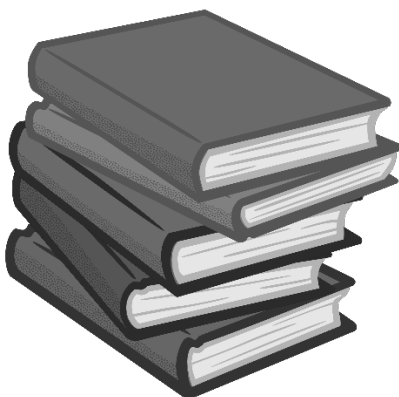


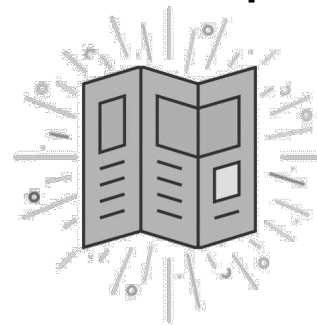
7th Grade

Regular Classes

Summer Reading Project



- 1) Read a book from the enclosed list.
- 2) Create a brochure using the guidelines to help.



Student Name: _____

Book Choice: _____

** All students must read ONE book, complete the brochure project by the first Friday when we come back from vacation.

Sarasota School of Arts and Sciences
Summer Reading Assignment
Regular L.A. Grade 7



Dear Students, Parents and Guardians,

Welcome to your new 7th grade Language Arts classroom! Attached is a list of novels from which you are to choose your summer reading books. **Every future seventh grader must read one novel from the below list.** You may choose a book from the list that appeals to your interest!

Our program is designed to promote the skills for effective reading and learning. The reading list and corresponding assignments can also be found on the school's website, www.ssas.org. The intent of this list is to give you assistance in directing your child to quality literature. Some novels listed contain mature themes, situations, and language. We included these novels because we believe that they make a valuable contribution to literature and should be available to young adult readers. If you have any questions about the appropriateness of a novel for your student, you are encouraged to visit <http://www.common sense media.org/book-reviews>. You can search books by title to determine if the content is appropriate for your child.

****SUMMER READING CAMP:** We will be offering an AM and a PM summer reading camp at SSA+S. Students who sign up will be able to complete their project with a teacher and have the rest of the summer to relax! Please see the school website to sign up.

Upon returning from summer vacation, each child is required to hand in a project on his/her free choice book. **This project is due the first Friday of the school year.** We may have a writing assessment/book exam /or presentation on the novel during the first week of school, so it is suggested that students take notes on the important elements of the novel they have chosen to read.

