



## Language Arts Curriculum

### **MODULE LESSONS**

#### Grade 5: Module 1

#### Stories of Human Rights — Performance Task

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## Summary of Task

### Monologue Performance and Program

This performance task gives students a chance to work in small groups to compile their monologues and create a program. Throughout Unit 3, students work with careful scaffolding to write and revise a monologue based on a character's reaction to an event from *Esperanza Rising*. For the performance task, students work in groups to finalize the order of their monologues and create a program that includes the order of their monologues, the cast, and a Directors' Note. In the Directors' Note, students write about the human right challenged by the event described in their monologues, identify the corresponding article from the UDHR, and explain how people are impacted by this issue today. Finally, students perform their monologues for a live audience. **This task centers on CCSS ELA RF.5.4, W.5.4, W.5.5, and W.5.8.**

### Format

Oral presentation with written program.

### Standards Assessed through This Task

- **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.5.4:** 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.

### Student-Friendly Writing Invitation/Task Description

Now that you have written an original monologue about a character's response to an event or situation from *Esperanza Rising*, you are going to present your monologue with your group. Your group will also create a program that includes the order of your group's monologues, the cast, and a Directors' Note. In the Directors' Note, you will write about the human right challenged by the event described in your group's monologues, identify the corresponding article from the UDHR, and explain how people are impacted by this issue today.

## Key Criteria for Success

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 criteria list by which their work will be critiqued and formally assessed. Each piece of work should be assessed as it is created, using the rubric in the resource section of the unit or other student-generated criteria.

### 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
- Program, including a Directors' Note to help the audience better understand the human right challenged by the event described in your group's monologues:
  - What human right is challenged by the event described in your group's monologues?
  - What article(s) from the UDHR corresponds to this event?
  - How does this issue impact people today?

### Options for Students

- Extension: Students may create a complete slideshow using presentation software, including visuals and verbal cues.
- Students will write their monologues individually. They will meet with their monologue groups throughout the planning and revision process.
- Student monologues could be various lengths, shorter for those for whom language is a barrier.

- Students will research and write the Directors' Notes and create their group's program as a group.
- Students could present their monologues to their own class as practice for presenting to others in the school community.
- Students could record their presentations rather than present them to a live audience, or deliver to a smaller, specifically selected audience.

## Options for Teachers

- Students could present to an audience including their own class, other classes in the school, teachers, family members, or community members.
- Student use of technology will vary depending on access to technology. In situations where technology is not available, students can pass around images to audience members. In situations where technology is available, students can create and project visuals.

## Performance Task Anchor Chart

### RF.5.4, W.5.4, W.5.5, W.5.8

Now that you have written an original monologue about a character's response to an event or situation from *Esperanza Rising*, you are going to present your monologue with your group. Your group will also create a program that includes the order of your group's monologues, the cast, and a Directors' Note. In the Directors' Note, you will write about the human right challenged by the event described in your group's monologues, identify the corresponding article from the UDHR, and explain how people are impacted by this issue today.

#### Your presentation will include:

- A read-aloud of your group's excerpt from *Esperanza Rising* to give the audience context for your groups' monologues
- A read-aloud of your original monologue
- Program, including a Directors' Note to help the audience better understand the human right challenged by the event described in your group's monologues:
  - What human right is challenged by the event described in your group's monologues?
  - What article(s) from the UDHR corresponds to this event?
  - How does this issue impact people today?

# Performance Task Template

(Version 1 for Typed Publication)

Delete and Insert Your Title

## Performance Task Template

(Version 1 for Typed Publication)

***Esperanza Rising* Monologues based on the novel by Pam Muñoz Ryan**

By Delete this underlined text and insert your names here

**Setting:** Type your text here—delete this line

**DIRECTORS' NOTES**

Type your text here—delete this line

# Performance Task Template

(Version 1 for Typed Publication)

## CAST

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Type student's name here

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## ORDER OF MONOLOGUES

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Delete this line and any extra monologue lines



# Performance Task Template

(Version 1 for Typed Publication)

## Sources

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# Performance Task Template

(Version 2 for Handwritten Publication)

*Esperanza Rising* Monologues based on the novel by Pam Muñoz Ryan

**By**

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**Setting**

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**DIRECTORS' NOTES**

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# Performance Task Template

(Version 2 for Handwritten Publication)

## CAST

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## ORDER OF MONOLOGUES

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