



## MARY WHITE OVINGTON PS/IS 30

Mrs. Carol Heeraman, Principal  
Mrs. Ama Willock, AP  
Mr. Zaher Idriss, AP  
Mrs. Calliope Athanasakos, AP



*Where LEADERS ROAR!*

*Respect, Opportunity, Acceptance, and Resilience*

### 2019 Summer Reading and Writing Project--- **Incoming 5th grade**

Dear Students and Parents,

Research shows that students who read over the summer do better in school in the fall. To prevent academic loss over the summer, each student will be required to read one assigned book and complete several tasks. The incoming 5<sup>th</sup> grade students will be reading **Arcady's Goal** by Eugene Yelchin.

The purpose of the summer project is to encourage our students to continue reading and thinking, using the literacy skills they've learned over the past school year to give them a head start in September. The summer reading book was carefully chosen to lay a foundation for the first ELA unit of the school year. It is anticipated that the students will be able to use the knowledge gleaned through their summer reading to make the transition to the next grade easier and more pleasurable.

The students must hand in the project to their ELA teacher on the first day of school, **Thursday, September 5, 2019** or on the first day a student is able to return to school. Their teacher will also conduct an "on demand" in class writing task based on the assigned book to further assess each student's individual needs.

Attached, please find the information needed for the required reading and writing.

Should you have any questions, please feel free to contact our school office at **(718) 491-8440**. Thank you for your support, and we hope that your family's summer is enjoyable.

Sincerely,  
C. Athanasakos  
Assistant Principal

# Book Review of Arcady's Goal

**The New York Times**

**By Rich Cohen**

Nov. 7, 2014

Any historical event, examined from the right perspective, can resemble a children's story. In "Arcady's Goal," an immensely rewarding novel by Eugene Yelchin, the protagonist's parents are devoured in much the way the parents are devoured in "James and the Giant Peach." Only instead of a rhino, it's Stalin. And instead of the boy being made to live in the house of his mean aunts, he's sent to a home for the offspring of "enemies of the state." At the risk of seeming to equate the evils of the 20th century with the fiction of Roald Dahl: If you were born, say, in the early 2000s, the fate of a boy like Arcady might seem just as strange and unreal as anything cooked up by a fabulist from the middle of the last century.

The novel is set in Russia, in the dark days before World War II. Arcady's parents have vanished into the penal system, leaving the boy in a kind of prison for those orphaned by parents who said or thought the wrong thing. Big political questions are left aside, as Yelchin sets his story firmly at ground level, in the mind of a kid tormented by shame, as well as by the pain and hunger of life in an institution as bad as anything in Dickens. *"The boards shut most of the moon out, but not the weather," Arcady says. "In the morning, the water in the wash basin is frozen. We sleep two or three to a bunk to keep warm."*

Arcady's saving grace is soccer. He can make the ball dance, can score inside and out, can best players twice his size. *("I score on the go, with the ball in the air, with my back to the goal. I score in all weather. Dirt, mud or ice, I score.")* It makes Arcady a kind of freak, Pelé-like, with preternatural ability. It's crucial. In a world where a boy is condemned merely for being alive, nothing is more important than objective truth. And what's more objective than athletic skill? Either you can play or you can't. Arcady's dream is to make the Russian national team, score, redeem himself. *"If we are champions," he asks, "who'd dare to treat us like enemies?"*

The plot gets going when Arcady is adopted by Ivan Ivanych, who has watched Arcady compete with ferocity in the yard. (If this were an American movie, a yokel would say, "The kid's got sand.") Arcady believes Ivan is really a soccer coach — that he has been taken in the way a top recruit might be chosen by the coach of Ole Miss. In truth, Ivan Ivanych is an out-of-work teacher who, like Arcady, lost his family to the gulag. He wants to raise Arcady as a tribute to his wife; here is the son she never had. The plot unfolds quickly from there. Games are played, but not just soccer. It's man versus state, father versus son, memory versus oblivion...

