

Hello Middle School Students,

Attached is your summer reading packet. This year we have changed up the summer reading assignments for our middle school students. First, we have updated the books to include more genres and given you the ability to choose from a list of books. Secondly, we've changed the format and ingredients of the assignments to make them more engaging and interesting for you! I hope you're as excited to get into reading these books as I am. I'm sure you will love them.

As you read through your book, make sure to come back to the checklist page (next page) and cross off each item as you complete it. You are required to complete one(1) Response to Literature Essay and two (2) creative Activities. When we return to school, please be sure to bring your summer reading packet with you with a printed copy of your final essay. This will be your first test grade for the year, so please take the time and do your best!

See you in August!

Ms. Roberts  
Writing, Grammar, & Literature Teacher  
FCS Middle School

## **6th Grade Book Choices**

### *FICTION*

R. J. Palacio | Wonder: Kindness brings us together no matter how far apart we are. Millions of people have read the #1 New York Times bestseller WONDER and fallen in love with Auggie Pullman, an ordinary boy with an extraordinary face. A perfect read for back to school -- no matter what that looks like!

The book that inspired the Choose Kind movement, a major motion picture, and the critically acclaimed graphic novel White Bird.

### *FICTION*

Holly Goldberg Sloan | Counting by 7's: In the tradition of Out of My Mind, Wonder, and Mockingbird, this is an intensely moving middle grade novel about being an outsider, coping with loss, and discovering the true meaning of family.

Willow Chance is a twelve-year-old genius, obsessed with nature and diagnosing medical conditions, who finds it comforting to count by 7s. It has never been easy for her to connect with anyone other than her adoptive parents, but that hasn't kept her from leading a quietly happy life . . . until now.

Suddenly Willow's world is tragically changed when her parents both die in a car crash, leaving her alone in a baffling world. The triumph of this book is that it is not a tragedy. This

extraordinarily odd, but extraordinarily endearing, girl manages to push through her grief. Her journey to find a fascinatingly diverse and fully believable surrogate family is a joy and a revelation to read.

### *SPORTS FICTION*

Alexander, Kwame | *The Crossover*: This Newbery Medal and Coretta Scott King Award-winning middle grade bestseller is now in paperback! Basketball and heartache share the court in this slam-dunk novel in verse.

"With a bolt of lightning on my kicks . . . The court is SIZZLING. My sweat is DRIZZLING. Stop all that quivering. Cuz tonight I'm delivering," announces dread-locked, 12-year old Josh Bell. He and his twin brother Jordan are awesome on the court. But Josh has more than basketball in his blood, he's got mad beats, too, that tell his family's story in verse, in this fast and furious middle grade novel of family and brotherhood from Kwame Alexander. Josh and Jordan must come to grips with growing up on and off the court to realize breaking the rules comes at a terrible price, as their story's heart-stopping climax proves a game-changer for the entire family.

## **7th & 8th Grade Book Choices**

### *NON-FICTION*

Tunnel, Michael O. | *Candy Bomber: The Story of the Berlin Airlift's "Chocolate Pilot"* An American pilot decides to embark on a secret mission in his plane to drop off candy to children during World War II.

### *HISTORICAL FICTION*

Levine, Kristin | *The Lions of Little Rock* Painfully shy twelve-year-old Marlee sees her city and family divided over school integration, but her friendship with Liz, a new student, helps her find her voice and fight against racism.

### *FICTION*

Birdsall, Jeanne | *The Penderwicks*: This is the latest book from the series of modern classics about the charming Penderwick family from National Book Award winner and New York Times bestseller Jeanne Birdsall. This summer the Penderwick sisters have a wonderful surprise: a holiday on the grounds of a beautiful estate called Arundel. Soon they are busy discovering the summertime magic of Arundel's sprawling gardens, treasure-filled attic, tame rabbits, and the cook who makes the best gingerbread in Massachusetts. But the best discovery of all is Jeffrey Tifton, son of Arundel's owner, who quickly proves to be the perfect companion for their adventures.

