text:</b> The text includes some discipline- specific knowledge and both concrete and abstract ideas.
3	Theme or purpose of text is implicit and involves several layers of meaning.	<b>Literary text:</b> Organization may include subplots or time shifts. <b>Informational text:</b> Connections among an expanded range of ideas may be deeper and more subtle. Some text features and graphics may be essential to comprehension of text.	Language is complex and contains some abstract and/or figurative language; vocabulary is somewhat complex and is sometimes unfamiliar, archaic or academic; the text includes many complex sentences.	<b>Literary text:</b> The text describes experiences unfamiliar to most readers and includes complex themes. It may include some references to other texts or cultures. <b>Informational text:</b> The text contains moderate levels of discipline-specific content and may include challenging abstract concepts. It may make references to other texts or outside knowledge.
4	Theme or purpose of text is subtle, difficult to determine, and may involve several layers that are difficult to separate and interpret.	<b>Literary text:</b> Organization is intricate. <b>Informational text:</b> Organization is intricate. Connections among an extensive range of ideas are deep, and often implicit.	Language is dense and complex and contains abstract and/or figurative language; vocabulary is generally unfamiliar, archaic, or academic; the text includes mainly complex sentences, often containing multiple concepts.	<b>Literary text:</b> The text describes experiences that are distinctly different for the common reader and includes sophisticated themes. It may make many references to other texts or cultures. <b>Informational text:</b> The text contains extensive discipline- specific content and a range of challenging abstract concepts. It may make many references to other texts or outside knowledge.

# Table of Contents

Table of Contents .....	2
About the Teacher Guide .....	3
Overview of Performance Task .....	4
PART 1 Overview .....	6
PROCEDURE for Part 1 .....	7
PROCEDURE for Part 1: Option A .....	8
SCORING RUBRIC for Part 1: Option A .....	8
PROCEDURE for Part 1: Option B .....	10
PROCEDURE for Part 1: Option C .....	11
SCORING RUBRIC for Part 1: Option C .....	11
PART 2 Overview .....	12
PROCEDURE for Part 2 .....	13
PROCEDURE for Part 2: Option A .....	14
SCORING RUBRIC for Part 2: Option A .....	14
PROCEDURE for Part 2: Option B .....	16
SCORING RUBRIC for Part 2: Option B .....	16
PROCEDURE for Part 2: Option C .....	17
SCORING RUBRIC for Part 2: Option C .....	17
PART 3 Overview .....	18
PROCEDURE for Part 3 .....	19
PROCEDURE for Part 3: Option A .....	20
SCORING RUBRIC for Part 3: Option A .....	20
PROCEDURE for Part 3: Option B .....	22
PROCEDURE for Part 3: Extended Writing Prompt .....	23
SCORING RUBRIC for Part 3: Extended Writing Prompt .....	23
OPTIONAL EXTENSION ACTIVITIES for Part 3 .....	24

## About the Teacher Guide

This document contains support materials for the *Grade 6 Writing About Informational Text: Music and the Brain* task. This includes:

- (a) An overview of the task
- (b) The standards addressed by this task, including detailed descriptions of the standards
- (c) The scoring rubrics, including sample student responses
- (d) Questions to stimulate further discussion
- (e) Optional extension activities

These specifications are included to help you find the specific causes of student errors and thus guide you in your intervention and reteach strategies.

### PTE9 Grade 6 Writing about Informational Text

## DOK Level and Consortia Claims

### DOK Level: 4

This performance task provides evidence to support the following claims:

#### SBAC claims

##### Primary claim

**Claim 2:** Students can produce effective and well-grounded writing for a range of purposes and audiences.

##### Secondary claims

<b>Claim 1:</b> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	Parts 1, 2, and 3
<b>Claim 3:</b> Students can employ effective speaking and listening skills for a range of purposes and audiences.	Parts 1, 2, and 3
<b>Claim 4:</b> Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.	Part 2

#### PARCC claims

##### Primary claim

**Major Claim II: Writing**—Students write effectively when using and/or analyzing sources.

##### Secondary claims

<b>Sub Claim I.2: Reading Informational Text</b> —Students demonstrate comprehension and draw evidence from readings of grade-level, complex informational texts.	Parts 1, 2, and 3
<b>Sub Claim III.1: Research</b> —Students build and present knowledge through research and the integration, comparison, and synthesis of ideas.	Part 2

## Overview of Performance Task

**MAJOR OBJECTIVE:** Students will write an extended response to a prompt that asks them to determine the central ideas of two informational articles and analyze how supporting ideas are introduced and explained.

