



EXPEDITIONARY
LEARNING

Grade 5: Module 1: Unit 3: Lesson 12

Performance Task: Readers Theater Second Rehearsal and Performance



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

I can adapt my speech for a variety of contexts and tasks, using formal English when appropriate. (SL.5.6)

I can recognize the differences between different types of narrative (poetry, drama, or other texts) and their connections to larger concepts such as culture and personal experiences. (W.5.11)

Supporting Learning Targets

- I can revise the conclusion of a script for a performance.
- I can practice to refine my performance, based on feedback.
- I can speak clearly and with expression for a performance.
- I can perform my Readers Theater script for an audience.

Ongoing Assessment

- Group narrative script
- Readers Theater performance
- Self-assessment

Agenda

1. Opening
 - A. Reviewing Learning Targets (5 minutes)
2. Work Time
 - A. Group Work: Practicing and Peer Feedback on Our Performance (15 minutes)
 - B. Performance Task: Readers Theater Performance for an Audience (35 minutes)
3. Closing and Assessment
 - A. Self-Assessment (5 minutes)
4. Homework

Teaching Notes

- In advance: Have students' exit tickets from Lesson 10, which tells what character each student will be reading in their group script.
- Have copies of group scripts for each member of the group, including brief written feedback about the group conclusions (see Teaching Note, Lesson 11).



Lesson Vocabulary	Materials
prepare, practice, rehearse, perform	<ul style="list-style-type: none">• Group scripts (copies for each group member)• Highlighters (5 different colors per group)• Exit Ticket (from Lesson 10)• Performance Task (one to display)• Readers Theater rubric (introduced in Lesson 1; clean copy in supporting materials; one per group and one to display)

Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Read the learning targets aloud, and say to students: "Today you are going to perform as a group. You will be given time to make any final revisions to your script and to practice with your group before you perform for the audience." Clarify any targets as necessary.	<ul style="list-style-type: none">• All students developing academic language will benefit from direct instruction of academic vocabulary.



Work Time	Meeting Students' Needs
<p>A. Group Work: Practicing and Peer Feedback on Our Performance (15 minutes)</p> <ul style="list-style-type: none">• Post the performance task, read aloud, and clarify any terms or criteria as necessary.• Tell students that today they will perform their Readers Theater. First, they will have time to make final revisions to their group script, specifically the conclusions they wrote during the last lesson. Say: "I have provided written feedback about each of your group script conclusions." Ask students to do the following:<ul style="list-style-type: none">– Read the feedback aloud.– Decide what changes need to be made (e.g., adding more language from the UDHR).– Revise the script of the student who will be reading the conclusion (put revisions below the previous conclusion).• Clarify any instructions for students, as necessary.• Ask students to gather with their Readers Theater group.• Return original and copies of group scripts, with the written feedback provided about the group conclusions. Tell students to take no more than 3 to 5 minutes to make revisions based on the feedback.• While students are revising, distribute highlighters to each group (a different color for each student). Also return students' Exit Tickets (from Lesson 10), which lists the name of each student next to the name of the character whom she/he will play during the performance. Have each student highlight her/his lines on his/her own copy of the group script, and post the Readers Theater rubric.• Return the Readers Theater rubric, with Praise-Question-Suggest comments from peers, completed at the end of Lesson 11.• Display the full Readers Theater rubric and remind students to refer to this as they practice so they can make determinations about what they are doing well and where they may need to adjust/improve further.• Ask students to do the following during rehearsal time:<ol style="list-style-type: none">1. Consider the feedback they received2. Determine as a group what they will change about their performance based on the feedback3. Practice reading through their scripts• Circulate throughout the room as students practice.	<ul style="list-style-type: none">• Visuals can help students comprehend instructions. Post steps and instructions for the performance task.• Consider providing extra time for tasks. Some students need more time to process and translate information.



Work Time	Meeting Students' Needs
<p>B. Performance Task: Readers Theater Performance for an Audience (35 minutes)</p> <ul style="list-style-type: none">• Cold call groups to perform, giving them approximately 1 minute to gather/set up props for their performance. As each group performs, score them using the Readers Theater rubric. See the performance task teacher page, in the unit materials, for student options.	<ul style="list-style-type: none">• Consider providing smaller chunks of text (sometimes just a few sentences) for ELLs. Teachers can check in on students' thinking as they write or speak about their text.
Closing and Assessment	Meeting Students' Needs
<p>A. Self-Assessment (5 minutes)</p> <ul style="list-style-type: none">• Distribute a copy of the Readers Theater rubric to each student. Have each student fill out the rubric as a self-assessment of her/his performance today. Students will also need to write a short statement explaining why they scored themselves the way they did. Model if necessary.• Collect student scripts and self-assessments.	<ul style="list-style-type: none">• Consider allowing students who struggle with language to dictate their self-assessment to a partner or teacher.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Note	



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Supporting Materials



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Group Member Names: _____

You are a group of playwrights who have been commissioned to write and perform a narrative script using passages from the novel *Esperanza Rising* that relate to one of the Universal Declaration of Human Rights themes.

Your script and performance will include:

- at least four characters, including a narrator
- narration that links each scene to the UDHR theme you chose
- clear transitions between scenes, using strong transitional words and phrases
- an effective introduction and conclusion, linking the passages from *Esperanza Rising* that you used in each scene to the UDHR article/theme on which you focused
- key words and details from the specific article of the UDHR
- clearly identified speaking roles for each group member
- props to enhance the performance
- a clear speaking voice, using appropriate pacing, fluency, and intonation



Name: _____

Individual Scores	1–Needs Improvement	2–Fair	3–Good	4–Excellent
Delivery	Student had difficulty reading the script and consistently did not use expression, eye contact, or props appropriately	Student read the script but had little expression, few gestures, little eye contact, or did not use props appropriately	Student read the script with some expression, gestures, eye contact, and use of props	Student read the script with confidence and expression, made gestures and good eye contact, and used props to add to the performance
Cooperation with group	Student did not work cooperatively together with group and could not agree on what to do. Student did not share responsibilities or ideas and wasted time	Student worked cooperatively with group in some aspects of the project but sometimes could not agree on what to do and wasted time	Student worked cooperatively with group in most aspects of the project and shared most responsibilities and ideas	Student worked cooperatively with the group in all aspects of the project and shared all responsibilities and ideas well



Group Member
Names:

Group Scores	1–Needs Improvement	2–Fair	3–Good	4–Excellent
On-task participation	Low level of active participation from majority of group members	Moderate level of on-task work or few of the group members actively participating	Majority of group members on-task and actively participating	High level of active, on-task participation from all group members



Explain why you gave yourself the score you did, for each category.

Delivery: I gave myself a score of (1, 2, 3, or 4) because:

Cooperation with Group: I gave myself a score of (1, 2, 3, or 4) because:

On-Task Participation: I gave myself a score of (1, 2, 3, or 4) because:
