



EXPEDITIONARY
LEARNING

Grade 5: Module 1: Unit 3: Lesson 9

End of Unit Assessment: Individual Sections of Readers Theater Script



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

- I can write narrative texts about real or imagined experiences or events. (W.5.3)
- I can introduce the narrator/characters of my narrative. (W.5.3a)
- I can organize events in an order that makes sense in my narrative. (W.5.3b)
- I can use dialogue and descriptions to show the actions, thoughts, and feelings of my characters. (W.5.3c)
- I can use transitional words, phrases, and clauses to show passage of time in a narrative text. (W.5.3d)
- I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4)
- I can choose evidence from literary or informational texts to support analysis, reflection and research. (W.5.9)

Supporting Learning Targets

- I can write a title for my script.
- I can act out the title of my script so my peers can guess it.
- I can use narrative techniques to write a complete section of my group’s Readers Theater script.

Ongoing Assessment

- End of Unit Assessment: On-demand Readers Theater scripts
- Self-assessment

Agenda

1. Opening
 - A. Reviewing Learning Targets (5 minutes)
2. Work Time
 - A. Let’s Play Charades! (20 minutes)
 - B. On-Demand End of Unit Assessment (25 minutes)
3. Closing and Assessment
 - A. Self-Assessment (10 minutes)
4. Homework

Teaching Notes

- In advance: Students will need their exit tickets and script drafts from Lesson 8, as well as any notes, handouts, and the I Notice/I Wonder anchor chart for reference during the assessment.
- If your students are already familiar with 6 + 1 traits writing, there are many opportunities in this unit to reinforce that work. In this module, students become familiar with more basic aspects of the writing process, including critique and revision.
- Some students may finish the assessment. See options for additional work in the Unit 3 Overview (extensions) or performance task (options for students).



Lesson Vocabulary	Materials
narrative techniques, assessment, self-assessment, charades	<ul style="list-style-type: none"> • Small white boards with markers or small chalkboards with chalk • Students' exit ticket and script drafts (on the bottom of script drafts; from Lesson 8) • End of Unit Assessment: On-demand Readers Theater scripts (one per student) • I Notice/I Wonder anchor chart (from Lesson 1)

Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Read the learning targets aloud and explain to students that today they will do some on-demand writing: their best writing on their own. • Specifically, they will write scripts for their individual scenes of their group's Readers Theater. Remind them that for the past few days, they have been working to identify and narrow passages from <i>Esperanza Rising</i> to use in their script. They may use all of these notes, as well as the sticky notes they have in their copy of the novel, during the assessment. But they will not get any help from peers or you today. • Tell them that after this lesson, future lessons will give them more time to work with their group. As a group, they will combine all of their individual scripts into one group script: a longer play that they will perform together during the final performance task. 	<ul style="list-style-type: none"> • ELLs may be unfamiliar with Tier 2 vocabulary words (e.g., <i>title</i>, <i>act out</i> and <i>narrative techniques</i>). Clarify vocabulary with students as needed.



