

## Digital Learning - Reading & Writing - Week 3

**Instrucciones:** Ve los planes diarios de esta semana a continuación. Completa las tareas de cada día de la semana. Contacta a tu maestro si necesitas ayuda.

- **Lectura:** Inicia sesión en ReadWorks usa tu código de clase para completar el trabajo del día que tu maestro ha asignado. **Envíe sus respuestas a través de ReadWorks a su maestro (o escriba / tipea sus respuestas y envíelas a través de Microsoft Teams).** \* *Tu maestro calificará tus respuestas como un trabajo de clase.*
- **Escritura:** trabaja un poco cada día en tu respuesta narrativa de 4 puntos. Después de los planes del día a día hay una tabla de anclaje sobre los pasos para escribir una respuesta narrativa de 4 puntos, una indicación y un pasaje para comenzar tu respuesta narrativa y una rúbrica en la que se te asignará una calificación. Cada día le indica qué pasos completar en la tabla de anclaje. **Envíe su respuesta narrativa de 4 puntos a través de Microsoft Teams.** \* *Tu maestro calificará su respuesta narrativa de 4 puntos como calificación de trabajo de clase.*
- **Artes del Lenguaje:** mira el video del día sobre un tipo de lenguaje figurativo

### \* Cómo iniciar sesión en ReadWorks:

1. Ve a [www.Readworks.org/student](http://www.Readworks.org/student)
2. Usa el Código de la clase para iniciar sesión en:
  - a. Clase de Ms. Smith: ELXBDM (Usa tu número de estudiante como tu nombre. Escribe tus iniciales en tu respuesta a la pregunta 10.)
  - b. Clase de Ms. Wood: PHT4QN (Usa tu número de estudiante como tu nombre. Escribe tus iniciales en tu respuesta a la pregunta 10.)
  - c. Clase de Mr. Walden: QUNXES (Usa tu número de estudiante como tu nombre. Escribe tus iniciales en tu respuesta a la pregunta 10.)
  - d. Clase de Ms. Broussard: ENYRVC (Usa tu número de estudiante como tu nombre. Escribe tus iniciales en tu respuesta a la pregunta 10.)
  - e. Clase de Ms. Cook: GK4T4P (Usa tu número de estudiante como tu nombre. Escribe tus iniciales en tu respuesta a la pregunta 10.)
3. Usar la contraseña: 1234

## Lunes

### Lectura:

Pasaje a completar: Your Recycled House

Visita ReadWorks ([www.readworks.org/student](http://www.readworks.org/student)), lee el pasaje, y presenta tus respuestas a tu maestro.

También puedes escribir/tipear tus respuestas y enviarlas a través de Microsoft Teams.



**Escritura:** Use la tabla de anclaje, la indicación y el pasaje de abajo para escribir su respuesta narrativa de 4 puntos a lo largo de la semana. Hoy, lean el pasaje e indicación y completen los pasos 1 y 2 en el gráfico del ancla.

**Artes del Lenguaje:** Por favor, vea el siguiente video sobre un tipo de lenguaje figurativo.

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

## Martes

### Lectura:

Pasaje a completar: Slavery, the Civil War & Reconstruction: Gettysburg and the Gettysburg Address

Visita ReadWorks ([www.readworks.org/student](http://www.readworks.org/student)), lee el pasaje, y presenta tus respuestas a tu maestro.

También puedes escribir/tipear tus respuestas y enviarlas a través de Microsoft Teams.



**Escritura:** Continúe trabajando en su respuesta narrativa de 4 puntos completando los pasos 3 y 4 del gráfico de anclaje.

**Artes del Lenguaje:** Por favor, vea el siguiente video sobre un tipo de lenguaje figurativo.

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

## Miércoles

### Lectura:

Pasaje a completar: Field Trip

Visita ReadWorks ([www.readworks.org/student](http://www.readworks.org/student)), lee el pasaje, y presenta tus respuestas a tu maestro. También puedes escribir/tipear tus respuestas y enviarlas a través de Microsoft Teams.



**Writing:** Trabaje en su respuesta narrativa de 4 puntos completando el paso 5 en el gráfico de anclaje.

**English Language Arts:** Por favor, vea el siguiente video sobre un tipo de lenguaje figurativo.

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

## Jueves

### Reading:

Pasaje a completar: The Secret of Cell Phones

Visita ReadWorks ([www.readworks.org/student](http://www.readworks.org/student)), lee el pasaje, y presenta tus respuestas a tu maestro. También puedes escribir/tipear tus respuestas y enviarlas a través de Microsoft Teams



**Escritura:** Hoy es su último día para trabajar en la respuesta narrativa de 4 puntos. Para terminar, completen el paso 6 en el gráfico del ancla. Luego, hagan que un miembro de la familia lea su respuesta. Una vez completado, envía tu respuesta narrativa de 4 puntos a través de Microsoft Teams.

**Artes del Lenguaje:** Por favor, vea el siguiente video sobre un tipo de lenguaje figurativo.

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

## Viernes

¡Feliz viernes! Para celebrarlo, ten un día de lectura maratónica en el que leas un libro de tu elección durante 40 minutos sin parar. ¡Pongan un cronómetro para ayudarles en el camino.

# 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

5

Wrap up your story with a sense of closure.

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

6

Check for punctuation and spelling errors.

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

Utilice la siguiente indicación y el pasaje "El Piano" para escribir su respuesta narrativa de 4 puntos (La indicación y el pasaje son de la Prueba de Práctica de Georgia Milestones 2018-2019).

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.

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### 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"> <li>• Effectively establishes a situation and introduces a narrator and/or characters</li> <li>• Organizes an event sequence that unfolds naturally</li> <li>• Effectively uses narrative techniques, such as dialogue and description, to develop rich, interesting experiences and events or show the responses of characters to situations</li> <li>• Uses a variety of words and phrases consistently to signal the sequence of events</li> <li>• Uses concrete words, phrases, and sensory language consistently and effectively to convey experiences and events precisely</li> <li>• Provides a conclusion that follows from the narrated experiences or events</li> <li>• Integrates ideas and details from source material effectively</li> <li>• Has very few or no errors in usage and/or conventions that interfere with meaning*</li> </ul>
	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"> <li>• Establishes a situation and introduces one or more characters</li> <li>• Organizes events in a clear, logical order</li> <li>• Uses narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations</li> <li>• Uses words and/or phrases to indicate sequence</li> <li>• Uses words, phrases, and details to convey experiences and events</li> <li>• Provides an appropriate conclusion</li> <li>• Integrates some ideas and/or details from source material</li> <li>• Has a few minor errors in usage and/or conventions that interfere with meaning*</li> </ul>
	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"> <li>• Introduces a vague situation and at least one character</li> <li>• Organizes events in a sequence but with some gaps or ambiguity</li> <li>• Attempts to use a narrative technique, such as dialogue and description, to develop experiences and events or show the responses of characters to situations</li> <li>• Uses occasional signal words to indicate sequence</li> <li>• Uses some words or phrases inconsistently to convey experiences and events</li> <li>• Provides a weak or ambiguous conclusion</li> <li>• Attempts to integrate ideas or details from source material</li> <li>• Has frequent errors in usage and conventions that sometimes interfere with meaning*</li> </ul>