

Content Area & Materials	Learning Objectives	Tasks	Check-in Opportunities	Submission of Work for Grades
<p>StudySync Short Story and Associated Materials in 7/8th Grade Textbook and online.</p> <p>7th and 8th Gr Double Entry Journal Response For Novels</p>	<p>Student selects a novel to read for the double entry journal response.</p> <p>1. Student will read a minimum of 10 pages each day.</p> <p>2. Student will complete one journal response for each 30 to 40 pages read.</p> <p>CA.RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CA.RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>CA.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p>7th and 8th Grade Double Entry Journal Response For Novels</p> <p>Student selects a novel to read for the double entry journal response.</p> <p>1. Student will read a minimum of 10 pages each day.</p> <p>2. Student will complete one journal response for each 30 to 40 pages read.</p>	<p>ZOOM Daily Monday thru Friday, 1 PM to 3 PM.</p> <p>Email: Mmontesinos@tusd.net</p> <p>Call/Text: 209-645-1966</p>	<p>Work is due Friday, May 1 by 3:00 PM.</p> <p>Students may complete scan, take a photo of work and email to Mmontesinos@tusd.net</p> <p>Digital: Submit remaining work either via email, your StudySync Online Portal or your Office 365 account.</p> <p>Students without the ability to scan or send photos may deliver completed work to school on the designated turn in days (see district provided calendar).</p> <p>PDFs of assigned readings and questions will be uploaded. These can be printed out at home or read online. Students can either email responses to questions, or write answers on paper to turn in.</p>

<p>7th Gr ELD Re-Read 1: The Outsiders</p>	<p>Read assigned StudySync, textbook sections. Hard copy of textbook or online version</p> <p>OBJECTIVES</p> <ol style="list-style-type: none"> 1. Close read a brief passage of authentic literature. 2. Identify and understand how to use modal verbs. 3. Express opinions and justify them using text evidence. <p>CA ELD Common Core Standards Collaborative - ELD.PI.7.1.Em, ELD.PI.7.1.Ex, ELD.PI.7.1.Br, ELD.PI.7.3.Em, ELD.PI.7.3.Ex, ELD.PI.7.3.Br Interpretive - ELD.PI.7.5.Em, ELD.PI.7.5.Ex, ELD.PI.7.5.Br, ELD.PI.7.6.c.Em, ELD.PI.7.6.c.Ex, ELD.PI.7.6.c.Br, ELD.PI.7.7.Em, ELD.PI.7.7.Ex, ELD.PI.7.7.Br Productive - ELD.PI.7.11.a.Em, ELD.PI.7.11.a.Ex, ELD.PI.7.11.a.Br, ELD.PI.7.11.b.Em, ELD.PI.7.11.b.Ex, ELD.PI.7.11.b.Br Expanding and Enriching Ideas - ELD.PII.7.3.Em, ELD.PII.7.3.Ex, ELD.PII.7.3.Br</p>	<p>Read assigned StudySync, textbook sections. Hard copy of textbook or online version</p>		
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<p>8th GR ELD Re-Read 2: Catherine's Calling</p>	<p>Read assigned StudySync, textbook sections. Hard copy of textbook or online version</p> <p>OBJECTIVES</p> <ol style="list-style-type: none"> 1. Close read a small passage of a leveled text. 2. Practice identifying and using synonyms and antonyms. 3. Prepare and present opinions using synonyms and antonyms. <p>CA ELD Common Core Standards</p> <p>Interpretive - ELD.PI.8.5.Em, ELD.PI.8.5.Ex, ELD.PI.8.5.Br; ELD.PI.8.6.a.Em, ELD.PI.8.6.a.Ex, ELD.PI.8.6.a.Br; ELD.PI.8.6.c.Em, ELD.PI.8.6.c.Ex, ELD.PI.8.6.c.Br</p> <p>Productive - ELD.PI.8.9.Em, ELD.PI.8.9.Ex, ELD.PI.8.9.Br; ELD.PI.8.12.a.Em, ELD.PI.8.12.a.Ex, ELD.PI.8.12.a.Br</p>	<p>Read assigned StudySync, textbook sections. Hard copy of textbook or online version</p>		
<p><u>Scheduled,</u> <i>if possible,</i> Shared Experience</p> <ul style="list-style-type: none"> • Virtual Fieldtrip • Discussion 				

