EXPEDITIONARY LEARNING

Grade 8, Module 2A, Unit 3:
Overview

Unit 3: Performance Task: Readers Theater: Taking a Stand in Maycomb

In this third unit, students will analyze key quotes that reflect the overarching themes they studied in Units 1 and 2. Students will form small groups and be assigned one of the quotes as the basis of a Readers Theater script. Students will craft their script by selecting critical scenes from the novel that develop the theme in the quote. For the mid-unit assessment, students will write a short commentary that explains how the passage develops the main idea of the anchor quote. For the end of unit assessment, students will write a commentary on how their script is a response to To Kill a Mockingbird and how it connects to and diverges from the novel. The final performance task will be a presentation of the Readers Theater script by the small group. This Readers Theater final performance task centers on NYSP12 ELA standards RL.2, RL.8.3, W.8.4, and W.8.11b.

Guiding Questions And Big Ideas
• **How does taking a stand in small ways show integrity?**
• **Is it worth taking a stand for one's self? For others?**
• *Authors use the structure of texts to create style and convey meaning.*
• *Authors use allusions to layer deeper meaning in the text.*

Mid-Unit 3 Assessment	**Readers Theater Scene Selection: Justification** This assessment centers on NYSP12 ELA standards RL.8.1 and W.8.9a, and serves as a scaffold toward students' Readers Theater script. For the mid-unit assessment, students will write a short justification of why they chose the scene they did and explain how their passage develops the main idea of the anchor quote.
End of Unit 3 Assessment	**Readers Theater Commentary** For the End of Unit 3 Assessment, students will write a commentary on how their individual script is a response to *To Kill a Mockingbird* and how it connects to and diverges from the novel. This assessment centers on RL.8.2, RL.8.3, and W.8.11 (Note that students are not formally assessed on their individual script itself, but only on their commentary.)

Performance Task	**Readers Theater and Analytical Commentary: Taking a Stand in Maycomb** After reading *To Kill a Mockingbird*, students will analyze key quotes from the novel that reflect the overarching themes they studied in Units 1 and 2. Students then will form small groups and develop a Readers Theater script in which each student will select a different critical scene from the novel that develops the theme of their group's assigned quote. Their group Readers Theater script combines these individual scene selections and will be accompanied by two short written pieces that students will write on their own: a justification (students' Mid-Unit 3 Assessment) in which students justify and explain how the passage develops the main idea of their group's quote and a commentary (students' End of Unit 3 Assessment) in which they explain how their script is a response to *To Kill a Mockingbird* and how it connects to and diverges from the novel. The final performance task will be a presentation of the Readers Theater Script by the small group. This Readers Theater final performance task centers on **NYSP12 ELA Standards RL.8.2, RL.8.3, W.8.3, W.8.4, and W.8.11b.**

Content Connections
Big ideas and guiding questions are informed by the New York State Common Core K–8 Social Studies Framework: Unifying Themes (pages 6 and 7). Theme 1: Individual Development and Cultural Identity • The role of social, political, and cultural interactions supports the development of identity. • Personal identity is a function of an individual's culture, time, place, geography, interaction with groups, influences from institutions, and lived experiences. Theme 5: Development and Transformation of Social Structures • Role of social class, systems of stratification, social groups, and institutions • Role of gender, race, ethnicity, education, class, age, and religion in defining social structures within a culture • Social and political inequalities • Expansion and access of rights through concepts of justice and human rights

Text
1. Harper Lee, *To Kill a Mockingbird* (New York: Warner Books, 1982), ISBN: 978-0-446-31486-2.

Unit 3 officially is five sessions of instruction.
Note, however, that Unit 2 Lessons 14, 15, and 19 in effect launch Unit 3.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Mid-Unit 3 Assessment: Readers Theater Scene Selection Justification and Peer Critique	• I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1) • With support from peers and adults, I can use the writing process to ensure that purpose and audience have been addressed. (W.8.5) • I can use evidence from informational texts to support analysis, reflection and research. (W.8.9a) • I can create poetry, stories, and other literary forms. (W.8.11b)	• I can explain why I chose my scene from *To Kill a Mockingbird*. • I can explain how my script develops the main idea of the key quote. • I can use the rubric to provide feedback to my peers.	• Mid-Unit 3 Assessment: Readers Theater Scene Selection: Justification	• Key Quotes anchor charts (from Unit 2, Lesson 8) • Readers Theater Criteria anchor chart (from Unit 2, Lesson 14)
Lesson 2	Our Group Readers Theater: Managing the Sequence of Events in Our Script	• I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.8.3) • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.8.4)	• I can add transitional words and phrases to connect scenes in a script.	• Readers Theater script, draft with revisions and transitions	
Lesson 3	Readers Theater: Writing a Conclusion	• I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.8.3) • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.8.4)	• I can work with my group to write a conclusion to our script that summarizes the key events and draws the audience attention back to the key quote.	• Readers Theater script revisions • Conclusion for group script • Performance practice feedback • Venn Diagram: Similarities and Differences between the Readers Theater Script and *To Kill a Mockingbird*	• Readers Theater Criteria anchor chart (from Unit 2, Lesson 14)

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 4	End of Unit 3 Assessment: Readers Theater Commentary	• I can determine a theme or the central ideas of literary text. (RL.8.2) • I can analyze the development of a theme or central idea throughout the text (including its relationship to the characters, setting, and plot). (RL.8.2) • I can objectively summarize literary text. (RL.8.2) • I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3) • I can create a presentation, artwork, or text in response to a literary work with a commentary that identifies connections and explains divergences from the original. (W.8.11) • I can create poetry, stories, and other literary forms. (W.8.11b)	• I can explain how our script is a response to *To Kill a Mockingbird*. • I can explain how our script connects to the novel and how it diverges from it and why. • I can use a rubric to provide kind, specific, and helpful feedback to my peers.	• End of Unit 3 Assessment: Readers Theater Commentary	• Key Quotes anchor charts (from Unit 2, Lesson 8) • Readers Theater Criteria anchor chart (from Unit 2, Lesson 14)

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 5	Performance Task: Readers Theater Performance	• I can determine a theme or the central ideas of literary text. (RL.8.2) • I can analyze the development of a theme or central idea throughout the text (including its relationship to the characters, setting, and plot). (RL.8.2) • I can objectively summarize literary text. (RL.8.2) • I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3) • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.8.4) • I can create poetry, stories, and other literary forms. (W.8.11b)	• I can speak clearly and with expression for a performance. • I can perform my Readers Theater script for an audience. • I can ask questions that ask the audience to connect all of the individual scripts to understand the whole thing. • I can respond	• Group Narrative Script • Readers Theater performance • Self-assessment	• Fishbowl protocol

Optional: Experts, Fieldwork, And Service

Experts
- Invite in a play director or an actor to speak to students about the kinds of decisions he or she makes to improve the audience understanding of the message being communicated in a performance.

