

## East Lake Middle School Academy of Engineering

### 7<sup>th</sup> Grade Summer Reading Due Monday August 17, 2020

**Welcome to 7<sup>th</sup> Grade Language Arts!** Though the year hasn't quite started yet, I am excited about what we will be learning together. The goal of this required summer reading project is to keep the Language Arts skills you learned in 6<sup>th</sup> Grade fresh, flex those reading muscles, and help me (Mrs. Heeren) see all that you are capable of.

In 7<sup>th</sup> grade, you will be expected to be accountable for your own work, troubleshoot problems that you come across, and think critically to find solutions. *Please read these instructions carefully at least twice.* **I am here to help you, but there are few things worse in life than asking a question that has already been clearly answered!**

If you do have a question or need help, I encourage you (you! The student!) to email me at heerent@pcsb.org. I want to hear from you, the student, first. Please allow 2-3 days for a response over the summer.



**The Novel (Pick One):** *Nine Days* by Fred Hiatt **OR** *Dragon Pearl* by Yoon Ha Lee

- A physical or digital copy may be purchased or checked out from the library. While the format doesn't matter, students must be able to cite the page number their evidence and details come from.

**The Task:** Complete **Part A:** Tissue Box Character Analysis (Pages 4-6), and **Part B:** Theme Analytical Paragraph (Page 7). May be handwritten neatly and legibly or typed and printed.

**Grading:** All tasks in Mrs. Heeren's class are graded on a 10-point scale. Daily journals, notes, worksheets, online practice, homework, etc. are Assignment grades and are worth 20% of the overall grade. Projects, tests, essays, One Pager reports, and other written assignments are Assessment grades and are worth 80% of the overall grade. This means that Assessments have a larger impact on the overall grade. **The Summer Reading Project will be graded as an Assessment.**

**Score: For Teacher Use Only!**

Part A: \_\_\_/10

Conventions: \_\_\_/10

Part B: \_\_\_/10

Quality/Neatness: \_\_\_/10

Part C: \_\_\_/10

	10	9	8	7	6	5
<b>Part A: Tissue Box Character Analysis</b> (All 4 sides completed, evidence cited, image and symbol included, setting, plot, and other character clear and accurately described, analysis of impact clear and shows careful reading of novel)	Exceeds expectations; shows careful reading and deep understanding of character	Meets expectations, only 1-2 things needed to add to exceed	Meets expectations; all parts present but shows surface-level understanding of character; evidence used but not correctly cited	Emerging toward expectations; most parts present; 1 or more sides missing; details inaccurate or wrong; evidence/details mentioned but not cited	Below expectations; multiple sides missing; no evidence from the text; details inaccurate or wrong; clear that book was not read to the end	Incomplete
<b>Part B: Theme Paragraph</b> (Answer clear, meaningful, and well-thought out. Evidence included and cited. Elaboration/own analysis present. 6-8+ sentences)	Exceeds expectations	Meets expectations, only 1-2 things needed to add to exceed	Meets expectations	Emerging toward expectations	Below expectations	Incomplete
<b>Overall: Mechanics, Usage, Grammar, and Spelling</b> (Conventions)	No noticeable errors	A few errors, but not consistent	A few consistent errors, but not a severe distraction	Numerous errors; same errors repeated multiple times; errors are a distraction	Numerous errors that distract the reader and occasionally impede understanding	So many errors that work is difficult to read or understand
<b>Overall: Quality/Neatness is evidence</b>	Evident that time and care was taken on work; neat and easy to read	Evident that time was taken on work; neat and easy to read	Evident that time was taken on work; mostly neat	Work is rushed in some places, but evident some time was taken	Work is rushed/low-quality	Work is difficult to read/understand; work clearly rushed

### Important Details about Citing Evidence:

- Evidence should be cited with the page number where indicated in the directions. Citations can be done in-sentence or parenthetically. Evidence may be *paraphrased* (put in your own words) or given in a *direct quote*. **Pick one style of citations and stick with it.** Use the models below:
  - **In-text citation, paraphrased evidence:** On page 26, Ti-Anna reveals that her father has disappeared after a dangerous trip to Hong Kong to meet with other activists fighting for democracy in China.
  - **In-text citation, direct quote:** On page 26, Ti-Anna reveals that her father, believing that “China is just a spark away from a democratic revolution”, has disappeared in Hong Kong.
  - **Parenthetical citation, paraphrased evidence:** Refusing to believe the accusations against her brother, Min comes up with a plan to transform herself into a table and listen in on their conversation (13).
  - **Parenthetical citation, direct quote:** Although her mother forbids her from using her Charm around strangers, Min is “dying to know what else the investigator had to say” (13) and makes up her mind to transform into a table.

# ACADEMIC HONESTY

*Cheating* is claiming the work of others as your own.