### PRIMARY STANDARDS ALIGNMENT

STANDARD ID	STANDARD DESCRIPTION
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.
RI.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.
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).

### Grade 6 Writing About Informational Text: Music and the Brain

These two passages explore the effects and benefits of music, a universal element of human life since prehistory. “Music in Mind: Music and the Brain” examines how the human brain processes and responds to music. The article explains the complex neurological pathways that allow us to learn a melody by heart or create a strong emotional connection to a favorite song. Meanwhile, “Playing Has Its Perks: The Rewards of Becoming Musical” focuses on the advantages of musicianship, particularly the mental and emotional benefits of learning to play an instrument. The passage touches on some of the neurological details of the first article but concentrates mainly on the ways that learning to play an instrument can be both enjoyable and rewarding. Reading and discussing the articles will prepare students to determine the central ideas and analyze how the authors effectively present and explain information, and then write about informational text.

The task consists of three parts; all parts involve student production of work. Parts 1 and 2 include options for activities that may involve group activities or may be completed independently. Parts 1, 2, and 3 lead to the major objective of the performance task: to have the student write an extended response that analyzes the texts and discusses the central ideas.

### TEACHER GUIDE

#### Part 1

#### CORE TASK

Read the article “Music in Mind: Music and the Brain.”

In addition to the CORE TASK, select one or more of these options:

#### Option A

Students discuss the article.

#### Option B

Students complete a graphic organizer about the article.



**Option C**

Students write a short response to a question about the article.

**Part 2****CORE TASK**

Read the article “Playing Has Its Perks: The Rewards of Becoming Musical.”

In addition to the CORE TASK, select one or more of these options:

**Option A**

Students discuss the article.

**Option B**

Students respond to questions about the article.

**Option C**

Students research a related topic and report their findings to the class.

**Part 3****CORE TASK**

Reread the articles “Music in Mind: Music and the Brain” and “Playing Has Its Perks: The Rewards of Becoming Musical.”

In addition to the CORE TASK, select one or more of these options:

**Option A**

Students discuss both articles.

**Option B**

Students prepare for the extended writing prompt by completing a graphic organizer about the articles.

**Writing prompt**

Students respond to the writing prompt by examining central ideas and analyzing the information in each passage.

## PART 1 Overview

Part 1 focuses on the article “Music in Mind: Music and the Brain” and addresses the following general objective.

**OBJECTIVE:** Students will analyze the passage and determine the main idea.

### CORE TASK

Read the article “Music in Mind: Music and the Brain.”

In addition to the CORE TASK, select one or more of these options:

#### Option A

Students discuss the article.

#### Option B

Students complete a graphic organizer about the article.

#### Option C

Students write a short response to a question about the article.

### STANDARDS ALIGNMENT

The tasks in part 1 are aligned with the following standards.

#### PRIMARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
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.	Option C
RI.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.	Options A, B
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).	Options A, B

#### SECONDARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	Option A

**PROCEDURE for Part 1****CORE TASK**

Provide students with a short introduction to the topic of music and the brain. Your introduction should include background information about music:

- Humans have been making music in some form since prehistoric times;
- Music has since been an important element of virtually every culture;
- Before the development of recording equipment, traditional music was often passed down through generations by performance alone;
- Music may contain valuable information about the history and traditions of a society, or it may simply be a form of entertainment;
- The conventions and definitions of music vary greatly among different cultures.

