

# Cabin John Summer 2019 Literacy Assignment - Rising Grade 7 Students

Directions: There are three parts to the Summer Literacy work:

- Parts one and two involve your fiction selections as an interactive journal and audio recording as well as your one nonfiction selection for an analysis task; they are created to share with you independent and common task activities common in seventh grade.
- Part three is a series of sentence structure activities.

Category	Part One	Part Two	Part Three
<p style="text-align: center;"><b>Choice Study Analysis</b></p> <p><b>Fiction Links</b>            “Fish Cheeks” Amy Tan  <a href="https://www.commonlit.org/texts/fish-cheeks">https://www.commonlit.org/texts/fish-cheeks</a></p> <p>“Too Many Vegetables” Karen DelleCava  <a href="https://www.commonlit.org/texts/too-many-vegetables">https://www.commonlit.org/texts/too-many-vegetables</a></p> <p>“Home” Gwendolyn Brooks  <a href="https://www.commonlit.org/texts/home-1">https://www.commonlit.org/texts/home-1</a></p> <p>“The White Umbrella” Jen Gish  <a href="https://www.commonlit.org/texts/the-white-umbrella">https://www.commonlit.org/texts/the-white-umbrella</a></p> <p>“Knock-Knock” (poem) Daniel Beaty  <a href="https://www.commonlit.org/texts/knock-knock">https://www.commonlit.org/texts/knock-knock</a></p> <p>“The Man in the Well” Ira Sher  <a href="https://www.commonlit.org/texts/the-man-in-the-well">https://www.commonlit.org/texts/the-man-in-the-well</a></p> <p><b>Non-Fiction Links</b>  <i>I Am Malala</i> Malala Yousafzai  <a href="https://www.commonlit.org/texts/malala-yousafzai-a-normal-yet-powerful-girl">https://www.commonlit.org/texts/malala-yousafzai-a-normal-yet-powerful-girl</a></p> <p>“Can’t we all just get along?” -BirdBrain Science</p>	<ol style="list-style-type: none"> <li>1. Select any three from the fictional category list. <b>Two</b> will be for your interactive journal. <b>One</b> will be for your audio recording.</li> <li>2. Complete the interactive journal and audio recording found in the links below.  <div style="text-align: center;"><u><b>JOURNAL</b></u></div> <div style="text-align: center;"><u><b>Audio Book Recording</b></u></div> </li> </ol>	<ol style="list-style-type: none"> <li>1. Select a nonfiction text from the category list.</li> <li>2. Complete the following task from the link below after finishing the text.   <div style="text-align: center;"><u><b>Central Issue Raised in a Text</b></u></div> </li> </ol>	<ol style="list-style-type: none"> <li>1. <u><b>Complete the sentence structure activities.</b></u></li> </ol>

<p><a href="https://www.commonlit.org/texts/can-t-we-all-just-get-along">https://www.commonlit.org/texts/can-t-we-all-just-get-along</a></p> <p>“Play, Play Again” - Ellen Braaf <a href="http://www.doe.mass.edu/mcas/pdf/2016/268989.pdf">http://www.doe.mass.edu/mcas/pdf/2016/268989.pdf</a></p> <p><i>Many Younger Facebook users “unfriend” the Network</i> by Patti Neighmond</p> <p><a href="https://www.commonlit.org/texts/many-younger-facebook-users-unfriend-the-network">https://www.commonlit.org/texts/many-younger-facebook-users-unfriend-the-network</a></p>			
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**PART ONE: *Interactive Journal.***

**A. First Short Story**

**FOCUS: Characterization / Developing character**

Identify and analyze any **two** different characters from one of the short stories and complete the following chart.

Name of character	What is revealed about the character?  <i>*This can and may require making inferences</i>	Textual evidence  <i>*May be paraphrased or direct quote</i>	How is this revealed?  <i>(Is it through another character, an interaction with another character or the setting, or the character's own actions or words?)</i>
<b>Exemplar:</b> Narrator from "The War of the Wall"	<b>Exemplar:</b> quick to judge quick to anger slow to understand	<b>Exemplar:</b> he immediately angers when the painter lady does not respond to him; he wants to shake the ladder while she is on it; yells at her for being from New York and painting on "their" wall	<b>Exemplar:</b> It's through his attempted interaction with her and his fierce defence of the wall.

Share questions or comments you have about this summer reading.	
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**BOOK CHAT: DONE IN CLASS AT START OF SCHOOL YEAR**

Date	Peer's Name	Peer's Comment

**B. Second Short Story**

**FOCUS: Characterization / Developing character**

Identify and analyze any **two** different characters from another short story and complete the following chart.

Name of character	What is revealed about the character? <i>*This can and may require making inferences</i>	Textual evidence <i>*May be paraphrased or direct quote</i>	How is this revealed? <i>(Is it through another character, an interaction with another character or the setting, or the character's own actions or words?)</i>
Narrator from "The War of the Wall"	quick to judge quick to anger slow to understand	he immediately angers when the painter l ady does not respond to him; he wants to shake the ladder while she is on it; yells at her from being from New York	It's through his attempted interaction with her, and his fierce defence of the wall.