***SPORTS FICTION***

Lupica, Mike | *No Slam Dunk*: A sure-fire hit with readers who love sports. A fast-paced, heartfelt story for basketball fans that proves being a good teammate remains the most important quality in basketball—and in life, from New York Times bestselling author Mike Lupica ("one of the greatest sports writers for middle school readers").

# Your Summer Reading Checklist

- Read & Understand Evidence Based Writing Format
- Read Sample Response to Literature
- Evidence Tracker
- Response to Literature Graphic Organizer
  - Introductory Paragraph
  - Body Paragraph #1
  - Body Paragraph #2
  - Body Paragraph #3
  - Conclusion
- Instagram Activity
  - Instagram Profile for Character
  - Evidence and Responses on Back
- Finding Timeless Text Activity
- Timeless Text Artwork
- Finding Evidence & Setting Activity
- Character Connections Activity

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Evidence Based Writing Format

**Directions:** Utilize this handout to help you better understand Evidence Based Writing. This handout will also help you as you prepare to write your summer reading essay. On the following pages, you are given an example of a quality essay.

### Introductory Paragraph

**TAG:** The first sentence or two should include a TAG (title, author, genre).

**Summary:** The next 2-3 sentences should summarize the text you will be writing about.

**Claim:** The last sentence of your introductory paragraph should be your claim. Essentially, this sentence states your basic answer to the question from the prompt or whatever you are trying to prove.

### Body Paragraphs

**Premise:** The first sentence of each body paragraph should state a REASON that supports your claim.

**Evidence:** Before you cite your evidence from the text, you must introduce it. Then include facts or details from the text that support your claim.

**Justification:** This section should be at least 2-3 sentences explaining the evidence that you chose and WHY it supports your claim.

**Concluding Sentence:** This sentence should summarize and wrap up each body paragraph.

### Concluding Paragraph

**Restate Your Claim:** Using different words from the introductory paragraph, restate your claim.

**Summarize Your Evidence:** Do not introduce any new evidence here.

**Concluding Sentence:** Write one final sentence that leaves the reader with no further questions.

### Introducing a Quote from the Text

Use introductory words to introduce a quote from the text (include the comma!).

These can include:

- According to the author,
- According to the text,
- The author states,
- The authors illustrates,

### Using Proper Quotation Marks and Punctuation

- Quotation marks NEED to come at the beginning and end of the quote.
- The quote must be the EXACT words from the text.
- After the quote, use parentheses to cite the author's last name and page number.
- The period goes after the parentheses.
  - Example: The author describes Harry as having, "a thin face, knobby knees, black hair, and bright green eyes" (Rowling 1).

**\*\* The original essay prompt was: "Based on your reading and discussion of 'Nothing Gold Can Stay,' what do you think Frost's message about impermanence might be?" \*\***

Robert Dawson

Mrs. Plaine

English 7

10 November 2015

**"Nothing Gold Can Stay" Response to Literature**

Robert Frost's melancholy, yet inspiring, poem, "Nothing Gold Can Stay" (TAG) holds a somber, yet honest tone toward a universal concept that holds true to everyone. In the poem, the speaker explores the idea of impermanence through the use of nature as an extended metaphor to definitively drive his point home for the reader. (SUMMARY) The speaker wants the reader to gain a deep understanding that nothing in this life lasts forever - that impermanence is an idea and a concept that holds true for everyone at any place in life. And it is through this allusion to impermanence that the reader should also feel a sense of inspiration - one that forces him or her to enjoy the precious moments allotted to humankind while on earth. (CLAIM)

Right from the outset of the poem, (TRANSITION) the speaker makes reference to this notion of impermanence. It is as though the speaker does not want to leave any ambiguity in his words or in what his message is (PREMISE) by immediately proclaiming, (INTRODUCTION OF EVIDENCE) "Nature's first green is gold, / Her hardest hue to hold" (Frost 1-2). (EVIDENCE) Instantly, in these two lines, the speaker has alluded to the fact that this "gold" of nature is the most difficult hue to hold onto. The choice of the term "gold" also forces the reader to ponder that the speaker is making mention of something precious or worth holding on to. However, in this case, this gold hue is something that is transient, and impermanent, something that must be treasured while given the opportunity to. Thus, Frost is imparting on the reader a

vastly important message: that nothing lasts forever, and one must treasure each moment with items or people of precious and important value. (JUSTIFICATION)

