

Digital Learning - Reading & Writing - Week 3

Directions: See this week's day-to-day plans below. Complete the tasks for each day of the week. Contact your teacher if you need assistance.

- **Reading:** Log into ReadWorks using your class code to complete the day's work your teacher has assigned to you. **Submit your answers through ReadWorks to your teacher (or write/type your answers and send them through Microsoft Teams).** **Your teacher will grade your answers as a classwork grade.*
- **Writing:** Work on your 4-point narrative response a little each day. Below the day-to-day plans is an anchor chart on the steps to writing a 4-point narrative response, a prompt and passage to get your started on your narrative response, and a rubric that you will be graded on. Each day tells you which steps on the anchor chart to complete. **Submit your 4-point narrative response through Microsoft Teams.** **Your teacher will grade your 4-point narrative response as a classwork grade.*
- **English Language Arts:** Watch the day's video on a type of figurative language.

*How to Log into ReadWorks:

1. Go to www.Readworks.org/student
2. Use your homeroom class code to log in...
 - a. Ms. Smith's class code: ELXBDM (Use your student number as your name. Put your initials in your answer to question 10.)
 - b. Ms. Wood's class code: PHT4QN (Use your student number as your name. Put your initials in your answer to question 10.)
 - c. Mr. Walden's class code: QUNXES (Use your student number as your name. Put your initials in your answer to question 10.)
 - d. Ms. Broussard's class code: ENYRVC (Use your student number as your name. Put your initials in your answer to question 10.)
 - e. Ms. Cook's class code: GK4T4P (Use your student number as your name. Put your initials in your answer to question 10.)
3. Use the password: 1234

Monday

Reading:

Passage to complete: Your Recycled House

Log into ReadWorks (www.readworks.org/student), read the passage, and submit your answers to your teacher. You may also write/type your answers and send them through Microsoft Teams.



Writing: Use the anchor chart, prompt, and passage below to write your 4-point narrative response throughout the week. Today, read the passage and prompt and complete steps 1 and 2 on the anchor chart.

English Language Arts: Please watch the video below on a type of figurative language.

Simile & Metaphors: <https://youtu.be/uoSBVNUO2LU>

Tuesday

Reading:

Passage to complete: Slavery, the Civil War & Reconstruction: Gettysburg and the Gettysburg Address

Log into ReadWorks (www.readworks.org/student), read the passage, and submit your answers to your teacher. You may also write/type your answers and send them through Microsoft Teams.



Writing: Continue to work on your 4-point narrative response by completing steps 3 and 4 on the anchor chart.

English Language Arts: Please watch the video below on a type of figurative language.

Personification: <https://youtu.be/VqBZMR83wCg>

Wednesday

Reading:

Passage to complete: Field Trip

Log into ReadWorks (www.readworks.org/student), read the passage, and submit your answers to your teacher. You may also write/type your answers and send them through Microsoft Teams.



Writing: Work on your 4-point narrative response by completing step 5 on the anchor chart.

English Language Arts: Please watch the video below on a type of figurative language.

Hyperbole: <https://youtu.be/kuzWLDWm6Zs>

Thursday

Reading:

Passage to complete: The Secret of Cell Phones

Log into ReadWorks (www.readworks.org/student), read the passage, and submit your answers to your teacher. You may also write/type your answers and send them through Microsoft Teams.



Writing: Today is your last day to work on the 4-point narrative response. To wrap up, complete step 6 on the anchor chart. Then, have a family member read over your response. Once completed, submit your 4-point narrative response through Microsoft Teams.

English Language Arts: Please watch the video below on a type of figurative language.

Parts of Speech: <https://www.youtube.com/watch?v=AiK3NSENjA8>

Friday

Happy Friday! To celebrate, have a Marathon Reading day where you read a book of your choice for 40 minutes without stopping! Set a timer to help you along the way!

When writing a 4 point narrative response.....

1

Establish a narrator and/or characters, as well as a setting.

Paint A Picture



2

Organize events so they unfold naturally.

Wake up | Get Ready | Go to school | Come Home | HW | Bed

3

Use dialogue & descriptive words.



happy
elated
thrilled
cheerful
ecstatic

4

Use transition words to show a sequence of events.

- After a while...
- The next morning
- Later that day

6

Check for punctuation and spelling errors.

- " " , . ! ?
- Does it LOOK right?

5

Wrap up your story with a sense of closure.

- Bring a Resolution.
- Solve the Problem.
- Tie Up any Loose Ends.