Scaffolds & Supports	<p>Double Entry Journal Response For Novels handout. Attachment/Printed document.</p> <p>ZOOM meetings</p> <p>Students may use the StudySync access documents to help them understand the story (include vocabulary and helpful story organizers).</p> <p>I also encourage students to annotate as they are reading and discuss the story with their family. We have already worked on annotation in class regularly this year. This could include highlighting, underlining, sketching – whatever will help them.</p>				
Teacher Office Hours <i>2 hours daily (all classes):</i> <ul style="list-style-type: none"> • Contact • Platform 	<p>Monday 1 PM to 3 PM</p> <p>ZOOM, Email: Mmontesinos@tUSD.net, Call/Text 209-645-1966</p>	<p>Tuesday 1 PM to 3 PM</p> <p>ZOOM, Email: Mmontesinos@tUSD.net, Call/Text 209-645-1966</p>	<p>Wednesday 1 PM to 3 PM</p> <p>ZOOM, Email: Mmontesinos@tUSD.net, Call/Text 209-645-1966</p>	<p>Thursday 1 PM to 3 PM</p> <p>ZOOM, Email: Mmontesinos@tUSD.net, Call/Text 209-645-1966</p>	<p>Friday 1 PM to 3 PM</p> <p>ZOOM, Email: Mmontesinos@tUSD.net, Call/Text 209-645-1966</p>

Double Entry Journal Response for Novels:

- ⇒ Read a minimum of 10 pages every day.
- ⇒ For each 30-40 pages you read, complete one journal response

⇒ How to do a Journal Response

1. You will choose a quote from the book in the pages you have read. It can be a conversation, a paragraph or just a few lines.
2. Copy the quote and write the page number. This will go at the top of the page.
3. On the bottom half of the page write your response to the quote. Why did you choose it? (Does it move the story along? Does it tell about a character? You picked it so it must mean something to you!)
4. **Do not write** "I chose this quote because..."

Attached are some sample responses.

Holes
Author: Louis Sachar

Journal Entry #2

One thing was certain: They weren't just digging to "build character." They were definitely looking for something. (Pg. 71)

Every morning long before the sunrise all the boys at Camp Green Lake were awakened, fed, and driven out on to the dry lake bed to dig their holes for the day. The first 5 or 6 holes that Stanley dug were pure torture. His hands had huge bleeding blisters that made it almost impossible for him to hold his shovel. All the other boys had finished their holes before he did. After about the tenth holes, he began to toughen up and life became easier. The other boys in his tent seemed to accept him finally and they even gave him a nickname, "Caveman." He figured that it was a better name than some others he could think of. About this time Stanley had found a small tube shaped object that had a heart and initials scratched on it. Mr. Mom and Mr. Sir had told the boys that if they found anything "interesting" while digging their holes, that they were to turn it over to one of them and if it was "interesting" enough, the boy who found it would get the rest of the day off. Out of kindness Stanley gave the object to his new friend Xray. Mr. Sir came out to the lakebed and brought the warden with him. Surprise, the warden was a woman. She and Mr. Sir were very excited about the object that had been found and spent the next several days out on the lakebed with the boys looking for more objects though they never said what they were looking for.

Where the Red Fern Grows

Author: Wilson Rawls

“I remembered a passage from the Bible my mother read to us: “God helps those that help themselves.” I thought of the words. I milled them over in my mind. I decided I’d ask God to help me. There were banks of the Illinois River, in the cool shade of the tall white sycamores, I asked God to help me get two hound pups. It wasn’t much of a prayer, but it did come right from the heart.” (Pg. 25)

This story takes place in the foothills of Oklahoma in the early 1900’s. It’s about an 11 year old boy named Billy Coleman who lived in a log house with his parents and three little sisters. They were a farm family who worked hard but never seemed to have any extra money. What Billy wanted most in the world were two coon hound pups. The problem was that the puppies cost twenty-five dollars each and his dad didn’t have five dollars extra to his name let alone fifty because things were really tough in those days. When he finally realized that no one on Earth could help him get the money for his pups, he went to God for help.

Journal Response for The Chosen
By Chaim Potok

"He smiled faintly. 'You're Rueven Malter,' he said in perfect English. He had a low, nasal voice.

'That's right,' I said, wondering where he had heard my name.

'You're father is David Malter, the one who writes articles on the Talmud?'

'Yes.'

'I told my team we're going to kill you apikorsim this afternoon.' He said it flatly, without a trace of expression in his voice."

We know so far that Danny and Rueven are both Jewish though Danny is a Hasidic Jew and therefore more conservative than Rueven. They are both on their school team softball teams and are in the middle of playing game when this happens. It is the first meeting of the two and the first time they have spoken to each other. This passage foreshadows the outcome of the ball game and may or may not foreshadow hardships later on. It also brings the word "apikorsim" into the book which we find out means a Jew who rejects the basic aspects of their culture, but to the more conservative Hasidic type, it could be a Jew who isn't Hasidic. I just find this an odd first meeting of two boys who are clearly going to become friends and be intertwined in each others lives. I think that it has to represent something more.