Most importantly though to Frost's message regarding impermanence, (TRANSITION) is when the speaker makes an explicit reference in the poem. (PREMISE) The final line of the poem clearly illustrates the mortality of everything in life; (INTRODUCTION OF EVIDENCE) "Nothing gold can stay" (Frost 8). (EVIDENCE) The word choice here should not go unnoticed. Frost clearly chose to use the term "nothing" to indicate that this impermanence, that the transience of life, becomes inescapable for *everyone* and *everything*. This is an all-encompassing, universal truth regarding life. Despite the somewhat bleak and forlorn message, there is also a positive and hopeful message hidden in the text. One must read this and not feel dejected. Instead, one must read this and use Frost's message as a catalyst to enjoy each fleeting moment in life. To live a life where "carpe diem" oozes through one's pores. In brief, despite the initially perceived sadness of impermanence in this poem, Frost hopes to inspire his readers to live their life to the fullest because truly, nothing gold *can* stay. (JUSTIFICATION)

In closing, Frost's message regarding impermanence is that it should not be perceived in a negative, disheartening light. (RESTATEMENT OF CLAIM) Instead, coming to understand and grasp this concept of impermanence, allows one to fully immerse himself or herself into life and truly *live* in the moment. (SUMMARY OF IDEAS) Because of this underlying allusion to not taking any moment for granted, Frost's message is actually a message of hope and enlightenment, forcing the reader to cherish *everyone* and *everything* that is precious to him or her in this life. (CONCLUDING THOUGHT)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Response to Literature Graphic Organizer

### *Summer Reading Assignment*

**Directions:** Feel free to use this graphic organizer to help you prepare for the final version of your essay.

### Introductory Paragraph

Write a **TAG** (title, author, genre) or **HOOK** and brief summary for the piece you read.

(INDENT) \_\_\_\_\_

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Write a **claim or thesis statement**, stating your answer to the question. Don't say **WHY** here.

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**\*\*Everything on this page goes in your introduction paragraph.**



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Response to Literature Graphic Organizer

### *Summer Reading Assignment*

### **Body Paragraph #1**

Write the first reason (premise) for your claim or thesis.

(INDENT) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Introduce your evidence and include a quote from the text that supports your claim. Don't forget quotation marks.

Circle one:    According to the text,        The author states,        The author writes,        According to the author,  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Justify your evidence by writing 2-3 sentences that explain why the quote you chose from the piece of literature supports your claim/premise.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

***\*\*Everything on this page goes in your first body paragraph..***

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Response to Literature Graphic Organizer

### *Summer Reading Assignment*

### Body Paragraph #2

Write the second reason (premise) for your claim or thesis.

(INDENT) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Introduce your evidence and include a quote from the text that supports your claim. Don't forget quotation marks.

Circle one:    According to the text,        The author states,        The author writes,        According to the author,  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Justify your evidence by writing 2-3 sentences that explain why the quote you chose from the piece of literature supports your claim/premise.

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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

***\*\*Everything on this page goes in your second body paragraph.***

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Response to Literature Graphic Organizer

### *Summer Reading Assignment*

### Body Paragraph #3

Write the third reason (premise) for your claim or thesis.

(INDENT) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Introduce your evidence and include a quote from the text that supports your claim. Don't forget quotation marks.

Circle one:    According to the text,        The author states,        The author writes,        According to the author,  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Justify your evidence by writing 2-3 sentences that explain why the quote you chose from the piece of literature supports your claim/premise.

