

# 6-8 ELA

## PERFORMANCE TASK

### TEACHER INSTRUCTIONS



## TASK OVERVIEW

TITLE	GRADE LEVEL	SUBJECT AREA	INSTRUCTIONAL UNIT	TIME FRAME: HOW LONG TO ADMINISTER THE TASK?
Poetic Interpretation of History Assessment: The Rhythm and Rhyme of Revere's Ride	8	ELA	Reading and Responding to Informational and Literary Text	Up to 3, 45-minute sessions (135 minutes)

## CONTENT AREA

### PROFICIENCIES AND PERFORMANCE INDICATORS

GRADUATION PROFICIENCY	GRADUATION PROFICIENCY DESCRIPTION	PERFORMANCE INDICATOR	PERFORMANCE INDICATOR DESCRIPTION
#3 Writing	Students will produce clear and coherent writing for a range of tasks, purposes, and audiences.	B	Write informative/ explanatory texts to examine a topic and analyze relevant content. (W.6-8.2)
#4 Language	Students will build vocabulary knowledge and demonstrate command of the conventions of standard English grammar and usage specific to the grade spans.	D	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.6-8.5)

## CROSS-CURRICULAR

### PROFICIENCIES AND PERFORMANCE INDICATORS

CROSS-CURRICULAR PROFICIENCY	CROSS-CURRICULAR PROFICIENCY DESCRIPTION	PERFORMANCE INDICATOR	PERFORMANCE INDICATOR DESCRIPTION
Communication: 2	Students will demonstrate Communication through using a variety of modes to convey	2	Communicate understanding and interpretation of information.



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	meaning to and seek understanding from others.		
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### SCORING CRITERIA<sup>1</sup>

PERFORMANCE INDICATOR	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
<p>#3 Writing: B</p> <p>Write informative/ explanatory texts to examine a topic and analyze relevant content. (W.6-8.2)</p>	Write informative or explanatory texts on a topic with few, if any, ideas and information based on content.	Write informative or explanatory texts describing a topic with ideas and information based on relevant content.	Write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Write informative or explanatory texts that fully examine a topic and convey ideas, content and information through the logical selection, organization, and analysis of relevant content.
<p>#4 Language: D</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.6-8.5)</p>	Limited understanding of figurative language, word relationships, and nuances in word meanings.	Occasionally shows understanding of figurative language, word relationships, and nuances in word meanings..	Shows understanding of figurative language, word relationships, and nuances in word meanings.	Consistently shows understanding of figurative language, word relationships, and nuances in word meanings.
<p>Communication: 2</p> <p>Communicate understanding and interpretation of information.</p>	<b>Identify</b> or list some information from a source.	<p><b>Select</b> relevant information for the purpose.</p> <p><b>Summarize</b> information gathered.</p>	<p><b>Select and analyze</b> relevant information.</p> <p><b>Integrate</b> relevant information into an argument, presentation, written text, or other work of communication to support a point or interpretation.</p>	<p><b>Evaluate</b> the information gathered to <b>determine</b> which is the best source.</p> <p><b>Analyze and integrate</b> well-chosen and abundant information into a work of communication to support an original</p>

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				point or interpretation.
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<sup>1</sup> Modifications were made to the Scoring Criteria based on analysis of student work samples. Educators determined that the Scoring Criteria as written was not consistently relevant to the task for all of the performance levels; however, the Performance Indicators were relevant.

#### Performance Indicator #3:

Writing: Write informative/explanatory texts to examine a topic and analyze relevant content.

##### Beginning

Write informative/explanatory texts to examine a topic which may not be based on relevant content.

##### Developing

Write informative/explanatory texts to examine a topic with limited ideas and information based on relevant content.

##### Proficient

Write informative/explanatory texts to examine a topic and analyze relevant content.

##### Expanding

Write informative/explanatory texts that thoroughly examine a topic through insightful selection and complex analysis of relevant content.

#### Performance Indicator #4:

Language: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

##### Beginning

Demonstrate inaccurate understanding of figurative language, word relationships, and nuances in word meanings.

##### Developing

Demonstrate some understanding of figurative language, word relationships, and nuances in word meanings.

##### Proficient

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

##### Expanding

Demonstrate insightful understanding of figurative language, word relationships, and nuances in word

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meanings.

## CONNECTIONS TO INSTRUCTIONAL UNIT

<b>UNIT SUMMARY</b> May include big ideas, anchoring phenomenon, enduring understandings, essential questions.
<b>Big Idea:</b> Reading and Responding to informational and literary texts <b>Unit Essential Question:</b> Why do some pieces of literature last over time? Why do some events have such an impact on us?

