



EXPEDITIONARY
LEARNING

Grade 5: Module 3A: Performance Task



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Summary of Task

- After reading biographical texts on a famous American athlete of a historical era, each student will write a letter to a publishing company explaining the need for a biography (written at a level appropriate for fifth-graders) about that athlete. In the letter, students will discuss the athlete, evaluate the barriers that he/she broke during the era in which he/she lived, and give an opinion about the importance of that athlete's legacy. Students will support their opinions with reasons and evidence from their research. **This task centers on NYSP12 ELA CCLS RI.5.9, W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, L.5.1, L.5.2, and L.5.6.**
- During the first half of this unit, students will continue to develop skills in both reading and writing necessary to succeed on this performance task: (1) They will read closely to gather evidence on one of three famous American athletes from a variety of informational texts to learn about their life, the barriers they faced during the era in which they lived, and the legacy that athlete left for America; and (2) they will continue to practice forming opinions and organizing notes on their reasons and evidence that supports this opinion.

Format

Business letter



Standards Assessed through This Task

- RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
 - b. Provide logically ordered reasons that are supported by facts and details.
 - c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
 - d. Provide a concluding statement or section related to the opinion presented.
- W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - b. Apply *grade 5 reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
- L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).
 - b. Use verb tense to convey various times, sequences, states, and conditions.
 - c. Recognize and correct inappropriate shifts in verb tense.*
 - d. Use correlative conjunctions (e.g., either/or, neither/nor).
- L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use punctuation to separate items in a series.*
 - b. Use a comma to separate an introductory element from the rest of the sentence.
 - c. Spell grade-appropriate words correctly, consulting references as needed.
- L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).



Student-Friendly Writing Invitation/Task Description

- After reading biographical texts on a famous American athlete of a historical era, write a letter to a publishing company explaining the need for a biography (written at a level appropriate for fifth-graders) about that athlete. The letter must give your opinion about this athlete's legacy and evaluate the barriers that he/she broke during the era in which he/she lived. Be sure to support your opinion with reasons and evidence from your research.

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 letter will include:

- Business letter format
- Five paragraphs:
 - An introduction that has a topic sentence that states your opinion
 - Three body paragraphs that give your reasons and evidence to support your opinion
 - A conclusion about your opinion
- Information from athlete research
- Organizes the reasons and evidence logically
- Connects the reasons and evidence using linking words and phrases
- Grade-level appropriate conventions (spelling, grammar, punctuation)
- Appropriate vocabulary learned throughout the module (from your cards)



Options for Students

- Allow students who struggle with writing to dictate their letters (or notes) to a peer or teacher.
- Provide texts at a variety of readability levels for students to gather information for their letters.
- Highlight key information in texts for students that struggle with determining importance.
- Provide audio recordings of texts for students that struggle with language.
- Provide texts in the students' home language for ELL students.
- Allow students that struggle with writing to provide two reasons with evidence instead of three.

Options for Teachers

- Have groups of students (in Literature Circles or Book Clubs) read biographies about the athlete they are researching to gather more information for their letters.
- Write a letter to be included in a biography of the athlete that they researched.
- Create a website or blog about the athlete they researched, to include their opinions about that athlete's impact on American society.

Resources and Links

- (See Unit 3)