\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_

***\*\*Everything on this page goes in your third body paragraph.***

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Response to Literature Graphic Organizer

### *Summer Reading Assignment*

### Conclusion Paragraph

Use a **transition word** to show the reader they have arrived at your conclusion, and then **restate your claim**, trying to use different words than your original claim.

**Circle one:** In conclusion,      Thus,      In the end,      To conclude,      Finally,

(INDENT) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Summarize your evidence.** Don't introduce any new evidence here. Simply point out one more time how the quote you chose proves your claim is true.

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\_\_\_\_\_

**Write a concluding sentence** that offers the reader some final insight (e.g., a lesson learned).

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

***\*\*Everything on this page goes in your concluding paragraph.***

**Response to Literature Rubric**

Performance	Inadequate 1	Developing 2	Adequate 3	Accomplished 4	Mastery 5
Introduction + claim (x2)  ___/10	Lacks an introduction and any organizing elements of an introduction; fails to address the claim	Undeveloped introduction with poor or insufficient overview of the texts; weak, unfinished, or puzzling claim	Simple but hackneyed opening; introduction and summary of main texts included; clear claim and simple overview of main points	Convincing opening; vibrant overview of texts; clear, rational claim	Innovative, appealing opening; convincing summary of texts; well-written, detailed, engaging claim
Evidence (x3)  ___/15	Evidence is not present in essay	Evidence is broad and may not always be focused on the prompt and claim	Precise evidence with occasional gaps in focus	Substantial and precise evidence; evidence is attentive in supporting the claim; any quotes are unified into body paragraphs	Captivating and evocative evidence that is tightly focused on supporting the claim and premises; evidence/quotes are effortlessly combined with the justification
Justification (x3)  ___/15	No justification of examples; pure summary of text	Little or insufficient discussion of meaning of or connection to evidence	Establishes ability to justify and connect evidence, but justification is evident, petty, banal, or vague	Provides thoughtful, strong justification of evidence with occasional lapses	Provides sharp justification that explores profounder meaning between all components
Organization (x1)  ___/5	No organizational elements of an essay exist	Inadequate organization; illogical paragraph division	Somewhat clear organization, but body paragraphs and transitions are irregular; conclusion may be missing	Clear organization and logic; decent transitions; nominal irregularity in paragraph focus and structure; conclusion exists, but it is basic	Flawless, rational, engaging organization with methodical development of ideas; sophisticated, lucid transitions; well-structured, concentrated paragraphs; conclusion displays clever synthesis of thoughts
Mechanics and Format (x1)  ___/5	Elements of spelling, grammar, and punctuation are misunderstood	Substantial and confusing spelling, grammar, or punctuation errors that sometimes hinder ideas; constant error patterns	Errors in spelling, grammar, or punctuation, but basic ideas are clear; may have one error in formatting	Infrequent, trivial errors in spelling, punctuation, or grammar, but ideas are unblemished; observes the formatting guidelines	Few or no errors in spelling, punctuation, or grammar; varied array of sentence construction and vocabulary; observes the formatting guidelines

\_\_\_ / 50 Teacher Comments:

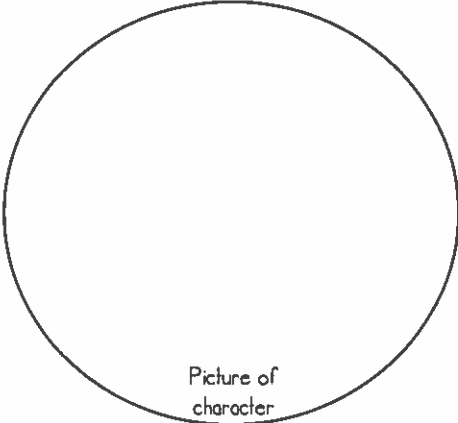
\_\_\_ %

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Instagram Activity

You are going to create an Instagram feed for one of the characters in your summer reading book. All of your pictures should be symbols that directly relate to your summer reading book. On the back, provide quotes from the text that support why you drew that specific symbol. In your responses, make sure to include academic vocabulary and transition phrases to help you write more (these words can be found on the rubric on the following pages). Make sure to highlight or underline any academic vocabulary words or transition words that you use!

