



## Summer Assignment

**Course: Advanced English 7**

|  |   |
|--|---|
| <b>Assignment title</b>                        | Reading and Graphic Organizer   |
| <b>Date due</b>                                | First Day of School   |
| <b>Estimated time for completion</b>           | Completion time will vary according to individual student's reading level and speed. Students may take an average of eight to ten hours to read the book and complete the graphic organizer.  |
| <b>Resources needed to complete assignment</b> | <input type="checkbox"/> Textbook assigned by school<br><input checked="" type="checkbox"/> Book(s) supplied by student<br><input type="checkbox"/> Other supplies: _____   |
| <b>How the assignment will be assessed</b>     | The rubric on the last page of this document will be used to assess the graphic organizer.  |
| <b>Purpose of assignment</b>                   | <input checked="" type="checkbox"/> Review foundational material/concepts/skills.<br><input type="checkbox"/> Expose students to required material/concepts/skills/texts that cannot entirely be covered during the academic year.<br><input checked="" type="checkbox"/> Have students read material that will be discussed or used in class at the beginning of the year. |

## **Advanced English 7**

### **Required Summer Reading and Assignment**

#### **Rationale**

York County School Division summer language arts reading assignment allows students to broaden their scope and knowledge of novels. Since the summer assignment is designed to use previously taught language arts skills as applied to a new novel, it should be completed by the student with minimal assistance. For students who continue to take advanced courses, summer assignments develop progressively each year. By the senior year, students are expected to be fully sophisticated in their knowledge and use of the major elements and characteristics of literature.

#### **Required Summer Reading Assignment**

Prior to the beginning of school in September, York County students enrolled in Advanced English 7 are required to read and complete the attached assignment.

Students should –

- ☉ obtain a copy of the novel listed below and bring it to their language arts class on the first day of school;
- ☉ read the novel and complete the assignment.

\_\_\_\_\_ Middle School's selection is:  
\_\_\_\_\_ by \_\_\_\_\_

#### **Evaluation**

- The assignment is due at the beginning of language arts class on the FIRST day of school. **Points will be deducted for each day the assignment is late. After 3 days, it will not be accepted.** Students who enroll in school after the first day should see their language arts teacher for their assignment due date. The summer assignment along with a class-assigned major project/essay/test based on the above novel will be weighted together as a test grade during the first quarter. The summer assignment will count for 25% of this grade, and the class assignment will count for 75%.

## 7<sup>th</sup> Grade Summer Reading Assignment

|                |               |
|----------------|---------------|
| Title of Book: | Student Name: |
|----------------|---------------|

| <b>Characterization of Main Character:</b> <i>(Character traits of main character 1 - 4)</i>  |   |   |
|---|---|---|
| <b>Main Character's Name:</b>   |   |   |
| <b>1 - Physical description:</b><br><br><ul style="list-style-type: none"> <li>• <input style="width: 60px; height: 30px; border: 1px solid black;" type="text"/></li> <li>• <input style="width: 60px; height: 30px; border: 1px solid black;" type="text"/></li> <li>• <input style="width: 60px; height: 30px; border: 1px solid black;" type="text"/></li> </ul>                  | <b>2 - Significant feelings experienced in story:</b><br><br><ul style="list-style-type: none"> <li>• <input style="width: 60px; height: 30px; border: 1px solid black;" type="text"/></li> <li>• <input style="width: 60px; height: 30px; border: 1px solid black;" type="text"/></li> <li>• <input style="width: 60px; height: 30px; border: 1px solid black;" type="text"/></li> </ul> | <b>Support</b> (specific examples from story)<br><br><ul style="list-style-type: none"> <li>• <input style="width: 60px; height: 30px; border: 1px solid black;" type="text"/></li> <li>• <input style="width: 60px; height: 30px; border: 1px solid black;" type="text"/></li> <li>• <input style="width: 60px; height: 30px; border: 1px solid black;" type="text"/></li> </ul> |
| <b>3 - Personality traits displayed in story:</b><br><br><ul style="list-style-type: none"> <li>• <input style="width: 60px; height: 30px; border: 1px solid black;" type="text"/></li> <li>• <input style="width: 60px; height: 30px; border: 1px solid black;" type="text"/></li> <li>• <input style="width: 60px; height: 30px; border: 1px solid black;" type="text"/></li> </ul> | <b>Support</b> (specific examples from story)<br><br><ul style="list-style-type: none"> <li>• <input style="width: 60px; height: 30px; border: 1px solid black;" type="text"/></li> <li>• <input style="width: 60px; height: 30px; border: 1px solid black;" type="text"/></li> <li>• <input style="width: 60px; height: 30px; border: 1px solid black;" type="text"/></li> </ul>         |   |

