

Hello again ELD 9th and 10th grade students! Attached is the work for your 3rd week of Distance Learning. The assignment is from StudySync. For Week 3, you will read the poem *When Everything Changed* and do the three accompanying assignments. Please contact your teacher (Mr. Alford, Ms. Harding, or Ms. Welk) through email or a text on Google Voice if you have any questions during their daily (Monday through Friday) office hours listed below.

Teacher	Email, Google Voice	Office Hours
Mr. Alford	halford@tusd.net , (209) 597-8589	9 am to 11 am
Ms. Harding	lharding@tusd.net	10 am to 12 pm
Ms. Welk	cwelk@tusd.net , (209) 565-0272	10 am to 12 pm

Getting Started: Please fill out the following:

Step 1: Circle your Teacher and Class Period

Mr. Alford	Mr. Alford	Ms. Harding	Ms. Welk
ELD 9	ELD 9	ELD 10	ELD 10
Period 1	Period 2	Period 1	Period 3
Week 3	Week 3	Week 3	Week 3

Step 2: Identify Yourself (Please print clearly)

Your Name:

Week 3: Assignment Directions

You are not required to annotate or highlight the reading but we recommend you do so (if you can print it out or have a printed copy) to do a close read and help with your assignments. Please do the following three assignments in the order they are listed. The directions for assignments may mention working in partners but you will need to complete them individually. Let your teacher know during their office hours if you have any questions.

Assignment #1: First Read: When Everything Changed

Assignment #2: Re-read: When Everything Changed

Assignment #3: Skill: Tone

How to turn in:

Mrs. Welk's students may just complete the work online and submit it through Microsoft Teams, OR if you can't do that, you may submit the three assignments for Week 3 by taking a picture of each and emailing it to your teacher any time on or before May 15th, or you may drop it off at school on May 15th as well.

Extra info:

If you cannot print out the assignment, you may complete all the sentence frames/questions by hand with pen or pencil on binder paper and email a picture to your teacher, but please write neatly.



Read

My mother used to tell me
Things happen for a reason.
When I was in high school,
I learned she was right.

“Class,” Ms. Derry said,
“meet Bianca Caprelli, a new student.
Her family just moved here from Italy.”

After her announcement,
We all stared at this girl.
This outsider.
Her clothes,
Not our usual uniform of jeans, sassy shirt, sneakers.
Everything matched: shoes, shirt, pants, even her purse.
When she spoke, her words sang,
Almost like a familiar but forgotten **melody**.

She didn’t belong in our closed world full of giggles,
Mockery,
Football games,
Proms.
Our tight world belonged to us.
We were important,
Esteemed, and
Revered.

At lunch, she sat alone,
Looking like a frightened deer.
The others laughed and pointed.
They **ridiculed** her clothes.
They imitated her accent.
They giggled and sneered.
Their sneering snaked across the room
And shattered her.

And I ...I felt sorry for her.

On pizza day, at lunch,
I sat down next to her,
Breaking the rules of the Others.
They glared at me.

"Hi," I said, feeling their sword stares,
"I'm Anna. Can I sit with you?"
Her smile was shy,
Likable.
She missed Italy and riding her bike in the city.
I asked if she wanted a tour of the town after school.
She nodded as a smile lit her face.

The Others left together,
ignoring us.
And I knew what they were thinking,
And I did not care.

That day in the lunchroom was long ago.
This afternoon my best friend and I will take our children
To volunteer at the animal **shelter**.
"Because," Bianca says, "they must learn that all of us need a friend."
A lesson I hope they will learn.

Access 2

First Read: When Everything Changed

Meaningful Interactions

What does the poem “When Everything Changed” reveal about the characters of Anna and Bianca? Consider the boldfaced text as you make inferences and draw conclusions. You can use the sentence frames below to help express your ideas in the discussion. Remember to affirm others’ ideas during the discussion.

