



MS 319 SUMMER VACATION PACKET-
LITERACY

7th

Name: _____

Class: _____



Directions: In preparation for your return to MS 319 for the 2019-2020 School Year, you are required to complete the Summer Vacation Packet. Completion of the packet involves the following steps:

Step	Did I complete this step?
1. Acquire a copy of the Summer Reading Book Title: Hatchet Author: Gary Paulsen	
2. Read the entire novel	
3. Complete the Extended Response Assignment	
4. Complete Comprehension Questions	
5. Study and internalize "Transitional Words" Sheet	

EXTENDED RESPONSE ASSIGNMENT

Hatchet tells the story of a boy's need to adapt and survive. How did Brian's character progress, change or develop over the course of the novel? In your response be sure to:

- **Paragraph 1:** Introduction
- **Paragraph 2:** Describe and explain **his character traits** at the beginning of the text
- **Paragraph 3:** Discuss the event(s) which changed him as a character
- **Paragraph 4:** Describe and explain his character traits at the end of the text
- **Paragraph 5:** Conclusion
- **ALL PARAGRAPHS:** Support your answer with specific evidence from the text (FOR EACH PARAGRAPH)

HINT: How do I identify a character's traits?

Think about:

- What does the character say?
- What does the character do?
- How does the character make others feel?
- How does the character react to others?
- What does the character "stand for"?

HINT: What are character traits?

Character traits are all the aspects of an individual's behavior (actions, statements, attitudes) that make up or help to define their personality.

Some examples are:

Honesty	Impulsive	Destructive
Kind	Adventurous	Positive
Loving	Negative	Selfish

You may plan your extended response here:

Mentor/ Exemplar Essay: Use this essay to guide the format and quality of your writing. We have indicated habits of a good writer for you to refer to and use while you write your own text.

Writer titles essay

Stories of Survival

Writer uses a "hook" to draw in his/her readers

"He's unbelievable- his work ethic. He's just a machine," said Brain Loeffler, the Loyola

University head swimming coach who also trains Snyder at the school's recreation center.

"You can't help but be inspired by him", Loeffler was talking about Brad Snyder. Snyder is a

blind swimmer who recently competed in the 2016 Paralympic Games. He overcame

adversity and disability---developing success through his tireless work ethic. Snyder,

despite his blindness, demanded to succeed and overcome. The amount of traumatic

experiences one may experience in life may be endless. People handle these experiences in

one of two ways. In one case, there are some people can just move on and just overcome

their obstacles. On the other hand, some people can never get over them, and still get

flashbacks every now and then.

In life, everyone faces difficult/ traumatic challenges. There are times that a

challenge is really easy to get over and shake off. This is proven by the text, "**Life after**

Japan's Tsunami is Difficult..." when it states: "*Akemi Solloway founded a charity group*

called Aid for Japan. It supports orphans of the tsunami." This evidence demonstrates that

even though Akemi, a tsunami survivor, lost his parents, he decided to move on and instead

help other people that are suffering from the same thing. Furthermore the text "**Not Just**

for the Gold: Paralympic Swimmer Wants to Help Others Aim High" states: "*He's not*

just thinking about keeping himself busy. Snyder hopes to be able to keep inspiring others to

Writer cites relevant text evidence and follows with explanation

Writer clearly informs readers about what " focus" of body paragraphs will be/ claim or counterclaim

Writer highlights vocabulary in blue. This includes academic vocabulary and transition words.

meet their own challenges with courage." This evidence shows that Snyder has moved on from his injury and wants to help others **overcome** their own challenges.

Conversely, some people can't get over traumatic challenges, and they're still stuck on what happened to them. This is also validated by the text, "**Life after Japan's Tsunami is Difficult...**" when it states: "*More than half of those still live in their hometowns...*" said Ichio Yamada. He works for the town's board of education. March 2nd, this year, is the fifth anniversary after the tsunami. "*The children feel very uneasy as the anniversary approaches and many of them have flashbacks.*" This evidence demonstrates that even 5 years after the tsunami, some kids still aren't over their parent's death---they still feel very uneasy living with the memories that surround them in their hometown. **Furthermore**, the same text states, "*After staying with relatives, Naho became sad and returned to live in Shimizu, She did not want to go back to school, and missed almost three years of classes*". This evidence demonstrates that after Naho's parents died, it affected her **drastically**---so much so that she missed school three entire years of school because of it. **Thus**, a person can see how sometimes people can't get over traumatic experiences.

Traumatic experiences can happen to anyone, and they're very unexpected. In my opinion, traumatic experiences affect how we grow, change and learn as a person. If you, for example, almost get hit by a car, in the future, you'll learn to look both ways when you cross the street and you'll be more careful. Conclusively, traumatic experiences can be possible to get over with time.

