



EXPEDITIONARY  
LEARNING

# **Grade 8: Module 2A: Unit 3: Lesson 5**

## **Performance Task: Readers Theater Performance**



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**Performance Task:**  
Readers Theater Performance

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

- I can determine a theme or the central ideas of literary text. (RL.8.2)
- I can analyze the development of a theme or central idea throughout the text (including its relationship to the characters, setting, and plot). (RL.8.2)
- I can objectively summarize literary text. (RL.8.2)
- I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3)
- I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.8.4)
- I can create poetry, stories, and other literary forms. (W.8.11b)

**Supporting Learning Targets**

- I can speak clearly and with expression for a performance.
- I can perform my Readers Theater script for an audience.
- I can ask questions that ask the audience to connect all of the individual scripts to understand the whole thing.
- I can respond to questions about Readers Theater performances, providing evidence from my observations.

**Ongoing Assessment**

- Group Narrative Script
- Readers Theater performance
- Self-assessment



**Performance Task:**  
Readers Theater Performance

Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Unpacking Learning Targets (2 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Performance Task: Readers Theater Performance for an Audience (30 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Self-Assessment (5–10 minutes)</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Before students perform their Readers Theaters in this lesson, they have time to practice with the props they have gathered for homework. Remind groups that the props should help the audience better understand their interpretation of the novel and the message (key quote) they are trying to communicate. Ensure that students understand the props should not be distracting, as that would take the audience focus away from the message they are trying to communicate.</li> <li>• Students perform their Readers Theaters in this lesson. Due to the time this will take and to hold student attention, you may choose to spread this over a couple of days.</li> <li>• Assess each student using the rubric in the supporting materials of this lesson. Use the top part of the rubric to give students an individual score for their contribution and use the lower half of the rubric to give each group an overall grade for their group work.</li> </ul>

Lesson Vocabulary	Materials
	<ul style="list-style-type: none"> <li>• Readers Theater Rubric (two per student—one for teacher assessment and one for student self-assessment)</li> <li>• Readers Theater Rubric Self-Assessment (one per student)</li> </ul>



**Performance Task:**  
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Opening	Meeting Students' Needs
<p><b>A. Unpacking Learning Target (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to read the learning targets with you:<ul style="list-style-type: none"><li>* “I can speak clearly and with expression for a performance.”</li><li>* “I can perform my Readers Theater script for an audience.”</li><li>* “I can ask questions that ask the audience to connect all of the individual scripts to understand the whole thing.”</li><li>* “I can respond to questions about Readers Theater performances, providing evidence from my observations.”</li></ul></li><li>• Tell students that in this lesson, they will perform their Readers Theaters for the whole group and host a question-and-answer session afterward.</li></ul>	<ul style="list-style-type: none"><li>• Posting 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.</li><li>• Discussing and clarifying the language of learning targets helps build academic vocabulary.</li></ul>



Performance Task:  
Readers Theater Performance

Work Time	Meeting Students' Needs
<p><b>A. Performance Task: Readers Theater Performance for an Audience (30 minutes)</b></p> <ul style="list-style-type: none"> <li>• Give groups 5 minutes to practice their performance with the props and visuals they gathered for homework. Remind them that the purpose of the props and visuals is to help their audience better understand their interpretation of the novel and the message (key quote) they are trying to communicate, so the props should not be distracting, but should blend in with the scenes.</li> <li>• Cold call groups to perform, giving them approximately 1 minute to set up for their performance.</li> <li>• As each group performs, score them using the <b>Readers Theater rubric</b>. Use the top part of the rubric to give students an individual score for their contribution and use the lower half of the rubric to give each group an overall grade for their group work.</li> </ul>	
Closing and Assessment	Meeting Students' Needs
<p><b>A. Self-Assessment (5–10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute a copy of the Readers Theater rubric and a <b>Readers Theater Rubric Self-Assessment</b> 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.</li> <li>• Collect student scripts and self-assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing self-assessment and reflection supports all learners, but research shows it supports struggling learners most.</li> </ul>
Homework	Meeting Students' Needs
<p>None</p>	



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## Supporting Materials



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Readers Theater Rubric

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

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

<b>Individual Scores</b>	<b>1–Needs Improvement</b>	<b>2–Fair</b>	<b>3–Good</b>	<b>4–Excellent</b>
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



Readers Theater Rubric

Group Members: \_\_\_\_\_

<b>Group Scores</b>	<b>1–Needs Improvement</b>	<b>2–Fair</b>	<b>3–Good</b>	<b>4–Excellent</b>
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



Readers Theater Rubric Self Assessment

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:

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

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

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