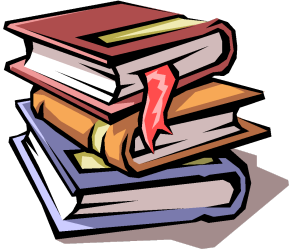


SUMMER READING ASSIGNMENTS

****for incoming grade 7 students****



Welcome to seventh grade! To be prepared for this school year, it is mandatory that every seventh grader read the summer reading book they selected and complete the attached assignment. You were given the opportunity to select one of the following books: Ironman by Chris Crutcher, Nothing but the Truth by Avi, or The Outsiders by S.E. Hinton. If you would like to select a novel other than the three above, it must be in school and approved by your teacher by June 14th, 2019.

Read one of the books above and complete the written assignment. You may choose to read additional titles as well from the suggested list below.

- Complete the writing assignment. The topic of your writing piece is **Character**. You will write an analysis of a main character from your book. As you have practiced in school, you should use examples from the text to prove the traits you select. Remember to use your writing stems (As proof, In the text it states, In the story, etc.)
- Your responses can be handwritten or typed.
- Your response will be collected during the first week of school and graded using the rubric attached.
- Use the model and checklist attached to help you complete this assignment.

****Please note that any books borrowed from the school must be returned to next year's teacher at the beginning of the year. Failure to return the novel with result in a fine in order to reimburse the school so another novel can be purchased. ****

Students who read additional books at each grade level will be entered in a drawing for a gift card!

Grade 7 – Additional Teacher Suggestions

Author	Title	Description	Guided Reading Level	DRA Level
Joan Bauer	<i>Hope Was Here</i>	Realistic Fiction	W	60
Natalie Babbitt	<i>Tuck Everlasting</i>	Classics/Fantasy	V	50
Priscilla Cummings	<i>Red Kayak</i>	Realistic Fiction	T	50
James Dasher	<i>The Maze Runner</i> <i>The Death Cure</i> <i>The Scorch Trials</i>	Science Fiction Adventure	X	60
Carl Deuker	<i>Runner</i>	Adventure	(Z+)	N/A
Sharon G. Flake	<i>Money Hungry</i> <i>The Skin I'm In</i>	Realistic Fiction Realistic Fiction	T Z+	50 N/A
Margaret Peterson Haddix	<i>Among the Imposters</i> <i>Among the Betrayed</i>	Science Fiction/Fantasy	W	60
Robert Lipsyte	<i>The Contender</i>	Realistic Fiction	Z	70
Mike Lupica	<i>Heat</i> <i>Summer Ball</i> <i>The Big Field</i> <i>Million- Dollar Throw</i>	Realistic Fiction Realistic Fiction Realistic Fiction Realistic Fiction	V V U V	50 50 50 50
Jerry Spinelli	<i>Crash</i>	Realistic Fiction	V	50
Karen Hesse	<i>Letters from Rifka</i> <i>Out of the Dust</i>	Historical Fiction	S X	50 60
Maggie Stiefvater	<i>Shiver</i> <i>Linger</i> <i>Forever</i>	Fantasy	Z	70

Rubric for Summer Reading Assignment (Students Entering Grade 7)

New Jersey Student Learning Standards for English Language Arts:

RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.

RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

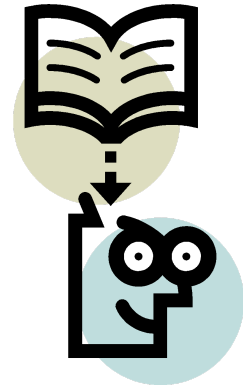
	Outstanding Exceeding	Good Response Meeting	Fair Response Approaching	Weak Response Not Meeting
Topic / Idea Development	Character is well-defined and focus is clear from the introduction paragraph; thesis statement is very clear and well-developed; details are tightly connected to topic sentences and topic sentences are tightly connected to the thesis Score: 30-27	Character presentation is adequately defined; using appropriate supporting details; thesis statement is clear; details are connected to thesis; topic sentences are connected to thesis Score: 26-23	Character presented is defined although is missing a few obvious details; few supporting details; topic sentences are loosely connected to thesis Score: 22-19	Character presentation is not clear; limited supporting details; some supporting details; topic sentences are not connected to thesis statement Score: 18 and below _____
Organization / Structure	Strong Organization; well-developed sentences and paragraphs including transitions; excellent introduction and conclusion; each body paragraph was well-developed Score: 30-27	Has generally well formed sentences and paragraphs; introduction and conclusion are clear and supported; each body paragraph is well-developed Score: 26-23	Weak paragraph structure and organization; introduction and conclusion are present but not fully developed; body paragraphs are not fully developed. Score: 22-19	Little sense of organization; lacks sentence structure and paragraph development; introduction and conclusion are not evident Score: 18 and below _____
Mechanics and Language Usage	No errors present in paper; accurate spelling, capitalization, punctuation, and usage; transitions present; sentence variety implemented with rich vocabulary; effective use of quotes Score: 30-27	Three or less errors in spelling, capitalization, punctuation and usage; some transitions and sentence variety; appropriate use of quotes Score: 26-23	More than three errors in spelling, capitalization, punctuation and usage; some transitions are disproportionate to length and complexity; simplistic vocabulary; weak use of quotes. Score: 22-19	Many errors in spelling, capitalization, punctuation, and usage; weak/inappropriate vocabulary; does not use quotes Score: 18 and below _____
Presentation	Neatly typed or hand-written; carefully assembled; creative ideas are present; followed format accurately Score: 10	Neatly presented; followed proper format Score: 7	Presentation is legible; format and headings are somewhat evident Score : 5	Difficult to read; lacks proper headings and format Score: 0

** Assignment will count as 2 minor grades. Due 9/09/19. **

Structure for Completing the Summer Reading Assignment

Introductory Paragraph:

- Lead Statement (quote, rhetorical question, meaningful related statement)
- Title (underlined or *italicized*)
- Author
- Brief Summary of book (should be 1-2 sentences)
- Thesis Statement



Body Paragraph #1:

- Claim (main idea of paragraph)
- Transition
- Background (explain what is happening in the book right at the point where your textual evidence will be inserted)
- Text Support (Use textual evidence stems to introduce)
- Analysis (explain how your text support proves what you are trying to say)
- Closing Statement

Body Paragraph #2:

- Claim (main idea of paragraph)
- Transition
- Background (explain what is happening in the book right at the point where your textual evidence will be inserted)
- Text Support (Use textual evidence stems to introduce)
- Analysis (explain how your text support proves what you are trying to say)
- Closing Statement

Body Paragraph #3:

- Claim (main idea of paragraph)
- Transition
- Background (explain what is happening in the book right at the point where your textual evidence will be inserted)
- Text Support (Use textual evidence stems to introduce)
- Analysis (explain how your text support proves what you are trying to say)
- Closing Statement

Closing Paragraph

- Closing Transition
- Restate thesis statement and summarize strong evidence
- Closing statement or idea