

"SEVENTH GRADE" ONE-PAGER SUMMER READING PROJECT

A one-pager is a creative written response used to analyze a piece of literature and completely fills one side of a piece of paper. For your one-pager, you will read the narrative "Seventh Grade" and then follow the instructions below. You'll want to focus on the big ideas from the narrative, including theme, plot, conflict, and setting, as well as literary devices and elements.

Required Details

1. Fill the entire page with color and text. There should not be any blank, white space (a white background against text is okay).
2. Clearly label each element of your one-pager. You can use the template included or you can use your own poster paper/board.
3. Include the title, author, and genre on the paper. You should try to incorporate this element as creatively as possible.
4. Complete the grid by connecting 4 elements together.

Connect four boxes vertically, horizontally, or diagonally to select your four required elements.

***All quotes need to be properly cited with author's last name and paragraph number.**

Quotes: Write 3 meaningful quotes and explain the significance of each quote. What does it infer, symbolize, suggest, relate to, etc.?	Questions: Write 3 big-picture questions that look at how and why. Answer each thoroughly with an introduced, cited, and explained quote.	Images: Draw 3 images that represent the book (theme, symbols, characters, or conflicts within the book). Label each image.	Song: Find song lyrics that connect. Write the lyrics, include the song, artist, and a 2-3 sentence explanation of how the song related to the book.
Images: Draw 3 images that represent the book (theme, symbols, characters, or conflicts within the book). Label each image.	Timeline: Create a timeline with 10 critical events. The timeline must be linear or follow the plot diagram. Each event must be a complete sentence.	Quotes: Write 3 meaningful quotes and explain the significance of each quote. What does it infer, symbolize, suggest, relate to, etc.?	Questions: Write 3 big-picture questions that look at how and why. Answer each thoroughly with an introduction, cited, and explained quote.
Setting: Illustrate a setting from the book. The illustration must be accurate, detailed, and in full-color. Provide 3 quotes from the book to support the illustration.	Images: Draw 3 images that represent the book (theme, symbols, characters, or conflicts within the book). Label each image.	Questions: Write 3 big-picture questions that look at how and why. Answer each thoroughly with an introduced, cited, and explained quote.	Quotes: Write 3 meaningful quotes and explain the significance of each quote. What does it infer, symbolize, suggest, relate to, etc.?
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"SEVENTH GRADE" ONE-PAGER RUBRIC

Name: _____

REQUIREMENTS	ADVANCED	PROFICIENT	ALMOST	NEEDS IMPROVEMENT
Title, author, and genre	5 All elements are present, correct, and creative.	4 All elements are present and correct.	3 One element may be missing or incorrect.	0-2 Multiple errors or not present.
Quotes	30 All quotes are insightful, cited in MLA format, and reflect a critical part of the novel. The explanation is thorough.	24 All quotes are insightful, cited in MLA format, and reflect a critical part of the novel. The explanation is more simplistic.	18 There are three quotes. The citing may be off, and the explanation is more simplistic. The quotes also do not reflect critical parts.	0-12 The quotes are basic or missing. There are MLA citation errors. The explanation is simple and not in-depth.
Questions	30 All questions are insightful/ require higher-level thinking and analysis. The answer includes an ICE quote.	24 Questions are insightful/ require higher-level thinking and analysis. The answer includes a quote.	18 All three questions and answers are present. The answers include a quote.	0-12 The questions are basic or missing. The answers do not have a quote.
Images	15 The images are labeled, detailed, thorough, and relate to the novel.	12 The images are labeled, detailed, and relate to the novel.	9 The images are labeled and relate to the novel.	0-6 There are no images or they are not related.
4th Element	20 The 4th element has analysis, creativity, & insight.	16 All elements of the fourth element are present.	12 The fourth element might be missing one or two things.	0-8 Not present.
Assignment Requirements	20 All aspects are labeled. There is no excess white space.	16 All aspects labeled. There is no white space.	12 Missing labels. No white space.	0-8 White space. Project seems rushed.
Mechanics	20 No grammar, spelling, or convention errors	16 1-2 minor grammar, spelling, or convention errors.	12 Several grammar, spelling, or convention errors.	0-8 Grammar, spelling, or convention errors detract from project.
Creativity and Effort	10 Superb!	8 Above average	6 Adequate	0-4 Needs improvement
TOTAL POINTS _____/150	Comments :			

