

## Lesson 12: Performance Task: Monologue Program



### CCS Standards

- **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.5.6:** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- **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.



### Daily Learning Targets

- I can publish my monologue group’s program. (W.5.4, W.5.5, W.5.6)
- I can read an excerpt from *Esperanza Rising* aloud fluently. (RF.5.4)

### Ongoing Assessment

- Monologue group’s program (final copy) (W.5.4, W.5.5, W.5.6)

### Agenda

1. **Opening**
  - A. Reviewing Learning Targets (5 minutes)
2. **Work Time**
  - A. Monologue Group Work and End of Unit 3 Assessment, Part III: Reading Fluency (40 minutes)
3. **Closing and Assessment**
  - A. Tracking Progress (15 minutes)
4. **Homework**
  - A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

## Teaching Notes

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### Purpose of lesson and alignment to standards:

- In this lesson, students work in their monologue groups to publish their programs. This lesson is largely dependent upon students having access to a computer and a printer. Consider giving students additional time to type their final copies. If technology is not available in sufficient numbers for your class, consider modifying this lesson to use standard print dictionaries and focus on students using neat handwriting to create a published copy of their programs using the Performance Task template (see Performance Task Overview) (W.5.4, W.5.5, W.5.6).
- Time has been allocated in Work Time A for students to complete Part III of the End of Unit Assessment (RF.5.4).
- In this unit, the habit of character focus is on working to contribute to a better world. The characteristic students “collect” in this lesson is taking care of shared spaces as they use shared computers to publish their programs, and apply my learning as they work to publish their performance task.
- During the Closing and Assessment, students reflect on their learning using the Tracking Progress: Reading Fluency recording form. This exercise is meant to provide them with time to formally keep track of and reflect on their own learning. This self-reflection supports metacognition and pride in work and learning.
- 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 pull together the work they have done throughout the unit to complete their programs: their revised monologues and their 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 Goal 2 Conversation Cues to promote productive and equitable conversation.

### Areas in which students may need additional support:

- Students may need additional time for publishing. To provide this time, you may wish to move the Reflecting on Learning in the Closing of this lesson to another day.

### Assessment guidance:

- Use the Informative Writing Rubric: Grade 5 to grade students’ Directors’ Notes and the Narrative Writing Rubric: Grade 5 to grade students’ monologues (see Module 1 Appendix).
- Be sure to have read through students’ drafts and given feedback on the revision and editing before this lesson. If your students are using Version 1 of the Performance Task template (for typed publication), be sure they have a digital copy of the template and access to a computer during Work Time A.

### Down the road:

- Students will perform their monologues as part of the module performance task in the next lesson.

### In advance:

- Prepare the Working to Contribute to a Better World anchor chart (see supporting materials).
- Gather Tracking Progress folders.
- Review the Thumb-O-Meter protocol (see Classroom Protocols).
- Post: Learning targets and applicable anchor charts.

### Technology & Multimedia

- Opening A: Demonstrate the word-processing software students will use to publish their work.
- Work Time A: Students publish their work using word-processing software.
- Work Time A: Students publish their work 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>).
- Work Time A: Record students reading aloud for them to listen back to using audio or video recording software or apps such as Audacity (<http://audacity.sourceforge.net>) or GarageBand (<http://www.apple.com/mac/garageband/>). If available, you may consider using a microphone to ensure a good-quality recording.

## 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 complete final copies of their performance tasks, programs, and Directors' Notes. Students will achieve a sense of accomplishment and closure as they prepare to publish work in which they have invested significant time and effort.
- ELLs may find it challenging to type and complete a finished product within the allotted time. Consider providing additional opportunities in or after class to complete the work if necessary.

### Levels of support

*For lighter support:*

- During Work Time A, encourage students to establish group roles to facilitate group work so that all students have opportunities to make contributions. Encourage advanced and intermediate proficiency students to take on leadership positions (e.g., time manager, reader, typist, quality control).

*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 their programs as a shared or interactive writing experience.

### Universal Design for Learning

- **Multiple Means of Representation (MMR):** To get the most informative data from the assessment, ensure that all students have access to the assessment directions and feel comfortable with the expectations. Vary the ways in which you convey your expectations (e.g., engage in a clarifying discussion about the directions or create a map of the assessment to preview its tasks).
- **Multiple Means of Action and Expression (MMAE):** Reading fluency is best practiced on text that is at or below the independent reading level. For students whose independent reading levels are below this excerpt, allow them to use an excerpt from their independent reading book to assess fluency.
- **Multiple Means of Engagement (MME):** Engage students by getting them excited about getting to demonstrate all their hard work in the next lesson. Tell them that the program they are developing will help visitors and guests to see how much they learned in a polished way.

### Vocabulary

#### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- publish, taking care of shared spaces (L)

### Materials

- ✓ Working to Contribute to a Better World anchor chart (begun in Lesson 1; added to during Opening A; see supporting materials)
- ✓ Working to Contribute to a Better World anchor chart (example, for teacher reference)
- ✓ Monologue group norms (from Lesson 1; one per monologue group)
- ✓ Directors' Note drafts (begun in Lesson 10; published during Work Time A; one per student)
- ✓ Performance Task template (one per student and one to display; see Performance Task Overview; Version 1 for Typed Publication or Version 2 for Handwritten Publication)
- ✓ End of Unit 3 Assessment (from Lesson 11; one per student)
- ✓ Fluent Readers Do These Things anchor chart (begun in Lesson 8)
- ✓ Tracking Progress folder (from Unit 1, Lesson 12; one per student)
  - Tracking Progress: Reading Fluency (one per student and one to display)
- ✓ Working to Become Effective Learners anchor chart (begun in Unit 2, Lesson 13)

## Opening

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

- Ask students to sit where they can see your computer display. Let them know that today is the day they prepare their work to make it public—in other words, *publish* it.
- Direct students' attention to the posted learning targets and read the first learning target aloud:
  - ***“I can publish my monologue group’s program.”***
  - ***“I can read an excerpt from Esperanza Rising aloud fluently.”***
- Circle the word *publish* and use a total participation technique to invite responses from the group:
  - “What does it mean to publish something?” (Publish means making work available to the public.)***
- Set purpose: Tell students that they will perform their monologues and share their published programs with an audience in the next lesson. To publish their programs, they need to be sure everything is complete and correct. Today they will have time to polish their writing, including their group’s revised Directors’ Note from the End of Unit 3 Assessment in Lesson 11.
- Focus students on the **Working to Contribute to a Better World anchor chart**. Remind them that they are applying their learning through the performance of their monologues and creation of their programs.
- Read aloud the new habit of character recorded:
  - ***“I take care of and improve our shared spaces and the environment.”***
- Invite students to tell an elbow partner what *taking care of shared spaces* means in their own words using the anchor chart as a guide.
- Invite students to discuss with an elbow partner, and then cold call students to share their responses with the whole group:
  - “What does taking care of shared spaces look like? What might you see when someone is taking care of shared spaces?”***
  - “What does taking care of shared spaces sound like? What might you hear when someone is taking care of shared spaces?”***
- As students share out, capture their responses in the appropriate column on the Working to Contribute to a Better World anchor chart. Refer to **Working to Contribute to a Better World anchor chart (example, for teacher reference)** as needed.
- Record *taking care of shared spaces* on the Academic Word Wall. Invite students to add translations of the words in their home languages in a different color next to the target vocabulary.
- Once again, remind students of the habit of character focus: taking care of shared spaces.
- Tell students they will need to take care of shared spaces as they use shared computers to publish their work.
- Demonstrate how to use the word-processing software you have chosen, including how to use spell check to check and replace the incorrect spellings.

- Write the following steps on the board and review with students:
  1. With your group, read your revised Directors' Note drafts and make corrections based on the End of Unit 3 Assessment.
  2. Rewrite your draft to include the corrections and revisions in the appropriate spot on the Performance Task template.
  3. Complete the cover, authors, and Setting sections of the Performance Task template.
  4. Complete the Cast and Order of Monologues sections of the Performance Task template.
  5. Complete the Sources section of the Performance Task template.
  6. Print your work.
- Answer any clarifying questions.

