

| Content Area & Materials | Learning Objectives | Tasks | Check-in Opportunities | Submission of Work for Grades |
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| <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>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>Check-in Opportunities</p> <ul style="list-style-type: none"> • Phone Call • Video Call • Email • Messaging platform <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>Submission of Work for Grades</p> <ul style="list-style-type: none"> • Expectation • Evidence: Log, Product • Method: Scan, photo, upload, or deliver <p>Work is due Friday, May 8 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. 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). 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> |

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| <p>7th Grade ELD Re-Read 2: The Outsiders</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>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 authentic literature. 2. Identify and practice using multiple-meaning words. 3. Justify opinions by 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 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 Productive - ELD.PI.7.9.Em, ELD.PI.7.9.Ex, ELD.PI.7.9.Br; ELD.PI.7.11.a.Em, ELD.PI.7.11.a.Ex, ELD.PI.7.11.a.Br</p> | <p>Read assigned StudySync, textbook sections. Hard copy of textbook or online version.</p> | | |
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| 8th Grade ELD Theme - “Catherine’s Calling” | OBJECTIVES <div><div>1. Learn the definition of theme.</div><div>2. Practice using concrete strategies for analyzing theme.</div></div> CA ELD Common Core Standards Collaborative - ELD.PI.8.1.Em, ELD.PI.8.1.Ex, ELD.PI.8.1.Br 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 | Read assigned StudySync, textbook sections. Hard copy of textbook or online version. | | | |
| <u>Scheduled</u>, if possible, Shared Experience <div><div>Virtual Fieldtrip</div><div>Discussion</div></div> | | | | | |
| Scaffolds & Supports | Double Entry Journal Response For Novels handout. Attachment/Printed document. ZOOM meetings Students may use the StudySync access documents to help them understand the story (include vocabulary and helpful story organizers). 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. | | | | |
| Teacher Office Hours <i>2 hours daily (all classes):</i> <div><div>Contact</div><div>Platform</div></div> | Monday 1 PM to 3 PM ZOOM, Email: Mmontesinos@tUSD.net, Call/Text 209-645-1966 | Tuesday 1 PM to 3 PM ZOOM, Email: Mmontesinos@tUSD.net, Call/Text 209-645-1966 | Wednesday 1 PM to 3 PM ZOOM, Email: Mmontesinos@tUSD.net, Call/Text 209-645-1966 | Thursday 1 PM to 3 PM ZOOM, Email: Mmontesinos@tUSD.net, Call/Text 209-645-1966 | Friday 1 PM to 3 PM ZOOM, Email: Mmontesinos@tUSD.net, Call/Text 209-645-1966 |

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.

Theme - "Catherine's Calling"

[Access 1](#)
[HTM Document](#)

Model

The word *calling* in the title of the short story "Catherine's Calling" is the first clue that can help readers identify the theme. Right away, readers know that a woman named Catherine will be called to do something, but we don't know what. As we read, we will look for clues that tell us what she is called to do and how she feels about it. It is through examining Catherine's thoughts and feelings that readers can probably find the theme.

In the second paragraph, the author reveals some of Catherine's thoughts and dreams:

Catherine returned home. She thought of the men who had given their lives in the battle. 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.** Her little sister Sara burst into the room noisily, interrupting the daydream. 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 did have a way to serve her country. **She could be a nurse.**

Closely examining a character's thoughts is one of the most important ways to determine a story's theme. Here, readers see that Catherine "imagined herself fighting bravely to preserve the Union" and that "Patriotism burned in her chest." These details help us infer that Catherine feels like she has been called to serve her country in the war. By the end of the paragraph, she has figured out how to answer this calling: "She could be a nurse."


This is only the beginning of the story, however, and her desire to serve is only part of the theme. To fully understand the theme of the story, readers need to keep reading. By the end of the story, readers learn that desire is not enough to fulfill Catherine's calling:

Suddenly, a bullet tore through the hospital tent. Catherine's feet took flight.... She **had fled when the soldiers needed her most.**

Catherine tried to tell herself that it was a noble act. There would be one less nurse to tend to the soldiers' wounds if she were killed. 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? 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.

Earlier in the story, readers may infer that the theme of "Catherine's Calling" is that one should serve one's country, even during times of war. However after we learn that Catherine "had fled when the soldiers needed her most" and that "none of the other nurses had fled," we might start agreeing with the narrator's assessment that "Maybe she did not have what it takes to serve after all." Looking at character

development, the dangerous setting, and the central conflict between Catherine's desire to serve and her actual abilities, readers may infer that the theme of the story is that patriotism is truly shown through actions, not desires.

CA-CCSS:  CA.RL.8.2

Theme - "Catherine's Calling"

[Access 1](#)
[HTM Document](#)

Define

- Theme is the central idea or message of a work of fiction, poetry, or drama.
- Sometimes an author clearly states the theme through a title, the words of a character, or description.
 - For example, the theme of most fables is stated at the end of the text as a moral.
- In most texts, authors develop theme over the course of a text, and it is not directly written anywhere. In this case, readers have to infer, or draw a conclusion, to identify the theme.
- When readers try to infer the theme of a story, they usually ask themselves: What is this text *really* about? The topic of a text (what the text is about) is not the text's theme.
 - A topic can often be summed up in a word or two.
 - A theme is usually stated in a sentence.
 - For example, the topic of Aesop's fable, "The Tortoise and the Hare," is a road race. But the theme is "Slow and steady wins the race," or "Perseverance is more important than speed."
- In order to infer the theme of a text, you'll need to look closely at the textual evidence. Textual evidence includes the structure and all the elements of the story, poem, or drama.
 - Pay attention to the work's title as well as any individual chapter titles.
 - Focus on the main character and the other characters in the story. Their actions, motivations, and desires can all relate to the theme.
 - Identify the main conflict in the story and how the main character or characters deal with it.