Work Time	Meeting Students' Needs
<p>A. Let's Play Charades! (20 minutes)</p> <ul style="list-style-type: none">• Tell students they are each going to create a three- to five-word title for their scripts, to be acted out in a game of charades. Ask students if they are familiar with the game charades. Explain how the game works: It is acting out the title of a play (or movie, song, TV show, etc.) without using words—only body movements and facial expressions; then the audience tries to figure out what the title is.• The steps are as follows:<ol style="list-style-type: none">1. Hold up a number of fingers to show the audience how many words are in the title.2. In your mind, choose one word of the title. Hold up a finger to let the audience know which word you're thinking of (e.g., two fingers if you are thinking about the second word).3. Act out the word you chose (e.g., if the title is "We Sing Together," then you would pretend to be singing in order to act out the second word).4. The audience tries to guess the word.5. When the audience guesses correctly, the actor writes the word on a sheet of paper.6. Continue until the audience has guessed all of the words in the title.• Model how students will play charades by creating a title for their script based on the focus of their UDHR article: "The script I wrote in the last lesson was about the uncles taking the ranch land away from Mama, and I focused my script on UDHR Article 17, which states that everyone has the right to own property. Therefore, in order to make a connection between my script and the UDHR, I am going to title my script 'The Uncles Take Mama's Land.' I made this my title because I think it shows what my script is mostly about and will help my audience understand how my script connects to the UDHR."• "The first thing I will need to show my audience is how many words are in my title, so I will show 4 fingers [model]. Because the first word of my title can't really be acted out, I will show 1 finger to my audience to indicate the first word of the title, then I will write the word 'The' for my audience to see. Now I will go on to the second word of my title, 'Uncles,' and act out that word. [Act out the word or ask students if any of them have an idea for how to act out the word <i>uncles</i>.] Once someone has guessed the word, I will write it down for my audience to see." Continue modeling for the remaining two words of the title and then have the class read aloud the full title together. Before students begin, ask them to think about a title they may want to use for their scripts and ask several students to share their ideas aloud. Clarify any instructions, as necessary.	<ul style="list-style-type: none">• ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.• Consider writing and breaking down multistep directions into numbered elements. Students can return to these guidelines to make sure they are on track.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • This activity serves to engage students in thinking about their narrative scripts as pieces for performance. • Ask students to gather with their Readers Theater group, and distribute white boards and markers for students to use for writing the script's title words as the audience guesses the words from the title. • Give students a few minutes to write a three- to five-word title for their scripts that they will act out for their group members. In groups, have students decide who will go first, second, etc. Each student should take a turn acting out from the title for her/his script and having group members try to figure out what the title is. • Allow several minutes at the close of this activity to lead a brief discussion with students, asking them to Think-Pair-Share their response to the following question: "How did the charades activity help you think about your script as a performance piece?" As time allows, have several students share their own or their partner's ideas. 	
<p>B. On-Demand End of Unit Assessment (25 minutes)</p> <ul style="list-style-type: none"> • Have students return to their seats with their script drafts. Also, return students' exit tickets from Lesson 8 (ideas for revising scripts), and allow them to access any notes or materials from previous lessons they may need. Post the I Notice/I Wonder anchor chart for student reference. • Tell students that today they are going to write final copies of their individual scripts. • Display and distribute the End of Unit Assessment: On-demand Readers Theater scripts, read aloud, and discuss the script criteria, clarifying any terms as necessary. • Give students approximately 25 minutes to complete this task. • If any students finish early, you may want to have them work on one of the optional extensions described in the Unit 3 Overview or the Advanced Options for Students described in the performance task. 	<ul style="list-style-type: none"> • For ELLs, consider providing extra time for tasks and answering questions in class discussions. ELLs often need more time to process and translate information. ELLs receive extended time as an accommodation on NY State assessments.



Closing and Assessment	Meeting Students' Needs
<p>Self-Assessment (10 minutes)</p> <ul style="list-style-type: none">• Give each student a copy of the on-demand End of Unit Assessment.• Reorient students to the criteria list. Ask students to place a check mark next to the criteria they do have in their scripts; an X next to criteria they did not include in the scripts; and a question mark next to criteria they are uncertain about.• Students also should write a brief statement addressing how well they believe they used dialogue and descriptive language to show the characters' reactions to human rights challenges. Provide an example if necessary.• Collect scripts and self-assessments.	<ul style="list-style-type: none">• Consider giving the self-assessment orally to students who struggle with written language.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread sections of <i>Esperanza Rising</i> that you are using in your script. Also continue reading in your independent reading book. <p><i>Note: Review each student's script and provide written feedback based on the script criteria for students to use for revisions in Lesson 10.</i></p>	<ul style="list-style-type: none">• Audio recordings of text can aid students in comprehension. Students can pause and replay confusing portions while they follow along with the text.



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Supporting Materials



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You are a playwright who has been commissioned to write a narrative script using passages from the novel *Esperanza Rising* that relate to one of the Universal Declaration of Human Rights themes. Today, you will first write an individual narrative “scene script” that you will use in the next lesson to produce one longer script, with your group members, that connects each person’s scenes related to the UDHR article/theme that your group chose.

As you write your individual narrative script today, make sure to consider the following:

Script Criteria	
✓	I have this in my script.
X	I don’t have this in my script.
?	I’m not sure what this means or whether or not it’s in my script.

- The script has a narrator introduction that tells where the scene takes place; identifies the main characters; and states a problem connected to a single UDHR theme.
- The lines are sequenced in a logical way; the order makes sense; ideas connect from one line to the next.
- The lines clearly name each character.
- The lines are connected to a single UDHR theme.
- The script includes specific language (words and/or phrases) from my UDHR focus.
- I used descriptive words that show the actions, thoughts, and feelings of my characters.
- I used sensory details to describe experiences and events precisely.
- There are 10 to 15 lines (chunks of dialogue spoken by a character) total in the scene. Only the most essential lines are included in the script—ones that connect to the UDHR theme focused on.
- Most “lines” run 2 to 4 sentences each. Some lines may be shorter for effect.
- Respond to the following: How does your script clearly show the characters’ actions, thoughts, and feelings as they face a human rights challenge? Cite specific examples from your script