

New York State Common Core

# English Language Arts Curriculum



## GRADE 8 Module 2A

### Unit 3

Student Workbook



**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?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 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.

## Stars and Steps

\_\_\_\_\_  
**Name:**

\_\_\_\_\_  
**Date:**

**Star 1:**

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**Step 2:**

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**Star 2:**

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**Step 2:**

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**Suggestions to help answer question:**

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End of Scene 1:

**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.

Scene 2:

**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.

## **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



## Model Script Conclusion

### **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.

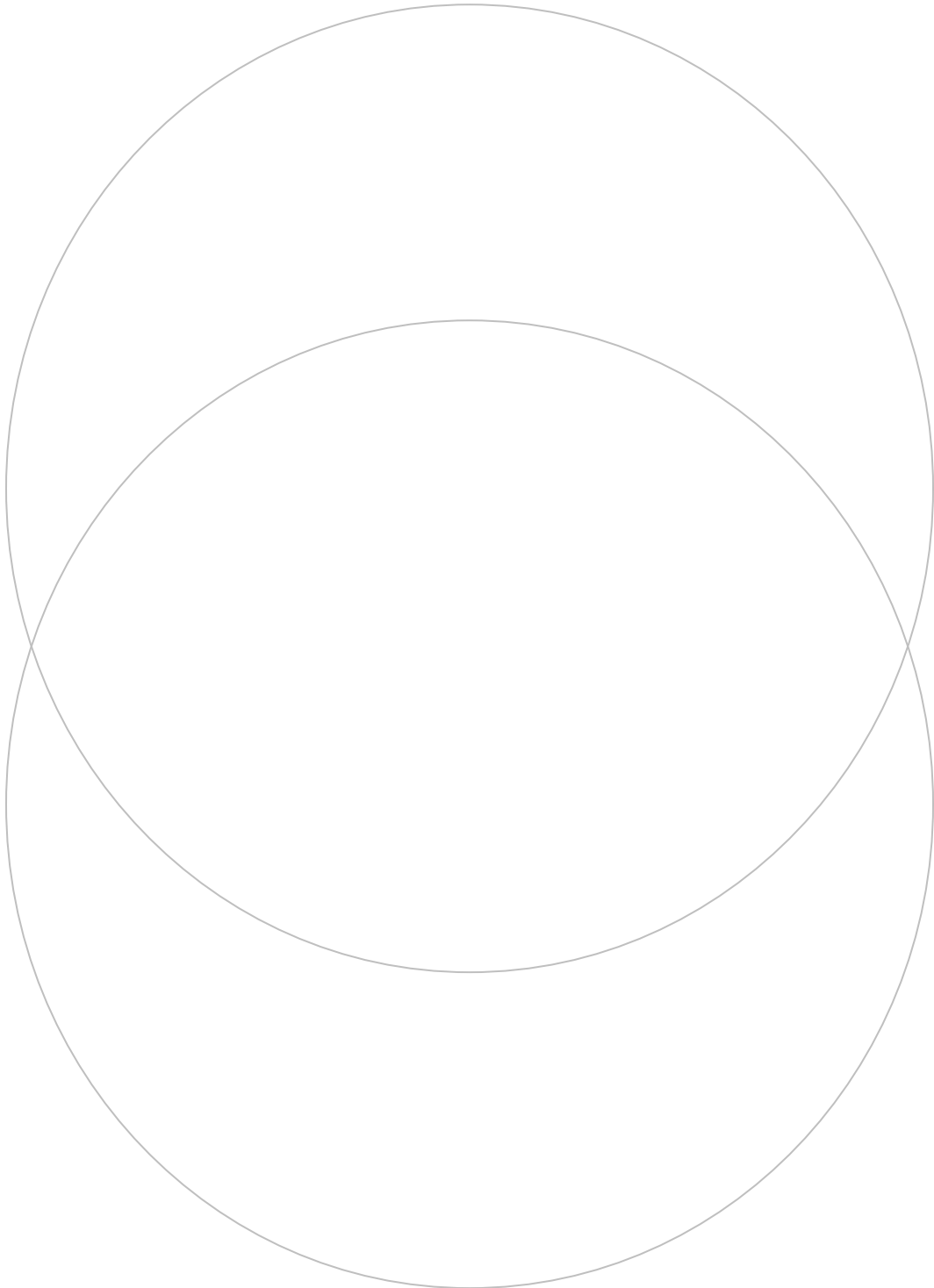
**Narrator:** Jem has grown up, not just in years, but in maturity. Unlike at the beginning, he is now taking care of Scout instead of avoiding her. He now understands more about people and why they do the things that they do, like Atticus and Boo Radley, even if he doesn’t always agree with their actions. 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**

## 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.

Row 1 of Readers Theater rubric

Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Individual Scores</b>	<b>1–Needs Improvement</b>	<b>2–Fair</b>	<b>3–Good</b>	<b>4–Excellent</b>
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

## Readers Theater Rubric

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

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:

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

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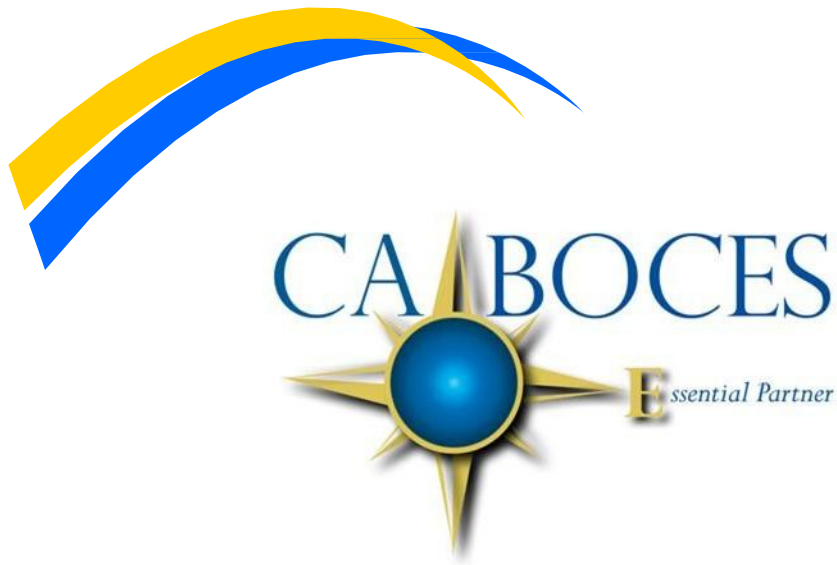
On-Task Participation: I gave myself a score of \_\_\_\_\_ (1, 2, 3, or 4) because:

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