Fieldwork
- Take the class to a Readers Theater performance so students can see what it looks like in action.

Service
- N/A

Preparation and Materials

This unit includes a routine that involves stand-alone documents.

Independent Reading

This module introduces a more robust independent reading structure after students have finished reading *To Kill a Mockingbird* (i.e., at the start of Unit 3). Consider scheduling a week between Unit 2 and Unit 3 to launch independent reading. Alternatively, you could lengthen the time for Unit 3 and intersperse the independent reading lessons into the first part of the unit. See two separate stand-alone documents on EngageNY.org: **"The Importance of Increasing the Volume of Reading" and "Launching Independent Reading in Grades 6–8: Sample Plan,"** which together provide the rationale and practical guidance for a robust independent reading program. Once students have all learned how to select books and complete the reading log, it takes less class time. After the launch period, the independent reading routine takes about half a class period per week, with an additional day near the end of a unit or module for students to review and share their books. Unit 3 includes time to maintain the independent reading routine (calendared into the lessons), but you may wish to review the independent reading materials now to give yourself time to gather texts and make a launch plan that meets your students' needs.

Grade 8: Module 2A: Unit 3: Lesson 1

Mid-Unit Assessment: Readers Theater Scene Selection Justification and Peer Critique

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Mid-Unit Assessment:
Readers Theater Scene Selection Justification and Peer Critique

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1) With support from peers and adults, I can use the writing process to ensure that purpose and audience have been addressed. (W.8.5) I can use evidence from informational texts to support analysis, reflection and research. (W.8.9a) I can create poetry, stories, and other literary forms. (W.8.11b)

Supporting Learning Targets	Ongoing Assessment
• I can explain why I chose my scene from *To Kill a Mockingbird*. • I can explain how my script develops the main idea of the key quote. • I can use the rubric to provide feedback to my peers.	• Mid-Unit 3 Assessment: Readers Theater Scene Selection: Justification

Agenda	Teaching Notes

1. Opening
 	
   A. Collecting End of Unit 2 Assessments (5 minutes)
 	
   B. Unpacking Learning Targets (3 minutes)
 	
2. Work Time
 	
   A. Mid-Unit 3 Assessment (15 minutes)
 	
   B. Peer Critique of Draft Scripts (15 minutes)
 	
3. Closing and Assessment
 	
   A. Revising Scripts (7 minutes)
 	
4. Homework
 	
   A. Finish revising your Readers Theater script based on the stars and steps from the peer critique.
	• Although this is the first official lesson of Unit 3, students began preparing for the research portion of this unit in Unit 2, Lessons 14 and 15. Thus in effect this is the third lesson of this unit.
	
	• In this lesson, students complete an on-demand mid-unit assessment. The questions posed in the assessment have been discussed at length in previous lessons, so students should be able to answer them confidently.
	
	• At the end of the lesson, students peer critique the script of another member of their Readers Theater group against the Readers Theater Criteria anchor chart. To ensure that this is carried out productively without hurting anyone's feelings, set clear expectations by reviewing the Peer Critique Guidelines beforehand.
	
	• Assess student responses on the mid-unit assessment using the Grade 8 2-Point Rubric—Short Response.
	
	• In advance: Prepare and post a chart with the Peer Critique Guidelines or be ready to distribute a copy of the guidelines for students to keep in their folders (see supporting materials).
	
	• Post: Learning targets; Key Quotes anchor charts

Mid-Unit Assessment:
Readers Theater Scene Selection Justification and Peer Critique

Lesson Vocabulary	Materials
Readers Theater	• Key Quotes anchor charts (begun in Unit 2, Lesson 8)
	• Mid-Unit 3 Assessment: Readers Theater Scene Selection: Justification (one per student)
	• Peer Critique Guidelines (one to display)
	• Readers Theater Criteria anchor chart (from Unit 2, Lesson 14)
	• Stars and Steps recording form (one per student)
	• Grade 8 2-Point Rubric--Short Response (from Unit 1, Lesson 7; see teaching note)

Opening	Meeting Students' Needs
A. Collecting End of Unit 2 Assessments (5 minutes) • Remind students that their homework assignment was to finish the final draft of their End of Unit 2 Assessment essay. Collect the final draft of the essays, along with the first draft, rubric, and planners.	
B. Unpacking Learning Targets (3 minutes) • Invite students to read the learning targets with you: 　* "I can explain why I chose my scene from To Kill a Mockingbird." 　* "I can explain how my script develops the main idea of the key quote." 　* "I can use the rubric to provide feedback to my peers." • Ask students to Think-Pair-Share: 　* "What does it mean by 'develops the main idea of the key quote'?" • Listen for students to explain that the idea/message in the quote needs to be clearly communicated through the script.	• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity. • Discussing and clarifying the language of learning targets helps build academic vocabulary.

