

Part 2- Project

2017 Summer Reading Project Choice List Palestine ISD 7th grade Pre-AP English DUE THE FIRST DAY OF CLASS Fall Semester, 2017

As part of your summer reading assignment, you will complete **ONE** of the projects from the list below. Each project has a detailed checklist of what is expected.

1. Board game: Create a board game that represents the summer reading novel.

Requirements include

- Is your game reflective of the novel?
- Do the rules for your game make sense?
- Is your game well written and constructed?
- Have you used color effectively?
- Does your game include all of the needed pieces to play?

2. Picture Postcard: Create a picture postcard that reflects the summer reading novel.

Requirements include

- Is the picture in color on the front of the card?
- Is the picture clear and accurate?
- Is there great attention to detail?
- Is the content appropriate to the topic?

3. Interview: Create set of interview questions to ask the main character from your summer reading novel.

Requirements include

- Are you asking appropriate questions?
- Do you have a prepared script?
- Are your questions in sequential order?
- Do you have a minimum of 20 questions?

4. Movie Trailer: Create a movie trailer for the summer reading novel.

Requirements include

- Is the message clearly presented?
- Are the visuals attention-getting?
- Does the music enhance the message?
- Are there catchy phrases?
- Is it 1-2 minutes long?
- Are spelling and mechanics done correctly?

PROFICIENT

"Lennie!" he said sharply. "Lennie, for God's sakes don't drink so much." Lennie continued to snort into the pool. The small man leaned over and shook him by the shoulder. "Lennie, you gonna be sick like you was last night."

Lennie dipped his whole head under, hat and all, and then he sat up on the bank and his hat dripped down on his blue coat and ran down his back. "That's good," he said. "You drink some, George. You take a good big drink." He smiled happily.

George unslung his bundle and dropped it gently on the bank. "I ain't sure it's good water," he said. "Looks kinda scummy."

Lennie dabbled his big paw in the water and wiggled his fingers so the water arose in little splashes; rings widened across the pool to the other side and came back again. Lennie watched them go. "Look, George. Look what I done."

George knelt beside the pool and drank from his hand with quick scoops. "Tastes all right," he admitted. "Don't really seem to be running, though. You never oughtta drink water when it ain't running, Lennie," he said hopelessly. "You'd drink out of a gutter if you was thirsty." He threw a scoop of water into his face and rubbed it about with his hand, under his chin and around the back of his neck. Then he replaced his

Dialogue between George & Lennie

Lennie wants water even though George warns him about water quality.

George concerned with Lennie's well-being?

ADVANCED

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Author uses "snort" and "big paw" to characterize Lennie - makes connection to being animal-like?

George seems like a father figure to Lennie. Lennie doesn't seem to know the difference between right and wrong.

INADEQUATE

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Lennie talks funny.

LOL!

ADEQUATE

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Character description:

← clothing drinks water... is he thirsty?

characters
Lennie
George

Part 1- Annotations

Annotation Rubric

Advanced: At least 4 sticky notes per chapter

- Text has been thoroughly annotated with **meaningful** questions, observations, and reflections of the content as well as the writing; **variety** of topics marked for discussion; **variety** of stylistic devices marked.
- 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 great **variety** of purposes.
- Consistent markings throughout text (not bunched).
- Each chapter has several annotations.
- **Turned in on the first day of class Fall Semester, 2017**

Proficient: At least 3 sticky notes per chapter

- Text has been annotated reasonably well with questions, observations, and/or reflections of the content as well as the writing style.
- 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.

Adequate: At least 2 sticky notes per chapter

- 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.

Inadequate: At least 1 sticky note per chapter

- Text has been briefly annotated.
- Commentary is perfunctory. Little or no attempt to make connections.
- Not all chapters are annotated.

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.

Part 1-Annotations

2017 Summer Reading Annotation Guide Palestine ISD 7th grade Pre-AP English DUE THE FIRST DAY OF CLASS Fall Semester, 2017

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 sticky notes (do NOT write in the book) and one or more of these strategies to mark the book and include your thoughts and questions.

Requirements for annotations:

1. Write comments to ask questions, relate to characters, make connections to other texts, and/or world events, etc.
2. Write annotations per chapter. (See rubric.)

Suggested 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 on a separate sheet of paper.
4. **Put a question mark** by areas that you were confused about or did not fully understand.
5. **Bracket** any sentences that exemplify the author's style, word choice, or where the author includes graphic elements. Write your thoughts about the language.

Suggested sentence stems for annotation:

- This part about makes me wonder because ...
- These are similar because...
- These are different because...
- What would happen if _
- This section about means...
- The author says to convey...
- The word ___ in this paragraph means because ...
- What does the author mean by _
- The words in this paragraph help me understand the meaning of the word because ...
- After reading this paragraph, I can now predict that because ...
- After reading this paragraph, I can now understand why _ because ...
- The character is like because ...
- This is similar to because...
- The differences are ...
- This character makes me think of ___ because
- This setting reminds me of ___because
- This is good because .
- This is hard because .
- This is confusing because ...
- Now I understand because
- This character did because ...
- This character is connected to ___because
- The conflict in this scene is ...
- The author develops this character by ...
- The author uses repetition in order to ...
- The author organizes this text by ___ because ...

May 2017

Dear Pre-AP student and guardian,

Palestine ISD is pleased that you have selected a Pre-AP English Language Arts course for the 2017-2018 academic year. As you know, Pre-AP classes are quite rigorous. For this reason, PJHS has elected to require summer reading for incoming 7th grade Pre-AP students. This summer, students will be required to read the novel *The Devil's Arithmetic* by Jane Yolen and complete a two part assignment for the novel. The students will check a copy of the book out from the school library that they will be responsible for over the summer.

Instructions for the assignments will be given to each student prior to summer release. Expectations in these classes are high and students will be held accountable. Upon their return, students will be required to turn in assignments and participate in class activities based on summer reading.

If you have any questions please do not hesitate to contact our campus principal or the 7th grade ELA department head.

We look forward to having you on our campus this coming year!

Kind regards,

Kaysie Woody

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