 <p>Picture of character</p>	902	3621	902
	posts	followers	following
<a href="#">Edit Your Profile</a>			
Name: _____			
Bio: _____			
Website: _____			
<b>1</b>	<b>2</b>	<b>3</b>	
<b>4</b>	<b>5</b>	<b>6</b>	

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
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3. \_\_\_\_\_  
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4. \_\_\_\_\_  
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5. \_\_\_\_\_  
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6. \_\_\_\_\_  
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\_\_\_\_\_

**INSTAGRAM ACTIVITY RUBRIC****STUDENT NAME:** \_\_\_\_\_

<b>Instagram Feed</b>	<b>Symbols</b>	<b>Responses</b>	<b>Academic Vocabulary</b>	<b>Professional Appearance</b>
The complete bio is filled out thoughtfully and depicts the chosen character accurately.	All 6 symbols directly relate to the character and/or summer reading book. Thought and effort were put into creating each symbol.	Quotations/evidence student chose from the text support the symbol they chose to draw. Responses explain why student chose to draw that specific symbol.	Responses include academic vocabulary words and/or phrases from below. (Highlight or underline them.)	Responses must be written neatly in cursive, indented, and include proper spelling, punctuation, and grammar.
<b>Point Value:</b>	<b>Point Value:</b>	<b>Point Value:</b>	<b>Point Value:</b>	<b>Point Value:</b>

**TEACHER COMMENTS / FEEDBACK:****Total Score:****TRANSITION WORDS / PHRASES TO HELP YOU WRITE MORE:**

- In addition,
- On the other hand,
- For example,
- Similarly,
- Even though,
- Furthermore,
- Most important,
- Above all,



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Finding Timeless Text TEACHER EXAMPLE

**Title of Literary Work:** *Charlotte's Web*

**Timeless Text:** “The long sparrow will return and sing, the frogs will awake, the warm wind will blow again. All these sights and sounds and smells will be yours to enjoy, Wilbur – this lovely world, these precious days ...”

**Page #: 164**

**Pause and reflect on the timeless text. What makes it timeless? In other words, why did this particular quote stick with you after reading it? Maybe it holds deeper meaning, and once you write about it, it will help you better understand the text and life! Then, explain why this quote is important to you. Write your thoughts below. You should write at least five sentences.**

At this point in the novel, Charlotte knows she is dying soon. She’s telling Wilbur to enjoy each moment of his life and appreciate the beauty of the world around him.

Sometimes it’s easy to get caught up in our busy days and not enjoy the loveliness that surrounds us. **For example**, I often worry about all the things I need to do. I have homework every night, soccer practice, and a lot of chores at home. It can be difficult for me to remember to slow down and not complain about how busy I am. I know that life is short, and that I should take delight in all the wonderful things that surround me

**In addition**, this quote makes me think of being out in nature in the springtime, like going on a hike or walking through a park. You can feel the warm breeze and smell the fragrant flowers. It’s something I really enjoy doing. I think that when I am feeling overwhelmed with school, it’s important for me to go out in nature and enjoy these things like Charlotte says to do in the novel.

# Finding Timeless Text

## STUDENT EXAMPLE

Name: \_\_\_\_\_

Date: 9/12/16

### Finding Timeless Text

**Directions:** Find an example of timeless text from whatever piece of literature you are reading. It can be something a character says, beautiful language the author uses, or something the narrator says that gives information about the theme, characters, or plot of the story. The text you choose should be because you are drawn to the language used or because you have a strong reaction to what is being said. Timeless means that the text goes beyond what's just in the story, but can be applied to life or maybe even teach us a lesson.

**Title of Literary Work:** Sarah, Plain and Tall

**Timeless Text:** "These will be Sarah's sea, blue and gray and green, hanging on the wall. And songs old ones and new."

