

Performance Task: Shared Stories, Shared Lessons

Description:

Part 1: Comparative Explanatory Essay

Write an explanatory essay comparing *The Lightning Thief* and one or more myths from the unit to analyze a shared idea about courage, danger, identity, or the unknown.

In your essay, you will:

- Develop a clear thesis that explains a shared idea across texts
- Compare how each text develops that idea
- Use evidence from *The Lightning Thief* and at least one myth
- Explain what the texts reveal about cultural values or human experiences
- Use comparative transitions (e.g., *both*, *while*, *in contrast*, *although*)
- Organize your writing with a clear introduction, body paragraphs, and conclusion

After drafting, you will revise your essay to strengthen clarity, explanation, and organization. You will also annotate one meaningful revision to show how your writing improved.

Part 2: Myth Comparison Visual

Create a visual (chart, diagram, or infographic) that shows a key comparison or pattern across your texts.

In your visual, you will:

- Clearly show similarities and differences or categories
- Organize ideas so the comparison is easy to understand
- Highlight the shared idea from your essay

You will include your visual with your essay and explain how it helps the reader better understand your thinking.

Part 3: Seminar or Podcast Discussion

You will present your ideas and participate in a class discussion about how myths reflect cultural values and human experiences.

In this discussion, you will:

- Share your claim clearly
- Use evidence from your essay
- Explain how your visual supports your ideas
- Listen actively and respond to others
- Build on ideas using discussion moves (e.g., “*This suggests...*,” “*In contrast...*”)

Why This Task Matters:

Stories from different cultures often explore the same big ideas, like courage, identity, and the unknown. By comparing myths with a modern story like *The Lightning Thief*, you will see how these ideas stay the same across time while also changing based on culture and context.

This task helps you move beyond retelling stories to explaining what they mean. You will practice using evidence, organizing your thinking, and clearly communicating your ideas through writing, visuals, and discussion. These skills help you understand texts more deeply and share your thinking with others.

Criteria for Success:

Part 1: Comparative Explanatory Essay

- Clearly explains a shared idea across texts
- Uses relevant evidence from *The Lightning Thief* and at least one myth
- Explains how evidence supports the claim (not just summary)
- Includes a clear thesis and logical organization
- Uses comparative transitions to connect ideas
- Maintains a formal academic tone
- Demonstrates revision and explains at least one improvement
- Uses correct grammar, spelling, and punctuation

Part 2: Myth Comparison Visual

- Clearly shows a comparison or pattern across texts
- Organizes ideas in a clear and logical way
- Connects directly to the essay’s main idea
- Helps the reader better understand the comparison

Part 3: Seminar or Podcast Discussion

- Presents a clear claim with supporting evidence
- Explains how the visual supports the ideas
- Speaks clearly and uses appropriate academic language
- Listens actively and responds thoughtfully to peers
- Builds on others' ideas using discussion moves

Performance Task Rubric: Comparative Explanatory Essay, Visual & Discussion

Use this rubric to check your work before you submit. Ask yourself: does my essay, visual, and discussion contribution meet the Proficient description in every row?

Criteria	1 — Beginning	2 — Developing	3 — Proficient
Thesis & Introduction W.6.2.a	Does not include a clear thesis, or the thesis does not identify a shared idea across texts. The introduction is missing or does not provide context for the comparison.	Introduces the topic and includes a thesis, but the thesis may be vague or may not clearly identify the shared idea across both texts. The introduction may not fully establish context or preview the main ideas.	Introduces the topic clearly and provides a focused thesis that identifies a shared idea across The Lightning Thief and at least one myth. The introduction establishes context for the comparison and previews the main ideas to be developed in the essay.
Evidence & Comparative Analysis RL.6.1, W.6.2.b	Does not include evidence from both required texts, or evidence is not explained or connected to the thesis. The writing summarizes the texts without analyzing the shared idea.	Includes evidence from both The Lightning Thief and a myth, but the explanation of how evidence supports the thesis may rely on summary or be underdeveloped. Analysis of what the texts reveal about cultural values or human experiences is incomplete.	Integrates relevant evidence from The Lightning Thief and at least one myth to support the thesis. Each piece of evidence is explained and connected to the shared idea, demonstrating analysis rather than summary. The writing clarifies what the texts reveal about cultural values or human experiences.
Organization & Comparative Transitions W.6.2.c	Lacks a clear organizational structure, or the essay is missing one or more required sections. Comparative transitions are absent or rarely used, making the comparison difficult to follow.	Includes an introduction, body paragraphs, and a conclusion, but the structure may not be fully consistent. Comparative transitions are present but may be used inconsistently or in ways that do not always clearly connect ideas across texts.	Organized with a clear introduction, developed body paragraphs, and a conclusion. Uses comparative transitions (such as both, while, in contrast, and although) to connect ideas within and between paragraphs, creating a logical flow that guides the reader through the comparison.

