



Hamilton Township School District

William Davies Middle School

1876 Dr. Dennis Foreman Drive, Mays Landing, NJ 08330

Website: <http://www.hamiltonschools.org/davies/>

Telephone: (609) 476-6241 Fax: (609) 476-6250

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May 23, 2017

Davies' Summer Reading Assignment 2017-2018

Dear Parents and Guardians,

The 7th grade ELA teachers wanted to take this opportunity to welcome you and your child to 7th grade accelerated English Language Arts. To help our students cultivate a love of reading and to support their learning over the summer, we require each accelerated student to complete a summer reading assignment, which is divided into two parts.

Part I: Students will select a fiction or nonfiction narrative in their Lexile range and complete a summer reading log about the text. Students have several options for acquiring their summer reading book: students may purchase a text, borrow a text from the Atlantic County Library, or select an online free text with your permission. The reading log indicates skills students are expected to master at the end of 7th grade and it will provide valuable feedback to both students and teachers next year. The reading log is due September 15, 2017 and is worth 50 class participation points. Students may complete this reading guide by hand or digitally. Please note if the text selected has a *Reading Counts (RC)* quiz, students may take this exam when they return in September. This is not a requirement, but is greatly encouraged since students are required to earn *RC* points throughout the school year

Part II: In addition to a text of their choice, students are required to read *Freak the Mighty* and to complete a project (worth 1 test grade) due September 15, 2017. Students will be provided with a copy of this text and need to return or replace that copy when returning to school in September. Additionally, we are giving each student an optional study guide, which will not be collected, assessed, or used in the grade book. The purpose of this study guide is for students to take ownership of their learning and monitor their own comprehension throughout the text.

Recipient of the National Green Ribbon Award and New Jersey Department of Education Best Practice Awards

All Children Can Learn!  All Children Can Succeed!



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Attached you will find the documents for Part I and II of the accelerated summer reading assignment. For your convenience we also placed these documents on the Davies' homepage under "Summer Reading". In addition to reviewing these documents, we ask that you complete and submit the form below no later than June 7, 2017. Please contact your child's current ELA teacher if more information is needed about Lexile ranges or the summer reading assignment.

On behalf of the English Language Arts Department, we hope you have a relaxing and enjoyable summer. We look forward to the start of a great year!

Respectfully,

The 7th Grade Accelerated ELA Teachers

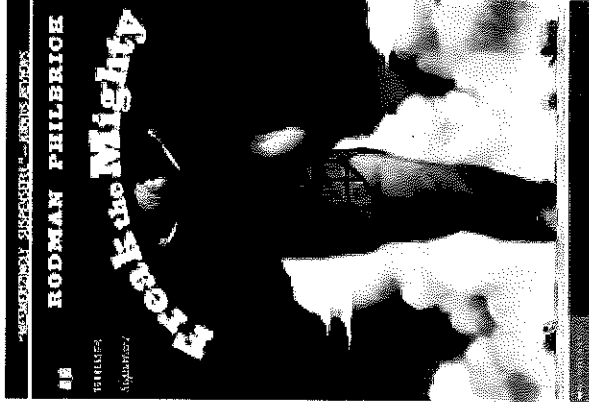
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Freak the Mighty

Accelerated Project Options

Directions: Review each project option below and select one to complete for *Freak the Mighty*. Each project requires a visual and written component. All projects will be assessed with the provided rubric (worth 1 test grade).



Option 1:

Identify a critical moment in the story to recreate. A critical moment is a point in the story that is pivotal to the plot; thus, the plot could not function without this portion of the text. Select a critical moment from the story (2-4 paragraphs) with two characters (Kevin cannot be one of the characters) and rewrite the scene from both characters perspective. Include a visual component that represents each character's perspective (could be one or two images). Visuals should be relevant, insightful, colorful, and neat.

Option 2:

Design a detailed billboard-like poster advertising the book. Include three or more characters, quotations, scenes, or moments that would make other students interested in reading this book. On the back, explain why you selected each component of the poster and its significance. Your reflection should be a minimum of three paragraphs and demonstrate an advance understanding of the content. The visual component must be relevant, insightful, colorful, and neat.

Option 3:

Create a map of the setting of the story. Draw or Photograph 5 important sites from the story, it should look like a map. Pictures should be larger than 3x5 index cards each. The poster should contain the title and author. Write a paragraph description for each setting location. The paragraph should include what the picture represents, which characters visited the site and what they did there. Visuals should be relevant, insightful, colorful, and neat.