Mid-Unit Assessment:
Readers Theater Scene Selection Justification and Peer Critique

Work Time	Meeting Students' Needs
A. Mid-Unit 3 Assessment (15 minutes) • Remind students that the idea of this Readers Theater is to communicate a key quote, as they have done on the **Key Quotes anchor charts** outlining a theme in *To Kill a Mockingbird*, by choosing specific scenes in the book that convey that key quote and turning them into scripts. • Explain that when presenting a Readers Theater, they need to be able to justify their choices to their audience. They need to be able to explain why they made that scene selection and to justify the scripting in reference to the main theme, which in this case is presented as a key quote. They also need to be able to explain how their script communicates the key quote. • Distribute the **Mid-Unit 3 Assessment: Justifying My Scene Selection and Scripting**. • Give students a couple of minutes to read through the questions on the handout and to ask any clarifying questions. • Remind them that in an assessment, they have to work independently without talking to other students. Also remind them to refer to their draft Readers Theater scripts to answer the questions. • Tell the students to begin. • Collect the assessments at the end of the time allotted.	
B. Peer Critique of Draft Scripts (15 minutes) • Explain that peer critiquing must be done carefully because we want to be helpful to our peers so they can use our suggestions to improve their work. We don't want to make them feel bad. Post or distribute the **Peer Critique Guidelines**: 1. Be kind: Always treat others with dignity and respect. This means we never use words or tones that are hurtful, including sarcasm. 2. Be specific: Focus on particular strengths and weaknesses, rather than making general comments like "It's good" or "I like it." Provide insight into why it is good or what, specifically, you like about it. 3. Be helpful: The goal is to positively contribute to the individual or the group, not to simply be heard. Echoing the thoughts of others or cleverly pointing out details that are irrelevant wastes time. 4. Participate: Peer critique is a process to support each other, and your feedback is valued.	• Peer critiques simulate the experiences students will have in the workplace and help build a culture of achievement in your classroom. • Asking students to provide feedback to their peers based on explicit criteria benefits both students in clarifying the meaning of the learning target.

Mid-Unit Assessment:
Readers Theater Scene Selection Justification and Peer Critique

Work Time (continued)	Meeting Students' Needs

• Distinguish peer critique from proofreading. It is fine if they catch errors in each other's work. But the goal is to make the thinking in the writing as strong as possible.
 	
• Tell students that they will present feedback in the form of stars and steps. They will give two "stars" and two "steps." When looking at their partner's work, they are going to be using the criteria in the Script column of the **Readers Theater Criteria anchor chart**.
 	
• Briefly model how to give two "kind, specific, helpful" stars. Be sure to connect your comments directly to the criteria on the anchor chart. For example:
 	
   * "You have used quotes from the novel, and the dialogue is in the style and tone of the speech in the novel too."
 	
• Repeat, briefly modeling how to give two "kind, specific, helpful" steps. For example:
 	
   * "Have you thought about including this part of the scene from the novel? I see it is missing from your script, but I think it helps develop the main idea of the quote. In some places I'm not sure who is speaking because there isn't a character name at the beginning of the line. Can you add the character names?"
 	
• Emphasize that it is especially important to be kind when giving steps. Asking a question of the writer is often a good way to do this. "I wonder if …?" "Have you thought about …?"
 	
• Invite students to consider a question they would like their peer to consider when critiquing their work. Give them an example:
 	
   * "How can I make sure the audience understands that Jem is angry here?"
 	
• Ask them to write their question at the top of their script.
 	
• Distribute the **Stars and Steps recording form**. Explain that today, students will record the stars and steps for their partner on this sheet so that their partner can remember the feedback he or she receives. They are to write the name of their partner at the top of their paper.
 	
• Invite students to pair up within Readers Theater teams or with other students working on the same key quote. Invite pairs to swap scripts and to spend 3 minutes reading them in silence.
 	
• Ask students to record stars and steps for their partner on the recording form. This form is designed to help them remember the feedback they want to give to their partner from the peer critique.	

Work Time (continued)	Meeting Students' Needs
• Circulate to assist those who may struggle with recording their feedback,to ensure students are following the Peer Critique Guidelines, and to reinforce expectations. • Ask students to return the script and Stars and Steps recording form to their partner and to explain the stars and steps they recorded. Give them an opportunity to question their partner if they don't understand the stars and steps they have been given.	

Mid-Unit Assessment:
Readers Theater Scene Selection Justification and Peer Critique

Closing and Assessment	Meeting Students' Needs
A. Revising Scripts (7 minutes) • Invite students to begin revising their scripts based on the stars and steps from the peer critique.	

Homework	Meeting Students' Needs
A. Finish revising your Readers Theater script based on the stars and steps from the peer critique. *Note: Assess student responses on the mid-unit assessment using the Grade 8 2-Point Rubric—Short Response*	

Grade 8: Module 2A: Unit 3: Lesson 1
Supporting Materials

Mid-Unit 3 Assessment: Readers Theater Scene Selection: Justification

Name:

Date:

What is your key quote?

_____

_____

_____

Which scene did you choose to communicate this quote?

_____

_____

_____

Why did you choose that scene?

_____

_____

_____

_____

How does your script communicate the key quote?

_____

_____

_____

_____

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Peer Critique Guidelines

1. **Be kind**: Always treat others with dignity and respect. This means we never use words that are hurtful, including sarcasm.

2. **Be specific**: Focus on particular strengths and weaknesses, rather than making general comments like "It's good" or "I like it." Provide insight into why it is good or what, specifically, you like about it.

3. **Be helpful**: The goal is to positively contribute to the individual or the group, not to simply be heard. Echoing the thoughts of others or cleverly pointing out details that are irrelevant wastes time.

4. **Participate:** Peer critique is a process to support each other, and your feedback is valued.

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Stars and Steps

Name:

Date:

Star 1:

_____

_____

_____

Step 2:

_____

_____

_____

Star 2:

_____

_____

_____

Step 2:

_____

_____

_____

Suggestions to help answer question:

Grade 8: Module 2A: Unit 3: Lesson 2
Our Group Readers Theater: Managing the Sequence of Events in Our Script

Our Group Readers Theater:
Managing the Sequence of Events in Our Script

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.8.3) I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.8.4)	
Supporting Learning Targets	**Ongoing Assessment**
• I can add transitional words and phrases to connect scenes in a script.	• Readers Theater script, draft with revisions and transitions

Agenda	Teaching Notes

1. Opening
   A. Unpacking Learning Targets (2 minutes)
 2. Work Time
   A. Combining Scripts and Adding Transitions (25 minutes)
 3. Closing and Assessment
   B. Group Read of the Entire Script (18 minutes)
 4. Homework
   A. Continue independent reading.
	• Students will need their scripts from Lesson 1. Due to limited time, students combine their individual scripts in chronological order.
	 • Post: Learning target.