**Note:**

|    |   |
|----|---|
| P. | ← In boxes, students record either the page number or percentage (for electronic reader) indicating where information is found in the book. |
|----|---|

Characterization of Main Character continued.

| 4 - Other characters' thoughts about main character: |  | Support (specific examples from story) |
|--|--|--|
| Name of other character                              | His/her thought about main character<br>(i.e. selfish, kind) |  |
| •  |  | • <input type="text"/>                 |
| •  |  | • <input type="text"/>                 |
| •  |  | • <input type="text"/>                 |

**Character Important to the Story:** *(not the main character)*

Name: \_\_\_\_\_ Relationship to main character: \_\_\_\_\_

Why is this character important to the story? \_\_\_\_\_

\_\_\_\_\_

Note:

|    |   |
|----|---|
| P. | ← In boxes, students record either the page number or percentage (for electronic reader) indicating where information is found in the book. |
|----|---|

## Setting

Place: \_\_\_\_\_

Time: \_\_\_\_\_

**Support** (specific example from story):

- 
- 

**Support** (specific example from story):

- 
- 

**Main Theme:** *(Lesson about life which can be used in different types of stories)*

**Evidence (2)** *(proof from story – What makes you think this is the theme?)*

1.  P. \_\_\_\_\_
2.  P. \_\_\_\_\_

**Note:**

P.  ← In boxes, students record either the page number or percentage (for electronic reader) indicating where information is found in the book.

**Directions:** Complete the story map using information from the book. Include 5 rising actions and 2 falling actions in the order they occur.

**Main Conflict**  
(Explain in one to two sentences.)

5. \_\_\_\_\_

4. \_\_\_\_\_

3. \_\_\_\_\_

2. \_\_\_\_\_

1. \_\_\_\_\_

**Rising Action**  
(leads to climax)

**Climax**  
(turning point)

**Falling Action**  
(leads to resolution)

1. \_\_\_\_\_

2. \_\_\_\_\_

**Initiating Event**  
(event which starts the conflict)

**Resolution**  
(solves conflict)

# Student Checklist for Summer Reading Assignment 7

Student Name \_\_\_\_\_

Teacher \_\_\_\_\_

Book \_\_\_\_\_

| Performance Indicators  | Not Yet<br>0 | Yes<br>1 |
|---|--------------|----------|
| <b>Main Category: Main Character</b>  |              |          |
| • Physical description (3 page numbers: _____, _____, _____)                        |              |          |
| • Feelings (3 page numbers: _____, _____, _____)                                    |              |          |
| • Personality traits (3 page numbers: _____, _____, _____)                          |              |          |
| • Other characters' thoughts (3 page numbers: _____, _____, _____)                  |              |          |
| <b>Main Category: Important Character</b>   |              |          |
| • Character important to the story (name: _____)                                    |              |          |
| • Why is that character important?  |              |          |
| <b>Main Category: Setting</b>   |              |          |
| • Where (2 page numbers: _____, _____)  |              |          |
| • When (2 page numbers: _____, _____)   |              |          |
| <b>Main Category: Theme</b>   |              |          |
| • What is the main theme?   |              |          |
| • Main theme evidence (2 page numbers: _____, _____)                                |              |          |
| <b>Main Category: Plot</b><br>(abbreviate each of your answers in the blanks below) |              |          |
| • Main Conflict =   |              |          |
| • Initiating Event =  |              |          |
| • Rising Action (5) =   |              |          |
| • Climax =  |              |          |
| • Falling Action (2) =  |              |          |
| • Resolution =  |              |          |

