Over the summer, you will want to continue to read literature to maintain and strengthen literacy skills. Attached are some activities you can complete to help you capture your understandings. Bring any completed activities to your new teacher in the fall.

Your work this summer will review the standards from grade 7th Language Arts.

Grade 7: RL Standards

- **RL1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- **RL3** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- **RL4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- **RL5** Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- **RL6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- **RL7** Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
- **RL9** Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
Hereford Middle School
June 1, 2019- October 1, 2019

The Summer Reading Program at Hereford Middle School is designed to allow students opportunities for choice. We allow students to choose from multiple text options and to choose from a variety of activities. These activities will help students review skills taught during the 2018-2019 academic year so they are better prepared for the new year.

We require students who participate to read TWO books and complete a minimum of TWO activities PER BOOK. Each year we encourage students to choose one text from the Black Eyed Susan Book List. The second title can be a book from that list or a new book that is appropriate for their grade level.

PARENT NOTE: WE encourage parents to select a book with their child to read this summer. Some books have content or themes that are not suitable for all audiences. Please be involved in the book choices. We have offered multiple text choices, so if you think one text isn’t a “great fit” for your child, feel free to substitute another option.

The “Strive for 25” suggested book list has been uploaded with multiple, high quality texts from which to choose. Other Middle School text options have been linked as well. Parents and students can select a book for their reading abilities, interests, etc. from these lists or make a different age appropriate selection.

After completing the reading, students can go to the Hereford Middle School website. The Summer Reading section has documents for each grade level. Students activities review skills learned in the 2018-2019 academic school year. This refresher will be beneficial for all students who choose to participate. Once you are in the site, you can examine the packet directions and the 9 different options for responses. This year we are recommending that all students PRINT HARD COPIES of the activity packet.

Students read TWO books

Complete FOUR skill review activities

Submit the hard copies to the 2019-2020 Language Arts teacher by October 1.

Students have between June 1 and October 1 to complete their Summer Reading work.

After October 1, 2019 no new student work will be accepted.

Any questions or problems should be directed to:

ksteinwedel@bcps.org

Happy Reading!

Kathryn A. Steinwedel

Hereford Middle School Language Arts Department Chair
Using the internet or print materials, conduct research on the author of the novel you have read. Look for important details relating to the author’s life such as hobbies, beliefs, and experiences in childhood and adulthood. In the box, below list 5 facts about your author that you think help shape him/her as an author.

1. 
2. 
3. 
4. 
5.

Make the connections:

Answer one of the following questions. Circle the question you are responding to. If you need more space, use a sheet of lined paper to finish your response.

1. What aspects of the author’s personal life are shown in the book? Explain.
2. Are the author’s beliefs reflected in the story? Explain.
3. What are the author’s major concerns about life? Are they shown in the story? Explain.

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Think about the novel you have just read. Identify the theme or central message of the novel. Record the theme in the space provided below.

Theme:

The theme is developed over the course of a novel. Identify 3 points in the novel where the theme was developed. Create a storyboard that reflects these three points in the novel. Your storyboard should include pictures and captions explaining each picture.

Theme Storyboard
RL2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

Title: 
Author: 

Hey, What's the Idea?

Explain how each point illustrated in your storyboard helped to develop the novel's theme.
Imagine you are going to act out a favorite scene from the text read. To prepare, answer the following question.

1. What motivates your character and how does the setting of the story or drama help to motivate the character? Explain using details from the text.

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1. Think about your character’s background (past experiences). Explain anything from his/her past that influences how your character is acting in the scene?

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1. What is one aspect of your character’s personality that you think he/she should change and why? How would the setting of the scene change?

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RL4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

In the novel you have read, identify 3 examples where the author uses some form of **figurative language**. For each example, provide the information required in the chart below.

<table>
<thead>
<tr>
<th>Figurative Language Example from Novel</th>
<th>Chapter &amp; Page Number</th>
<th>Type of Figurative Language (e.g. simile, metaphor, hyperbole, personification, etc.)</th>
<th>Meaning</th>
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</tbody>
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Choose one of the examples above. Explain how the author’s use of figurative language impacted the text’s meaning or tone. If needed, use an additional sheet to complete your response.

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Title of book:  
Author:
Imagine you have a chance to obtain a job as a song writer. First, pick a song whose lyrics you admire. Analyze the use of rhythm and rhyme in those lyrics. Explain what you learned about the rhythm and rhyme in a letter to the record label producer.

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Then, use a similar rhythm or rhyme to write a song.

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Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

Read a drama (play) of your choice. Explain how the drama’s structure contributes to its meaning.

Title of book: __________________________
Author: ________________________________
RL6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

6A: Read a novel that has also been adapted as a movie. Describe how the author develops the point of view of two different characters in the text.

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6B: Watch the film version of the novel. Compare how the author of the novel develops the point of view of the main character with how the director of the film develops the point of view of that same character.

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RL7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

Title of book:
Author:

Movie Adaptations of Novels

Read a novel that has also been adapted as a movie. After reading the book, watch the film version of the novel. Then complete the Be A Critic activity.

BE A CRITIC

Choose 3 story events from the novel that are also featured in the film adaptation. In the chart, describe the film's use of lighting, sound, color, camera focus and/or camera angles for each story event. Then, answer the question that follows.

<table>
<thead>
<tr>
<th>Event from Novel</th>
<th>Describe the lighting used for this event in the film version</th>
<th>Describe the sounds or music that accompanies this event in the film version.</th>
<th>Describe the primary colors used for this event in the film version.</th>
<th>Describe the camera focus and angles used for this event in the film version.</th>
</tr>
</thead>
</table>
RL7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

Now, be a critic. Write a movie review of the film adaptation of your selected novel. Based on your analysis of the techniques used in the film adaptation, evaluate the film maker’s telling of the story. Would you recommend the film to someone who has read the novel?

Movie Review of ________________________________

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**RL9** Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Title of book:  
Author:  

Read a work of historical fiction. Take note of the novel’s setting and plot. Then, read a nonfiction text that gives a historical account of the same time period. Did the author of the novel accurately portray the time period?

<table>
<thead>
<tr>
<th>NOVEL</th>
<th></th>
<th>NONFICTION TEXT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Details of the Setting (time and place)</td>
<td></td>
<td>Details of the Setting (time and place)</td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Details of the Plot (sequence of events)</td>
<td></td>
<td>Events of time period</td>
</tr>
</tbody>
</table>
RL9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Title of book: ___________________________
Author: ________________________________

Did the author of the novel accurately portray the time period? Use details from the novel and nonfiction text to support your evaluation.

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