

## Lesson 10: Performance Task: Drafting the Directors' Note



### CCS Standards

- **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.5.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **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.



### Daily Learning Targets

- I can draft an informational text explaining the human right threatened in my monologue group's event from *Esperanza Rising* and how people are impacted by this issue today. (W.5.2, W.5.4, W.5.5, W.5.8)
- I can fluently read my monologue aloud. (RF.5.4)

### Ongoing Assessment

- Directors' Note draft (W.5.2, W.5.4, W.5.5, W.5.8)

## Agenda

### 1. Opening

A. Reviewing Learning Targets (5 minutes)

### 2. Work Time

A. Monologue Group Work: Drafting the Directors' Note (25 minutes)

B. Research Reading Share (15 minutes)

### 3. Closing and Assessment

A. Reading Fluency Practice: Peer Critique (15 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 use their research from Lessons 8–9 to write a draft of their Directors' Note with their monologue group (W.5.2, W.5.4, W.5.5, W.5.8).
- In Work Time B, students are guided through a research reading share. Consider using the Independent Reading: Sample Plan if you do not have your own independent reading review routines. This review is designed to hold students accountable for their research reading completed for homework. This volume of reading promotes students' growing ability to read a variety of literary and informational texts independently and proficiently (RI.5.10, RL.5.10).
- This lesson focuses on the following habits of character: working to become effective learners and working to become ethical people. The characteristics students are reminded of in this lesson are: collaboration, as they work with their groups to write their Directors' Note, and taking initiative, prior to sharing their independent reading.
- In the Closing, students practice reading their monologues in preparation for Part III of the End of Unit 3 Assessment and the performance task (RF.5.4).
- 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:

- Students use the evidence gathered on their Directors' Note Research note-catcher to draft their monologue group's Directors' Note.
- 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:

- In the Closing, listen to students reading aloud to each other to identify any common issues that can be used as teaching points in the next lesson.
- Consider using Writing Informal Assessment: Writing and Language Skills Checklist during students' group writing in Work Time A (see Module 1 Appendix).
- Consider using the Reading: Foundational Skills Informal Assessment: Reading Fluency Checklist during students' independent reading share in Work Time B and during the peer critique in Closing and Assessment A (see Module 1 Appendix).
- Consider using the Reading: Foundational Skills Informal Assessment: Phonics and Word Recognition Checklist (Grade 5) during students' independent reading share in Work Time B (see Module 1 Appendix).

#### Down the road:

- Students will revise and edit their group's Directors' Note as part of the End of Unit 3 Assessment in the next lesson.
- 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 a research reading share using the Independent Reading: Sample Plan (see Module 1 Appendix) or your own independent reading routine.
- Review the Red Light, Green Light and Peer Critique protocols (see Classroom Protocols).
- Post: Learning targets and applicable anchor charts.

#### Technology & Multimedia

- Work Time A: Students write their first drafts using Google Docs or other word-processing software.
- Work Time A: Students use speech-to-text facilities activated on devices or use 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.C.10

### Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to work collaboratively to draft a Directors' Note, a task for which they have built considerable content and linguistic knowledge in prior lessons.
- ELLs may find it challenging to transition from filling in their note-catchers to drafting a coherent piece of writing. Support students by providing sentence frames and explicitly modeling the process of using their note-catchers to create a piece of writing. See the Meeting Students' Needs column for details.

### Levels of support

*For lighter support:*

- During Work Time A, allow intermediate or advanced proficiency students to work in partnership with beginning proficiency students and those who need heavier support to write their Directors' Notes.

*For heavier support:*

- If a group contains many ELLs and students who need heavier support, consider working closely with this group to support their writing or completing the Directors' Note as a shared or interactive writing experience.
- During Work Time A, distribute a template for the Directors' Note with sentence frames throughout. This provides students with prompts for the information they should enter and reduces the volume of writing required.

## Universal Design for Learning

- **Multiple Means of Representation (MMR):** Because writing a Directors' Note is a new skill for many students, they will need multiple representations of your expectations. Consider modeling writing a Directors' Note while thinking aloud before having the students write in their monologue groups.
- **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):** Some students may need additional support with the writing task. Before students begin writing, consider creating a writing goal that is appropriate for the individual student (e.g., two pages). Place a star or sticker at the goal point so that they can self-monitor their progress as they write. Acknowledge and give specific, positive feedback for students meeting or exceeding their goals.

### Vocabulary

#### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- collaborate (L)
- reactions, violated, threatened, human rights, challenges, impact, face (W)

### Materials

- ✓ Monologue group norms (from Lesson 1; one per monologue group)
- ✓ Performance Task anchor chart (begun in Unit 1, Lesson 1)
- ✓ Directors' Note Research note-catcher (from Lesson 8; one per student and one to display)
- ✓ Working to Become Effective Learners anchor chart (begun in Unit 2, Lesson 13)
- ✓ Paper (lined; several pieces per student)
- ✓ Model Directors' Note (from Lesson 8; one per student and one to display)
- ✓ Informative Writing Checklist (from Unit 2, Lesson 12; one per student)
- ✓ *Esperanza Rising* (from Unit 1, Lesson 2; one per student)
- ✓ Simplified version of the UDHR (from Unit 1, Lesson 4; 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)
- ✓ Red, yellow, and green objects (one of each color per student)
- ✓ Working to Become Ethical People anchor chart (begun in Unit 1, Lesson 2)
- ✓ Independent Reading: Sample Plan (see Module 1 Appendix)
- ✓ Monologue drafts (begun in Lesson 5; one per student)
- ✓ Fluent Readers Do These Things anchor chart (from Lesson 8)
- ✓ Peer Critique anchor chart (begun in Unit 2, Lesson 8)
- ✓ Directions for Peer Critique (from Lesson 9; one per student and one for display)
- ✓ Sticky notes (two per student; preferably two different colors)

### Opening

#### A. Reviewing Learning Targets (5 minutes)

- Direct students' attention to the posted learning targets and select a volunteer to read them aloud:
  - *“I can draft an informational text explaining the human right threatened in my monologue group's event from *Esperanza Rising* and how people are impacted by this issue today.”*
  - *“I can fluently read my monologue aloud.”*

- Invite students to turn and talk to an elbow partner:  
*“What human right was threatened in your monologue group’s event from Esperanza Rising?” (Responses will vary based on each group’s excerpt.)*
- Tell students that today they will continue working on the Directors’ Note for their programs by using their research from the last several days to draft the note. Tell them that they will work with their monologue group to write one draft. Tell students they will have another opportunity to practice their reading fluency with their monologues at the end of the lesson.

### Meeting Students’ Needs

- For ELLs and students who may need additional support with memory: Ask students to recall and describe one way that they worked toward the learning targets in the past three lessons. (MMR)

## Work Time

### A. Monologue Group Work: Drafting the Directors’ Note (25 minutes)

- Invite students to sit with their monologue groups and spend a few minutes reading through the **monologue group norms** they generated in Lesson 1.
- Focus students on the **Performance Task anchor chart**. Using a total participation technique, invite responses from the group:  
*“What is the task we have been working on?” (a Directors’ Note describing the human right threatened in our group’s excerpt from Esperanza Rising and explaining how people are impacted by this challenge today)*  
*“What is the purpose of this piece of writing?” (to inform or teach about human rights)*  
*“Who will be our audience for this piece?” (other students, teachers, and community members)*
- Invite students to take out their **Directors’ Note Research note-catchers** and remind them that they have been using this note-catcher to gather evidence to use when writing their group’s Directors’ Note.
- Use a total participation technique to invite responses from the group:  
*“What human right is threatened by the event described in your group’s excerpt from Esperanza Rising?” (Responses will vary based on each group’s excerpt.)*  
*“How is that human right violated or threatened in your group’s excerpt?” (Responses will vary based on each group’s excerpt.)*
- Focus students on the **Working to Become Effective Learners anchor chart**, specifically collaborate. Remind students that as they work together in their monologue group, they will need to collaborate to accomplish their goal of a completed Directors’ Note draft.
- Distribute **paper** and tell students they are going to complete a draft of their Directors’ Note. Tell them that even though they are working in groups, they should each complete a draft of their piece.



- Display and read aloud the **model Directors' Note**. Using a total participation technique, invite responses from the group:  
*“What did you notice about the structure of the model Directors' Note?” (It follows the Painted Essay® structure.)*  
*“What sentence tells the focus of this piece?” (the last sentence of the first paragraph: “The fire violated the human rights of Esperanza and her family and reminds us of similar challenges many people still face today.”)*
- If productive, cue students to listen carefully and seek to understand:  
*“Who can tell us what your classmate said in your own words?” (Responses will vary.)*
- Briefly review the structure of the model in relation to the Painted Essay®: The first paragraph is red, introducing the topic and giving a brief description of the situation from *Esperanza Rising*. It ends with a two-part focus statement. The second paragraph is yellow, explaining the first part of the focus statement: how the fire violated the human rights of Esperanza and her family. The third paragraph is blue, explaining the second part of the focus statement: how people are impacted by the same challenge today. The last paragraph is green, reflecting on the focus.
- Direct students' attention to the focus question at the top of their Directors' Note Research note-catcher and select a volunteer to read it aloud.
- Invite students to work with their monologue groups to write a focus statement for their Directors' Note, writing it in the appropriate spot on their note-catchers. If necessary, post the following sentence frame for students to use:
  - “\_\_\_\_\_ (event from *Esperanza Rising*) threatened the human rights of \_\_\_\_\_ (characters) and reminds us of similar challenges many people still face today.”
- Tell students they are ready to begin drafting. Remind them that when they write a draft, they should skip lines so they have room to make revisions and edits later in the writing process. Also remind them to use their Directors' Note Research note-catcher to ensure that their writing includes the relevant information.
- Distribute the **Informative Writing Checklist** and remind students that they used this checklist in Unit 2.
- Encourage students to refer to the following while they are working:
  - Informative Writing Checklist
  - Performance Task anchor chart
  - Directors' Note Research note-catcher
  - Their group's excerpt from *Esperanza Rising*
  - **Simplified version of the UDHR**
  - **How Were the Human Rights of the Characters in *Esperanza Rising* Threatened? anchor chart**
  - **Domain-specific word wall**
- Remind students to think about the task, the purpose of the Directors' Note, and their audience as they write.
- Give students 20 minutes to write. Circulate and support them as needed. Confer with those whom you observed needing additional support with planning their writing in the previous lessons. Help them to focus on getting their ideas down on paper, as opposed to worrying about spelling or grammar. Remind them that they will revise and edit their writing later in

