



EXPEDITIONARY  
LEARNING

# Grade 6: Module 2A: Performance Task



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### Summary of Task

- After studying the “Rules to Live By” of Bud in *Bud, Not Buddy*, Steve Jobs (in his commencement address), President Barack Obama (in his address to students), and Rudyard Kipling (in his poem “If”), students will work in “research teams” to conduct a research project related to a specific issue facing their peer group. As a final performance task, students will use this group research as the basis for writing an individual evidence-based essay to inform readers about one of their own “rules to live by.” Students will support their thinking with facts, definitions, concrete details, quotations, and examples. As their End of Unit 3 Assessment, students will write their best draft of this essay. They then will self-assess, peer-critique, and receive teacher feedback based on the NYS Grades 6–8 Expository Writing Evaluation Rubric (which they are familiar with from Module 1). Then, for the final performance task, students will revise their essay to create a final draft. This essay centers on NYSP12 ELA Standards RI.6.1, RI.6.2, L.6.1, L.6.2, W.6.2, W.6.4, W.6.5, and W.6.9.

### Format

Evidence-based essay (one to two pages, typed, one-sided, on 8.5” x 11” paper)

### Standards Assessed Through This Task

- RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6.2. Determine a theme or 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.
- 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.
- 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.
  - a. 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.
  - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - c. Use appropriate transitions to clarify the relationships among ideas and concepts.
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - e. Establish and maintain a formal style.
  - f. Provide a concluding statement or section that follows from the information or explanation presented.
- 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.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.



#### Student-Friendly Writing Invitation/Task Description

- You have read several texts of different types to discover the “rules to live by” of other characters and real people: Bud from *Bud, Not Buddy*, Steve Jobs, President Barack Obama, and poet Rudyard Kipling. Each of these people decided upon his “rules to live by” based on his own life experiences. Now you have a chance to share some of the important lessons, or “rules to live by,” that you have learned in your own life. You will choose a topic important to you and people of your age group. With a small “research team,” you will research the facts of this topic and collect evidence: facts, definitions, and quotes. Finally, you will write an evidence-based essay to inform readers of one “rule to live by” that can be shared with others who can learn from your experience and research.

#### Key Criteria For Success (Aligned With NYSP12 ELA CCLS)

Students will be assessed against the NYS Grades 6–8 Expository Writing Evaluation Rubric.

#### Options For Students

- Some students may dictate or record their essays.

#### Options For Teachers

- Students may turn their essays into speeches that they perform for a live audience, such as parents or younger students.
- For all students independently proficient with technology, consider allowing them to create a recorded public service announcement based on their essay (e.g., iMovie, GarageBand).
- Students interested in, or independently proficient in, the arts may consider:
  - \* Creating an accompanying poster for their essay
  - \* Creating a graphic essay (similar to a graphic novel, but informational)