Our Group Readers Theater:
Managing the Sequence of Events in Our Script

Lesson Vocabulary	Materials
transitional	• Document camera • Transition Model (one for display) • Writing Transitions (excerpt) (one per Readers Theater group)

Opening	Meeting Students' Needs

A. Unpacking Learning Target (2 minutes)
• Invite students to read the learning target with you:
    * "I can add transitional words and phrases to connect scenes in a script."
• Ask:
    * "Why are transitional words and phrases important?"
• Select volunteers for their responses. Listen for them to explain that transitional words and phrases make one scene flow into another, which makes it easier for the audience to understand and follow.
	• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.
	• Discussing and clarifying the language of learning targets helps build academic vocabulary.

EXPEDITIONARY LEARNING

Our Group Readers Theater:
Managing the Sequence of Events in Our Script

Work Time	Meeting Students' Needs
A. Combining Scripts and Adding Transitions (25 minutes) • Remind students that the prompt for the performance task requested that the scenes be presented in chronological order, in the order they happened in the novel. Give teams a few minutes to put their individual scenes in chronological order according to when they happened in the book. • Tell students that now that they have determined the sequence of their scenes, they need to revise existing narrator lines between each script by adding transitional words and/or phrases so that the group script flows smoothly from one scene to the next. • Using a **document camera**, display the **Transition Model**. Invite students to read it with you. Ask them to discuss in their groups: * "How has one scene been connected to the next? Which transitional words or phrases have been used?" • Select volunteers to share their responses. Listen for students to explain that the narrator says, "A few weeks later …" at the beginning of Scene 2 to show the passing of time between the two scenes. • Display and distribute the **Writing Transitions (excerpt)** page. Read the introductory paragraph aloud and invite students to read along silently in their heads. Read through the headings of each of the six transitional devices (to add, compare, show exception, show time, emphasize, or to show sequence) and explain that the groups can spend some time reading the suggested words and phrases in these categories when they begin working. • Invite groups to revise individual scripts to include transitional words and phrases at the beginning and the end so that the group script flows smoothly from one scene to the next. • Circulate to offer support as necessary. Ask: "How does this scene connect with the previous scene? Which transitional words and phrases have you used?"	• Providing models of expected work supports all learners, especially those who are challenged. • Providing examples of transitional words and phrases gives students a selection to choose from, ensuring that all are able to add appropriate transitional words and phrases to connect the scenes of their Readers Theater. Examples also provide guidance for students to think of their own ideas.

Our Group Readers Theater:
Managing the Sequence of Events in Our Script

Closing and Assessment	Meeting Students' Needs
A. Group Read of the Entire Script (18 minutes) • Refocus the groups. Remind them that an effective way to tell whether the script flows from one scene to the next is to read it through from start to finish and to make revisions where the flow isn't quite right. • Tell groups to read through their scripts three times and to make revisions to the transitional words and phrases where necessary.	• Asking students to read their writing aloud can help them to hear errors that they may not have seen when reading it silently in their heads.
Homework	Meeting Students' Needs
A. Continue independent reading.	

Grade 8: Module 2A: Unit 3: Lesson 2
Supporting Materials

<u>End of Scene 1:</u>

Narrator: After the whole business with Boo Radley, Bob Ewell, and Tom Robinson was all over, Scout reflected.

Scout: As I made my way home, I thought Jem and I would get grown, but there wasn't much else left for us to learn, except possibly algebra.

Narrator: What did she mean by that? you might ask. She meant that she and Jem learned an awful lot about people. They did not see the world like little kids anymore, as they did before the whole mess began.

<u>Scene 2:</u>

Narrator: A few weeks later, it was the first day of school for Scout. Jem condescended to take Scout to school the first day, a job usually done by the parents. Some money changed hands in this transaction, for as Jem and Scout trotted around the corner past the Radley place, you could hear an unfamiliar jingle in Jem's pockets.

Writing Transitions (Excerpt)
Ryan Weber, Karl Stolley

Transitional Devices

Transitional devices are like bridges between parts of your paper. They are cues that help the reader to interpret ideas a paper develops. Transitional devices are words or phrases that help carry a thought from one sentence to another, from one idea to another, or from one paragraph to another. And finally, transitional devices link sentences and paragraphs together smoothly so that there are no abrupt jumps or breaks between ideas.

There are several types of transitional devices, and each category leads readers to make certain connections or assumptions. Some lead readers forward and imply the building of an idea or thought, while others make readers compare ideas or draw conclusions from the preceding thoughts.

Here is a list of some common transitional devices that can be used to cue readers in a given way.

To Add

and, again, and then, besides, equally important, further, furthermore, nor, too, next, lastly, what's more, moreover, in addition, first (second, etc.)

To Compare

whereas, but, yet, on the other hand, however, nevertheless, on the contrary, by comparison, where, compared to, up against, balanced against, vis a vis, but, although, conversely, meanwhile, after all, in contrast, although this may be true

To Show Exception

yet, still, however, nevertheless, in spite of, despite, of course, once in a while, sometimes

To Show Time

immediately, thereafter, soon, after a few hours, finally, then, later, previously, formerly, first (second, etc.), next, and then

Writing Transitions (Excerpt)
Ryan Weber, Karl Stolley

To Emphasize

definitely, extremely, obviously, in fact, indeed, in any case, absolutely, positively, naturally, surprisingly, always, forever, perennially, eternally, never, emphatically, unquestionably, without a doubt, certainly, undeniably, without reservation

To Show Sequence

first, second, third, and so forth. A, B, C, and so forth. next, then, following this, at this time, now, at this point, after, afterward, subsequently, finally, consequently, previously, before this, simultaneously, concurrently, thus, therefore, hence, next, and then, soon

Grade 8: Module 2A: Unit 3: Lesson 3
Readers Theater: Writing a Conclusion

Readers Theater:
Writing a Conclusion

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.8.3) I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.8.4)

Supporting Learning Targets	Ongoing Assessment
• I can work with my group to write a conclusion to our script that summarizes the key events and draws the audience attention back to the key quote.	• Readers Theater script revisions • Conclusion for group script • Performance practice feedback • Venn Diagram: Similarities and Differences between the Readers Theater Script and *To Kill a Mockingbird*

Agenda	Teaching Notes

1. Opening
   A. End of Unit 2 Assessment Feedback (8 minutes)
   B. Unpacking Learning Target (2 minutes)
2. Work Time
   A. Group Work: Writing a Group Conclusion (20 minutes)
3. Closing and Assessment
   A. Venn Diagram: Similarities and Differences between the Readers Theater Script and *To Kill a Mockingbird* (15 minutes)
4. Homework
	• In advance: Students will need their scripts in the correct order from Lesson 2.
	• In this lesson, groups write a conclusion for their script. Note that this may be challenging to do as a group, so first they review a model and then they orally rehearse a conclusion together before writing. Remind groups of the norms they created in Lesson 14 of Unit 2.
	• The Venn diagram that students fill out at the end of this lesson is in preparation for their end of unit assessment in the next lesson, in which they write a commentary on how their script is a response to *To Kill a Mockingbird* and how it connects to and diverges from the novel.
	• Post: Learning target; and Peer Critique Guidelines (see supporting materials).

