



EXPEDITIONARY
LEARNING

Grade 5: Module 3B: Performance Task



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Summary of Task

- This performance task allows students to demonstrate their understanding of how to craft a well-organized opinion essay, in the form of an editorial, using the Painted Essay® structure for writing, in order to take a position on the issue: Should the Inuit community of Baffin Island approve the Mary River Iron Mine proposal? After reading a variety of informational texts that present both points of view about the Mary River project, students will write an editorial in which they answer the question, explain their reasons, and provide evidence from the texts they have read to support their opinion. Students will share the final drafts of their work, using the Fishbowl protocol with a small group of peers. **This task addresses NYSP12 ELA CCLS W.5.1, W.5.4a, W.5.5, W.5.8, W.5.9b, L.5.1c, d, L.5.2a, b, d, e, SL.5.1, and SL.5.3.**

Format

A research-based four paragraph editorial essay that includes quotes and paraphrased evidence from the informational texts used for research (typed or handwritten in clear, neat print).

A rough draft of the editorial will be assessed then revised and edited.

Final editorials will be shared in small groups, using the Fishbowl protocol.



Standards Assessed through This Task

- W.5.1 Write opinion pieces on topics, supporting a point of view with reasons and information.
 - a. Introduce a topic 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.
 - d. Provide a concluding 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.
 - a. Produce text that explores a variety of cultures and perspectives.
- 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.5.8 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 informational texts to support analysis, reflection, and research.
 - a. Apply grade 5 Reading standards to informational texts.
- L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing.
 - c. Use verb tense to convey various times, sequences, states, and conditions.
 - d. Recognize and correct inappropriate shifts in verb tense.
- 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.
 - d. Use underlining, quotation marks, or italics to indicate the title of works.
 - e. Spell grade-appropriate words correctly, consulting references as needed.
- SL.5.1 Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly.
- SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.



Student-Friendly Writing Invitation/Task Description

- *Should the Inuit community of Baffin Island approve the Mary River Iron Mine proposal?* After researching to learn about both points of view regarding the proposed Mary River project on Baffin Island in the Inuit territory of Nunavut, write an editorial in which you answer the question and explain your reasons. Be sure to support your opinion and reasons with credible evidence from the texts you have read. Be prepared to explain your position on the issue during a small group discussion by referring to information from your editorial.

Key Criteria for Success (Aligned with NYSP12 ELA CCLS)

Below are key criteria students must 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 editorial will include:

- An introductory paragraph that includes:
 - An introduction: attention-getter and both points of view
 - An opinion statement
 - Two reasons that support the opinion
- Two proof paragraphs with reasons and evidence that support the opinion.
- A conclusion paragraph that explains:
 - “What?” A restatement of the opinion, reasons, and supporting evidence
 - “So what?” Either a prediction or a call to action



Options for Students

- Students will write their editorials independently. They will look back at both Point of View graphic organizers, their Close Reading Guide, and their informational articles as they develop an opinion and supporting reasons, then gather evidence in the form of quotes and paraphrased evidence for their editorials.
- Students might have a partner to assist as they work on their editorials, but the editorial will be an individual's product.
- Student editorials could be various lengths, shorter for those for whom language is a barrier.
- Students may have another member of their small group read a portion of their editorial aloud, if oral expression is challenging.
- Students could present their poems via recordings if they are too shy to stand in front of an audience.

Options for Teachers

- Students may present their editorials to small groups, the full class, to other classes in the school, to family members, or to other adults.
- Student editorials could be accompanied by an illustration, such as a political cartoon. (Note: A variety of resources on the Internet provide information on how to create or teach students to create political cartoons.)
- Student editorials could be displayed in the room, in the school library or other common area, or at a community location to enhance student motivation with the potential authentic audiences.

Resources and Links

See Unit 3 overview.

Central Text and Informational Texts

Note: Additional informational texts listed in each separate Unit Overview document.