

JSTEM
7th Grade Pre-AP/ TAG Summer Reading Information
Due: August 16, 2021

Dear Incoming 7th grade Pre-AP/GT English Parents and Students:

Welcome to Pre-AP/ TAG ELAR! I am so excited to meet all of you next year. Attached is your summer reading assignment. Please read through each handout very carefully and email one of the contact persons listed below if you have any questions. It is imperative that you allow yourself enough time to thoroughly read your chosen novel. The novel will also be used in class to do Literature Circles during the first weeks of school. Your signature on our roster for the welcoming meeting indicates your accountability to complete this assignment with complete honor.

I look forward to meeting you!

Sincerely,

Meghann Latimer

JSTEM 7th Grade ELAR Teacher

Campus/District Contacts	Teacher	Contact Information
JSTEM	Meghann Latimer	mlatimer@judsonisd.org

Novel Choices: Choose one of the 4 novels to read from the provided list

1. ***Isaac's Storm: A Man, a Time, and the Deadliest Hurricane in History*** by Erik Larson
2. ***The Secret of the Yellow Death – A true story of Medical Sleuthing*** By Suzanne Jurmain
3. ***Insignia*** by S.J.Kincaid
4. ***The Face on the Milk Carton*** by Caroline B. Cooney

**** book number 4 above is on the JISD approved reading list

Summary of the novels:

Isaac's Storm: A Man, a Time, and the Deadliest Hurricane in History

September 8, 1900, began innocently in the seaside town of Galveston, Texas. Even Isaac Cline, resident meteorologist for the U.S. Weather Bureau failed to grasp the true meaning of the strange deep-sea swells and peculiar winds that greeted the city that morning. Mere hours later, Galveston found itself submerged in a monster hurricane that completely destroyed the town and killed over six thousand people in what remains the greatest natural disaster in American history--and Isaac Cline found himself the victim of a devastating personal tragedy.

Using Cline's own telegrams, letters, and reports, the testimony of scores of survivors, and our latest understanding of the science of hurricanes, Erik Larson builds a chronicle of one man's heroic struggle and fatal miscalculation in the face of a storm of unimaginable magnitude. Riveting, powerful, and unbearably suspenseful, **Isaac's Storm** is the story of what can happen when human arrogance meets the great uncontrollable force of nature.

** Warning a lot of death and destruction noted in the book**

The Secret of the Yellow Death- A true story of Medical sleuthing

Red oozes from the patient's gums. He has a rushing headache and the whites of his eyes look like lemons. He will likely die within days.

Here is the true story of how four Americans and one Cuban tracked down a killer, one of the world's most vicious plagues: yellow fever. Set in fever-stricken Cuba, this book allows the reader to feel the heavy air, smell the stench of disease, hears the whine of mosquitoes biting human volunteers during the surreal experiments. Exploring themes of courage, cooperation, and the ethics of human experimentation, this gripping account is ultimately a story of the triumph of science.

Insignia

The earth is in the middle of WWII in *Insignia*, the first entry in S. J. Kincaid's fast-paced sci-fi adventure trilogy perfect for fans of *Ender's Game*.

The planet's natural resources are almost gone, and war is being fought to control the assets of the solar system. The enemy is winning. The salvation may be Tom Raines. Tom doesn't seem like a hero. He's a short fourteen-year-old with bad skin. But he has the virtual-reality gaming skills that make him a phenom behind the controls of the battle drones.

As a new member of the Intersolar Forces, Tom's life completely changes. Suddenly, he's someone important. He has new opportunities, friends, and a shot at having a girlfriend. But there's a price to pay. . . .

The Face on the Milk Carton

No one ever really paid close attention to the faces of the missing children on the milk cartons. But as Janie Johnson glanced at the face of the ordinary little girl with her hair in tight pigtails, wearing a dress with a narrow white collar—a three-year-old who had been kidnapped twelve years before from a shopping mall in New Jersey—she felt overcome with shock. She recognized that little girl—it was she. How could it possibly be true? Janie can't believe that her loving parents kidnapped her, but as she begins to piece things together, nothing makes sense. Something is terribly wrong. Are Mr. and Mrs. Johnson really her parents? And if not, who is Janie Johnson, and what really happened?

