

CAMPUS: All Boerne ISD Middle Schools
COURSE: 7th Grade Pre-AP English

PRE-AP/AP SUMMER READING ASSIGNMENT PURPOSE

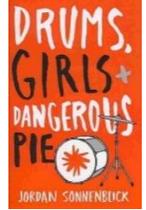
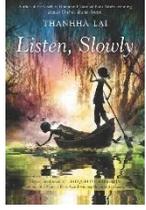
Boerne ISD believes that the key to being a great reader is to read extensively, and the key to being a great writer is through exposure to great writing. Reading is not solely reserved for the school year; lifelong learning stems from becoming a lifelong reader. Summer provides time to enjoy uninterrupted reading that allows students to absorb and contemplate ideas from their reading experience in preparation for beginning of the school year literary discussions. Summer reading and the subsequent in-class assignments give students a strong foundation to build upon as they move through the Pre-AP/AP English Language Arts program.
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Welcome to 7th Grade Pre-AP English Language Arts and Reading!

7th grade Pre-AP English Language Arts and Reading (ELAR) classes require students to read one novel chosen from the selections below during summer break. Students will complete the annotation assignment and be prepared to use the novel and their annotations when we return to classes in August to complete additional assignments. Pre-AP English Language Arts and Reading students will use and build upon their summer reading experience throughout the entire school year.

All annotations will be made either directly in the novel or using sticky notes, therefore it is important to have a physical copy of the novel rather than a digital copy. It is the responsibility of the student and parent/guardian to make the appropriate selection.

Titles:

<p><i>Dark Water Rising</i> by Marian Hale Galveston, Texas, may be the booming city of the brand-new twentieth century, but to Seth, it is the end of a dream. He longs to be a carpenter like his father, but his family has moved to Galveston so he can go to a good school. Still, the last few weeks of summer might not be so bad. Seth has a real job as a builder and the beach is within walking distance. Things seem to be looking up, until a storm warning is raised one sweltering afternoon. No one could have imagined anything like this. Forget the future, Seth and his family will be lucky to survive the next twenty-four hours.</p>	
<p><i>Drums, Girls & Dangerous Pie</i> by Jordan Sonnenblick Thirteen-year-old Steven has a totally normal life: he plays drums in the All-Star Jazz band, has a crush on the hottest girl in the school, and is constantly annoyed by his five-year-old brother, Jeffrey. But when Jeffrey is diagnosed with leukemia, Steven's world is turned upside down. He is forced to deal with his brother's illness and his parents' attempts to keep the family in one piece. Salted with humor and peppered with devastating realities, <i>Drums, Girls & Dangerous Pie</i> is a heart-warming journey through a year in the life of a family in crisis.</p>	
<p><i>Listen Slowly</i> by Tranhha Lai <i>Listen, Slowly</i> is told from the point of view of Mia, a 12-year-old Vietnamese-American girl whose summer plans at home in Laguna Beach, California, are ruined when her parents force her to accompany her grandmother on a trip to Vietnam. As Mia begrudgingly adjusts to culture shock and gets to know her eclectic extended family, she comes to appreciate her cultural heritage. Mia's coming-of-age journey, driven by positive messages about family, friendship, love, and sacrifice, that will really resonate with readers.</p>	
<p><i>The Schwa Was Here</i> by Neal Shusterman <i>The Schwa Was Here</i> is the story of how a young Italian teenager called Antsy meets a boy called Calvin Schwa, nicknamed the Schwa. The Schwa is so ordinary that he gets ignored by almost everybody and is functionally invisible in a crowd. Antsy is fascinated by "The Schwa Effect"--the fact that no one ever sees Calvin Schwa. The two boys form a partnership and get away with all kinds of mischief. When The Schwa senses that even Antsy is beginning to lose sight of him, he vows to do something that will make him so visible, no one will ever forget him. Any kid who's ever felt unnoticed will identify with Schwa and Antsy and their quest for notoriety.</p>	

**7th Grade BISD Middle School Pre-AP ELAR
2019 Summer Reading Annotation Guide**

PLEASE FINISH READING THE NOVEL AND HAVE ALL ANNOTATIONS READY FOR THE FIRST DAY OF CLASS IN AUGUST, 2019. Please see the rubric on page 4.