**Page #:** 67

Pause and reflect on the timeless text. What makes it timeless? In other words, why did this particular quote stick with you after reading it? Maybe it holds deeper meaning, and once you write about it, it will help you better understand the text and life! Write your thoughts below. You should write at least five sentences.

I like this quote because it reminds me of when I go to the beach and have fun, in Michigan with my cousin. We would be singing songs and having a great time. In addition, I also think this is a timeless quote because it is describing Sarah. Sarah likes the sea, likes singing songs, and she loves making up songs too. For example, it's like if you were so attached to something, you couldn't let go of it. So you brought it with you.

The following phrases can be used to help you write even more:

- In addition,
- On the other hand,
- For example,
- Similarly,
- Even though,
- Furthermore,
- Most important,
- Above all,

above all, Sarah  
loves songs  
and the sea.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Finding Timeless Text

**Directions:** Find an example of a timeless text from your summer reading book. It can be something a character says, beautiful language the author uses, or something the narrator says that gives information about the theme, characters, or plot of the story. The text you choose should be because you are drawn to the language used or because you have a strong reaction to what is being said. Timeless means that the text goes beyond what's just in the story, that it can be applied to life or maybe even teach us a lesson.

**Title of Literary Work:** \_\_\_\_\_

**Timeless Text:** " \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ "

**Page #:** \_\_\_\_\_

**Pause and reflect on the timeless text. What makes it timeless? In other words, why did this particular quote stick with you after reading it? Maybe it holds deeper meaning, and once you write about it, it will help you better understand the text and life! Then, explain why this quote is important to you. Write your thoughts below. You should write at least five sentences.**

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Timeless Text Artwork

**Directions:** Now that you've chosen your timeless text and responded to it, draw a picture that depicts that piece of text in action. **Make sure to include the actual quote and title of your book somewhere in your drawing as well.** You can be as creative as you'd like to be with this activity!

**TIMELESS TEXT RUBRIC**

STUDENT NAME: \_\_\_\_\_

<b>Timeless Text</b>	<b>Reflection</b>	<b>Academic Vocabulary</b>	<b>Professional Appearance</b>	<b>Visual Depiction</b>
Quote chosen is an example of a timeless piece of text. Includes quotation marks and the page number where the quote can be found.	Reflection is at least 5 total sentences explaining WHY the quote is timeless and WHY the quote is important to you.	Response must include at least three academic vocabulary words AND one of the phrases below to help you write even more. (Highlight or underline them.)	Response must be written neatly in cursive, indented, and include proper spelling, punctuation, and grammar.	Drawing encompasses the main theme, idea, or message of the timeless text. Also includes the quote and title of literary work.
<b>Point Value:</b>	<b>Point Value:</b>	<b>Point Value:</b>	<b>Point Value:</b>	<b>Point Value:</b>

