



## Purple Team Notes and Activities

### Wise 8th ELA

September 21-24, 2020

[wiset@columbuscityschools.org](mailto:wiset@columbuscityschools.org)

“Learn from yesterday, live for today, hope for tomorrow.” – Albert Einstein

RI.8.1 Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

L8.1a. Explain the function of **verbals**(gerunds, participles, infinitives) in general and their function in particular sentences.

RI.8.2/RL8.2 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:including theme’s relationship to the characters, setting, and plot; provide an **objective summary** of the text. (**Focus standard I**) IReady Lesson 8

RI.8.3 **Analyze** how a text makes **connections** among and **distinctions** between individuals, ideas, or events (e.g., through **comparisons, analogies, or categories**).

RL8.3 **Analyze** how particular lines of **dialogue** or incidents in a story or drama **propel** the action, reveal aspects of a character, or provoke a decision. (**Focus Standard II**) IReady Lesson 7 page 61

W.8.2. Write **informative/ explanatory** texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**Student Reminders:** \*All **first** period students must check in with me (email, Remind, Teams) by 9:00 each day to be counted present on days you are not in my classroom. This includes Wednesdays.

\*Out of school assignments must be completed on the **assigned day** and **submitted by 4:30**. You may take and submit a picture showing your completed work.

\* If your assignment is an IReady lesson or minutes, I will see that it has been completed.

\* A Safe Site at CMS is open to all students if technology is not accessible while you are at home, so please email **me** to schedule an appointment.

I can...**identify** the **theme (message/moral of the story)** and its relationship to characters, setting, and plot and **explain** the functions of verbals.

**Anchor Charts:** Difference between **Informational** and **Literary** Text (attached)

**Maverick Monday, 21st** *Maverick- being independent in thought & behavior!*

Submit any makeup assignments and Data Chats with completed passage.

Remember starting today all assignments are due the assigned day!

Bell Work, Reading Block, Verbal/ RL8.1 **assessment**

IReady Lesson 25 minutes (4th period class)

Introduce theme with the following:

<https://www.teacher-toolbox.com/toolbox/R.8/classroom-resources.html>

Introduce Ready Lesson 8 pages 69-71. Complete for homework.

**Take-Charge Tuesday, 22nd**-*Take-charge- assume control/responsibility!*

Bell Work, Reading Block

Assessments returned/corrected

Read, annotate, and cite answers to the RL8.2 passage and identify theme using chart on page 69.

**Winsome Wednesday, 23rd-** *Winsome-appealing in appearance or character!*

**Out of school assignment:** Paper copies are available upon request.

Read and complete Nearpod assignment as you identify theme after reading “A Retrieved Reformation.” <https://share.nearpod.com/vsph/hShm2kX2Mu>

**Tenacious Thursday, 24th-** *Tenacious-determined, strong & firm, persistent!*

**Out of school assignment:** Complete 25 minutes of IReady.

Define retrieved and reformation and explain why this is a good title for the story. Next, determine the theme of “A Retrieved Reformation” by creating a Theme Chart using model from Friday.

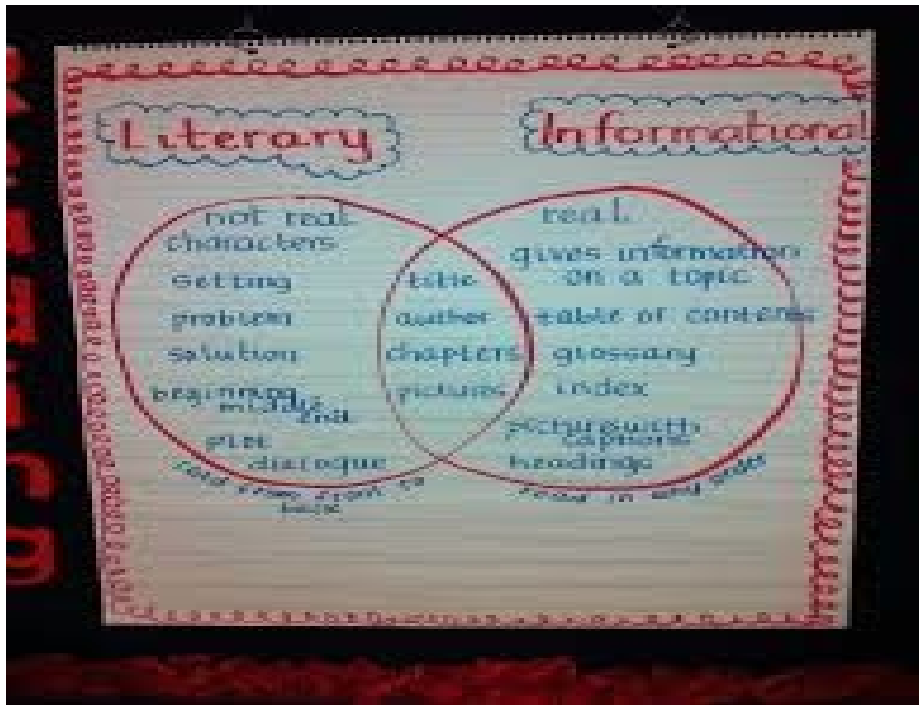
**Felicitous Friday, 25th-** *Felicitous- working out well, successful, happy!*

**Out of school assignment:** Complete 40 minutes of Iready and your Informational/Literary Anchor Chart using model provided.

**Extra Credit-** Make flash cards with your ELA vocabulary and write a sentence for each of the five “positive adjectives” showing understanding of meaning.