In addition, your introduction should include background information about the human brain:

- The ear allows us to hear music by converting sound waves into electrical signals. This information is then interpreted by the brain;
- The nerve cells in the brain that send and receive signals are called neurons;
- Sensory neurons throughout the nervous system receive information from the body (touch, sound, etc.) and relay it to the brain, while motor neurons do the opposite and "tell" the body how to respond;
- The average human brain contains billions of neurons (estimates range from about 80 to 120 billion), each connected to thousands of other neurons in complex networks;
- These connections allow the brain to learn, feel emotions, and communicate with the rest of the body.

Instruct students to read the text.

**PROCEDURE for Part 1: Option A**

Organize a classroom discussion about the passage. Ask students to take notes during the discussion. These discussion notes will be used to complete other parts of the overall task and as a work product that can be evaluated.

**Use the following questions to stimulate discussion:**

1. Why does the author suggest that music may be “the most natural of all human activities”?

**Possible Response:** *People are surrounded by music even before birth, no matter who they are or where they live.*

OR

**Possible Response:** *We enjoy music in many parts of our lives, from school and work to sports and celebrations.*

2. What is the purpose of the author's description of amusic people?

**Possible Response:** *It reveals how complicated the brain's response to music is, and it shows that most people take a basic understanding of music for granted.*

3. How does the author help the reader understand the connection between music and emotions?

**Possible Response:** *The author tells the reader to imagine a familiar song and think of the memories or emotions that it brings to mind. This lets the reader experience this connection firsthand.*

4. How is listening to music related to learning?

**Possible Response:** *Listening to music makes several parts of the brain become active and strengthens the connections that allow people to learn. This means that music can make it easier for the brain to learn new things.*

5. Why does the author believe it is important and valuable to study the effects of music?

**Possible Response:** *Music can influence the ways people think and feel, and can reveal much about how the brain works.*

**SCORING RUBRIC for Part 1: Option A**

Use the following rubric to evaluate students' participation in the discussion.

**4 Point Response**

Student will:

- Have meaningful notes for each question addressed in the discussion, which may not be limited to the list in the prompt;
- Participate in the discussion by asking relevant questions and contributing meaningful responses.

**3 Point Response**

Student will:

- Have notes for most questions addressed in the discussion;
- Participate in the discussion by asking relevant questions and/or contributing meaningful responses.

**2 Point Response**

Student will:

- Have notes for some questions addressed in the discussion;
- Participate in the discussion by asking questions and/or contributing responses.

**1 Point Response**

Student will:

- Have few, if any, notes for the questions addressed in the discussion;
- Fail to participate in the discussion in a meaningful way.

**0 Point Response**

Student provides no response, or the response is off topic.

**PROCEDURE for Part 1: Option B**

Ask students to complete a graphic organizer about the article. This activity can serve as a review of OPTION A or can replace OPTION A.

<b>Main Idea</b>
<p>The response of the human brain to music is both complicated and fascinating.</p> <p><b>OR</b></p> <p>Scientists have recently made many discoveries about the ways our brains are affected by music.</p>

<b>Supporting Detail</b>	<b>Supporting Detail</b>	<b>Supporting Detail</b>
Listening to music strengthens the brain by making it work hard, even if the person is unaware of it.	Studies have shown that music and emotions are processed in the same part of the brain.	A rare difference in some people's brains makes them unable to understand or respond to music.

<b>Location of Detail in Text</b>	<b>Location of Detail in Text</b>	<b>Location of Detail in Text</b>
Paragraphs 3-4	Paragraph 3	Paragraph 2

**PROCEDURE for Part 1: Option C**

Ask students to write a short response in response to a question about the article. This activity can replace OPTION A or OPTION B.

[STUDENTS WILL READ THE PROMPT IN THEIR STUDENT BOOK:

Reread the article and write a short essay in response to the prompt.

Think of a song or other piece of music that reminds you of an experience or makes you feel a strong emotion. Use details from the text to explain how and why music has this effect on you.]

Tell the students to respond to the writing prompt in their test booklets.

