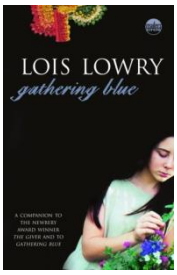
CEP Summer Reading

7th Grade 2018

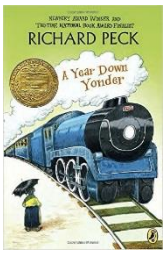
Each incoming seventh grader will read three books this summer, with a project for each of the first two required books, as described below, and an AR test for the choice book (for a total of three books read).



BOOK ONE: *Gathering Blue* by Lois Lowry Amazon.com page for Gathering Blue

ASSIGNMENT ONE: Dialectical Journal **ISBN-10:** 0385732562

(Dialectical journal instructions are on page two and a dialectical journal template for copying is on page three.)



BOOK TWO: ***A Year Down Yonder*** by Richard Peck Amazon.com page for A Year Down Yonder

ISBN-10: 0142300705

ASSIGNMENT TWO: Dialectical Journal OR Book Summary in Poem or Rap Form

Summarize the book in a 20-line poem or rap (must rhyme). You will perform your poem or rap for the class. If this does not appeal to you, you are welcome to complete a dialectical journal instead. Your poem or rap must capture the essence of the novel in a way that would make sense to people who have not yet read the novel.

BOOK THREE: ***CHOICE BOOK*** – You may choose any AR book (click here for AR bookfinder) of level 6 or up.

Below are two recommendations for advanced readers seeking a challenge, but *they are not required*.

The Call of the Wild by Jack London Amazon.com page for The Call of the Wild

ISBN-10: 0486264726

Little Women by Louisa May Alcott Amazon.com page for Little Women

ISBN-10: 1613823444

ASSIGNMENT THREE: AR test on the book that you read, OR, if you prefer, a book talk. The book talk rubric is on page 4. (If you choose to do an AR test, be sure to confirm via the AR bookfinder on our library page that the book is an AR selection.)

(Return to Library Webpage)

INSTRUCTIONS:

SUMMER READING 2018 DIALECTICAL JOURNAL

A dialectical journal represents the conversation, or *dialogue*, that, you, the reader, have with the book you are reading. It helps you process the information in the book, reflect on it, and retain it. <u>In your dialectical journal, you will make one entry per chapter of the book, with each entry being 3-4 sentences long.</u> For each entry, you will select a passage from the text, and copy it down exactly in the column that says "passage from text". You will then record the page number from which you took that passage in the column that says "page number." There are several different ways that you can respond to a passage, and they are described below.

- **(Q) Question** – ask about something in the passage that is unclear
- **(C) Connect** – make a connection to your life, the world, or another text
- **(P) Predict** – anticipate what will occur based on what's in the passage
- **(CL) Clarify** – answer earlier questions or confirm/disaffirm a prediction
- **(R) Reflect** – think deeply about what the passage means in a broad sense – not just to the characters in the story. What conclusions can you draw about the world, about human nature, or just the way things work?
- **(E) Evaluate** - make a judgment about the character(s), their actions, or what the author is trying to say. Point out similes, metaphors, and any other literary devices that you recognize.

Decide what type of response you will make for each passage, and put the code (see above) for that response in the column labeled "code". Then write your response in the response column. Try to have more "Reflect" and "Evaluate" responses than any others, as they are the best for critical thinking.

So, your steps for each entry are:

1. **Select a passage of text that moves you to a response**
2. **Neatly copy the text exactly as it is in the book into the "Passage from Text" column**
3. **Record the page number(s) in the "PG." column.**
4. **Decide which kind of response (from those above) you will write, and enter the code for it in the column labeled "CODE".**
5. **Neatly write your response in the response column. <u>Each response should be 3-4 sentences.</u>**
6. **Be sure your name, the title of the book, and the page number of your journal are filled in at the top of each page. You will need to print several copies of the journal template.**

PLEASE NOTE: <u>Dialectical journals for summer reading must be in the students' own handwriting.</u> We will type many assignments, but this one is to be handwritten so that we can see what students can produce entirely on their own. Handwriting must be neat. The heading should be in cursive, but entries may be in print or cursive. Write on each line and make more copies of the sheet, rather than trying to cram entries into small spaces.

Name: _____

Book: _____

Page ____ of ____ in this dialectical journal. (See directions previous page)

CEP SUMMER READING 2018 DIALECTICAL JOURNAL

Passage from Text	PG.	CODE	Reader's Response

Name: _____

Book: _____

Page ____ of ____ in this dialectical journal. (See directions previous page)

CEP SUMMER READING 2018 DIALECTICAL JOURNAL

Passage from Text	PG.	CODE	Reader's Response

Name: _____

Book: _____

Page ____ of ____ in this dialectical journal. (See directions previous page)

CEP SUMMER READING 2018 DIALECTICAL JOURNAL

Passage from Text	PG.	CODE	Reader's Response

Name: _____

Book: _____

Page ____ of ____ in this dialectical journal. (See directions previous page)

