



THOMAS EDISON ENERGYSMART CHARTER SCHOOL
7th Grade Language Arts
Summer Reading List
2017-2018

Summer Reading & Writing Packet for Students Entering 7th Grade

Student's Name _____

6th Grade LA Teacher _____

I have checked for the completion of the packet.

Guardian's Signature

Dear 7th Grade Families,

The goal of Thomas Edison Energysmart Charter School is to assist your child in becoming a lifelong learner. The summer months provide the perfect opportunity to extend and enrich your child's learning experiences. Summer Reading/Writing and Math Packets will help prepare your child for the 2017-18 school year.

All students are expected to read through and follow directions for both Reading/Writing and Math Packets. Packets will be due by September 1, 2017 and will count as 1st marking period project grades in all subjects listed above. The project grade is 20% of the first marking period grade. These reading and writing project grades will be the only project grades for the first marking period. Online submission will be available to students who will not be present in school on September 1st. The packet can be emailed to info@energysmartschool.org and then forwarded to the teacher. Please consider that ten points will be taken off for each day late.

We thank all parents for their continued support with this and we wish all a happy and healthy summer!

TEECS encourages students to become avid readers who enjoy the gift of reading. The habit of purposeful and enjoyable reading contributes to an excellent writer.

Attached is a **mandatory 7th grade reading rubric** that you can use as a guide in scheduling your summer reading so that you can plan your time accordingly. 7th grade students are expected to read about 45 minutes to an hour a day. An excellent reader will often reread to better comprehend the information given and to develop outstanding answers for the related book reports. This reading must be both enjoyable and informative. However, if you are not managing your time appropriately, this otherwise pleasant reading experience could become somewhat stressful. You will see that I have attached a reading rubric for every week this summer. **Guardians must sign** their initials on the upper left side of the rubric under the provided date. **Guardians must also highlight** the section that they feel you achieved. To highlight digitally: simply highlight the text, click on text color, select highlight, and choose yellow. Below is an example:

Week of June 26th Guardian's Initials AB	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Area of Concern	Needs Effort
Reads Regularly	Evidence of reading more than 1 hr each day.	Evidence that reading is happening for 45 minutes each day. (Approximately 40 pages a day)	Evidence that reading is happening 30-40 minutes each day.	May be distracted at home and/or little reading done at home.	Easily distracted at home - no evidence of reading outside of home.

If you read for about an hour a day, you can easily cover 40 pages a day for this summer work. My suggestion would be to take the number of pages in the book you are reading and divide it by 40, this way you'll know about how many days it will take you to finish the book and allow for time to complete the related book report.

Students are required to read THREE books this summer. There is one required non-fiction and one required fiction book that all 7th graders must read and the other 1 book can be chosen from the attached fiction and nonfiction/informational text list. The books I've chosen for you are sure to take you on adventures while teaching you more about this world we live in and ways to change it for the better! You will find the list towards the end of this packet.

ALL GRADE 7 STUDENTS MUST READ: *When You Reach Me* by Rebecca Stead and *Discovering Wes Moore* by Wes Moore, plus a book of their choosing from the list provided.

To receive full credit, students must read 3 books and submit a book report for 2 of them. You will find the book report worksheets at the end of this packet, one for fiction and one for non-fiction/informational texts. Your book reports can be on two of the 3 books your read. They do not have to be on both mandatory books, so long as one is fiction and the other nonfiction. Be sure to use the correct worksheet for fiction and nonfiction! In preparation for the PARCC assessment in terms of reading comprehension and typing skills, all reports must be typed. Please be sure to use font size 12, Times New Roman or Times. There is no need for fancy headers or footers. Please save your work as you go along to avoid losing it! Also, save to a thumb drive, google drive or dropbox as a backup.

