English Language Arts / English Language Development

Collaborative Discourse and Rhetorical Literary Analysis

Performance Supertask |
Student Materials

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Directions

Please review the task below and answer the various questions within the task to the best of your ability. If needed, you may have an adult or peer read the task out loud to aid your understanding. Additionally, feel free to use the following tools as resources in answering each item.

When analyzing literature from diverse perspectives, you can demonstrate your thinking and learning by:

* writing short responses with pen and paper or a word-processing application
* communicating your understanding verbally
* creating an infographic or other visualization
* creating a multimedia presentation

When writing narratives, you can have the following options for demonstrating your skills and knowledge:

* using text-to-speech or speech-to-text to complete the content
* writing with pen and paper
* writing using a word processor that includes spelling and grammar tools
* dictating to a scribe[[1]](#footnote-1)

Consult your teacher for any additional, allowable resources you can request when completing this task.

PART 1. Collaborative Discourse—Contributing Ideas in Collaborative Discussions About Complex Texts and Topics

No Items – Engage in a Conversation

For this part of the performance task, the **discussion** is the item to complete. Your teacher will create the conditions for you to engage in a conversation about a recent topic of study. During this discussion, it will be important to apply the learning you have gathered regarding best practices for discussion about a text or topic of study. You will be assessed on the following “**talk moves**” you bring into the conversation:

* **Preparation**: The degree to which you are prepared to engage in this conversation by having read key texts for the topic and/or explored source materials.
* **Propelling Conversations**: Your ability within a discussion to keep the discussion going while staying on topic and grounded in the prompt. This skill may require active listening, restating, negotiating, and even persuading others.
* **Summarizing the Thoughts of Others**: Your skill in summarizing what you are hearing in the thoughts of others and even bringing the thoughts of others into your own points all while staying on topic.

There are no sub-items for this part because your teacher will be assessing your ability to engage in a productive conversation with your peers about a topic of your teacher’s choosing. Please remember to review the “talk moves” you will be assessed on to show proficiency in this performance task.

PART 2. Rhetorical Literary Analysis: Using Knowledge of Rhetoric to Analyze Literature from Diverse Perspectives and Write Narratives

Part 2. Directions

You will be given a series of items that assess your ability to analyze literature and conduct a rhetorical analysis of a text and take this understanding to craft your own narrative modeled after similar rhetorical themes.

Items

There are no sub-items for this part.

Item 1

Based on your reading of the text, please answer the following question:

What is a particular point of view expressed by the author based on their cultural experience?

In your response, explain how their point of view is developed throughout this text. Use specific examples from the text to support your analysis.

Item 2

Based on your reading of the text, please answer the following question:

What is the central theme of this text?

In your response, explain how the theme is developed throughout this text. Use specific examples from the text to support your analysis.

Item 3

Based on your reading of the text, please write a narrative that demonstrates your knowledge of rhetoric. Your narrative can be real or imagined. Your narrative should demonstrate your knowledge of how to use a theme in literature as well as how to write from a cultural perspective or point of view. Your narrative should be clear and coherent.

1. If a student dictates to a scribe, it is important for the scribe to be careful to record **only** what the student explicitly communicates, rather than making interpretations and “filling in the blanks.” [↑](#footnote-ref-1)