



EXPEDITIONARY
LEARNING

Grade 10: Module 2B: Unit 3: Lesson 4

Final Performance Task: Character Confessional Narrative



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

CCSS.ELA-LITERACY.RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CCSS.ELA-LITERACY.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Supporting Learning Targets

- I can read my narrative for an audience.

Ongoing Assessment

- Character confessional narrative
- Character Confessional Rubric Self-Assessment



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Reviewing the Learning Target (2 minutes)Work Time<ol style="list-style-type: none">Performance Task: Sharing the Character Confessional Narrative with a Small Group (35 minutes)Closing and Assessment<ol style="list-style-type: none">Self-Assessment (8 minutes)Homework<ol style="list-style-type: none">None.	<ul style="list-style-type: none">Before this lesson, divide students into new mixed groups, each containing one representative from each character. In this lesson, students have the opportunity to read-aloud a portion of their confessional or their entire confessional to a small group of peers. This is not a speaking and listening assessment, but rather provides students with an opportunity to further create a community of writers.

Lesson Vocabulary	Materials
	<ul style="list-style-type: none">Character Confessional Rubric (from Lesson 1)Character Confessional Self-Assessment (one per student)



Opening	Meeting Students' Needs
<p>A. Reviewing the Learning Target (2 minutes)</p> <ul style="list-style-type: none">• Invite students to read the learning target aloud with you:<ul style="list-style-type: none">* “I can read my narrative for an audience.”• Tell students that in this lesson, they have an opportunity to read a self-selected portion of their narrative or their entire narrative to a small group of peers who have written confessionals about different characters.	
Work Time	Meeting Students' Needs
<p>A. Performance Task: Sharing the Character Confessional Narrative with a Small Group (35 minutes)</p> <ul style="list-style-type: none">• Give students 5 minutes to select a portion of their narrative or decide if they would like to read the entire narrative.• Invite students into their new mixed character groups. Have students determine the order of reading aloud based on their birthdays.• Circulate as students read to their small groups.	
Closing and Assessment	Meeting Students' Needs
<p>A. Self-Assessment (8 minutes)</p> <ul style="list-style-type: none">• Distribute copies of the Character Confessional Self-Assessment and have students pull out their copy of the Character Confessional Rubric (from Lesson 1) to use as a reference for their self-assessment. . Have each student fill out the rubric as a self-assessment of her/his narrative. Students will also need to write a short statement explaining why they scored themselves the way they did on the self-assessment sheet. Model if necessary.• Collect student narratives and self-assessments.	<ul style="list-style-type: none">• Developing self-assessment and reflection supports all students, but research shows it supports struggling learners most.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• None	



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Character Confessional Self-Assessment

Explain why you gave yourself the score you did for each category.

Content and Analysis: I gave myself a score of __ (1, 2, 3, or 4) because:

Cohesion, Organization, and Style: I gave myself a score of __ (1, 2, 3, or 4) because:

Control of Conventions: I gave myself a score of __ (1, 2, 3, or 4) because:
