



EXPEDITIONARY
LEARNING

Grade 5: Module 2B: Unit 3: Lesson 17

Final Performance Task: Presenting Graphic Novelettes



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.5.1)
- I can determine the meaning of general academic and domain-specific words and phrases in a text relevant to a fifth-grade topic or subject area. (RI.5.4)
- I can integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI.5.9)
- I can write informative texts to examine a topic and convey ideas and information clearly. (W.5.2)
- I can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (W.5.3)
- I can produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (W.5.4)
- With guidance and support from peers and adults, I can develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (W.5.5)
- I can conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (W.5.7)
- I can recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work; and provide a list of sources. (W.5.8)
- I can use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.5.3)
 - a. I can expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
 - b. I can compare and contrast the varieties of English used in stories, dramas, or poems.
- I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on fifth-grade reading and content, choosing flexibly from a range of strategies. (L.5.4)

Supporting Learning Targets

- I can create a cover for my graphic novelette based on the rubric criteria, then bind all the pages and cover together.
- I can present my completed graphic novelette to peers in my triad.

Ongoing Assessment

- Completed graphic novelette
- Graphic Novelette presentations



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Homework Review and Engaging the Writer (5 minutes)2. Work Time<ol style="list-style-type: none">A. Completing Graphic Novelettes: Creating a Cover and Binding the Pages (20 minutes)B. Performance Task Practice and Presentations (30 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief and Review of Learning Targets (5 minutes)4. Homework<ol style="list-style-type: none">A. Read your completed graphic novelette to someone at home or aloud in the mirror to practice fluency skills.	<ul style="list-style-type: none">• In this lesson, students complete their graphic novelettes and present them to their triad group members. As in previous lessons, there is a technology option (Option A) and nontechnology option (Option B) for the completion of novelette covers.• During Work Time A, students create their novelette covers based on the sketches they created and revised for homework in Lessons 15 and 16. Then they are led through a series of steps to bind their pages and cover together.• In Work Time B, students briefly whisper read their novelettes to themselves in an effort to practice their fluency. After this, they present their completed graphic novelettes to their triad.• Note that because the Graphic Novelette required students to complete multiple steps, which included the creation of several components each, throughout previous lessons students were only given parts of the rubric, so as not to become overwhelmed by criteria for every part at once. But the supporting materials for this lesson now include a “Complete Graphic Novelette rubric” for teacher use. This complete rubric has all the parts of the rubric students have seen (including sections: 1-4, cover, table of contents, glossary, citations) compiled into a single document.• In advance:<ul style="list-style-type: none">– Thoroughly review and organize visuals and directions from the supporting materials.– If using Option A, make sure the technology is in working order and students have access to the Internet and printers.– Collect and organize the materials students will need to complete their novelette covers and bindings.• Post: Group Norms anchor chart (from Unit 1, Lesson 1) and learning targets.



Lesson Vocabulary	Materials
cover, graphic novelette, criteria, bind, fluent, prepare, present	<ul style="list-style-type: none">• Graphic Novelette rubric: The Cover (from Lesson 15)• 12-by-18 paper (one piece per student)• Computers (one per student; optional; see Option A)• Colored pencils, markers, crayons (for each student; optional; see Option B)• Glue (one per student)• Scissors (one pair per student)• Creating a Cover task card, Option A or Option B (one per student and one to display)• Document camera• Rulers (one per student)• Single-hole punch (one per student)• Brass brads (three per student)• Novelette pages (from Lessons 14–16)• Binding Novelettes, Step 1 (one to display)• Binding Novelettes, Step 2 (one to display)• Binding Novelettes, Step 3 (one to display)• Group Norms checklist (from Unit 2, Lesson 1; for teacher reference)• Complete Graphic Novelette rubric (for teacher reference; see Teaching Notes)