CA-CCSS:  [CA.RL.8.2](#)

Access 1

Skill: Theme

DEFINE

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

Word Box

setting
topic
theme
infer
fables

1. _____ is the central idea of a work of fiction, poetry, or drama.
2. Short stories that offer a clear moral at the end are called _____.
3. If an author does not say the theme directly, readers have to use text details to _____ it.
4. The _____, or subject of a text, can usually be summed up in a few words.
5. Readers need to consider plot, _____, dialogue, character development, and conflict when they analyze theme.

*ELD.PI.8.5.Em - **Listening actively** Demonstrate active listening in oral presentation activities by asking and answering basic questions with prompting and substantial support.

MODEL

Use the sentence frames to discuss how each story element helps develop the theme, or themes, of "Catherine's Calling":

Discussion Sentence Frames:

- The setting in the beginning of the story is _____.
- The setting at the end of the story is _____.
- The change in setting shows _____.
- At the beginning, Catherine is _____.
- At the end, Catherine is _____.
- Catherine's change, or character development, makes me think _____.
- I think the main conflict is between _____ and _____.
- I think one theme of the story is _____.

*ELD.PI.8.1.Em - **Exchanging information/ideas** Engage in conversational exchanges and express ideas on familiar topics by asking and answering *yes-no* and *wh-* questions and responding using simple phrases.

Theme - "Catherine's Calling"

[Access 1](#)
[HTM Document](#)

Practice

Instructions for Student

Complete each sentence by filling in the blank or blanks.

1. Find the sentence in the text that says what Catherine imagined herself doing in the war.

She imagined herself _____ to preserve the _____.

2. Find the sentence in the text that says what Catherine felt when she thinks about being a soldier.

_____ burned in her _____.

3. Find the sentence in the text that says how being at the field hospital was different from being at home.

Safe at home, Catherine had heard cannons _____. But she had never heard musket fire that sounded _____.

4. Find the sentence in the text that says how Catherine felt when she is at the field hospital.

The war didn't care that _____.

5. Find the sentence in the text that says what Catherine's feet did when gunfire hits the field hospital.

Catherine's feet _____.

6. Contrast Catherine's fantasy of being a soldier to the reality of war she experiences at the field hospital.

Based on this contrast, what is a theme of "Catherine's Calling"?

Sometimes _____ does not match up to one's _____.

CA-ELD: [ELD.PI.8.6.a.Ex](#)

Re-Read 2: The Outsiders

[Access 1](#)
[HTM Document](#)

Note

Read and listen to the audio of paragraphs 8–12 and 15–16 of *The Outsiders*. Use the vocabulary exercise on the previous tab for support with unfamiliar words.

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.”

Excerpted from *The Outsiders* by S. E. Hinton, published by the Penguin Group.

Annotations

Access 1

Re-Read: The Outsiders

Meaningful Interactions

Based on what you have read in *The Outsiders*, how do you think Johnny will respond to what happened to him? Review your Access handout from Day 1. List the evidence that supports the opinions you expressed on Day 1 as you prepare to present your opinion to the class.

Presentation Sentence Frames:

1. The sentence that tells where Johnny was is _____


_____.
2. The sentence that supports that Johnny was already nervous is _____


_____.
3. The sentence that tells Johnny carries a knife is _____

_____.

*ELD.PI.7.11.a.Em - **Supporting opinions** Justify opinions by providing some textual evidence or relevant background knowledge with substantial support.

Re-Read 2: The Outsiders

 [Access 1](#)
[HTM Document](#)



Vocabulary

Instructions for Student

Complete the chart by dragging and dropping the correct meaning and picture into the third and fourth column to match the term in each row.

Picture Options (5 of 5)



Meaning Options (5 of 5)

 cool or popular

 unpopular; not “in”

 not cool

 attacked

 understood and accepted information

| Term | Form | Meaning | Picture |
|----------|-----------|---------|---------|
| digested | verb | | |
| jumped | verb | | |
| out | adjective | | |
| rank | adjective | | |
| tuff | adjective | | |

CA-ELD:  [ELD.PI.7.6.c.Ex](#)

Re-Read 2: The Outsiders

[Access 1](#)
[HTM Document](#)

Using Language

Instructions for Student

Read each sentence. Choose the correct definition for the boldfaced word.

1. The audience **digested** what the speaker said.

- ☐ A. thought about and accepted
- ☐ B. breakdown food after eating

2. The frog **jumped** from one lily pad to the other.

- ☐ A. attack someone or something
- ☐ B. push off with your feet and move through the air

3. The style of music was **rank**.

- ☐ A. not cool
- ☐ B. an official position or job title

4. The Greasers thought Elvis was **tuff**.

- ☐ A. a rock made by volcanic ash
- ☐ B. cool

5. We could clearly hear the music through the **speaker**.

- ☐ A. a device used to play sound
- ☐ B. person giving a speech

CA-ELD: [ELD.PI.7.6.c.Ex](#)