StudySync Catherine's Calling

8th Grade ELD

<https://apps.studysync.com/#!/core-ela/8/64/instructional-path 1/1>

A young woman listened with eager ears to the words of President Abraham Lincoln. "The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us, the living, rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced." Catherine looked at the families gathered in the graveyard at Gettysburg to hear the president's address. Death touched each of them. The war had affected every American family. She yearned to give them comfort, but she did not know how. She needed to be alone with her thoughts.

Catherine closed herself into the small bedroom she shared with her younger sisters. She thought of the men who had given their lives in the battle. Surely if she were a man, she would have joined the army. She imagined herself fighting bravely to preserve the Union. Patriotism burned in her chest. She longed to seek honor and glory alongside her countrymen. Her daydream was interrupted when her little sister Sara noisily burst into the room. Sara had fallen and scraped her knee. Catherine carefully wrapped a bandage around the wound. Sara offered a sweet smile. Catherine's heart filled with pride. She realized she did have a way to serve her country. She could volunteer to be a nurse.

Safe at home, Catherine had heard cannons in the distance. But she had never heard musket fire that sounded as close as her own heartbeat. Now that she had begun work at the field hospital, gunfire thundered around her. The barrage was interrupted only by screams. Catherine tried to stay focused. Her first patient lay before her. The war didn't care that she was scared. It raged on. This man needed help.

Catherine reached for a bandage. Suddenly, a bullet tore through the hospital tent. Catherine's feet took flight. It wasn't until she had tucked herself under a nearby weeping willow tree that she realized she had run. She had fled when the soldiers needed her most.

Catherine tried to tell herself that it was a noble act. If she were killed, there would be one less nurse to tend to the soldiers' wounds. She would return when the siege was over. But then she realized something else. She was alone under the tree. None of the other nurses had fled. What would they think of her when she returned? Would they pity her? Would they ever trust her again? Maybe it would be better if she just walked away. Maybe she did not have what it takes to serve after all. Catherine sunk to her knees and wept in the tree's warm embrace.

WK 2 ELD 8th GR Vocabulary

Vocabulary

CA ELD: ELD.PI.8.6.c.Em, ELD.PI.8.6.c.Ex, ELD.PI.8.6.c.Br

Term	Form	Meaning
1. Musket	noun	a type of gun
2. field hospital		
3. tucked		
4. weeping willow		
5. embrace		

Meaning

put one thing inside another

a type of gun

a hug

a type of tree known for its long flowing branches

a temporary structure where wounded soldiers are treated during a war

Form

Verb Noun

Using Language

Read each sentence from “Catherine’s Calling” and note the bold word. Then complete the chart by placing the correct synonyms and antonyms from the answer box in columns 2 and 3.

Antonym Options (3 of 3) far whispered stayed

Synonym Options (3 of 3) run away boomed near

Word	Synonym	Antonym
But she had never heard musket fire		
that sounded as close as her own heartbeat.	_____	_____
Gunfire thundered around her.	_____	_____
She had fled when the soldiers	_____	_____
needed her most.		

Read

Excerpt from Chapter 2

We were used to seeing Johnny banged up—his father clobbered him around a lot, and although it made us madder than heck, we couldn't do anything about it. But those beatings had been nothing like this.

Johnny's face was cut up and bruised and swollen, and there was a wide gash from his temple to his cheekbone. He would carry that scar all his life. His white T-shirt was splattered with blood. I just stood there, trembling with sudden cold. I thought he might be dead; surely no one could be beaten like that and live. Steve closed his eyes for a second and muffled a groan as he dropped on his knees beside Soda. Somehow the gang sensed what had happened. Two-Bit was suddenly there beside me, and for once his comical grin was gone and his dancing gray eyes were stormy. Darry had seen us from our porch and ran toward us, suddenly skidding to a halt. Dally was there, too, swearing under his breath, and turning away with a sick expression on his face. I wondered about it vaguely. Dally had seen people killed on the streets of New York's West Side. Why did he look sick now?

"Johnny?" Soda lifted him up and held him against his shoulder. He gave the limp body a slight shake.

"Hey, Johnnycake."

Johnny didn't open his eyes, but there came a soft question. "Soda?"

"Yeah, it's me," Sodapop said. "Don't talk. You're gonna be okay."

