Greetings Future 7th Grade IB Students,

Part of your summer requirements for the IB program is to complete a summer reading assignment. You are to choose ONE of the novels listed below to read this summer followed by selecting ONE of the below activities. Your completed activity must not only be printed and turned in to the "hand-in-bins," (the procedure for this will be taught within the first week of school) on August 26th, but will also be uploaded to Canvas in August after you receive your Chromebook.

- All magnet students are required to choose ONE book from the following reading list:
    - *Buried Onions by Gary Soto*
    - *The Witch of Blackbird Pond by Elizabeth George Speare*
    - *Kon-Tiki by Thor Heyerdahl*
    - *The Dark is Rising by Susan Cooper*
    - *Sister Carrie by Theodore Dreiser*
    - *A Northern Light by Jennifer Donnelly*
    - *Additional Options:*
        - *Harris and Me* by Gary Paulsen
        - *Pride and Prejudice* by Jane Austen
        - *Miss Peregrine's Home for Peculiar Children* by Ransom Riggs

- All magnet students will select ONE of the following writing prompts:
    - Choice 1, Narrative: Write a narrative essay developing a new last chapter for the book, one which gives a new ending to the story. (**ELAGSE7W3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences).
    - Choice 2, Informational: Write an informational essay analyzing how your book supports its appropriate theme. For example, how does *Buried Onions* by Gary Soto support the theme of bold actions? (**ELAGSE7W2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content).
    - Choice 3, Argumentative: Write an argumentative essay claiming which event of the book had the greatest impact on the story. (**ELAGSE7W1:** Write arguments to support claims with clear reasons and relevant evidence).

- Documents must be MS Word, or PDF Format not to surpass 500 words, in Times New Roman font size 12, double-spaced, printed on 8 ½" x 11" sized paper, with your name noted in the upper right hand corner, and stapled together when necessary.

- These activities will be scored and counted as an assessment grade so please be sure to review the appropriate rubric(s).

Very Respectfully,
Mrs. McCarthy

Choice 1, Narrative:	Exemplary (4)	Secure (3)	Developing (2)	Beginning (1)
Development	The response is a well-developed narrative that fully develops a real or imagined experience based on text as a stimulus. Provides a conclusion that follows from the narrated experiences or events. Integrates ideas and details from source material effectively.	The response is a complete narrative that develops a real or imagined experience based on text as a stimulus. Provides an appropriate conclusion. Integrates some ideas and/or details from source material.	The response is an incomplete or oversimplified narrative based on text as a stimulus. Provides a weak or ambiguous conclusion. Attempts to integrate ideas or details from source material.	The response provides evidence of an attempt to write a narrative based on text as a stimulus. Provides a minimal or no conclusion. May use few, if any, ideas or details from source material.
Focus and Organization	Effectively establishes a situation and point of view and introduces a narrator and/or characters. Organizes an event sequence that unfolds naturally and logically. Effectively uses narrative techniques, such as dialogue, description, and pacing.	Establishes a situation and introduces one or more characters. Organizes events in a clear, logical order. Uses narrative techniques, such as dialogue, description, and pacing.	Introduces a vague situation and at least one character. Organizes events in a sequence but with some gaps or ambiguity. Attempts to use some narrative technique, such as dialogue, description, and pacing.	Response is a summary of the story. Provides a weak or minimal introduction of a situation or character. May be too brief to demonstrate a complete sequence of events or signal shifts in one time frame or setting to another. Shows little or no attempt to use dialogue, description, and pacing.
Language	Uses a variety of words and phrases to convey the sequence of events and signal shifts in one time frame or setting to another. Uses precise words, phrases, and sensory language consistently and effectively to convey experiences or events and capture the action.	Uses words and/or phrases to indicate sequence of events and signal shifts in one time frame or setting to another. Uses words, phrases, and details to capture the action and convey experiences and events.	Uses occasional signal words inconsistently and ineffectively to indicate sequence of events and signal shifts in one time frame or setting to another. Uses some words or phrases inconsistently and ineffectively to convey experiences and events and capture the action.	Uses words that are inappropriate, overly simple, or unclear. Provides few, if any, words that convey experiences, or events, or signal shifts in one time frame or setting to another.
Conventions	Has very few or no errors in usage and/or conventions that interfere with meaning.	Has a few minor errors in usage and/or conventions that interfere with meaning.	Has frequent errors in usage and conventions that sometimes interfere with meaning.	Has frequent major errors in usage and conventions that interfere with meaning.

Choice 2, Informational:	Exemplary (4)	Secure (3)	Developing (2)	Beginning (1)
Development	The response is a well-developed informative text that examines a topic in depth and conveys ideas and information clearly based on text as a stimulus. Provides a strong concluding statement or section that follows from the information or explanation presented.	The response is a complete informative text that examines a topic and presents information based on text as a stimulus. Provides a concluding statement or section.	The response is an incomplete or oversimplified informative text that cursorily examines a topic based on text as a stimulus. Provides a weak concluding statement or section.	The response is a weak attempt to write an informative text that examines a topic based on text as a stimulus. Provides a minimal or no concluding statement or section.
Focus and Organization	Effectively introduces a theme. Effectively develops the topic with multiple, relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic. Effectively organizes ideas, concepts, and information using various strategies.	Introduces a theme. Develops the topic with a few facts, definitions, concrete details, quotations, or other information and examples. Generally organizes ideas, concepts, and information.	Ineffectively introduces a theme. Ineffectively organizes ideas, concepts, and information	Does not introduce a theme. May be too brief to group any related ideas together.
Language	Effectively uses appropriate transitions words to create cohesion and clarify the relationships among ideas and concepts. Uses precise language and domain-specific vocabulary to inform about or explain the topic. Establishes and maintains a formal style.	Uses some transition words to connect and clarify relationships among ideas, but relationships may not always be clear. Uses some precise language and domain-specific vocabulary to explain the topic. Maintains a formal style, for the most part.	Uses few transition words to connect and clarify relationships among ideas. Uses limited language and vocabulary that does not inform or explain the topic. Uses a formal style inconsistently or uses an informal style	May not use any linking words to connect ideas. Uses vague, ambiguous, or repetitive language. Uses a very informal style.
Conventions	Has very few or no errors in usage and/or conventions that interfere with meaning.	Has a few minor errors in usage and/or conventions that interfere with meaning.	Has frequent errors in usage and conventions that sometimes interfere with meaning.	Has frequent major errors in usage and conventions that interfere with meaning.

Choice 3, Argumentative:	Exemplary (4)	Secure (3)	Developing (2)	Beginning (1)
Development	The response is a well-developed argument that effectively relates and supports claims with clear reasons and relevant text-based evidence. Effectively introduces claim(s). Provides a strong concluding statement or section that logically follows from the argument presented.	The response is a complete argument that develops and supports claims with some text-based evidence. Clearly introduces claim(s). Provides a concluding statement or section that follows from the argument presented.	The response is an incomplete or oversimplified argument that partially supports claims with loosely related text-based evidence. Attempts to introduce claim(s). Provides a weak concluding statement or section that may not follow the argument presented.	The response is a weak attempt to write an argument and does not support claims with adequate text-based evidence. May not introduce claim(s)/claim(s), or they must be inferred. Provides a minimal or no concluding statement or section.
Focus and Organization	Uses an organizational strategy to clearly present reasons and relevant evidence logically. Supports claim(s) with clear reasons and relevant evidence using specific, well-chosen facts and details. Acknowledges and counters opposing claim(s), as appropriate.	Uses an organizational strategy to present reasons and evidence. Uses facts, details, definitions, examples, and/or other information to develop claim(s). Attempts to acknowledge and/or counter opposing claim(s), as appropriate..	Attempts to use an organizational structure which may be formulaic. Attempts to support claim(s) with facts, reasons, and other evidence sometimes, but logic and relevancy are often unclear. Makes little, if any, attempt to acknowledge or counter opposing claim(s)	May be too brief to demonstrate an organizational structure, or no structure is evident. Has minimal support for claim(s). Makes no attempt to acknowledge or counter opposing claim(s).
Language	Uses words, phrases, and/or clauses that effectively connect and show direct, strong relationships among claim(s), reasons, and evidence. Establishes and maintains a formal style that is appropriate for task, purpose, and audience	Uses words, phrases, and/or clauses that connect and show direct relationships among claim(s), reasons, and evidence. Uses a formal style fairly consistently that is appropriate for task, purpose, and audience.	Uses few words, phrases, or clauses to connect ideas; connections are not always clear. Uses a formal style inconsistently or an informal style that does not fit task, purpose, or audience.	Uses minimal or no words, phrases, or clauses to connect ideas. Uses very informal style that is not appropriate for task, purpose, or audience.
Conventions	Has very few or no errors in usage and/or conventions that interfere with meaning.	Has a few minor errors in usage and/or conventions that interfere with meaning.	Has frequent errors in usage and conventions that sometimes interfere with meaning.	Has frequent major errors in usage and conventions that interfere with meaning.