

**Grade 2:** Module 2

# Performance Task

2017 version

### Summary of Task

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#### Illustrated Narrative about Discovering a Fossil

For this performance task, students take on the role of being a paleontologist and produce a narrative about the moment they discovered a fossil. Using a photo of a fossil that they find interesting, students will produce a draft with a beginning, middle, and end. They also revise this narrative to include elements of narrative writing they have learned about. Students then combine their writing with detailed drawings that correspond to each part of the story and add color to these drawings. Students' books are presented orally to visitors at the Celebration of Learning at the end of the module. **This task addresses CCSS ELA W.2.3, W.2.5, L.2.1d, L.2.2, SL.2.5.**

### Format

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#### Detailed Illustrations

- The narrative writing piece includes detailed and accurately colored illustrations.
- It includes illustrations that match the text and highlight the beginning, middle and end of the story.

### Standards Assessed through This Task

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- **W.2.3** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- **W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- **L.2.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- **L.2.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **SL.2.5** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

### Student-Friendly Task Invitation/Task Description

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You have just written a narrative from the point of view of a paleontologist about the moment you discovered a fossil. Your narrative should needs to include detailed illustrations that match the beginning, middle, and end of the narrative.



## Key Criteria for Success (Aligned with CCSS ELA)

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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.

### Your illustrations should:

- Illustrate the beginning of the story, including the paleontologist
- Illustrate the middle of the story, including actions taken to discover the fossil
- Illustrate the end of the story to show a conclusion
- Match the text
- Show important details to help the reader understand the story
- Use careful and accurate colors

### Options for Students

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- Students draw a picture for every page of their narrative and can choose any portion of the text on that page to match with their illustration.
- Students draw pictures using content knowledge from the module but may need to make independent decisions on information that was not covered in the content (e.g., the color of a pickax).
- Students should draw their illustrations individually but can rely on a writing or elbow partner for help or suggestions.

### Options for Teachers

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- Students may present their completed narrative booklets to their own class, to other classes in the school, or to parents or other adults.
- Split up the drawing box so students can produce more than one illustration per page.
- Consider collaborating with the art teacher to support students in producing detailed illustrations.

### Central Text and Informational Texts

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Ripley, Esther. *The Big Dinosaur Dig*. Dorling Kindersley, 2011. (one per classroom).

Refer to the Assessment Overview and Resources for the Narrative Booklet.