

# THE SCHOOL FOR THE CREATIVE & PERFORMING ARTS

## 7<sup>th</sup> Grade Summer Work 2019

### What is summer reading?

Summer reading is a summer assignment that is required of all SCPA English students. It is a major assignment that will be graded; the grade for summer reading is an important part of every student's first quarter grade.

Students and their families are responsible for acquiring books. The Cincinnati Public Library does have copies of all of these books, but it does not have enough copies for every student, so do your assignment early in the summer if you want to use library books. Inexpensive used copies of the books are often available through used book dealers on amazon.com; new copies are available at Joseph-Beth Booksellers. Not having a copy of the book does not excuse students from doing the assignment.

### Book choices

*Your book choices are listed in order from easier to harder.*

- *Kinda Like Brothers*, by Coe Booth
- *All's Faire in Middle School*, by Victoria Jamieson
- *The First Rule of Punk*, by Celia C. Pérez
- *Piecing Me Together*, by Reneé Watson
- *Vincent and Theo: The Van Gogh Brothers*, by Deborah Heiligman

### Read two books

Choose any two books from the list above, and read them.

### Write one essay

Identify a theme that your two books have in common. Write an essay explaining how the two books develop that theme. Use evidence from both books to support your ideas.

Your essay will be 400-600 words long, organized in paragraphs. Your essay will include an introduction, at least three well-organized body paragraphs, and a conclusion.

Your essay will include a Works Cited section, appropriately formatted using MLA style.

Your essay will be neatly typed, or neatly printed in blue or black pen on looseleaf paper.

**Your essay is due on the first day of school.**

### Scoring rubric

An essay's final grade is the highest category in which it meets *all three* sets of standards.

	Purpose, focus, and organization	Evidence and elaboration	Conventions of standard English
<b>Excellent (A)</b>	<ul style="list-style-type: none"> <li>-A strongly maintained controlling idea</li> <li>-Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>-Logical progression of ideas from beginning to end, with a satisfying introduction and conclusion</li> <li>-Appropriate style and objective tone established and maintained</li> </ul>	<ul style="list-style-type: none"> <li>-Smoothly integrated, thorough, and relevant evidence, including precise references to sources</li> <li>-Effective use of a variety of elaborative techniques, including definitions, quotations, and examples, demonstrating an understanding of the topic and text</li> <li>-Clear and effective expression of ideas, using precise language and academic vocabulary clearly appropriate for the audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>-Strong command of basic conventions</li> <li>-Some minor errors in usage but no patterns of errors</li> <li>-Adequate use of punctuation, capitalization, sentence formation, and spelling</li> <li>-Varied sentence structure</li> </ul>
<b>Good (B)</b>	<ul style="list-style-type: none"> <li>-A maintained controlling idea, though some loosely related material may be present</li> <li>-Adequate use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>-Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion</li> </ul>	<ul style="list-style-type: none"> <li>-Generally integrated and relevant evidence from sources, though references may be general or imprecise</li> <li>-Adequate use of some elaborative techniques</li> <li>-Adequate expression of ideas, employing a mix of precise and general language, including domain-specific vocabulary generally appropriate for the audience and purpose</li> </ul>	
<b>Fair (C)</b>	<ul style="list-style-type: none"> <li>-A focused controlling idea but insufficiently sustained or unclear</li> <li>-Inconsistent use of transitional strategies with little variety</li> <li>-Uneven progression of ideas from beginning to end with an inadequate introduction or conclusion</li> </ul>	<ul style="list-style-type: none"> <li>-Weakly integrated evidence from sources; erratic or irrelevant references or citations</li> <li>-Repetitive or ineffective use of elaborative techniques</li> <li>-Imprecise or simplistic expression of ideas</li> <li>-Some use of inappropriate domain-specific vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>-Various errors in usage</li> <li>-Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling</li> <li>-Some variation in sentence structure</li> </ul>
<b>Poor (D)</b>	<ul style="list-style-type: none"> <li>-Confusing or ambiguous ideas</li> <li>-Few transitional strategies</li> <li>-Frequent extraneous ideas that impede understanding</li> <li>-Too brief to demonstrate knowledge of focus or organization</li> </ul>	<ul style="list-style-type: none"> <li>-Minimal, erroneous, or irrelevant evidence or citations from the source material</li> <li>-Expression of ideas that is vague, unclear, or confusing</li> <li>-Limited or inappropriate domain-specific vocabulary</li> </ul>	
<b>Incomplete (F)</b>	<ul style="list-style-type: none"> <li>-Does not meet minimum length requirements</li> <li>-Does not address the assigned topic</li> <li>-Is written in a form other than an essay - for example, as a diagram, a list, or a block of text not organized in paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>-Only direct copy of part of the reading selection</li> <li>-No citations from the source material</li> <li>-No relevant domain-specific vocabulary</li> <li>-No evidence for the support</li> </ul>	<ul style="list-style-type: none"> <li>-Frequent or severe errors that interfere with meaning</li> </ul>