Readers Theater:
Writing a Conclusion

Lesson Vocabulary	Materials
diverge	• End of Unit 2 Assessments (from Unit 2, Lesson 16; with teacher feedback and rubric) • Readers Theater Criteria anchor chart (from Unit 2, Lesson 14) • Document camera • Model script conclusion (one for display) • Venn Diagram: Similarities and Differences between the Readers Theater Script and *To Kill a Mockingbird* (one per student and one for display)

Opening	Meeting Students' Needs
A. End of Unit 2 Assessment Feedback (8 minutes) • Hand back the **End of Unit 2 Assessments** and invite students to spend time reading your feedback. • Invite them to write their name on the board if they have questions, so that you can follow up either immediately or later on in the lesson.	• Giving students the opportunity to review assessment feedback helps them understand where and how they need to improve next time.

B. Unpacking Learning Target (2 minutes)
• Invite the class to read the learning target with you:
  * "I can work with my group to write a conclusion to our script that summarizes the key events and draws the audience attention back to the key quote."
• Ask:
  * "What do you think you will be doing in this lesson based on this learning target?"
• Cold call students for their responses and listen for them to explain that they will be writing a conclusion for their Readers Theater script.
	• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.
	• Discussing and clarifying the language of learning targets helps build academic vocabulary.

Work Time	Meeting Students' Needs

A. Group Work: Writing a Group Conclusion (20 minutes)
• Tell students that now they will be working with their group members to write a single conclusion to their full narrative group script.
• Explain that the conclusion should summarize the events of the narrative, draw them to a close, and refocus the audience's attention on the theme of the narrative, which is the key quote. Point that students should continue to make sure they are meeting the criteria that is listed on the **Readers Theater Criteria anchor chart**.
• Using a **document camera**, display the **Model Script Conclusion** and read it aloud.
• Ask:
  * "What do you notice about the conclusion?"
• Select volunteers to share their answers with the whole group. Listen for students to say that the conclusion is said by the narrator and that it brings the audience back to the main idea of the key quote, which is that growing up is about more than getting older—it is about becoming more mature in the way you handle what the world throws at you.
• Ask students to discuss in their Readers Theater groups:
  * "How does the conclusion summarize the events of the narrative?"
  * "How does it remind the audience of the key quote?"
• Cold call students to share their group discussions with the whole class.
• Leave the model posted and invite groups to begin by orally rehearsing their conclusions. Remind them to refer to their group norms from Unit 2, Lesson 14. Circulate to assist those who are struggling. Ask:
  * "How does your conclusion summarize the events of the narrative?"
  * "How does it remind the audience of the key quote?"
• Ask students to allocate someone to write the conclusion down for their group script on a separate sheet of paper.
	• Providing models of expected work supports all learners, especially those who are challenged.

EXPEDITIONARY
LEARNING

Readers Theater:
Writing a Conclusion

Closing and Assessment	Meeting Students' Needs

A. Venn Diagram: Similarities and Differences between the Readers Theater Script and To Kill a Mockingbird (15 minutes)
• Invite students to discuss in teams:
    * "How is your whole group Readers Theater script like the same scenes in the novel? How is it different? Why is it different?"
• Display and distribute **Venn Diagram: Similarities and Differences between the Readers Theater Script and To Kill a Mockingbird**. Remind students that on a Venn diagram, the things that are similar go in the middle and the things that are unique go in the circles on either side.
• Model how to fill it out using the model script. Similarities (in the middle):
    * The dialogue between Atticus and Jem is exactly what they say in the book (pages 212 and 213).
    * The dialogue between Miss Maudie and Jem is exactly what they say in the book (215).
    * The narrator in the book says exactly: "This was a thought. Court-appointed defenses were usually given to Maxwell Green, Maycomb's latest addition to the bar, who needed the experience. Maxwell Green should have had Tom Robinson's case."
• Differences:
    * Script: The first narrator line analyzes how Jem is starting to grow up, which doesn't happen in the novel.
    * Script: The stage directions are meant for the actors to do certain things, as described in the novel (but in the novel they aren't stage directions).
    * Novel: The narrator in the novel is Scout, whereas the narrator in this scene of the script is not Scout (as an adult).
• Ask groups to discuss:
    * "How does your script connect to the novel? How is it similar?"
    * "How does your script diverge from the novel? How it is different?"
• Invite students to fill out their own Venn diagrams based on their discussion.
	• Graphic organizers and recording forms engage students more actively and provide scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning.
	• When reviewing graphic organizers or recording forms, consider using a document camera to display them for students who struggle with auditory processing.

Readers Theater:
Writing a Conclusion

Homework	Meeting Students' Needs
• Finish your Venn diagram. • Continue independent reading.	

EXPEDITIONARY LEARNING

Grade 8: Module 2A: Unit 3: Lesson 3
Supporting Materials

Key Quote

"As I made my way home, I thought Jem and I would get grown but there wasn't much else left for us to learn, except possibly algebra."

Theme

Growing up is about more than just getting older—it is about understanding people and their actions and recognizing that the world doesn't always work as you want it to or think it should.