**SCORING RUBRIC for Part 1: Option C**

Use the following rubric to evaluate students' written responses.

**4 Point Response**

Student will:

- Clearly and thoughtfully describe a personal experience with a piece of music;
- Use several relevant ideas from the text to support the response.

**3 Point Response**

Student will:

- Describe a personal experience with a piece of music;
- Use relevant ideas from the text to support the response.

**2 Point Response**

Student will:

- Refer generally to a personal experience with a piece of music;
- Give a few details to support the response that may or may not be text-based.

**1 Point Response**

Student will:

- Provide a vague or minimal response about music with little or no textual support;
- Simply describe the music itself with no connection to personal experience or the information in the passage.

**0 Point Response**

Provide no response, quote directly from text with no elaboration or development, or give a response that is irrelevant or off topic.

## PART 2 Overview

Part 2 focuses on the article “Playing Has Its Perks: The Rewards of Becoming Musical” and addresses the following general objective.

**OBJECTIVE:** Student will analyze “Playing Has Its Perks: The Rewards of Becoming Musical.”

### CORE TASK

Read the article “Playing Has Its Perks: The Rewards of Becoming Musical.”

In addition to the CORE TASK, select one or more of these options:

#### Option A

Students discuss the article.

#### Option B

Students respond to questions about the article.

#### Option C

Students research a related topic and report their findings to the class.

### STANDARDS ALIGNMENT

The tasks in part 2 are aligned with the following standards.

#### PRIMARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
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.	Option B
RI.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.	Options A, B
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).	Options A, B

#### SECONDARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	Options A, C
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Option C
RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	Options A, B



**PROCEDURE for Part 2****CORE TASK**

Remind students of the following points made before part 1 about music:

- Music has been important to human societies all over the world since prehistoric times;
- Music can be a form of both entertainment and communication;
- We respond to music through a complex process that involves several parts of the brain.

Instruct students to read the article.

**PROCEDURE for Part 2: Option A**

Organize a classroom discussion about the passage. Ask students to take notes during the discussion. These discussion notes will be used to complete other parts of the overall task and as a work product that can be evaluated.

**Use the following questions to stimulate discussion:**

1. What is the author's overall attitude toward music and musicianship?

**Possible Response:** *The author thinks that playing music can benefit people in several ways—physically, mentally, and emotionally—and encourages everyone to try learning an instrument.*

2. What are some of the "amazing side effects" of playing music?

**Possible Response:** *Music can help relieve stress, improve math and reading skills, and increase a person's confidence.*

(NOTE: Any of the several points mentioned specifically in the text are acceptable.)

3. How does the author explain why being a musician is rewarding?

**Possible Response:** *The author uses bullet points to list the benefits of playing music in a clear and organized way. More specific details and examples follow each item in the list.*

4. Why does the author emphasize the amount of work it takes to become a musician?

**Possible Response:** *This information balances the rewards of being a skilled musician with the effort and dedication it takes to get there.*

**SCORING RUBRIC for Part 2: Option A**

Use the following rubric to evaluate students' participation in the discussion.

**4 Point Response**

Student will:

- Have meaningful notes for each question addressed in the discussion, which may not be limited to the list in the prompt;
- Participate in the discussion by asking relevant questions and contributing meaningful responses.

**3 Point Response**

Student will:

- Have notes for most questions addressed in the discussion;
- Participate in the discussion by asking relevant questions and/or contributing meaningful responses.

**2 Point Response**

Student will:

- Have notes for some questions addressed in the discussion;
- Participate in the discussion by asking questions and/or contributing responses.

**1 Point Response**

Student will:

- Have few, if any, notes for the questions addressed in the discussion;
- Fail to participate in the discussion in a meaningful way.

**0 Point Response**

Student provides no response, or the response is off topic.

**PROCEDURE for Part 2: Option B**

Ask students to write an answer to each of the questions from OPTION A. This activity can serve as a review of OPTION A or can replace OPTION A.

