

Baker Sixth Grade Campus
6th Grade GT & Pre-AP ELA Summer Reading 2018-2019

Dear GT & Pre-AP Students:

Welcome to Baker and the GT & Pre-AP ELA program! This program will set the stage for the GT & Pre-AP classes you will take in junior high and the AP classes you will eventually take in high school. In the GT & Pre-AP class, you will be developing a body of knowledge that you will use not only this year, but in years to come. To help prepare you, we require all students enrolled in GT & Pre-AP Language Arts to read a novel during the summer.

The novel that is required for Summer Reading for 6th Grade GT & Pre-AP Language Arts is *Schooled* by Gordon Korman.

You must read the book **BEFORE** the first day of school. Please bring your book to school because you will be working with it for the first several weeks of classroom instruction. Students NEW to the district will be allowed a two-week window to get the novel read.

The summer reading novel does not necessarily have to be purchased. You can borrow it from a county library or friends. If you choose, it can be purchased from any bookstore or online retailer.

As you read the novel, you are required to keep a reflective journal which includes one new vocabulary word per chapter and a legible paragraph summary of each chapter.

Page / Paragraph	New Vocabulary Word	Quote the Sentence	Meaning in Context
Page 8 ¶ 4	vague	“I have a few <u>vague</u> recollections of other people in the community when I was really young.”	Thinking or communicating in an unfocused or imprecise way.
Chapter Summary: The chapter summary should include the main idea, overall message of the chapter, of the chapter and supporting details to strengthen overall meaning. Remember to reflect on the B-M-E strategy when writing your summary (Beginning, Middle and End). Your responses must be in complete sentences, with correct punctuation, spelling and capitalization rules.			

You will want to review your journal as school nears to ensure you accurately remember the details of the novel. Your *Schooled* Journal will be collected in the second week of school.

We are looking forward to meeting you in the fall and working with you! Enjoy reading!

If you have any questions regarding the Summer Reading Assignment, do not hesitate to contact our English Language Arts Department.

Debra Navarro,
Department Co-Chairperson
navarrod@lpisd.org

Natalie Melton,
Department Co-Chairperson
meltonn@lpisd.org

La Porte Junior High and Lomax Junior High

2018-2019 7th Grade

Pre-AP Summer Reading Assignment

Purpose: The purpose of the summer reading assignment is to keep students reading throughout the summer in order to build vocabulary, demonstrate high level of ability to understand, make inferences, and draw conclusions about the structure and elements of literature, and provide evidence from the text to support their understanding.

Objectives - Students will be expected to:

- Explain the influence of setting on plot development. (TEKS 7.6A)
- Analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts. (TEKS 7.6B)
- Determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood. (TEKS 7.8A)
- Evaluate a summary of the original text for accuracy of main ideas, supporting details, and overall meaning. (TEKS 7.10A)

Books can be purchased at Amazon, Barnes and Nobles, Half Priced Books or any other area bookstores that carry new or used books. Please keep in mind that you may need to order a book, so be sure to order it in time to read it before school begins.

Please be advised that Pre-AP courses are above level, and some novels may contain mature themes and scenarios. Please review each novel with your student before selecting the book.

The assignment instructions are located on the following pages. The summer reading assignment is a requirement for students to remain in a Pre-AP class. It is due the second Monday after school begins, August 27, 2018.

7th Grade Pre-AP Language Arts is a rigorous course that focuses on critical thinking, reading, and writing in order to better prepare students for Pre-AP and AP courses. Concepts taught extend beyond the required state standards for 7th Grade Language Arts.

Summer Reading Book Options:

Choose **ONE** book from the following options. Summaries are located at the end of this document.

Beyond the Dance: A Ballerinas life
by Chan Hon Goh

Temple Grandin: How the Girl who Loved Cows Embraced Autism
by Sy Montgomery

Shipwreck at the Bottom of the World
by Jennifer Armstrong

Wednesday Wars
by Gary D. Schmidt

I Heard the Owl Call My Name
by Margaret Craven

Assignment Requirements

Read the entire book over the summer and be prepared to begin discussion and activities by the first full week of school. If you read your novel at the beginning of the summer, be sure to refresh your memory in August.

Annotations: Annotating your text is required, and will be a grade during the 1st six weeks. You may make your annotations by marking in the book or using sticky notes if you prefer not to write in the book.

Annotations may be **any variety** of the following:

- Questions of the author, plot, characters, story line, etc.
- Reactions to the text. What parts made you happy, sad, excited, or angry?
- Connections to the text from your life, experiences, other texts, movies and TV, etc.
- Things that surprised you, or changed your mind about something you previously thought or believed.

