

Incoming

7th Grade

ADVANCED

Summer Reading Project



- 1) Read a book from the enclosed list.
- 2) Answer response questions.
- 3) Write an essay.
- 4) Complete creative project.

Student Name: _____

Incoming 7th Grade ADVANCED Summer Reading:

As an incoming 7th grader going into an advanced ELA class, you will be expected to read and complete the summer reading program. This program is designed to not only prevent the “Summer Slide” but to also prepare you for the rigor and level of expectations in the 7th Grade Pre-AICE classroom. Additionally, many of the high school programs in the area will require summer reading in the future as well, so consider this a warm-up! You will read **one** of the three books choices below; as you are reading the book you are to:

- 1) answer the guided reading questions in well-developed paragraphs (at least one paragraph per response) with integrated text evidence (According to the book it states, “...” On page 125 the text reads, “...”).
- 2) write an essay according to the book specific prompt
- 3) complete the art integrated project.

Dry by Neal Schusterman (Some mature themes)

When the California drought escalates to catastrophic proportions, one teen is forced to make life and death decisions for her family in this harrowing story of survival.

The drought—or the Tap-Out, as everyone calls it—has been going on for a while now. Everyone’s lives have become an endless list of don’ts: don’t water the lawn, don’t fill up your pool, don’t take long showers.

Until the taps run dry.

Suddenly, Alyssa’s quiet suburban street spirals into a warzone of desperation; neighbors and families turned against each other on the hunt for water. And when her parents don’t return and her life—and the life of her brother—is threatened, Alyssa has to make impossible choices if she’s going to survive.

Guided Reading Questions: (Each response must be at least one paragraph WITH one piece of textual evidence. Use examples from the book).

1. In pgs. 1-71, analyze how the author develops and contrasts the points of view of Alyssa and Kelton in their perception of the Tap Out?
2. Evaluate the response of people in California (Part 1) to the Tap Out. Compare and contrast the initial reaction when the Tap Out first hit, to the reaction of people when Co-VID 19 first hit last year. You may talk to your family or look up information in your response.
3. What were the main characters’ perceptions of Henry? What was the reality of the kind of person that he was?
4. What is the author’s purpose for inserting the “snapshots” throughout the story?
5. “People can be monsters. Whether it’s just their actions, or whether it’s who they really are, it doesn’t matter. The result is the same.” Analyze this theme and how it develops over the course of the novel. How did the primary conflict affect (change) people and the main characters in the story?

Essay Prompt: (Argumentative)

While several characters believe in a “survival of the fittest” ideology, the novel proposes that it is teamwork rather than individual strength that best ensures survival. Write an essay in which you take a position on whether the odds of survival are better as an individual or as a team. (5-6 paragraphs)

Creative project:

The Tap-Out has reached Sarasota. You, 12 other students and four adults are on campus after school when the Tap-Out hits SSAS. You are stuck at the school indefinitely. Without electricity or water. Create a survival plan for you and the people with you. **You must explain WHY you are making your choices.** Think about the resources you may already have (see list), as well as food, water and security. You may make a poster, create a PowerPoint, make a movie, etc...

SUPPLIES AT SSAS (For the *DRY* project)

Rain Barrels

Roof Garden

Seeds

10 battery powered walkie talkies

Basic first aid supplies in the clinic

There is a water collection tank under the PE field

Fishing equipment

Lots of books and school equipment

Anything else that you know of on campus

Questions to think about:

- Who are the adults on campus with you? (You can pick any staff members that you want but think about which adults on this campus can help you!)
- What will you eat?
- How will you get water?
- What would be everyone's jobs?
- Where will people sleep?
- How will you secure SSAS so that no one tries to get in?

Counting by 7's by Holly Goldberg Sloan

Willow Chance is a twelve-year-old genius, obsessed with nature and diagnosing medical conditions, who finds it comforting to count by 7's. It has never been easy for her to connect with anyone other than her adoptive parents, but that hasn't kept her from leading a quietly happy life . . . until now.

Suddenly Willow's world is tragically changed when her parents both die in a car crash, leaving her alone in a baffling world. The triumph of this book is that it is not a tragedy. This extraordinarily odd, but extraordinarily endearing, girl manages to push through her grief. Her journey to find a fascinatingly diverse and fully believable surrogate family is a joy and a revelation to read.

Guided Reading Questions: (Each response must be at least one paragraph WITH one piece of textual evidence. Use examples from the book).