Opening	Meeting Students' Needs
<p>A. Homework Review and Engaging the Writer (5 minutes)</p> <ul style="list-style-type: none">• Ask students to take out the revised sketches of their novelette covers, which they completed for homework.• Ask them to join their triads and discuss:<ul style="list-style-type: none">* “How did you use the Cover rubric and feedback from peers to revise the cover for your graphic novelette?”* “Which part of your cover would you like feedback about from your peers?”* “How will you revise your cover further, based on group discussions?”• After 3 minutes, pause student discussions and invite them to share out.• Say something like:<ul style="list-style-type: none">* “In this lesson, you will use your cover sketches to help you create a cover for your graphic novelettes. Then you will bind the cover and all pages together and have an opportunity to whisper read your novelettes to prepare for reading your graphic novelettes aloud to triad members.”	<ul style="list-style-type: none">• Display each discussion question, for student reference.



Work Time	Meeting Students' Needs
<p>A. Completing Graphic Novelettes: Creating a Cover and Binding the Pages (20 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the posted learning targets and ask them to read the first target aloud with you:<ul style="list-style-type: none">* "I can create a cover for my graphic novelette based on the rubric criteria, then bind all the pages and cover together."• Ask students to consider and discuss what two steps they think they will complete during this part of Work Time to finish their graphic novelettes.• After 1 minute, invite a few students to share their thinking with the class. Listen for:<ul style="list-style-type: none">– "I think we will create the final versions of our covers."– "I think we will put (<i>bind</i>) all the pages and cover together."• If students are unable to identify the two steps they will complete or what the word <i>bind</i> means, provide clarity.• Ask students to take out the Graphic Novelette Rubric: The Cover. Read through each of the criteria as students follow along silently. Clarify as necessary.• Distribute one piece of 12-by-18 paper and distribute or ask students to go to computers (for Option A) or distribute colored pencils, markers, or crayons (Option B) as well as glue and scissors.• Distribute the Creating a Cover task card (Option A) or (Option B) and display a copy using a document camera. Read through the directions as students follow along silently. Answer any clarifying questions.• Allow students 8 to 10 minutes to complete their covers.• Focus students whole group. Tell them they will now bind their pages and covers together.• Distribute rulers, single-hole punches, and three brass brads to each student.• Ask students to take out their novelette pages. Display Binding Novelettes, Step 1.• Read each step aloud and guide students as they work.• Once students complete Step 1, display and read aloud Binding Novelettes, Step 2. Offer guidance and support as they work.• When students complete Step 2, display and read aloud Binding Novelettes, Step 3. Guide them and offer support as needed.• Once students have completed their covers and bound all the pages together, tell them to prepare for their presentations.	<ul style="list-style-type: none">• Distribute the directions to students so they can mark off each step as they complete it.• Consider chunking directions so students complete only two or three steps at a time.• For students who struggle with writing or typing text, consider allowing them to dictate their ideas to an aide or other adult to scribe for them.



Work Time (continued)	Meeting Students' Needs
<p>B. Performance Task Practice and Presentations (30 minutes)</p> <ul style="list-style-type: none">• Redirect student attention to the learning targets and ask them to read the second one aloud with you:<ul style="list-style-type: none">* “I can present my graphic novelette to peers in my triad.”• Tell students that before they read their graphic novelettes to their peers, they should take 2 or 3 minutes to practice whisper reading each page of their novelette independently and with fluency.• Ask students to move to sit with their triads if they have not done so already.• Once students are ready to read to their triads, ask them to talk with group members to determine who will present first, second, and third.• Direct students to begin their presentations. Circulate to offer support as needed and use this opportunity to assess students' ability to meet the criteria of Standard SL.5.1, using the Group Norms checklist.	
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Review of Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Bring students together whole group and congratulate them on the completion and presentation of their graphic novelettes about either Garrett Morgan's invention of the traffic signal or the Wright brothers' invention of the airplane.• Ask students to turn and talk with a partner who is not a member of their triad:<ul style="list-style-type: none">* “How do you think the graphic novelette you created could help other students learn about the invention you studied?”• After 2 or 3 minutes, invite a few students to share their thinking whole group.• Read each of the learning targets aloud and ask students to use Fist-to-Five to demonstrate their level of mastery toward each target.• Collect students' graphic novelettes to review and score using the Complete Graphic Novelette rubric (see Teaching Notes).	<ul style="list-style-type: none">• Provide a sentence starter to help all students engage in the conversation: “I think this novelette could help others learn about this invention because _____.”
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read your independent reading book for at least 30 minutes.	<ul style="list-style-type: none">• If available, provide an audio recording of the text for students who struggle with reading.