The two book reports along with the reading rubric will be the Reading Project Grade. The Reading Project grade will be obtained using the following rubric. Your teacher will highlight where you land in each section for each column. The total points you could get is a 12 out of 12 by obtaining 4 points in each of the 3 sections. This is an example of what your grade could be -

Reading Rubric- 3pts
 Book Report 1 - 3 pts
 Book Report 2 - 4 pts
 10/12 points = 0.83 = 83%

	Reading Rubric : (Parents sign this and it is attached)	Book Report 1	Book Report 2
0	Needs Effort	Needs Effort-no evidence cited in answers; a 1 to 3 sentence answer for each question	Needs Effort-no evidence cited in answers; a 1 to 3 sentence answer for each question
1	Area of Concern	Area of Concern-little evidence cited in answers; a 2 to 4 sentence answer for each question	Area of Concern-little evidence cited in answers; a 2 to 4 sentence answer for each question
2	Approaching Expectations	Approaching Expectations- evidence cited in answers; a 4 to 6 sentence answer for each question	Approaching Expectations- evidence cited in answers; a 4 to 6 sentence answer for each question

3	Meeting Expectations	Meeting Expectations- evidence cited in answers throughout; a 7 to 8 sentence answer for each question	Meeting Expectations- evidence cited in answers throughout; a 7 to 8 sentence answer for each question
4	Exceeding Expectations	Exceeding Expectations- evidence cited in answers throughout; a 8 to 9 sentence answer for each question	Exceeding Expectations- evidence cited in answers throughout; a 8 to 9 sentence answer for each question

Choose ONE of the following essay assignments to complete for the Writing Project Grade:

Essay Assignment Choice 1: Five-Paragraph Essay/Personal Reflection (approximately 4 pages, 12 font, Times New Roman)

This essay must be typed as well and should answer each of the following statements/questions in the following order:

-Which two books did you choose? Analyze and discuss the similarities and differences of the books.

-Explain which book you preferred? Why did you prefer this over the other? (Can use 'I' for this portion.)

-Complete a character trait analysis of the similarities and differences of the main character or figure in each each book.

***Writing the Character Analysis**

1. Write your introduction. ...
2. Describe the physical appearance of the character. ...
3. Discuss your character's background. ...
4. Discuss the character's language use. ...
5. Write about the personality of the character. ...
6. Analyze the character's relationships with others.

-Analyze and discuss the settings' similarities and differences.

-Pick a character from one of the books and make two inferences about the character's personality traits. This is a fact about the character's personality that you can conclude from the

book without the author directly writing this about the character. Explain the reasoning for your inferences.

-Discuss which book you relate to your life more. Why? (Can use 'I' for this portion.)

Essay Assignment Choice 2: Narrative (approximately 4 pages, 12 font, Times New Roman)

This essay must be typed as well. It can be your own original story based on a theme observed in one of your books. Note the theme observed at the top of this story and the book that inspired your narrative.

The essay portion of the summer packet will be graded according to the below writing rubric. This rubric is an abbreviated version of the PARCC writing rubric that students will be assessed on this coming school year. **The grade obtained through this rubric will be the Writing Project Grade.**

	Reading Comprehension of Key Ideas & Details	Written Expression: Development of Ideas	Written Expression: Organization	Written Expression: Clarity of Language	Writing Knowledge of Language and Conventions
0	Little to no accurate textual analysis, Little to no comprehension of text ideas	Inappropriate to the task, purpose, and/or audience	Lack of coherence, clarity and cohesion	Inappropriate style; little to no awareness of the writing rules and paragraph organization; little to no precise language	Little to no command of conventions; frequent and varied errors in grammar and usage; little or no control over language; frequent distracting errors in grammar and usage often impede understanding
1	little accurate textual analysis, cited some textual evidence; limited comprehension	Develops the claims with limited reasoning, details, text-based evidence	Limited coherence, clarity, &/or cohesion; progression of ideas somewhat	Style with limited effectiveness; limited awareness of the writing rules and	Limited command of the conventions multiple errors demonstrating minimal

	of ideas expressed in the text(s).	and/or description; limited appropriateness to task, purpose, and/or audience.	unclear.	paragraph organization; limited descriptions, sensory details, linking or transitional words, words to indicate tone, or domain-specific vocabulary.	control over language; multiple distracting errors sometimes impede understanding.
2	Mostly accurate textual analysis; cited textual evidence; basic comprehension of ideas expressed in the text(s).	Some development of the claims: some reasoning, details, text-based evidence, and/or description; somewhat appropriate to task, purpose, and audience.	Some coherence, clarity, &/or cohesion; introduction, conclusion, and logically grouped ideas; progression of ideas discernible but not obvious.	2. Establishes & maintains mostly effective style; attends to norms & conventions of writing and paragraph organization; uses some precise language, including descriptive words & phrases, sensory details, linking & transitional words, words to indicate tone and/or domain-specific vocabulary.	2. Inconsistent command of conventions; errors occasionally impede understanding.
3	Accurate textual analysis; cites textual evidence to support the analysis;	Effective development of the claim, topic and/or narrative elements; clear reasoning,	Great deal of coherence, clarity, & cohesion; introduction, conclusion, and	Establishes & maintains effective style; attends to norms & conventions of writing and paragraph	Few distracting errors in grammar and usage; but meaning is clear.