Total points \_\_\_\_\_/16

Student signature \_\_\_\_\_

## 7<sup>th</sup> Grade Summer Reading Assignment - Example

|  |                                    |
|--|------------------------------------|
| Title of Book: <u><i>The City of Ember</i></u> | Student Name: <b>Sarah Student</b> |
|--|------------------------------------|

| <b>Characterization of Main Character:</b> (Character traits of main character 1 - 4)  |   |  |
|--|---|--|
| Main Character's Name: <i>Lina Mayfleet</i>  |   |  |
| <b>1 - Physical description:</b> <ul style="list-style-type: none"> <li>• p. 5    <i>slender</i></li> <li>• p. 5    <i>long, dark hair</i></li> <li>• p. 28   <i>strong</i></li> </ul> | <b>2 - Significant feelings experienced in story:</b> <ul style="list-style-type: none"> <li>• <i>love</i></li> <li>• <i>great sadness</i></li> <li>• <i>fear</i></li> </ul>  | <b>Support</b> (specific examples from story) <ul style="list-style-type: none"> <li>• p. 23 <i>"Lina loved her little sister so much that it was like an ache under her ribs."</i></li> <li>• p. 140 <i>Lina was very sad when her parents and her grandmother died.</i></li> <li>• p. 238-239 <i>Lina was terrified when she and Doon traveled on the out-of-control underground river.</i></li> </ul> |
| <b>3 - Personality traits displayed in story:</b> <ul style="list-style-type: none"> <li>• <i>responsibility</i></li> <li>• <i>determination</i></li> <li>• <i>courage</i></li> </ul>  | <b>Support</b> (specific examples from story) <ul style="list-style-type: none"> <li>• p. 141 <i>Lina was very responsible when it came to her job as messenger. In fact, she only took off a two days after Granny died. After that, she went straight back to work.</i></li> <li>• p. 172 <i>Lina never gave up trying to decipher the torn up instructions discovered by Poppy. She and Doon spent weeks trying to figure out the words until finally they were successful.</i></li> <li>• p. 240 <i>Despite being terrified on the underground river, Lina showed amazing courage when she got into the boat. She knew she had to try to escape Ember in order to save herself and her sister.</i></li> </ul> |  |

**Note:**

|           |   |
|-----------|---|
| <b>P.</b> | ← In boxes, students record either the page number or percentage (for electronic reader) indicating where information is found in the book. |
|-----------|---|



| 4 - Other characters' thoughts about main character:  |  | Support (specific examples from story)   |
|---|--|--|
| <b>Name of other character</b><br><br><ul style="list-style-type: none"> <li>Doon</li> <li>Mrs. Murdo</li> <li>Clary</li> </ul> | <b>His/her thought about main character</b><br>(i.e. selfish, kind)<br><br><i>trustworthy</i><br><br><i>in need</i><br><br><i>mature</i> | <ul style="list-style-type: none"> <li>p. 126 Doon agrees to let Lina into the pipeworks after hours even though he could get into a lot of trouble or even lose his job. He trusts Lina completely to keep the secret.</li> <li>p. 142 Mrs. Murdo knows that Lina is in need after Granny dies so she lets Lina move in with her.</li> <li>p. 61 Clary treats Lina in a mature fashion. She shares adult information about the greenhouse with her and the new disease that was showing up on the potato plants.</li> </ul> |

**Character Important to the Story:** (not the main character)

**Name:** Doon Harrow      **Relationship to main character:** Doon is Lina's best friend.

**Why is this character important to the story?** Doon and Lina work together to decipher the instructions they believe hold the secret to the way out of Ember. They escape together along with Lina's little sister.