Write consistent **annotations** throughout your book. Remember, QUALITY is more important than QUANTITY! You do not have to take notes on every page; however, you should take enough notes over each chapter *to show that you have thoughtfully read the novel.*

Literary Response:

Plot Diagram / Timeline: Create a plot diagram or a timeline that describes major events from your novel. The plot diagram should include the five elements of plot: exposition, rising action, climax, falling action, and resolution. The timeline should include the major events in the life of the person / character. This should be about one-half page in length.

Character Analysis: Write a one-half page character analysis. A character analysis should include the character's interests, motivation, responses to conflict and change, goals, and relationships. Also, provide two examples of text evidence that describe what the character is like.

One Page Product:

This assignment is a single-page product that shows your understanding of a piece of text you have read. It creates a representation of your response to the text and allows the reader to be creative. The purpose is to demonstrate your understanding of the text and to share that understanding / interpretation with others.

Guidelines:

- Complete all of the following activities.
- Use a lot of color, patterns, and designs to illustrate your thoughts and ideas clearly, creatively, and neatly.

Activities:

1. Include the title of the text somewhere on the page where the reader will notice it.
2. Include at least one quote or phrase that grabs your attention, makes you think / reminds you of something from the text. Write quotes or phrases anywhere on the page. Use different colors and/or writing styles to individualize each quote or phrase. Note: Quotes are NOT the same as dialogue; quotes may be any sentence or statement from the text.

3. Use a visual image, either drawn or cut out from a magazine, which creates a visual focus and illustrate what you have in your mind from reading.
4. Make a personal statement about what you have read (two to three sentences). (What did it mean to you personally?)
5. Ask a question about the text and answer it.

Additional Notes:

- Use white, **unlined** paper, size 8 1/2 x 11
- Fill up the entire page with images, quotes, and information. Use color or shading. **FILL THE PAGE!**

Please compile the literary response and the one page product into a pocket folder or report cover.

Book Summaries:

Beyond the Dance: A Ballerina's life by Chan Hon Goh: Chan Hon Goh gives a first-hand look into the emotional challenges of a ballerina in this compelling memoir.

Temple Grandin: How the Girl who Loved Cows Embraced Autism by Sy Montgomery: When Temple Grandin was born, her parents knew she was different. From her infancy to her successful adulthood, this book illustrates how acceptance and inclusion influenced the life of this autistic girl.

Shipwreck at the Bottom of the World by Jennifer Armstrong: Based on a truly amazing survival story, this book vividly recreates the journey and experiences of the first explorers to cross Antarctica.

Wednesday Wars by Gary D. Schmidt: Meet Holling, the only Presbyterian student in a school dominated by Catholic and Jewish kids. Holling spends each Wednesday with his English teacher, Mrs. Baker, while the rest of the class attends religious instruction. Mrs. Baker doesn't like Holling, he's sure of it.

I Heard the Owl Call My Name by Margaret Craven: *I Heard the Owl Call My Name* begins by explaining the legend of the Kwaliutl Indians of British Columbia, who believe that when a person hears an owl call his or her name, that person will soon die. The young priest, Mark learns the meaning of life when he is sent to work with the Kwaliutl Indians.

LPJ/LXJ 8th Grade Pre-AP Summer Reading Assignment 2018-2019

8th Grade Pre-AP Language Arts is a rigorous course geared to prepare students for Advanced Placement English classes in high school. Major focuses will include critical thinking, reading, and writing. Concepts taught extend beyond the required state standards for 8th Grade Language Arts.

Summer Reading Assignment – Identity

Please choose **ONE** book from the following options (summaries may be found on page 5):

Red Badge of Courage
By Stephen Crane

Flowers for Algernon
By Daniel Keyes

Anthem
By Ayn Rand

Chinese Cinderella
By Adeline Yen Mah

Rocket Boys
By Homer H. Hickam Jr.

Please read the entire book over the summer and be prepared to begin discussion and activities by the first full week of school. If you read your novel at the beginning of the summer, be sure to refresh your memory in August. Please be advised that PAP courses are above level and some novels may contain mature themes and scenarios. Please review each novel before making a selection with your student.

Annotations – due the Monday following the start of school

Annotating your text is required, and will be a **grade** during the 1st six weeks. Annotations may be **any variety** of the following:

- Questions of the author, plot, characters, story line, etc.
- Reactions to the text. What parts made you happy, sad, excited, or angry?
- Connections to the text from your life, experiences, other texts, movies and TV, etc.
- Things that surprised you, or changed your mind about something you previously thought or believed.

