



EXPEDITIONARY
LEARNING

Grade 6: Module 2B: Unit 3: Lesson 10

Performance Task: Performing a Narrative



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

I can present evidence and details in a logical order. (SL.6.4)

I can support my evidence with descriptive details. (SL.6.4)

I can use effective speaking techniques, appropriate eye contact, adequate volume, and clear pronunciation. (SL.6.4)

I can adapt my speech for a variety of contexts and tasks, using formal English when indicated or appropriate. (SL.6.6)

Supporting Learning Targets

- I can present evidence and details in a logical order in my narrative performance.
- I can use descriptive details to create an image of the evidence in my narrative.
- I can use appropriate eye contact, adequate volume, and clear pronunciation to convey the message in my narrative performance.

Ongoing Assessment

- Reading Tracker and Reviewer's Notes
- Final drafts of narratives
- Performance of narrative monologues
- Performance of concrete poems
- Narrative Rubric: Self-assessment



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Unpacking Learning Targets (2 minutes)2. Work Time<ol style="list-style-type: none">A. Preparing to Perform My Narrative (5 minutes)B. Performance Task: Performing My Narrative for an Audience (33 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Self-assessment (5 minutes)4. Homework<ol style="list-style-type: none">A. Read independently for your goal. Complete your Reading Tracker and Reviewer's Notes.	<ul style="list-style-type: none">• In Lesson 9, students wrote the final draft of their narrative and practiced performing their narrative with a partner.• In this lesson, students share their voices and present a modern-day theme of adversity by performing their narratives for the class. Depending on the size of the class, this process may take more than one class period.• Before the performances begin, remind students of the importance of being a respectful audience.• As students watch their peers, they will complete the Performance Narratives: An Audience Note Sheet. This will help students remain engaged with the performances. As you watch each narrative performance, assess students' performances using the Narrative Performance Rubric.• In advance:<ul style="list-style-type: none">– Prepare the Academic Word Wall.– Post: Learning targets.

Lesson Vocabulary	Materials
performance, eye contact, pronunciation	<ul style="list-style-type: none">• Narrative of Adversity Writing Rubric (from Lesson 8; one to display)• Final drafts of narratives (one per student)• Performance Narratives: An Audience Note Sheet (one per student and one to display)• Document camera• Reading Tracker and Reviewer's Notes (from Unit 2, Lesson 14)



Opening	Meeting Students' Needs
<p>A. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the posted learning targets and read them aloud:<ul style="list-style-type: none">* "I can present evidence and details in a logical order in my narrative performance."* "I can use descriptive details to create an image of the evidence in my narrative."* "I can use appropriate eye contact, adequate volume, and clear pronunciation to convey the message in my narrative."• Tell students they will have an opportunity to demonstrate all that they have learned about writing and performing a narrative today.• Display the Narrative of Adversity Writing Rubric.• Ask for volunteers to read each of the criteria in Columns 3 and 4 of the Narrative Performance Delivery Criteria.• Tell students these three criteria focus on the narrative <i>performance</i> or the way they will portray the main character in the narrative. Remind students to use appropriate <i>eye contact</i> with their audience and to use clear pronunciation of words. Point out the difference between a 3 and a 4 in these three criteria.• Tell students they will now practice performing their narrative with a partner.	<ul style="list-style-type: none">• The review of the learning targets is yet another identifier of what is expected for the narrative performance.• Learning targets are a researched-based strategy that helps all students, especially challenged learners.• Posting the learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.



Work Time	Meeting Students' Needs
<p>A. Preparing to Perform My Narrative (5 minutes)</p> <ul style="list-style-type: none">• Ask students to take out their final drafts of narratives.• Form partnerships.• Tell students you will create a performance order. First, ask for volunteers and list their names on the board. After the volunteers are listed, complete the performance order using the rest of the students' birthdays.• Tell students they will now have 5 minutes to practice their narrative with their partners.• Circulate and support students during this rehearsal. Encourage eye contact, appropriate body language, and a confident voice that conveys expression.• Reconvene the class.	<ul style="list-style-type: none">• Some students may benefit from making a video recording of their narrative performance.
<p>B. Performance Task: Performing My Narrative for an Audience (33 minutes)</p> <ul style="list-style-type: none">• Remind students that in Unit 2, they read narratives in the medieval village, and in Unit 3, they've been reading concrete poetry that gave voice to children in the modern world. Both forms of writing expressed themes of adversity. Tell them they will now have a chance to give voice to their own adversity in the modern world.• Ask students to be a respectful audience. Explain that both performers and listeners benefit from a quiet atmosphere during a performance. Any movement or conversation can distract the performer and take away from the overall experience. A quiet audience also indicates the audience is enjoying the performance.• Remind students it is polite to applaud after each performance.• Distribute and display Performance Narratives: An Audience Note Sheet.• Ask students to complete the Note Sheet as students perform their narratives by writing the name of the presenter, the title of the narrative, the theme of adversity, and a descriptive detail that supports the theme.• For students performing concrete poems, consider displaying these on the document camera. This will give students the visual effects of the poems.• While students perform, complete the Narrative Performance Delivery portion of the Narrative of Adversity Writing Rubric for each student.	<ul style="list-style-type: none">• Asking students to take notes during the performances will develop students' listening skills and help the performer feel more comfortable.



Closing and Assessment	Meeting Students' Needs
<p>A. Self-assessment (5 minutes)</p> <ul style="list-style-type: none">• Distribute copies of the Narrative of Adversity Writing Rubric.• Ask students to use it to complete a self-assessment of their written narrative and their performance today.• Then, ask students to write a step on the back of the rubric.• Collect the Narrative of Adversity Writing Rubrics, Performance Narratives: An Audience Note Sheets, and students' final drafts.• Congratulate students for their hard work in preparing for their performances. Recognize specific talents you noticed.	<ul style="list-style-type: none">• Developing self-assessment and reflection supports all learners, but research shows it supports struggling learners most.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read independently for your goal. Complete your Reading Tracker and Reviewer's Notes.	



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Supporting Materials



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Performance Narratives: An Audience Note Sheet

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Name:
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Date:
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Student Name	Narrative Title	Theme of Adversity	Descriptive Detail Supporting the Theme