	extensive comprehension of ideas expressed in the text(s).	details, text-based evidence, and/or description; largely appropriate to task, purpose, and audience.	a logical progression of ideas; fairly easy to follow progression of ideas.	organization; uses mostly precise language, including descriptive words & phrases, sensory details, linking & transitional words, words to indicate tone, and/or domain-specific vocabulary.	
4	Accurate textual analysis; cites convincing textual evidence as support; full comprehension of complex ideas expressed in the text(s).	Effective & comprehensive development of claim/topic/narrative elements; clear and convincing reasoning, details, text-based evidence, and/or description; appropriate to task, purpose, and audience.	Purposeful coherence, clarity, & cohesion; strong introduction, conclusion; logical, well-executed progression of ideas; easy to follow progression of ideas.	Establishes & maintains an effective style; attends to norms & conventions of discipline/writing and paragraph organization; consistently precise language consistently, including descriptive words & phrases, sensory details, linking & transitional words, words to indicate tone, and/or domain-specific vocabulary.	4. Few minor errors in grammar and usage; meaning is clear throughout.

Summer reading book reports, the essay, and completed reading rubric, need to be stapled together and brought to school on Friday, September 1st. All three book reports and

essay must be typed. If there is no way these can be typed, there must be a note attached to the front of the packet from your guardian explaining why this work could not be typed. You will lose points on your assignment if it is hand written without a note attached. We need to practice your typing as much as possible before PARCC and 8th grade!

Summer packets must be individually stapled. They are due Friday, September 1st.

If the packet is:

1 day late, 10 points are taken off

2 days late 10 more points are taken off

3 or more days late, the grade will be a 50

Thank you!

<u>Required Books</u>	
Fiction	Non-Fiction
<p><i>(Fiction/Space & Time)</i> Stead, Rebecca. WHEN YOU REACH ME. Sixth grader Miranda lives in 1978 New York City with her mother and is never without her favorite book, <i>A Wrinkle in Time</i>. When she starts to receive a series of notes that claim to want to save her life, Miranda begins to believe they are coming from someone who knows the future. This is the 2010 Newbery Medal winner.</p>	<p><i>(Juvenile Non-fiction)</i> Moore, Wes. DISCOVERING WES MOORE. (160 pages) Two kids named Wes Moore were born blocks apart and within a year of each other. Both grew up fatherless in similar Baltimore neighborhoods and had difficult childhoods. Both ran into trouble with the police. How did one grow up to be a Rhodes scholar and business leader, while the other ended up a convicted murderer serving a life sentence? When Wes Moore wrote to his namesake in prison, they began a remarkable friendship. This story looks at the challenges of growing up and the power of the choices that people make in their lives.</p>

Choose **ONE** additional book to read (one fiction **or** one non-fiction)

Fiction	Non-Fiction
<p><i>(Mystery/Developing Countries)</i> Mulligan, Andy. TRASH. (232 pages) Three boys live with hundreds of other families beside a city’s mountainous garbage dump site. Their days are spent picking through trash for something to use, something to sell, or something to eat. One day their lives change forever after one of them finds a bag that contains a wallet, a key, and a map.</p> <p><i>(Novel)</i> Alcott, Luisa May. Little Women. The novel follows the lives of four sisters—Meg, Jo, Beth, and Amy March—detailing their passage from childhood to womanhood, and is loosely based on the author and her three sisters.</p> <p><i>(Fantasy)</i> Cooper, Susan. The Dark Is Rising. The Dark Is Rising is a series of five contemporary fantasy novels for older children and young adults, written by the English author Susan Cooper and published 1965 to 1977. The Dark is Rising, the second novel in the series, was published in 1973.</p> <p><i>(Science Fiction/Historical Novel)</i> Yep, Laurence. Dragonwings. In the early twentieth century a young Chinese boy joins his father in San Francisco and helps him realize his dream of making a flying machine.</p> <p><i>(Novel)</i> Twain, Mark. The Adventures of Tom Sawyer. The Adventures of Tom Sawyer by Mark Twain is an 1876 novel about a young boy growing up along the Mississippi River. The story is set in the fictional town of St.</p>	<p><i>(Biography)</i> Hoose, Phillip M. CLAUDETTE COLVIN: TWICE TOWARD JUSTICE. In 1955, by refusing to give up her seat to a white passenger in Montgomery, Alabama, Claudette Colvin played an important but little known role in the Civil Rights Movement.</p> <p><i>(Biography)</i> Greitens, Eric. WARRIOR’S HEART: BECOMING A MAN OF COMPASSION AND COURAGE. In this true story, Eric Greitens describes his journey to become a Navy SEAL. Before becoming a SEAL, Greitens traveled the world from Bosnia to Rwanda, where he worked to help children and refugees attempting to recover from devastating conflicts. These humanitarian trips led Greitens to the belief that to protect those in need, one must be willing to act. This memoir focuses on the idea that the greatest strength is actually compassion.</p> <p><i>(Juvenile Non-fiction: Animals)</i> Goodall, Jane. THE CHIMPANZEES I LOVE: SAVING THEIR WORLD AND OURS. Imagine a curiosity and passion that compels you to live in a community of chimpanzees. Dr. Goodall tells of her discoveries about chimpanzees, her love for them, and her campaign for the protection of these amazing animals.</p> <p><i>(Travel Literature)</i> Steinbeck, John. Travels with Charley: In Search of America. Travels with Charley: In Search of America is a travelogue written by American author John Steinbeck. It depicts a 1960 road trip around</p>

Petersburg, inspired by Hannibal, Missouri, where Twain lived.

the United States made by Steinbeck, in the company of his standard poodle, Charley.

(Biography)

Petry, Ann. **Harriet Tubman: Conductor on the Underground Railroad.**

An introduction to the life of Harriet Tubman recounts her daring escape from slavery and the heroic efforts that brought three hundred African-Americans to freedom through the Underground Railroad.

7th Grade Summer Reading

FICTION Book Report

Name: _____ Date: _____

Book Title: _____ Author: _____

Directions: After reading your book, please answer the following questions. You may type directly into this document, but please change the color of your answers to differentiate between the questions and your responses.

****Reminders****

-Restate the question in your answer.

-Answer the question completely and in a full PARAGRAPH (8-9 sentences).

-Cite evidence from the text in your answer

-Allow your evidence to continue you as your writing as if it is your own words.

For example:

Shelia was the main character of this novel and had “golden hair with robin-egg blue eyes.”

1. Choose one of the characters from the story. Analyze their character traits and discuss the motives for their actions. Use evidence from the story to support your response.

2. Summarize the sequence of events leading up to the climax of the story.

7th Grade Summer Reading

NON-FICTION/INFORMATIONAL TEXT Book Report

Name: _____ Date: _____

Book Title: _____ Author: _____

Directions: After reading your book, please answer the following questions. You may type directly into this document, but please change the color of your answers to differentiate between the questions and your responses.

****Reminders****

-Restate the question in your answer.

-Answer the question completely.

-Cite evidence from the text in your answer, use your phrases (According to the text, On page, The author stated, etc)

-Each question should be answered in a full PARAGRAPH (8-9 sentences).

1. Discuss your views on this book. Did you enjoy this book or would you have wanted to read another book? Give at least 3 reasons why or why not.

2. Give your opinion on how the text and graphic features in this book helped you comprehend the content of the book. Explain using evidence from the text. If there aren't many features just focus on the titles and book cover.

3. Generate 3 questions you have about the topic that were left unanswered after reading and develop a plan of how you could find your answers.

4. Analyze how the content of the book affects your life.

5. Describe how the text presents information (e.g., sequentially, comparatively, causally).

6. Be a book critic and write a 1 paragraph review of the book.

Reading Rubrics for Summer Weeks

Week of June 26th Guardian's Initials _____	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Area of Concern	Needs Effort
Reads Regularly	Evidence of reading more than 1 hr each day.	Evidence that reading is happening for 45 minutes each day. (Approximately 40 pages a day)	Evidence that reading is happening 30-40 minutes each day.	May be distracted in class and/or little reading done at home.	Easily distracted in class - no evidence of reading outside of class.