Sincerely,

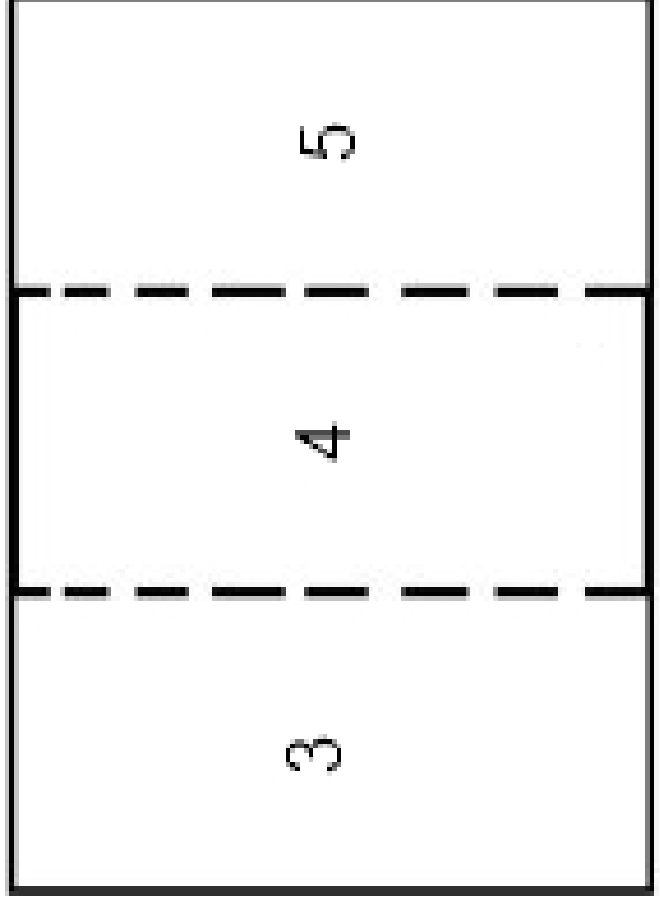
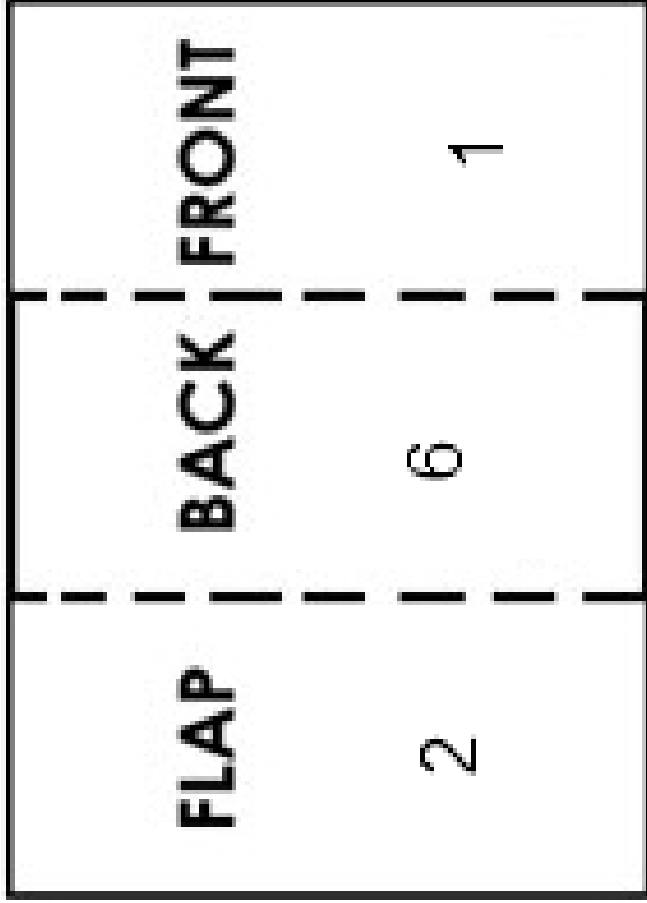
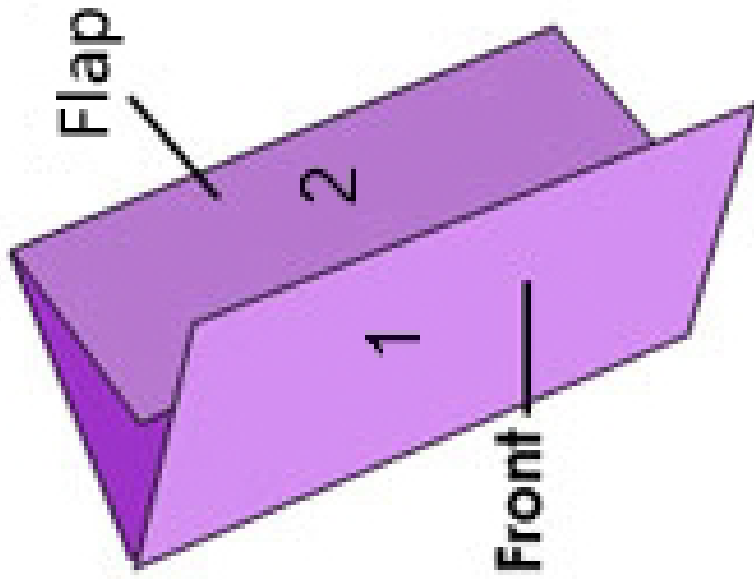
The Language Arts Department