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## C. Third Short Story

# Audio Book Recording:

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### Criteria for Success:

- Recordings will be evaluated based on:
    - Fluency
    - Interpretive reading
    - Overall quality
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### Directions:

- To successfully complete this assignment, students must make a 3-5 minute recording of themselves reading from their third short story selection.
- Well done audiobooks are read with fluency and appropriate emotion.
- Consider creating different voices for different characters to help the listener understand who is speaking in sections of dialogue.
- Sound effects are optional.
- You may use any technology or process you prefer to make your recording, as long as it is in mp3 or wav format that is accessible by your teacher.
- Two apps for Chromebooks that you **could** use are:
  - a. Cloud Audio Recorder
  - b. Voice Recorder

For both these options you will need to enable Adobe Flash.

- You will need to upload the recording to the summer assignment when you return to school in the fall. Be sure to save it someplace and with a title you will remember!

## Part Two

**FOCUS:** For the nonfiction text, fill out the chart below. What issue is raised in this text? An issue is something the author wants to draw your attention to which is generally a problem in society, at least as far as the author is concerned.

<p>7.1: Argument about a central ideas or issue raised by the text. Provide the following:</p> <ul style="list-style-type: none"><li>• What is an issue raised in the story?<ul style="list-style-type: none"><li>○ What is it?</li><li>○ Why is it an issue?</li><li>○ How old is the issue?</li><li>○ How could the issue be solved?</li><li>○ What is the author's attitude about the issue?</li></ul></li></ul>	
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Share questions or comments you have about your Summer reading.	
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### BOOK CHAT: DONE IN CLASS AT START OF SCHOOL YEAR

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## Part Three

### Sentence Structure/Language Activities

#### Your Task:

1. Craft a **logical and coherent sentence** from the given phrases and clauses in bold. **You will not need to add subordinating conjunctions, relative pronouns, and/or coordinating conjunctions to complete the task properly.** [Use this link to find them.](#)
2. What type of sentence did you create?
3. How do you know? **If you choose the incorrect sentence type but the explanation is accurate, you may earn half the credit for this category.**
4. **Explain why your punctuation choices are accurate?**

**in absolute darkness**

**hunts prey silently**

**the spectre frog**

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<b>Sentence Type</b>	<b>simple/compound/complex</b>
<b>Explain how you know the type of sentence it is.</b>	

<p>Explain how you know the punctuation is accurate.</p>	
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One more to go below.

**Your Task:**

- 5. Craft a **logical and coherent sentence** from the given phrases and clauses in bold. **You will need to add subordinating conjunctions, relative pronouns, and/or coordinating conjunctions to complete the task properly.**
- 6. What type of sentence did you create?
- 7. How do you know? **If you choose the incorrect sentence type but the explanation is accurate, you may earn half the credit for this category.**
- 8. **Explain why your punctuation choices are accurate?**

**on earth**

**viper frogs are**

**most efficient hunters**

**the deadliest creatures**

**only prey on insects**

<p>Sentence Type</p>	<p>simple/compound/complex</p>
<p>Explain how you know the</p>	

<b>type of sentence it is.</b>	
<b>Explain how you know the punctuation is accurate.</b>	

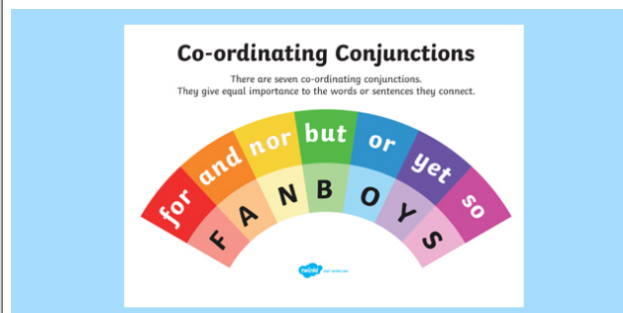
Two links for sentence structure assistance:

Purdue Owl (online writing lab): <https://owl.english.purdue.edu/owl/>

Grammar Bytes: <http://www.chompchomp.com/menu.htm>

HERE THEY ARE:

<b>SUBORDINATE CONJUNCTIONS</b>		
after	how	that
although	if	though
as	in case (that)	unless
as far as	in order (that)	until
as soon as	in that	when
as if	now that	whenever
as though	once	where
because	provided that	whereas
before	rather than	wherever
even if	since	whether
even though	so that	while
except	than	why



<b>Relative Pronouns:</b>	
•Who	•Whoever
•Whom	•What
•Whose	•Whomever
•Which	•Whatever
•That	•Whichever

Congratulations! You are finished! Great job keeping those neural pathways active for the summer!