** warning contains a few mature scenes**

Annotation Instructions:

While reading the novel, you will be accountable for annotating. A student does this by following the provided key/legend, then writing questions, comments, and analysis in the margins of the novel.

You may also write your annotations in a composition book with corresponding page numbers. If you do annotations in your composition book, it will need to have the format of a T-chart: quote with page number on left; comment, explanation or question on right.

Part 1: AP Metacognitive Markers

Students must complete at least 3 different elements per chapter for credit.

**** If the chapter is less than 5 pages please combine chapters for markers**

The image provided below shows an example **color coding needed:**

Underline in Black if it answers:	Who/what/where/why
Highlight or underline in Pink if it answers:	Diction (dialogue) that furthers the plot
Highlight or underline in Yellow if it is :	Syntax (word choice) that furthers the plot
Highlight or underline in Green if it is :	Figurative language/ rhetorical devices
Highlight or underline in Blue if it is :	Tone
Highlight or underline in Purple if it is :	Characterization
Highlight or underline in Orange if it is :	Structure
Highlight or underline in Red if it is :	Theme or other abstract concepts

- I expect all to be represented somewhere in the book at least once

Part 2: Highlight literary elements (conflict)

Directions: Create a color-coded legend representing each type of conflict (internal or external). Students must complete at least 2 entries per chapter for credit. Identify examples of internal and external conflict throughout the novel and explain how this conflict helps to develop the meaning/theme of novel and contributes to the development of the plot.

***** If the chapter is less than 5 pages please combine chapters for conflict assignment**

Character Conflicts

Internal Conflict: struggle within the character (man vs. self and/or fate)

External Conflict: struggle character has with outside force (man vs. man, man vs. society, man vs. nature, and/or man vs. machine)

See the next page for the rubric

Metacognitive Markers and Literary Elements Grading Rubric for Annotations

	Level "A" (90-100 points)	Level "B" (80-89 points)	Level "C" (70-79 points)	Level "D" (50-69 points)
Thoroughness of Annotations	Student has 3 metacognitive markers and 2 highlighted literary elements (conflict) per chapter.	Student has only a total of 4 metacognitive markers and highlighted literary elements (conflict) per chapter or has stopped annotating in the last 10% of the book.	Student has only a total of 3 metacognitive markers and highlighted literary elements (conflict) per chapter or has stopped annotating in the last 25% of the book.	Student has only a total of 2 or less metacognitive markers and highlighted literary elements (conflict) per chapter or has stopped annotating in the last 50% of the book.
Highlighting Literary Elements	Highlighting identifies the type of conflict correctly and analysis clearly shows how the conflict contributes to the meaning/theme of the novel or the development of the plot.	Highlighting identifies the type of conflict correctly but analysis of how the conflict contributes to the meaning/theme of the novel or the development of the plot may be unclear at times.	Highlighting incorrectly identifies the type of conflict at times and analysis of how the conflict contributes to the meaning/theme of the novel or the development of the plot is vague or unclear.	Highlighting incorrectly identifies the type of conflict often and analysis of how the conflict contributes to the meaning/theme of the novel and the development of the plot is incorrect or nonexistent.
Metacognitive Markers	Comments and connections are thoughtful, insightful, and clearly explained. Most questions are thought-provoking and go beyond a literal interpretation of text.	Comments and connections are general at times or lack a clear explanation. Some questions are asked that go beyond a literal interpretation of text.	Comments and connections are mostly general and focus only on a surface level reading of text. Most questions focus on only a literal interpretation of text.	Questions and connections are vague and general or nonexistent.
Presentation	Neat, organized, follows directions	Neat and readable. Follows directions.	Some portions are hard to read. Some directions not followed	Annotations that are sloppy and difficult to read will not be counted.