



MARY WHITE OVINGTON PS/IS 30

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Where LEADERS ROAR!

Respect, Opportunity, Acceptance, and Resilience

2019 Summer Reading and Writing Project--- Incoming 7th grade

Dear Students, Parents, and Guardians,

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 7th grade students will be reading **Shooting Kabul** by N.H Senzai.

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" writing task in class, 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

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

(Shooting Kabul by N.H Senzai.)

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: Read the directions for **TASK #1** complete the **challenges** graphic organizer in this packet.

Step 4: Read the directions for **TASK #2** complete the **survival factors** graphic organizer in this packet.

Step 5: Read the directions and writing prompt for **TASK #3** and complete your first draft on loose leaf.

Step 6: Write your final draft for **TASK #3** on the handout in this packet. Refer to the rubric.

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: https://www.bklynlibrary.org/		

Name _____ Date _____

Task One: *Shooting Kabul* by N.H Senzai

Throughout the course of the novel *Shooting Kabul* by N.H Senzai, The protagonist (main character) Fadi experiences many challenges, or difficulties in his life. One example is being on the hunt for his lost six year -old sister after the devastating events of September 11, 2001. *Find three additional examples of challenges that he has faced to add to this graphic organizer.*

<i>Challenges</i>	<i>Best Evidence From Novel and Page #</i>
Fadi and Miriam are forced to lie about their identity in order to protect themselves.	“ ‘ Remember’, whispered Habib, pinning an especially stern gaze on Mariam, ‘ under no circumstance are you to tell anyone your real name. If anyone asks, tell them we are farmers escaping the fighting in our village.’ ” p. 14.

Name _____ Date _____

Task Two: *Shooting Kabul* by N.H Senzai

As a result of the many challenges, Fad had to find ways to preserve through them and find ways to overcome them. The things that help him overcome, or survive are called ***Survival Factors***. *Find three additional examples of survival factors that helped him overcome challenges to add to this graphic organizer.*

<i>Survival Factors</i>	<i>Best Evidence From Novel and Page #</i>
Afghanistan has become too dangerous to live and in order to survive Fadi and his family must leave.	“ His father had paid human traffickers twenty thousand dollars, the family’s entire savings, to get them out of Afghanistan into neighboring Pakistan.” p.19

Name _____ Date _____

Task Three: *Shooting Kabul* by N.H Senzai

Directions: Write a complete paragraph in which you use specific evidence to support your thinking. You should use the text and the notes you have taken from the graphic organizers, in order to help you write this paragraph.

Prompt: In the novel Shooting Kabul, the main character, Fadi, is faced with major challenges that he must overcome in order to survive. What are at least two of the challenges Fadi faces throughout the course of the novel and how did he overcome them? Use evidence from the text!

Checklist ✓

- I have a focus statement that uses the prompt in my answer.
- I provided at least TWO pieces of evidence using direct quotes.
- For each piece of evidence, an analysis or explanation is given: *I explain what the evidence means.*
- I have appropriate transitions between ideas.
- I have a concluding sentence and all of my sentences are complete.

QuickWrite or Short Response RUBRIC

Category	Level 4	Level 3	Level 2	Level 1
Focus on Topic	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 I 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.
Support for Topic and Elaboration	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.
Organization	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.
Conventions	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.