All student work must be original and not copied in any way from any other source, including print and computer/Internet sources. Proper citation must accompany the use of language and/or ideas from outside sources. *Under no circumstances* should a student copy from another student, the Internet, or their parents, either by directly using the person's language or indirectly through the borrowing of unique ideas. Students are not allowed to use or copy someone else's answers, explain what was on an assessment to a student in another class period, nor are they allowed to share answers with anyone else. This is considered "cheating."

*Plagiarism* is a form of cheating. Plagiarism is seen as a serious form of cheating that gives teachers a false view of a student's strengths and weaknesses. It prevents further instruction in areas of weakness and delays the student in reaching his or her potential.

## Cheating includes:

- exchanging assignments with other students, whether it is believed the work will be copied or not
- giving or receiving answers **BEFORE OR DURING** tests or quizzes.
- taking credit for group work when the student has not contributed an equal or appropriate share toward the final result
- accessing a test or quiz for the purpose of determining the questions in advance of its administration
- using summaries and commentaries (from the Internet or elsewhere) instead of reading the assigned materials or for copying essays and responses
- texting a friend hints/clues about an upcoming assignment or assessment

## Plagiarism includes:

- taking someone else's assignment (another student or from the Internet) or portion of an assignment and submitting it as one's own
- submitting material written by someone else or rephrasing the ideas of another without giving the author's name or source
- presenting the work of tutors, parents, siblings, or friends as one's own
- failing to properly cite sources used in writing a paper or preparing a project
- submitting purchased papers or papers from the Internet written by someone else as one's own
- supporting plagiarism by providing work to others, whether it is believed it will be copied or not

## Consequences May Include:

- Re-instruction or review of proper research strategies and citations to avoid plagiarism.
- Students involved may receive a grade of "0" on the assignment, test, quiz, or project. This includes both the student who copied and the student who "shared."

**Academic honesty is a big deal and cheating will not be tolerated!**

**Plagiarism= automatic zero.**

## **Part A – Tissue Box Character Analysis**

*Directions: Using a tissue box\*, analyze one of the main characters of the novel you picked. A “Main character” does not have to be the character narrating, but should be a character who is present through most of the novel. Use the sides of the box to explain how they are influenced by a setting, an interaction with/the actions of a character, or the events of the plot (See model pictures on page 5 – template provided on page 6 )*

### **Side 1: Character Description**

- Name of character
- Image of character – may be drawn, or a picture you think resembles them
- Symbol/image that represents them
- Brief description of character’s personality

### **Side 2: Impact of Setting**

- Brief description of the setting (bullets or sentences)
- 2+ sentence analysis of how the setting impacts the character’s mood, actions, behavior, etc.
- 1+ cited piece of evidence supporting analysis with explanation of how that evidence relates to the impact the setting has on the character (may be part of the analysis)