As part of your summer reading assignment, you will annotate your required text as you read. Below are definitions and examples of annotations.

Annotating keeps the reader engaged with the text. While you are reading, use one or more of these strategies to mark the book and include your thoughts and questions. You may use sticky notes or write in the margins for your annotations, whichever method works for you. Your teacher will review your annotations for a grade and ask you to apply them to specific assignments at the beginning of the year and as a reference point as you build your annotation skills throughout the year.

The focused purpose of your reading is to discover how the author develops the plot of the novel through development of the characters. Characterization, the methods an author uses to give the reader information about characters, is essential to the development of plot. Characterization is important keep readers' interest and move the story forward. Good characterization makes the characters vivid, alive, and believable. Characterization techniques are important to the author's craft.

Your essential guiding question is:

How does the author of the novel move the plot forward through the development of the characters and their internal and external responses to conflict? Keep this focus in mind as you create your annotations.

<p><u>Characterization</u> is the methods the author uses to create characters. This includes characters' appearance, actions, thoughts, and dialogue.</p> <p><u>You learn about characters from:</u></p> <ul style="list-style-type: none">• What they say (dialogue)• What they do (actions)• What they think (inner thoughts)• What others say about them• Through the author's direct statements	<p><u>Conflict</u> – tension, problems, or struggles between conflicting forces.</p> <p><u>Internal Conflict</u> – problem or struggle <u>within</u> a character's inner thoughts or emotions – all occurring in their mind.</p> <p><u>External Conflict</u> – a problem or struggle between one character and <i>either</i>: another character, force of nature, society, <u>or</u> an opposing fate.</p> <p><u>Common conflicts:</u></p> <ul style="list-style-type: none">• A person in opposition to another person (<i>external conflict</i>)• A person refusing to accept fate (<i>external conflict</i>)• An internal battle involving contradictory forces within a character (<i>internal conflict</i>)• A person fighting against the forces of nature (<i>external conflict</i>)• A person refusing to accept some aspect of his or her society (<i>external conflict</i>)
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Annotation strategies:

1. Star any passages that are very important: events, decisions, or cause and effect relationships.
2. Underline any sentences that made you think or appealed to you and describe your thinking.
3. Circle/highlight words that are unfamiliar or make a list of them in the back of the book.
4. Put a question mark by areas that you were confused about or did not fully understand.
5. Bracket any sentences that demonstrate either direct or indirect characterization or show how a character's traits, motivations, actions, or reactions affect the plot of the story.

Requirements for annotations:

1. Write comments about your thoughts about and reactions to each character.
2. Write comments about the characters' actions, reactions, motivations, conflicts, realizations, and/or changes as the story develops.
3. Write comments about how the author develops each character; how do you, as the reader, get to know each character?
4. Write comments about conflicts in the story and think about how the characters' qualities affect the conflicts and the resolution of those conflicts.
5. Write several annotations per chapter. (See rubric.)

Suggested sentence stems for annotation:

- The character is like _____ because ...
- The differences between (character's name) and (character's name) are ...
- This character makes me think of _____ because
- This character did _____ because ...
- This character is connected to _____ because
- The conflict in this scene is ...
- The author develops this character by ...

***Plagiarism:** In order to fully prepare our students for expectations at the collegiate level, plagiarism of any kind is unacceptable. Please refer to the following link for guidance: <http://www.indiana.edu/rvwt/pamphlets/plagiarism.shtml>. There are many resources available online, at the library, and in bookstores.

