

Mr. Cogswell
8th grade
May 6- May 10

Today I am going to	Homework	Standard I can...	I know I got it when
Monday <ul style="list-style-type: none"> Checkpoint 3 	<ul style="list-style-type: none"> PORTFOLIOS are due on MAY 20! 	CCSS.ELA-Literacy.W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA-Literacy.W.8.5 With some help develop and strengthen writing as needed by planning, revising, editing, rewriting. Print improved cleaned copies of the requirements for checkpoint 2 for the portfolio	I complete the Cover and Title page
Tuesday <ul style="list-style-type: none"> Checkpoint 3 HAVE A GREAT TIME IN DC! 	If you are going to DC, today is the last day to work on the portfolio at school.	Continued Standards Print improved cleaned copies of the requirements for checkpoint 2 for the portfolio	I complete the chapter dividers, photos, drawings and orders, and put everything in order
Wednesday <ul style="list-style-type: none"> Checkpoint 3 			I complete the chapter dividers, photos, drawings and orders, and put everything in order
Thursday <ul style="list-style-type: none"> Checkpoint 3 			I complete the chapter dividers, photos, drawings and

			orders, and put everything in order
Friday <ul style="list-style-type: none"> Checkpoint 3 	Today is the last day to work on the Portfolio at school. PORTFOLIO DUE MAY 20!		I complete the chapter dividers, photos, drawings and orders, and put everything in order

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

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.

<u>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.</u>
<u>CCSS.ELA-Literacy.W.8.3bUse narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</u>
<u>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.</u>
<u>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.</u>
<u>CCSS.ELA-Literacy.W.8.3eProvide a conclusion that follows from and reflects on the narrated experiences or events.</u>
<u>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.)</u>
<u>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.</u>
<u>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.</u>
<u>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.</u>
<u>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.</u>
<u>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.</u>
<u>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).</u>