What will students know as a result of instruction in this unit in order to complete the task?	What will students be able to do as a result of instruction in this unit in order to complete the task?
<ul style="list-style-type: none"> <li>Literary Elements:                              Demonstrate understanding of figurative language, word relationships, and nuances in word meanings: Mood/Metaphor/ Simile/Imagery/Personification/Onomatopoeia/Alliteration/Consonance.</li> <li>Close Reading Skills:                              Inferencing; main ideas</li> </ul>	<ul style="list-style-type: none"> <li>Closely read informational text</li> <li>Read and analyze poetry</li> <li>Interpret figures of speech (e.g., irony, puns) in context.</li> <li>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</li> <li>Distinguishing fact from fiction</li> </ul>

How will teachers know what students know and can do prior to the task? Which relevant concepts and skills have students struggled with, had misconceptions about or missed entirely?	What background knowledge do students need (cultural, language, etc)? Have both content goals and language demands for ELL students been considered? Have the needs of diverse learners been considered?
<ol style="list-style-type: none"> <li>Pretest knowledge of literary devices</li> <li>Identifying tone</li> <li>Extracting main ideas</li> </ol>	<ol style="list-style-type: none"> <li>Writing Process</li> <li>Close reading</li> <li>Analyzing poetry: author's craft - creating mood; identifying and explaining the impact of literary devices.</li> </ol>



## CULMINATING TASK

### TASK SUMMARY

**Students will:**

Read and annotate both short article “The Real Story of Paul Revere’s Ride” and the poem, “Paul Revere’s Ride” by Henry Wadsworth Longfellow, and write an essay explaining how the author uses word choice and literary devices to create a specific mood that engages the reader.

### STUDENT ACTIVITY

1. Students will read “The Real Story of Paul Revere’s Ride”; take notes/annotate.
2. Next read the poem, “Paul Revere’s Ride” by Henry Wadsworth Longfellow, and write an essay explaining how the author uses word choice and literary devices to create a specific mood that engages the reader.

### CONSIDERATIONS FOR DIFFERENTIATION AND ACCESSIBILITY

- Awareness of lexile (reading) levels of students/texts.
- Offer audio versions (text-speech) of texts.
- Consideration of student proficiency with use of keyboard to type writing
- Offer various writing graphic organizers to organize composition of text analysis
- Offer various visual organizers to track literary elements, text citations, and their effects to show understanding of author’s craft
- Provide anchor charts of examples of literary elements for reference
- Provide anchor charts of writing composition elements (introduction, claim, body, transition words, conclusion)
- Provide copies of scoring criteria rubric for students to reference when peer editing

### ADMINISTRATION NOTES AND DIRECTIONS

- This assessment is standards-based and should not be modified in any way as it represents agreed upon standards/learning goals to gauge and address student proficiency level; however, please share any concerns, issues, questions at any point. Your input is critical to the authenticity of the task.

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- This assessment should be rated for proficiency using the rubric included, but can be graded based on teacher discretion/scoring sheet.
- All necessary skills related to this assessment should have been taught and rubric must be shared with students prior to writing the essay/task.
- Provide each student with a copy of the prompt. Students may mark up the prompt as much as is helpful to the student.
- Students should be allowed up to 3 45 minute sessions.
- Any student modification and accommodation in place for students during other standardized testing apply to quarterly/semester assessments as well.
- The writing must be done without help, but students may have access to personal dictionaries or any other resources that they normally use to support spelling and mechanics.
- This assignment should not be administered by a substitute unless absolutely necessary.
- This assessment is completed “on demand” and therefore is not a take-home assignment. It must be done in class with the teacher. If using a computer or device, do not put the prompt online; okay to upload student work and/or rubric.
- This task will be scored as an on-demand writing piece, but encourage students to proofread to correct any errors in their work.
- Teachers should plan accordingly to allow time for resubmissions (especially if assigning later in the quarter). Students have up to two week to edit their work to improve their proficiency “rating”, This make up work should be done under teacher supervision).
- Students complete a reflection after the assessment is administered /or assessed.

## MATERIALS AND RESOURCES

### List of Texts

The Real Story of Paul Revere’s Ride\*

<https://www.paulreverehouse.org/the-real-story/>

“Paul Revere’s Ride” by Henry Wadsworth Longfellow\*

[http://www.hwlongfellow.org/pdf/Anderson\\_revere.pdf](http://www.hwlongfellow.org/pdf/Anderson_revere.pdf)

Poem:

Lexile® Measure: 1500L - 1600L

Mean Sentence Length: 32.86

Mean Log Word Frequency: 3.62