Required Text
“Eleven” by Sandra Sandra Cisneros. (short story found at this link: click HERE or HERE. )

The Assignment (step by step)

Step 1: The first step in your summer reading assignment is to simply read “Eleven” by Sandra Cisneros, which is linked to this document.

Below I have linked some discussion questions to consider discussing with those around you as you read.

Step 2: DISCUSSION QUESTIONS
As you read the short story, “Eleven,” please consider the answers to the discussion questions provided in the link above. You do not need to write down your responses in a formal way, unless you choose to do so. My suggestion is that you discuss these answers with other friends in 6th grade or your family members. You do not need to write these answers formally; they are discussion questions.

One way to make this text even more valuable is for other members of the family to read the text along with the 6th grade student. This way, you can actually have conversations about the discussion questions provided and open a dialogue about growing up, speaking up, and family.

Step 3: GRAPHIC ORGANIZER
Whenever we read any text, it’s important to ask: why is this story trying to tell me? What can I learn from the story? What does the author want me to think, feel, or do? Some important topics that come up in the story are growing up, passivity, and fairness. You will determine the lessons you can learn about these topics using the questions in the graphic organizer linked above.

Complete the graphic organizer to the best of your ability. Answer each of the questions in the first column, choose a quote from the story that supports your idea. Then, discuss and write down how and why the quote supports your answer.

Step 4: A bit of reflective writing
Choose one of the attached narrative writing prompts to reflect on your experiences with some of the major themes and ideas of this short story. Throughout the story Rachel explains the complexities of growing up and how she doesn’t always feel her age sometimes. On top of that she does her best but struggles to speak up for herself. In the link provided above you will find writing prompts that allow you to reflect on how these topics may have come up in your own life at some point. You will choose two of the prompts and reflect on them by writing a 5-7 sentence paragraph for each.
DUE DATES:

The entire assignment (reading of the short story, graphic organizer, and writing prompt) needs to be completed and ready to turn in by Friday, September 3rd. Therefore, do your best, trust yourself, and the thing I ask for the most is effort.

Ms. Ionut
Email: oionut1@cps.edu

Additional options to develop reading skills throughout the summer are listed below. These will not be monitored or assessed. These are simply enrichment opportunities for English Language Arts.

**ELA Resources**

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<tr>
<th>Independent Reading</th>
<th>Suggested Reading List</th>
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| Reading books, magazines, newspapers, and other materials is the best way to be a better reader. Students who read every day will learn more, think more critically, and develop deeper thought processes about texts. The kinds of texts you read are just as important as how much you read. Enjoying a book that is below your reading level is absolutely okay every now and then. Reading at and challenging yourself to read above your reading level is best. Even if you don't understand everything the first time, it is a great way to prepare yourself for the types of challenging reading you will experience in 6th grade. We have 9.5 weeks of summer. Try reading 3-5 books! Watch how quickly your understanding improves! | The Westing Game by Ellen Raskin  
Brown Girl Dreaming by Jaqueline Woodson  
The Book Thief by Markus Zusak  
Monster by Walter Dean Myers  
Where the Red Fern Grows by Wilson Rawls  
Hatchet by Gary Paulsen  
The Hate You Give by Angie Thomas  
Shadow of the Red Moon by Walter Dean Myers  
The Other Side of Truth by Beverly Naidoo |

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<th>IXL</th>
<th>EReadingWorksheets.com</th>
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<td>Murray is privileged to have access to our IXL program all summer. Focus on mastering all of the 6th grade standards for Reading, Writing, and Grammar that you didn’t practice during the school year. Or, use the diagnostic arena to see where you need to improve. Who knows? Maybe you’ll master the whole program!</td>
<td>This website is a great place to go to refresh yourself on common ELA standards and skills. There are poems, worksheets, powerpoints, and activities to help keep your mind strong and give you practice on reading skills that we will use daily during eighth grade. These can easily be printed and your parents can check them for accuracy using the online answer keys.</td>
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MORE SUGGESTIONS
https://readingmiddlegrade.com/black-middle-grade-books/  
https://www.weareteachers.com/best-middle-school-books/
“The Paper Menagerie” Vocabulary & Comprehension
The following are potential unfamiliar words that you will come across as you read the text and comprehension to help you check your understanding. Use these definitions and questions as you read to get a clear understanding of the events of the text if you find them helpful. You do not need to write responses to these questions.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Contempt</td>
<td>the feeling that a person or a thing is beneath consideration, worthless, or deserving scorn</td>
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<tr>
<td>Origami</td>
<td>Origami is the art of paper folding, which is often associated with Japanese culture</td>
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<td>Qingming</td>
<td>Also known as Tomb-Sweeping Day, this festival is when you remember and honor your loved ones and ancestors who have passed away.</td>
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<td>Menagerie</td>
<td>a collection of wild animals kept in captivity for exhibition.</td>
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<tr>
<td>Cheongsam</td>
<td>a type of feminine body-hugging dress with distinctive Chinese features</td>
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**Comprehension Questions**

1. Why is Jack’s birth year (according to the Chinese zodiac) important in terms of the character Laohu?
2. Why does Jack have contempt for the way his mother and father got together? Do you think Jack’s parents loved each other?
3. When the neighbor women tell Jack his name “doesn’t sound very Chinesey”, how is this an offensive remark? What is the author trying to say about stereotypes?
4. When Mark says the Star Wars toy “probably cost more than what your dad paid for your mom”, how does this affect Jack?
5. In what ways does Jack’s mother “Americanize” herself?
6. Would Jack have hated himself if he was 100% Chinese, rather than half? In what ways does the Chinese part of him seem to suffocate his American identity, and vice versa?
7. Why does Jack’s mother write “Because I need to tell you the story of my heart, I need to write in Chinese”?
8. What is the resolution of the story? How does Jack finally connect to his mother, despite her being dead for two years?