

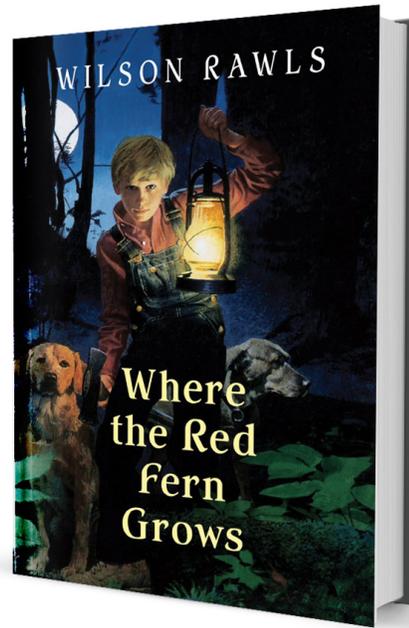
# ACA Summer Reading: 7th Grade

## Required Selection:

*Where the Red Fern Grows* by Wilson Rawls

*Where the Red Fern Grows* is a 1961 children's novel by Wilson Rawls about a boy who buys and trains two Redbone Coonhound hunting dogs. Billy has long dreamt of owning not one, but two dogs. So when he's finally able to save up enough money for two pups to call his own—Old Dan and Little Ann—he's ecstatic. It's true that times are tough, but together they'll roam the hills of the Ozarks.

Soon Billy and his hounds become the finest hunting team in the valley. Stories of their great achievements spread throughout the region, and the combination of Old Dan's brawn, Little Ann's brains, and Billy's sheer will seems unbeatable. But tragedy awaits these determined hunters—now friends—and Billy learns that hope can grow out of despair.



Please purchase a copy of *Where the Red Fern Grows*. This book is available through Barnes and Noble and other sources. **You will need to have your own hard copy for annotating.** This document includes the assignments you will need to complete along with the summer reading. We encourage you to start your seventh-grade year off strong!

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### 2-Part Assignment Due Date

- Students are required to bring their books and typed assignments to class on the second day of school, **Friday, August 11**
- Any student who is **absent** on this day will be required to submit **a hard copy the day he or she returns to school**

### Comprehensive Reading Test

- Students will be tested on the reading on **Wednesday, August 16**

### Part 1: ANNOTATION

In higher-level learning, you are encouraged to practice and skillfully master the art of avid note-taking. As you read the summer novel, annotate the text. Annotating can be completed through underlining, highlighting, and note taking within the margins. However, simply highlighting and underlining is not enough. I will be looking for evidence that the book was read in its entirety and that you understood the book. Reading is thinking; through annotating, you reflect on your own metacognition—that is to say, you *think* about your thinking.

#### Things to look for:

- Important plot events
- Setting
- Conflicts (internal and external)
- Foreshadow
- Characterization
- Mood
- Flashback
- Passages that describe or reveal characteristics
- Imagery
- Symbolism
- Themes
- Figurative language (such as similes, metaphors, personification)
- Your thoughts, analysis, and opinion of the writing and the plot

Continued

**DO NOT MARK** for the sake of marking. Annotating should make essay writing easier because you have front loaded all your thinking. Consider the difference in these examples:

- Bad example: "Wow. So cool."
- **Good example:** "That's a bold move. Until now, he seemed cowardly."
- Bad example: "What does this word mean?"
- **Good example:** "Capricious: prone to making sudden changes." Same as unpredictable?
- Bad example: "Lol."
- **Good example:** "It's funny to picture someone screaming in high-tiered vocabulary."

### Annotation Scoring Rubric

60%	60-69%	70-79%	80-89%	90-100%
<ul style="list-style-type: none"> <li>• Simple highlighting or identification is present throughout the <u>entire</u> book</li> <li>• Observations lack purpose and/or variety.</li> </ul>	<ul style="list-style-type: none"> <li>• Highlighting or underlining, while intentional, is not accompanied by commentary.</li> <li>• The reader did <b>not analyze</b> the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Lots of highlighting and underlining, but noted commentary is infrequent; many pages are empty.</li> <li>• Annotations show comprehension but <b>not analysis</b>.</li> <li>• Annotations offer some variety.</li> </ul>	<ul style="list-style-type: none"> <li>• Annotations are above the average.</li> <li>• There are notes on every other page.</li> <li>• Annotations show comprehension and <b>analysis</b>.</li> <li>• Annotations vary in content.</li> </ul>	<ul style="list-style-type: none"> <li>• Annotations are among the best in the class.</li> <li>• There are multiple annotations on <b>each</b> page.</li> <li>• Annotations are <b>analytical and unique</b>.</li> <li>• Annotations vary in content.</li> </ul>

### Part 2: WRITING

**For this section you will be required to complete three different writing assignments for the novel. All assignments should be typed out in Times New Roman, 12 point font.**

1. **Point of View:** In literature, point of view refers to how a writer chooses to narrate a story. A writer can choose to tell a story through a narrator or from the point of view of one of the characters in the story. Changing the point of view helps readers to see the actions of the different characters and the complicated feelings behind them. Choose **two** events from the story and explain how two different characters experienced the same event. You should have at least two paragraphs per event. One paragraph from one character and the second paragraph from the other character.
2. **Chapter Titles:** The chapters in this novel do not have titles. Number your paper from 1 to 20 and create a title for each chapter based on what the characters experience and lessons learned in the novel.
3. **Text-to-Text Connections:** Choose a poem that connects to the novel either through theme, character, setting, conflict, or symbolism. Bring the poem to class and be prepared to discuss how and why it is connected to the novel.

Possible Sources for poem-

[www.poets.org](http://www.poets.org)

[www.middleschoolpoetry180.wordpress.com](http://www.middleschoolpoetry180.wordpress.com)

[www.poetry.com](http://www.poetry.com)

[www.poemhunter.com](http://www.poemhunter.com)

[www.poems.com](http://www.poems.com)

## PLAGIARISM POLICY

If any form of plagiarism is detected on the assignment(s) submitted, the assignment(s) will not receive FULL credit or ANY credit, at the discretion of the teacher and the school. Therefore, it is imperative to **cite any borrowed material and quotes that you choose to incorporate in your responses.**

Plagiarism is a very serious issue in the academic world. Sometimes labeled as “literary theft,” plagiarism is defined as follows:

*In an instructional setting, plagiarism occurs when a writer...uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or online, to manuscripts, and to the work of other student writers.*

- The Council of Writing Program Administrators, in affiliation with Purdue University's On-Line Writing Lab, <http://www.wpacouncil.org/node/9>

Plagiarism is the act of appropriating either the words or the ideas of any other writer without properly acknowledging the source of those words or ideas. It is cheating! God has given you increased potential to be in this class, and I would encourage you to learn how to tap into this potential throughout the school year.



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