Write consistent notes throughout your book. Remember, **QUALITY** is more important than **QUANTITY**! You do not have to take notes on every page, however, you should take enough notes over each chapter *to show that you have thoughtfully read the novel.*

Summer Projects

Students will choose 1 of the following projects and complete it to the best of their ability. For all projects please remember that the contributing paragraphs and project (where at all possible) should be typed and printed. Also, well developed paragraphs have at least 7 – 10 sentences of varying structure and length which use descriptive language and critical analysis.

*Focus questions adapted from Karen Wodach's "Dystopia Novel Study," retrieved from:
<http://student.sheboyganfalls.k12.wi.us/kwwodach/dystopia-novel-study/>

**Summaries extracted from <https://www.scholastic.com/teachers/bookwizard/>

Option 1 - A Character's Fears

Your task: One way we get to know characters is to think deeply about them and make inferences based on their actions and on what they and others say about them. Through a person's actions, we can learn what they fear and what they want to avoid the most. Select two characters from the novel that you feel you know the best. You are going to become these characters' therapist. You will be sharing the notes and/or recordings of your characters' therapy session(s).

Requirements: You need to write at least one well-developed, thoughtful page of therapy notes about each character. Going back through the book and examining your characters might be helpful for this project. Pulling quotes from the text will also be helpful, as you need to provide some kind of evidence to support your opinion (not just "I think he/she said/felt this" -use a concrete example from the book).

In addition, please write one paragraph explaining why you chose these particular characters. Are they the main characters? Are they related? This paragraph is solely your opinion - just tell me how you decided on these two characters.

You must include the title of the novel, the author, and your name. Don't forget to title your character's fears!

Alternatively, you could choose to act out the session in front of the class, using a peer to help you or record the session ahead of time and the class can view the recording as part of your presentation. Be creative! I am looking for content and creativity.

Option 2 - Cartoon Squares

Your task: Create a series of six drawings in six squares that shows a significant event in the novel. You will need to do this for three separate events in the novel. (Each event will have six drawings in six squares.) Under each picture or cartoon, write at least two sentences of explanation.

Requirements: You need to choose three major events in the novel, and represent them in a six-square cartoon drawing. Instead of limiting yourself to six drawings, you may choose to do this another way. Be creative! You must include the lines of explanation however you choose to draw the events. Drawings must be in full color or in shaded images.

In addition to the drawings, you must submit three well-developed paragraphs. In the paragraphs, you need to explain why you chose the events you did; how you decided to draw the characters (what color hair, clothes, etc.), and, how the events you chose are important in the novel.

You must include the title of the novel, the author, and your name. Don't forget to title your cartoons.

Option 3 - College Application

Your task: Create the application that a character you have just read about could write and submit to a college. Use all the information you know about the character and infer and create the rest of it. On the application include Name, Academic Rank in Class, High School Courses Taken, Grades, Extracurricular Activities, Personal Activities, and Work Experience.

In addition, choose one of the following questions to answer in a two-page essay from the character's point of view:

1. What experience, event, or person had a significant impact on your life.

*Focus questions adapted from Karen Wodach's "Dystopia Novel Study," retrieved from: <http://student.sheboyanfalls.k12.wi.us/kwwodach/dystopia-novel-study/>

**Summaries extracted from <https://www.scholastic.com/teachers/bookwizard/>

2. Discuss a situation where you have made a difference.
3. Describe your areas of interest, your personality, and how they relate to why you would like to attend this college.

Requirements: This assignment requires a good understanding of one character, and what he/she might want to do with his/her life. What would he/she say in a college essay? Be true to the character. Take a look back in the novel to get a sense of what he/she might say. You may want to support your essay with quotes from the text, although this is not required. The essay portion needs to be typed; if you have a different idea, please talk with me first.

For the application section, you have many options. You can create your own college and application; you can contact one of the local colleges and request an application packet. If you choose to use an application packet from an actual college, and would rather write on one of their essays, please let me know.

You must include the title of the novel, the author, and your name. Don't forget to title your essay. In terms of presenting this project, you have many options. You must submit the typed essay and application.

Option 4 - Create a Soundtrack

Your task: Create a soundtrack with ten to fifteen songs that are representative of the book.

Requirements: You must make a CD and print out the lyrics. For EACH of the five songs, write two well-developed paragraphs explaining how it relates to the book. Make sure you include the song title, artist, and main idea for each song, in addition to supporting information that explains the song's relationship to the book. Also include a closing sentence that sums up your main idea.