7th Grade List

<p><i>The Compound</i> Bodeen, S.A. (Dystopian Fiction)</p>	<p>Eli and his family have lived in the underground Compound for six years. The world they knew is gone, and they've become accustomed to their new life. As problems with their carefully planned existence threaten to destroy their sanctuary—and their sanity—Eli can't help but wonder if he'd rather take his chances outside. Eli's father built the Compound to keep them safe. But are they safe—really?</p>
<p><i>One Crazy Summer</i> Williams Garcia, Rita (Historical/Realistic Fiction)</p>	<p>Set during the civil rights movement, <i>One Crazy Summer</i> is the heartbreaking, funny tale of three sisters who travel to Oakland, California, in 1968 to reconnect with their mother who abandoned them years before.</p>
<p><i>Origin</i> Khoury, Jessica (Science Fiction)</p>	<p>Pia has grown up in a secret laboratory hidden deep in the Amazon rain forest. She was raised by a team of scientists who have created her to be the start of a new immortal race. But on the night of her seventeenth birthday, Pia discovers a hole in the electric fence that surrounds her sterile home--and sneaks outside the compound for the first time in her life.</p>
<p><i>Touching Spirit Bear</i> Mikaelsen, Ben (Realistic Fiction)</p>	<p>Cole Matthews' punishment for severely beating Peter Driscal is harsh. Given a choice between prison and Native American Circle Justice, Cole chooses Circle Justice: He'll spend one year in complete isolation on a remote Alaskan island. In the first days of his banishment, Cole is mauled by a mysterious white bear and nearly dies. Now Cole is the only one who can save himself.</p>
<p><i>As Easy as Falling Off the Face of the Earth</i> Perkins, Lynne Rae (Realistic Fiction)</p>	<p>Sixteen-year-old Ry opens a letter on the way to a summer program informing him that camp has been canceled because "a statistically improbable number of things have gone wrong." He hops off the train in Montana to figure out what to do, the train leaves him behind- and his own series of improbable misfortunes begins.</p>
<p><i>When You Reach Me</i> Stead, Rebecca (Mystery)</p>	<p>By sixth grade, Miranda and her best friend, Sal, know how to navigate their New York City neighborhood. They know where it's safe to go, and they know who to avoid. But things start to unravel. A mysterious note arrives, scrawled on a tiny slip of paper. The notes keep coming, and Miranda slowly realizes that whoever is leaving them knows things no one should know. Each message brings her closer to believing that only she can prevent a tragic death. Until the final note makes her think she's too late.</p>
<p><i>Bionic</i> Weyn, Suzanne (Science Fiction)</p>	<p>Mira has always almost had it all...until it all crashes and burns. She's hurt in a horrible car accident, and the only way the doctors can help is to try experimental prosthetics and chips that are implanted directly into her brain. It's a risky, but after months of testing and therapy, Mira is back, and better than ever. With her super hearing, she knows how many people in her school and her town are calling her a robot, a cyborg. Is that true? Is Mira human, or is she somehow something else? How can she overcome the ways people see her and just be herself...especially if she's not really sure who that is anymore?</p>
<p><i>Dry (recommended for advanced readers)</i> Shusterman, Neal (Dystopian Fiction)</p>	<p>When the California drought escalates to catastrophic proportions, one teen is forced to make life and death decisions for her family in this story of survival. The drought—or the Tap-Out--has been going on for a while now. Everyone's lives change: 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 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.</p>
<p><i>Max the Mighty</i> Philbrick, Rodman (Realistic Fiction)</p>	<p>Meet Max Kane, the brooding giant-of-a-boy who escaped from his basement hiding place and faced the real world in <i>Freak the Mighty</i>. Still grieving over the loss of his best friend, Kevin, Max finds himself defending a young, solitary girl cruelly nicknamed "Worm" because she loves to read. And when Max gets blamed for a horrific crime, he and Worm flee across America--hunted by the</p>

	<p>police and pursued by the mysterious man known as the Undertaker. The only way the teens can survive is to confront Worm's darkest and most revealing secret. And that means facing something more frightening than death itself.</p>
<p><i>Claudette Colvin: Twice Towards Justice</i> Hoose, Phillip (Biography)</p>	<p>Based on extensive interviews with Claudette Colvin and many others, Phillip Hoose presents the first major biography of a remarkable civil rights hero, skillfully weaving her riveting story into the fabric of the historic Montgomery bus boycott and court case that would change the course of American history.</p>
<p><i>Adrift</i> Callahan, Steven (Auto-Biography)</p>	<p>Steven Callahan shares his dramatic tale of survival at sea in this undeniable seafaring classic. His engrossing firsthand account reveals how he survived more than a month alone at sea, fighting for his life in an inflatable raft after his small sloop capsized only six days out. "Utterly absorbing" (<i>Newsweek</i>), <i>Adrift</i> is a must-have for any adventure library.</p>
<p><i>Life as We Knew It - MATURE CONTENT WARNING (Reference to Sex)</i> Susan Bethe Peffer (Dystopian Future)</p>	<p>Miranda is a normal 16-year-old girl whose main concerns in life are schoolwork, swim meets and whether or not she will be asked to the prom. But Miranda's world is literally ripped apart when an asteroid hits the moon, shifts it from its orbit and throws the earth into chaos. Millions die due to tsunamis and earthquakes. Millions more perish because of an early, devastatingly cold winter, brought about by ash thrown into the atmosphere by hundreds of volcanic eruptions. The story, told through a series of entries in Miranda's journal, chronicles the heroine's and her family's efforts to survive in a world where staying warm and having enough to eat and drink becomes the day-to-day priority.</p>

ROLL FOLD



SSAS Summer Reading Project

You must read one book from the Summer Reading list and create one trifold project.

