



EXPEDITIONARY  
LEARNING

# **Grade 8: Module 2B: Unit 3: Lesson 4**

## **Final Performance Task: Character Confessional Narrative**



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.  
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



**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 read my narrative for an audience.

**Ongoing Assessment**

- Character confessional narrative
- Character Confessional Rubric Self-Assessment



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Reviewing the Learning Target (2 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Performance Task: Sharing the Character Confessional Narrative with a Small Group (35 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Self-Assessment (8 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. None.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• Before this lesson, divide students into new mixed groups, each containing one representative from each character. In this lesson, students have the opportunity to read-aloud a portion of their confessional or their entire confessional to a small group of peers. This is not a speaking and listening assessment, but rather provides students with an opportunity to further create a community of writers.</li></ul>

Lesson Vocabulary	Materials
	<ul style="list-style-type: none"><li>• Character Confessional Rubric (from Lesson 1)</li><li>• Character Confessional Self-Assessment (one per student)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Reviewing the Learning Target (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to read the learning target aloud with you:<ul style="list-style-type: none"><li>* “I can read my narrative for an audience.”</li></ul></li><li>• Tell students that in this lesson, they have an opportunity to read a self-selected portion of their narrative or their entire narrative to a small group of peers who have written confessionals about different characters.</li></ul>	
Work Time	Meeting Students' Needs
<p><b>A. Performance Task: Sharing the Character Confessional Narrative with a Small Group (35 minutes)</b></p> <ul style="list-style-type: none"><li>• Give students 5 minutes to select a portion of their narrative or decide if they would like to read the entire narrative.</li><li>• Invite students into their new mixed character groups. Have students determine the order of reading aloud based on their birthdays.</li><li>• Circulate as students read to their small groups.</li></ul>	
Closing and Assessment	Meeting Students' Needs
<p><b>A. Self-Assessment (8 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute copies of the <b>Character Confessional Self-Assessment</b> and have students pull out their copy of the <b>Character Confessional Rubric</b> (from Lesson 1) to use as a reference for their self-assessment. . Have each student fill out the rubric as a self-assessment of her/his narrative. Students will also need to write a short statement explaining why they scored themselves the way they did on the self-assessment sheet. Model if necessary.</li><li>• Collect student narratives and self-assessments.</li></ul>	<ul style="list-style-type: none"><li>• Developing self-assessment and reflection supports all students, but research shows it supports struggling learners most.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• None</li></ul>	



EXPEDITIONARY  
LEARNING

# Grade 8: Module 2B: Unit 3: Lesson 4

## Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



### Character Confessional Self-Assessment

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

Content and Analysis: I gave myself a score of \_\_\_\_ (1, 2, 3, or 4) because:

---

---

---

---

---

Cohesion, Organization, and Style: I gave myself a score of \_\_\_\_ (1, 2, 3, or 4) because:

---

---

---

---

---

Control of Conventions: I gave myself a score of \_\_\_\_ (1, 2, 3, or 4) because:

---

---

---

---

---