Stanza 3	<p>After her announcement, We all stared at this outsider. Her clothes, Not our usual uniform of jeans, sassy shirt, sneakers. Her words sang, Almost like a familiar but forgotten melody.</p>
Stanza 5	<p>At lunch, she sat alone, Looking like a frightened deer. The others laughed. They ridiculed her clothes, They imitated her accent. They sneered. Their sneering snaked across the room, and shattered her. And I . . . I felt sorry for her.</p>
Stanza 6	<p>On pizza day, I sat down next to her, Breaking the rules of the Others. And they glared at me.</p>

Discussion Sentence Frames:

- The poem suggests Anna is someone who _____
_____.
- The poem suggests Bianca is someone who _____
_____.
- One way the poet describes Anna in Stanza _____ is with the word(s) _____
_____.
- These words or phrases make me think Anna is a _____
person because _____
_____.
- The text creates the impression that Bianca feels _____
because _____.
- What do you think about _____?
- I really like what _____ said, and I would like to add _____

_____.

*ELD.PI.9-10.1.Ex - **Exchanging information and ideas** Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas.

*ELD.PI.9-10.6.b.Ex - **Reading/viewing closely** Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using an increasing variety of verbs and adverbials (e.g., *indicates that*, *suggests*, *as a result*).

Access 1

Re-read: When Everything Changed

Meaningful Interactions

In the created text “When Everything Changed,” the author structures the plot of the narrative poem through cause-and-effect relationships. Review the following stanzas from the poem. Then identify the cause-and-effect relationships. You can use the sentence frames below to help express your ideas. Remember to ask and answer relevant, on-topic questions during your discussion.

Stanza 3	After her announcement, We all stared at this outsider. Her clothes, Not our usual uniform of jeans, sassy shirt, sneakers. Her words sang, Almost like a familiar but forgotten melody.
Stanza 4	She didn't belong in our closed world full of giggles, Mockery, Football games, Proms. Our tight world belonged to us, We were important, Esteemed, and Revered.
Stanza 5	At lunch, she sat alone, Looking like a frightened deer. The others laughed. They ridiculed her clothes, They imitated her accent. They sneered. Their sneering snaked across the room, and shattered her. And I ... I felt sorry for her.

Discussion Sentence Frames:

- Bianca is not part of Anna's group because _____
_____.
- The girls laugh at Bianca at lunch because _____
_____.
- Their laughter causes Bianca to _____
_____.
- I know this because the text says that _____
_____.
- Their laughter causes Anna to _____
_____.

*ELD.PI.9-10.1.Em - **Exchanging information/ideas** Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering *yes-no* questions and *wh-* questions and responding using phrases and short sentences.

*ELD.PI.9-10.6.a.Em - **Reading/viewing closely** Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using short sentences and a select set of general academic and domain-specific words.

Self-assessment Rubric

	4 I did this well.	3 I did this pretty well.	2 I did this a little bit.	1 I did not do this.
I explained how the writer used cause-and-effect relationships in the text.				
I expressed my ideas clearly.				
I supported my ideas using evidence from the text.				
I asked or answered questions that were relevant to the topic.				

*ELD.PI.9-10.1.Em - **Exchanging information/ideas** Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering *yes-no* questions and *wh-* questions and responding using phrases and short sentences.

*ELD.PI.9-10.6.a.Em - **Reading/viewing closely** Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using short sentences and a select set of general academic and domain-specific words.

Access 1

Skill: Tone

DEFINE

Choose the correct answer from the Word Box to complete each sentence below.

Word Box
tone
formal
connotation
author's purpose
objective

1. A(n) _____ text is free from bias or strong opinions.
2. The choice of words an author includes in a text help express the _____, or the attitude of the author.
3. _____, or the emotions associated with words, can help convey the author's meaning and attitude.
4. A speech by an elected official is most likely to have a(n) _____ tone.
5. The _____ for writing a comedy is to entertain the audience.

*ELD.PI.9-10.5.Em - **Listening actively** Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions with prompting and substantial support.

MODEL

Complete the sentence frames to better understand and identify the tone in the poem “When Everything Changed.”

In my opinion, the **tone** of the poem can be described as _____.

One relevant detail about the characters that supports this idea is _____.

Some words or phrases in the poem that support this idea are _____.

The **connotation** of these words and phrases can be described as _____.

*ELD.PI.9-10.7.Em - **Evaluating language choices** Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing evidence to support claims or connecting points in an argument) or create other specific effects, with substantial support.

*ELD.PI.9-10.8.Em - **Analyzing language choices** Explain how a writer’s or speaker’s choice of phrasing or specific words (e.g., describing a character or action as aggressive versus bold) produces nuances and different effects on the audience.