Note:

|    |   |
|----|---|
| P. | ← In boxes, students record either the page number or percentage (for electronic reader) indicating where information is found in the book. |
|----|---|

## Setting

**Place:** *an underground city called Ember*

**Support** (specific example from story):

- p. 4 *“In the city of Ember, the sky was always dark.”*
- p. 13 *“But Ember is not prospering!” he cried. “It’s getting worse and worse!”*

**Time:** *no specific time frame is given; it appears to be the future*

**Support** (specific example from story):

- p. 1 *From the prologue: “They must not leave the city for at least two hundred years,” said the chief builder.*
- p. 15 *There is a generator underground that harnesses the power from an underground river to create power for the entire city.*
- 

### **Main Theme:** *(Lesson about life which can be used in different types of stories)*

*The main theme of this novel is overcoming adversity. Throughout the story, Lina and Doon struggle to overcome adversity in order to survive.*

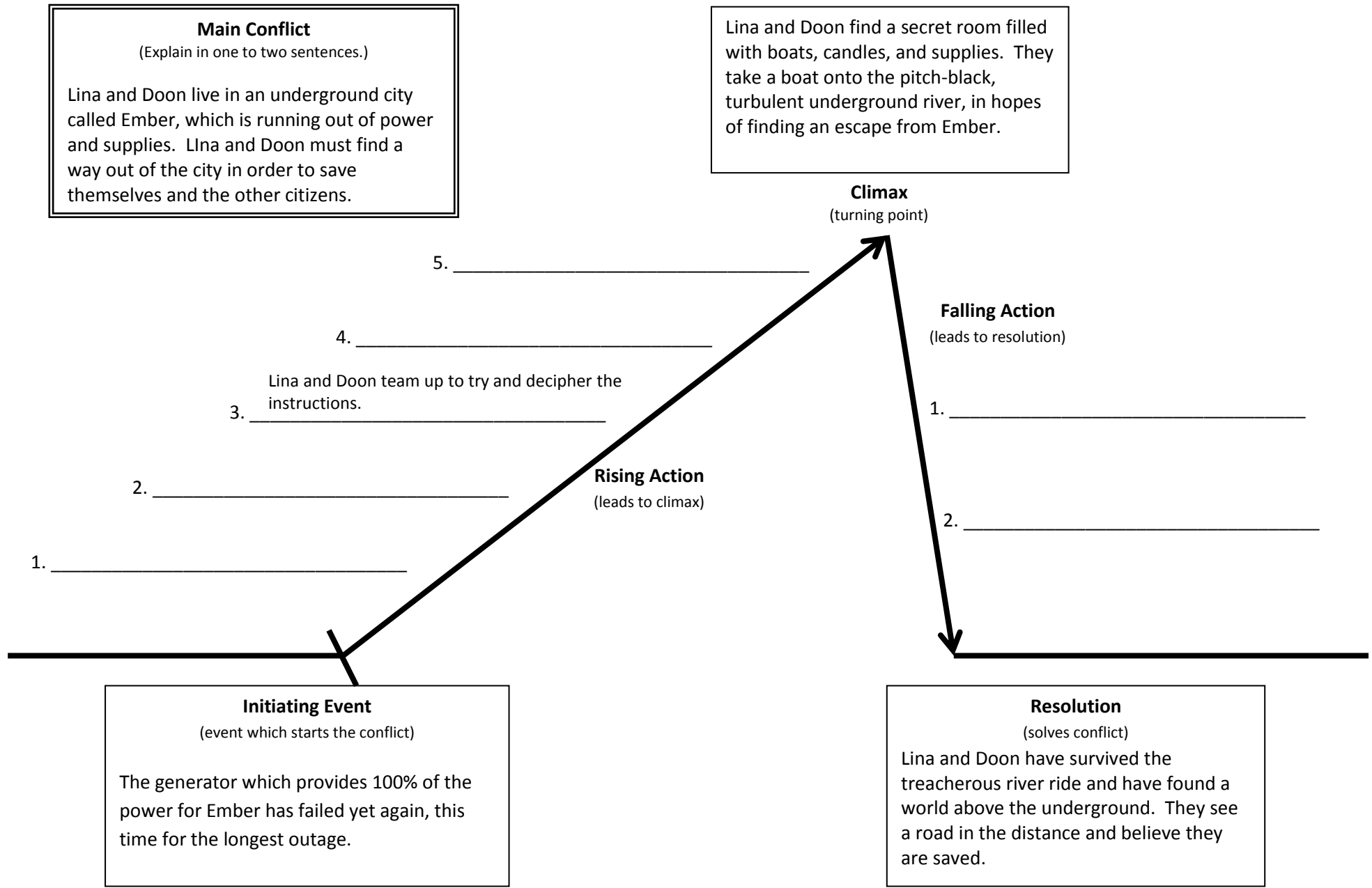
**Evidence (2)** *(proof from story- What makes you think this is the theme?)*

