

**SUMMER READING ASSIGNMENT**  
**7th Grade English**  
**Major Assignment Grade**

**DIRECTIONS:** Read *Echo* by Pam Muñoz Ryan and complete the activity below. **This project is independent and should be based solely upon your knowledge of the reading without the help of any outside source (including the internet).**

- (a) Upload assignment to your English Google Classroom (**Class Code: pdptff2**) by 11:59 PM on **Sunday, August 16th**. Late assignments will receive a late grade penalty.
- (b) Remember that a paragraph is 5-8 sentences in length.
- (c) You must be prepared to write a short in-class essay on the book on the second day of school. You may use your book, so please bring it with you on this day.

**ASSIGNMENT:**

**READER'S JOURNAL:**

In addition to reading the book, I encourage you to start the process of "talking to the text"—reflecting critically on what you read, asking questions about it, noting passages that interest or confuse you or stand out to you, and connecting what you read to your own life and what you know about the world. We will be spending the year developing this process, but for now you are just going to try a bit on your own. This is the kind of reading that you will use throughout middle, high school, and college, and that really makes what you read your own.

To practice this kind of thinking, you will be answering questions about your reading of *Echo*. You will write journal entries at **4 points** over the course of the book—at the **end of Part 1**, at the **end of Part 2**, at the **end of Part 3**, and at the **end of Part 4**. At each of the 4 points, choose **at least 3** of the following questions to answer (NOTE: Please try to cycle through the questions before using them again):

- What has been challenging for you so far? (Be specific.)
- Have you gotten stuck (i.e. the book is not holding your attention) at all? What have you done to get unstuck?
- What has been interesting for you so far?
- What things are you doing (re-reading, asking questions, talking to friends, predicting, drawing pictures, summarizing, taking notes, etc.) to help you understand the book?
- Is there anything you understand better now than you did earlier in the book?
- What are you noticing about the plot, characters, style, conflict(s), or theme? What are you wondering?

You will stop 4 times, and will answer at least 3 questions each time, which means you will answer 12 questions total. Make sure you title each journal entry each time you stop. ***Each question must produce at least one paragraph.***

\*\*\*\*\* **HONOR PLEDGE:** At the end of the journal, type the following **honor** pledge:

I pledge that I read (not skimmed) all of *Echo*. I pledge that I did not plagiarize any part of my assignment.

**If you do not include the honor pledge, I will subtract 10 points from the final grade.**

***Also, your work will be scanned through a plagiarism detection program. Since this assignment is purely your own writing, there should be no plagiarism detected. If you do plagiarize, you will not receive credit for the assignment.***

**Rubric:****Additional Requirements (you will receive 1 pt. for each of the following):**

- € Font: Use 12 pt. Times New Roman
- € Double-Space (make sure the *before* and *after* under the paragraph section are both at zero)
- € Indent each paragraph
- € MLA Heading on the first page only
- € Last name/page number in the upper right-hand corner header
- € Proper spelling, grammar, sentence structure, and punctuation.
- € A variety of sentence structure is used.
- € Proper length for each section.
- € The question being answered is listed before the answer is given.
- € Use of direct quotes and concrete details from the text to support writing.

***Cite a quote by placing the page number in parentheses after it. For example, "To be, or not to be: that is the question" (58).***

	<b>Exceeding: 10-9</b>	<b>Meeting: 8-7</b>	<b>Approaching: 6-5</b>	<b>Emerging: 4-0</b>
<b>Reader's Log: CONTENT</b>  <b>*10 pts per section</b>	Records many and varied specific ideas about reading process; gives in-depth answers to at least 3 questions. Varies questions answered for each entry and by what is important to reading at the point.	Records some specific ideas about reading process; answers at least 3 questions per entry, but may not vary the questions answered.	Records some general or vague ideas about reading process; answers some but not all of the recommended questions.	Records few ideas about reading process; answers few questions very briefly.
<b>Reader's Log: CONVENTIONS (Spelling, grammar, punctuation, etc.)</b>  <b>*10 pts total</b>	No or almost no errors in spelling, punctuation, and grammar.	Minimal errors in spelling, punctuation, and grammar; errors do not interfere with meaning.	Many errors in spelling, punctuation, and grammar; <b>or</b> errors interfere with meaning.	Excessive errors in spelling, punctuation, and grammar; <b>or</b> errors interfere with meaning in a major way.

Total \_\_\_\_\_ / 60 pts

**Sample "A" Journal Entry:**

What has been interesting for you so far?

I have found the relationship between the Jewish people and the Nazis to be very interesting. In the first chapter, Elie says, "The ghetto was ruled by neither German nor Jew; it was ruled by delusion" (12). A delusion is a false idea or belief, and the Jews of Sighet falsely thought the Nazis only wanted to contain them. Because they didn't think the Nazis would systematically kill them, they saw no reason to try to escape. I still wonder if some of them suspected the Nazis planned to kill them, and the truth was just too difficult and seemingly outlandish to accept, so they chose to ignore it as a coping mechanism. I think this quotation also points to how effective the Nazis were at keeping their plans as secretive as possible. Certainly the Jews would be much easier to control and transport if they weren't panicking and trying to flee. It is very interesting to realize that the Nazis had a distinct plan for exterminating the Jews while the Jews were unable to believe the gravity of their situation.

**Rationale:** *This student clearly answers the question and was able to quote something directly from the book, EVIDENCE, which backs her claims. Next, she analyzed why the quotation was important and what it revealed. The response is well-thought out and thorough.*