Freak the Mighty Accelerated Project Rubric

Name: -----

Final Project Score: _____/100 points

Project turned in on time: Yes No (-5) Did not submit

	30-37 Points	38-44 Points	45-50 Points
<p>Content <i>Information as outlined in task; demonstration of text knowledge; Ability to provide insight and demonstrate ownership of content; application of the 6 writing traits (ideas, organization, voice, word choice, sentence fluency, conventions)</i></p>	<p>Project demonstrates a basic understanding of the material. Project may not address all the task requirements. Some information present may be inaccurate. Writer demonstrates a basic use of writing traits- 2 or lower on the ZB writing rubric.</p>	<p>Project demonstrates a proficient understanding of the material. Project addresses the task requirements. Information is accurate. More detailed analysis would enhance the project. Writer demonstrates a proficient use of writing traits- 3 on the ZB writing rubric.</p>	<p>Project demonstrates an advance proficient understanding of the material. In addition to the task requirements, new and insightful content is presented. Information is accurate, detailed, and insightful. Writer demonstrates an advance proficient use of writing traits- 4 on the ZB writing rubric.</p>
<p>Visual Content <i>Visual component to enhance understanding of content.</i></p>	<p>Project may not be colorful or neat. Format does not enhance content. Color does not enhance content. Visual component may be missing or not relevant to the content. Final product does not reflect planning.</p>	<p>Project is neat, and colorful. Format is appropriate to content. Color is appropriate to content. Visual component correlates to the content. Final product reflects careful thought and planning.</p>	<p>Project is eye-catching, neat, and colorful. Format selected enhances content. Creative and effective use of colors. Visual component adds to the understanding of the content. Final product demonstrates careful thought, planning, and creativity.</p>

Informational/Explanatory Writing Rubric

	4	3	2	1
Ideas	<p>The topic is introduced clearly. It is developed and supported with relevant facts and concrete details. If included, quotations are relevant, accurate, and insightful. Carefully selected ideas completely answer the reader's main questions. Cited textual evidence enhances the content.</p> <p>18 points</p>	<p>The topic is introduced adequately. Some facts, details, and quotations (if included) support the topic adequately. The reader's main questions are frequently answered. Cited textual evidence is consistent with the content.</p> <p>16 points</p>	<p>The topic is introduced. Facts, details, and quotations (if included) do not develop and support the topic effectively. A few of the reader's questions are answered. More textual evidence or stronger textual evidence may be needed.</p> <p>14 points</p>	<p>The topic is not clear. The topic is not supported by facts and details. The author did not think about what questions the reader might have. Textual evidence is missing.</p> <p>12 points</p>
Organization	<p>The ideas, concepts, and information are organized into a strong introduction, body, and conclusion. Varied, appropriate, and unique transitions connect and clarify relationships among ideas.</p> <p>18 points</p>	<p>The ideas, concepts, and information are organized into an introduction, body, and conclusion. More or better transitions may be needed.</p> <p>16 points</p>	<p>An introduction, body, and conclusions are present. Some transitions may be inappropriate or incorrect.</p> <p>14 points</p>	<p>The text is not organized into an introduction, body, and conclusion. It is hard or impossible to follow the ideas.</p> <p>12 points</p>
Voice	<p>The writer's voice is appropriate for the purpose and audience. The tone is informative, respectful, and consistent.</p> <p>16 points</p>	<p>The writer's voice is mostly appropriate for the purpose and audience. The tone is mostly informative and respectful, but may be too informal in some places.</p> <p>14 points</p>	<p>The writer's voice is not very appropriate for the purpose or audience. The tone is inconsistent.</p> <p>12 points</p>	<p>The writer's voice is very weak or absent. The tone is not established.</p> <p>10 points</p>
Word Choice	<p>The language is exact and concise. Domain-specific vocabulary is used correctly and explained, as needed. Nouns, and verbs and clear and precise, supported by a few carefully selected modifiers.</p> <p>16 points</p>	<p>Some of the language is exact, but some is too general or vague. Some domain specific vocabulary is not used but not explained. Some nouns and verbs are weak, requiring too much help from modifiers. Modifiers are satisfactory.</p> <p>14 points</p>	<p>Some Language is confusing. Domain specific vocabulary may be used incorrectly. Nouns and verbs lack clarity and precision. Too many or too few modifiers are used, and many of these are weak.</p> <p>12 points</p>	<p>Many words are repeated or used incorrectly. Domain-specific vocabulary is not used.</p> <p>10 points</p>
Sentence Fluency	<p>The sentences vary greatly in length and structure, adding style and interest. Almost all sentences begin differently. The text flows smoothly and is effortlessly read aloud with inflection.</p> <p>16 points</p>	<p>Sentence length and structure vary somewhat, with some sentences adding style or interest. Some sentence beginnings are repeated. Parts of the text flow smoothly. The paper can be read aloud with inflection.</p> <p>14 points</p>	<p>In many places, the writing does not flow smoothly because sentences are the same length or begin the same way. The paper is difficult to read aloud with inflection.</p> <p>12 points</p>	<p>Sentences are incomplete or incorrect. The text does not flow smoothly.</p> <p>10 points</p>
Conventions	<p>The text has been carefully edited. Grammar, usage, and mechanics are correct.</p> <p>16 points</p>	<p>The text contains some minor errors that may distract the reader, but meaning remains clear.</p> <p>14 points</p>	<p>Many errors are repeated. Line-by-line editing in specific places is needed. The errors interfere with meaning in some places.</p> <p>12 points</p>	<p>The text has not been edited. Serious errors affect or alter the meaning.</p> <p>10 points</p>

Name: -----

Optional Study Guide Questions

Freak the Mighty Study Guide

Directions: This is an optional study guide for *Freak the Mighty*. It will not be graded, assessed, or put into the grade book.