the writing process.

- Invite students to record ‘Y’ for ‘Yes’ and the date in the final column of their Informative Writing Checklist if they feel the criteria marked on their checklists have been achieved in their writing in this lesson.
- Distribute **red, yellow, and green objects**.
- Tell students they are now going to use the Red Light, Green Light protocol to reflect on their progress toward the first learning target. Remind them that they used this protocol in Lesson 7 and review as necessary. Refer to the Classroom Protocols document for the full version of the protocol.
- Guide students through the protocol using the first learning target.
- Note students showing red or yellow objects so you can check in with them.

### Meeting Students’ Needs

- For ELLs and students who may need additional support with comprehension: Before students begin writing, display a model of a completed note-catcher based on the model Directors’ Note. Discuss the words and phrases of the note-catcher that inspired each part of the Directors’ Note. Model color-coding the note-catcher based on each part of the Painted Essay® and invite students to do the same using colored pencils. (MMR, MMAE)
- For ELLs and students who may need additional support with writing: Provide sentence frames to prompt each paragraph of the essay. Examples:
  - “These monologues show the reaction of \_\_\_\_.”
  - “\_\_\_\_ was a violation of Article \_\_\_\_ of the UDHR because \_\_\_\_.”
  - “Communities today still face similar challenges as the characters in *Esperanza Rising*, such as \_\_\_\_.” (MMR, MMAE)
- For students who may need additional support with writing stamina: Before students begin writing, consider creating a writing goal that is appropriate for the individual student (e.g., two pages). Place a star or sticker at the goal point so that they can self-monitor their progress as they write. (MME)
- For students who may feel uncomfortable publicly sharing their progress on meeting the learning targets: Minimize risk by providing students with a sheet of paper on which they can select a color for each learning target in private. This provides useful data for future instruction and helps students monitor their own learning. (MME)

## Work Time

### B. Research Reading Share (15 minutes)

- Focus students on the **Working to Become Ethical People anchor chart**. Remind them of this characteristic: “I behave with integrity. This means I am honest and do the right thing, even when it’s difficult, because it is the right thing to do.”
- Remind them that this includes doing homework even when there may be other things



they want to do after school. Remind them that the purpose of research reading is to build background knowledge and vocabulary on a topic so that they can gradually read more and more complex texts on that topic.

- Refer to the **Independent Reading: Sample Plan** to guide students through a research reading review or use your own routine.

## Closing and Assessment

### A. Reading Fluency Practice: Peer Critique (15 minutes)

- Refocus whole group.
- Invite students to retrieve their **monologue draft** and to find a partner.
- Direct students' attention to the **Fluent Readers Do These Things anchor chart** and review the criteria.
- Direct students' attention to the **Peer Critique anchor chart** and remind them of what peer critique looks and sounds like.
- Display and invite students to retrieve their **Directions for Peer Critique** and read them aloud for the group. Invite students to ask questions to ensure that they understand what to do.
- Distribute **sticky notes**.
- Circulate to support students as they work together to give feedback to one another.
- Tell students they are now going to use the Red Light, Green Light protocol to reflect on their progress toward the second learning target. Remind students 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 protocol using the second learning target.
- Note students showing red or yellow objects so you can check in with them.
- Repeat, inviting students to self-assess against how well they collaborated and took initiative in this lesson.

### Meeting Students' Needs

- For ELLs: Consider pairing students with a partner who has more advanced or native language proficiency. The partner with greater language proficiency can serve as a model in the pair, offering a model and helpful feedback for fluency work.
- For students who may need additional support with fluency: Pair these students with a highly fluent reader such as the teacher or a peer model and have them chorally read together. (MMR, MMAE)
- For ELLs: When circulating to support fluency, focus on flow, stress, and intonation. Refrain from providing feedback on accent and pronunciation. Do so only when it significantly obscures the meaning and obstructs communication.

## Homework

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**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)