### ELA Vocabulary

1. Theme- the message or the moral of the story
2. Dialogue-conversation
3. Characters- person in a story usually one an antagonist causing conflict for the protagonist
4. Setting- when and where the story takes place
5. Plot- sequence of events as they occur in the story



\*Note that assignments are subject to changes, and students are responsible for noting any changes.



## Gold Team- Wise ELA Newsletter

### September 24-30, 2020

[wiset@columbuscityschools.org](mailto:wiset@columbuscityschools.org)

“Learn from yesterday, live for today, hope for tomorrow.” – Albert Einstein

RI.8.1 Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

L8.1a. Explain the function of **verbals**(gerunds, participles, infinitives) in general and their function in particular sentences.

RI.8.2/RL8.2 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:including theme’s relationship to the characters, setting, and plot; provide an **objective summary** of the text. (**Focus standard I**) IReady Lesson 8 page 69

RI.8.3 **Analyze** how a text makes **connections** among and **distinctions** between individuals, ideas, or events (e.g., through **comparisons, analogies, or categories**).

RL8.3 **Analyze** how particular lines of **dialogue** or incidents in a story or drama **propel** the action, reveal aspects of a character, or provoke a decision. (**Focus Standard II**) IReady Lesson 7 page 61

W.8.2. Write **informative/ explanatory** texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**Student Reminders:** \*All first period students must check in with me (email, Remind, Teams) by 9:00 each day to be counted present on days you are not in my classroom. This includes Wednesdays.

\*Out of school assignments must be completed on the **assigned day** and **submitted by 4:30**. You may take and submit a picture showing your completed work.

\* If your assignment is an IReady lesson or minutes, I will see that it has been completed.

\* A Safe Site at CMS is open to all students if technology is not accessible while you are at home, so please email me to make an appointment.

I can...**identify** the **theme (message/moral of the story)** and its relationship to characters, setting, and plot and **explain** the functions of verbals.

**Anchor Charts:** Difference between **Informational** and **Literary** Text (attached).

**Tenacious Thursday, 24th-** *Tenacious- determined, strong & firm, persistent!*

Submit any makeup work and Data Chats with completed passage.

Bell Work, Reading Block, Verbal/ RL8.1 **assessment**

Iready Lesson 25 minutes (4th period class)

Introduce theme with the following:

<https://www.teacher-toolbox.com/toolbox/R.8/classroom-resources.html>

Introduce Ready Lesson 8 pages 69-71. Complete for homework.

**Felicitous Friday, 25th-** *Felicitous- working out well, successful, happy*

Bell Work, Reading Block

Assessments returned/corrected

Read, annotate, and cite answers to the RL8.2 passage; identify theme using chart.

**Maverick Monday, 28th-** *Maverick- being independent in thought and behavior*

**Out of school assignment:** Complete 25 minutes of IReady lesson.

Read and complete Nearpod assignment as you identify theme after reading “A Retrieved Reformation.” <https://share.nearpod.com/vsph/hShm2kX2Mu>

\*paper copies available upon request

**Take-charge Tuesday, 29th-** *Take-charge- assume control and responsibility!*

**Out of school assignment:** Use RACES Writing Strategy to answer, “Were you surprised by the ending of “A Retrieved Reformation?”

Define retrieved and reformation and explain why this is a good title for this story. Next, show your understanding of the theme by creating a “Theme Chart.”

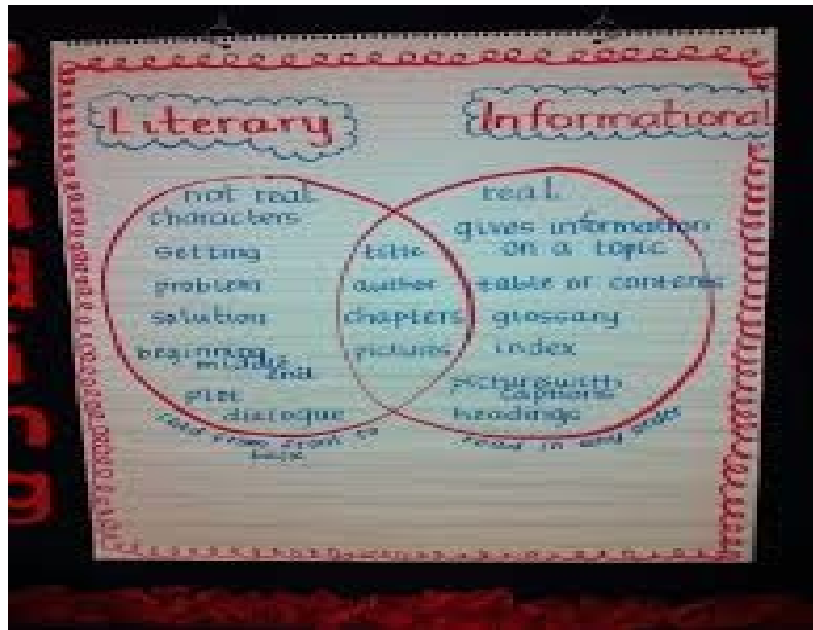
**Winsome Wednesday, 30th-** *Winsome-appealing in appearance or character!*

**Out of school assignment:** Complete 45 minutes of Iready and create your Informational/Literary Text Anchor Chart using provided model.

**Extra Credit-** Make flash cards with your ELA vocabulary. Write a sentence for each of the “five positives adjectives” showing understanding.

*ELA Vocabulary*

1. Theme- the message or the moral of the story
2. Dialogue-conversation
3. Characters- people in a story usually one an antagonist causing conflict for the protagonist
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