



EXPEDITIONARY  
LEARNING

# Grade 7: Module 1: Unit 3: Lesson 6

## Performance Task: Two-Voice Poem Readings



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

I can use effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation). (SL 7.4)

I can use correct grammar and usage when writing or speaking. (L 7.1)

**Supporting Learning Targets**

- I can present my two-voice poem, using appropriate eye contact, volume, and pronunciation.
- I can demonstrate correct grammar and usage when presenting my two-voice poem.

**Ongoing Assessment**

- Two-voice poems

**Agenda**

1. Opening
  - A. Review Learning Targets Entry Task (5 minutes)
2. Work Time
  - A. Two-Voice Poetry Readings (25 minutes)
  - B. Celebration (5 minutes)
3. Closing and Assessment
  - A. Module Reflection and Collect Final Poems (10 minutes)
4. Homework

**Teaching Notes**

- In this lesson, students will read their two-voice poems to the class.
- If you have the opportunity, set up a reading for a broader audience, whether it means inviting other classes, or organizing a poetry reading at a local coffee shop or bookstore and inviting community members (families, faculty and staff, other students).
- Reading their poems aloud will help students continue to build their reading fluency.
- Students were given poetry reading partners in Unit 3, Lesson 4.
- To make the reading go smoothly, consider posting the order of readings somewhere in the classroom.
- If there's time (these poems are short), they could practice with a partner before performing.
- In advance: Consider changing the setup of your room to simulate a coffee shop or theater for the students' poetry reading.



Lesson Vocabulary	Materials
audible, varied, precise	<ul style="list-style-type: none"><li>• Entry Task (with poetry reading rubric) (one per student)</li><li>• Poetry Reading rubric (for Teacher Reference)</li><li>• Module 1 Reflection (one per student)</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Review Learning Targets Entry Task (5 minutes)</b></p> <ul style="list-style-type: none"><li>• As students enter the classroom, give them the <b>Entry Task (with poetry reading rubric)</b>. Ask them to complete it individually and to sit with their poetry reading partner.</li><li>• After 2 minutes, refocus the class. Invite students to share their entry task responses with their partner and then practice reading each poem once aloud.</li></ul>	<ul style="list-style-type: none"><li>• Consider partnering ELLs who speak the same home language for the sharing of their poems during today's class.</li></ul>

Work Time	Meeting Students' Needs
<p><b>A. Two-Voice Poetry Readings (25 minutes)</b></p> <ul style="list-style-type: none"><li>• Explain to students that their poetry reading today will conclude all the work they have done during this module. Let students know that today is a celebration of their learning, and these poetry readings are a way to share their hard work.</li><li>• Set some expectations about being a good audience member. For instance:<ul style="list-style-type: none"><li>– Focus on the poetry readers.</li><li>– It's good to react to the poem (laugh, cry, smile), but be sure to do so in a way that supports the reading, not distracts others from it.</li><li>– Show appreciation for the readers when they are done; snapping fingers, instead of clapping, is the traditional response to poetry.</li></ul></li><li>• Share the Poetry Reading rubric with students. Use the opportunity to demonstrate/define audible, varied, and precise by modeling reading aloud the model poem used in earlier lessons.</li></ul>	<ul style="list-style-type: none"><li>• Consider allowing students to sit in front of the class instead of stand if that makes them more comfortable. You could also set up a radio studio in the back of the room and have students read their poems from there with the class looking forward as if listening to the radio. This arrangement helps alleviate some of the anxiety of public speaking for some students.</li></ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Invite the first pair of students to stand in front of their classmates. Ask that each student bring his/her poem, read one poem, wait for appreciation, then read the other and wait for appreciation from the audience before sitting down.</li><li>• As students read, assess their readings using the Poetry Reading rubric.</li><li>• Repeat until all students have read their poem.</li></ul>	
<b>B. Celebration (5 minutes)</b> <ul style="list-style-type: none"><li>• Once the readings are done, congratulate students on their readings. Mention some highlights from the readings; acknowledge students who may have overcome some stage fright or moments that the class really connected with.</li></ul>	
Closing and Assessment	Meeting Students' Needs
<b>A. Module Reflection and Collect Final Poems (10 minutes)</b> <ul style="list-style-type: none"><li>• Explain to students that they will now have a chance to reflect on the learning they have done in Module 1. Pass out the <b>Module 1 Reflection</b> and students' graded essays.</li><li>• Emphasize to students that the goal of reflecting is to understand their progress on the important skills they learned in this module. It is important to be honest with themselves. They should answer all of the questions seriously. Explain that you will be reading these reflections and saving them for the students to help document their learning, but not grading them in any way.</li><li>• Give the class time to reflect.</li><li>• When students are done, collect their two-voice poem materials (Gathering Evidence graphic organizer, essay planner with revisions, final draft of essay) and Module 1 Reflections.</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
<ul style="list-style-type: none"><li>• None</li></ul>	



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## Supporting Materials



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Read these learning targets:

**I can present my two-voice poem, using appropriate eye contact, volume, and pronunciation.**

**I can demonstrate correct grammar and usage when presenting my two-voice poem.**

Today you'll be reading your two-voice poem with your partner's help.

Read over the rubric for your presentation.

5. Underline one thing you are confident you will do well.

6. Circle one thing you are concerned about doing well.

### Poetry Reading Rubric

	4	3	2	1
<b>Grammar and Usage</b>	I demonstrate correct grammar and usage consistently.	I demonstrate correct grammar and usage, but I make one or two mistakes.	I make several grammatical and usage mistakes while speaking.	I make many grammatical and usage mistakes while speaking.
<b>Speaking Techniques</b>	My voice is clear and audible. I pronounce my words precisely, and my tone is varied. I make eye contact consistently.	My voice is clear and audible. I pronounce words correctly and make eye contact.	My voice is usually clear and audible. I pronounce most words correctly and sometimes make eye contact.	My voice is unclear and/or inaudible. I mispronounce many words and rarely make eye contact.



**Poetry Reading Rubric (for assessment)**

	4	3	2	1
<b>Grammar and Usage</b>	I demonstrate correct grammar and usage consistently.	I demonstrate correct grammar and usage, but I make one or two mistakes.	I make several grammatical and usage mistakes while speaking.	I make many grammatical and usage mistakes while speaking.
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**Poetry Reading Rubric (assessment)**

	4	3	2	1
<b>Grammar and Usage</b>	I demonstrate correct grammar and usage consistently.	I demonstrate correct grammar and usage, but I make one or two mistakes.	I make several grammatical and usage mistakes while speaking.	I make many grammatical and usage mistakes while speaking.
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.....  
**Name:**  
.....

.....  
**Date:**  
.....

During this Module, you learned many skills. Take a few minutes to reflect honestly on your learning.

1. In the next unit, you are going to write an essay on a book called *Lyddie*. Take a look at your graded essay and identify what skills you have mastered, as well as the skills you still need to work on. This will help you when you write your essay on *Lyddie*.

**I mastered...**

**I still need to work on...**

2. What was your favorite part of writing the two-voice poem? (circle one)

Gathering  
Evidence

Planning

Peer critique

Revising

Read aloud





**Why was that your favorite part?**

3. What was most challenging about writing the two-voice poem?

Gathering  
Evidence

Planning

Peer critique

Revising

Read aloud

**Why was that challenging for you?**

Now think of everything you did during this module, from the beginning when you started reading *A Long Walk to Water* to today.

4. How do you think being a strong reader make you a better writer?



5. What is one thing that challenged you? What was challenging about it?

6. What is one thing you are really proud you learned during this module? Why are you proud of it?