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Supporting Materials



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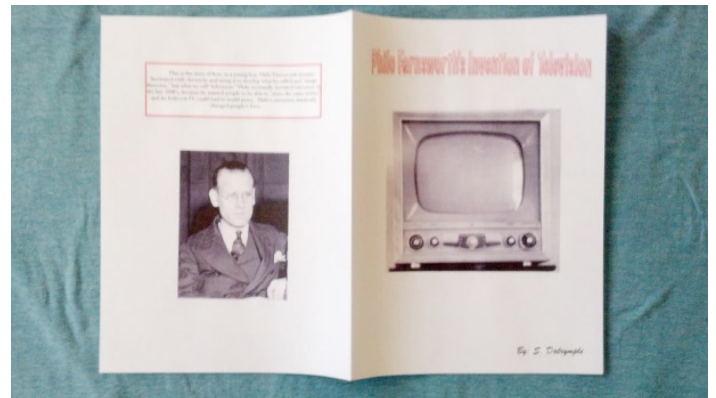
Creating a Cover Task Card
(Option A)

Part I:

1. Refer to your cover sketch to help you create the cover for your graphic novelette.
2. Use “autoshares” to create a rectangular frame for your two- or three-sentence book summary. Then add a text box inside the frame and type your summary into the box.
3. Use “wordart” or font to create a title for your cover.
4. Use “wordart” or font to type your first and last name.
5. Print two images of the invention and/or inventor your novelette describes, to paste onto the front and back cover.
6. Refer to the Novelette Cover rubric to help you determine whether you have met each of the criteria described. Revise as necessary.
7. Print the items you created for your cover: summary, title, author’s name, and both images.

Part II:

1. Neatly cut out each piece for your cover.
2. Glue the pieces onto the front and back of the cover of your novelette. Make sure not to glue past the binding lines!



Harris and Ewing. "television Inventor tells Economoc Committee of Difficulties getting Patents." 1939. Photograph, Library of Congress. [reproduction number LC-DIG-hec-25858]
John Atherton



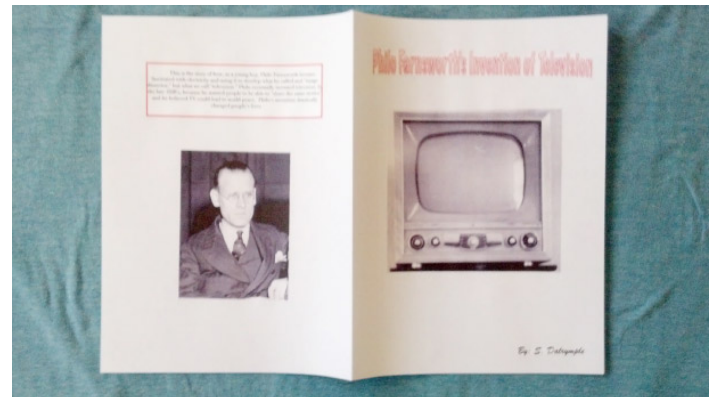
Creating a Cover Task Card
(Option B)

Part I:

1. Refer to your cover sketch to help you create the cover for your graphic novelette.
2. On a blank piece of paper, draw a rectangular frame for your two- or three-sentence book summary. Then, neatly write your summary in the text box.
3. On a blank piece of paper, neatly and in large print, write a title for your cover.
4. On blank paper, neatly write your first and last name.
5. Draw images of the invention and/or inventor your novelette describes, to paste onto the front and back of your cover.
6. Refer to the Novelette Cover rubric to help you determine whether you have met each of the criteria described. Revise as necessary.

