

## 7<sup>th</sup> Grade Summer Reading 2018 – Literature and English

*Roll of Thunder, Hear My Cry*

Mildred D. Taylor

### Assignments:

1. **Annotations:** annotate the book according to the following guidelines (below). The annotated book will be handed in the first day of class and is worth 50 points. Grading: annotations (25 points), character list (10 points), chapter summaries (15 points)
2. **Objective Test:** Students will take an objective test (T/F, matching, and multiple choice) on the first day of school. The test will not delve into theme or inferential questions. The test is worth 50 points.
3. **Reader Response Essay** – This is to be turned in the first day of class to Miss Stacey. Follow the format provided. The rubric is attached, and the essay is worth 50 points.

**Class:** Students will work through the novel with their class and teacher.

### Annotation Guidelines:

- Underline/highlight important lines that deal with plot, character, and theme.
- (Parenthesis) or [brackets] – key speeches or descriptions that are too long to underline or highlight but are noteworthy
- Sidebar writing – marks (! & ?), notes or questions (foreshadowing), predictions (things you think will happen), and general comments (your connection to the characters and plot)
- In addition:
  - On the front cover (or a separate paper), in your own words, create a **character list** of all of the characters and a description of each. Hint: This is most easily compiled as you encounter the characters, providing an initial description. Then, at the middle, the end, or as you learn new information, go back and add to the initial information. In addition, note that secondary characters will not have as much of a description as primary characters.
  - After each chapter in the book, write a **chapter summary**, in your own words, recounting the **significant** things that happened in that chapter. This must be more than three good, grammatically correct sentences but not a book. It is the highlights of the chapter.

**WHY? Why annotate?** Annotations show *active, engaged* reading. They show that you've responded to the text with questions like *Who? Why? How?* and *What does that word mean?* or *"I bet this will happen."* It helps you come back to definitive descriptions of characters and important thematic quotes. It is also a good way to say, *"Oh, good sentence."* Reading is about hearing **and** seeing **and** feeling **and** comprehending **and** thinking critically **and** making connections to everything else you've ever read – all at the same time. If you struggle with reading, it is all the more reason to slow down, reread, and make sure you understand. Our motto for this year is: **"Good readers reread and good writers rewrite."**

**Reader Response Essay Format:**

The essay is to be typed and printed out, so it can be turned in the first day of school. It will follow the MLA guidelines for an essay: Times New Roman, size 12, double spaced, with a Work Cited page.

**Quote:** Chose a quote from the text (one or two lines which can be dialogue) that is a significant quote to the overall meaning of the book – thematic. For example, from *Johnny Tremain*, you might choose the following as it was significant to the reason for their engagement in the war. “Hundreds would die, but not the thing they died for. [so] ‘A man can stand up’” (269). You will begin this section with the quote and then explain in one hundred words how that quote is significant to the overall theme of the novel. Make sure you provide a correct MLA in-text parenthetical reference following the quote (see above).

In the next paragraph, explain how you **connect personally to this quote** (idea expressed in the quote). Keep in mind how you relate to the idea. For example, keeping in mind the quote above, how does the idea of conviction resonate with you? What does it mean to you to be able to have the rights and liberties to be able to “stand up”? Of course, the novel you are now reading will have different ideas expressed in it, but you just need to explain how you connect to the quote you have chosen. This part of the essay, including the quote is to be 100 to 150 (no more than 150) words). **The total length of the essay is between 200 and 250 words.** On the back of the essay or another piece of paper, include the Word Cited information for the novel.

**Rubric below for essay:**

### Reader Response Rubric

| Elements                     | 10 points   | 8 points   | 6 points   | 5 or fewer points   |
|------------------------------|---|--|--|---|
| <b>Quotation</b>             | The chosen quote is insightful and relevant. The quote is clearly significant to the overall novel and makes an impact.   | The chosen quote is relevant. It connects to the significance of the novel.  | The chosen quote is weak and difficult to connect to the overall significance of the novel.  | The chosen quote is weak and doesn't connect to the overall significance of the novel.  |
| <b>Application to theme</b>  | The chosen quote thoroughly connects to the theme of the novel. It provides additional insight to the theme and offers support in showcasing an understanding of the novel.   | The chosen quote is well-developed and connects to the theme of the novel. It provides some basis for an understanding of the novel.   | The chosen quote is difficult to connect to the overall theme of the novel. The explanation is underdeveloped, but it attempts to make connections.                                      | The chosen quote does not apply to the theme of the novel. Little explanation is given to attempt to make relative connections.   |
| <b>Application to self</b>   | The chosen quote thoroughly connects to oneself. Clear and purposeful connections are made between the quote, theme, and one's own life. Explanations provide an abundance of insight regarding understanding of the novel. | The chosen quote is well developed and connects to oneself. The connection between quote and self is clear and provides some basis for an understanding of the novel.                                      | The chosen quote is difficult to connect to oneself. The explanation is underdeveloped, but it attempts to make connections between the theme and one's own life.                        | The chosen quote does not show a clear and direct connection to oneself. Little explanation is given to attempt to make any relative connection between the novel and one's own life. |
| <b>Grammar and Mechanics</b> | The writing is logical with seamless and purposeful transitions. Word choice is sophisticated and accurate. There are no mistakes in grammar and spelling.  | The writing is logical with useful transitions. Word choice is accurate. Few spelling and grammar mistakes occur, but they do not prohibit comprehension of sentences.                                     | The writing lacks some organization and provides weak transitions. Frequent spelling and grammar mistakes occur that somewhat impact the comprehension of sentences.                     | The writing lacks clarity, organization, and transitions. Several spelling and grammar mistakes occur that directly impact the comprehension of sentences.                            |
| <b>Formatting (MLA)</b>      | A proper MLA heading is provided with a title. The in-text citation(s) for the quote are complete and formatted correctly. The works cited page is complete with all necessary components.                                  | A proper MLA heading is provided with one or two mistakes. The in-text citation(s) for the quote are complete, but formatted incorrectly. The works cited page is provided, but it lacks a few components. | An MLA heading is attempted, but lacks several components. The in-text citation(s) for the quote are attempted, but incorrect. The works cited page only contains a title for the novel. | An MLA heading is provided but only contains students' name. The in-text citations (s) for the quote are not provided. The works cited page only contains a title for the novel.      |