

Mr. Cogswell
8th grade ELA
April 22-26

Today I am going to	Homework	Standard I can...	I know I got it when
Monday <ul style="list-style-type: none"> • Give Me 10 • Turn in Community Service & essay • Turn in Parent Letter • Portfolio Binder & Guidelines 	<ul style="list-style-type: none"> • Bring in pictures tomorrow • PORTFOLIOS are due on MAY 20! 	Write 3 paragraphs about my community service and what it means to volunteer	I print my 3 paragraph community service essay
Tuesday <ul style="list-style-type: none"> • Give Me 10 • Checkpoint 1 		Print improved cleaned copies of the requirements for checkpoint 1 for the portfolio	I print 4 improved assignments for checkpoint 1
Wednesday <ul style="list-style-type: none"> • Give Me 10 • Checkpoint 1 		Print improved cleaned copies of the requirements for checkpoint 1 for the portfolio	I print 4 more improved assignments for checkpoint 1
Thursday <ul style="list-style-type: none"> • Give Me 10 • Checkpoint 1 	<ul style="list-style-type: none"> • Checkpoint 1 due on Friday 	Print improved cleaned copies of the requirements for checkpoint 1 for the portfolio	I print 4 more improved assignments for checkpoint 1
Friday <ul style="list-style-type: none"> • Give Me 10 • Checkpoint 1 & 2 			I print all assignments for checkpoint 1

We will be working on the Portfolio project the following upcoming days:

Monday, April 29

Monday, April 30

Monday, May 6- Friday, May 10. Please note that if you are going to DC, you will miss 3 days of work time

CCSS.ELA-Literacy.W.8.1Write arguments to support claims with clear reasons and relevant evidence
CCSS.ELA-Literacy.W.8.1aIntroduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
CCSS.ELA-Literacy.W.8.1bSupport claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
CCSS.ELA-Literacy.W.8.1cUse words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-Literacy.W.8.1dEstablish and maintain a formal style.
CCSS.ELA-Literacy.W.8.1eProvide a concluding statement or section that follows from and supports the argument presented.
CCSS.ELA-Literacy.W.8.2Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CCSS.ELA-Literacy.W.8.2Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CCSS.ELA-Literacy.W.8.2bDevelop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CCSS.ELA-Literacy.W.8.2cUse appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
CCSS.ELA-Literacy.W.8.2dUse precise language and domain-specific vocabulary to inform about or explain the topic.
CCSS.ELA-Literacy.W.8.2eEstablish and maintain a formal style.
CCSS.ELA-Literacy.W.8.2fProvide a concluding statement or section that follows from and supports the information or explanation presented.
CCSS.ELA-Literacy.W.8.3Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CCSS.ELA-Literacy.W.8.3aEngage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
CCSS.ELA-Literacy.W.8.3bUse narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
CCSS.ELA-Literacy.W.8.3cUse a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
CCSS.ELA-Literacy.W.8.3dUse precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CCSS.ELA-Literacy.W.8.3eProvide a conclusion that follows from and reflects on the narrated experiences or events.

CCSS.ELA-Literacy.W.8.4Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CCSS.ELA-Literacy.W.8.5With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CCSS.ELA-Literacy.W.8.6Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

CCSS.ELA-Literacy.W.8.7Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CCSS.ELA-Literacy.W.8.8Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CCSS.ELA-Literacy.RI.8.6Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

CCSS.ELA-Literacy.W.8.10Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).