



June 2017

Dear Parents,

With the end of the school quickly approaching, we know you are likely planning summer BBQs, vacations, and family rituals. The summer months welcome opportunities for fun, relaxation, and plenty of outdoor play (with the occasional knee scuff, I am sure). While this break from school activities can be exciting, it also causes students to experience a lag in learning upon returning to school in the fall, a lag we want to prevent. In the name of prevention, we invite you and your child to participate in our summer reading program.

Not only are committed to preparing your child for college, we also want to ensure he/she maintains a lifelong love for learning. Simply put, we want your child to read something academically challenging that he/she will authentically enjoy; therefore, we compiled three novel options for each grade level for students to choose from. From graphic novels and science fiction to memoirs and love stories, the options cover a broad spectrum of reading levels, genres, cultures, and structures to make summer reading accessible, engaging, and enriching for your child. Accompanying the reading, students are required to keep a chapter summary log and construct a short essay upon completion; the combination of these two assignment will be collected Friday 9/1/17 and graded as students' first assignment (more details are attached on the assignment page that follows).

While it is a healthy challenge, reading independently without discussing a novel can quickly disengage a child; therefore, we suggest parents pick-up a copy of their child's selection and read along with them. If you are unable to rent or purchase the novel your child selects, please contact the school at (508) 857-4633 for assistance. Together we can make summer reading an adventure that your child is eager to journey into!

Warmly,

Janice Manning  
Principal

## 7th Grade Summer Reading Options

(choose one)

Book Title	Lexile Level	Themes	Synopsis	Where can I find it?
<p>American Born Chinese <i>Gene Luen Lang</i></p> 	GN530	Race Immigration Coming of Age	This graphic novel (a.k.a a novel-long comic book) consists of three separate tales: The Monkey King, an ancient character; Jin Wang, a Chinese immigrant who s badly wants to be American; and Danny, an all-American boy whose Chinese cousin ruins his reputation. All these character diverge to help one another fight their internal demons in the name of regaining their true identities.	Available at Brockton Public Library Amazon.com \$6.00 Kindle \$9.99
<p>The Trials of Apollo <i>Rick Riordan</i></p> 	830	Mythology Coming of Age Survival	After angering his father Zeus, the god Apollo is cast down from Olympus. Weak and disoriented, he lands in New York City as a regular teenage boy. Now, without his godly powers, the four-thousand-year-old deity must learn to survive in the modern world until he can somehow find a way to regain Zeus's favor. Apollo needs help, and he can think of only one place to go: Camp Half-Blood, an enclave of modern demigods.	Available at Brockton Public Library Amazon.com \$5.99 Kindle \$7.99
<p>Speak <i>Laurie Halse Anderson</i></p> 	690	Identity Isolation Rape Coming of Age	From the first moment of her freshman year at Merryweather High, Melinda is friendless, an outcast, because she busted an end-of-summer party by calling the cops. Now, nobody will talk to her, let alone listen to her. As time passes, she becomes increasingly isolated and stops talking altogether. Only her art class offers any solace, and it is through her work on an art project that she is finally able to face what really happened at that terrible party: she was raped by an upperclassman. Her fight for solace by standing up for herself brings her peace and measurable vindication.	Available at Brockton Public Library Amazon.com \$8.33 Kindle \$9.99



