

Performance Task Unit 4	
Grade	5
Unit	4
Selected Text(s)	Where the Mountain Meets the Moon: Performance Task
Duration	Approximately 2-3 days

Plan with guidance from the [ELA Instructional Expectations Guide](#)

Learning Goal(s)

What should students understand about today's selected text?

Students will investigate the connections between the Chinese folktales woven throughout the novel and Minli. These connections will be evident through the creation of student versions of The Story of Minli's Journey.

CCSS Alignment

Priority Standards:

Reading: Literature:

Key Ideas and Details:

[CCSS.ELA-LITERACY.RL.5.1](#)

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

[CCSS.ELA-LITERACY.RL.5.2](#)

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

[CCSS.ELA-LITERACY.RL.5.3](#)

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Craft and Structure:

[CCSS.ELA-LITERACY.RL.5.4](#)

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Writing:

Text Types and Purposes:

[CCSS.ELA-LITERACY.W.5.1](#)

Write opinion pieces on topics or texts, supporting a point of view with reasons

and information.

[CCSS.ELA-LITERACY.W.5.1.B](#)

Provide logically ordered reasons that are supported by facts and details.

[CCSS.ELA-LITERACY.W.5.3](#)

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

[CCSS.ELA-LITERACY.W.5.3.A](#)

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

[CCSS.ELA-LITERACY.W.5.3.B](#)

Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

[CCSS.ELA-LITERACY.W.5.3.C](#)

Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

[CCSS.ELA-LITERACY.W.5.3.D](#)

Use concrete words and phrases and sensory details to convey experiences and events precisely.

[CCSS.ELA-LITERACY.W.5.3.E](#)

Provide a conclusion that follows from the narrated experiences or events.

Research to Build and Present Knowledge:

[CCSS.ELA-LITERACY.W.5.9](#)

Draw evidence from literary or informational texts to support analysis, reflection, and research.


[CCSS.ELA-LITERACY.W.5.9.B](#)

Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

Speaking and Listening:

Presentation of Knowledge and Ideas:

[CCSS.ELA-LITERACY.SL.5.4](#)

	<p>Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>Supporting Standards:</p> <p>RL.5, RL.6, RL.7; W.4; SL.2, SL.3, SL.5, SL.6; L.1, L.2, L.3, L.4, L.5</p>
<p>  WIDA Alignment </p>	<ul style="list-style-type: none"> • ELD-LA .4-5.Narrate.Expressive: Construct language arts narratives that orient audience to context through adverbial and prepositional phrases to establish time and location (<i>during the last century, Last Tuesday, On Saturn's second outer ring, High above the city</i>) • ELD-LA.4-5.Narrate.Expressive: Construct language arts narratives that develop and describe characters and their relationships through expanded noun groups to add description and detail (<i>seven powerful kings, curly-haired baby girl</i>)
<p> End of novel task <i>Formative assessment</i> </p>	<p>The Chinese folktales woven throughout <u>Where the Mountain Meets the Moon</u> play a critical role in understanding the overall themes of this novel.</p> <p>You have 2 different options to choose from for your Performance Task. Use the Narrative Writing Rubric to guide the writing process.</p> <p>Option 1: Some of the folktales in <u>Where the Mountain Meets the Moon</u> are directly related to characters in the story, while others tell stories that, at first glance, seem unrelated but ultimately have a connection to Minli and her journey. If you choose Option 1, your task is to highlight your 3 favorite folktales from the story. Your 3 folktales should include:</p> <ol style="list-style-type: none"> 1. A summary of each folktale 2. The lesson of each folktale. 3. An explanation of the type of connection each folktale had to Minli's journey. <p>You can choose to highlight your folktales through narrative writing, creating a slideshow, or by creating a storyboard. If you choose to do a storyboard or slideshow, some samples are provided for your use. These templates can be copied and edited according to the folktales you choose</p> <p>Sample slide presentation The slide presentation has 3 sample folktales from the novel. Students can use these or customize the slides for their own use.</p> <p>Sample storyboard template Students can also create a printable version of this storyboard template once opened by choosing File, Print Settings and Preview, Choose 1 slide without note options arrow, then choose the number of handouts - this will create a printable version to turn into teachers.</p> <p>Option 2: At the end of the novel, Minli is getting ready to tell her story to the children of the village as the Goldfish Man is listening from a distance. If you choose Option 2, your task is to tell Minli's story as she would tell it to the children of the village. <i>The Story of Minli's Journey</i> will be your narrative version of how you believe Minli would tell her own folktale to the children of</p>



the village. You can complete this task in written form or create a storyboard that will be a visual and written representation of your thoughts.

[Sample storyboard template](#) Students can also create a printable version of this storyboard template once opened by choosing File, Print Settings and Preview, Choose 1 slide without note options arrow, then choose the number of handouts - this will create a printable version to turn into teachers.

**Option 1 and Option 2 can be completed on your own or with a partner and will be presented to the class.

Performance Task Scoring Guides:

Option 1: Highlight your 3 favorite folktales

Based on PSSA Narrative Scoring Guidelines

4	3	2	1
<ul style="list-style-type: none">- Distinctly established summary of 3 folktales- Pattern that sequences events of each folktale and provides a conclusion- Thorough elaboration that effectively connects each folktale to Mili's story- Effective use of narrative techniques to describe the lesson of each folktale- Precise control of language that conveys experiences and events using concrete words, phrases, and sensory details*- Consistent control of sentence formation	<ul style="list-style-type: none">- Clearly established summary of 3 folktales- Pattern that sequences events of each folktale and provides a conclusion- Sufficient elaboration that effectively connects each folktale to Mili's story- Adequate use of narrative techniques to describe the lesson of each folktale- Adequate control of language that conveys experiences and events using concrete words, phrases, and sensory details*- Adequate control of sentence formation	<ul style="list-style-type: none">- Vague summary of 3 folktales- Weak narrative pattern that briefly sequences events of each folktale and provides a conclusion- Weak elaboration that somewhat connects each folktale to Mili's story- Limited use of narrative techniques to somewhat describes the lesson of each folktale- Limited control of language that conveys experiences and events using limited concrete words, phrases, and sensory details*- Inconsistent control of sentence formation	<ul style="list-style-type: none">- Minimal evidence of 3 folktales- Minimal sequencing of events that may or may not sequence some events of each folktale and/or provides a conclusion- Minimal elaboration that may or may not connect each folktale to Minli's story- Minimal use of narrative techniques - very little description of the lesson of each folktale- Insufficient control of language (words, phrases, and sensory details)*- Minimal control of sentence formation- Many errors may be present in



- Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning

- Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning

- Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning

grammar, usage, spelling, and punctuation; errors present often interfere with meaning

Option 2: PSSA Narrative Scoring Guidelines

4	3	2	1
<ul style="list-style-type: none">- Distinctly established situation/theme that orients the reader and introduces the narrator and/or characters- Effective narrative pattern that sequences events and provides a conclusion- Thorough elaboration that effectively supports the storyline- Effective use of narrative techniques to develop experiences and events- Effective use of transitions- Precise control of language that conveys experiences and events using concrete words, phrases, and sensory	<ul style="list-style-type: none">- Clearly established situation/theme that orients the reader and introduces the narrator and/or characters- Narrative pattern that generally sequences events and provides a conclusion; interruptions to the sequence may occur- Sufficient elaboration that supports the storyline- Adequate use of narrative techniques to develop experiences and events- Clear use of transitions- Adequate control of language that conveys experiences and events using concrete words, phrases, and	<ul style="list-style-type: none">- Vague situation/theme that inconsistently orients the reader and introduces the narrator and/or characters- Weak narrative pattern that inconsistently sequences events and may or may not provide a conclusion- Weak elaboration that somewhat supports the storyline- Limited use of narrative techniques to somewhat develop experiences and events- Inconsistent/limited use of transitions- Limited control of language that conveys experiences and events using limited concrete words, phrases, and	<ul style="list-style-type: none">- Minimal evidence of a situation/theme- Minimal sequencing of events that may or may not establish a narrative pattern- Minimal elaboration that may or may not support the storyline- Minimal use of narrative techniques- Minimal use of transitions- Insufficient control of language (words, phrases, and sensory details)*- Minimal control of sentence formation- Many errors may be present in grammar, usage, spelling, and punctuation; errors present often interfere with



details*	sensory details*	sensory details*	meaning
<ul style="list-style-type: none">- Consistent control of sentence formation- Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning	<ul style="list-style-type: none">- Adequate control of sentence formation- Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning	<ul style="list-style-type: none">- Inconsistent control of sentence formation- Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning	



ELD Scaffolds:

Teachers can use the modified [ELD Writing Rubric](#) with comments or the original [WIDA K-12 Writing Standards Rubric](#).

- Use student-friendly language
- Go over rubrics before writing to ensure criteria for quality work is clear.

Knowledge Check

What do students need to know in order to access the text?

Background knowledge

- Components of Narrative Writing
- The Writing Process: Brainstorming
- What is a slideshow presentation?
- What is a storyboard?

Key Terms

- **Narrative Writing:** Writing that conveys experiences, either real or imaginary, using a sequence of events as its structure. Its purpose might be to inform, persuade, or entertain.
- **Story Elements:** The essential components of a story (e.g., character, setting, plot).
- **Folktales:** An anonymous and timeless story that has been handed down orally over time
- **Conflict:** any form of struggle or opposition faced by a character
- **Characterization:** the techniques an author uses to build understanding of a character
- **Theme:** A topic of discussion or work; a major idea broad enough to cover the entire scope of a literary work. A theme may be stated or implied. Clues to the theme may be found in the prominent and/or recurring ideas in a work.



ELD Scaffolds:

- [Use the ELD Key Concept support](#) with pictures, examples, and definitions to support understanding of key concepts.
- Promote language learning in meaningful contexts, including key language of the discipline and concepts.

Vocabulary Words (no more than 3 or 4 to pre teach or teach in the moment)

- **Slideshow:** a presentation supplemented by or based on a series of projected images or photographic slides.
- **Narrative Writing:** Narration is the art of storytelling, and the purpose of narrative writing is to tell stories.
- **Storyboard:** a panel or series of panels on which a set of sketches is arranged depicting consecutively the important changes of scene and action; draw pictures to show order of action and events

ELD

ELD Instructional Practices for Vocabulary: Use an explicit vocabulary instruction routine)

- “Vocabulary instruction is **throughout** the lesson/unit with only key terms/phrases introduced at the beginning of the lesson. All vocabulary should include illustrations/gifs/photographs. Utilizing hand signals when targeted vocabulary is heard, cements learning,
- Effective vocabulary instruction for ELs includes:
 - (1) “multiple exposures to target words over several days and across reading, writing, and speaking opportunities” with a variety of instructional activities,
 - (2) “student-friendly” definitions
 - (3) ensuring students can use the terms for “communication and future learning.” (Baker, Lesaux, et al)
 - (4) teaching affixes / words that can be altered by adding prefixes and or suffixes,
 - (5) pointing out cross-language similarities (e.g., cognates),
 - (6) noting multiple meanings across domains (e.g., the definition of “volume” in math and science vs. ELA).
- Students can complete a notebook configuration, vocabulary log or Fruyer Model activity to increase understanding

Core Instruction

Text-centered questions and ways students will engage with the text

Opening Activity:

Give students the following directions: “Today we are going to begin our Unit 4 Performance Task. For this task, we are going to become authors to tell a narrative story like our text from different perspectives.” As a class, view the introduction video to Narrative Writing. Students may be asked to jot down one new learning from the video (or any video that introduces Narrative Writing) and share out after.

Students should also be aware of how to create a slideshow or a storyboard on the computer. Teachers can demonstrate how to make copies of these documents and customize them, as well as how to create handouts of the storyboards using the directions listed in the *End of Lesson Task* description. Remind students that using their creativity and imagination will help to make this project fun.

Provide students with brainstorming activity sheets to get them started with writing.

ELD

ELD Scaffolds

Model explicitly how to use the independent writing template to form a narrative. Break the task into smaller



Home language [L1](#) portions with frequent check-ins to ensure accuracy. (Ex. Step 1: [Introduction of Narrative Writing](#). Step 2: [Brainstorming](#). Step 3: [Planning](#). Step 4: [Writing and introduction](#) Step 5: [Events](#) Step 6: [Closing](#) Step 7: [Revising](#)). Include exemplar that students can emulate. Post anchor charts that describe story elements. Heavy Scaffolds (Newcomers): If helpful, have students draw their story elements and then underwrite.

Content Knowledge:

Students should be familiar with the purpose of narrative writing.

When writing a cohesive and organized story, it's important to think about things like the sequence of events and transitions. This writing prompt encourages students to think about the order of the events that they are writing about and how they can organize them in a logical and engaging way.

- Components of Narrative Writing
- The Writing Process: Brainstorming
- What is a slideshow presentation?
- What is a storyboard?

Shared Writing: Unit 4 Performance Task

Discuss the set-up/structure of the text:

Possible Discussion Questions

1. Why might the author use Chinese folktales throughout the novel? How do these folktales help you understand the themes of the story?
2. Which folktales are your favorite? Why did they stand out for you?
3. How would you tell the story of the journey if you were Minli?
4. How are connections to the Chinese folktales important to telling Minli's story?

Teacher Modeling of Task:

1. The teacher should model what is expected for their brainstorming. The teacher might choose to do a think aloud as they brainstorm their own story idea or might have their brainstorm completed prior to class and model how they completed the brainstorm.

Independent/Paired Writing Instruction:

Possible Strategies for Starting the Task:

1. The teacher may choose to:
 - a. Purposefully pair their students
 - b. Provide a list of possible folktales (3 samples are listed on the template)
 - c. Promote discussions about the lessons of the folktales.
 - d. Encourage creative ways to write Minli's story - possibly a storyboard.

Teachers will provide students with a copy of the [brainstorming sheet](#) for the Performance Task. Students will have time to work with their partner and brainstorm together. Teacher will work with pairs throughout this time providing scaffolded support.

Teacher Modeling of Task:

1. The teacher should model expectations for this task. The teacher might choose to do a think aloud as they add the events of the plot and possible supporting details.

- Teachers may provide the [Modified ELD Folk Tale Summary](#) worksheet with sentence starters.
- The prompt can be translated for the student using Google Translate or by asking another student who speaks the students' home language. Students can be invited to respond in their home language, they can also respond using pictures/drawing to summarize the folk tales.

Teachers will provide students with a copy of the [presentation template](#) for the Performance Task. Students will have the entire ELA block to work alone or with their partner to come up with their ideas and begin the task. Students who do not have access to computers can use the [brainstorming sheet](#) to write their presentation. Teachers will work with students throughout this time providing scaffolded support. At the end of the activity, the students may choose to share their outlines with the class to get feedback on the process.

ELD

[ELD Scaffolds](#)

Include an exemplar that students can emulate. A [modified ELD checklist/rubric](#) with specific information that should be included in the presentation should be made available for students to view ahead of time. Students should be encouraged to create a multimodal presentation that includes expressive (speaking, writing) and interpretive (reading, listening) modes of communication.

Formative Assessment:

The Chinese folktales woven throughout *Where the Mountain Meets the Moon* play a critical role in understanding the overall themes of this novel. Some are directly related to characters in the story, while others tell stories that, at first glance, seem unrelated but ultimately have a connection to Minli and her journey. At the end of the novel, Minli is getting ready to tell her story to the children of the village as the Goldfish Man is listening from a distance. Your task is to highlight your 3 favorite folktales from the story, then write your version of *The Story of Minli's Journey*. Each of your 3 folktales should include a summary and some type connection it had to Minli. *The Story of Minli's Journey* should be your narrative version of how you believe Minli would tell her own story to the village children. You can complete this task in written form alone or create a slide presentation or storyboard that will be both a visual and written representation of your thoughts. A sample slide [presentation template](#) is provided for your use, or you can create your own presentation based on your imagination. Your writings and presentations can be completed on your own or with a partner and will be presented to the class.

ELD

[ELD Scaffolds](#)

Extending Understanding

Formative: *Analyze, synthesize, & evaluate ideas and understandings / Collaborate and interact*

Toward the end of a unit, students benefit from applying or demonstrating the new concepts / ideas / skills and their new understandings.

Use the [ELD Formative Assessment- Story Board Presentation Template](#) with a word bank from the story and sentence stems to help retell the story.


If it is apparent that students will benefit from additional scaffolds:

- Purposefully partner student groups based on languages. (homogeneous and heterogeneous)
- Time and reminders to rehearse contributions before adding them to the storyboard and/or before sharing with the whole group
- provides opportunities for students to collaborate and present their understandings of key ideas in a multimodal format: summarizing, paraphrasing, quoting and visually presenting through novel ways.
- Heavy Scaffolds (Newcomers): Have students draw their story elements and the teacher underwrites.


Optional Extension Activity: Socratic Seminar



Fluency, Comprehension and Writing Supports

Fluency	n/a
Sentence Comprehension	Juicy Sentence protocol with sample sentence
Writing	Pattan Writing Scope and Sequence  Narrative Student Language Support Sheet(ELD)

Additional Supports

 ELD Practices	<ul style="list-style-type: none">• English Language Development Instructional Guide• Strategies for English Learners• Argumentative Student Language Support Sheet(ELD)• Narrative Student Language Support Sheet(ELD)• Informational Student Language Support Sheet(ELD)• Sample Linguistic Frames
SpEd Practice	<ul style="list-style-type: none">• Prior to completing the formative assessment, review and reteach concepts critical for completion of this task• Prior to completing the formative assessment, orally discuss student's ideas for brainstorming worksheet and what they would want their story to be about• Prior to completing the formative assessment, provide students with an exemplar for completion<ul style="list-style-type: none">○ Post exemplar for students to access throughout the task○ Consider creating a checklist for students• During the formative assessment, provide students with a graphic organizer to help visualize their thoughts• During the formative assessment, provide students with access to the texts• During the formative assessment, provide students with sentence frames to guide their writing• During the formative assessment, conduct frequent check-ins with students and provide feedback• During formative assessment, it may be appropriate to allow some students to dictate their responses or draw pictures to to help develop their story• To further modify the assessment, provide students with a series of cloze sentences in which they have to provide limited information to satisfy the requirements of the task• Allow students to use any of the above listed accommodations to complete the modified assessment.
MTSS Practices	Practices to promote Tier 1 access



Enrichment Practices	Practices to promote Tier 1 access
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