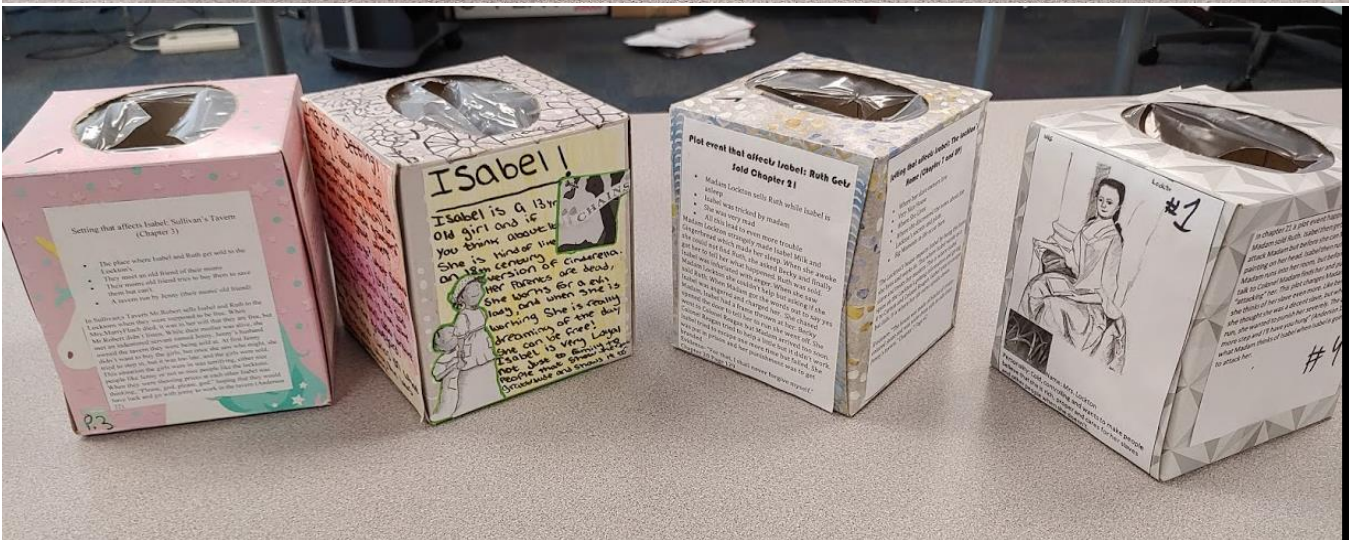
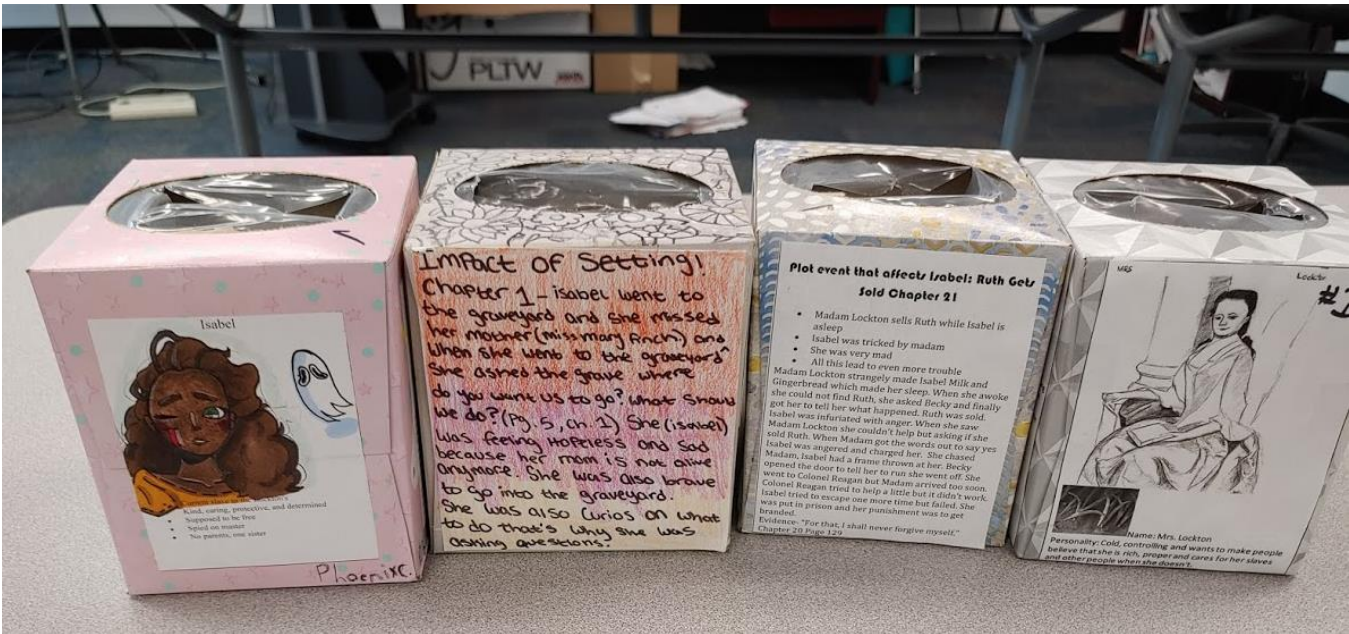
### **Side 3: Impact of Another Character**

- Brief description of that character (bullets or sentences)
- 2+ sentence analysis of how the other character impacts the mood, actions, behavior, etc. of the character being analyzed.
- 1+ cited piece of evidence supporting analysis with explanation of how that direct quote relates to the impact the other character the character being analyzed (may be part of the analysis)

### **Side 4: Impact of Plot Event**

- Brief description of the plot (bullets or sentences)
- 2+ sentence analysis of how the event in the plot impacts the character’s mood, actions, behavior, etc.
- 1+ cited piece of evidence supporting analysis with explanation of how that evidence relates to the impact the plot has on the character (may be part of the analysis)

Model Character Analysis Tissue Boxes



\*There is no penalty if student is unable to provide tissue box, or if only an empty tissue box is available. While getting tissues to last us through the year is nice, the analysis is the most important part. The completed four-square analysis on page 6 is all that is needed to receive a grade. 😊

**Side 1: Character Description**

**Side 2: Impact of Setting on Character**

**Side 3: Impact of Another Character on Character**

**Side 4: Impact of Plot on Character**

## **Part B – Theme Analytical Paragraph**

Pick one of the following themes. Using that theme, write a thorough paragraph (6-8+ sentences) in which you explain the importance of the theme to the novel, as well as how the author develops (reveals) the theme throughout the novel. Use specific examples and elaborate with your own thoughts. Cite at least 2 pieces of textual evidence to support your answer.

*Theme 1: It is worth risking everything to help the ones you love*

*Theme 2: We can accomplish more with help from others than we can alone*

*Theme 3: Even when things seem impossible, perseverance and creative thinking will get you through*

### **Tips:**

- ✓ State the title of the novel and the author's name in the first 1-3 sentences
- ✓ Be sure to use and cite textual evidence (see guide on page 1)
- ✓ Write neatly. Use proper spelling, grammar, punctuation, and capitalization.
- ✓ Double-check that each part is completed to satisfaction. Use the grading rubric as a guide.