



EXPEDITIONARY
LEARNING

Grade 5: Module 2A: Performance Task



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Summary of Task

- After researching scientific texts on an arthropod that Meg Lowman might see in the rainforest, students will write a page from a field journal in which they incorporate information that they have gathered from research. They will also include an informational text box that states how the arthropod contributes to the rainforest ecosystem and lists essential characteristics. This performance task intentionally blends informational and narrative writing, and centers on NYSP12 ELA CCSS RI.5.7, RI.5.9, W.5.2, W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, and W.5.9.
- During the first half of this unit, students will develop skills in two areas necessary to be successful in this performance task: (1) They will conduct research and take organized notes on a specific rainforest insect, and (2) they will explore the genre of field journals and write their own field notes. The product that they create will be a blend of narrative and informational writing. Students will create a fictional persona and write a first-person journal entry describing an adventure in a rainforest. They will embed information about the insect they have researched within their narrative. They also will create an accompanying informational text box about the insect they have researched, listing some of its significant characteristics as well as describing its role in the rainforest ecosystem.

Format

The final product will be two standard-size 8.5" x 11" pages of writing from each student, which will include the student's field journal narrative, a small (approximately 4" x 6") informational text box, and one or more optional labeled sketches of the insect that the student researched.



Standards Assessed Through This Task

- **I can locate an answer or solve a problem efficiently, drawing from multiple informational sources. (RI.5.7)**
- **I can accurately synthesize information from multiple texts on the same topic. (RI.5.9)**
- **I can write informative/explanatory texts that convey ideas and information clearly. (W.5.2)**
 - A. I can introduce a topic clearly.
 - B. I can group supporting facts together about a topic in an informative/explanatory text.
 - C. I can use text, formatting, illustrations, and multimedia to support my topic.
 - D. I can develop the topic with facts, definitions, details, and quotations.
 - E. I can use linking words and phrases (e.g., in contrast, especially) to connect ideas within categories of information.
 - F. I can use precise, content-specific vocabulary to inform or explain about a topic.
- **I can write narrative texts about real or imagined experiences or events. (W.5.3)**
 - A. I can establish a situation.
 - B. I can organize events in an order that makes sense in my narrative.
 - C. I can use transitional words, phrases, and clauses to show the order of events in a narrative text.
 - D. I can use sensory details to describe experiences and events precisely.
- **I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4)**
- **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.5.5)**
- **I can build knowledge about multiple aspects of a topic by conducting research. (W.5.7)**
- **I can use several sources to build my knowledge about a topic. (W.5.7)**
- **I can document what I learn about a topic by taking notes. (W.5.8)**
- **I can summarize or paraphrase information in my notes and in finished work. (W.5.8)**
- **I can provide a list of sources I used to gather information. (W.5.8)**
- **I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9)**



Student-Friendly Writing Invitation/Task Description

- After researching scientific texts on an arthropod that Meg Lowman might see in the rainforest, write a page from a field journal in which you incorporate information that you have gathered from your research and an informational text box that lists the essential characteristics of that arthropod and how it contributes to the rainforest ecosystem.

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.

Final products will need to meet the following criteria, all of which will be discussed and reviewed with students:

- written in the first person, from the point of view of a fictional rainforest scientist
- includes an encounter with the insect that the student researched
- describes at least three events
- describes the setting of a rainforest
- includes information and vocabulary from insect research with each event
- includes believable scientific research events
- organizes the events in a sequence that makes sense
- connects the events by linking words and phrases
- includes an informational text box containing physical attributes, habitat, food, behavior, life cycle, predators and defenses, and role in the rainforest ecosystem



Options For Students

Students will have choices as to whether to include one or more drawings in addition to their text. If time permits, the final product will include drawings or photographs embedded within the text.

Options For Teachers

- The teacher has the option of compiling all of the students' pages into a whole class rainforest field journal.
- The students' work may be presented to an audience of family members or the larger school community.
- For the presentation, students might assume the role of the rainforest scientist they have created by dressing up and dramatizing their characters.