

## Grade 7 Summer Reading (m)

### Stargirl

By: Jerry Spinelli

Your journey to 7<sup>th</sup> grade begins now! Over the summer, you will be expected to read the novel *Stargirl*. The expectations for the summer reading will be the completion of **two** assignments, which will be due when you return to school on **September 5, 2024**. You will be completing a LinkIt test **AND** a writing assignment. Attached is one scoring rubric. The rubric will be used to determine your grade for your writing assignment. The rubric shows the expectations for the assignment. Any questions on the assignments can be directed to your reading teacher or Mr. Deodino.

**LinkIt Code:**

**Writing Options:**

This assignment will be based on *Stargirl*. Please complete **one** of following options:

*All writing prompts must be completed in a minimum of 4 paragraph essays. Please complete the prompt on a word document and remember to quote the text properly in your writing piece. There are sentence starters to assist you in your writing.*

- 1.) **Character Comparison** - Choose a character from *Stargirl* and compare it to another character from a DIFFERENT novel or story you have read. Please make sure to include their similarities and differences in your writing.
- 2.) **Narrative Writing Option** - Complete or change a portion of the novel.
- 3.) **Opinion Writing Option** - Individuality is an important theme throughout the novel. In your opinion, which character do you think embodies individuality the most? Make sure you include reasons why and use text evidence to support your opinion.
- 4.) **Persuasive Writing Option** - Write a persuasive essay to convince students that *Stargirl* is a positive asset to Mica Area High School.

### SENTENCE STARTERS FOR ADDITIONAL IDEAS

- Furthermore...
- Also...
- Then...
- In addition...
- Moreover...
- As well as...
- Coupled with...
- Another reason...
- Indeed...
- Identically...
- Likewise...
- Additionally...

### SENTENCE STARTERS TO SHOW EXAMPLES

- For example...
- Such as...
- For instance...
- As an example...
- You might consider...
- For one thing...
- Especially...
- As an illustration...
- To illustrate this...
- Markedly...
- In this case...
- This can be seen...

### SENTENCE STARTERS TO SHOW TIME AND ORDER

- Firstly, secondly, thirdly...
- In the first instance...
- Afterwards...
- First of all...
- With this in mind...
- In addition...
- Finally...
- Earlier...
- After this...
- Additionally...
- To begin with...

### COMPARISON AND CONTRAST SENTENCE STARTERS

- However...
- Nevertheless...
- That being said...
- Then again...
- On the other hand...
- Although...
- In comparison...
- Whereas...
- On the one hand...
- Other than...
- Outside of...
- Rather...

### New Jersey Holistic Scoring Rubric for Essay Writing– 6pt

Scoring Criteria	Inadequate Command <b>1</b>	Limited Command <b>2</b>	Partial Command <b>3</b>	Adequate Command <b>4</b>	Strong Command <b>5</b>	Superior Command <b>6</b>
<b><u>CONTENT &amp; ORGANIZATION</u></b> <ul style="list-style-type: none"> <li>Communicates intended message to intended audience</li> <li>Relates to topic</li> <li>Opening and closing</li> <li>Focused</li> <li>Logical progression of ideas</li> <li>Transitions</li> <li>Appropriate details and information</li> </ul>	<ul style="list-style-type: none"> <li>May lack opening and/or closing</li> <li>Minimal response to topic; uncertain focus</li> <li>No planning evident; disorganized</li> <li>Details random, inappropriate, or barely apparent</li> </ul>	<ul style="list-style-type: none"> <li>May lack opening and/or closing</li> <li>Attempts to focus</li> <li>May drift or shift focus</li> <li>Attempts organization</li> <li>Few, if any, transitions between ideas</li> <li>Details lack elaboration, i.e., highlight paper</li> </ul>	<ul style="list-style-type: none"> <li>May lack opening and/or closing</li> <li>Usually has single focus</li> <li>Some lapses or flaws in organization</li> <li>May lack some transitions between ideas</li> <li>Repetitious details</li> <li>Several unelaborated details</li> </ul>	<ul style="list-style-type: none"> <li>Generally has opening/closing</li> <li>Single focus</li> <li>Ideas loosely connected</li> <li>Transition evident</li> <li>Uneven development of details</li> </ul>	<ul style="list-style-type: none"> <li>Opening and closing</li> <li>Single focus</li> <li>Sense of unity and coherence</li> <li>Key ideas developed</li> <li>Logical progression of ideas</li> <li>Moderately fluent</li> <li>Attempts compositional risks</li> <li>Details appropriate and varied</li> </ul>	<ul style="list-style-type: none"> <li>Opening and closing</li> <li>Single, distinct focus</li> <li>Unified and coherent</li> <li>Well-developed</li> <li>Logical progression of ideas</li> <li>Fluent, cohesive</li> <li>Compositional risks successful</li> <li>Details effective, vivid, explicit, and/or pertinent</li> </ul>
<b><u>USAGE</u></b> <ul style="list-style-type: none"> <li>Tense formation</li> <li>Subject-verb agreement</li> <li>Pronouns usage/agreement</li> <li>Word choice/meaning</li> <li>Proper modifiers</li> </ul>	<ul style="list-style-type: none"> <li>No apparent control</li> <li>Severe/ numerous errors</li> </ul>	<ul style="list-style-type: none"> <li>Numerous errors</li> </ul>	<ul style="list-style-type: none"> <li>Errors/ patterns of errors may be evident</li> </ul>	<ul style="list-style-type: none"> <li>Some errors that do not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>Few errors</li> </ul>	<ul style="list-style-type: none"> <li>Very few, if any, errors</li> </ul>
<b><u>SENTENCE CONSTRUCTION</u></b> <ul style="list-style-type: none"> <li>Variety of type, structure, and length</li> <li>Correct construction</li> </ul>	<ul style="list-style-type: none"> <li>Assortment of incomplete and/or incorrect sentences</li> </ul>	<ul style="list-style-type: none"> <li>Excessive monotony/ same structure</li> <li>Numerous errors</li> </ul>	<ul style="list-style-type: none"> <li>Little variety in syntax</li> <li>Some errors</li> </ul>	<ul style="list-style-type: none"> <li>Some errors that do not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>Few errors</li> </ul>	<ul style="list-style-type: none"> <li>Very few, if any, errors</li> </ul>
<b><u>MECHANICS</u></b> <ul style="list-style-type: none"> <li>Spelling</li> <li>Capitalization</li> <li>Punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Errors so severe they detract from meaning</li> </ul>	<ul style="list-style-type: none"> <li>Numerous serious errors</li> </ul>	<ul style="list-style-type: none"> <li>Patterns of errors evident</li> </ul>	<ul style="list-style-type: none"> <li>No consistent pattern of errors</li> <li>Some errors that do not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>Few errors</li> </ul>	<ul style="list-style-type: none"> <li>Very few, if any, errors</li> </ul>

<b>Non-Scorable Responses</b>	<b>NR</b> = No Response	Student wrote too little to allow reliable judgment of his/her writing.	<b>NE</b> = Not English	Student wrote in a language other than English.
	<b>OT</b> = Off Topic/ Off Task	Student did not write on the assigned topic/task, or the student attempted to copy the prompt.	<b>WF</b> = Wrong Format	Student refused to write on the topic, or the writing task folder was blank.