"SEVENTH GRADE" ONE-PAGER BRAINSTORMING CHECKLIST

Use this paper as a checklist to make sure you have every element complete

REQUIRED ELEMENTS:

- ☐ The entire page is filled with color, images, or text
- ☐ Every element is clearly and neatly labeled
- ☐ My one-pager includes the title, author, and genre
- ☐ All of my quotes are properly cited quotation marks, author's last name, and paragraph number
- ☐ I included, cited, and thoroughly explained 3 quotes
- ☐ I included 3 big-picture questions that ask *how* or *why* questions. I thoroughly answered each question with a detailed answer that includes a quote (introduce, cite, explain).
- ☐ I included and labeled three illustrations that connect to the book.
- ☐ I included my figurative language, setting, timeline, or song element.
- ☐ My handwriting is neat and legible
- ☐ I have used the included template or I have used my own poster paper or board

USE THE CHART TO BRAINSTORM

Complete this entire chart before planning and designing your one-pager

REQUIREMENT	1	2	3
QUOTE			
QUESTION & ANSWER			
IMAGES			
4TH ELEMENT (TIMELINE, SONG, SETTING, OR FIG. LANG.)			

Questions	Quotes
Title and Author	
Images	Choice Element

“Seventh Grade” by Gary Soto

1. On the first day of school, Victor stood in line half an hour before he came to a wobbly card table. He was handed a packet of papers and a computer card on which he listed his one elective¹, French. He already spoke Spanish and English, but he thought some day he might travel to France, where it was cool; not like Fresno, where summer days reached 110 degrees in the shade. There were rivers in France, and huge churches, and fair-skinned people everywhere, the way there were brown people all around Victor
2. Besides, Teresa, a girl he had liked since they were in catechism classes at Saint Theresa’s, was taking French, too. With any luck they would be in the same class. Teresa is going to be my girl this year, he promised himself as he left the gym full of students in their new fall clothes. She was cute. And good in math, too, Victor thought as he walked down the hall to his homeroom. He ran into his friend, Michael Torres, by the water fountain that never turned off.
3. They shook hands, *raza*-style, and jerked their heads at one another in a *saludo de vato*². “How come you’re making a face?” asked Victor.
4. “I ain’t making a face, *ese*³. This is my face.” Michael said his face had changed during the summer. He had read a GQ magazine that his older brother had borrowed from the Book Mobile and noticed that the male models all had the same look on their faces. They would stand, one arm around a beautiful woman, and *scowl*. They would sit at the pool, their rippled stomachs dark with shadow, and *scowl*. They would sit at dinner tables, cool drinks in their hands, and *scowl*.
5. “I think it works,” Michael said. He scowled and let his upper lip quiver. His teeth showed along with the ferocity of his soul. “Belinda Reyes walked by a while ago and looked at me,” he said.
6. Victor didn’t say anything, though he thought his friend looked pretty strange. They talked about recent movies, baseball, their parents, and the horrors of picking grapes in order to buy their fall clothes. Picking grapes was like living in Siberia⁴, except hot and more boring.
7. “What classes are you taking?” Michael said, scowling.
8. “French. How ‘bout you?”
9. “Spanish. I ain’t so good at it, even if I’m Mexican.”
10. “I’m not either, but I’m better at it than math, that’s for sure.”
11. A tinny, three-beat bell propelled students to their homerooms. The two friends socked each other in the arm and went their ways, Victor thinking, man, that’s weird. Michael thinks making a face makes him handsome.
12. On the way to his homeroom, Victor tried a scowl. He felt foolish, until out of the corner of his eye he saw a girl looking at him. Umm, he thought, maybe it does work. He scowled with greater conviction⁵.
13. In the homeroom, roll was taken, emergency cards were passed out, and they were given a bulletin to take home to their parents. The principal, Mr. Belton, spoke over the crackling loudspeaker, welcoming the students to a new year, new experiences, and new friendships. The students squirmed in their chairs and ignored him, they were anxious to go to first period. Victor sat calmly, thinking of Teresa, who sat two rows away, reading a paperback novel. This would

¹ **elective** (n.) - optional course or subject

² **raza-style**. . *saludo de vato* - Spanish gestures of greeting between friends

³ **ese** - Spanish word for “man”

⁴ **Sibera** - region in northern Asia known for its harsh winters

⁵ **conviction** (n.) - belief

be his lucky year. She was in his homeroom, and would probably be in his English and math classes. And, of course, French.

