

Summer Assignment for DSA Rising Seventh Graders
2019-2020



Dear Parents of Rising Seventh Graders,

The curriculum for seventh grade Language Arts at Durham School of the Arts focuses on building a community of readers and writers. Reading is a fundamental skill that all children must master if they are to succeed educationally in today's 21st century world. **Our seventh graders will be immersed in reading. When your child finishes one book, he or she should have another book selected to read next.** To help students create the habit of reading on a daily basis we are sending home a summer reading assignment. **Please see the directions for this assignment on the next page.** In addition to the summer reading when students start the first quarter of Language Arts they will be taking Accelerated Reading tests on the books read.

At DSA we have the Accelerated Reader Program to encourage daily reading. This program is designed to encourage students to read interesting texts on their individual reading level. In seventh grade students will be required to read at least four books per quarter, but are encouraged to exceed this goal. Upon completion of each book, the student must take and pass the corresponding test with an 80% or higher. The AR goal counts towards 15% of the student's entire nine week grade. Please ensure that your student is staying on track by following the deadlines for each quarter.

We believe the implementation of these reading requirements will benefit our students educationally and improve their reading skills over time. If you have any questions concerning the AR program or the summer reading assignment please feel free to contact the seventh grade Language Art teachers. Heather.Locke@dpsnc.net or diane.gore@dpsnc.net. We look forward to working with you.

Sincerely,
Ms. Gore and Mrs.Locke

Directions for the seventh grade summer reading assignment:

The seventh grade summer reading will be to read book(s) selected from the Middle School Battle of the Books list. We want to encourage students to read and try out for the DSA Battle of the Books team, therefore our summer reading assignment will help students get familiar with the Battle of the Books list. In an effort to expose students to the books and the Battle of the Books experience, we will be holding mock book battles in the library media center during the first quarter. This does not mean that students will have to participate in the Battle of the Books. Trying out for the DSA team is your option. Battle of the Books is a voluntary reading incentive hosted by NC School of Library Association that seeks to foster a love of reading in all middle school students. During the school year the students that want to participate on the Battle of the Books team, meet to discuss the books. In March there is a Battle of the Books where middle schools teams from all over the district meet and answer questions about the books. The 2017-18 Battle of the Book team for DSA won the district Battle of the Book competition.

For our summer reading assignment students will select book(s) to read from this year's Battle of the Books list.

After reading each book students will complete an **End of Book Sheet** on the book read.*

***Regular students are required to read at least one book from the list (and one EOB)**

Books that we selected for the regular students' selection are in bold

(regular students please select one of the ones in bold)

***Honors students are required to read (at least) any two books from the list (and two EOB's)**

***See End of Book Sheets next page**

*All Students are encouraged to read additional books and complete End of Book Sheets on them for extra credit.

Battle of the Books list Books for 2019-2020

Serafina and the Black Cloak by Robert Beatty

Insignificant Events in the Life of a Cactus by Dusti Bowling

Gym Candy by Carl Deuker

Cracker! The Best Dog in Vietnam by Cynthia Kadohata

A Monster Calls by Patrick Ness

Ghost Boys by Jewell Parker Rhodes

The War that Saved My Life by Kimberly Brubaker Bradley

The Ruins of Gorlan by John Flanagan

The Boys Who Challenged Hitler by Phillip Hoose

House Arrest by K.A. Holt

To Kill a Mockingbird by Harper Lee

Legend by Marie Lu

Greenglass House by Kate Milford

A Night Divided by Jennifer Nielsen

The First Rule of Punk by Celia C. Perez

Bomb by Steve Sheinkin

I'll Be There by Holly Goldberg Sloan

The Bitter Side of Sweet by Tara Sullivan

The Running Dream by Wendelin Van Draanen

Crow by Barbara Wright

I am Malala* young reader's edition with Patricia McCormick by Malala Yousafzai

Name _____ date _____

This is the “End of Book” sheet. Answer the following questions in complete sentences. Please punctuate correctly. Ten points will be taken off for incorrect spelling and capitalization. Please write neatly. Papers that are difficult to read will need to be rewritten and scored as late. Remember to give lots of detail in your answer. Each line in this first section is worth two points. The lines need to be completely filled for full credit.

Title _____ genre _____

Describe the setting of the story. Remember the setting is the time and the place. Describe it in detail.

Name the main character. Describe his or her actions, feelings, and personality in the beginning of the story.

What is the initial conflict that helps create the rising action in the story? This is the beginning problem that moves the story.

What happens in the climax of the story? This is the turning point in the story when the problem seems like it won't get resolved.

What happens in the resolution of the story?

The next section focuses on concepts and symbolism. Concepts are large abstract ideas like: change, citizen, courage, custom and convention, democracy, desire, duty, emotion, family, fate, form, good and evil, and happiness. Select two concepts that are important to the story. State one concept for number one and a different concept for number two; on the lines explain how this concept is important to the story. In addition to the two concepts, select two objects that appear frequently in the story. Explain the symbolism of what each object represents in the story. Each line in this section equals three points. Fill in all lines.

1. Concept:

2. Concept:

3. Object:

4. Object:
