Tell Me a Story Sixth Grade Performance Task

**Title:** Tell Me a Story

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**WV CCRS:**

ELA.6.2 Determine a theme or central idea of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

ELA.6.22 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.

* engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
* use narrative techniques, such as dialogue, pacing and description, to develop experiences, events and/or characters.
* use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another.
* use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.
* provide a conclusion that follows from the narrated experiences or events.

ELA.6.35 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (see grade 6 language objectives for specific expectations.)

**Performance Task:** Students will conduct research about a topic of choice and present their research to the class.

**Description of Task: Day One**

Students will be presented a literary text through teacher read aloud. Each student will determine the theme or central idea and how it is conveyed through particular details as well as provide a summary free from personal opinion or judgment. As a whole group, students will discuss the context, how the narrator and/or characters are introduced, how the event sequence unfolds, how narrative techniques (dialogue, pacing, and description) are used to develop experiences, events, and/or characters, how precise words, phrases, details, and sensory language convey experiences, how transition words, phrases, and clauses convey sequence, and how the conclusion follows from the narrated experiences or events.

To ensure inclusion of all students, the class might brainstorm real or imaginary experiences or events one could convey. The teacher might also consider providing a graphic organizer, such as Freytag’s Pyramid to help students organize their stories.

**Description of Task: Day Two**

As a professional storyteller, your goal is to write and present a written narrative to your teacher. Remember to adapt your speech to the context of your narrative. Your narrative will be evaluated by your teacher using the criteria presented in the rubric.

**Description of Task: Day Three**

Students will present their narratives to a partner or small group for feedback. Partners or small group will evaluate the narrative presented using the attached rubric. Students will act on the feedback provided by their classmates to improve their narratives and ensure that they meet the demands of the writing objective before presenting the texts to the teacher.

In addition to the task detailed above, one might consider including an additional day so students could present their narratives to the class and the class could also evaluate the narrative using the attached rubric. Another extension could be to present their narratives to students in a younger grade.

***Related Rubrics:***

See attached.

Rubric or Scoring Criteria for the Task/Event

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Distinguished | Above Mastery | Mastery | Partial Mastery |
| Literary Analysis | Student determines the theme or central idea of the teacher read aloud and analyzes its development over the course of the text, including its relationship to the characters, setting and plot as well as provides an objective summary of the text. | Student determines a theme or central idea of the teacher read aloud and analyzes its development over the course of the text as well as provides an objective summary of the text. | Student determines the theme or central idea of the teacher read aloud and how it is conveyed through particular details as well as provides a summary of the text distinct from personal opinions or judgments. | Student determines the theme of the teacher read aloud and summarizes the text. |
| Narrative Writing | Student establishes a context and point of view, introduces a narrator and/or characters, organizes an event sequence that unfolds naturally and logically, and provides a conclusion that follows from and reflects on the narrated experiences or events.  Student uses a variety of techniques to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events.  Student uses precise words, phrases, vivid descriptive details, and sensory language to capture the action and convey experiences and events. | Student establishes a context and point of view, introduces a narrator and/or characters, organizes an event sequence that unfolds naturally and logically, and provides a conclusion that follows from and reflects on the narrated experiences or events.  Student uses a variety of transition words, phrases and clauses to convey sequence, signal shifts from one time frame or setting to another, and show relationships among experiences and events.  Student uses precise words, phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. | Student establishes a context, introduces a narrator and/or characters, organizes an event sequence that unfolds naturally and logically, and provides a conclusion that follows from the narrated experiences or events.  Student uses a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another.  Student uses precise words, phrases, relevant descriptive details, and sensory language to convey experiences and events. | Student establishes a situation, introduces a narrator and/or characters, organizes an event sequence that unfolds naturally, and provides a conclusion that follows from the narrated experiences or events.  Student uses a variety of transitional words, phrases and clauses to manage the sequence of events.  Student uses precise, concrete words, phrases, and sensory details to convey experiences and events. |