14. The bell rang for first period, and the students herded noisily through the door. Only Teresa lingered, talking with the homeroom teacher.

15. "So you think I should talk to Mrs. Gaines?" she asked the teacher. "She would know about ballet?"

16. "She would be a good bet," the teacher said. Then added, "Or the gym teacher, Mrs. Garza."

17. Victor lingered, keeping his head down and staring at his desk. He wanted to leave when she did so he could bump into her and say something clever.

18. He watched her on the sly. As she turned to leave, he stood up and hurried to the door, where he managed to catch her eye. She smiled and said, "Hi, Victor."

19. He smiled back and said, "Yeah, that's me." His brown face blushed. Why hadn't he said, "Hi, Teresa," or "How was your summer?" or something nice.

20. As Teresa walked down the hall, Victor walked the other way, looking back, admiring how gracefully she walked, one foot in front of the other. So much for being in the same class, he thought. As he trudged to English, he practiced scowling.

21. In English they reviewed the parts of speech. Mr. Lucas, a portly man, waddled down the aisle, asking, "What is a noun?"

22. "A person, place, or thing," said the class in unison.

23. "Yes, now somebody give mean example of a person--you, Victor Rodriguez."

24. "Teresa," Victor said automatically. Some of the girls giggled. They knew he had a crush on Teresa. He felt himself blushing again.

25. "Correct," Mr. Lucas said. "Now provide me with a place."

26. Mr. Lucas called on a freckled kid who answered, "Teresa's house with a kitchen full of big brothers."

27. After English, Victor had math, his weakest subject. He sat in the back by the window, hoping that he would not be called on. Victor understood most of the problems, but some of the stuff looked like the teacher made it up as she went along. It was confusing, like the inside of a watch.

28. After math he had a fifteen-minute break, then social studies, and finally lunch. He bought a tuna casserole with buttered rolls, some fruit cocktail, and milk. He sat with Michael, who practiced scowling between bites.

29. Girls walked by and looked at him, "See what I mean, Vic?" Michael scowled. "They love it."

30. "Yeah, I guess so."

31. They ate slowly, Victor scanning the horizon for a glimpse of Teresa. He didn't see her. She must have brought lunch, he thought, and is eating outside. Victor scraped his plate and left Michael, who was busy scowling at a girl two tables away.

32. The small, triangle-shaped campus bustled with students talking about their new classes. Everyone was in a sunny mood. Victor hurried to the bag lunch area, where he sat down and opened his math book. He moved his lips as if he were reading, but his mind was somewhere else. He raised his eyes slowly and looked around. No Teresa.

33. He lowered his eyes, pretending to study, then looked slowly to the left. No Teresa. He turned a page in the book and stared at some math problems that scared him because he knew he would have to do them eventually. He looked at the right. Still no sign of her. He stretched out lazily in an attempt to disguise his snooping.

34. Then he saw her. She was sitting with a girlfriend under a plum tree. Victor moved to a table near her and daydreamed about taking her to a movie. When the bell sounded, Teresa looked up,

and their eyes met. She smiled sweetly and gathered her books. Her next class was French, same as Victor's.

35. They were among the last students to arrive in class, so all the good desks in the back had already been taken. Victor was forced to sit near the front, a few desks away from Teresa, while Mr. Bueller wrote French words on the chalkboard. The bell rang, and Mr. Bueller wiped his hands, turned to the class, and said, "*Bonjour*."⁶

36. "*Bonjour*," braved a few students.

37. "*Bonjour*," Victor whispered. He wondered if Teresa heard him.

38. Mr. Bueller said that if the students studied hard, at the end of the year they could go to France and be understood by the populace.

39. One kid raised his hand and asked, "What's 'populace'?"

40. "The people, the people of France."

41. Mr. Bueller asked if anyone knew French. Victor raised his hand, wanting to impress Teresa. The teacher beamed and said, "*Très bien. Parlez-vous français?*"⁷

42. Victor didn't know what to say. The teacher wet his lips and asked something else in French. The room grew silent. Victor felt all eyes staring at him. He tried to bluff his way out by making noises that sounded French.

43. "La me vave me con le grandma," he said uncertainly.