## 7th Grade Summer Reading Assignments

<p><b>Assignment #1 REQUIRED</b></p> <p><b><u>DUE DATE</u></b> 9/1/17</p>	<p><b><u>Chapter Summaries</u></b></p> <p><i>After each chapter, summarize what happened and <u>add one inference character the main character</u>. You can write your summary in 5-6 complete sentences or use 6-8 shorter bullet points.</i></p> <p><i>You can <u>handwrite your summaries on lined paper, in a notebook, or type them in a Google document</u> (share it with <a href="mailto:slazo@nhcsb.org">slazo@nhcsb.org</a> upon your return to school)</i></p> <p><b><i>See the examples to the right. The rubric that will be used to grade your summaries is attached to this packet.</i></b></p>	<p><b><u>Examples</u></b></p> <p><i>Sample <u>Written Summary of Chapter 1 from Wonder</u>:</i></p> <p>In chapter 1, the main character, Auggie, introduced himself and explains why he is and is not ordinary. He does and likes ordinary things such as ice cream, video games, and his dog. What make him not-so-ordinary is his face: he has a deformity. His parents ignore how people react, but Auggie’s sister Via can’t stand how rude some people can be. <u>Based off chapter one, I can infer that Auggie is a bit self-conscious and that his sister will likely fight for him more than he fights for himself.</u></p> <p style="text-align: center;">&lt;or&gt;</p> <p><i>Sample <u>Bulleted Summary of Chapter 1 from Wonder</u>:</i></p> <ul style="list-style-type: none"> <li>● Auggie is the main character</li> <li>● He has a family (mom, dad, sister Via)</li> <li>● He does ordinary stuff like ride bikes, eat ice cream, play video games, etc.</li> <li>● He has a facial deformity that people rudely star at</li> <li>● Via can’t stand when people are rude</li> <li>● Auggie clearly struggles with self-confidence and fitting</li> <li>● <u>Based off chapter one, I can infer that Auggie is a bit self-conscious and that his sister will likely fight for him more than he fights for himself.</u></li> </ul>
<p><b>Assignment #2 REQUIRED</b></p> <p><b><u>DUE DATE</u></b> 9/1/17</p>	<p><b><u>Short Essay</u></b></p> <p><i>After reading, respond to the following prompt with an introduction and two ACEIEIT paragraphs:</i></p> <p><i>How does the main character’s identity evolve/change throughout the novel? Be sure to select evidence that demonstrates author’s craft and reveals internal and external factors that contribute to his/her identity.</i></p> <p><i>You can <u>handwrite your essay or type it and e-mail, share, or print it upon your return to school. The rubric that will be used to grade your essay is attached to this packet.</u></i></p>	



## 7th Grade Summer Reading Tips, Resources, & Templates

<b>Helpful Reading Tips</b>	<ul style="list-style-type: none"> <li>● Use post-it notes to mark important pages/passages</li> <li>● Use a post-it notes on each page with 2-3 bullets about what happened (this will make chapter summary writing more efficient)</li> <li>● Highlight quotes that stick out to you as you read-- this can be used as evidence for your essay</li> <li>● Use a bookmark that has the essay prompt on it to remind you what you are looking to answer while reading</li> </ul>
<b>Resources &amp; Helpful Links</b>	<p><b><u>Video/Film Versions:</u></b></p> <ul style="list-style-type: none"> <li>● American Born Chinese- no film available</li> <li>● The Trails of Apollo- no film available</li> <li>● Speak (2004 starring Kristen Stewart) Rated PG-13</li> </ul> <p><b><u>Audiobook Resources:</u></b></p> <ul style="list-style-type: none"> <li>● Audible.com</li> <li>● YouTube (only some available)</li> </ul> <p><b><u>Available Summarizing Resources:</u></b></p> <p><i>**these should be used to check your understanding after reading-- it is obvious if you did not read**</i></p> <ul style="list-style-type: none"> <li>● SparkNotes.com</li> <li>● Shmoop.com</li> </ul>
<b>Chapter Summary Template</b>	<p>Chapter _____</p> <p>Describe who was introduced in this chapter (are they friendly, angry, mean and why do you think this way about them?) :</p> <p>What are three big things the characters did in this chapter:</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol> <p>One inference I can make about the main character is.....</p> <p><i>***These questions and format are meant to guide you. You <b>DO NOT</b> have to write the questions every time you summarize a chapter.</i></p>



## 7th Grade Summer Reading Essay Outline Template

*This is meant to help you plan your essay; you **DO NOT** have to hand this in; you should hand in a final draft.*

### **Introduction**

*Interesting hook:*

*Brief summary:*

*1-2 sentence thesis that answers the prompt:*

### **Body Paragraph #1**

### **Assertion**

*First point you made in your thesis statement.*

### **Context**

*Who said the evidence you are about to introduce? What happened before this evidence came up?*