1. In the beginning of chapter one, Willow writes, *"I do not like to exclude people. I'm the one who is always excluded and I know how that feels."* Based on what you have read so far, why is Willow someone who is always left out? How does this effect how Willow's views her peers at school? Use examples from the text to support your answer.
 2. Pick two characters and describe how each developed and changed throughout the course of the story.
 3. *"For someone grieving, moving forward is a challenge. Because after extreme loss, you want to go back,* (pg. 175). Explain Willow's internal conflict and how she responds to her pain in the following chapters.
 4. In chapter 42, Willow states, *"I feel moved because they aren't treating me like I'll break into a million pieces. Maybe that means I'm on my way back to a new normal."* In chapters 40-44, describe/explain at least 4 things that would be considered normal behavior for Willow.
 5. Explain what planting sunflowers in the apartment dirt symbolizes (represents) in context of the Willow's (and other characters') lives, (Chapter 50).
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Essay Prompt: (Informative- five paragraphs)

Willow states, *"If there's anything I've figured out in the last months it's that you can find labels to organize living things, but you can't put in any kind of group or order,"* (pg. 359).

Write an essay in which you explain why it is important not to judge people by appearance or without knowing them. Use examples and evidence from the book to help you write your essay.

Creative project:

Draw/create an image of an object from the story on a poster. Within or around the image, write a theme (a lesson or value learned in the story) for this story. **YOU CAN'T SAY NEVER GIVE UP BECAUSE EVERYONE USES THAT.** Find **five quotes** from the story that support the theme. Write the quotes on your drawing, (include the pg. # in at the end of your quote). **BE ARTISTIC!**

Skyjacked by Paul Griffen

Cassie, Tim, Emily, Brandon, and Jay are on their way back from a camping trip, flying from Idaho to New York City on Cassie's family's private plane. This might be a usual thing for the others, but for Jay, it's only his second time ever on a plane.

And what starts as a normal flight soon veers desperately out of control. One of the regular pilots is sick, so there's a replacement.

Cassie has suddenly fallen ill for no reason.

And Jay notices the plane is flying west instead of east.

As the military works feverishly on the ground to find out what's going on, the friends are trapped thirty-seven thousand feet in the air on a plane that's clearly been hijacked. Only no one knows who's in control or why it's happening.

Their only chance to survive is by working together, but when everyone is a suspect, trusting the wrong person is a deadly mistake. With each passing minute, the gas gauge drops, alliances shift, and danger rises. Will anyone make it off Flight 21 alive?

Guided Reading Questions: (Each response must be at least one paragraph WITH one piece of textual evidence. Use examples from the book).

1. Pick two characters and describe how each developed and changed throughout the course of the story.
2. Analyze how the author contrasts the point of view of Jay and any other character on the plane throughout the story.
3. What is the author's purpose for changing viewpoints of the different characters throughout the story?
4. Explain how trust issues factor into the conflicts that occur during the skyjacking.
5. Michele Okolo seemed to be an insignificant character in this story. Describe her character qualities and how these qualities ultimately led to her being a major factor in the story.

Essay Prompt: (Informative-5 paragraphs)

"You have to taste the fear before you can learn how to swallow it. The fear that whatever you do, whatever decision you make, people will die..." (pg. 7).

In this story, you learned about important internal decisions that were made in the characters' past as well as decisions that were made throughout the story. Explain the hard decisions of one or more characters and how it affected the characters and the ultimate outcome of the story.

(Cause/Effect)

Creative project:

Friendship is a key component of this story. Create a mural for Cassie and her friends. Use details from the novel to create this. This can be done on a large poster board or done digitally using any type of design program. Briefly explain each element of the mural.

