

# CKS 7th Grade SUMMER READING & WRITING

## Hoot by Carl Hiaasen



- MUST read
- Read/reread close to the start of school
- Collaborative unit with science

## U-Pick a Book



Choose a book → Read it → Enjoy it  
Focus on the characters!  
Who do they remind you of?  
Take notes. Write.



- ❖ Compare and contrast characters
- ❖ Use textual evidence
- ❖ 6 Traits of Writing

## Don't Stop Reading



Keep reading to earn bonus points,  
out of uniform passes, and prizes!!

CKS Incoming 7th Grade Summer Reading & Writing Assignments! Reference the [2020-21 Incoming Seventh Graders Letter](#) for complete details. Remember to keep track of additional books for prizes!. Questions? Email me - [sclements@ckslex.org](mailto:sclements@ckslex.org).





May 26, 2020

Dear Students and Parents of Incoming Seventh Graders:

Today, I met with the incoming seventh grade class about summer reading. During our time together, I discussed the basics of this letter with them. Please review the following and respond by sending an email to [sclements@ckslex.org](mailto:sclements@ckslex.org) to acknowledge receipt of this information.

1. **All students MUST have read *Hoot* by Carl Hiaasen for the first day of school.** Students are responsible for obtaining their own copy of the book. The book will be the immediate focus at the beginning of 7th grade, so students should **read or reread** it close to the start of school. Assignments for Language Arts will include writing activities, a reading comprehension test, reading nonfiction and informational paired texts as well as **collaborative activities with Ms. Leonard in Science**. The unit will culminate with a cross curricular project between Language Arts and Science.
2. **Students should also have read a book of their choice for the first day of school.** My philosophy about summer reading aligns with the following statement. It provides “Time to read books of their own choosing, for their own purposes, and without having to prove that comprehension has occurred remains significant in the ongoing development of readers.” (Johnson and Giorgis, 2002). This does not in any way minimize the significance of reading comprehension; on the other hand it does provide an **opportunity for students to read without stress and for enjoyment** with the goal of fostering a **love** for reading all kinds of text.

A **writing assignment** will accompany the book of choice and will be *due 1 week after school starts*. If students would like to complete the writing assignment over the summer, they may *type and print or handwrite* the assignment to turn in the first day of school. An *electronic turn in on Google Classroom* will be provided the first week of school for students who would like to submit the assignment digitally. The writing assignment focuses on **comparing and contrasting characters and using textual evidence**. Additionally, the writing assignment provides me with a baseline for the **6 Traits of Writing**. I recommend taking notes while you read, so that you can quickly reference the character traits and evidence to support the traits. My favorite strategy when reading a paper book is post-it notes, and when reading an e-book is to use comments and/or the highlight features. The details of the writing assignment will be emailed separately.



3. **Students who read a total of three more books over the summer (for a total of five including *Hoot* and the book of choice) will receive a non-uniform pass and THREE bonus points in literature for the first trimester.** Please verify the books read on the attached form. Students should bring this form with them on the first day of school. Handwritten notes from parents are also acceptable if the form is misplaced.
  
4. **Build My Library!** My classroom library is always in need of some nurturing! If you have any books you would like to donate, please hold on to them and bring them in the first week of school to earn a **non-uniform pass**.

Seventh grade is a year of change with an emphasis on cognitive and physical growth. You will continue to be amazed by how much your child learns, how the way they process information begins to evolve, and how much taller they will be by May 2021!! I am looking forward to getting to know all of you as the school year unfolds! May you be blessed with an enjoyable and renewing summer.

Sincerely,

*Sarah Clements*

Mrs. Sarah Clements  
7<sup>th</sup> Grade Language Arts and Religion Teacher

Attachments:  
Summer Reading Bonus Book Tracker



## Summer Reading Bonus Book Tracker

Students who read three **ADDITIONAL** books over the summer (for total of five including Hoot and the book of choice) will receive a non-uniform pass and **THREE bonus** points in Literature!!!

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

**Title of Book**

**Parent Signature/Verification**

1. Hoot

2. Book of choice - \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

CONGRATULATIONS!! YOU HAVE EARNED 3 BONUS POINTS!!  
KEEP READING FOR SURPRISE PRIZES!