*P.S./I.S. 30 Summer Reading and Writing Project*

**Arcady's Goal** by Eugene Yelchin

**Step 1:** Borrow the book from the Brooklyn Public Library or purchase a copy for your home library.

**Step 2:** Read the entire novel.

**Step 3:** Answer the 10 questions in complete sentences. Make sure to answer ALL parts of each question.

**Step 4:** Read the directions for the **FINAL WRITING TASK** complete the **RACE** graphic organizer in this packet.

**Step 5:** Neatly write your final draft for the **FINAL WRITING TASK** on the handout in this packet. Refer to the rubric on the last page. If you need more space to finish, you may use loose-leaf paper.

**Step 7:** Ensure all your work is stapled neatly together.

**Step 8:** Hand in all your summer work to your teacher on Thursday, September 5, 2019

**Resources to help you secure a copy of the text**

Brooklyn Public Library – Fort Hamilton	Brooklyn Public Library – Sunset Park	Brooklyn Public Library – Dyker
9424 4th Ave, Brooklyn, NY 11209	5108 4th Ave, Brooklyn, NY 11220	8202 13th Ave, Brooklyn, NY 11228
You can place a hold on this novel by accessing the Brooklyn Public Library's website at: <a href="https://www.bklynlibrary.org/">https://www.bklynlibrary.org/</a>		

Name \_\_\_\_\_ Date \_\_\_\_\_

**Arcady's Goal** by Eugene Yelchin

**Directions:** Please answer the following questions in complete sentences. Make sure to answer ALL parts of each question.

- 1) (Chapter 4) **A)** What do we learn in chapter four about why the children are in a government-run home? **B)** Butterball tells the kids to “show their loyalty and gratitude.” What does he mean by this? **C)** Why should they?

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- 2) (Chapter 6) **A)** When Arcady goes to ask for extra rations of food he’s earned, what happens? **B)** What can you infer about Arcady’s parents? **C)** What inference can you make about how Arcady’s been treated by the way he acts?

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Name \_\_\_\_\_ Date \_\_\_\_\_

**Arcady's Goal** by Eugene Yelchin

- 3) (Chapter 11) **A)** Explain how and why Arcady acts the way he does at his first meal in his new home? **B)** What can you infer about food in the children's home?

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- 4) (Chapter 12) **A)** Why does talking about soccer end up with Arcady crying? **B)** What dream do YOU have that is as big as Arcady's?

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Name \_\_\_\_\_ Date \_\_\_\_\_

**Arcady's Goal** by Eugene Yelchin

- 5) (Chapter 14) Explain what Arcady means when he says, "Birds wouldn't do a thing like that to each other. Leave it to people."

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- 6) (Chapter 19) **A)** Why do you think Ivan has "doubts about himself" but not about Arcady? **B)** Do you have doubts about yourself? Explain. **C)** Does Arcady seem to have any doubts?

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Name \_\_\_\_\_ Date \_\_\_\_\_

**Arcady's Goal** by Eugene Yelchin

7) (Chapter 24) **A)** Why did Ivan feel envious of the other fathers? **B)** What does Ivan want? **C)** What does Arcady want? **D)** Why are these two things in conflict (or opposite)?

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8) (Chapter 29) **A)** What happened to Ivan's wife? **B)** How was he taught a lesson by the guards? **C)** How did Arcady "wake him up"?

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**Arcady's Goal** by Eugene Yelchin

9) (Chapter 33) **A)** What does Arcady imagine as he practices **B)** What happens to the ball?

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10)(Chapter 36) **A)** In the end, where are Ivan and Arcady headed? **B)** What do you think will happen at try-outs? **C)** Does it matter if Arcady makes the team? **D)** What new important word is introduced to Arcady that makes him smile for certain?