- 1. What is the author's overall attitude toward music and musicianship?**
- 2. What are some of the "amazing side effects" of playing music?**
- 3. How does the author explain why being a musician is rewarding?**
- 4. Why does the author emphasize the amount of work it takes to become a musician?**

**SCORING RUBRIC for Part 2: Option B**

Use the following rubric to evaluate students' written responses to the questions.

**4 Point Response**

Student will:

- Answer the four questions accurately and insightfully;
- Exclude details that do not contribute to the main ideas.

**3 Point Response**

Student will:

- Provide mostly accurate answers to three questions;
- Include a few details that do not clearly contribute to the main ideas.

**2 Point Response**

Student will:

- Provide mostly accurate answers to two questions;
- Include several details that do not clearly contribute to the main ideas.

**1 Point Response**

Student will:

- Provide a mostly accurate answer to one question; OR
- Use mostly direct quotations from the text in an attempt to show development of central ideas.

**0 Point Response**

Student provides no response, the response is incorrect or irrelevant, or the student simply quotes the text.

**PROCEDURE for Part 2: Option C**

Ask students to conduct research related to the main ideas in the two articles. This activity can replace OPTION A or OPTION B.

Instruct students to work in small groups of 3-4 people to research and report to the class information about one of the following main topics:

- The structure and functions of different parts of the brain
- The science behind the process of learning
- The discovery and study of amusia (inability to process music)
- The connections between music and mathematics
- The traditional music of cultures around the world
- The oral/aural tradition (music that has been passed down by performance alone)

**SCORING RUBRIC for Part 2: Option C**

Use the following rubric to evaluate students' presentations.

<b>4 Point Response</b> Student will: <ul style="list-style-type: none"> <li>• Provide a thorough report on the assigned topic with well-chosen details in support;</li> <li>• Present the report in a focused and coherent manner.</li> </ul>
<b>3 Point Response</b> Student will: <ul style="list-style-type: none"> <li>• Provide a general report on the assigned topic with details in support;</li> <li>• Present the report in an appropriate manner; the presentation shows some focus and cohesion.</li> </ul>
<b>2 Point Response</b> Student will: <ul style="list-style-type: none"> <li>• Provide a partial report on the assigned topic with some details;</li> <li>• Present the report, but the report lacks cohesion or focus.</li> </ul>
<b>1 Point Response</b> Student will: <ul style="list-style-type: none"> <li>• Provide a minimal or limited report.</li> </ul>
<b>0 Point Response</b> Student provides no response, the response is incorrect or irrelevant, or the student simply reads from existing text.

## PART 3 Overview

Part 3 focuses on the articles “Music in Mind: Music and the Brain” and “Playing Has Its Perks: The Rewards of Becoming Musical,” and addresses the following general objective.

**OBJECTIVE:** Student will determine the central ideas of the articles and analyze how the author introduces and explains information in each text.

### CORE TASK

Reread the articles “Music in Mind: Music and the Brain” and “Playing Has Its Perks: The Rewards of Becoming Musical.”

In addition to the CORE TASK, select one or more of these options:

#### Option A

Students discuss the passages.

#### Option B

Students complete a Venn diagram to compare and contrast the passages.

#### Writing prompt

All students write an extended response to a writing prompt based on the passages.

### STANDARDS ALIGNMENT

The tasks in part 3 are aligned with the following standards.

#### PRIMARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
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.	Extended Writing Prompt
RI.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.	Options A, B Extended Writing Prompt
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).	Options A Extended Writing Prompt

#### SECONDARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	Options A, B
RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	Options A, B

## **PROCEDURE for Part 3**

### **CORE TASK**

Instruct students to reread the passages.

**PROCEDURE for Part 3: Option A**

Organize a classroom discussion about the two passages. Write notes on the board for students to see. You may wish to leave these notes on the board. The students may refer to the notes as needed as they progress through the activities.

**Use the following questions to stimulate discussion:**

1. Why do both articles begin by introducing different ways people enjoy music?

**Possible Response:** *This shows that music is a major part of life for most people, which means that it is important to research and discuss.*

2. Why does "Music in Mind" include more information than "Playing Has Its Perks" about how music affects learning and emotions?