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_



**Christ the King School**

CHARACTER  KNOWLEDGE  SPIRIT

*Living the Faith*

# SUMMER READING

## Book of Choice - Writing Assignment

### OVERVIEW

Write a 4 paragraph essay comparing **AND** contrasting one of the main characters from your *book of choice* with a real person you know **OR** with a fictional character. The fictional character may be from another book, TV program, or movie.

### REQUIREMENTS

- Describe at **2** traits the characters share (compare) and describe at least **2** traits that make the characters different (contrast). **Character traits<sup>1</sup> (see page 3 for a complete list of traits) must be included in your response.**
- The traits of the book's main character **must be supported by textual evidence<sup>2</sup>** and correctly punctuated with quotation marks and page numbers. For example, if you describe the character as kind then textual evidence/examples from your book of the character being kind must be in your response.
- You must also include details and examples of the other real person or fictional character to support your response. For example, if you identify the book's main character as kind and compare him or her to one of your parents then write about a time that your parent was kind.
- Your response must be a minimum of **four (4) paragraphs** (an introduction, at least one paragraph to compare, at least one paragraph to contrast and a conclusion) and should not exceed one (1) page.

### DETAILS AND IMPORTANT INFORMATION

1. See page 3 for a list of **sample character traits**. Use these or similar terms when describing your characters.
2. Use **quotation marks and the page number** to cite textual evidence.
3. The assignment may be completed **electronically OR hand written**.
4. The assignment is due at the beginning of class on **Wednesday, August 19**.

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

## **SCORING GUIDE\* - 30 Points**

Characters Compared (1 from book with 1 other)	1	2	3	4	5
Characters Contrasted (1 from book with 1 other)	1	2	3	4	5
Character Traits in explanation (2 traits compared and 2 traits contrasted)	1	2	3	4	5
Textual Evidence cited to support book character (quotation marks and page #)	1	2	3	4	5
Examples provided to support other character	1	2	3	4	5
4 Paragraphs and does not exceed 1 page	1	2	3	4	5

\*I will provide feedback about the use of the 6 Traits, but it will not be calculated into your grade.

# Sample Character Traits

able	dependable	ignorant	rowdy
active	depressed	imaginative	rude
adventurous	determined	impatient	sad
affectionate	discouraged	impolite	safe
afraid	dishonest	inconsiderate	satisfied
alert	disrespectful	independent	scared
ambitious	doubtful	industrious	secretive
angry	dull	innocent	selfish
annoyed	dutiful	intelligent	serious
anxious	eager	jealous	sharp
apologetic	easygoing	kindly	short
arrogant	efficient	lazy	shy
attentive	embarrassed	leader	silly
average	encouraging	lively	skillful
bad	energetic	lonely	sly
blue	evil	loving	smart
bold	excited	loyal	sneaky
bored	expert	lucky	sorry
bossy	fair	mature	spoiled
brainy	faithful	mean	stingy
brave	fearless	messy	strange
bright	fierce	miserable	strict
brilliant	foolish	mysterious	stubborn
busy	fortunate	naughty	sweet
calm	foul	nervous	talented
careful	fresh	nice	tall
careless	friendly	noisy	thankful
cautious	frustrated	obedient	thoughtful
charming	funny	obnoxious	thoughtless
cheerful	gentle	old	tired
childish	giving	peaceful	tolerant
clever	glamorous	picky	touchy
clumsy	gloomy	pleasant	trusting
coarse	good	polite	trustworthy
concerned	graceful	poor	unfriendly
confident	grateful	popular	unhappy
confused	greedy	positive	upset
considerate	grouchy	precise	useful
cooperative	grumpy	proper	warm
courageous	guilty	proud	weak
cowardly	happy	quick	wicked
cross	harsh	quiet	wise
cruel	hateful	rational	worried
curious	healthy	reliable	wrong
dangerous	helpful	religious	young
daring	honest	responsible	
dark	hopeful	restless	
decisive	hopeless	rich	
demanding	humorous	rough	