CHAPTER1

1. Who is narrating the story?
2. List five points about how the narrator describes himself.
3. What is Grim's opinion of the narrator's father? Give proof.

CHAPTER2

1. Describe the "down under" (Make 5 points).
2. When does the story take place?
3. Describe the new neighbours (Make 5 points each).

CHAPTER3

1. Max says Kevin "scared" him. Explain what he meant.
2. What gets Max and Kevin speaking in Chapter 3? Explain the situation

CHAPTER4

1. Why does Kevin call his mother the "Fair Gwen"?
2. It is obvious that Kevin is very interested in two key things in Chapter 4. Give a brief description of each & tell why you think he is interested in each.
3. Does Max like to read? Explain why or why not.

CHAPTER5

1. Kevin's mother gets very upset when she finds Kevin in Max's room. Explain why, according to Max's thinking and the real reason.
2. Why did Gwen know who Max was?
3. Why is it such a big deal that Max looks like his father?

CHAPTER6

1. What event do Max & Kevin go to together in Chapter 6? Why is this year different for Max?
2. Describe Tony D. in detail. (Thoughts, Actions, Words)
3. What does Kevin find so funny after they hear the sirens on pages 31-32?
4. Why does Max put Kevin on his shoulders?

CHAPTER9

1. Why did Kevin & Max go to the hospital? (Explain where they went, why Kevin took Max there & why it is important to the story).

CHAPTER10

1. Kevin has a vivid (intense, animated, lively) imagination. Use three examples from the novel, chapters 1- 10, that prove this is a true statement.
2. Predict what the boys will do with the purse they recovered. Or explain what you thought might or could happen.

CHAPTER11

1. Describe the New Tenements. Include details such as what it is called, what it looks like, who lives there, etc. Please put the details and your description into your own words.
2. Who are Iggy & Loretta Lee? What role do you think they will play in the novel? Explain your reasons.

CHAPTER12

1. Why is it important that Kevin and Max are in the same classes?
2. What do you think Max felt when the kids in class were teasing him?
3. What effect does Kevin sitting on Max's shoulders have on his class and teacher? What effect does it have on Max?

CHAPTER 13 - American Chop Suey

1. According to the novel, how smart is Freak?
2. How is hanging out with Kevin helping Max?
3. What does Kevin teach Max about reading?
4. What does Max think about writing?
5. Max is called alone to the Principal's office. Name two reasons Max thought he was called down. Why did the Principal actually want to talk to Max?
6. Why does Max state "If Freak ever tries to eat American chop suey again, I'll dump it on his head or something."

CHAPTER 14 - Cross My Heart and Hope to Die

1. Why is Grim yelling at Gram?
2. Who is Annie? Give details.

CHAPTER 15 - What Came Down the Chimney

1. What did Freak give Max for Christmas?
2. Who comes into Max's room?

CHAPTER 16 - A Chip off the old Block

1. Why does Max's father come back?
2. What do you think Max is feeling when his father takes him from the house?

CHAPTER 17- By All That's Holy

1. Why does Max's father tie up Max?
2. How does "Killer Kane" describe his years in prison?

CHAPTER 18 -Never Trust a Cripple

1. What is "Killer Kane's" plan?
2. What do you think Iggy is trying to tell Max "with his eyes"?

CHAPTER 19- Into the Black Down Under

1. How do you feel about the way Max's father treats Max?
2. Why does Loretta help Max?

CHAPTER 20 - Freak the Mighty Strikes Again

1. What does the sight of Loretta being hurt do to Max?
2. How does Kevin save Max? What was really in the squirt gun?

CHAPTER 21 - 22

1. Why does everyone think they will "lock Killer Kane up for good this time."?
2. Why is it different for Max at school after the Christmas break?
3. Why didn't Max have to testify at the trial?
4. What does Kevin say to Max about his father that makes him feel better?
5. Complete this statement by Kevin: "Remembering is just"
6. What does Kevin get for his birthday? Why is it significant?
7. What important event happens at the end of Chapter 22?

CHAPTER 23-25

1. What is a tracheotomy? What does Kevin do with his?
2. What gift does Kevin give Max? What is it for?
3. How does Kevin want Max to tell the story?
4. Why does Max "freak out" at the hospital?
5. Why did Kevin make up the story about the bionic body?
6. How did Max deal with Kevin's death?
7. How did seeing Loretta help Max?
8. How did writing his story help Max?