

Lesson 8: Performance Task: Determining Characteristics of the Format of a Program



CCS Standards

- **RI.5.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
- **RF.5.4:** Read with sufficient accuracy and fluency to support comprehension.
 - a. Read grade-level text with purpose and understanding.
 - b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **W.5.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Provide a concluding statement or section related to the information or explanation presented.
- **W.5.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **W.5.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **SL.5.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow agreed-upon rules for discussions and carry out assigned roles.
 - c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

- **L.5.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
 - a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).
 - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.



Daily Learning Targets

- I can determine the characteristics of a Directors' Note by analyzing an example. (W.5.2, W.5.4)
- I can gather information about the human right threatened in my monologue group's event from *Esperanza Rising*. (W.5.2, W.5.4, W.5.5, W.5.8)
- I can analyze someone reading aloud effectively to generate criteria for reading fluency. (RF.5.4)

Ongoing Assessment

- Gist of model Directors' Note on sticky notes (RI.5.4, L.5.4)
- Directors' Note Research note-catcher (W.5.2, W.5.4, W.5.5, W.5.8)

Agenda

1. **Opening**
 - A. Engaging the Reader and Reviewing Learning Targets (15 minutes)
2. **Work Time**
 - A. Determining Characteristics of a Directors' Note (20 minutes)
 - B. Monologue Group Work: Rereading to Gather Evidence (15 minutes)
3. **Closing and Assessment**
 - A. Generating Reading Fluency Criteria (10 minutes)
4. **Homework**
 - A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

Teaching Notes

Purpose of lesson and alignment to standards:

- In this lesson, students analyze model programs and a model Directors' Note to understand the format of these texts. They read the model Directors' Note for gist and use it to begin planning their monologue group's Directors' Note as part of the module performance task (RI.5.4, W.5.2, W.5.4, W.5.8, SL.5.1, L.5.4).

- Consider that some students may be able to rely on background knowledge about plays and theater when discussing the programs and Directors' Notes. Spend extra time contextualizing these concepts if necessary. Display photographs or brief videos of plays and directors working with actors. Also consider inviting students to share experiences with plays and theater in their home languages and cultures.
- The Opening of this lesson is designed for students to use internet sources as texts. If the technology necessary for students to complete the reading is unavailable, provide them with a printed copy of the texts.
- In the Closing, students generate criteria for reading fluency on the Fluent Readers Do These Things anchor chart in preparation for Part III of the End of Unit 3 assessment and performing their monologues as part of the module performance task (RF.5.4).
- This lesson focuses on the following habits of character: working to contribute to a better world and working to become effective learners. The characteristics that students are reminded of in this lesson are: apply my learning when discussing the module performance task and perseverance before reading the model Directors' Note.
- Students practice their fluency in this lesson by following along and reading silently as the teacher reads the model Directors' Note in Work Time A and by developing criteria for fluent reading in the Closing.
- The research reading that students complete for homework will help build both their vocabulary and knowledge pertaining to human rights. By participating in this volume of reading over a span of time, students will develop a wide base of knowledge about the world and the words that help describe and make sense of it.

How it builds on previous work:

- Throughout the first half of the unit, students wrote monologues based on an event from *Esperanza Rising* in which human rights were threatened. Students refer to the simplified version of the UDHR and the How Were the Human Rights of the Characters in *Esperanza Rising* Threatened? anchor chart as they begin planning their group's Directors' Note, which will explain how the human rights of the characters in their group's monologues were threatened.
- Throughout Unit 1, students were introduced to various total participation techniques (for example, cold calling, equity sticks, Think-Pair-Share, etc.). When following the directive to "Use a total participation technique, invite responses from the group," use one of these techniques or another familiar technique to encourage all students to participate.
- Continue to use Goal 1 and 2 Conversation Cues to promote productive and equitable conversation.

Areas in which students may need additional support:

- Much of this lesson is discussion-based, so some students may need additional support with oral language and/or auditory processing. Consider providing sentence frames for students to refer to during discussions or a note-taking template for them to take notes during discussion.

Assessment guidance:

- Consider using the Speaking and Listening Informal Assessment: Collaborative Discussion Checklist during students' small group discussions in the Opening and Work Time A (see Module 1 Appendix).

Down the road:

- Students will continue gathering research and planning their Directors' Notes in the next lesson and will use their notes to write the Directors' Note as a group. They will revise and edit their group's Directors' Note as part of the End of Unit 3 Assessment.
- For Part III of the End of Unit 3 Assessment, students will read aloud an excerpt from *Esperanza Rising*. They will also read their monologues aloud as part of the final performance task at the end of the unit. The reading fluency practice in this lesson helps students work toward that goal.

In advance:

- Prepare:
 - Technology necessary for each student to view examples of programs from Playbill.com. Visit <http://www.playbill.com/vault> and select at least two shows for students to work with. Pages from programs can be found in the "Inside the Playbill" section for each show.
 - Fluent Readers Do These Things anchor chart, by writing the title at the top of a piece of chart paper (see supporting materials).
- Review:
 - Reading fluency criteria on the Fluent Readers Do These Things anchor chart (example, for teacher reference).
 - Thumb-O-Meter protocol (see Classroom Protocols).
- Post: Learning targets and applicable anchor charts.

- Opening A: Prepare technology necessary for each student to view examples of programs from Playbill.com.
 - “Playbill Vault.” *Playbill*. Playbill Inc., n.d. Web. 5 May 2016. <<http://www.playbill.com/vault/>>.
- Consider that YouTube, social media video sites, and other website links may incorporate inappropriate content via comment banks and ads. Although some lessons include these links as the most efficient means to view content in preparation for the lesson, be sure to preview links and/or use a filter service, such as www.safeshare.tv, for viewing the links in the classroom.
- Work Time A: For students who will benefit from hearing the text read aloud multiple times, consider using a text-to-speech tool like Natural Reader (www.naturalreaders.com), SpeakIt! for Google Chrome (<https://chrome.google.com/webstore/detail/speakit/pgeolalilifpodheeocdmbehgnkbbak?hl=en-US>), or the Safari reader. Note that to use a web-based text-to-speech tool like SpeakIt! or Safari reader, you will need to create an online doc, such as a Google Doc, containing the text.
- Work Time B: Students complete their note-catchers in a word-processing document, such as a Google Doc, using speech-to-text facilities activated on devices or using an app or software like Dictation.io (<https://dictation.io/speech>).

Supporting English Language Learners

Supports guided in part by CA ELD Standard 5.I.B.6, 5.I.B.8, and 5.I.C.10

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to read for gist and analyze a model of the piece of writing students are expected to complete in subsequent lessons. This will provide them with necessary schema for writing their Directors’ Notes successfully.
- ELLs may find it challenging to make the connection between the events of *Esperanza Rising* and the language in the UDHR. Clarify this by making these connections and the reasoning behind them as explicit as possible.

Levels of support

For lighter support:

- Create roles for each group member to facilitate collaboration as they work to gather evidence in their note-catchers. Invite an advanced or intermediate proficiency student to take on a reader, writer, or evidence detective position.

For heavier support:

- If a group contains many ELLs and students who need heavier support, consider working closely with this group to complete their summaries and evidence gathering as a shared experience.
- During Work Time B, distribute a partially filled-in copy of the Directors’ Note Research note-catcher. This provides students with models for the kind of information they should enter and reduces the volume of writing required.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** During this lesson, students synthesize their prior knowledge and apply it to new skills, particularly regarding the UDHR and *Esperanza Rising*. Take time to make explicit connections to previous learning. This will help students to generalize across lessons and units.
- **Multiple Means of Action and Expression (MMAE):** Do not assume that all students will intuitively understand appropriate rate, tone, or volume when reading their monologue. Provide examples through peer or teacher models. Have students repeat sentences back or chorally read with a more proficient reader.
- **Multiple Means of Engagement (MME):** Create a supportive and inclusive classroom environment by reminding students that everyone is working toward being a better auditor. Tell students that increased fluency will come with practice. Highlight and give specific, positive feedback on growth and development rather than relative performance.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- raise awareness, program, director (L)

Materials

- ✓ Module Guiding Questions anchor chart (begun in Unit 1, Lesson 1)
- ✓ Working to Contribute to a Better World anchor chart (begun in Lesson 1)
- ✓ Performance Task anchor chart (begun in Unit 1, Lesson 1)
- ✓ Example programs (two per student; see Teaching Notes)
- ✓ Device (one per student; see Technology and Multimedia)
- ✓ Sticky notes (several per student)
- ✓ Monologue group norms (from Lesson 1; one per monologue group)
- ✓ Close Readers Do These Things anchor chart (begun in Unit 1, Lesson 2)
- ✓ Affix List (from Unit 1, Lesson 4; one per student)
- ✓ Vocabulary logs (from Unit 1, Lesson 4; one per student)
- ✓ Model Directors' Note (one per student and one to display)
- ✓ Working to Become Effective Learners anchor chart (begun in Unit 2, Lesson 13)
- ✓ Directors' Note Research note-catcher (one per student and one to display)
- ✓ Simplified version of the UDHR (from Unit 1, Lesson 4; one per student)
- ✓ *Esperanza Rising* (from Unit 1, Lesson 2; one per student)
- ✓ How Were the Human Rights of the Characters in *Esperanza Rising* Threatened? anchor chart (begun in Unit 1, Lesson 4)

- ✓ Domain-Specific Word Wall (begun in Unit 1, Lesson 3)
- ✓ Miguel’s Monologue (from Lesson 1; one to display)
- ✓ Fluent Readers Do These Things anchor chart (new; co-created with students during Closing and Assessment)
- ✓ Fluent Readers Do These Things anchor chart (example, for teacher reference)

Opening

A. Engaging the Reader and Reviewing Learning Targets (15 minutes)

- Give students specific, positive feedback on their perseverance and collaboration in planning, drafting, and revising their monologues. (Example: “You have done an excellent job persevering and collaborating with your peers to plan, draft, and revise your monologues. Now, you are now ready to move on to preparing a new part of the performance task.”)
- Direct students’ attention to the **Module Guiding Questions anchor chart** and the **Working to Contribute to a Better World anchor chart**. Remind them they are working to apply their learning to *raise awareness* about human rights issues threatened in *Esperanza Rising*.
- Display the **Performance Task anchor chart** and select a volunteer to read the first paragraph aloud.
- Point out the first two bullet points under “Your presentation will include”:
 - “A read-aloud of your group’s excerpt from *Esperanza Rising* to give the audience context for your group’s monologues”
 - “A read-aloud of your original monologue”
- Remind students that they have been working on these elements of the performance task throughout the unit so far.
- Select a volunteer to read the third bullet:
 - “Program, including a Directors’ Note to help the audience better understand the human right challenged by the event described in your group’s monologues”
- Tell students they will begin working on this part of the performance task today.
- Circle the word *program* and tell students that a program is a text that gives information about a performance.
- Model how to access a program by displaying an **example program** and model clicking through each page. For each page, use a total participation technique to invite responses from the group:
 - “What do you notice about this page of the program? What do you wonder?” (Responses will vary.)
 - “What kind of information is included on this page?” (Responses will vary.)
- Invite students to use their **device** to access another example program. Distribute **sticky notes** and invite students to click through each page, recording what they notice, what they wonder, and the kind of information included on each page on their sticky notes.
- Refocus whole group. Using a total participation technique, invite responses from the group:
 - “What did you notice and wonder? What kind of information is included in the example programs?”

- Students should notice information such as:
 - Title of the performance
 - Author(s)
 - Setting of the performance
 - Cast
 - Order of songs/scenes
 - A note from the director
- Direct students' attention to the posted learning targets and select a volunteer to read them aloud:
 - *“I can determine the characteristics of a Directors' Note by analyzing an example.”*
 - *“I can gather information about the human right threatened in my monologue group's event from Esperanza Rising.”*
 - *“I can analyze someone reading aloud effectively to generate criteria for reading fluency.”*
- Tell students that today they will begin work on the Directors' Note in their programs. Reassure them that it is okay if they do not completely understand this component of the performance task at this time, and that by the end of this lesson they will have a good idea of what a Directors' Note is and the kind of information included in one.

Meeting Students' Needs

- For ELLs and students who may need additional support with new vocabulary: Ask students about the word *program*:
 - *“Can you think of another situation when you have heard the word **program** used?” (television program, programming a computer, exercise program)*
 - *“What are some things all those uses of the word have in common?” (Responses will vary, but may include: plan, order, schedule, sequence.) (MMR)*

Work Time

A. Determining Characteristics of a Directors' Note (20 minutes)

- Invite students to sit with their monologue groups and to spend a few minutes reading through the **monologue group norms** they generated in Lesson 1.
- Write the word *director* on the board. Invite students to clap the syllables of the word with you as you say them. Write the syllables on the board: dir-ect-or.
- Focus students on the vocabulary strategies listed on the **Close Readers Do These Things anchor chart** and use a total participation technique to invite responses from the group:
 - *“We have probably seen parts of this word before, so which strategies could we use to determine the meaning of this word?” (using known affixes or root words)*
- Cover *direct*. Invite students to tell you in chorus what affix is left (-or). Tell students this root means to give instructions to lead or guide.

- Point to the suffix *-or* and ask students to popcorn out any other words with this prefix. (conductor, survivor) Record the words on the board.
- Invite students to retrieve their **Affix List** if needed as they consider the next question. Ask and use a total participation technique to invite responses from the group:

“What do you think *-or* means based on how it is used in each of these words?” (someone who; one who; that which)

- Record in a table drawn on the board as follows:

Root	Suffix
direct (to give instructions to lead or guide)	-or (one who, that which)

- Invite students to say in their own words what they think this word means to their elbow partner and cold call students to share with the group. (someone who gives instructions to lead or guide others)
- Clarify that performances have many people behind the scenes who are involved in the performance, not just the actors you see onstage. These people are called the crew—for example, the choreographer, stage manager, set designers. Tell students that the director is the person who leads or guides the entire cast and crew when putting together the performance.
- Add *director* to the Domain-Specific Word Wall. Invite students to add translations of the word in their home languages in a different color next to the target vocabulary.
- Invite students to also add the word to their **vocabulary logs**.
- Explain that for this performance task, the entire monologue group has taken on the role of director; each student in each group has had a say so far, and will continue to have a say, in how the performance will be put together for their group.
- Distribute and display the **model Directors’ Note** and tell students they will use this model to understand what a director’s note is, the purpose of a director’s note, and what kind of information to include in one.
- Invite students to follow along, reading silently in their heads as you read the model Directors’ Note aloud.
- Direct students’ attention to the Close Readers Do These Things anchor chart and quickly review it.
- Tell students that the text they will read is challenging and may have unfamiliar words. Reassure them that just like when they read other texts this year, they are not expected to understand all of it the first time they read it. Remind them that one key to being a strong reader of difficult text is being willing to struggle.
- Focus students on the **Working to Become Effective Learners anchor chart**, specifically persevere. Remind students that as they work to read a challenging new text, they will need to persevere.
- If necessary, remind students that finding the gist of a text means thinking about what that section was mostly about. Reassure them that what they think is the gist of a text might be a little inaccurate or incomplete after reading the text for the first time. Explain that this is why we need to read texts more than once. Reading for the gist gives the reader a “big picture” frame that will make it easier to go back and more carefully identify key details in the text.

- Direct students' attention to the first paragraph of the model Directors' Note. Invite them to follow along, reading silently in their heads as you read the first paragraph aloud.
- Using a total participation technique, invite responses from the group:
 - “What is the gist of this part of the text? What is it mostly about?” (summarizes the excerpt from Esperanza Rising that the monologues are based on and tells a human right that is violated during the event)***
 - “Are there any words whose meaning you are not sure of? What are they?” (Responses will vary.)***
- Model identifying unfamiliar words as necessary, reminding students that for the first read it is okay to not understand every word.
- Build on the gist statements students offered, elaborating as necessary and modeling recording the statement in the margin of the model Directors' Note. Remind students that they can draw or write their gist statements and that they are just notes to help them remember what that part of the monologue is mostly about.
- Invite students to work with their monologue groups to reread the remainder of the model Directors' Note and discuss the gist of each paragraph. Remind students that the gist doesn't have to be written in full sentences. It can be just a few words to explain what the text is mostly about or sketches with labels, as long as they can read and understand what they have recorded.
- Circulate to support students in rereading and finding the gist.
- After 7 minutes, refocus whole group and use a total participation technique to select students to share the gist of each paragraph. Listen for:
 - Paragraph 2: Connects the human right violated to an article from the UDHR and explains how the event violates this human right
 - Paragraph 3: Explains how people today are impacted by the same human right that was violated in the monologues
 - Paragraph 4: Restates how the human right violated in *Esperanza Rising* still impacts people today
- Ask:
 - “What did you notice about the format of the model Directors' Note?”***
- Give students a moment to think and review their notes. Then use a total participation technique to invite responses from the group. As students share out, capture their responses on the bottom of the Performance Task anchor chart and add your own as necessary.
- If productive, cue students to expand the conversation by giving an example:
 - “Can you give an example?” (Responses will vary.)***
- If students do not point out the content of each paragraph, point this out and label each of the sub-bullets on the performance task as follows:
 - Paragraph 1: What human right is challenged by the event described in your group's monologues?
 - Paragraph 2: What article(s) from the UDHR correspond to this event?
 - Paragraph 3: How does this issue impact people today?
- Tell students that their Directors' Notes will be written in this format and that they will refer to this anchor chart over the next several lessons.

- Tell students they are now going to use the Thumb-O-Meter protocol to reflect on their progress toward the first learning target. Remind them that they used this protocol in Lesson 3 and review as necessary. Refer to the Classroom Protocols document for the full version of the protocol.
- Guide students through the Thumb-O-Meter protocol using the first learning target. Scan the responses and make a note of students who may need more support with this moving forward.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: Display an enlarged or projected version of the model Directors' Note and annotate the margins with the gist of each paragraph while reading it. (MMR)
- Provide additional information about directors beyond the text (e.g., pictures of famous directors and/or clips from their shows). (MMR)
- For ELLs and students who may need additional support with comprehension: Contextualize the model Director's Note by reviewing the key components of the note before and after reading it. Ask students to raise their hands when they think they have heard one of the key components being addressed:
 - Paragraph 1: What human right is challenged by the event described in your group's monologues?
 - Paragraph 2: What article(s) from the UDHR correspond to this event?
 - Paragraph 3: How does this issue impact people today? (MMR, MMAE)
- For ELLs: Mini Language Dive. Ask students about the meaning of the chunks of a key sentence from the lesson/text: *The fire violated the human rights of Esperanza and her family and reminds us of similar challenges many people still face today.* Write and display student responses next to the chunks. Examples:
 - "Place your finger on the sentence: *The fire violated the human rights of Esperanza and her family and reminds us of similar challenges many people still face today.*"
 - "What is the gist of this sentence?" (Responses will vary.)
 - "What is *challenge* in our home languages?" (changamoto in Swahili) Invite all students to repeat the translation in a home language other than their own.
 - "What does *violate* mean? You can use your dictionaries." (to take away or treat unfairly)
 - "What fire does the sentence refer to?" (when Esperanza's uncles burned down her house)
 - "What is a *right*?" (something that all people are allowed to do or have because they belong to a country or state)
 - "What are some rights that we have in the United States?" (to speak about our beliefs; to meet together)
 - "What does it mean to *violate a human right*?" (to take away a right that we have because we are people)
 - "What do you think some human rights might be?" (Responses will vary, but may include: to have food and a place to live.)

- “How did the fire violate the human rights of Esperanza and her family?” (The fire took away their home.)
- “How does this event remind us of similar challenges many people face today?” (People have their homes taken away or destroyed in different parts of the world.)
- “Now what do you think the gist of this sentence is?” (Responses will vary.)
- “How does this sentence tell the reader about the three parts of a Directors’ Note?” (It tells about the event in *Esperanza Rising*, how the event violated a human right, and how other people have similar challenges.)

Work Time

B. Monologue Group Work: Rereading to Gather Evidence (15 minutes)

- Distribute and display the **Directors’ Note Research note-catcher**. Tell students they will use this note-catcher to gather evidence for and plan their Directors’ Notes.
- Select a volunteer to read the focus question aloud:
 - “What human rights were threatened in *Esperanza Rising*, and how do these issues impact people today?”
- Select a volunteer to read the bolded text of each box on the note-catcher:
 - Summary of Excerpt from *Esperanza Rising*
 - What human right is challenged by the event described in this excerpt?
 - UDHR Connection
 - Impact Today
 - Reflection
- Point out that these headings correspond to the content from the model Directors’ Note and the three bullet points they just discussed on the Performance Task anchor chart.
- Focus students on the first box: Summary of Excerpt from *Esperanza Rising*. Tell them that before they begin researching, they will need to summarize the event from their group’s excerpt and decide as a group which human right was threatened.
- Display the first and second paragraphs from the model Directors’ Note. Using a total participation technique, invite responses from the group:
 - “What kind of information is included in the summary of this event from *Esperanza Rising*?” (the names of the characters; a brief description of the fire and why it happened, and what happened as a result)
 - “What human right is threatened by this event?” (taking someone’s property from them)
- Model completing this box on the displayed Directors’ Note Research note-catcher.
- Invite students to take out their copies of the **simplified version of the UDHR**. Using a total participation technique, invite responses from the group:
 - “What article from the UDHR corresponds to this event?” (Part 2 of Article 17)
 - “How is the human right violated or threatened in *Esperanza Rising*?” (The uncles intentionally burned down her home, leaving Esperanza and her family with nothing.)