Conclusion effectively "wraps-up" essay.
Writer makes a connection or provides a real-life example

Writer cites relevant text evidence and follows with explanation

Reading Comprehension Questions: Answer questions 1-20 based on your reading of Hatchet

1. How does Brian break several ribs while lost in the wilderness? (from Chapters 3-4)
2. What does Brian do with the eggs an animal laid outside his shelter? (from Chapters 3-4)
3. What is the name of the stone Brian uses to make fire in the wilderness? (from Chapters 3-4)
4. What weapons does Brian make to catch fish? (from Chapters 3-4)
5. What makes Brian sick his first night in his shelter? (from Chapters 5-6)
6. Where did Brian learn about controlling a plane's airspeed? (from Chapters 5-6)
7. What is the 'secret'? (from Chapters 5-6)
8. Why is Brian Robeson on a bush plane? (from Chapters 5-6)
9. What kind of animal lays eggs near Brian's shelter? (from Chapters 7-8)
10. What animal comes into Brian's shelter on his first full night there? (from Chapters 7-8)
11. Who rescues Brian at the end of the novel? (from Chapters 9-10)

12. What does Brian want to get out of the plane when the tail surfaces in the lake? (from Chapters 9-10)
13. What happens to the hatchet while Brian is trying to make a hole in the plane's tail? (from Chapters 9-10)
14. What injury does Brian sustain in the crash? (from Chapters 7-8)
15. What causes the tail of the plane to suddenly surface in the lake?(from Chapters 9-10)
16. What does Brian find in the survival pack? (from Chapters 9-10)
17. What gift does Brian receive as he is preparing to board the plane?(from Chapters 13-14)
18. What does Brian first notice when the pilot begins to fall ill? (from Chapters 13-14)
19. Who gives Brian a brief lesson in flying? (from Chapters 13-14)
20. Why does Brian allow the plane to continue flying after the pilot dies? (from Chapters 13-14)

TRANSITIONAL WORDS: WAYS TO CONNECT THOUGHTS, IDEAS, CLAIMS AND SIGNAL CHANGE

FLUENCY ASSESSMENT:
Week of September 19

FIRST

- To begin with
- Initially
- Primarily
- In the first place
- To begin

BECAUSE

- As a result
- Hence
- Consequently
- Therefore
- For this reason

FLUENCY ASSESSMENT:
Week of October 10

FLUENCY ASSESSMENT:
Week of September 26

NEXT

- Accordingly
- Subsequently
- Then
- After that
- Secondly

DIFFERENT THAN

- Conversely
- On the contrary
- On the other hand
- Rather
- Although

FLUENCY ASSESSMENT:
Week of October 17

FLUENCY ASSESSMENT:
Week Of October 3

THEN

- After that
- Following this
- Later (on)
- Afterwards
- Next

IN CONCLUSION

- Finally
- To conclude
- In sum
- Ultimately
- In the end

FLUENCY ASSESSMENT:
Week of October 24

FLUENCY ASSESSMENT:
Week of October 31

IN ADDITION

- Likewise
- Furthermore
- Moreover
- As well
- Similarly

New York State Grades 6-8 Writing Evaluation Rubric

CRITERIA	CCLS	SCORE				
		4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0* Essays at this level:
CONTENT AND ANALYSIS: the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of topics or texts	W.2 R.1-9	—clearly introduce a topic in a manner that is compelling and follows logically from the task and purpose —demonstrate insightful analysis of the text(s)	— clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate analysis of the text(s)	—introduce a topic in a manner that follows generally from the task and purpose —demonstrate a literal comprehension of the text(s)	—introduce a topic in a manner that does not logically follow from the task and purpose —demonstrate little understanding of the text(s)	—demonstrate a lack of comprehension of the text(s) or task
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided texts to support analysis and reflection	W.9 R.1-9	—develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) —sustain the use of varied, relevant evidence	—develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s) —sustain the use of relevant evidence, with some lack of variety	—partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant —use relevant evidence with inconsistency	—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant	—provide no evidence or provide evidence that is completely irrelevant
COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 L.3 L.6	—exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning —establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice —provide a concluding statement or section that is compelling and follows clearly from the topic and information presented	—exhibit clear organization, with the use of appropriate transitions to create a unified whole —establish and maintain a formal style using precise language and domain-specific vocabulary —provide a concluding statement or section that follows from the topic and information presented	—exhibit some attempt at organization, with inconsistent use of transitions —establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary —provide a concluding statement or section that follows generally from the topic and information presented	—exhibit little attempt at organization, or attempts to organize are irrelevant to the task —lack a formal style, using language that is imprecise or inappropriate for the text(s) and task —provide a concluding statement or section that is illogical or unrelated to the topic and information presented	—exhibit no evidence of organization —use language that is predominantly incoherent or copied directly from the text(s) —do not provide a concluding statement or section
CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	—demonstrate grade-appropriate command of conventions, with few errors	—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	—demonstrate emerging command of conventions, with some errors that may hinder comprehension	—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	—are minimal, making assessment of conventions unreliable