Design a CD cover for your soundtrack. The cover should be a CD-case size and should include both a front and back cover listing the soundtrack title and the titles and artists of the songs. It should also include appropriate graphics. The cover may be computer generated or handmade. Create a title for the soundtrack—be as creative as you can! You must include your name, the book title, the author, and an original title for your CD/soundtrack.

In your presentation explain your title, list your songs, choose one song (with classroom-appropriate lyrics) from the soundtrack to play, and discuss its relationship to the book.

Option 5 – Wanted Poster

Your task: Create a "wanted" poster for one of the characters or objects in your book. Be sure to include the following:

- a drawing (cannot be printed/cut out) of the character or object
- a physical description of the character or object (don't forget elements like "last seen with Count Olaf on Monday" or whatever the circumstances are)
- the character's or object's deeds or misdeeds
- other information about the character or object which is important
- the reward offered for the capture of the character or object

Requirements: You need to include all of the elements listed above in your poster. The descriptions need to be organized into paragraphs. In addition to the poster, you will need to write two or three paragraphs summarizing the information contained in the wanted poster, as well as why you are looking for the object or character. What has happened in the story to warrant this poster? If you are searching for an object, who had it last? Why is it so important for the character to find it? Remember, not all of your classmates have read your book, so you need to give information explaining why your wanted poster even exists.

*Focus questions adapted from Karen Wodach's "Dystopia Novel Study," retrieved from: <http://student.sheboyganfalls.k12.wi.us/kwwodach/dystopia-novel-study/>

**Summaries extracted from <https://www.scholastic.com/teachers/bookwizard/>

Your poster can be any size or shape; make sure you leave enough room for all the information you need to display. The paragraphs explaining the poster do not need to be part of the poster you may turn this in to me separately.

You must include the title of the novel, the author, and your name.

Option 6 - Word Collage

Your task: Write the title of the book in the center of a sheet of poster board. Then look through magazines for words, phrases and sentences that illustrate or tell something about your book. As you look, think in terms of the theme, setting, plot line, as well as the characters. Work to get fifty such words, phrases, or sentences so the whole sheet will be covered. The visual impact of the collage should tell a potential reader a lot about the book.

Requirements: This project is fairly self-explanatory. The story elements (plot, setting, etc.) must be evident in the final collage.

In addition to the collage, you need to include at least two well-developed paragraphs explaining what your word collage represents. What do you want people to be able to see? What should we learn about the novel?

Because there will be so many words, phrases, and images included on this collage, this must be done on poster board (or anything equivalent in size).

You must include the title of the novel, the author, and your name. Don't forget to title your collage.

The completion of Summer Reading is an essential part of laying the foundation for PAP courses.

Enjoy your summer, and happy reading! Please email with any questions or concerns that may arise. In the event that you are unable to purchase the book you chose, the public library has copies available to borrow.

*Focus questions adapted from Karen Wodach's "Dystopia Novel Study," retrieved from:
<http://student.sheboyganfalls.k12.wi.us/kwwodach/dystopia-novel-study/>

**Summaries extracted from <https://www.scholastic.com/teachers/bookwizard/>

Book Summaries**

Red Badge of Courage, By Stephen Crane: Henry Fleming had no idea how horrible war really was. Attacks come from all sides, bullets fly, bombs crash, men dying everywhere. Facing his own fear, Henry has a choice: flee for his life or stay with his regiment.

Flowers for Algernon, by Daniel Keyes: Charlie Gordon is about to embark upon an unprecedented journey. Born with an unusually low IQ, he has been chosen as the perfect subject for an experimental surgery that researchers hope will increase his intelligence, a procedure that has already been highly successful when tested on a lab mouse named Algernon.

Anthem, by Ayn Rand: Equality 7-2521 lives in the Dark Ages of the future, where all decisions are made by committee, all people live in collectives, and all traces of individualism have been wiped out.

Chinese Cinderella, by Adeline Yen Mah: After her mother dies and her father remarries, Adeline becomes one of the unwanted stepchildren. Although Adeline suffers emotional and physical abuse, her aunt and grandfather instill in her a determination to succeed.

Rocket Boys, by Homer H. Hickam Jr.: In his memoirs, former NASA engineer Homer Hickam depicts the hard and sometimes dangerous way of life in a West Virginia town, and his struggle to escape a future of working in its coal mines.

*Focus questions adapted from Karen Wodach's "Dystopia Novel Study," retrieved from:
<http://student.sheboyganfalls.k12.wi.us/kwwodach/dystopia-novel-study/>

**Summaries extracted from <https://www.scholastic.com/teachers/bookwizard/>