Trifold Brochure Instructions:

Create a tri-fold brochure including 6 panels as demonstrated in the sample image. Your brochure can be digital, using a program such as Microsoft Word or Publisher OR handwritten. IF you choose to create a digital brochure, you MUST PRINT a copy to turn in! The brochure must be typed or neatly handwritten in ink and should include color, images or graphics, creativity and neatness!

*** Tip: You could also use a large piece of construction paper to complete this project, but we are trying to avoid poster board sized projects.*

Use the illustration on the previous page to set up your brochure panels. Cover Page and Illustration

Panel #1- Front Page and Illustration

Create a colorful and creative cover page that shows your understanding of the main theme(s) of the novel for your brochure, including the following: **book title, book author, genre and your name.** The cover should be an original piece of work.

Panel #2-Setting

Illustrate the setting(s) in the novel. Below the illustration, include **five** direct quotes from the novel that describe the setting(s). Please include page citations for each quote. EX: "It was a beautiful summer day in Sarasota in 1945," (Author, pg. #).

Panel #3-Conflict

Pick **five** conflicts (problems) that occur in the story.

- 1) **Identify + Describe** each conflict/problem in detail and
- 2) **how it affects the main character or plot within the story.**

Panel #4- Characterization

Create a Question and Answer interview with the main character(s) of the novel. This interview should include at least 4 questions and 4 answers. The character answers should be full and reflective of the main character's personality.

Hint: You can **infer (guess)** how the character may have felt. EX: (Q1: How did you feel when...)
(A1: I felt so terrified because...)

Panel #5- Written Responses

Use complete sentences and be specific in your examples with TE to support.

- a) What do you think the author's purpose was in writing this book? (To inform, entertain, persuade express) Why?
- b) What did you like/dislike about the story? Explain WHY. **Give examples** with page #'s.
- c) What is the theme of this story? Why would you pick this as the theme? (**Give examples** from the book). **Theme** is **defined** as a main idea or an underlying **meaning** of a literary work, which may be stated directly or indirectly.

Panel #6- Creative Writing

Write an alternate ending for the novel. Make sure to resolve the novel's main conflict through the new ending and consider the character's personality and previous actions. The ending should **make sense** based on the overall storyline. This should be multiple paragraphs. **BE CREATIVE, USE DESCRIPTIVE LANGUAGE AND GO FOR IT!**

RUBRIC: BROCHURE FOLDABLE

Category	Below Average	Average	Above Average	Excellent	Total
Neatness and Organization, Cover Page and Binding	The brochure is haphazardly done and appears to have minimal or no effort placed in it. 5 points	The brochure is not neatly done and appears to be either partially done well or looks like it received minimum effort. 6 points	The brochure is neatly done and it appears that the student has put good effort to make the project look presentable. 8 points	The brochure is neatly done. It appears that the student has put maximum effort to make the project look presentable. 10 points	_____/10
Characterization	The character questions and answers do not demonstrate any comprehension of the way the author is portraying the character's personality. 0 points	The character questions and answers demonstrate slight comprehension of the way the author is portraying the character's personality. 15 points	The character questions and answers demonstrate partial comprehension of the way the author is portraying the character's personality. 20 points	The character questions and answers demonstrate full comprehension of the way the author is portraying the character's personality. 25 points	_____/25
Setting and Conflict	The student's responses barely convey the setting or conflicts within the story. 0 points	The student's responses minimally convey the setting and conflicts within the story. 15 points	The student's responses convey, for the most part, the novel's settings and conflicts within the story. 20 points	The student's responses thoroughly convey the novel's settings and conflicts within the story. 25 points	_____/25
Comprehension and Creativity	Student does not demonstrate much knowledge of main conflict and storyline by creating an ending that does not tie into novel. Student put no creative effort into ending. 10 points	Student demonstrates slight knowledge of main conflict and storyline by creating an ending that loosely ties into novel. Student put little creative effort into ending. 20 points	Student demonstrates adequate knowledge of main conflict and storyline by creating an ending that somewhat relates to the novel. Student put some creative effort into ending. 25 points	Student demonstrates good knowledge of the main conflicts and storyline by creating an ending that closely relates to the novel. Student put excellent effort into ending. 30 points	_____/30
Punctuation, Spelling, Grammar	The student has more than 12 errors. 2 points	The student has 9-12 errors. 5 points	The project has some errors. (5-8) 7 points	The project has minimal errors. (0-4) 10 points	_____/10