HARDYSTON MIDDLE SCHOOL
7TH GRADE SUMMER PACKET

7th GRADE SUMMER WRITING ASSIGNMENT

DIRECTIONS:
First, you will complete the following writing task as a part of your summer packet.

WRITING SITUATION:
Educational researchers claim that student learning will improve if all students continue utilizing their reading, writing and math skills over the summer. Based on the researcher's findings, students in your school have been asked to complete a summer packet that will review math and language arts skills in preparation for the next grade level.

WRITING TASK:
Write an essay either supporting or opposing the claim that student learning will improve in your school if everyone MUST complete the summer packet. Use your knowledge and your own experience or observation to develop your essay. Use reason, facts, examples and/or other evidence to support your position.

CHECKLIST:
- ✓ This essay must include an opening paragraph, three body paragraphs and a closing paragraph
- ✓ Include an attention grabber in your introduction
- ✓ Utilize transitions in between new ideas and paragraphs – example: first, next, last, also, in addition, etc.
- ✓ Incorporate three literary devices into your writing – example: simile, metaphor, personification, hyperbole, alliteration, etc.
- ✓ Please check your grammar, usage, mechanics and spelling
- ✓ This essay must be typed

IF THIS ESSAY IS TURNED IN ON THE FIRST DAY OF SCHOOL, YOU WILL RECEIVE 5 PTS. EXTRA CREDIT IN LANGUAGE ARTS FOR THE FIRST MARKING PERIOD! PLEASE BE AWARE THAT THIS ASSIGNMENT WILL BE AVERAGED IN WITH YOUR FIRST MARKING PERIOD GRADE EVEN IF YOU DO NOT TURN IT IN ON THE FIRST DAY OF SCHOOL!

<p style="text-align: center;">**7TH GRADE SUMMER READING ASSIGNMENT**</p>

DIRECTIONS:

- ✓ In addition to summer writing, you will also choose a great book to read! Pick **one** from the following list:
  - ❖ *A Girl Named Disaster*, Nancy Farmer
  - ❖ *Call it Courage*, Armstrong Sperry
  - ❖ *Dune*, Frank Herbert
  - ❖ *Ender's Game,* Orson Scott Card
  - ❖ *Eva,* Peter Dickinson
  - ❖ *Far North*, Will Hobbs
  - ❖ *Jesse*, Gary Soto
  - ❖ *Lizzie Bright and the Buckminster Boy*, Gary D. Schmidt
  - ❖ *North to Freedom*, Anne S. Holm
  - ❖ *The Ear, the Eye, and the Arm*, Nancy Farmer
  - ❖ *The House of the Scorpion*, Nancy Farmer
  - ❖ *The Midwife's Apprentice*, Karen Cushman
  - ❖ *The War of the Worlds*, H. G. Wells
  - ❖ *Touching Spirit Bear*, Ben Mikaelsen

- ✓ As you read the book, fill in the plot diagram with information from your book. Remember – PLOT is defined as the sequence of events in a story.

  - ➢ ***EXPOSITION***: Include a brief description of the setting, the main conflict and the characters of the story.
  - ➢ ***RISING ACTION***: These are the events that build suspense and lead to the climax of the story. In your own words, describe **two** rising action events and record them on your plot diagram.
  - ➢ ***CLIMAX***: This is the turning point of the story (also known as the point of highest interest). Briefly describe the climax and note it on your plot diagram.
  - ➢ ***FALLING ACTION***: These are the events that occur after the climax. It is where all the loose ends of the story are tied up. This is also where you will see change in the characters affected by the solving of the main conflict. Include **two** falling action events on your plot diagram.
  - ➢ ***RESOLUTION***: This is when the problem of the story is resolved or worked out. This occurs after the falling action and is typically where the story ends. Briefly describe the resolution of the story.

    - ✓ This plot diagram will be turned in the first week of school AND graded!

<p style="text-align: center;">Enjoy ☺</p>

Plot Diagram for _____

Climax:

2. _____

_____

_____

_____

1. _____

_____

_____

_____

_____

Rising Action

3. _____

_____

Falling Action

4. _____

Resolution:

Exposition

Protagonist:

Antagonist:

Setting – Time:

Setting – Place:

Central Conflict:

NAME