



EXPEDITIONARY  
LEARNING

# Grade 6: Module 1

## Performance Task



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### Summary of Task

- In this performance task, students will have a chance to apply their knowledge of the elements and purpose of myth as well as their deep understanding of the hero's journey. Through a series of narrative writing lessons, students will create their own hero's journey story that includes key elements of myth. Students will create a hero set in the ordinary world. They will then create a problem and a series of events that align with the stages of the hero's journey. They will use descriptive details, sensory language, and transitional phrases to create an engaging reading experience. They will write a conclusion that naturally unfolds from the series of events. **This performance task centers on NYSP12 ELA Standards RL.6.3, W.6.3, W.6.4, W.6.5, W.6.6, W.6.11c, L.6.2, and L.6.3.**

### Format

A narrative story structure that establishes a context and narrator, introduces characters, unfolds naturally across a sequence of events, uses narrative techniques such as dialogue, pacing, and description, uses transition words and phrases, includes sensory language, and concludes naturally from the narrated experiences.

### Standards Assessed Through This Task

- RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 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.
- W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- W.6.11c. Create poetry, stories, plays, and other literary forms (e.g. videos, art work)
- L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - \* L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.\*
  - \* L.6.2b. Spell correctly.
- L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.



\* L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.\*

\* L.6.3b. Maintain consistency in style and tone.\*

### Student-Friendly Writing Invitation/Task Description

- We have studied the hero's journey and the elements of mythology. Now, you are going to write your own version of a hero's journey; you will use narrative writing skills, the stages of the hero's journey, and elements, such as supernatural beings or creatures, found in mythology. You will bring the events of your hero's journey to life by using dialogue, description, transition phrases, and sensory language.

### Key Criteria For Success (Aligned With Nysp12 Ela Ccls)

Below are key criteria students need to address when completing this task. Specific lessons during the module build in opportunities for students to understand the criteria, offer additional criteria, and work with their teacher to construct a rubric on which their work will be critiqued and formally assessed.

#### **Your hero's journey narrative will include:**

- The introduction of a narrator and characters.
- A series of events that follows the stages of the hero's journey.
- Transitional words and phrases to signal when time or setting has changed.
- Sensory language and descriptive details to bring your story to life.
- A conclusion that makes sense with the series of events.
- Attention to the use of conventions and sixth-grade spelling words.



### Options For Students

- Some students may dictate or record their story.
- Provide sentence frames, lists of steps, graphic organizers, and anchor charts for student reference.
- Advanced options: When writing their story, students may be challenged by using strategies such as omitting a letter or writing using alliteration. Providing a “Dead Words” list that students may not use in their writing may help them avoid clichés and other overused words

### Options For Teachers

- Students may present their stories to members of the school community (i.e., as a read-aloud to younger students).
- Students may create illustrations that accompany their stories that show, or add to, the details they included in their writing.
- Students may create a reader's theater script of their story and then act it out with peers for their class.

### Resources and Links

- [www.rickriordan.com](http://www.rickriordan.com)
- [www.mythologyteacher.com](http://www.mythologyteacher.com)