Narrator: Jem has grown up, not just in years, but in maturity. Unlike at the beginning, he is now taking care of Scout instead of avoiding her. He now understands more about people and why they do the things that they do, like Atticus and Boo Radley, even if he doesn't always agree with their actions. Jem has learned that the world is more complicated than he used to think.
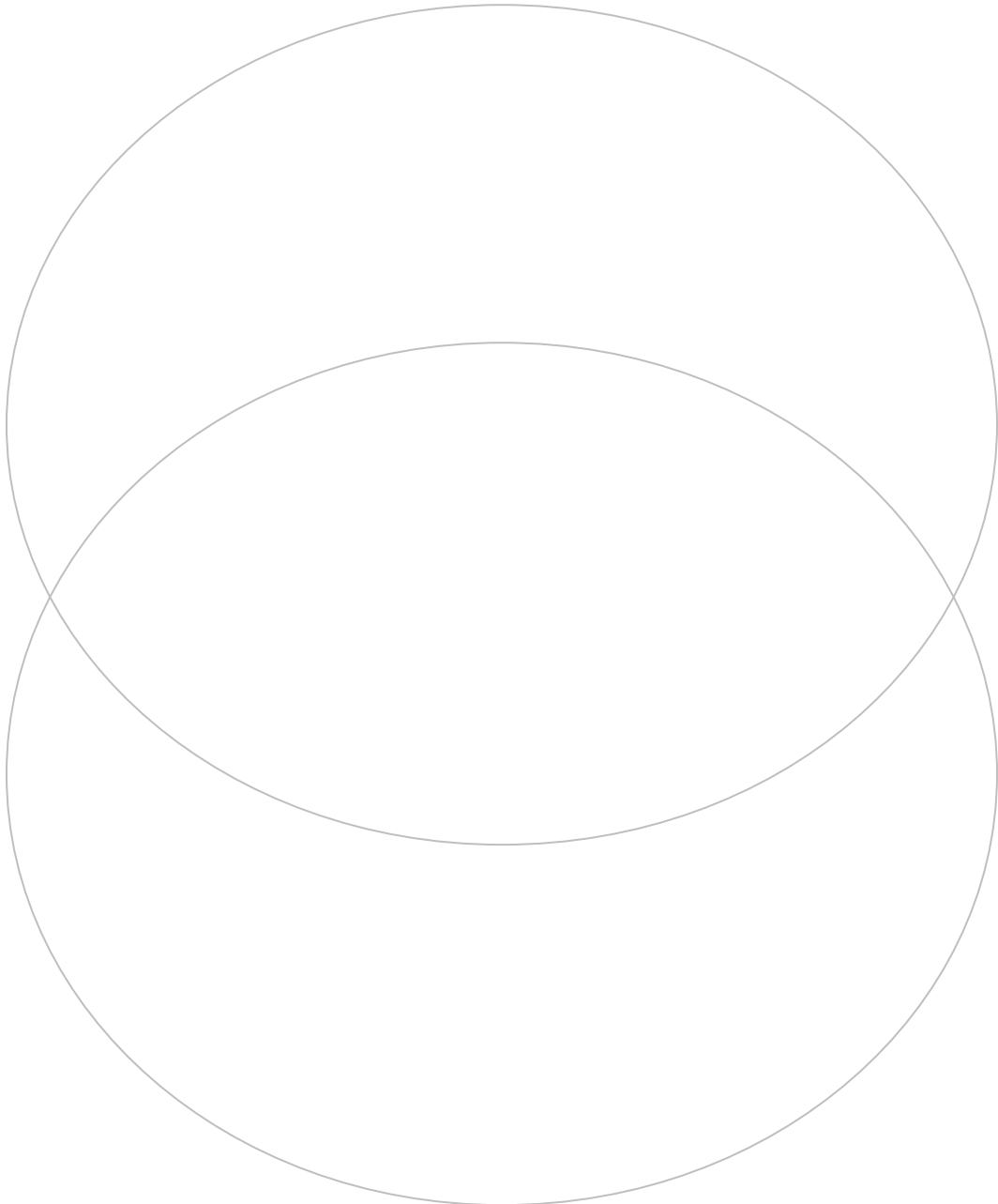
Venn Diagram: Similarities and Differences between the Readers Theater Script and To Kill a Mockingbird

Name:

Date:

Script

Novel

Grade 8: Module 2A: Unit 3: Lesson 4

End of Unit 3 Assessment: Readers Theater Commentary

End of Unit 3 Assessment:
Readers Theater Commentary

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can determine a theme or the central ideas of literary text. (RL.8.2)
I can analyze the development of a theme or central idea throughout the text (including its relationship to the characters, setting, and plot). (RL.8.2)
I can objectively summarize literary text. (RL.8.2)
I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3)
I can create a presentation, artwork, or text in response to a literary work with a commentary that identifies connections and explains divergences from the original. (W.8.11)
I can create poetry, stories, and other literary forms. (W.8.11b)

Supporting Learning Targets	Ongoing Assessment
• I can explain how our script is a response to *To Kill a Mockingbird.* • I can explain how our script connects to the novel and how it diverges from it and why. • I can use a rubric to provide kind, specific, and helpful feedback to my peers.	• End of Unit 3 Assessment: Readers Theater Commentary

End of Unit 3 Assessment:
Readers Theater Commentary

Agenda	Teaching Notes

1. Opening
   A. Mid-Unit 3 Assessment Feedback (5 minutes)
   B. Unpacking Learning Targets (2 minutes)
2. Work Time
   A. End of Unit 3 Assessment (20 minutes)
   B. Peer Critique (12 minutes)
3. Closing and Assessment
   A. Group Work: Brainstorm Visuals (6 minutes)
4. Homework
   A. Gather the props you have recorded on your index card for your final Readers Theater performance.
   B. Take home your script and practice reading your parts, considering the feedback given in the peer critique.
	• In this lesson, students complete an on-demand end of unit assessment. They are required to write a commentary to answer specific questions about the connections between their script and the novel *To Kill a Mockingbird*. Students prepared for this in Lesson 3 by completing a Venn diagram of the similarities and differences between their script and the novel.
	
	• Assess student responses on the end of unit assessment using the Grade 8 2-Point Rubric—Short Response.
	
	• Note that students practice briefly in front of another group at the end of this lesson. This is to help them get more comfortable performing and to receive peer critique to help them improve their performances. To ensure that this is carried out productively without hurting anyone's feelings, set clear expectations by reviewing the Peer Critique Guidelines beforehand.
	
	• At the end of this lesson, students consider props and visuals they can use to help their audience better understand their interpretation of the text. In choosing props and visuals, they have to make decisions like a director, based on the message they are trying to convey.
	
	• In advance: Copy each group script for each member of the group.
	
	• Post: Learning targets; Key Quotes anchor charts (from Unit 2, Lesson 8).

End of Unit 3 Assessment:
Readers Theater Commentary

Lesson Vocabulary	Materials
response, diverges; commentary, peer critique	• End of Unit 3 Assessment: Readers Theater Commentary (one per student) • Lined paper (two pieces per student) • Readers Theater Criteria anchor chart (from Unit 2, Lesson 14) • Row 1 of Readers Theater rubric (one per student) • Peer Critique Guidelines (from Lesson 1; one to display) • Index cards (one per group)

End of Unit 3 Assessment:
Readers Theater Commentary

Opening	Meeting Students' Needs
A. Mid-Unit 3 Assessment Feedback (5 minutes) • Hand back the Mid-Unit 3 Assessments and invite students to spend time silently reading and digesting your feedback. • Invite them to write their name on the board if they have questions, so that you can follow up either immediately or later on in the lesson.	• Giving students the opportunity to review assessment feedback helps them understand where and how they need to improve next time.

B. Unpacking Learning Target (2 minutes)
• Invite the class to read the learning targets with you:
   * "I can explain how our script is a response to To Kill a Mockingbird."
   * "I can explain how our script connects to the novel and how it diverges from it and why."
   * "I can use a rubric to provide kind, specific, and helpful feedback to my peers."
• Ask students to Think-Pair-Share:
   * "What does it mean by explaining how your script is a response to To Kill a Mockingbird?"
• Listen for students to explain that it means how the script communicates a particular idea from the novel.
• Ask:
   * "What does diverges mean?"
• Listen for students to explain that it means "is separate" or "differs from," so in this context it refers to how the script is different from the novel and why.
	• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.
	• Discussing and clarifying the language of learning targets helps build academic vocabulary..

End of Unit 3 Assessment:
Readers Theater Commentary

Work Time	Meeting Students' Needs
A. End of Unit Assessment (20 minutes) • Remind students that the idea of this Readers Theater is to communicate a key quote, outlining a theme in *To Kill a Mockingbird*, by choosing specific scenes in the book that communicate that key quote and turning them into scripts for Readers Theater. Also, remind students that when presenting a Readers Theater, they need to be able to justify their choices to their audience and that in the mid-unit assessment, they explained why they made that scene selection and justified the scripting in reference to the key quote. • Distribute the **End of Unit 3 Assessment: Readers Theater Commentary**. Focus students on the title. Ask them to Think-Pair-Share: * "What is a *commentary*?" • Listen for students to explain that a commentary is a kind of explanation of something that provides details about the choices made and why those choices were made. • Invite the class to read the prompt with you. • Remind students that they completed a Venn Diagram: Similarities and Differences between the Readers Theater Script and *To Kill a Mockingbird* in the previous lesson comparing their script and the novel that they can use to help them explain how and why the script connects to and diverges from the novel. • Also, remind students that in an assessment, they have to work independently without talking to other students. Guide students to refer to their novel, to their Readers Theater scripts, and to their Venn diagrams to write a commentary for their whole group Readers Theater that answers the questions. • Distribute **lined paper** and tell students to begin writing their commentary. • Collect the end of unit assessments at the end of the allotted time.	

End of Unit 3 Assessment:
Readers Theater Commentary

Work Time (continued)	Meeting Students' Needs
B. Peer Critique (15 minutes) • Refer students back to the Performance column on the **Readers Theater Criteria anchor chart**. Invite the class to read the criteria again. • Tell students that they are going to practice performing in front of another group and watching another group perform their Readers Theater to peer-critique each other's performance. • Distribute **Row 1 of the Readers Theater rubric** to each group. Tell them that this is one row of the rubric you will use to assess their final performance task and that they are going to use it to peer-critique the performance of another group. Give students a couple of minutes to read it through. • Explain that peer critiquing must be done carefully because we want to be helpful to our peers so they can use our suggestions to improve their work. We don't want to make them feel bad. Post the **Peer Critique Guidelines**: 1. Be kind: Always treat others with dignity and respect. This means we never use words that are hurtful, including sarcasm. 2. Be specific: Focus on particular strengths and weaknesses, rather than making general comments like "It's good" or "I like it." Provide insight into why it is good or what, specifically, you like about it. 3. Be helpful: The goal is to positively contribute to the individual or the group, not to simply be heard. Echoing the thoughts of others or cleverly pointing out details that are irrelevant wastes time. 4. Participate: Peer critique is a process to support each other, and your feedback is valued. • Pair up two different student groups. Tell groups which one will perform first and which will be the audience first. Remind the audience that they are to give feedback using Row 1 of the rubric. • Ask the first groups to begin. Circulate to support as needed as they perform and their peers give feedback. • Once the first group has finished performing and the other group has finished writing feedback, invite the groups to switch so that the audience becomes the performers. • Tell groups to hand over their feedback and to carefully read through each of the peer critiques they have been given from the other group so that they know how to improve for their final performance.	• Critiques simulate the experiences students will have in the workplace and help build a culture of achievement in your classroom. • Asking students to provide feedback to their peers based on explicit criteria benefits both parties in clarifying the meaning of the learning target.

End of Unit 3 Assessment:
Readers Theater Commentary

Closing and Assessment	Meeting Students' Needs
A. Group Work: Brainstorm Visuals (6 minutes) • Distribute an **index card** to each group. Tell students that props and visuals can help an audience better understand their interpretation of the text and contribute to the audience's understanding of characters, setting, problem, and/or mood. • Tell them that, like directors, they need to make decisions about what types of props and/or visuals they want to use for the group performances of their group's narrative script during the final performance task in the next lesson. Ask groups to discuss: * "Which props or visuals will help your audience better understand your interpretation of the novel and the message (key quote) you are trying to communicate through your script? How will they help?" • Prompt students to think about the scenes in their scripts and where the characters may be, what they are doing or wearing, and/or what challenges they are facing. • Tell group members to decide who will be responsible for bringing in each prop for the final performance task in the next lesson and ask them to record that on their index card to take home.	

Homework	Meeting Students' Needs
• Gather the props you have recorded on your index card for your final Readers Theater performance. • Take home your script and practice reading your parts, considering the feedback given in the peer critique. *Teaching Note: Assess student responses on the end of unit assessment using the Grade 8 2-Point Rubric—Short Response.*	

Grade 8: Module 2A: Unit 3: Lesson 4
Supporting Materials

End of Unit 3 Assessment: Readers Theater Commentary

Write a commentary to accompany your group Readers Theater script to answer the following questions:

* "How is your Readers Theater script a response to the novel *To Kill a Mockingbird*?"
* "How does your script connect with the novel? Why?"
* "How does it diverge from the novel? Why?"