Part II:

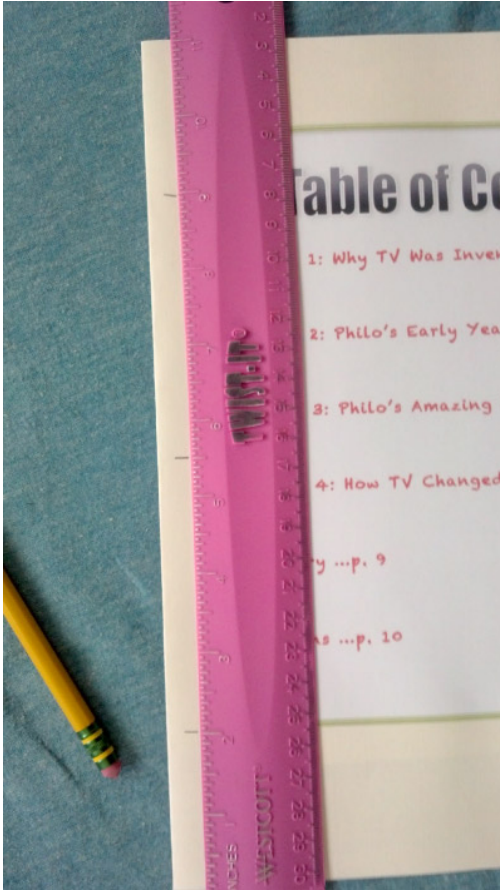
1. Neatly cut out each piece for your cover.
2. Glue the pieces onto the front and back of the cover for your novelette. Make sure not to glue past the binding lines!



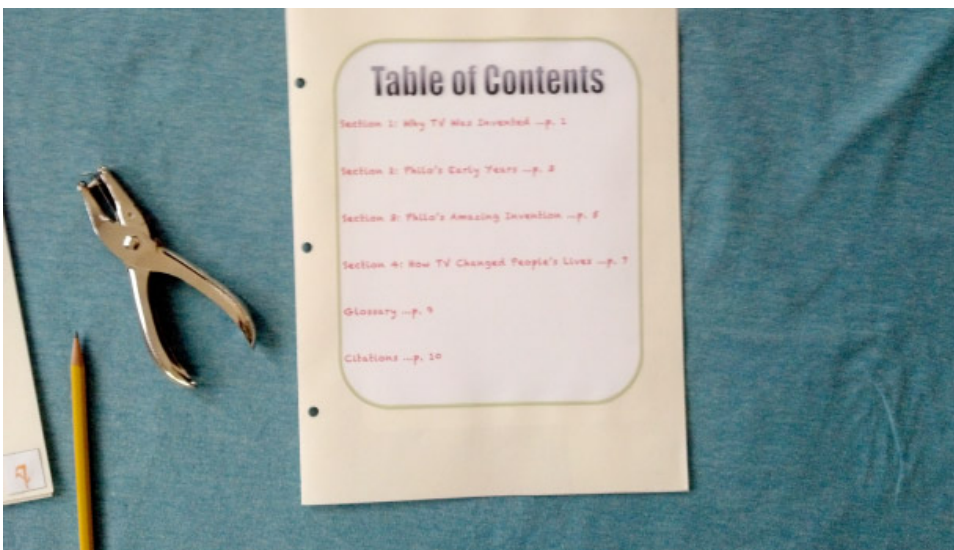
Harris and Ewing. "television Inventor tells Economoc Committee of Difficulties getting Patents." 1939. Photograph, Library of Congress. [reproduction number LC-DIG-hec-25858]
John Atherton



Binding Novelettes, Step 1



Line up your ruler with the crease of your table of contents page (with the beginning mark for 0-1 inches at the bottom of the page). Make light pencil marks on your table of contents page, away from the crease, at the 2-inch, 5½-inch, and 9-inch marks.



Then, use your hole punch to make holes over each of the three pencil marks.



Binding Novelettes, Step 2

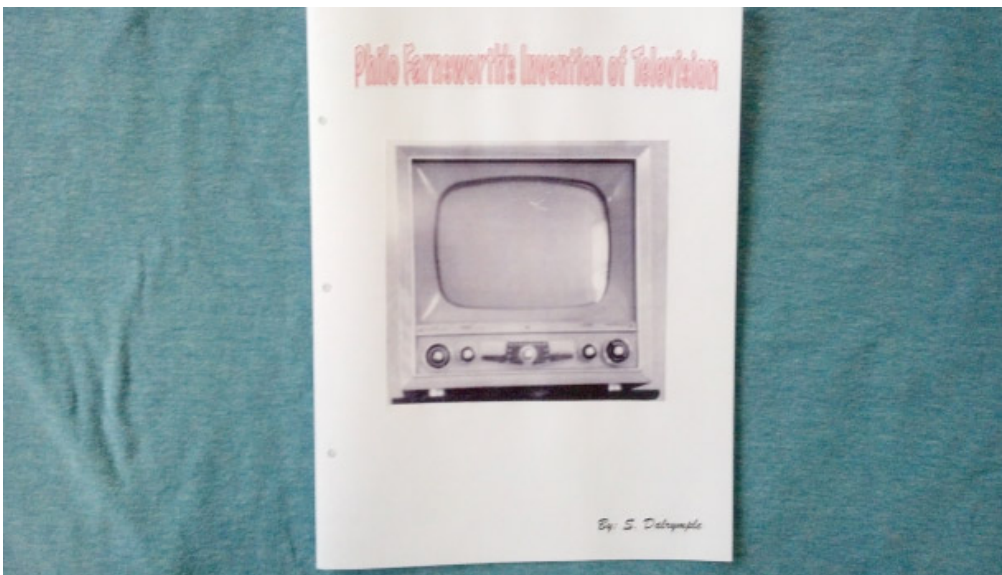


Set the table of contents page over the top of your second set of folded pages (make sure to align creases and pages.) Use your pencil to make light marks near the crease to indicate where you will need to punch holes.

Punch holes in the next set of pages.

Repeat for the third set of folded pages.

Repeat to mark and make holes in the cover for your novelette.

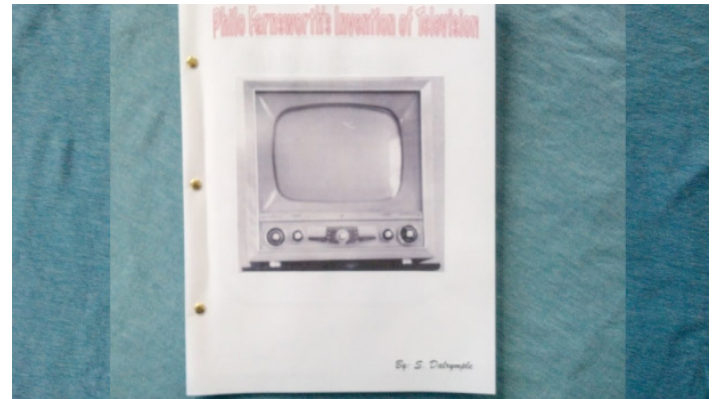
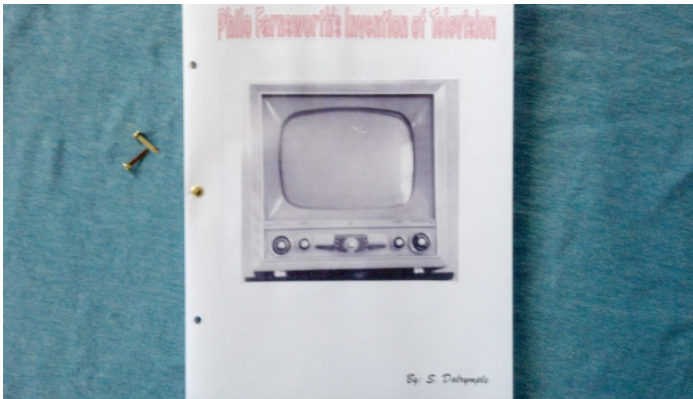