Criteria	1 — Beginning	2 — Developing	3 — Proficient
<p>Language & Academic Tone</p> <p>W.6.2.d, W.6.2.e</p>	<p>Uses informal language or does not demonstrate awareness of academic register. Word choices are vague or inconsistent with the explanatory purpose of the essay, and a formal tone is not maintained.</p>	<p>Maintains a mostly formal tone, but may include casual phrasing or imprecise word choices in some places. The writing generally demonstrates awareness of academic register but may shift in tone or precision at times.</p>	<p>Maintains a formal academic tone throughout. Word choices are precise and appropriate to the topic and audience, and the writing demonstrates consistent awareness of register. Language clearly supports the explanatory purpose of the essay.</p>
<p>Revision & Reflection</p> <p>W.6.5</p>	<p>Does not demonstrate evidence of meaningful revision, or no annotation is included. The writing shows little or no sign of having been revised for clarity, explanation, or organization.</p>	<p>Shows some evidence of revision, but changes may be minor or not clearly improve the clarity, explanation, or organization. An annotation is included but may not fully explain how or why the revision improved the writing.</p>	<p>Demonstrates evidence of revision that strengthens the clarity, explanation, or organization of the essay. Includes an annotation of at least one meaningful revision that clearly explains how the change improved the writing.</p>
<p>Conventions</p> <p>L.6.1.a-e, L.6.2.a-b</p>	<p>Contains frequent errors in grammar, usage, spelling, or punctuation that significantly interfere with meaning. Does not demonstrate consistent control of standard English conventions.</p>	<p>Demonstrates general control of conventions, but contains some errors in grammar, spelling, or punctuation that occasionally interrupt reading. Some inconsistency in proofreading is evident.</p>	<p>Demonstrates consistent control of standard English grammar, usage, spelling, capitalization, and punctuation. Any errors are minor and do not interfere with meaning. The writing shows evidence of careful proofreading.</p>
<p>Myth Comparison Visual</p> <p>W.6.6</p>	<p>Does not include a visual, or includes a visual that does not show a clear comparison across texts. The connection to the essay's shared idea is absent or significantly unclear, and no explanation is provided.</p>	<p>Includes a visual that attempts to show a comparison across texts, but the organization may be unclear or the connection to the essay's main idea may not be fully developed. The explanation of how the visual supports the</p>	<p>Includes a clearly organized visual (such as a chart, diagram, or infographic) that shows a key comparison or pattern across texts. The visual is directly connected to the essay's shared idea and is explained in the essay in a way that helps the reader understand the comparison more clearly.</p>

Criteria	1 — Beginning	2 — Developing	3 — Proficient
		reader's understanding is brief or incomplete.	
Discussion: Claim, Listening & Collaboration SL.6.4.a, SL.6.1.a-d	Does not present a clear claim or supporting evidence, or the visual is not explained. Does not demonstrate active listening or does not respond to peers using discussion moves or academic language.	Presents a claim with some evidence, but the explanation of how the visual supports ideas may be incomplete. Responds to peers but may not consistently use discussion moves or build meaningfully on others' contributions. Academic language is not used consistently.	Presents a clear claim with supporting evidence from the essay and explains how the visual supports the ideas. Speaks clearly using appropriate academic language. Demonstrates active listening and responds thoughtfully to peers, building on others' ideas using discussion moves (such as "This suggests..." or "In contrast...").