



EXPEDITIONARY
LEARNING

Grade 5: Module 3A: Unit 3: Lesson 15

Author's Read: Final Performance Task



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

With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.5.5)

I can effectively engage in discussions with diverse partners about fifth-grade topics and texts. (SL.5.1)

b. I can follow our class norms when I participate in a conversation.

c. I can ask questions that are on the topic being discussed.

c. I can connect my questions and responses to what others say.

I can report on a topic or text using organized facts and details. (SL.5.4)

I can speak clearly and at an understandable pace. (SL.5.4)

Supporting Learning Targets

- I can read my revised letter to a publisher aloud clearly and at an understandable pace.
- I can give feedback to my peers about how clearly they read their writing aloud.

Ongoing Assessment

- Performance Task
- Guiding Question Statement



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Homework Review and Engaging the Speaker (10 minutes)2. Work Time<ol style="list-style-type: none">A. Review Group Norms and Speaking Criteria (10 minutes)B. Final Performance Task: Group Author Readings (35 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief and Review of Learning Targets (5 minutes)4. Homework<ol style="list-style-type: none">A. Share with someone at home some of the most valuable or interesting pieces of information you learned about your athlete. Continue reading in your independent reading book for this unit at home.	<ul style="list-style-type: none">• In this lesson, students submit their writing as their Final Performance Task for this module. They first read their letters out loud to their triads. The formal assessment is of students' written work (based on the same rubric students have helped co-construct throughout the module). The Speaking Criteria form is used to help students give and receive feedback on their ability to report on a topic by speaking clearly and at an understandable pace (SL.5.4).• As students share their letters in triads, move throughout the room to listen in on students' Author Readings. Use the Speaking Criteria to informally evaluate students' current ability to speak clearly and at an understandable pace (SL.5.4 and SL.5.6).• Review: Milling to Music strategy (Appendix).



Lesson Vocabulary	Materials
revised, pace, feedback	<ul style="list-style-type: none">• Student's individual Letter to a Publisher about an Athlete's Legacy• Expert Group Norms anchor chart (from Lesson 2)• Speaking Criteria (one per student)• Author Readings task card (one per triad)

Opening	Meeting Students' Needs
<p>A. Homework Review and Engaging the Speaker (10 minutes)</p> <ul style="list-style-type: none">• Congratulate students on all their hard work during this module as they learned about the value of sports in American culture; Jackie Robinson's role in changing Americans' beliefs; and their research about how either Roberto Clemente or Althea Gibson faced and overcame challenges, ultimately helping to shape the society we live in today.• Ask students to take out the Letter to a Publisher about an Athlete's Legacy, which they revised for homework.• Review the Milling to Music protocol with students.• Give students 6 to 7 minutes to complete the following:<ol style="list-style-type: none">1. Choose the strongest paragraph of your letter to read aloud to a peer (Introduction; Body Paragraph 1, 2, or 3; or Conclusion Statement).2. Meet with at least two other peers to read your strongest paragraph aloud.3. Thank the speaker for sharing his or her work aloud with you.• After 6 or 7 minutes, focus students whole group. Tell students that today they will have the opportunity to share their letters aloud in small groups, as the Final Performance Task for this module.	<ul style="list-style-type: none">• Intentionally partner ELL students with other students who speak the same L1 language for the Milling to Music protocol.