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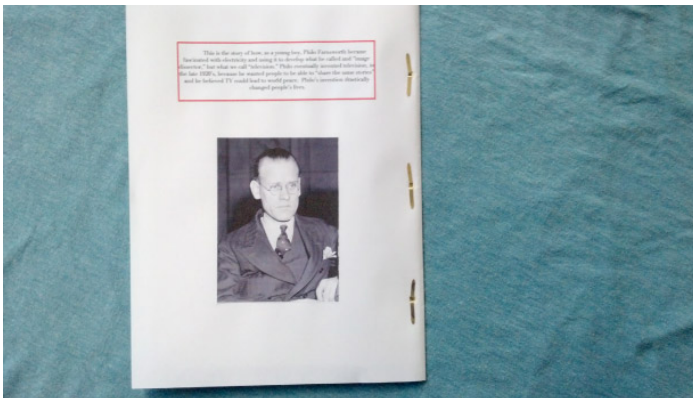


Binding Novelettes, Step 3

Place the pages of your graphic novelette (in order from table of contents to page 10) inside your cover and line up the hole-punches as well as you can. Place a brass brad in the center hole and fasten by spreading the tabs vertically across the back of your cover. Do the same with the other two holes.



Now you should be able to easily turn the bound pages of your graphic novelette.



Harris and Ewing. "television Inventor tells Economoc Committee of Difficulties getting Patents." 1939. Photograph, Library of Congress. [reproduction number LC-DIG-hec-25858]
John Atherton



Complete Graphic Novelette Rubric
(For Teacher Reference)

	4	3	2	1
Section 1, Splash Page	<ul style="list-style-type: none">_ Includes a title related to the content of this section_ Includes a three- to five-sentence informational caption that explains what people needed or wanted_ Thought bubble is a complete sentence that helps the reader understand what people wanted or needed_ Speech bubble is a complete sentence that helps the reader understand how people's needs were met, and by whom_ Includes at least two frames/panels with images of an important person, place, thing, or idea inside; frames/panels separated by gutters <p>Includes at least one of these visual elements:</p> <ul style="list-style-type: none">_ Close-up image_ Definition box (scientific)_ Definition box (academic)_ Diagram_ Ambient noise	Missing one to two of the criteria listed for a score of 4	Missing three of the criteria listed for a score of 4	Missing four or more criteria listed for a score of 4



Complete Graphic Novelette Rubric
(For Teacher Reference)

	4	3	2	1
Section 2	<ul style="list-style-type: none">_ Includes a title related to the content of this section_ Includes a three- to five-sentence informational caption that provides information about the inventor(s) background, special skills, and/or motivation to develop the invention_ Includes at least two frames/panels with images of an important person, place, thing, or idea inside; frames/panels separated by gutters <p>Includes at least one of these visual elements:</p> <ul style="list-style-type: none">_ Close-up image_ Definition box (scientific)_ Definition box (academic)_ Diagram_ Ambient noise_ Speech bubble with dialogue_ Thought bubble with dialogue	Missing one of the criteria listed for a score of 4	Missing two of the criteria listed for a score of 4	Missing three or more of the criteria listed for a score of 4



Complete Graphic Novelette Rubric
(For Teacher Reference)

	4	3	2	1
Section 3	<ul style="list-style-type: none">_ Includes a title related to the content of this section_ Includes a three- to five-sentence caption that provides information about the inventor(s) process and solution_ Includes at least two frames/panels with images of an important person, place, thing, or idea inside; frames/panels separated by gutters <p>Includes at least one of these visual elements:</p> <ul style="list-style-type: none">_ Close-up image_ Definition box (scientific)_ Definition box (academic)_ Diagram_ Ambient noise_ Speech bubble with dialogue_ Thought bubble with dialogue	Missing one of the criteria listed for a score of 4	Missing two of the criteria listed for a score of 4	Missing three or more of the criteria listed for a score of 4



Complete Graphic Novelette Rubric
(For Teacher Reference)

	4	3	2	1
Section 4	<ul style="list-style-type: none">_ Includes a title related to the content of this section_ Includes a three- to five-sentence caption that provides information about the inventor(s) process and solution_ Includes at least two frames/panels with images of an important person, place, thing, or idea inside; frames/panels separated by gutters <p>Includes at least one of these visual elements:</p> <ul style="list-style-type: none">_ Close-up image_ Definition box (scientific)_ Definition box (academic)_ Diagram_ Ambient noise_ Speech bubble with dialogue_ Thought bubble with dialogue	Missing one of the criteria listed for a score of “4.”	Missing two of the criteria listed for a score of “4.”	Missing three or more of the criteria listed for a score of “4.”



Complete Graphic Novelette Rubric
(For Teacher Reference)

	4	3	2	1
Narrative Elements	<ul style="list-style-type: none">_ Includes characters (inventor(s) and other people)_ Story sequence unfolds naturally_ Uses dialogue to develop experiences and events_ Uses a variety of transitional words and phrases to manage the sequence of events_ Uses sensory details to convey experiences and events_ Conclusion follows from the narrated experiences or events	Missing one of the criteria listed for a score of 4	Missing two of the criteria listed for a score of 4	Missing three or more of the criteria listed for a score of 4



Complete Graphic Novelette Rubric
(For Teacher Reference)

	4	3	2	1
Language Conventions, Grammar, and Mechanics	There are almost no errors in grammar, spelling, and punctuation. The meaning is clear throughout the story.	There are a few errors in grammar, spelling, and punctuation, but the meaning is generally clear.	There are errors in grammar, spelling, and punctuation, demonstrating minimal control over language. The errors sometimes distract the reader and cause misunderstanding.	There are many errors in grammar, spelling, and punctuation, demonstrating little or no control over language. The errors often distract the reader and cause misunderstanding.
Glossary	<ul style="list-style-type: none">_ Lists and clearly defines at least five key terms from the story_ Key terms are in alphabetical order._ There is a combination of both academic and scientific terms.	<ul style="list-style-type: none">_ Lists and defines four of the key terms from the story_ Key terms are in alphabetical order._ There is a combination of both academic and scientific terms.	<ul style="list-style-type: none">_ Lists and defines three or four of the key terms from the story_ Key terms are not in alphabetical order._ Includes ONLY scientific or academic terms	<ul style="list-style-type: none">_ Lists and defines two or fewer key terms; or terms listed and defined are not key to the story._ Key terms are not in alphabetical order._ Includes ONLY scientific or academic terms (or no terms)



Complete Graphic Novelette Rubric
(For Teacher Reference)

	4	3	2	1
Citations	<p>_ Accurately cites all four expert texts from Lessons 2–5:</p> <p>*Last name of author comes before first name and is separated by a comma</p> <p>*Titles of books are italicized (or written in script/cursive)</p> <p>*Titles of articles are in quotes, and NOT italicized or scripted/cursive</p> <p>*If the text came from a website, the name of the website is listed after the name of the text.</p>	<p>_ Accurately cites only three of the expert texts; or cites all four expert texts, but inaccurately</p>	<p>_ Accurately cites only one or two of the expert texts; or cites two or three of the texts inaccurately</p>	<p>_ Does not cite any expert texts accurately; or does not cite expert texts at all</p>



Complete Graphic Novelette Rubric
(For Teacher Reference)

	4	3	2	1
Table of Contents	<ul style="list-style-type: none">_ Includes title (Table of Contents)_ Lists each section in order from 1–4_ Includes the name/title of each section_ Lists the page number where each section begins	Missing one of the criteria listed for a score of 4	Missing two of the criteria listed for a score of 4	Missing three or more of the criteria listed for a score of 4
Cover	<ul style="list-style-type: none">_ Front cover includes a title that is related to overall content of the story_ Front cover includes author's name (and illustrator's name, if images are drawn)_ Front cover includes an image that is related to the invention and/or inventor_ Back cover includes a two- or three-sentence summary of the story and an image related the invention and/or inventor	Missing one of the criteria listed for a score of 4	Missing two of the criteria listed for a score of 4	Missing three or more of the criteria listed for a score of 4



Complete Graphic Novelette Rubric
(For Teacher Reference)

Score _____

Teacher comments: _____
