Congratulations and welcome to ELA Pre-AP! One of the first requirements for all 6th, 7th, and 8th grade students enrolled in ELA Pre-AP is the completion of the summer reading prior to the first day of school. Below is the list of books to choose from for each grade level. Books chosen are to be purchased or checked out at the public library. The summer reading requirements set a foundation of rigor and expectation for all Pre-AP students, which allows for rich discussion and enrichment the first couple of weeks in their ELA classes.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Books</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6th grade</strong></td>
<td>*Book Companion- see attached</td>
</tr>
<tr>
<td></td>
<td>● DePrau, Jeanne. <em>City of Ember</em></td>
</tr>
<tr>
<td><strong>7th grade</strong></td>
<td>*Book Mosaic- see attached</td>
</tr>
</tbody>
</table>
|         | ● Peters, Julie Ann. *Define Normal*  
|         | ● O’Brien, Robert. *Z for Zachariah*  
|         | ● Shusterman, Neal. *The Schwa Was Here* |
| **8th grade** | *Dialectical Journals- see attached |
|         | ● Dashner, James. *The Scorch Trials*  
|         | ● Goldman, William. *The Princess Bride*  
|         | ● Pearson, Mary E. *The Adoration of Jenna Fox* |
Congratulations on being selected for Pre-AP ELA for the upcoming school year! Your summer reading project consists of you reading the novel and filling out this companion during and/or after reading your novel. Either type and print or handwrite your observations on whatever type of paper you wish. As long as you follow the directions below, you may be creative with the product you make to represent the information below. This companion will be turned into your Pre-AP ELA teacher during the first week of school.

**Fiction Novel Connection Activity**

*Directions: You will complete part one and two for the *City of Ember* by Jeanne DuPrau*

1.) **Character Descriptions**

For each character, write a description of their physical features, and how they are important to the story. For major characters you will probably write at least one paragraph about them. For minor characters, you may write only one or two sentences.

Make sure you label who the protagonist and antagonist are in the story (if you aren’t familiar with these terms, look them up in the dictionary).

2.) **Summary Timeline:**

*Directions for this section: Create a timeline of 10 or more important events that take place in the novel. Write at least one sentence for each event, and include a picture or symbol to represent that event. These events should be placed on the timeline in chronological order.*
7th grade Pre-AP ELA Summer Reading Book Mosaic
The project is a major grade worth 60%.

Directions: You are going to create a mosaic of ideas, quotes, thoughts, etc. about your novel. Your mosaic will contain 12 squares. Using a ruler and pen/Marker, divide a piece of cardstock, printer paper, or construction paper into 12 squares. DO NOT FOLD UP THE PAPER TO GET THE SQUARES. Your paper should not be any larger than 11"X17" and not smaller than 8.5"X11". You will be evaluated on depth of thought, neatness, creativity, spelling/grammar, and following instructions. We NEVER use pencil on projects or major assignments. Some students choose to type the information for the boxes and paste the information into the boxes.

<table>
<thead>
<tr>
<th>Title and Author of Book</th>
<th>One word that best describes the main character.</th>
<th>Text evidence in MLA format that reinforces the word you chose for your main character.</th>
<th>Picture of something that reminds you of your main character with an explanation of why it reminds you of the character—-you may draw, cut from magazines, or use clip art.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall theme of the novel with an explanation.</td>
<td>Piece of text evidence in MLA format that paints a sensory picture (imagery) in your mind and which sense it is appealing to.</td>
<td>Identify a conflict in the novel and explain how the conflict is resolved.</td>
<td>Describe the setting of your novel. Include at least three pieces of text evidence to reinforce your description. Text evidence should be in MLA format.</td>
</tr>
<tr>
<td>Figurative Language...text evidence in MLA format that shows either a simile, metaphor, hyperbole, personification, etc. Label the figurative language and explain its effect on that section of the novel.</td>
<td>Unfamiliar Word ~ quote the sentence in MLA format, underline the word. Write the definition for the word.</td>
<td>Personal connection ~ How do you connect to the novel? Explain.</td>
<td>Evaluation of the novel ~ What did you think? Would you recommend the novel to a friend? What type of person would read this novel? Explain.</td>
</tr>
</tbody>
</table>

Example of MLA format: "The quick, brown fox jumped over the fence" (56).
(notice that sentence punctuation is outside the parenthesis)
8th grade

DIALECTICAL JOURNALS

The term “Dialectic” means “the art or practice of arriving at the truth by using conversation involving question and answer.” Think of your dialectical journal as a series of conversations between you and the text.