**Possible Response:** *"Music in Mind" focuses on how the brain responds to music, so it includes more details about what happens within the brain when people listen to music.*

**OR**

**Possible Response:** *The main purpose of "Playing Has Its Perks" is to list the benefits of playing music, so the article only briefly mentions these ideas as supporting details.*

3. Which article is more persuasive in style? Why?

**Possible Response:** *"Playing Has Its Perks" is more persuasive because it gives reasons why people should play music and encourages them to do so. Meanwhile, "Music in Mind" mostly describes the effects of music. It does not focus particularly on convincing the reader to listen to music.*

*NOTE: Students may offer varied interpretations of the articles. Relevant, text-based interpretations are acceptable, even if these interpretations differ from the possible responses given.*

**SCORING RUBRIC for Part 3: Option A**

Use the following rubric to evaluate students' participation in the discussion.

**4 Point Response**

Student will:

- Participate in the discussion by asking relevant questions and contributing meaningful responses;
- Offer questions and responses that indicate a thorough understanding of the passages.

**3 Point Response**

Student will:

- Participate in the discussion by asking relevant questions or contributing meaningful responses;
- Offer questions and responses that indicate a generally strong understanding of the passages with some gaps in understanding.

**2 Point Response**

Student will:

- Participate in the discussion by asking questions and/or contributing responses;
- Offer questions and/or responses that indicate a partial understanding of the passages.



**1 Point Response**

Student will:

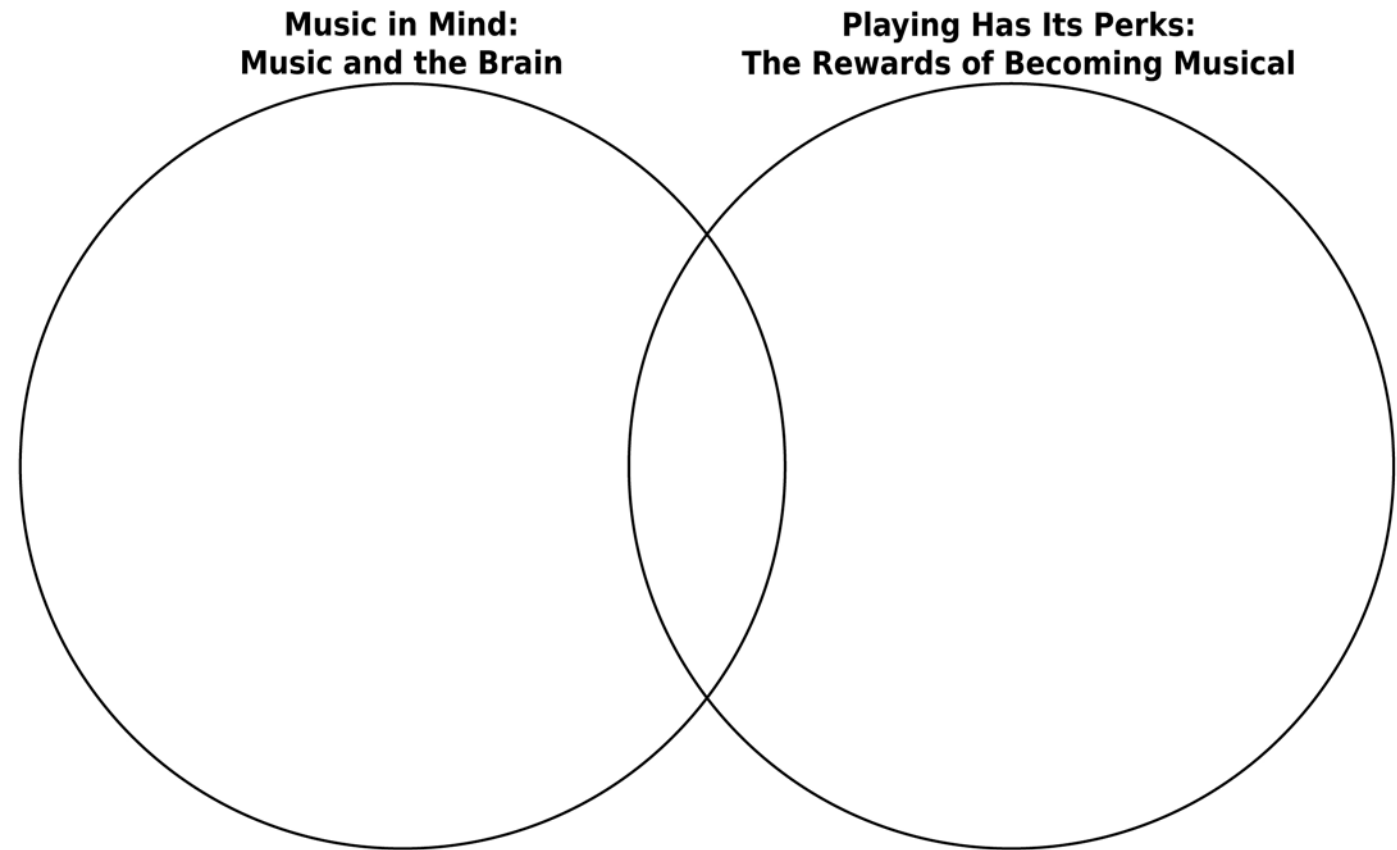
- Fail to participate in the discussion in a meaningful way;
- Not offer questions or responses, or may offer questions or responses that indicate a lack of understanding of the passages.