Use evidence from the novel and your script to justify your answers. Your commentary should be no more than three paragraphs long.

EXPEDITIONARY
LEARNING

Name:

Date:

Individual Scores	1–Needs Improvement	2–Fair	3–Good	4–Excellent
Delivery	Student had difficulty reading the script and consistently did not use expression, eye contact, or props appropriately	Student read the script but had little expression, few gestures, little eye contact, or did not use props appropriately	Student read the script with some expression, gestures, eye contact, and use of props	Student read the script with confidence and expression, made gestures and good eye contact, and used props to add to the performance

Grade 8: Module 2A: Unit 3: Lesson 5

Performance Task: Readers Theater Performance

Performance Task:
Readers Theater Performance

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can determine a theme or the central ideas of literary text. (RL.8.2)
I can analyze the development of a theme or central idea throughout the text (including its relationship to the characters, setting, and plot). (RL.8.2)
I can objectively summarize literary text. (RL.8.2)
I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3)
I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.8.4)
I can create poetry, stories, and other literary forms. (W.8.11b)

Supporting Learning Targets	Ongoing Assessment
• I can speak clearly and with expression for a performance. • I can perform my Readers Theater script for an audience. • I can ask questions that ask the audience to connect all of the individual scripts to understand the whole thing. • I can respond to questions about Readers Theater performances, providing evidence from my observations.	• Group Narrative Script • Readers Theater performance • Self-assessment

Performance Task:
Readers Theater Performance

Agenda	Teaching Notes

1. Opening
   A. Unpacking Learning Targets (2 minutes)
2. Work Time
   A. Performance Task: Readers Theater Performance for an Audience (30 minutes)
3. Closing and Assessment
   A. Self-Assessment (5–10 minutes)
	• Before students perform their Readers Theaters in this lesson, they have time to practice with the props they have gathered for homework. Remind groups that the props should help the audience better understand their interpretation of the novel and the message (key quote) they are trying to communicate. Ensure that students understand the props should not be distracting, as that would take the audience focus away from the message they are trying to communicate.
	
	• Students perform their Readers Theaters in this lesson. Due to the time this will take and to hold student attention, you may choose to spread this over a couple of days.
	
	• Assess each student using the rubric in the supporting materials of this lesson. Use the top part of the rubric to give students an individual score for their contribution and use the lower half of the rubric to give each group an overall grade for their group work.

Lesson Vocabulary	Materials
	• Readers Theater Rubric (two per student—one for teacher assessment and one for student self-assessment) • Readers Theater Rubric Self-Assessment (one per student)

EXPEDITIONARY
LEARNING

Performance Task:
Readers Theater Performance

Opening	Meeting Students' Needs
A. Unpacking Learning Target (2 minutes) • Invite students to read the learning targets with you: 　∗ "I can speak clearly and with expression for a performance." 　∗ "I can perform my Readers Theater script for an audience." 　∗ "I can ask questions that ask the audience to connect all of the individual scripts to understand the whole thing." 　∗ "I can respond to questions about Readers Theater performances, providing evidence from my observations." • Tell students that in this lesson, they will perform their Readers Theaters for the whole group and host a question-and-answer session afterward.	• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity. • Discussing and clarifying the language of learning targets helps build academic vocabulary.

Work Time	Meeting Students' Needs
A. Performance Task: Readers Theater Performance for an Audience (30 minutes) • Give groups 5 minutes to practice their performance with the props and visuals they gathered for homework. Remind them that the purpose of the props and visuals is to help their audience better understand their interpretation of the novel and the message (key quote) they are trying to communicate, so the props should not be distracting, but should blend in with the scenes. • Cold call groups to perform, giving them approximately 1 minute to set up for their performance. • As each group performs, score them using the **Readers Theater rubric**. Use the top part of the rubric to give students an individual score for their contribution and use the lower half of the rubric to give each group an overall grade for their group work.	

Closing and Assessment	Meeting Students' Needs
A. Self-Assessment (5–10 minutes) • Distribute a copy of the Readers Theater rubric and a **Readers Theater Rubric Self-Assessment** to each student. Have each student fill out the rubric as a self-assessment of her/his performance today. Students will also need to write a short statement explaining why they scored themselves the way they did. Model if necessary. • Collect student scripts and self-assessments.	• Developing self-assessment and reflection supports all learners, but research shows it supports struggling learners most.

Homework	Meeting Students' Needs
None	

Grade 8: Module 2A: Unit 3: Lesson 5
Supporting Materials

Name:

Date:

Individual Scores	1—Needs Improvement	2—Fair	3—Good	4—Excellent
Delivery	Student had difficulty reading the script and consistently did not use expression, eye contact, or props appropriately	Student read the script but had little expression, few gestures, little eye contact, or did not use props appropriately	Student read the script with some expression, gestures, eye contact, and use of props	Student read the script with confidence and expression, made gestures and good eye contact, and used props to add to the performance
Cooperation with group	Student did not work cooperatively together with group and could not agree on what to do. Student did not share responsibilities or ideas and wasted time	Student worked cooperatively with group in some aspects of the project but sometimes could not agree on what to do and wasted time	Student worked cooperatively with group in most aspects of the project and shared most responsibilities and ideas	Student worked cooperatively with the group in all aspects of the project and shared all responsibilities and ideas well

EXPEDITIONARY
LEARNING

Group Members: _____

Group Scores	1—Needs Improvement	2—Fair	3—Good	4—Excellent
On-task participation	Low level of active participation from majority of group members	Moderate level of on-task work or few of the group members actively participating	Majority of group members on-task and actively participating	High level of active, on-task participation from all group members

Readers Theater Rubric Self Assessment

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

Delivery: I gave myself a score of _____(1, 2, 3, or 4) because:

_____

_____

_____

Cooperation with Group: I gave myself a score of _____ (1, 2, 3, or 4) because:

_____

_____

_____

On-Task Participation: I gave myself a score of _____ (1, 2, 3, or 4) because:

_____

_____

_____