Use the following prompt and the passage “The Piano” below to write your 4-point narrative response (Prompt and passage are from the 2018-2019 Georgia Milestones Practice Test).

Write an ending to the story that starts with Greta’s mother saying to Greta, “Now tell me why you were so upset when you saw the piano.”

Be sure that your ending flows naturally from the rest of the story. Use dialogue and descriptions in your answer. Write your answer on the lines provided.

Sample Items 1–4

Read the story “The Piano” and answer questions 1 through 4.

The Piano

Greta did not like change. She didn't like it when they changed the design on the wrapper of her favorite kind of ice cream (strawberry mango). She didn't like it when her father shaved his beard, because it made him look too young. And she didn't like it when she came home to find this . . . *thing* in the living room. It was old and brown and heavy, and it practically took up a whole wall. It had yellow teeth, and it made noise. It was a piano.

When her older brother Richard started banging on the instrument with his elbows, Greta ran to her room and closed the door. That's when she noticed something even worse: the toy chest was now in the middle of her room. This was the toy chest that had stood against the wall in the living room forever.

“Don't you like our new family member?” Greta's mother asked from outside the door.

Greta opened the door and blurted, “Where did you *get* that thing?”

“The Kleins are moving out, and they didn't want to move it.”

“The Kleins are moving?” That meant more change. The Kleins had always lived in the apartment down the hall. It was all too much.

“Yes, and it will all be fine,” said Greta's mother, and she walked back toward the living room.

Greta closed the door, flopped onto her bed facedown, and did what she always did when she didn't like what was going on: she fell asleep.

In her dream, Greta was floating on a raft in the middle of a river. The breeze stirred the water and made the most beautiful sound. The sound rose and fell and became louder when the wind became stronger.

Greta woke up and opened her eyes, but the sound continued. She got up and stumbled into the living room, where her mother sat at the piano. The sound was pouring out of her mother's fingers, but she was looking straight ahead with her head cocked slightly to the right. Then she stopped playing and remained still, in a different world.

“Come and sit here,” Greta's mother said as she scooted over and patted the bench next to her.

“I didn't know . . .,” Greta began.

"Of course you didn't know, because I never told you I could play. I started when I was about five years old."

"Why did you stop?"

"I didn't really stop. I guess I kind of drifted away from it. When I moved out of my parents' house, I left the piano behind, and I never got another one."

Greta stared at her mother's face, which held a half smile. "You never should have stopped," said Greta.

"You might be right," Greta's mother said, and she stole a quick look at her daughter.

Greta felt like her mother had just told her a secret, and a bubble of warmth rose inside her.

"Will you play some more?" she asked.

Four-Point Holistic Rubric

Genre: Narrative

Writing Trait	Points	Criteria
<p><i>This trait examines the writer's ability to effectively develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences based on a text that has been read.</i></p>	4	<p><i>The student's response is a well-developed narrative that fully develops a real or imagined experience based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Effectively establishes a situation and introduces a narrator and/or characters • Organizes an event sequence that unfolds naturally • Effectively uses narrative techniques, such as dialogue and description, to develop rich, interesting experiences and events or show the responses of characters to situations • Uses a variety of words and phrases consistently to signal the sequence of events • Uses concrete words, phrases, and sensory language consistently and effectively to convey experiences and events precisely • Provides a conclusion that follows from the narrated experiences or events • Integrates ideas and details from source material effectively • Has very few or no errors in usage and/or conventions that interfere with meaning*
	3	<p><i>The student's response is a complete narrative that develops a real or imagined experience based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Establishes a situation and introduces one or more characters • Organizes events in a clear, logical order • Uses narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations • Uses words and/or phrases to indicate sequence • Uses words, phrases, and details to convey experiences and events • Provides an appropriate conclusion • Integrates some ideas and/or details from source material • Has a few minor errors in usage and/or conventions that interfere with meaning*
	2	<p><i>The student's response is an incomplete or oversimplified narrative based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Introduces a vague situation and at least one character • Organizes events in a sequence but with some gaps or ambiguity • Attempts to use a narrative technique, such as dialogue and description, to develop experiences and events or show the responses of characters to situations • Uses occasional signal words to indicate sequence • Uses some words or phrases inconsistently to convey experiences and events • Provides a weak or ambiguous conclusion • Attempts to integrate ideas or details from source material • Has frequent errors in usage and conventions that sometimes interfere with meaning*