Work Time	Meeting Students' Needs
<p>A. Review Group Norms and Speaking Criteria (10 minutes)</p> <ul style="list-style-type: none">Review the learning targets:<ul style="list-style-type: none">– “I can read my revised letter to a publisher aloud clearly and at an understandable pace.”– “I can give feedback to my peers about how clearly they read their writing aloud.”Cold call several students to share out what they recall about the meaning of the words revised (changed; corrected; improved), pace (speed, rate), feedback (critique; advice; comments).Post and remind students of the Expert Group Norms anchor chart (from Lesson 2 of this unit).Ask students to briefly review and discuss:<ul style="list-style-type: none">* How can you apply these norms as you listen to and share your letters in triads today?Cold call several students to share out. Listen for comments such as: “Taking turns will allow everyone in the group to share their letter,” “Focusing my attention on the speaker will avoid distractions and help me listen to the speaker’s ideas,” “Providing specific and kind feedback will help the speaker refine his or her speaking skills,” etc.Display and distribute the Speaking Criteria (one per student). Read the criteria aloud to students. Clarify anything as necessary.Explain to students that during the remainder of Work Time they will each share their letters aloud with the members of their triad. The peers who are listening to a letter being read aloud will use the criteria to offer feedback to the speaker about her or his speaking skills.Make students aware that you will move throughout the room as triads share their letters to listen in on students’ readings and informally evaluate speakers’ skills by using the same criteria.	<ul style="list-style-type: none">Provide sentence stems (e.g., “I can use the norms _____ to listen and share my letter with my group.) for students who may have difficulty with language.



Work Time (continued)	Meeting Students' Needs
<p>B. Final Performance Task: Group Author Readings (35 minutes)</p> <ul style="list-style-type: none">• Tell students they are still working on the same learning targets.• Ask students to take 2 minutes to discuss and determine who will read first, second, and third.• Distribute and display the Author Readings task card. Read the directions aloud. Clarify instructions as needed.• Ask students to begin. As students share their letters aloud, circulate to support and evaluate students' speaking skills based on the criteria. (This serves as a formative assessment to help prepare for Module 4, when speaking is assessed more formally.)• Collect students' Letter to a Publisher about an Athlete and the Speaking Criteria forms that students filled out for the two authors they listened to.• As time permits, cold call some students to share out things they learned from their partners' writing.	<ul style="list-style-type: none">• Allow students who struggle with language or reading aloud the opportunity to practice and become more comfortable with reading their letters aloud.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Focus students whole group and once again congratulate them on their work during this module. Say: “You have done a lot of great work to learn more about how athletes have broken barriers during the historical era in which they lived, how these individuals have been shaped by and shaped our society, as well as the bigger story we can learn from biographical texts.”• Ask students to think then turn and talk with a partner:<ul style="list-style-type: none">* “What is the most valuable or interesting piece of information you learned about the athlete that you studied during this module?”• Invite several students to share their ideas whole group.• Review the learning targets. Ask students to demonstrate their level of mastery toward each target by showing a thumbs-up or thumbs-down. Note students who show a thumbs-down; they may need more support developing their speaking skills.	<ul style="list-style-type: none">• Provide a sentence stem or starter (e.g., “The most valuable or interesting piece of information I learned about my athlete is _____.”) for students who may struggle with language for the Debrief.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Share with someone at home some of the most valuable or interesting pieces of information you learned about your athlete.• Continue reading in your independent reading book for this unit at home.	<ul style="list-style-type: none">• Provide prerecorded audio independent reading books for those students that struggle with reading independently.



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Supporting Materials



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Speaking Criteria

Date:	
Listener/Reviewer's Name:	

Author #1 Name:	
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Criteria:	Yes	No
1. The author tells the listeners what the topic of the letter is <i>before</i> reading the letter aloud.		
2. The author speaks clearly.		
3. The author speaks at an understandable pace.		
Additional Comments: Be specific, Be kind...		



Speaking Criteria

Author #2 Name:	
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Criteria:	Yes	No
1. The author tells the listeners what the topic of the letter is <i>before</i> reading the letter aloud.		
2. The author speaks clearly.		
3. The author speaks at an understandable pace.		
Additional Comments: Be specific, Be kind...		



Author Readings Task Card

Complete the following in your triads:

- The first student gets 4-5 minutes to read her or his letter aloud to the group. Group members should not interrupt the speaker.
- After the reader is done, the listeners take 2 to 3 minutes to fill in the Speaking Criteria form and give feedback to Author 1.
- Listeners share feedback with the author, based on the criteria. Be kind and specific with your feedback.
- Repeat above steps for Authors 2 and 3.