**0 Point Response**

Student provides no response, or the response is off topic.

**PROCEDURE for Part 3: Option B**

Ask students to reread the passages and then to complete their Venn diagram by comparing and contrasting major ideas in the two passages.

**Possible student responses:**

<b>"Music in Mind: Music and the Brain"</b>	<b>Intersection</b>	<b>"Playing Has Its Perks: The Rewards of Becoming Musical"</b>
More research should be done on the effects of music.	Playing and listening to music engages and strengthens the brain.	People should learn how to play music despite the hard work it takes.
A piece of music can call vivid memories to mind.	Music is enjoyed by people in many different ways.	Playing music can improve a person's confidence and social life.

**PROCEDURE for Part 3: Extended Writing Prompt**

[STUDENTS WILL READ THE PROMPT IN THEIR STUDENT BOOK:]

Reread the passages and review your notes and responses from earlier parts of this task. Respond to this prompt in the space below.

Explain how playing and listening to music affect the brain. Your response should include a discussion of how the author introduces and explains major ideas about music and the brain in each passage. Use evidence from the passages to support your response.]

Tell the students to respond to the writing prompt in their test booklets.

**SCORING RUBRIC for Part 3: Extended Writing Prompt**

Use the following rubric to evaluate students' responses.

**4 Point Response**

Student will:

- Examine and restate central ideas of each passage largely in the student's own words;
- Make a precise, thorough, and insightful analysis of the ways that major ideas are discussed in the passages;
- Use well-chosen, relevant, and sufficient details from the passages that clearly support the analysis;
- Create a cohesive organization that includes a concluding section that supports the analysis.

**3 Point Response**

Student will:

- Examine and restate central ideas of each passage mostly in the student's own words;
- Make a clear and accurate analysis of the ways that major ideas are discussed in the passages;
- Use relevant details from the passages that clearly support the analysis;
- Create an organization that includes a concluding section.

**2 Point Response**

Student will:

- Make an analysis that lacks clarity or complete accuracy, OR fails to identify major ideas;
- Use mostly direct quotations with little original language in an attempt to analyze how ideas are presented;
- Fail to provide organization or a conclusion.

**1 Point Response**

Student will:

- Provide a vague or minimal statement about one or both of the passages with little support.

**0 Point Response**

Student provides no response, or the response is off-topic.

**OPTIONAL EXTENSION ACTIVITIES for Part 3**

W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Ask the students to revise and edit their responses to the extended prompt based on teacher or peer reviews.