"There was a whole bunch of them," Johnny went on, swallowing, ignoring Soda's command. "A blue Mustang full ...I got so scared ..." He tried to swear, but suddenly started crying, fighting to control himself, then sobbing all the more because he couldn't. I had seen Johnny take a whipping with a two-by-four from his old man and never let out a whimper. That made it worse to see him break now. Soda just held him and pushed Johnny's hair back out of his eyes. "It's okay, Johnnycake, they're gone now. It's okay."

Finally, between sobs, Johnny managed to gasp out his story. He had been hunting our football to practice a few kicks when a blue Mustang had pulled up beside the lot. There were four Socs in it. They had caught him and one of them had a lot of rings on his hand—that's what had cut Johnny up so badly. It wasn't just that they had beaten him half to death—he could take that. They had scared him. They had threatened him with everything under the sun. Johnny was high-strung anyway, a nervous wreck from getting belted every time he turned around and from hearing his parents fight all the time. Living in those conditions might have turned someone else rebellious and bitter; it was killing Johnny. He had

never been a coward. He was a good man in a rumble. He stuck up for the gang and kept his mouth shut good around cops. But after the night of the beating, Johnny was jumpier than ever. I didn't think he'd ever get over it. Johnny never walked by himself after that. And Johnny, who was the most law-abiding of us, now carried in his back pocket a six-inch switchblade. He'd use it, too, if he ever got jumped again. They had scared him that much. He would kill the next person who jumped him. Nobody was ever going to beat him like that again.

Not over his dead body....

I had nearly forgotten that Cherry was listening to me. But when I came back to reality and looked at her, I was startled to find her as white as a sheet.

"All Socs aren't like that," she said. "You have to believe me, Ponyboy. Not all of us are like that."

"Sure," I said.

"That's like saying all you greasers are like Dallas Winston. I'll bet he's jumped a few people."

I digested that. It was true. Dally had jumped people. He had told us stories about muggings in New York that had made the hair on the back of my neck stand up. But not all of us are that bad.

Cherry no longer looked sick, only sad. "I'll bet you think the Socs have it made. The rich kids, the West-side Socs. I'll tell you something, Ponyboy, and it may come as a surprise. We have troubles you've never heard of. You want to know something?" She looked me straight in the eye. "Things are rough all over."

"I believe you," I said. "We'd better get out there with the popcorn or Two-Bit'll think I ran off with his money."

...After the movie was over it suddenly came to us that Cherry and Marcia didn't have a way to get home.

Two-Bit gallantly offered to walk them home—the west side of town was only about twenty miles away—but they wanted to call their parents and have them come and get them. Two-Bit finally talked them into letting us drive them home in his car. I think they were still half-scared of us. They were getting over it, though, as we walked to Two-Bit's house to pick up the car. It seemed funny to me that Socs—if these girls were any example—were just like us. They liked the Beatles and thought Elvis Presley was out, and we thought the Beatles were rank and that Elvis was tuff, but that seemed the only difference to me. Of course greasy girls would have acted a lot tougher, but there was a basic sameness. I thought maybe it was money that separated us.

"No," Cherry said slowly when I said this. "It's not just money. Part of it is, but not all. You greasers have a different set of values. You're more emotional. We're sophisticated—cool to the point of not feeling anything. Nothing is real with us. You know, sometimes I'll catch myself talking to a girl-friend, and I realize I don't mean half of what I'm saying. I don't really think a beer blast on the river bottom is super

cool, but I'll rave about one to a girl-friend just to be saying something." She smiled at me. "I never told anyone that.

I think you're the first person I've ever really gotten through to."

Meaningful Interactions

Think about what happened to Johnny. Why did he get beaten? How will the beating affect Johnny?
Complete the opinion sentence frames.

1. I think Johnny was beaten because he

2. Four Socs got out of the car and then they

3. I think the Socs might be _____ of Johnny.

4. Johnny could take _____
but the Socs had _____.

5. Johnny was nervous because his parents were always _____.

6. I think that the beating will make Johnny even more

7. I think Johnny might _____ the next person who attacks him because he
carries _____

WK 2 ELD 7th GR

Using Language

Re-Read 1: The Outsiders

Using Language

In the column on the right, write the modal verb and the main verb featured in the sentence on the left.

The first sentence has been completed for you.

SENTENCE ADVERBIAL PHRASE

CA-ELD: ELD.PII.7.3.Ex

SENTENCE

ADVERBIAL PHRASE

Cooking could be a fun activity for us to do.

could be

We would be smart to study for the test.

She can be a star with that voice.

It is snowing, so it must be cold outside.

Pete will laugh at your jokes no matter what.

Maria should audition for the school play.