

## Davis ELA 8 Student Agenda

January 9-13

| <i>Day</i>               | <i>Classwork</i>  | <i>Homework/<br/>Reminders</i>   |
|--------------------------|---|--|
| <b>Monday</b><br>1-9     | <p><b>Learning Target:</b> I can use a social issue and write about my own dream.</p> <ul style="list-style-type: none"> <li>● Language Review</li> <li>● Work on I Have A Dream writing assignment - type and print due Wed.</li> <li>● Silent read</li> </ul> <p><b>Success Criteria:</b> Write at least 5-7 sentences on I Have a Dream assignment</p>   | HW: Work on writing assignment due Wednesday   |
| <b>Tuesday</b><br>1-10   | <p><b>Learning Target:</b> I can create a list with a group that we all agree on of the limits of freedom of speech.</p> <ul style="list-style-type: none"> <li>● Language Review</li> <li>● 1st Article of the Bill of Right cooperative group activity</li> <li>● Introduction to novel <u>Nothing But the Truth</u></li> </ul> <p><b>Success Criteria:</b> Students will create a list (at list 3) of limits to freedom of speech that they all agree upon. Students will complete the language review accurately.</p>   | HW: Read the words of the Star Spangled Banner and be prepared to answer journal topic tomorrow. |
| <b>Wednesday</b><br>1-11 | <p><b>Learning Target:</b> I can discuss in a small group the rules that govern student behavior in schools.</p> <ul style="list-style-type: none"> <li>● Turn in I Have A Dream Writing &amp; KWL</li> <li>● Language Review</li> <li>● Journal Entry on Google Classroom - Star Spangled Banner</li> <li>● <u>Nothing But the Truth</u> - Chapter 1 &amp; 2</li> <li>● Rules that Govern School cooperative group activity</li> </ul> <p><b>Success Criteria:</b> Students will complete all discussion questions in their group on a poster, then gallery walk to comment on other groups comments. Students will complete the language review accurately.</p> | HW: Silent read your book  |
| <b>Thursday</b><br>1-12  | <p><b>Learning Target:</b> I can participate in a class discussion regarding the questions below after reading chapters 3-5.</p> <ul style="list-style-type: none"> <li>● Language Review - turn in</li> <li>● <u>Nothing But the Truth</u> - Chapters 3-5</li> <li>● Class discussion question - Do you think parents should believe the stories children tell, or do you think they should investigate the truth on important matters?</li> </ul> <p><b>Success Criteria:</b> Students will participate in a class discussion. Students will complete the</p>   | HW: Silent read your book  |

|                        |  |               |
|------------------------|--|---------------|
|                        | language review accurately.  |               |
| <b>Friday<br/>1-13</b> | <p><b>Learning Target:</b> I can accurately complete the review questions for the novel.</p> <ul style="list-style-type: none"> <li>• Review questions chapters 1-5 (due by the end of class)</li> <li>• Silent read your book when finished</li> </ul> <p><b>Success Criteria:</b> Students will answer the chapter review questions with 80% accuracy.</p> | Guest Teacher |

### Week of January 9-13

| Day                    | Standards  |
|------------------------|--|
| <b>Monday - Friday</b> | <p><b>Conventions</b></p> <p>L.8.1 Explain the function of gerunds, participles, and infinitives.</p> <p>L.8.1 Know form and use of verbs in the active and passive voice.</p> <p>L.8.1 Know form and use of verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>L.8.1 Recognize and correct inappropriate shifts in verb voice/mood.</p> <p>L.8.2 Spell correctly.</p> <p>L.8.4 Use context as a clue to the meaning of a word or phrase.</p> <p><b>Key Ideas and Details</b></p> <p>RI.8.1 Cite textual evidence to support analysis of text.</p> <p>RI.8.2 Write an objective summary of text.</p> <p>RI.8.3 Analyze how text makes connections/distinctions between individuals and events.</p> <p>RI.8.4 Determine the meaning of words and phrases in text.</p> <p><b>Writing</b></p> <p>W.8.4 Produce a clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>Speaking and Listening</b></p> <p>SL.8.1 Engage effectively in a range of collaborative discussions expressing one's own ideas and building upon others' ideas.</p> <p>SL.8.1 Come to discussions prepared, having read/studied material and able to reflect/probe issues.</p> <p>SL.8.1 Pose/respond to questions and comments with detail and relevancy.</p> |