Purpose, Focus, and Organization	Purpose, Focus, and Organization	Purpose, Focus, and Organization	Purpose, Focus, and Organization	PFO	SCORE
4	3	2	1	0	
<ul style="list-style-type: none"> I stay focused on my topic throughout the essay and make a clear claim without irrelevant material. I really know my audience and write like my audience is intelligent but doesn't know the subject of my claim. I clearly have a coherent and effective organizational structure that enhances my writing, and I have a satisfying introduction and conclusion. I skillfully use a variety of transitional strategies. I effectively address the counterclaim of the argument to make my own claim stronger (argumentative essays) 	<ul style="list-style-type: none"> I stay focused on my topic throughout the essay and make a clear claim. I write to an audience that is intelligent but doesn't know the subject of my claim. I have a clear and balanced beginning, middle, and end to my essay. I vary my use of transitional strategies to clarify the relationships between my ideas. I address the counterclaim of the argument in order to make my own claim stronger (argumentative essays). 	<ul style="list-style-type: none"> I stay focused on my topic or claim but I don't sustain it and it is sometimes hard to see a clear point. I often include extra and unrelated details in my writing that do not fit my main idea or claim. I do not have a strong introduction or conclusion and it is hard to see a structure to my essay. I rarely use transitional strategies, or else I use only very basic transitions like the words "first" or "second". I do not sufficiently address counterclaims (argumentative essays). 	<ul style="list-style-type: none"> My claim or main idea is confusing and I waiver back and forth between a clear point or else I don't even have a point. I include random and unrelated sentences that do not fit my topic and make it hard to understand what I am saying. I do not organize my essay and do not understand the purpose of my writing or what I am supposed to actually write about, or I write so little that my essay doesn't have a beginning, middle, or end. I do not use any transitional strategies. I never discuss counterclaims (argumentative essays). 	No zero	

Conventions of Standard English	Conventions of Standard English	Conventions of Standard English	Conventions of Standard English	CSE	SCORE
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4	3	2	1	0	
No four	No three	<ul style="list-style-type: none"> I occasionally have minor mistakes in grammar, but I do not make the same mistakes over and over again. I know how to use proper punctuation and capitalization. I spell most words correctly although I may spell a difficult word incorrectly. 	<ul style="list-style-type: none"> I sometimes make the same mistakes over and over because I don't know the rule well. I am sometimes correct with punctuation and capitalization and am sometimes wrong; I am pretty inconsistent! I misspell some grade level words. 	I have so many grammar and spelling errors that people do not know what I mean!	

Evidence and Elaboration	Evidence and Elaboration	Evidence and Elaboration	Evidence and Elaboration	EE	SCORE
4	3	2	1	0	

<ul style="list-style-type: none"> • I provide strong evidence for my claim or my main idea through the use of sources, facts, and details. • I smoothly synthesize the evidence from the text with my own ideas on the subject. • I use both direct quotes and paraphrasing, and I always explain and develop the idea. • I use a variety of elaborative techniques to fully develop my point and show a deep understanding of the topic and text. • I use appropriate content vocabulary and show a wide knowledge of high level words. • I vary my sentences to create a smooth and interesting piece. • I cite the evidence (see last page for ideas)* that I use in the text and include precise reference to sources. 	<ul style="list-style-type: none"> • I provide adequate evidence for my claim (argumentative) or my main idea (informative) through the use of sources, facts, and details. • I integrate and synthesize the evidence from the text with my own ideas on the subject. • I sometimes use direct quotes that I explain and develop and I sometimes paraphrase. • I use elaborative techniques to fully develop my claim (argumentative) or main idea (informative). • I use appropriate content vocabulary in my writing. • I vary my sentences. • I cite the evidence (see last page for ideas)* that I use in the text. 	<ul style="list-style-type: none"> • I partially provide uneven evidence for my claim (argumentative) or my main idea (informative). • I do not integrate evidence effectively and rarely develop the evidence with my own ideas. • I do not give much evidence to support my ideas. • I am repetitive and do not elaborate on my ideas. • I sometimes use content vocabulary incorrectly or inappropriately. • I mostly use simple sentences without a lot of variety. • I do not consistently cite the evidence that I use in the text. 	<ul style="list-style-type: none"> • I provide very little (or even no) evidence for my claim (argumentative) or my main idea (informative). • Any evidence I do provide is irrelevant and random or incorrect. • I am vague and unclear, and my essay is confusing to read. • I rarely use content vocabulary correctly and do not use grade level vocabulary overall. • I use very simple sentences without variety. • I do not cite any evidence. 	<p>No zero</p>	
Comments					Total Score

Topic	Excellent	Above Average	Average	Below Average
Details explained/supported	There are at least 5 details in the project that are explained in detail and are supported with text evidence when required	There are at least 4 details in the project that are explained in detail and are supported with text evidence when required	There are at least 3 details in the project that are explained in detail and are supported with text evidence when required	There are 2 or less details in the project that are explained in detail and are supported with text evidence when required
Care and Neatness	It is overly apparent that the student took his or her time in completing the project.	The project is well done and looks neat but may have one area that could have been done better.	The project is well done and looks neat but may have two areas that could have been done better.	The project does not look like the student spent adequate time in completing.
Visual Appeal	The Project is visually appealing and utilizes space well	The project is visually appealing but did not utilize space well.		The Project is not visually appealing and did not utilize the space well