

Preventing the Summer Slide

The Summer Slide is what happens when skills learned throughout the school year are lost or diminished during the summer break. It is vital that all students practice their reading and math skills during the summer months. To help prevent our Franklin Scholars from doing too much sliding this summer, we've compiled some tips and resources for parents.

It is expected that all Franklin students will complete a minimum of 20 iReady math lessons and 20 iReady reading lessons by their return to school in August. It is vital that all students continue to work in this program to maintain and increase their skills for the 2018-2019 school year. Students entering Middle School are also expected to complete the assignment for their grade level listed below.

6th Grade

All incoming sixth grade students will be required to choose one of the following books: *Down the Rabbit Hole* by Peter Abrahams, *Night Journeys* by Avi or, if you are looking for a challenge, *Savvy* by Ingrid Law. All students will need to complete one of the assignments below designed to develop students' critical reading skills. This assignment will be due on the first day of school and will be vital to discussions during the first week. Assistance will be given during the first week of school to give the students ample time to complete the assignment, but it is recommended that students do their best to complete their work before school begins.

6th Grade Assignments- Choose one:

Option A: Write a book review. Do you recommend this book to other readers? Why or why not? (Check newspapers, in print or online, and magazines like *Time* for examples of book reviews.)

Option B: Do some creative writing. Your creative work can be anything that relates to the book: a song, a poem, a short story, a play, a film, or any combination of genres. You can re-write a scene from the perspective of another character. You could re-imagine the plot in a different setting. You could re-write the ending. You could write a poem that deals with a theme or a character in the book. Whatever kind of text you write, include an explanation that links your creative work back to the book you read. Explain how your work is related to the author's work.

Option C: Write a letter to the author about the book. The content of the letter is up to you. You can talk about your favorite parts of the book. You can ask the author how he came up with the idea for the book or why she chose to develop the plot or characters or theme in a certain way. You can explain ways you think the book relates to your own life, or you can make connections between the book and the real world.

Option D: Select an interesting issue raised in the book. Write a brief explanation of how the issue was raised and why you find it interesting. Research the topic further, and write about your research, citing sources as needed.

Option E: Create a multi-media presentation about the book. This can be a PowerPoint presentation, a digital story, a series of film clips, or any other multi-media form, and it can document any of the ways the text connects with you, with other texts, or with the world around you.

7th Grade

All incoming seventh grade students will be required to choose one of the following books: *Out of My Mind* by Sharon Draper, *A Long Walk to Water* by Linda Sue Park or, if you are looking for a challenge, *Return to Sender* by Julia Alvarez. All students will need to complete the Summer Book Scavenger Hunt, an assignment designed to develop students' critical reading skills. Please complete this assignment on a Google Document in font size

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12, Times New Roman. This assignment will be due on the first day of school and will be vital to discussions during the first week. Summer Reading Scavenger Hunt Directions: Complete the tasks below thoroughly and in paragraph form.

Title of Novel/Author:

1. Characterization

- a. (1 point) Identify a character from the novel that could be considered a best friend.
- b. (3 point) Explain why he/she could be a best friend. Identify a character trait that this character has that would make him/her a best friend. Use direct textual evidence by using quotation marks and page numbers to support your analysis.
- c. (3 points) Explain how the textual evidence supports your reason as to why the character could be a best friend.

2. Setting

- a. (1 point) Identify one of the main settings in the novel.
- b. (1 point) Argue whether this is an ideal setting. Is this a place you would consider visiting? Why or why not?
- c. (2 points) Identify textual evidence that supports whether the setting is ideal by directly quoting the text using quotation marks and page numbers.
- d. (3 points) Explain how the textual evidence supports your reason as to whether the setting is or is not ideal.

3. Conflict

- a. (1 point) Identify the main conflict (internal and/or external) of the book. Decide whether it is man vs. man, man vs. society, man vs. nature, or man vs. self.
- b. (2 Points) Explain how the conflict is or is not resolved in the story and how it impacts the characters. Cite textual evidence by directly quoting the text using quotation marks and page numbers.
- c. (3 points) Explain how the textual evidence supports your reason for the conflict identified.
- d. (1 point) Finally, identify a song that would complement the conflict. For example, the song, Step by Step, sung by Whitney Houston, emphasizes that when people are overwhelmed with life's problems, they should tackle these problems one item at a time. This is an example of man vs. self.
- e. (2 points) Write an explanation of HOW the song relates to the conflict, i.e., how is the song connected to the conflict?

4. Theme-The theme is the intended message that the author conveys to the reader in a story. It is a universal statement that applies to many situations in life, not just the specific story. The theme is illustrated in the story through the characters' thoughts, actions, interactions, and reactions. The theme is not just a topic (for example, love, friendship or confidence); it is what the novel shares about those ideas.

- a. (1 point) Identify a theme in the novel.
- b. (3 points) Identify textual evidence that supports the theme by directly quoting the text using quotation marks and page numbers.
- c. (3 points) Explain how the textual evidence supports the theme you identified.

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8th Grade

All incoming eighth grade students will be required to complete the 8th grade reading assignment below, an assignment designed to develop students' critical reading skills. Please choose from the following books: *Red Kayak* by Priscilla Cummings, *Freak the Mighty* by Rodman Philbrick, or, if you are looking for a challenge, *The Hitchhikers Guide to the Galaxy* by Douglas Adams. Please type this assignment in font size 12, Times New Roman. This assignment will be due on the first day of school and will be vital to discussions during the first week.

After reading your book, complete each section below with thoughtful responses. Please type your responses in a google document, size 12, Times New Roman to be turned in the first day of school. In order to achieve full credit for each bullet make sure to provide the required textual support and citations, and explain answers in detail. Any words in bold are listed in the glossary section on the following page.

Characterization Analysis: 20 points

Use the guidelines below to help formulate the 3-4 paragraphs of analysis and make sure to embed 3-4 pieces of textual support in the analysis with proper citations.

Defend whether or not your protagonist is dynamic (changes) or static (stays the same).

- How do other characters react to or interact with the protagonist?
- What is the protagonist's most important personality trait? Does it help or hurt their growth?
- How does the main conflict in the story impact the protagonist's development? (Think about how the conflict gets resolved and its influences on the protagonist). (See exemplar on previous page on how to answer this question)

Reader's Discovery-What you conclude about the text as a whole: 15 points

Use the guidelines below to help formulate the two to three paragraphs of analysis and make sure to embed at least three pieces of textual support with proper citations. Try to use examples from the first section, middle section and concluding section of the book. Based on your understanding of the characters and how they cope with the conflict, what idea might the author be trying to suggest about life?

- You must explain HOW each piece of textual support proves the message or statement(s) about life.

Connecting Literature to Reality: 15 points

Select 1 of the quotes below to interpret. Explain in 3-4 sentences what you think the quote means. Feel free to consult a dictionary in order to understand any unfamiliar words. • In a bulleted list, identify and explain three examples from your summer reading book that support your interpretation. 1. What loneliness is lonelier than distrust or doubt? 2. Don't be afraid of opposition. Remember, a kite rises against, not with, the wind. 3. All change is not growth, as all movement is not forward.