

## **7<sup>th</sup> Grade Advanced English Language Arts**

*An investment in knowledge pays the best interest. ~ Ben Franklin*

Attached you will find the assignment detail for 7<sup>th</sup> grade advanced English. Congratulations! Your test scores and class work for reading and English show that you are ready for the challenge! Advanced classes at Spring Hill are offered to provide you with opportunities to challenge yourselves as readers, writers, and thinkers, and our summer assignments are one way to encourage the valuable habits of reading and seeking to be life-long learners. In addition, these appropriately challenging reading options offer literary merit over the summer and provide an initial common framework for course discussion and study in the fall.

Copies of the materials can be purchased from online sources such as Amazon or at local bookstores. It is beneficial for students to have a personal copy in order to annotate as they read.

For the summer of 2019, students will carefully read **one** of the following titles and complete the detailed assignments below. Reading options include:

***A Night Divided*** by Jennifer Nielsen

***Legend*** by Marie Lu

***When You Reach Me*** by Rebecca Stead

Support your student's books selection by partnering with them as they decide which book is best suited to their reading preferences and interests. In addition, students are encouraged to read additional books of their choice throughout the summer for enjoyment and to maintain literacy skills. Again, congratulations, and we look forward to working with our new 7<sup>th</sup> graders in the fall!

### **Assignment 1: Annotations/Mark YOUR Close Reading of the Text**

Read with pen in hand; annotate as you go.

"Annotating" means underlining or highlighting key words and phrases—anything that strikes you as surprising or [important], or that raises questions—as well as making notes in the margins. When we respond to a text in this way, we not only force ourselves to pay close attention, but we also begin to think with the author about the evidence.

Make notes periodically at the tops of pages to help you remember important ideas or events, or mark end-of-chapter summaries at the end of each chapter. This type of annotating also helps you navigate the book again when you need to prepare for tests, essays, and class discussions.

You do not want to mark everything because then nothing would stand out. Annotating is a selective process. EVERYONE MUST ANNOTATE IN HIS OR HER OWN WAY, but to help you determine what to mark, here are some **suggestions**:

**Setting** - make notes about the time, place, etc.

**Characters**- make note of each character's name the first time you see it. Also mark the passages that describe the character: Physical appearance, Motivations behind his/her actions, Relationships to other characters, Personality (especially changes in personality)

**Plot** - events of rising action, climax, falling action and resolution  
Identify conflict types (Man vs. Man, Man vs. Self, Man vs. Nature, etc.)

**Vocabulary**-Look up words you do not understand. When you find a definition for the word, you may want to write a synonym out to the side.

**Connections** – Good readers make natural connections at they read. Mark important text-to-text; text-to-self; and text-to-world connections that you think are note-worthy in the margin as you read.

Other suggestions for what to annotate include:

**Important or Striking Passages**

Make note of quotes that you find interesting, or that “speak” to you in some way.

**Confusing Passages**

If you find yourself baffled, offended, or puzzled, you may want to write a question in the margin to mark that passage/quote for clarification or discussion at a later time.

**Thought-Provoking Passages**

Look for passages that might provoke discussion about the book.

**Assignment 2: Terms Review**

Create a chart of the following literary terms including the Term, Complete Definition, and an example from Literature (an example taken from your book- parenthetically documented). You can find the information on the following web sites or from your own study:

[http://web.cn.edu/kwheeler/lit\\_terms.html](http://web.cn.edu/kwheeler/lit_terms.html), <http://www.rfwp.com/samples/guide-to-literary-terms.pdf>, <http://bcs.bedfordstmartins.com/litgloss/>

SAMPLE CHART

Term	Definition	Example
1. Imagery	The use of words to create a sensory experience or image. Writing that appeals to the five senses.	“A breeze blew through the room, blew curtains in at one end and out the other like pale flags, twisting them up toward the frosted wedding-cake of a ceiling, and then rippled over the wine-colored rug, making a shadow on it as wind does on the sea.” <i>The Great Gatsby</i> Chapter 1, page 3.