PROCEDURE:

● As you read, choose passages that stand out to you and record them in the left-hand column of a T-chart. (quotes should be in correct MLA format)
● In the right column, write your response to the text (ideas/insights, questions, reflections, and comments on each passage)
● Label your responses using the following codes:
  ○ (Q) Question – ask about something in the passage that is unclear
  ○ (C) Connect – make a connection to your life, the world, or another text
  ○ (P) Predict – anticipate what will occur based on what’s in the passage
  ○ (CL) Clarify – answer earlier questions or confirm/disaffirm a prediction
  ○ (R) Reflect – think deeply about what the passage means in a broad sense – not just to the characters in the story. What conclusions can you draw about the world, about human nature, or just the way things work?
  ○ (E) Evaluate - make a judgment about the character(s), their actions, or what the author is trying to say
● Complete 15 journal entries.

Sample Dialectical Journal entry: THE THINGS THEY CARRIED by Tim O’Brien

<table>
<thead>
<tr>
<th>Text</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>“-they carried like freight trains; they carried it on their backs and shoulders-and for all the ambiguities of Vietnam, all the mysteries and unknowns, there was at least the single abiding certainty that they would never be at a loss for things to carry” (2).</td>
<td>O’Brien chooses to end the first section of the novel with this sentence. He provides excellent visual details of what each soldier in Vietnam would carry for day-to-day fighting. He makes you feel the physical weight of what soldiers have to carry for simple survival. When you combine the emotional weight of loved ones at home, the fear of death, and the responsibility for the men you fight with, with this physical weight, you start to understand what soldiers in Vietnam dealt with every day. This quote sums up the confusion that the men felt about the reasons they were fighting the war, and how they clung to the only certainty - things they had to carry - in a confusing world where normal rules were suspended.</td>
</tr>
</tbody>
</table>
Choosing Passages from the Text:
Look for quotes that seem significant, powerful, thought provoking or puzzling. For example, you might record:

- Effective &/or creative use of literary devices
- Passages that remind you of your own life or something you’ve seen before
- Structural shifts or turns in the plot
- A passage that makes you realize something you hadn’t seen before
- Examples of patterns: recurring images, ideas, colors, symbols or motifs.
- Passages with confusing language or unfamiliar vocabulary
- Events you find surprising or confusing
- Passages that illustrate a particular character or setting

Responding to the Text:
You can respond to the text in a variety of ways. The most important thing to remember is that your observations should be specific and detailed. You can write as much as you want for each entry.

Basic Responses
- Raise questions about the beliefs and values implied in the text
- Give your personal reactions to the passage
- Discuss the words, ideas, or actions of the author or character(s)
- Tell what it reminds you of from your own experiences
- Write about what it makes you think or feel
- Agree or disagree with a character or the author

Sample Sentence Starters:
I really don’t understand this because…
I really dislike/like this idea because…
I think the author is trying to say that…
This passage reminds me of a time in my life when…
If I were (name of character) at this point I would…
This part doesn’t make sense because…
This character reminds me of (name of person) because…

Higher Level Responses
- Analyze the text for use of literary devices (tone, structure, style, imagery)
- Make connections between different characters or events in the text
- Make connections to a different text (or film, song, etc…)
- Discuss the words, ideas, or actions of the author or character(s)
- Consider an event or description from the perspective of a different character
- Analyze a passage and its relationship to the story as a whole