

Performance Task: Ordinary Moments

Description:

Part 1: Personal Narrative

Write a personal narrative about an ordinary moment—a walk home, a conversation, a mistake, or a choice—that reveals something important about who you are or how you belong.

In your narrative, you will:

- Focus on a small, meaningful moment from your life
- Use vivid details, dialogue, and pacing to bring the moment to life
- Show your thoughts, feelings, and reflections
- Reveal what the moment teaches about your identity or sense of belonging

After drafting, you will revise your writing to strengthen clarity, voice, and detail. Then, you will select an excerpt of your narrative to present.

Part 2: Author’s Chair & Community Circle Discussion

You will participate in an Author’s Chair, where you present an excerpt of your narrative to the class. Then, you will take part in a Community Circle discussion, where you reflect on your own story and respond thoughtfully to others’ stories.

In this discussion, you will:

- Share your writing clearly and confidently
- Listen actively to others
- Respond with empathy and respect
- Discuss why personal stories are important for building understanding and community

Why This Task Matters:

Everyday moments can hold powerful meaning. When you tell your story, you help others understand your experiences, your perspective, and what matters to you. Listening to others’ stories is just as important. It helps build empathy, respect, and connection within a community. Through storytelling and discussion, you contribute to a classroom environment where every voice is valued and heard.

Criteria for Success:

Part 1: Personal Narrative

- Clearly tells a story about an ordinary moment that reveals identity or belonging
- Uses vivid details, dialogue, and pacing to develop the experience
- Offers an authentic voice that reflects the writer's thoughts, feelings, and perspective
- Includes a clear beginning, middle, and end with logical sequencing
- Demonstrates revisions and explains at least one change made to improve the writing

Part 2: Author's Chair and Discussion

- Shares writing clearly and audibly with appropriate pacing
- Listens actively, providing evidence-based feedback on a moment in peer writing that stands out
- Demonstrates understanding and empathy
- Explains why personal stories are important and reflects on the experience

Performance Task Rubric: Reflective Narrative

Use this rubric to check your work before you submit. Ask yourself: does my reflective narrative meet the Proficient description in every row?

Criteria	1 — Beginning	2 — Developing	3 — Proficient
Focus and Meaning W.6.3a	Narrative is unclear or does not focus on a meaningful moment.	Narrative includes a moment, but the connection to identity or belonging is unclear or weak.	Clearly tells a meaningful story about an ordinary moment that reveals identity or belonging.
Development (Details, Dialogue, Pacing) W.6.3b, W.6.3d	Lacks details; little or no dialogue; pacing is unclear.	Some details/dialogue included, but uneven or underdeveloped.	Uses vivid details, dialogue, and pacing effectively to develop experiences and events.
Voice W.6.3d	Voice is unclear or not developed.	Voice is somewhat present but inconsistent.	Shows a clear, authentic voice that reflects thoughts and feelings.
Organization W.6.2, W.6.3a-b, W.6.4	Lacks a clear beginning, middle, and end or events may be confusing to follow.	Some structure is present, but the sequencing is uneven.	Clear beginning, middle, and end with logical sequencing and transitions.
Conventions L.6.1a-d, L.6.2a, L.6.3a	Contains frequent errors in grammar, spelling, and punctuation that interfere with understanding.	Contains some errors in grammar, spelling, and punctuation that occasionally interfere with clarity. Most conventions are correct.	Demonstrates command of standard English conventions. Grammar, spelling, and punctuation are correct throughout.
Revision and Reflection W.6.5	No evidence of revision or reflection.	Some revision evident; reflection limited.	Demonstrates meaningful revision and clearly explains at least one improvement made.
Discussion Participation SL.6.1a-d	Does not participate meaningfully in the discussion, or participation is off-topic, unclear, or disrespectful.	Participates in discussions with some relevant contributions but may not listen attentively or respond thoughtfully to peers.	Actively participates in the discussion with clear speaking, attentive listening, and respectful, thoughtful responses to peers.

Performance Task Rubric: Author’s Chair & Community Circle Discussion

Use this rubric to check your work before you present. Ask yourself: does my discussion participation meet the Proficient description in every row?

Criteria	1 — Beginning	2 — Developing	3 — Proficient
Voice & Delivery SL.6.4, SL.6.6	The excerpt is shared in a way that is difficult to hear or follow. Volume, pace, or pronunciation makes it hard for the audience to engage with the story.	The excerpt is shared in a mostly understandable way, but may be too quiet, too fast, or inconsistent in pacing. Language is mostly appropriate to the academic sharing context.	The excerpt is shared clearly and audibly at an appropriate pace. Language is suited to an academic sharing context, with effective pronunciation and expression that helps the audience connect with the story.
Evidence-Based Feedback SL.6.1a	Provides little or no feedback on peer narratives, or comments do not reference specific moments from the writing.	Provides feedback on a peer’s narrative but references a moment only in a general way. Explanation of why the moment stands out is vague or incomplete.	Provides specific, evidence-based feedback that identifies a meaningful moment in a peer’s narrative and explains clearly why that moment stands out or has an impact.
Questions & Comments SL.6.1c	Poses few or no questions, or responses are brief and disconnected from the discussion topic.	Asks or responds to questions but with limited elaboration. Comments are somewhat connected to the discussion but may not contribute new ideas or detail.	Poses and responds to questions with elaboration and specific detail. Comments build meaningfully on the discussion about personal stories, identity, and community.
Empathy & Perspective SL.6.1d	Responses show little engagement with or understanding of others’ stories. Does not paraphrase or reflect on peers’ ideas or perspectives.	Shows some understanding of others’ perspectives. Attempts to paraphrase or reflect on ideas but does so in a general way. Empathy is present but not consistently specific.	Demonstrates understanding of others’ stories by paraphrasing key ideas and reflecting on how the narrative reveals the storyteller’s identity or sense of belonging. Shows empathy and respect throughout the discussion.
Language & Word Choice L.6.5, L.6.3a	Uses vague or unclear language during discussion and sharing. Does not reference specific word choices or language in peer narratives.	Uses mostly clear language during discussion. May notice language in peer narratives but commentary is general (e.g., “I liked the description”) without explaining the effect.	Uses precise, purposeful language during discussion and sharing. Notices and names specific word choices, phrases, or figurative language in peer narratives and explains the effect they create.