Include at least 5 of the following terms in your chart:

- Imagery
- Irony
- Simile
- Hyperbole
- Alliteration
- Allusion
- Metaphor
- Personification
- Oxymoron
- Onomatopoeia

### **Assignment 3: Create-a-quiz**

In order to connect all of your critical thinking and deep delving into the novel, you will finally need to create an AR-style “test” based on the book that you read. The completed test **and** answer key should be typed or neatly printed to look just like a test that your teacher would give to the class. Keep the answer key on a separate sheet of paper, please, for ease of use in class.

*Required Elements: (minimum 20 questions / maximum 25 questions)*

**Title** - Use the name of the book and “book report quiz”. Ex. – City of Ashes Book Report Quiz

**Genre** - One question about the **genre** of the book. In parenthesis after the question, label (genre).

**Setting** - At least one question about the **setting** of the book. In parenthesis after the question, label (setting).

**Theme** – At least one question about the **theme** of the book. In parenthesis after the question, label (theme).

**Summary** – One question about a **summary** of the book. In parenthesis after the question, label (summary). The answer choices for this question must be summaries. Make sure the correct answer has a BME (beginning, middle, and end). All other answer choices need to be missing a B, a M, or an E.

**Conflict** – At least one question should be about the **main** conflict in the book. In parenthesis after the question, label (conflict). You may have other questions that consider the characters’ responses to conflicts in the book or what situations in the book create suspense or tension relating to the conflict.

**Vocabulary** – At least one question should be about a vocabulary word from the book. In the question, you **MUST** include the page number where the word can be found in the book. In parenthesis after the question, label (vocabulary).

**Point of View** - One question about **point of view** of the book. In parenthesis after the question, label (point of view).

**Plot (exposition)** – At least **two** questions about events **from the beginning of the book**. In parenthesis after the question, label (beginning, p. \_\_\_\_\_) and put the page number(s) where the answer can be found.

**Plot (rising action)** – At least **two** questions about events **from the middle of the book**. In parenthesis, label (middle, p. \_\_\_\_\_) and put the page number where the answer can be found.

**Plot (climax/resolution)** – At least **two** questions about events **from the end of the book**. In parenthesis, label (end, p. \_\_\_\_\_) and put the page number(s) where the answer can be found.

**ALL questions must be multiple choice with FOUR answer choices.**

**Here are some examples of what your questions should look like.**

1. Which of the following places did Mark live just before moving to New Hampshire? (**Setting**)
  - a. New York City
  - b. Scarsdale
  - c. Denver
  - d. Chicago

2. In the end, where did Mark decide he wanted to attend school next year?

**(Resolution, p. 124)**

- a. Lawton Country Day School
- b. Spring Hill Junior High
- c. Runyon Academy
- d. Pine Tree Intermediate

3. What is the theme of A Week in the Woods?

**(Theme)**

- a. Don't judge people by the way they look.
- b. Don't be friends with people who are different from you.
- c. Be kind to animals.
- d. Look for escape routes when you go camping.

4. Which words help the reader understand the meaning of ecstatic as it is used on page 132?

**(Vocabulary)**

- a. "I jumped for joy. I couldn't believe I'd won."
- b. "I sat down, still in shock."
- c. "As we waited, Susie smiled in encouragement."
- d. "I felt bad that Susie had worked so hard and didn't even place."

**Answer Key (example)**

- 1. b
- 2. a
- 3. a
- 4. a

Do your best to make a strong first impression through your thoughtful work and detailed completion of the assigned summer work. Advanced coursework for 7<sup>th</sup> grade language arts expects a lot from students and offers a strong return on the investment you put in to your learning. Don't wait to get started!

***See you in the fall!***

Your 7<sup>th</sup> grade language arts team

Complete, sign, and return this page to your English teacher or to the office in order to acknowledge receipt of the summer reading expectations for 7<sup>th</sup> grade advanced ELA.

**Spring Hill Jr. High**  
**Summer Reading Acknowledgement**  
**7<sup>th</sup> Grade**

Name: \_\_\_\_\_ (Print)

Your ELA teacher during the year 2018-2019: \_\_\_\_\_

By signing this form, I \_\_\_\_\_ (print) understand that I have chosen to be enrolled in advanced-level coursework for English class for the **2019-2020 academic year**. I understand that I must complete the attached summer reading requirement prior to the start of school and that it will be counted as my initial graded work for my advanced English class. Failure to complete the assignment will negatively affect my grade.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent or Guardian Signature

\_\_\_\_\_  
Date

