



The Queen City Academy Charter School
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Accredited by the Middle States Commissions on Elementary and Secondary School

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"The Queen City Academy Charter School will be a model Charter School demonstrating excellence. We will meet and exceed all performance standards."

All Parents of QCA Students

The Queen City Academy Charter School's English Language Arts and Literacy Department is excited to announce a revised Summer Reading Initiative for all students entering grades 4 through 8. This updated assignment plan will allow for your child to read a book or novel of relevance prior to entering the next grade so that they gain a familiarity with the genre, writing style, and literary devices they will encounter. Our goal is to keep students connected to reading habits and critical skills that were practiced throughout the school year.

For students entering grades 4-8, students will read a pre-selected text. Students will be assigned multiple copies of a specific graphic organizer which must be completed in its entirety.

Students will receive several grades when the new school year begins. These include grades for the graphic organizers and a grade for a quiz based on the novel. Students will be quizzed on the first day of school. The graphic organizers are due on the second day of school. Late assignments will not be accepted. Exceptions will not be made.

Plainfield Library may have copies of the books; please check at the Children's section downstairs.

Please contact me if you have any questions or concerns.

Mr. Garcia

English Language Arts Team Lead Teacher
The Queen City Academy Charter School
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Revised ELAL Summer Reading List and Assignment

Students entering 4th grade: Fourth Grade Rats by Jerry Spinelli

Students entering 5th grade: Powerless by Mathew Cody

Students entering 6th grade: The Skin I'm In by Sharon Flake

Students entering 7th grade: The Pact by Drs. Davis, Jenkins, Hunt and Lisa Frazier

Students entering 8th grade: Rocket Boys by Homer H. Hickman, Jr

Students will read the assigned novel for the grade they are entering and complete Character Analysis Organizers for 2-3 characters, two of which must include main characters.

Model

NAME _____ DATE _____
 CHARACTER ANALYSIS ORGANIZER FOR: The Grinch (MODEL)

For each box below, respond to character analysis questions 1-3 in phrases. Then UNDERLINE any items that are related. Finally, answer questions 4 and 5.

1. What do we know? OR, What can we safely infer?
2. How does it affect the character? (NOTE: No matter what we know, it affects the character.)
3. Why is it important? What does it reveal about his/her character?

Family background/Upbringing	How s/he is treated vs. how s/he wants to be treated
<ol style="list-style-type: none"> 1. We aren't told much about The Grinch's family; he seems not to have any family left. He is alone except for his little sidekick. <u>We can infer he didn't receive much love growing up because he seems very bitter and unhappy.</u> 2. At least in the beginning in the story, The Grinch is bitter and unhappy. 3. The Grinch's bitterness infects his behavior: <u>he seems not to be able to care about anyone else, so he plots to steal from the townspeople, to ruin their Christmas (possibly because he believes his Christmas will be lonely and unhappy, and he is lashing out).</u> 	<ol style="list-style-type: none"> 1. <u>The Grinch is alone except for his little sidekick, who simply obeys him (not having any other choice). It's not clear at the beginning of the story how he wants to be treated since he's not used to dealing with people, but later, the townspeople welcome him and treat him with the love he was missing.</u> 2. <u>Though at first alone, selfish, greedy, and bitter, The Grinch grows a bigger heart (literally and figuratively) as a result of how the townspeople treat one another and him. He becomes a happier person as a result of the way they treat him.</u> 3. <u>We learn that people—even those who seem mean and unhappy—can grow and change and become happier as a result of their interactions with other people.</u>
Work	Philosophies/Values
<ol style="list-style-type: none"> 1. There is no mention of The Grinch's work. If he does anything, we can infer that it is not too meaningful or helpful to others because he does not seem to care about other people—at least, at the beginning of the story. 2. Not having work he loves may be a factor in why The Grinch seems so unhappy at the beginning. 3. <u>Not having work he loves seems to poison The Grinch's character. Also, he does not know how to deal with other people constructively. He lacks people skills.</u> 	<ol style="list-style-type: none"> 1. At the beginning of the story, <u>The Grinch values material goods more than relationships with other people.</u> 2. The Grinch plans to steal the Christmas presents of the townspeople. 3. At least initially, The Grinch is selfish and greedy. Later, he learns a lesson and changes.

4. What ideas might this character represent?

First The Grinch represents greed, selfishness, and unhappiness. Then he represents growth and potential.

5. How does the writer use this character to convey a message or lesson?

Dr. Seuss uses The Grinch to show us that even people who seem mean or unhappy can grow and change and become happier as a result of their interactions with other people; we can all help one another become better, happier people.

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Family background/Upbringing	Schooling
1. 2. 3.	1. 2. 3.
How s/he is treated vs. how s/he wants to be treated	Philosophies/Values
1. 2. 3.	1. 2. 3.

Abilities/Talents	Work
1. 2. 3.	1. 2. 3.
Travel	Relationships
1. 2. 3.	1. 2. 3.

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<p>Family background/Upbringing</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p>Schooling</p> <p>1.</p> <p>2.</p> <p>3.</p>
<p>How s/he is treated vs. how s/he wants to be treated</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p>Philosophies/Values</p> <p>1.</p> <p>2.</p> <p>3.</p>

Abilities/Talents	Work
1.	1.
2.	2.
3.	3.
Travel	Relationships
1.	1.
2.	2.
3.	3.

4. What ideas might this character represent?

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