



EXPEDITIONARY
LEARNING

Grade 5: Module 2B: Performance Task



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Note: As each unit is written, often the performance task is refined. Use this document as a general guideline. But be sure to refer to check back on EngageNY.org periodically to see if this document has been updated.

Summary of Task

After researching informational texts (on Garrett A. Morgan's invention of the traffic light or the Wright brothers' invention of the airplane), students will write a short informational narrative in the graphic novel style in which they describe how the invention was developed to meet societal needs and the ways the new technology changed people's lives. During the first half of this unit, students will continue to develop skills in both reading and writing necessary for success with this performance task: (1) They will closely read a variety of informational texts to gather evidence on one of two technologies that were developed to meet societal needs; and (2) they will analyze how the invention changed people's lives. In their graphic novelette, students will incorporate factual information from their research as well as visual and narrative elements of a graphic novel. **This task centers on NYSP12 ELA CCLS R.1.5.9, W.5.2, W.5.3, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, L.5.3, and L.5.4.** Students will present their graphic novelettes to triad group members.

Format

A graphic style novelette includes the standard components of this genre (e.g., splash page, frames/panels, gutters, ambient sounds, thought/speech bubbles, font size, color and style, images, photos, diagrams, and information boxes).

Students will need:

- Three sheets of 11" x 17" legal-sized white paper to create an 11-page novelette (table of contents -no page number assigned; pages 1–2—Section 1/Splash page; pages 3–4—Section 2; pages 5–6—Section 3; pages 7–8—Section 4; page 9—Glossary; page 10—Citations)
- One sheet of 13" x 19" white construction paper or thin cardboard to create a book cover for novelettes
- Brass brads or other type of binding materials (staples, needle and yarn/thick thread, etc.) for students to fasten novelette pages and cover
- Access to the Internet to locate and print images and type text and/or add colors and other visual elements to graphic novelettes (if technology is not available, have a variety of magazines, newspapers, and art supplies such as colored pencils, markers, scissors, glue, etc.)

Final novelettes will be presented to triad group members.



Standards Assessed through This Task

- RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *fifth-grade topic or subject area*.
- RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- 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.
- L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
 - b. Compare and contrast the varieties of English used in stories, dramas, or poems.
- L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on fifth-grade reading and content, choosing flexibly from a range of strategies.

Student-Friendly Writing Invitation/Task Description

You have been researching one of two different inventions that changed people's lives. You also have learned about the style and structure of a graphic novel, and how graphic novelists use visual elements to help readers understand important ideas in their stories. Now you will have a chance to share what you have learned by writing a graphic novelette about either Garrett Morgan's invention of the traffic light or the Wright brother's invention of the airplane. Refer to the storyboard templates you created, revised, and edited as well as the research you've gathered, to tell the story of what needs or wants inspired the development of the invention, the inventor(s) background, the inventor(s) process for developing a solution that would meet people's needs, and how the invention changed people's lives. Incorporate factual information from your research, key terms from the text, and visual and narrative elements found in graphic novels to convey ideas clearly to your audience.



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 graphic novelette will include:

- graphic novel format
 - splash page
 - frames/panels
 - gutters
 - ambient sounds
 - thought/speech bubbles
 - varying font sizes, colors and styles
 - images
 - diagrams
 - information boxes
- four sections (two pages each)
- page numbers
- an informative caption on each page
- at least two frames/panels on each page
- one illustration per page that aligns with story and text
- information about why the invention was developed
- background information about the inventor(s)
- a description of the inventor's/inventors' process for developing the invention
- clear explanation of how the invention changed people's lives
- a sequence of events that unfold naturally
- accurate information from research



Key Criteria for Success (Aligned with NYSP12 ELA CCLS) (continued)

- grade-level-appropriate conventions (spelling, grammar, punctuation)
- a glossary of at least five key terms
- a citations page
- a table of contents
- a cover for the novelette that includes: author's name, title of novelette, a summary of the novelette on the back of the cover, and at least one picture related to the invention and/or inventor

Options for Students

- Provide texts at a variety of readability levels for students to gather information for their graphic novelette.
- For students who struggle with determining importance, highlight key information in texts.
- For students who struggle with language, provide audio recordings of texts.
- For English Language Learners, if possible, provide research texts in the student's home language.
- For students who struggle with writing, allow them to dictate their story (or notes) to an aide or other adult who can act as a scribe.
- For students who struggle with reading aloud, allow them time to practice reading their novelettes several times before they read it aloud to triad members.
- Allow all students to write more than four sections if they wish.

Options for Teachers

- Students may present their graphic novelettes to their own class, to other classes in the school, or to parents or other adults.
- Student graphic novelettes could be assembled into a book with copies donated to the classroom, school, and/or public library to enhance student motivation with the potential authentic audiences.



Resources and Links

- N/A

Central Text and Informational Texts

- Donald B. Lemke, *Investigating the Scientific Method with Max Axiom, Super Scientist* (North Mankato, MI: Capstone Press, 2008), ISBN: 978-1-4296-1760-4.
- Kathleen Krull, *The Boy Who Invented TV: The Story of Philo Farnsworth* (New York: Random House, Inc., 2009), ISBN: 978-0-375-84561-1.

Note: Additional informational texts listed in each separate unit overview document.