- Model completing these two parts of the UDHR Connection box on the displayed Directors' Note Research note-catcher.
- Invite students to work with their monologue groups to complete the Summary of Excerpt from *Esperanza Rising* and UDHR Connection boxes on their Directors' Note Research note-catchers. Tell them that even though they will write the Directors' Note as a group, they should each complete their own copy of the note-catcher. Tell students that they should refer to their group's excerpt from *Esperanza Rising*, the simplified version of the UDHR, the **How Were the Human Rights of the Characters in *Esperanza Rising* Threatened? anchor chart**, and the **domain-specific word wall** as they work.
- Circulate to support students as they work.
- Refocus students whole group. Reassure them that it is okay if they have not finished gathering evidence; they will have more time to do so in the next lesson.
- Tell students they are now going to use the Thumb-O-Meter protocol to reflect on their progress toward the second learning target. Remind them that they used this protocol earlier in the lesson and review as necessary. Refer to the Classroom Protocols document for the full version of the protocol.
- Guide students through the Thumb-O-Meter protocol using the second learning target. Scan student responses and make a note of students who may need more support with this moving forward.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: Model and think aloud the process of searching for and finding the corresponding article within the simplified UDHR. (Example: "Hmm. Well, the house was theirs, and they had something of theirs taken away. What is another word for something that is yours? Property! Here it is, everybody has the right to own property—Article 17.") (MMR)
- For ELLs and students who may need additional support with comprehension: Briefly review the How Were the Human Rights of the Characters in *Esperanza Rising* Threatened? anchor chart and briefly discuss each event the groups are working on. Ensure that all students understand how the anchor chart can help them determine which human rights of the characters were threatened by their event. (MMR)
- For students who may need additional support with fine motor skills: Offer choice with the graphic organizer by providing a template that includes lines within the boxes. (MMR, MME)

Closing and Assessment

A. Generating Reading Fluency Criteria (10 minutes)

- Display **Miguel's Monologue**. Tell students you are going to read the monologue aloud several times.
- Read the monologue text three times aloud as indicated below. After each read, ask students what they noticed about the way you read and ask them to suggest how you might improve

it. As students share out, capture their responses on the **Fluent Readers Do These Things anchor chart**. Refer to **Fluent Readers Do These Things anchor chart (example, for teacher reference)** as necessary.

- First read: quickly and quietly, making and ignoring mistakes and not attending to punctuation
 - Second read: slowly, word by word, sounding out every fifth word or so, again ignoring mistakes and not attending to punctuation or expression
 - Third read: at an “appropriate rate.” Make a mistake or two, but show how fluent readers would self-correct. Match your facial expression and body language to the piece. Change your rate, volume pitch, and tone to reflect an understanding of the author’s intended message.
- Tell students they will refer to these criteria when they practice reading fluency. Tell them that reading fluency is reading accurately and smoothly.
 - Tell students they are now going to use the Thumb-O-Meter protocol to reflect on their progress toward the final learning target. Remind them that they used this protocol earlier in the lesson and review as necessary. Refer to the Classroom Protocols document for the full version of the protocol.
 - Guide students through the Thumb-O-Meter protocol using the final learning target. Scan the responses and make a note of students who may need more support with this moving forward.
 - Repeat, inviting students to self-assess against how well they applied their learning and persevered in this lesson.

Meeting Students' Needs

- For students who may need additional support understanding what is an appropriate rate, volume pitch or tone: Provide peer or teacher models to demonstrate. (MMAE)
- Create a supportive and inclusive classroom environment by reminding students that everyone is working toward being a better auditor. Tell students that increased fluency will come with practice. Highlight and give specific, positive feedback on growth and development rather than relative performance. (MME)

Homework

A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

Meeting Students' Needs

- For ELLs and students who may need additional support with reading and writing: Refer to the suggested homework support in Lesson 1. (MMAE, MMR)