44. Mr. Bueller, wrinkling his face in curiosity, asked him to speak up.

45. Great rosebushes of red bloomed on Victor's cheeks. A river of nervous sweat ran down his palms. He felt awful. Teresa sat a few desks away, no doubt thinking he was a fool. Without looking at Mr. Bueller, Victor mumbled, "Frenchie oh wewe gee in September."

46. Mr. Bueller asked Victor to repeat what he said.

47. "Frenchie oh wewe gee in September," Victor repeated.

48. Mr. Bueller understood that the boy didn't know French and turned away. He walked to the blackboard and pointed to the words on the board with his steel-edged ruler.

49. "*Le bateau*," he sang.

50. "*Le bateau*," the students repeated.

51. "*Le bateau est sur l'eau*,"⁸ he sang.

52. "*Le bateau est sur l'eau*."

53. Victor was too weak from failure to join the class. He stared at the board and wished he had taken Spanish, not French. Better yet, he wished he could start his life over. He had never been so embarrassed. He bit his thumb until he tore off a sliver of skin.

54. The bell sounded for fifth period, and Victor shot out of the room, avoiding the stares of the other kids, but had to return for his math book. He looked sheepishly⁹ at the teacher, who was erasing the board, then widened his eyes in terror at Teresa who stood in front of him. "I didn't know you knew French," she said. "That was good."

55. Mr. Bueller looked at Victor, and Victor looked back. Oh please, don't say anything, Victor pleaded with his eyes. I'll wash your car, mow your lawn, walk your dog--anything! I'll be your best student, and I'll clean your erasers after school.

56. Mr. Bueller shuffled through the papers on his desk. He smiled and hummed as he sat down to work. He remembered his college years when he dated a girlfriend in borrowed cars. She

⁶ **Bonjour** – French for "Hello"; "Good day"

⁷ *Très bien. Parlez-vous français?* – French for "Very well. Do you speak French?"

⁸ *Le bateau est sur l'eau* – French for "The boat is on the water."

⁹ **Sheepishly** (adv.) – in a shy or embarrassed way

thought he was rich because each time he picked her up he had a different car. It was fun until he had spent all his money on her and had to write home to his parents because he was broke.

57. Victor couldn't stand to look at Teresa. He was sweaty with shame. "Yeah, well, I picked up a few things from movies and books and stuff like that." They left the class together. Teresa asked him if he would help her with her French.

58. "Sure, anytime," Victor said.

59. "I won't be bothering you, will I?"

60. "Oh no, I like being bothered."

61. "Bonjour." Teresa said, leaving him outside her next class. She smiled and pushed wisps of hair from her face.

62. "Yeah, right, bonjour," Victor said. He turned and headed to his class. The rosebuds of shame on his face became bouquets of love. Teresa is a great girl, he thought. And Mr. Bueller is a good guy.

63. He raced to metal shop. After metal shop there was biology, and after biology a long sprint to the public library, where he checked out three French textbooks.

64. He was going to like seventh grade.

GARY SOTO **(b. 1952)**

Gary Soto has a lot in common with the character Victor Rodriguez. Soto grew up in Fresno and once harvested crops in the fields of California.

Soto began writing while in college. In the fiction and poetry he's written since, he reaches back to the sense of belonging he felt in Fresno. He often writes for young adults, who he knows are also searching for their own community and their own place.

Narrative Diagnostic Assessment
Text: "Seventh Grade" by Gary Soto

1. "Seventh Grade" is a narrative. How is this form of writing different from a persuasive text?
2. Read paragraphs 7-10 (a) Who is speaking? (b) How do you know?
3. What is the theme of the story? Why do you think so?
4. Analyze a character. How do his/her words and actions influence the thoughts and/or actions of another character?
5. What is the author's attitude towards Mr. Bueller as shown through his words and actions?
6. This story is told from whose point of view? Why would the author choose to tell this story using this point of view?
7. How does the author show the readers how much Victor likes Theresa? Use evidence from the text to support your answer.
8. What main literacy devices does the author use to give insight into the characters and advance? Provide evidence from the text to support your answer?
9. In paragraph #62, the author says, "The rosebuds of shame on his face became bouquets of love." What are the actions that led to this change of feeling in Victor?
10. Read paragraph #18. The author says that Victor managed to "catch her eye." What is the meaning of this idiom?
11. Read paragraph #54. What does the underlined word, sheepishly, mean? How do you know?