Annotation Rubric

Advanced: (100)

- Text has been thoroughly annotated with meaningful questions, observations, and reflections of the content as well as the writing; variety of insights marked for discussion;
- Comments demonstrate analysis and interpretation - thinking beyond the surface level of the text. Thoughtful connections made to other texts, or other events throughout the text.
- Comments accomplish a deeper understanding of plot through the analysis of characters.
- Consistent markings throughout text (not bunched).
- Each chapter has several annotations.
- **Turned in on the first day of class Fall Semester, 2019**

Proficient: (85)

- Text has been annotated reasonably well with questions, observations, and/or reflections of the content.
- Comments demonstrate some analysis and interpretation - thinking somewhat beyond the surface level of the text. Attempts at making connections.
- Comments accomplish a variety of purposes.
- Some lapses in entries exist or entries may be bunched.
- Each chapter has at least two annotations.
- **Turned in on the first day of class Fall Semester, 2019**

Adequate: (70)

- Text has been briefly annotated with questions, comments, observations, and/or reflections of the content or writing style.
- Commentary remains mostly at the surface level. The commentary suggests thought in specific sections of the text rather than throughout.
- Entries may be sporadic.
- Each chapter has at least one annotation.
- **Turned in by first week of Fall Semester, 2019**

Inadequate: (50)

- Text has been briefly annotated.
- Commentary is perfunctory. Little or no attempt to make connections.
- Not all chapters are annotated.
- **Turned in after first week of Fall Semester, 2019**

Examples of Annotated Texts that Correspond with the Rubric

The examples on the next two pages are meant as samples only to demonstrate the quality of annotation, as described in the rubric. Please see the directions on page 1 and the details in the rubric (above) for further clarification.

Advanced Chapter 1

WHEN I STEPPED out into the bright sunlight from the darkness of the movie house, I had only two things on my mind: Paul Newman and a ride home. I was wishing I looked like Paul Newman —he looks tough and I don't— but I guess my own looks aren't so bad. I have light-brown, almost-red hair and greenish-gray eyes. I wish they were more gray, because I hate most guys that have green eyes, but I have to be content with what I have. My hair is longer than a lot of boys wear theirs, squared off in back and long at the front and sides, but I am a greaser and most of my neighborhood rarely bothers to get a haircut. Besides, I look better with long hair.

I had a long walk home and no company, but I usually lone it anyway, for no reason except that I like to watch

First Person Point of View from a teen "Greaser."

Who is Paul Newman? Famous Actor 1950's (Setting)

Values a strong, tough reputation

main character accepts what he has been given in life

Identifies with "greasers" Hair is important to main char.

main character likes being alone at times

I wonder what it means to be a greaser. maybe like a gangster??

PROFICIENT Chapter 1

WHEN I STEPPED out into the bright sunlight from the darkness of the movie house, I had only two things on my mind: Paul Newman and a ride home. I was wishing I looked like Paul Newman —he looks tough and I don't— but I guess my own looks aren't so bad. I have light-brown, almost-red hair and greenish-gray eyes. I wish they were more gray, because I hate most guys that have green eyes, but I have to be content with what I have. My hair is longer than a lot of boys wear theirs, squared off in back and long at the front and sides, but I am a greaser and most of my neighborhood rarely bothers to get a haircut. Besides, I look better with long hair.

I had a long walk home and no company, but I usually lone it anyway, for no reason except that I like to watch

First Person Point of View
Who is Paul Newman??

Character physical description — Nice looking.

main character identifies with "Greasers." which seems to be teens who live on the edge of main stream society.

[ADEQUATE]

Chapter 1

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I had a long walk home and no company, but I usually lone it anyway, for no reason except that I like to watch

Don't know the name of main character.

Character description
Hair is important.

Seems to like to be alone

[INADEQUATE]

Chapter 1

WHEN I STEPPED out into the bright sunlight from the darkness of the movie house, I had only two things on my mind: Paul Newman and a ride home. I was wishing I looked like Paul Newman —he looks tough and I don't—but I guess my own looks aren't so bad. I have light-brown, almost-red hair and greenish-gray eyes. I wish they were more gray, because I hate most guys that have green eyes, but I have to be content with what I have. My hair is longer than a lot of boys wear theirs, squared off in back and long at the front and sides, but I am a greaser and most of my neighborhood rarely bothers to get a haircut. Besides, I look better with long hair.

Character description