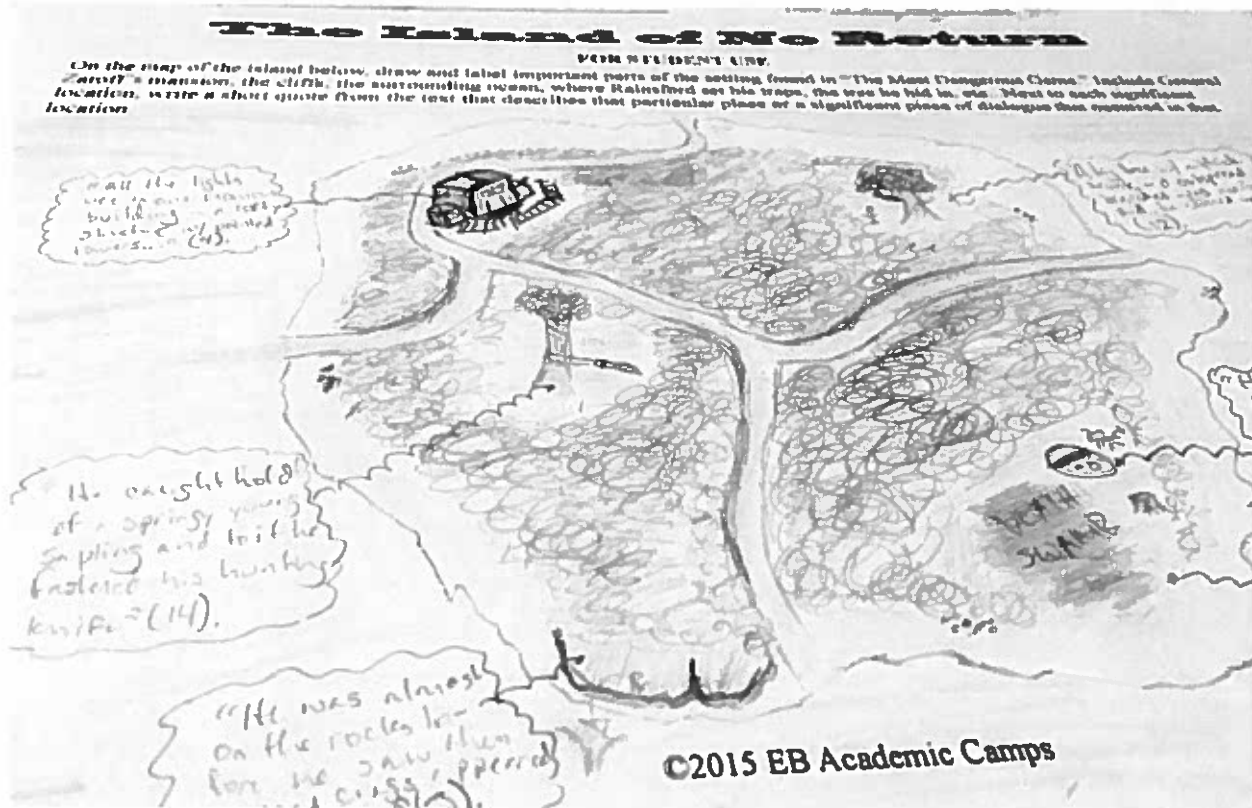
**TEACHER COMMENTS / FEEDBACK:****Total Score:****TRANSITION WORDS / PHRASES TO HELP YOU WRITE MORE:**

- In addition,
- On the other hand,
- For example,
- Similarly,
- Even though,
- Furthermore,
- Most important,
- Above all,

# Finding Evidence & Setting Activity

## Instructions for Use

This activity is meant to get students focusing on the setting of the story and connecting quotes from the text with different scenes. Students will select an excerpt from their summer reading book and will highlight specific quotes that describe that particular setting in detail. Then, students will draw the setting described on the blank piece of paper provided and copy the quotes down to prove their depiction of the setting is accurate. See the student example below from the short story, "The Most Dangerous Game." We ask that you share this example with students, so they have a good idea of the end result.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Finding Evidence & Setting

**Directions:** Comb through a section of your summer reading book and highlight specific words, phrases, or sentences that give you a detailed picture of the setting. Once you've completed this step, you will then draw the setting on this page (using the pieces of evidence from the text that you highlighted to guide you). Finally, you will write the actual quotes from the text next to every part of the setting that you have included. Please make sure to include *at least* three different pieces of evidence from the text!

**FINDING EVIDENCE & SETTING RUBRIC**

**STUDENT NAME:** \_\_\_\_\_

<b>Visual Depiction</b>	<b>Evidence</b>	<b>Accuracy</b>
Drawing of the setting was done thoughtfully and with effort.	Three or more different pieces of evidence from the text have been included in the drawing.	Based on the evidence student chose, the drawing is an accurate depiction of the setting.
<b>Point Value:</b>	<b>Point Value:</b>	<b>Point Value:</b>

**TEACHER COMMENTS / FEEDBACK:**

**Total Score:**



# Character Connections

## Instructions for Use

In character-driven pieces of literature, it is critical to analyze not only the characters on their own, but their relationships with one another. By examining how the characters are connected to each other, your students can uncover how and why individual characters develop over the course of the text, and in turn, possibly discover overarching themes.

