



English Language Arts (ELA)

Common Core State Standards (CCSS) Aligned

**PERFORMANCE WRITING TASK (PWT)**

**6<sup>TH</sup> GRADE**

2012-2013



Student Name: \_\_\_\_\_

School Name: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Room #: \_\_\_\_\_ Class Period \_\_\_\_\_

Date: \_\_\_\_\_

## DEFINITIONS

### **graf fi ti** [gruh-fee-tee]

**noun**

**1.**

plural of [graffito](#).

**2.**

(used with a plural verb) markings, as initials, slogans, or drawings, written, spray-painted, or sketched on a sidewalk, wall of a building or public restroom, or the like: *These graffiti are evidence of the neighborhood's decline.*

**3.**

(used with a singular verb) such markings as a whole or as constituting a particular group: *Not much graffiti appears around here these days.*

<http://dictionary.reference.com/browse/graffiti>

A dictionary definition of "graffiti" (cut sample sentence in definition 2)

### **art** [ahrt]

**noun**

**1.**

the quality, production, [expression](#), or realm, according to aesthetic principles, of what is beautiful, appealing, or of more than ordinary significance.

**2.**

the class of objects subject to aesthetic criteria; works of art collectively, as paintings, sculptures, or drawings: *a museum of art; an art collection.*

**3.**

a field, genre, or category of art: *Dance is an art.*

**4.**

the fine arts collectively, often excluding architecture: *art and architecture.*

**5.**

any field using the skills or techniques of art: *advertising art; industrial art.*

<http://dictionary.reference.com/browse/art>

A dictionary definition of "art"





## Is Graffiti Art? by Steve Dolan

An introduction to the issues surrounding labeling graffiti as art or vandalism...

You can travel almost anywhere in the world, and you will probably see graffiti. Although graffiti art is usually more common in big cities, the reality is that it can occur in almost any community, big or small.

The problem with graffiti art is the question of whether it's really art, or just plain vandalism. This isn't always an easy question to answer, simply because there are so many different types of graffiti. Some is simply a monochrome collection of letters, known as a tag, with little artistic merit. Because it's quick to produce and small, it is one of the most widespread and prevalent forms of graffiti.

Although tagging is the most common type of graffiti, there are bigger, more accomplished examples that appear on larger spaces, such as walls. These are often multicolored and complex in design, and so start to push the boundary of whether they should really be defined as graffiti art.

If it wasn't for the fact that most graffiti is placed on private property without the owner's permission, then it might be more recognized as a legitimate form of art. Most graffiti art, however, is only an annoyance to the property owner, who is more likely to paint over it or remove it than applaud its artistic merit.

Many solutions have been put into practice around the world, with varying degrees of success. Paints have been developed that basically cause graffiti paint to dissolve when applied, or else make it quick and easy to remove. Community groups and

government departments coordinate graffiti removal teams.

In some places you can't buy spray paint unless you're over 18. Cans of spray paint are locked away in display cases. In a nearby area the local council employs someone to go around and repaint any fences defaced by graffiti. A friend of mine has had his fence repainted 7 times at least, and it took him a while to find out why it was happening! Certainly the amount of graffiti in my local area has dropped substantially in the last year or two, so it appears these methods are working to a great extent.

But is removing the graffiti doing a disservice to the artistic community? Maybe if some of the people behind the graffiti art were taken in hand and trained, they could use their artistic skills in more productive ways. It hardly makes sense to encourage these artists to deface public property, and so commit a crime. But perhaps there are other ways to cooperate with the graffiti artists rather than just opposing them. Graffiti artists can create sanctioned murals for private property owners and get paid for it.

Maybe we need to start at a very basic level, and find a way to encourage the creation of graffiti art on paper or canvas, rather than walls. After all, who would remember Monet or Picasso if they'd created their masterpieces on walls, only to have them painted over the next day? Finding a solution to such a complex situation is never going to be easy, but as more graffiti art is being recognized in galleries around the world, we do need to try.

Article Source: <http://EzineArticles.com/717054>

### MY NOTES ORGANIZER

<b>Directions:</b> Take notes supporting each position. Include any claims, reasons, or evidence you find in the sources provided. Do not include your opinion.		
Source	Graffiti is art.	Graffiti is vandalism.
<b>Article 1:</b> <i>Is Graffiti Art?</i>		
<b>Video 1:</b> <i>Graffiti... Art or Vandalism?</i>		
<b>Video 2:</b> <i>Graffiti as an Art Form</i>		

## MY THOUGHTS ORGANIZER

**Directions:**

Read the questions below. Reference your notes to write answers to the questions in the "My Thoughts" section. In the "Source Evidence" column, list the evidence and cite the source to support your thoughts. After talking and sharing ideas with a classmate, complete the "My Thoughts Now" section based on your conversation.

Questions	My Thoughts	Source Evidence	My Thoughts Now
1. What arguments are made that graffiti is an art form?  2. Which source makes these arguments?			
3. What arguments are made that graffiti is vandalism?  4. Which source makes these arguments?			
5. Now, <u>you</u> state a claim. Is graffiti art? Is it vandalism? Can it be both?			







OUSD's 6<sup>th</sup> Grade Rubric for Argumentative Writing

	Level 4 Above Proficient	Level 3 Proficient	Level 2 Intermediate	Level 1 Novice
<b>Ideas: Claim and Counterclaim</b>	<ul style="list-style-type: none"> <li>a. The claim takes a clear position and outlines the major reasons used to address the prompt.</li> <li>b. Acknowledges an opposing claim.</li> </ul>	<ul style="list-style-type: none"> <li>a. The claim takes a clear position on the topic.</li> </ul>	<ul style="list-style-type: none"> <li>a. The claim takes a position on the topic.</li> </ul>	<ul style="list-style-type: none"> <li>a. The claim does not clearly take a position on the topic.</li> </ul>
<b>Ideas: Evidence and Elaboration</b>	<ul style="list-style-type: none"> <li>a. Arguments include logical reasons and relevant textual evidence.</li> <li>b. Gives a thorough and insightful explanation of the significance of the evidence and how it supports the claim.</li> </ul>	<ul style="list-style-type: none"> <li>a. Arguments include reasons and relevant textual evidence.</li> <li>b. Gives an explanation of the significance of the evidence and how it supports the claim.</li> </ul>	<ul style="list-style-type: none"> <li>a. Arguments include reasons and textual evidence. Some evidence may not be relevant.</li> <li>b. An attempt is made to explain the significance of the evidence and how it supports the claim but it may be weak or unclear.</li> </ul>	<ul style="list-style-type: none"> <li>a. Reasons may be flawed. Textual evidence is missing or irrelevant.</li> <li>b. There is no attempt to explain how the evidence given supports the claim.</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>a. Introductory paragraph includes a logically placed claim.</li> <li>b. Topic sentences clearly introduce the resulting body paragraphs.</li> <li>c. There is a logical order of arguments that help to persuade the reader.</li> <li>d. Transitional words and phrases help the writing flow.</li> <li>e. The conclusion effectively summarizes the argument and adds significance.</li> </ul>	<ul style="list-style-type: none"> <li>a. Introductory paragraph includes a logically placed claim.</li> <li>b. Topic sentences introduce the body paragraphs.</li> <li>c. The order of arguments is clear.</li> <li>d. Transitional words and phrases are mostly used correctly.</li> <li>e. The conclusion effectively summarizes the argument.</li> </ul>	<ul style="list-style-type: none"> <li>a. Introductory paragraph contains a claim.</li> <li>b. Body paragraphs contain topic sentences.</li> <li>c. The order of arguments is unclear or presented in a confusing way.</li> <li>d. Transition words may be used, although may not be used correctly.</li> <li>e. Conclusion summarizes the argument.</li> </ul>	<ul style="list-style-type: none"> <li>a. Claim is hard to identify or is missing.</li> <li>b. Topic sentences are unclear or missing.</li> <li>c. The arguments are not organized.</li> <li>d. If transition words are used, most are not used correctly.</li> <li>e. Conclusion is weak or missing.</li> </ul>
<b>Style / Voice</b>	<ul style="list-style-type: none"> <li>a. There is excellent control of language, techniques, and sentences.</li> <li>b. Maintains a formal tone throughout.</li> <li>c. Persuasive strategies/ rhetorical devices are used to support the position and supporting arguments.</li> </ul>	<ul style="list-style-type: none"> <li>a. There is good control of language, techniques, and sentences.</li> <li>b. Maintains a formal tone with minor inconsistencies.</li> </ul>	<ul style="list-style-type: none"> <li>a. Language and sentence formation are not always clear or concise.</li> <li>b. Does not use a formal tone consistently.</li> </ul>	<ul style="list-style-type: none"> <li>a. The language and sentence formation are awkward or unclear, making the writing hard to follow.</li> <li>b. Tone is informal.</li> </ul>
<b>Conventions</b>	<p>There are very few to no errors in grammar, usage, spelling, and punctuation.</p>	<p>There are some errors in grammar, usage, spelling, and punctuation, but these do not interfere with meaning.</p>	<p>There are errors in grammar, usage, spelling, and punctuation, some of which make the writing unclear.</p>	<p>There are many grammar, usage, spelling and punctuation errors. These errors make the paper difficult to read.</p>

## MY ARGUMENTS ORGANIZER

**Directions:** Prepare at least two reasons and supporting evidence.

Claim: \_\_\_\_\_  
\_\_\_\_\_



Reason

---

---

---

---

---

---

---

---

---

---

Reason

---

---

---

---

---

---

---

---

---

---

Reason

---

---

---

---

---

---

---

---

---

---



Evidence

---

---

---

---

---

---

---

---

---

---

Evidence

---

---

---

---

---

---

---

---

---

---

Evidence

---

---

---

---

---

---

---

---

---

---

## PERFORMANCE WRITING TASK

**Directions:**

Please respond to the prompt below in writing. You may use your notes and your answers to your constructed response questions to inform your writing. You must write your entire argumentative essay on the lined paper provided by your teacher. Your essay should have a minimum of 4 paragraphs.

**Writing Prompt:**

*The City of Oakland is preparing a position statement on whether graffiti is an art form, or whether it is vandalism. The mayor has invited the public to join in the debate before they write the statement.*

***Is graffiti art or vandalism?***

*After reading the provided texts and viewing the videos on the topic, write an argumentative essay (at least 4 paragraphs) that addresses the question and support your position with evidence from the texts and videos.*

1. Begin with an introduction that frames the purpose of your essay and states a claim.
2. Develop your argument with clear reasons and evidence drawn from the texts and videos.  
Explain the significance of the evidence and how it supports the claim.
3. Provide a conclusion that effectively summarizes the argument and explains its significance.

**Be Sure To:**

- Use appropriate transitions.
- Use precise language and vocabulary to inform or explain your topic.
- Establish and maintain a formal style.
- Edit for spelling and grammar.
- Write a minimum of 4 paragraphs.

**Turn in this student booklet and your essay to the teacher when you complete this performance task or as directed by the teacher. Thank you.**