



EXPEDITIONARY  
LEARNING

# Grade 5: Module 1

## Performance Task



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### Summary of Task

- Throughout Unit 3, students will learn about Readers Theater, compare and contrast the novel *Esperanza Rising* to a Readers Theater script of the same novel, and review their notes from Units 1 and 2 on the novel and the Universal Declaration of Human Rights (UDHR). Students will work in small groups to analyze passages from passages from *Esperanza Rising* that relate to one of five articles from the declaration. Based on the UDHR article the group chooses, each student will write his or her own scene of a Readers Theater script from selected pages/passages of *Esperanza Rising* (see end of Unit 3 assessment, below).
- For the final performance task, students will collaborate in their small groups to combine their individual scripts into a longer, single script based on their common UDHR article. They will refine their group script with a focus on narrating the themes of the UDHR and on smooth transitions between individual script scenes. Students will choose props, rehearse, and then perform their Readers Theater scripts for the class and/or the school or community.

*Note: The End of Unit 3 on-demand assessment serves as the individual component of this group performance task. Students will write their own individual scene of their group's Readers Theater script.*

*Note: Although Readers Theater requires fluent reading, this performance task is not a formal fluency assessment, since students' own writing likely will not be at the appropriate level of text complexity to address the CCLS Reading Foundations standards.*

### Format

- Narrative Script (3–4 pages, typed, one-sided, on 8.5" x 11" paper)

*Note: Students will have previously handwritten or typed their individual scripts. For the performance task, these individual scene scripts will be combined (either by physically taping hard copy or pasting all text into one shared Word document. Each student will need a photocopy of the full group script to use in the performance.*

### Standards Assessed Through This Task

- SL.5.6 I can adapt my speech for a variety of contexts and tasks, using formal English when appropriate.
- W.5.3. I can use the 6+1 traits to write narrative texts.
- W.5.4. I can produce clear and coherent writing that is 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.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- W.5.11. Create and present an original poem, narrative, play, art work, or literary critique in response to a particular author or theme studied in class.



### Student-Friendly Writing Invitation/Task Description

- You are a member of a playwright group who has been commissioned to write and perform a narrative script using passages from the novel *Esperanza Rising* that relate to one of the Universal Declaration of Human Rights themes. As a group, you will select one of the UDHR articles/themes we have been studying.
- Keep in mind that the script should:
  - \* include at least four speaking parts (with or without a narrator), at least one for each member
  - \* link each scene to the UDHR theme chosen through the narration
  - \* move smoothly from one scene to the next
  - \* have a strong beginning and conclusion that link *Esperanza Rising* to the chosen UDHR theme
  - \* use props effectively
  - \* be rehearsed by the performers so that it sounds like they are speaking their lines instead of reading them
- Each member will write an individual narrative “scene script” from the novel relating to that theme. Then you will collaborate with your small group to produce one longer script that connects each person’s scenes related to the UDHR article/theme. When you work as a group, you will focus on making sure the scenes flow together: You will refine each person’s narration, add transitions, and work as a group to write a conclusion to the group’s script. You also will choose props for your performance and rehearse as a group. Your group will perform your final high-quality narrative script for the class and/or school or community members.

### Key Criteria For Success (Aligned With NYSP12 ELA CCLS)

- Below are key criteria students need to address when completing this task. Specific lessons during the module build in opportunities for students to understand the criteria, offer additional criteria, and work with their teacher to construct a rubric on which their work will be critiqued and formally assessed.
- Your script and performance will include:
  - \* at least four characters, including a narrator
  - \* narration that links each scene to the UDHR theme you chose
  - \* clear transitions between scenes, using strong transitional words and phrases
  - \* an effective introduction and conclusion, linking the passages from *Esperanza Rising* that you used in each scene to the UDHR article/theme on which you focused
  - \* key words and details from the specific article of the UDHR
  - \* clearly identified speaking roles for each group member
  - \* props to enhance the performance
  - \* a clear speaking voice, using appropriate pacing, fluency, and intonation.

#### Options For Students

- Some students may dictate or record their scripts.
- Provide sentence frames, lists of steps, and anchor charts for student reference.
- Advanced options: When writing “narrator” text, students may be challenged by using strategies such as Omit a Letter or write using alliteration. Providing a “Dead Words” list that students may not use in their writing may help them avoid clichés and other overused words.

#### Options For Teachers

- Students may organize a public performance of their Readers Theater scripts.
- For all students independently proficient with technology, consider allowing students to create the following, for use during the final performance: a PowerPoint, Prezi, or OpenOffice Impress document incorporating script passages and imagery; or a sound-effects track for background or transitions between scenes.
- Students interested in, or independently proficient, in the arts may consider:
  - enlarging script passages and creating accompanying illustrations;
  - creating a “playbill” for their performance;
  - producing a radio or print advertisement about their play;
  - writing a short song or poem to conclude the play;
  - designing or determining costumes (as part of props); or
  - choreographing/“staging” actors for the performance.

#### Resources and Links

- Pam Muñoz Ryan, *Esperanza Rising* (New York: Scholastic, 2002), ISBN: 978-0-439-12042-5.
- United Nations Office of the High Commissioner for Human Rights, Universal Declaration of Human Rights, adopted and proclaimed by General Assembly Resolution 217 A (III) of 10 December 1948, from [www.un.org/events/humanrights/2007/.../declaration%20\\_eng.pdf](http://www.un.org/events/humanrights/2007/.../declaration%20_eng.pdf) (last accessed July 22, 2012).
- Aaron Shepard, *Readers On Stage* (Shepard Publications, 2004), ISBN 978-0-938497-21-9.
- *Aaron Shepard's RT Page, Scripts, and Tips for Reader's Theater*, from <http://www.aaronsherp.com/rt/> (last accessed July 22, 2012).
- Kathleen M. Hollenbeck, *Fluency Practice Read-Aloud Plays: Grades 5–6: 15 Short, Leveled Fiction and Nonfiction Plays with Research-Based Strategies to Help Students Build Fluency and Comprehension* (Scholastic, 2006), ISBN 970-0-439-55421-3.
- Michael Ryall, *Readers' Theater Grade 5* (Evan-Moor Corp, 2003), ISBN-10 1-55799-894-9.