Students are first asked to complete the Character Connections activity that focuses on three main characters from their summer reading book. Students are asked to include a brief description of each of the three characters, along with a picture and a significant quote that either the character says or that another character says about them (remind your students to include the page number!).

Once students have understood and interacted with each specific character, students should complete the Character Connections: Going Further activity. This activity asks them to answer a set of questions regarding the relationship between each set of characters. The questions listed require students to think deeply, critically, and go further with their analysis of the relationships between characters.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Character Connections: Going Further

Directions: Now, answer the following questions for each relationship listed below to get you thinking about relationship (don't simply write a fact):



- How are the two characters alike? How are they different?
- How do the two characters feel about one another?
- Are either of the characters interfering with the other?
- What does each character admire most?

Character One: \_\_\_\_\_ Name: \_\_\_\_\_

Character Two: \_\_\_\_\_ Name: \_\_\_\_\_

Directions: Write the names of three main characters in the small boxes below. Include a brief description and significant quote that either that character says or someone says about the character (include the page number exploring how each of these characters connects to one another).

Title of Literary Work: The Outsiders by S.E. Hinton

Character One & Two	Character One	Character Two
	<p>Name: <u>PONY BOY</u></p> <p>Picture: </p> <p>Description: <u>Youngest of the greasers actually enjoys school academically accomplished questions social class division</u></p> <p>Quote: <u>"It seemed funny to me that the starlet she saw from her patio and the one I saw from the Deck Steps was the same. The Deck Steps was the two worlds we different."</u></p>	<p>Name: <u>DARRY</u></p> <p>Picture: </p> <p>Description: <u>"Leader" of the greasers athletic and smart handsome holds the family together</u></p> <p>Quote: <u>"Some time Strud is possible at retro as all drawn a and Darry had his law... Darry really gotten college"</u></p>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Character Connections

**Directions:** Write the names of three main characters from your summer reading book in the small boxes below. Include a brief description of each character along with a picture and significant quote that either that character says or someone says about the character (include the page number). On the back page, you will be exploring how each of these characters connects to one another.

\_\_\_\_\_

**Title of Literary Work**

Character One:	Character Two:	Character Three:
Picture:	Picture:	Picture:
Description:	Description:	Description:
Quote:	Quote:	Quote:
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Character Connections: Going Further

**Directions:** Now, answer the following questions for each relationship listed below to get you thinking about the deeper aspects of each relationship (don't simply write a fact):

How are the two characters alike? How are they different?

How do the two characters feel about one another?

Are either of the characters interfering with the other's goals or helping them achieve them? How?

What does each character admire most about the other?

What does each character dislike most about the other?

**Character One & Character Two:**

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**Character One & Character Three:**

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**Character Two & Character Three:**

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**CHARACTER CONNECTIONS RUBRIC****STUDENT NAME:** \_\_\_\_\_

<b>Following Directions</b>	<b>Going Further: Character One &amp; Two</b>	<b>Going Further: Character One &amp; Three</b>	<b>Going Further: Character Two &amp; Three</b>	<b>Professional Appearance</b>
Student completed all aspects of the first activity – a picture, description, and quote were all included and thoughtfully done.	Student answers questions thoughtfully and thoroughly, paying close attention to the relationship between the two characters.	Student answers questions thoughtfully and thoroughly, paying close attention to the relationship between the two characters.	Student answers questions thoughtfully and thoroughly, paying close attention to the relationship between the two characters.	Responses must be written neatly in cursive, indented, and include proper spelling, punctuation, and grammar.
<b>Point Value:</b>	<b>Point Value:</b>	<b>Point Value:</b>	<b>Point Value:</b>	<b>Point Value:</b>

**TEACHER COMMENTS / FEEDBACK:****Total Score:****TRANSITION WORDS / PHRASES TO HELP YOU WRITE MORE:**

- In addition,
- On the other hand,
- For example,
- Similarly,
- Even though,
- Furthermore,
- Most important,
- Above all,