### **Evidence**

*Insert evidence that supports you assertion.*

### **Interpretation**

*Explain the evidence and how it relates to your assertion? Does this deepen the character or plot? Are there any author's craft elements that need to be explained?*

### **Context**

*Who said the evidence you are about to introduce? What happened before this evidence came up?*



<b>Evidence</b>	<i>Insert evidence that supports your assertion.</i>
<b>Interpretation</b>	<i>Explain the evidence and how it relates to your assertion? Does this deepen the character or plot? Are there any author's craft elements that need to be explained?</i>
<b>Transition</b>	<i>Write a concluding sentence that sums-up what you wrote and transitions to the next paragraph.</i>
<b>Body Paragraph #2</b>	
<b>Assertion</b>	<i>Second point you made in your thesis statement.</i>
<b>Context</b>	<i>Who said the evidence you are about to introduce? What happened before this evidence came up?</i>
<b>Evidence</b>	<i>Insert evidence that supports your assertion.</i>



<b>Interpretation</b>	<i>Explain the evidence and how it relates to your assertion? Does this deepen the character or plot? Are there any author's craft elements that need to be explained?</i>
<b>Context</b>	<i>Who said the evidence you are about to introduce? What happened before this evidence came up?</i>
<b>Evidence</b>	<i>Insert evidence that supports you assertion.</i>
<b>Interpretation</b>	<i>Explain the evidence and how it relates to your assertion? Does this deepen the character or plot? Are there any author's craft elements that need to be explained?</i>
<b>Transition</b>	<i>Write a concluding sentence that sums-up what you wrote and leave readers with something to think about.</i>



## 7th Grade Summer Reading Chapter Summaries Rubric

\*\*Note: Teachers will randomly select 3 summaries to grade\*\*

Category	1	2	3
<b>Neatness/ Organization</b>	<ul style="list-style-type: none"> <li>- <b>Illegible</b> handwriting</li> <li>- <b>Unprofessional</b> formatting</li> <li>- <b>Missing</b> chapter numbers</li> <li>- Smudges/ watermarks/ stains on paper</li> </ul>	<ul style="list-style-type: none"> <li>- Handwriting is <b>legible</b> (no use of symbols or emojis)</li> <li>- Formatting indicates <b>relative</b> professionalism</li> <li>- <b>Most</b> chapters have a heading with the chapter number</li> <li>- Paper is <b>mostly free</b> of messy marks (i.e. smudges, watermarks stains)</li> </ul>	<ul style="list-style-type: none"> <li>- Handwriting is <b>professional</b> and <b>neat</b> (no use of symbols or emojis)</li> <li>- Formatting indicates <b>strong</b> professionalism</li> <li>- <b>All</b> chapters have a heading with the chapter number</li> <li>- Paper is <b>free</b> of messy marks (i.e. smudges, watermarks stains)</li> </ul>
<b>Summary Quantity</b>	<ul style="list-style-type: none"> <li>- <b>50%</b> of chapter summaries are complete and follow the directions</li> </ul>	<ul style="list-style-type: none"> <li>- <b>70%</b> of chapter summaries are complete and follow the directions</li> </ul>	<ul style="list-style-type: none"> <li>- <b>100%</b> of chapter summaries are complete and follow the directions</li> </ul>
<b>Summary Quality</b>	<ul style="list-style-type: none"> <li>- <b>1 out of 3</b> randomly selected summaries are written with integrity, accurately capture the events, and clearly demonstrate that the understood what he/she read</li> </ul>	<ul style="list-style-type: none"> <li>- <b>2 out of 3</b> randomly selected summaries are written with integrity, accurately capture the events, and clearly demonstrate that the understood what he/she read</li> </ul>	<ul style="list-style-type: none"> <li>- <b>All 3</b> randomly selected summaries are written with integrity, accurately capture the events, and clearly demonstrate that the understood what he/she read</li> </ul>