1. p. 223-224 *Lina concocts a very risky scheme to get the word out to the citizens of Ember that the mayor is corrupt. She schedules a meeting with him, then disappears up to the roof of the courthouse where she plans to alert the gathered crowds about the truth. If she is caught, she will be imprisoned.*
2. p. 214 *Instead of listening to the guards and being arrested which would end her quest for escape, Lina fights back and escapes so she can meet Doon in the pipeworks and escape.*

**Note:**

|    |   |
|----|---|
| P. | ← In boxes, students record either the page number or percentage (for electronic reader) indicating where information is found in the book. |
|----|---|

**Directions:** Complete the story map using information from the book. Include 5 rising actions and 2 falling actions in the order they occur.



Student Name: \_\_\_\_\_

## 7<sup>th</sup> Grade Summer Reading Assignment Rubric

| Criteria                                 | Does Not Meet Expectations   | Somewhat Meets Expectations  | Meets Expectations  | Exceeds Expectations   | Score                            |
|--|--|--|---|--|----------------------------------|
| <b>Comprehension of Characters</b>       | Student included inaccurate information and details.<br><b>3</b>   | Student included accurate and inaccurate information with vague details.<br><b>4</b>   | Student included accurate information with general details.<br><b>5</b>   | Student included accurate, specific information with concise details.<br><b>6</b>                              |                                  |
| <b>Comprehension of Plot and Setting</b> | Student included inaccurate information and details.<br><b>3</b>   | Student included accurate and inaccurate information with vague details.<br><b>4</b>   | Student included accurate information with general details.<br><b>5</b>   | Student included accurate, specific information with concise details.<br><b>6</b>                              |                                  |
| <b>Comprehension of Theme</b>            | Student included inaccurate information and details.<br><b>3</b>   | Student included accurate and inaccurate information with vague details.<br><b>4</b>   | Student included accurate information with general details.<br><b>5</b>   | Student included accurate, specific information with concise details.<br><b>6</b>                              |                                  |
| <b>Writing Conventions</b>               | Student made numerous errors in spelling, capitalization, punctuation, grammar, and mechanics.<br><b>1</b>                   | Student made some errors in spelling, capitalization, punctuation, grammar, and mechanics.<br><b>2</b>                       | Students made few errors in spelling, capitalization, punctuation, grammar, and mechanics.<br><b>3</b>                    | Student used correct spelling, capitalization, punctuation, grammar, and mechanics with no errors.<br><b>4</b> |                                  |
| <b>Follows Directions</b>                | Student completed some sections of the chart, included some requested information, and followed some directions.<br><b>1</b> | Student completed most sections of the chart, included most information requested, and followed most directions.<br><b>2</b> | Student completed all sections of the chart, included all information requested, and followed all directions.<br><b>3</b> |  |                                  |
| <b>Total score:</b>                      |  |  |   |  | <u>          </u><br>(out of 25) |