CEP SUMMER READING 2018 DIALECTICAL JOURNAL

Passage from Text	PG.	CODE	Reader's Response

Name: _____

Book: _____

Page ____ of ____ in this dialectical journal. (See directions previous page)

CEP SUMMER READING 2018 DIALECTICAL JOURNAL

Passage from Text	PG.	CODE	Reader's Response

Name: _____

Book: _____

Page ____ of ____ in this dialectical journal. (See directions previous page)

CEP SUMMER READING 2018 DIALECTICAL JOURNAL

Passage from Text	PG.	CODE	Reader's Response

Name: _____

Book: _____

Page ____ of ____ in this dialectical journal. (See directions previous page)

CEP SUMMER READING 2018 DIALECTICAL JOURNAL

Passage from Text	PG.	CODE	Reader's Response

Book Talk Assignment and Rubric Grade 7

Your Book Talk assignment involves delivering a 3-minute book talk to the class about the novel you have read for independent reading. The object of a book talk is to convince the listener to read the book you are recommending. This book talk is essentially a persuasive speech to convince the listener that they should read a specific book. A book talk is very similar to a trailer for a film, which shows you just enough information to convince you that you should watch the movie. Your presentation may include **a visual aid,** such as a copy of the book or a photo of the cover, to present to the audience. You may use notes to make your presentation. The book talk will cover some elements of the novel, but you should focus much of your time on the plot and conflict of the novel.

Introduction: Find an interesting, exciting, or mysterious quote to start off your presentation. This quote will get the reader's attention. Don't just pick any old quote… choose carefully and deliberately to try to capture the attention of the audience Also explain why you chose the quote. Clearly introduce your book by giving the name and author of the book.

Middle: The middle of the presentation will cover the setting, characters, and plot of the book without giving too much away of the story. Tell a little where the book is set, what kind of action or conflict is involved in the book, and what it is about in general. See if you can mention the theme of the novel. Under **no circumstances** should you give away the ending of the novel. Do not just list the characters and the setting and don't give a drawn out summary of the book.

Resolution: Without giving away the ending, convince the reader that you loved this book and that this is the book they want to read next. Make some predictions which student in the class would enjoy the book.

An example of a short book talk on *The Graveyard Book* by Neil Gaiman:

1. "There was a hand in the darkness, and it held a knife."

So begins the story of Nobody Owens, known as Bod. On the night his parents are brutally murdered, 2 year old Bod calmly climbs out of his crib and toddles out of the house and into a nearby cemetery. There he is adopted by Mr. and Mrs. Owens (childless and dead for 250 years!) who gladly care for the child and protect him from harm.

With loving ghostly parents, teachers, friends, and protectors, Bod grows from age two to fifteen in the graveyard. He learns to read and do numbers, and he also learns some ghostly skills. But not all the residents of the graveyard are friendly. There are witches, ghouls and creatures and let's not forget Jack – the evil fiend who is out to finish the job he started.

Filled with great illustrations, this is a funny, exciting and suspenseful story. How will Bod survive? Or will he? Can his loving family and friends really protect him from the evil Jack? This delightfully gruesome and very English tale will certainly appeal to both boys and girls who like adventure stories, suspense and some action. The Graveyard Book won the Newbery Award in 2009, and the awards said that the book is a "*delicious mix of murder, fantasy, humour and human longing*,. (by Diane Ferbrache, Hazen High School Librarian for The Washington Evergreen Young Adult Book Award, 2011)

Rubric for Book Talk

Criteria	Excellent 90-100	Above Average 80-90	Average 70-80	Below Average 0-69
Introduction attracts audience	Exceptional creative beginning with an excellent quote	Creative beginning with a good quote	Not a very creative or interesting beginning with a quote	Not a very good beginning with no quote
Maintains eye contact	Always maintains eye contact and engages audience	Almost always maintains eye contact	Sometimes maintains eye contact	Never maintains eye contact
Discusses the plot, setting, and characters	Thorough and interesting summary of these elements.	Somewhat thorough and interesting summary of these elements	Average summary of the elements	Does not summarize these elements or is missing a component.
Discusses the theme	Correctly discusses theme and makes an educated argument for the theme of the novel	Correctly discusses theme but fails to elaborate on the importance	Discusses theme but is incorrect or not very thorough in their elaboration of theme	Does not discuss theme or makes a very general statement about the theme.
Conclusion makes us want to read the book (or not read the book)	Very enticing conclusion – draws the listener to read the book	Somewhat interesting conclusion- listener might want to read the book	Concluded but did not draw the listener to read the book	Very boring conclusion or no conclusion at all.
Demonstrates enthusiasm for the book	Very enthusiastic and knowledgeable	Somewhat enthusiastic and knowledgeable	Shows average enthusiasm and understanding	Not enthusiastic at all
Audible	Voice is clear, words are pronounced correctly and tempo is good.	Voice is mostly clear and audible, Pronunciation is mostly correct.	Sometimes hard to understand or hear the student. Mispronounces common words.	Spoken word is too soft, mumble, speaking much too fast or slow.
Stays within time limit of three minutes	Within time limit			Too short or too long

Comments:

Total score: