

**Hello ELD 11<sup>th</sup> and 12<sup>th</sup> grade students! Attached is the work for our first week (April 20-April 24) of Distance Learning. It is a short story from StudySync titled *Twisted Texting*. We think you will really enjoy it. Please contact me through email or a text on Remind if you have any questions during my daily office hours listed below.**

Teacher	Email	Office Hours
Ms. Williams	mwilliams@tusd.net	12 pm to 2 pm

Follow this link to join Remind for this class <https://www.remind.com/join/eld112> or text @eld112 to the number 81010

**Week 1 Assignment Directions:** You are required to annotate or highlight the reading (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 self-assessment rubrics on page 2 for both Assignment 1 and Assignment 2 are optional and not required to be turned in. The directions for assignments 1 and 2 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: *Twisted Texting*: “Meaningful Interaction”

Assignment #2: Re-read 1: *Twisted Texting*: “Meaningful Interaction”

Assignment #3: Skill: Character

### **How to turn in:**

You may submit the three assignments by taking a picture of each and emailing it to your teacher any time on or before May 8<sup>th</sup>, or by dropping it off at school on May 8<sup>th</sup>.

### **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 and label all assignments with the above headings.

## Read

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Today, 8:22 AM

GIA: OMG!!!! You'll never believe what happened this morning!!!

ANGIE: What

GIA: OK! So when I got to school, I opened my locker as usual and I found a note from LEX!!! You remember Lex, right? That superhot senior I've had a crush on for literally EVER!!! He wrote that he saw me at the dance on Friday and thought I was gorgeous and he wants to meet up sometime soon to talk more about **magnetism** b/c he can't help but be attracted to me. Okay. that part was a lil weird b/c I don't remember talking to him on Friday, but we did sit next to each other in physics last year, so maybe he's **reminiscing** about that? I dunno but HE WANTS TO HANG OUT WITH MEEEEEE SOOOOOOON!!!! Can you believe it? AHH!

ANGIE: Whoa i totally believe he'd be into you. Did you see yourself on Friday? You were a total knockout. But i gotta go world history. :-/

Today, 8:24 AM

ANGIE: Oh man Jeff i think i'm in trouble. Remember Friday when you me and Lex were talking at the dance? I think he liked me and wants to ask me out bc he tried to put a note in my locker saying so but **CALAMITY ensued** because he accidentally put it in Gia's locker instead. What do i do?!?!?!?!?

JEFF: Why would he think Gia's locker was your locker?

ANGIE: They're next to each other and we're always there together. Easy mistake

ANGIE: But seriously what am i gonna do?!?!?!?!? Can you talk to him for me

JEFF: Yeah. I'll take care of it. Don't worry.

ANGIE: Thanks

JEFF: Do you want to say yes?

ANGIE: I dunno. I mean he's cute and funny and everything, but Gia has had her eyes on him since day 1 of freshman year. I don't think i can do that to her

JEFF: You're a good friend, Ang. That's why you're so great. No wonder Lex likes you.

ANGIE: :-D

Today, 8:31 AM

JEFF: Hey man. Did you ask out Gia?

LEX: Who?

JEFF: Gia Miller. She sat next to us in physics last year. She has glasses and long curly hair.

LEX: Oh her. Yeah, I know her. She's cute, but no i didn't ask her out. why?

JEFF: She found a note from you in her locker this morning.

LEX: Wait where's her locker?

JEFF: Next to Mr. Edwards classroom.

LEX: Ugh. The note was for that Angie chick you introduced me to at the dance i must have put it in the wrong locker? Can you help?

JEFF: Yeah. I'll take care of it.

LEX: Thanks man

JEFF: Just be at Dino's Pizza tonight @7.

Today, 9:37 AM

JEFF: Hey G. I hear you have a date with Lex. Are you nervous?

GIA: A little. I mean, the guy looks like he should be on the cover of a fitness magazine.

JEFF: I have an idea. Would you feel better if Angie came too? Like as your wingman? I could pretend to be her date.

GIA: OMG. YES. That would be great. Can you set it up with A? I gotta run into econ.

JEFF: Set up a date with Angie? I'd love to. Just be at Dino's tonight @7.

Today, 9:40 AM

JEFF: Problem solved. We'll all go out. Gia will never know the note was meant for you.

ANGIE: Sounds great. You're my hero, J. For real

JEFF: See you tonight. Dino's @7:00.

Today, 7:04 PM

GIA: OMG OMG OMG OMG OMG I CANNOT BELIEVE THIS IS HAPPENING

ANGIE: Chill girl. You look gorgeous. He's gonna love you. Just be yourself

Today, 7:04 PM

LEX: Thanks for taking care of this, man. Angie looks incredible. But why is that Gia girl here too?

JEFF: You know girls they do everything together.

Today, 7:05 PM

ANGIE: Can't believe we're pulling this off. Great job J

JEFF: Anything for you.

Today, 7:25 PM

GIA: Um why does L keep **gawking** at you?

ANGIE: I dunno

GIA: Take J and go look at the jukebox or something

Today, 7:32 PM

LEX: Dude where did you go? how did i end up on your date?

Today, 7:35 PM

LEX: Seriously where are you

Today, 7:45 PM

LEX: NM. Gia is super cool. I think I want to go out with her again. can't believe I didn't realize it before.

Today, 7:47 PM

ANGIE: OMG You'll never believe this. J just confessed that he likes me and i think i have feelings for him too. You and L look pretty cozy, so we're gonna take off.

GIA: Looks like we're all in <3 Can you believe it?

## Annotations

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# Access 3

## First Read: Twisted Texting

### Meaningful Interaction

What happens in “Twisted Texting”? Why do the characters make the choices they do? Practice making and discussing inferences based on the characters’ text messages. You can use the sentence frames below to help express your ideas in the discussion. Remember to ask and answer relevant on-topic questions.

#### Discussion Sentence Frames:

- What happens at the beginning of the story?
- Gia says \_\_\_\_\_,  
and Angie responds by saying \_\_\_\_\_.  
But just a couple of minutes later, Angie \_\_\_\_\_.  
This suggests that \_\_\_\_\_.
- \_\_\_\_\_ says \_\_\_\_\_.  
This creates the impression that \_\_\_\_\_ has feelings for \_\_\_\_\_  
because \_\_\_\_\_.
- \_\_\_\_\_ makes the decision to \_\_\_\_\_.  
Consequently, I can infer that \_\_\_\_\_.
- Why do you think that \_\_\_\_\_ said \_\_\_\_\_?  
What motivations could she / he have had?
- What happens at the end of the story?
- I think Gia and Lex \_\_\_\_\_  
because \_\_\_\_\_.

\*ELD.PI.11-12.1.Br - **Exchanging information/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, and providing coherent and well-articulated comments and additional information.

\*ELD.PI.11-12.6.b.Br - **Reading/viewing closely** Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., *creates the impression that, consequently*).

**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 made inferences about the plot and characters' motivations.				
I supported my inferences using evidence from the text.				
I asked relevant on-topic questions.				
I answered relevant on-topic questions.				

\*ELD.PI.9-10.1.Br - **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, and providing coherent and well-articulated comments and additional information.

# Access 3

## Re-read: Twisted Texting

### Meaningful Interaction

Based on what you have read in “Twisted Texting,” how does the author’s word choice affect your impressions of the characters and their situation? Do they remind you of text messages you might exchange with your friends or peers? Do they make you laugh? Why or why not? Work in a small group to practice sharing and discussing your impressions, using the discussion prompts. Then, use the self-evaluation rubric to evaluate your participation in the discussion.

#### Discussion Sentence Frames:

- Overall, I think the language is / is not realistic because \_\_\_\_\_  
\_\_\_\_\_.  
One example that seems particularly realistic / unrealistic is \_\_\_\_\_  
because \_\_\_\_\_  
\_\_\_\_\_.
- One text message that reminded me of something I might say to a friend is \_\_\_\_\_  
\_\_\_\_\_.  
This sounded like a real text because \_\_\_\_\_  
\_\_\_\_\_.
- One text message that made me laugh was \_\_\_\_\_.  
I thought it was funny because \_\_\_\_\_  
\_\_\_\_\_.
- Another word or phrase I would use to describe the effect the author’s word choice had on the audience is \_\_\_\_\_.  
I chose this word or phrase because \_\_\_\_\_  
\_\_\_\_\_.
- A word or phrase I would use to describe my impressions of the characters / their situation is \_\_\_\_\_  
because \_\_\_\_\_  
\_\_\_\_\_.

\*ELD.PI.11-12.8.Br - **Analyzing language choices** Explain how a writer’s or speaker’s choice of a variety of different types of phrasing or words (e.g., hyperbole, varying connotations, the cumulative impact of word choices) produces nuances and different effects on the audience.

#### 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 expressed my ideas clearly.				
I listened carefully to others' ideas.				
I explained how the author's word choice affected the audience.				
I used textual evidence to support my ideas about the author's word choice.				

\*ELD.PI.11-12.8.Br - **Analyzing language choices** Explain how a writer’s or speaker’s choice of a variety of different types of phrasing or words (e.g., hyperbole, varying connotations, the cumulative impact of word choices) produces nuances and different effects on the audience.



# Access 3

## Re-read: Twisted Texting

### Meaningful Interaction

Do you think that “Twisted Texting” is a satisfying story? Why or why not? What evidence from the text supports your opinion?

#### Debate Sentence Frames:

- My opinion is that “Twisted Texting” is / is not a satisfying story because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.
- An example that supports my opinion is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.
- You suggested that \_\_\_\_\_  
\_\_\_\_\_  
but I’ve reached a different conclusion because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

\*ELD.PI.11-12.1.Br - **Exchanging information/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, and providing coherent and well-articulated comments and additional information.

\*ELD.PI.11-12.3.Br - **Supporting opinions and persuading others** Negotiate with or persuade others in discussions and conversations in appropriate registers (e.g., to acknowledge new information and politely offer a counterpoint) using a variety of learned phrases (e.g., *You postulate that X. However, I’ve reached a different conclusion on this issue.*) and open responses to express and defend nuanced opinions.

# Access 3

## Skill: Story Elements

### DEFINE

Complete each sentence below.

1. A story element is one of several \_\_\_\_\_ that make up a narrative.
2. Story elements usually include setting, \_\_\_\_\_, plot, \_\_\_\_\_, and theme.
3. Authors make choices regarding how each story element \_\_\_\_\_ another.
4. When analyzing story elements, readers need to make sure to pay attention to the \_\_\_\_\_ between them.
5. Understanding these connections makes it easier to \_\_\_\_\_ what we read.

\*ELD.PI.11-12.5.Br - Listening actively Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering detailed and complex questions that show thoughtful consideration of the ideas or arguments with light support.

**MODEL**

Complete the sentence frames to discuss clues about the setting, plot, and characters of “Twisted Texting.”

A clue about the setting is \_\_\_\_\_.

This clue tells readers that \_\_\_\_\_.

because \_\_\_\_\_.

A clue about the characters is \_\_\_\_\_.

This clue tells readers that \_\_\_\_\_.

because \_\_\_\_\_.

A clue about the plot is \_\_\_\_\_.

This clue tells readers that \_\_\_\_\_.

because \_\_\_\_\_.

\*ELD.PI.11-12.6.a.Br - **Reading/viewing closely** Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and precise general academic and domain-specific words.

# Access 3

## Skill: Connecting Words

### Define

Write definitions for the following terms in your own words.

<b>connect</b>
<b>sequence</b>
<b>compare</b>
<b>contrast</b>
<b>cause</b>
<b>effect</b>

\*ELD.PI.11-12.5.Br - **Listening actively** Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering detailed and complex questions that show thoughtful consideration of the ideas or arguments with light support.

**Model**

Read or listen to the lesson and complete each item.  
Read the summary of “Twisted Texting.” Underline the connecting words and phrases, and write in appropriate connecting words and phrases in the blanks. Then complete the chart below by sorting the words and phrases according to the relationship they show.

“Twisted Texting” begins with a misunderstanding. First, Gia finds a note in her locker from Lex. She is thrilled \_\_\_\_\_ she has a crush on him. \_\_\_\_\_, it turns out that the note was meant for her friend Angie. Next, both Angie and Lex turn to their friend Jeff for help. As a result, Jeff comes up with a plan to trick Lex into going on a date with Gia. In addition, Jeff has a crush on Angie, \_\_\_\_\_ his plan will help him go on a date with her. Finally, all four friends go out together. No one has told Gia about Lex’s mistake. Therefore she thinks she is on a date with Lex, \_\_\_\_\_ Lex thinks he is on a date with Angie. After the group splits into pairs, Lex realizes he likes Gia and Angie realizes she likes Jeff. \_\_\_\_\_, everyone is happy with the date.

Relationship	Examples
time and sequence	
conclusion	
compare and contrast	
cause and effect	
additional information or examples	

\*ELD.PII.11-12.2.b.Br - **Understanding cohesion** Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/transition words and phrases, such as *on the contrary*, *in addition*, *moreover*) to comprehending grade-level texts and writing cohesive texts for specific purposes and

audiences.

**Write**

**Pre-writing Questions:**

Recall details about the love story you will write about in your anecdote.

QUESTIONS	NOTES
Who was involved?	
When did it happen?	
Where did it happen?	
What happened in the beginning?	
What happened in the end?	
Why did these events happen?	

Think about the notes you took about the love story. List some connecting words you could use to clarify ideas. Then write two ideas you will connect using the connecting words or phrases.

[illegible]



**Write:**

Write at least five sentences about the love story. Use at least one of the connecting words or phrases you listed above in each sentence.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

\*ELD.PII.11-12.2.b.Br - **Understanding cohesion** Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/transition words and phrases, such as *on the contrary*, *in addition*, *moreover*) to comprehending grade-level texts and writing cohesive texts for specific purposes and audiences.