## 7th Grade Summer Reading Essay Rubric

\*\*Note: you will be graded on position, organization, and ideas\*\*

Element	Strand	Criteria	1	2	3	4	5	6	7	8
<b>Argument</b>	<b>Position</b>	Thesis	Topic sentence partially addresses the prompt and may misinterpret some of the prompt or present supfluous claims. Topic sentence is an opinion, stated in the 1st person.	<b>5th Grade:</b> Clear and focused topic sentence generally addresses the prompt and purpose. The topic sentence states a relevant claim in the third person.	This thesis statement largely attempts to address all the parts of the prompt, but may lack clarity or specificity and/or may parrot the prompt.	<b>6th Grade:</b> Clear, <i>defensible</i> thesis statement addresses all the parts of the prompt. The thesis states a claim in third person. May list assertions in the thesis statement.	Clear, defensible, comprehensive thesis statement addresses all the parts of the prompt. The thesis states a claim in third person. May list assertions in the thesis statement.	<b>7th Grade:</b> Clear, defensible, comprehensive, and focused thesis statement addresses all parts of the prompt. The thesis states a claim in the third person. May list assertions in the thesis statement.	<b>8th Grade:</b> Clear, defensible, analytical, and nuanced thesis statement completely addresses the prompt. Thesis states a claim in the third person.	Clear, defensible, comprehensive, focused, analytical, and nuanced thesis statement completely addresses the prompt. Thesis states a claim in the third person.
		Assertions	Generally body paragraphs contain topic sentences that frame each paragraph. Some topic sentences are related to the topic of the paper.	Most topic sentences are relevant to the topic of the paper.	All topic sentences are directly relevant to the topic of the paper.	Each topic sentence is directly relevant to the thesis statement and some topic sentences are assertions. Sequence of assertions may be random.	Each topic sentence is directly relevant to the thesis and most topic sentences are assertions. Sequence of assertions is attempted.	Each topic sentence is an assertion that supports the thesis statement. Sequence of assertions is mostly intentional but may not effectively advance the argument.	Each assertion provides defensible and relevant support for the larger argument of the thesis statement. Some assertions are clarified in scope. Sequence of assertions is intentional and sometimes advances the argument.	Each assertion provides defensible and relevant support for the larger argument of the thesis statement. Assertions are mostly clarified in scope. Sequence of assertions is intentional and mostly advances the argument.
	<b>Ideas</b>	Quality	Ideas show some understanding of the text/content and the task; includes a significant misunderstanding.	Ideas show some understanding of the text/content and the task.	Generally, ideas show basic, literal understanding of the text/content and the task.	Mostly, ideas show basic, literal understanding of the text/content and task. Some ideas show critical thinking.	Almost all ideas show basic literal understanding of the text/content and the task. Some ideas show critical thinking. Acknowledges alternate or opposing claim.	Almost all ideas show basic, literal understanding of the text/content and the task. Generally ideas show critical thinking. Anticipates counterclaims and distinguishes them from claims.	Generally, ideas reveal depth of understanding of the text/content and the task. Most ideas show critical thinking. Anticipates counterclaims, distinguishes them from claims, and provides refutations to counterclaims.	Generally, almost all ideas reveal depth of understanding of the text/content and the task. Complex ideas are introduced. Anticipates and provides logical explanations or refutations to counterarguments, after developing them fairly.
<b>Organization</b>	Structure	Paragraphs are absent yet ideas and information relate to each other.	Groups related ideas and information logically. May provide a concluding statement or section that connects to the topic.	Groups related ideas and information logically. Organizes ideas into separate and distinct body paragraphs. Provides a concluding statement or section that connects to the topic.	Organizes ideas into separate and distinct body paragraphs. Content of paragraphs is generally appropriate. Concluding statement or section links to introduction.	Reasonable essay structure. Content of paragraphs is mostly appropriate. Concluding statement or section links to thesis.	Reasonable essay structure. Body paragraphs include appropriate content in a logical internal structure. Introduction and conclusion are appropriately structured and conclusion supports thesis.	Well-developed essay has logical internal structure to enhance the understanding of the reader, building to become more convincing and complete. Introduction is sophisticated and the conclusion provides closure.	Well-developed essay has logical internal structure to enhance the understanding of the reader, building to become more convincing and complete. Sophisticated introduction draws readers in and insightful conclusion provides closure and eclipses thesis.	