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Arcady's Goal by Eugene Yelchin

RACE Graphic Organizer for **FINAL WRITING TASK**

Writing Prompt Question	<b>BRAVERY</b> means taking a bold step regardless of personal danger. Both Ivan and Arcady take risks that are bold steps. <b>A)</b> How does Ivan save Arcady and how does Arcady, in turn, save Ivan? <b>B)</b> Which character shows greater Bravery? <i>Give at least 2 examples with clarification.</i>
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<p><b>Restate and Answer the question</b></p> <ul style="list-style-type: none"><li>• <i>Did you express a main idea?</i></li><li>• <i>Did you include the title of the text?</i></li></ul>	
<p><b>Cite and Clarify</b></p> <ul style="list-style-type: none"><li>• <i>Do both your (details) address the question?</i></li><li>• <i>Did you explain how each detail addresses the question?</i></li><li>• <i>Did you use transitional words?</i></li></ul>	<p style="text-align: center;"><b>Which character shows greater Bravery?</b></p> <p><b>1<sup>st</sup> Citation of Evidence (Detail) and Page # _____ =</b></p>          <p><b>1<sup>st</sup> Clarification (Explanation of evidence) =</b></p>          <p style="text-align: center;"><b>Which character shows greater Bravery?</b></p>

**2<sup>nd</sup> Citation of Evidence (Detail) and Page # \_\_\_\_\_ =**

**2<sup>nd</sup> Clarification (Explanation of evidence) =**

**End**

- *Restate the main idea of your paragraph*

*or*

- *Leave the reader with an interesting final impression*

**Name** \_\_\_\_\_ **Date** \_\_\_\_\_



<b>Category</b>	<b>Level 4</b> <b>92-100%</b>	<b>Level 3</b> <b>80-91%</b>	<b>Level 2</b> <b>65-79%</b>	<b>Level 1</b> <b>Below 65%</b>
<b>Focus on Topic</b>	It is tightly focused on responding to the prompt. The focus statement or claim uses the prompt. The main idea stands out and is supported by detailed information that demonstrates a deep understanding of key ideas.	It is largely focused on responding to the prompt. The focus statement or claim uses the prompt. The main idea is clear but the supporting information is general. It demonstrates understanding of key ideas.	It is somewhat focused on responding to the prompt (it may stray often and shows difficulty getting back on topic). The focus statement or claim somewhat uses the prompt. The main idea is somewhat clear but there is a need for more supporting information. It demonstrates gaps in understanding main ideas.	It shows no attempt to focus on the prompt or it substitutes a different task. The focus statement or claim somewhat uses the prompt. The main idea is not clear. There is a seemingly random collection of information. It demonstrates little or no understanding of key ideas.
<b>Support for Topic and Elaboration</b>	There are 3 or more relevant, telling, quality details that give the reader important information beyond the obvious or predictable. For each piece of evidence, a perceptive and insightful analysis is given. There is a superior explanation of ideas.	There are 2 - 3 details that give the reader relevant information. At least 2 out of the 3 details are well supported. For 2 out of the 3 pieces of evidence, a logical analysis is given. There is a sufficient explanation of ideas.	There are at least 2 details that give the reader relevant information, but they are poorly supported or unsupported. There is some logical analysis, but there is a somewhat limited explanation of ideas.	There are 1 or 2 details but the information is typically unclear or not related to the topic. The explanation of ideas is illogical. There is little or no attempt at explaining the ideas.
<b>Organization</b>	The ideas are introduced in a mostly logical and effective order and can easily be understood by the reader. There is a powerful and relevant conclusion.	The ideas are introduced in a generally logical and effective order and can be understood by the reader. There is a clear and relevant conclusion.	The ideas introduced are seldom in logical order and can sometimes be understood by the reader. There is a somewhat clear and relevant conclusion.	The ideas introduced are randomly presented or merely listed. The concluding sentence is missing or unclear and not relevant.
<b>Conventions</b>	The writer makes no errors in capitalization, punctuation, grammar, or spelling, so the response is exceptionally easy to read.	The writer makes 1 or 2 errors in capitalization, punctuation, grammar, or spelling, but the response is still easy to read.	The writer makes 3 or 4 errors in capitalization, punctuation, grammar, or spelling that catch the reader's attention and interrupt the flow. It distracts the reader from the content.	The writer makes more than 4 errors in capitalization, punctuation, grammar, or spelling, that catch the reader's attention and greatly interrupt the flow. It distracts the reader from the content.