### Meeting Students' Needs

- For ELLs and students who may need additional support with new vocabulary: Ask:
 

*“What is the difference between the adjective public and the noun the public?” (The adjective public is used to describe a book or resource that is shared by anybody and everybody who wants it. The public is a noun that refers to all the people in a community or the world.) (MMR)*
- To further engage students, tell them that this is what they have been working toward during the entire unit. They will get an opportunity to share their work with an audience. (MME)
- For students who may need additional support: Give them a model program that they can use as they design their own. (MMR)

## Work Time

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### A. Monologue Group Work and End of Unit 3 Assessment, Part III: Reading Fluency (40 minutes)

- Invite students to sit at a computer with their monologue group and to spend a few minutes reading through the **monologue group norms** they generated in Lesson 1.
- Distribute students' revised **Directors' Note drafts** and tell them to begin working using the **Performance Task template (Version 1 for Typed Publication)**. If students are handwriting the performance task, distribute **Performance Task template (Version 2 for Handwritten Publication)**. Remind them to reference the steps for publishing as they are working.
- As students work, remind them to incorporate any corrections or revisions from their edited draft into their final copies. Remind them to make any capitalization, punctuation, and spelling corrections that they noted on their edited draft or in the teacher's feedback and to record their sources in the appropriate spot on their Performance Task templates.

- As students work, circulate and confer as needed. If there are students who need to complete Part III of the **End of Unit 3 Assessment**, call them into an area of the room one-by-one to read the fluency excerpt aloud and give them the assessment. Conduct the assessment as follows:
  1. Read aloud the prompt for students and invite them to ask any questions if they are unsure.
  2. Explain that the text they are going to read is an excerpt from *Esperanza Rising*.
  3. Show them the excerpt they will read.
  4. Remind students of the **Fluent Readers Do These Things anchor chart**.
  5. Invite students to begin and use the Reading Fluency Checklist to assess students.
  6. Ask students to briefly explain to you what the text was about.
  7. Provide students with immediate feedback: something they did really well and something they could improve on next time.
- Ensure students understand that this is the first reading fluency assessment of many that they will complete this year, so there is plenty of time to practice and improve.
- When students indicate they are finished with their programs, ask them to add a footer to their document that includes their group's name. This will avoid confusion when students print their papers.
- Tell students they are now going to use the Thumb-O-Meter protocol to reflect on their progress toward the first learning target. 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 writing: Display an enlarged or projected copy of a model of a completed Performance Task template. Annotate the model by labeling each component according to its corresponding step for publishing. (Example: Highlight the Directors' Note on the model template and write "Step 1" in the margins.) (MMR)
- For ELLs and students who may need additional support with comprehension: Read the assessment directions, questions, and answer options aloud. (MMR)
- Reading fluency is best practiced on text that is at or below the independent reading level. For students whose independent reading levels are below this excerpt, allow them to use an excerpt from their independent reading book to practice fluency. (MMAE)

## Closing and Assessment

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### A. Tracking Progress (15 minutes)

- Give students specific, positive feedback on the publishing of their programs. (Example: "I noticed a lot of you were careful using the shared computers.")
- Distribute **Tracking Progress folders**, and **Tracking Progress: Reading Fluency**. Remind students that successful learners keep track of and reflect on their own learning. Tell them

that they will do this after most assessments this school year. Remind them that they did this after the Mid-Unit 3 Assessment and End of Unit 1 Assessment. Explain that this form is similar, but this is about reading fluency.

- Focus students on the **Working to Become Effective Learners anchor chart** and remind them of taking responsibility, as they will take ownership of their goals by self-assessing and setting new goals based on their work in this unit.
- Guide students through completing the recording form.
- Invite students to place the form in their Tracking Progress folder and collect students' folders.
- Invite students to give a thumbs-up, thumbs-down, or thumbs-sideways to indicate how well they took care of shared spaces in this lesson.

### Meeting Students' Needs

- Create a supportive and inclusive classroom environment by reminding students that everyone is working toward being a better writer. Highlight and praise growth and development rather than relative performance. (MME)
- For ELLs and students who may need additional support with comprehension: Allow students to orally paraphrase the meaning of the Tracking Progress criteria, self-assess, and discuss the evidence with a partner before they begin writing. (MMR)

## 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)