Week of July 3rd Guardian's Initials _____	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Area of Concern	Needs Effort

Reads Regularly	Evidence of reading more than 1 hr each day.	Evidence that reading is happening for 45 minutes each day. (Approximately 40 pages a day)	Evidence that reading is happening 30-40 minutes each day.	May be distracted in class and/or little reading done at home.	Easily distracted in class - no evidence of reading outside of class.
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<u>Week of July 6th</u> Guardian's Initials _____	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Area of Concern	Needs Effort
Reads Regularly	Evidence of reading more than 1 hr each day.	Evidence that reading is happening for 45 minutes each day. (Approximately 40 pages a day)	Evidence that reading is happening 30-40 minutes each day.	May be distracted in class and/or little reading done at home.	Easily distracted in class - no evidence of reading outside of class.

<u>Week of July 10th</u> Guardian's Initials _____	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Area of Concern	Needs Effort
Reads Regularly	Evidence of reading more than 1 hr each day.	Evidence that reading is happening for 45 minutes each day. (Approximately 40 pages a day)	Evidence that reading is happening 30-40 minutes each day.	May be distracted in class and/or little reading done at home.	Easily distracted in class - no evidence of reading outside of class.

<u>Week of</u> <u>July 17th</u> Guardian's Initials _____	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Area of Concern	Needs Effort
Reads Regularly	Evidence of reading more than 1 hr each day.	Evidence that reading is happening for 45 minutes each day. (Approximately 40 pages a day)	Evidence that reading is happening 30-40 minutes each day.	May be distracted in class and/or little reading done at home.	Easily distracted in class - no evidence of reading outside of class.

<u>Week of</u> <u>July 24th</u> Guardian's Initials _____	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Area of Concern	Needs Effort
Reads Regularly	Evidence of reading more than 1 hr each day.	Evidence that reading is happening for 45 minutes each day. (Approximately 40 pages a day)	Evidence that reading is happening 30-40 minutes each day.	May be distracted in class and/or little reading done at home.	Easily distracted in class - no evidence of reading outside of class.

<u>Week of</u> <u>July 31st</u> Guardian's Initials _____	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Area of Concern	Needs Effort
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Reads Regularly	Evidence of reading more than 1 hr each day.	Evidence that reading is happening for 45 minutes each day. (Approximately 40 pages a day)	Evidence that reading is happening 30-40 minutes each day.	May be distracted in class and/or little reading done at home.	Easily distracted in class - no evidence of reading outside of class.
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<u>Week of August 7th</u> Guardian's Initials _____	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Area of Concern	Needs Effort
Reads Regularly	Evidence of reading more than 1 hr each day.	Evidence that reading is happening for 45 minutes each day. (Approximately 40 pages a day)	Evidence that reading is happening 30-40 minutes each day.	May be distracted in class and/or little reading done at home.	Easily distracted in class - no evidence of reading outside of class.

<u>Week of August 14th</u> Guardian's Initials _____	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Area of Concern	Needs Effort
Reads Regularly	Evidence of reading more than 1 hr each day.	Evidence that reading is happening for 45 minutes each day. (Approximately 40 pages a day)	Evidence that reading is happening 30-40 minutes each day.	May be distracted in class and/or little reading done at home.	Easily distracted in class - no evidence of reading outside of class.

		y 40 pages a day)			
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Week of August 21st Guardian's Initials _____	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Area of Concern	Needs Effort
Reads Regularly	Evidence of reading more than 1 hr each day.	Evidence that reading is happening for 45 minutes each day. (Approximately 40 pages a day)	Evidence that reading is happening 30-40 minutes each day.	May be distracted in class and/or little reading done at home.	Easily distracted in class - no evidence of reading outside of class.

Even if you are not in school by September 1st, it is still due that day. In total, these summer assignments will count as the first quarter reading and writing grade. You must show your best effort and performance on this summer work and take it seriously as it will only strengthen you as a student entering into the next grade.

Here are some recommended websites that you and your children can access over the summer:

www.readwritethink.org/beyondtheclassroom/summer

www.njsummerreading.org

www.readingrockets.org/calendar/summer

www.education-world.com/summer_reading

www.noredink.com

A fun way to practice and master grammar & writing skills!

Thank you in advance for encouraging your child's participation and hard work over the summer months.

See you in September!

Thank you!