

## Summer Reading Assignment Rising Seventh Graders- Glenridge Middle School

**Unit Question: How do the ten IB Learner Profile traits connect to literature?**

**Directions: Choose one book from the list below to complete your summer reading. This assignment is due by the first FRIDAY of school - August 16, 2019 .**

1. *The Juvie Three* by Gordon Korman
  2. *The Night Diary* by Veera Hiranandani
  3. *Chinese Cinderella: The Secret Story of an Unwanted Daughter* by Adeline Yen Mah
  4. *Drums, Girls, and Dangerous Pie* by Jordan Sonnenblick
  5. *Fever, 1793* by Laurie Halse Anderson
  6. *Peace, Locomotion* by Jacqueline Woodson
  7. *Stealing Home: The Story of Jackie Robinson* by Barry Deneberg
  8. *The Best We Could Do: An Illustrated Memoir* by Thi Bui
  9. *The Insignificant Events in the Life of a Cactus* by Dusti Bowling
  10. *I Got This: To Gold and Beyond* by Laurie Hernandez
  11. *Strong Inside (Young Readers Edition): The True Story of How Perry Wallace Broke College Basketball's Color Line* by Andrea Maraniss
  12. *All Heart: My Dedication and Determination to Become One of Soccer's Best* by Carli Lloyd
  13. *Undefeated: Jim Thorpe and the Carlisle Indian School Football Team* by Steve Sheinkin
  14. *Inside Out and Back Again* by Thanhha Lai
  15. *The Boy Who Harnessed the Wind (Young Reader's Edition)* by William Kamkwamba and Bryan Mealer
- \*These books are available from the public library or through vendors such as Amazon, Barnes and Noble, or iBooks. Check GoodReads <https://www.goodreads.com/> for various outlets to purchase your chosen book.

### **Part One Directions:**

Create a presentation about the main character from the novel you read. Choose at least three (3) learner profile traits that the main character exemplified in the novel. (For example, was he/she: caring, balanced, a thinker, etc.?) Learner profile traits are listed on the back of this page. Use evidence from the book to show how the character demonstrated the traits. Include quotes and examples. Your presentation may be digital (slideshow, prezi, piktochart) or paper (poster or pamphlet). Include the title and author of the novel, the traits, the definition of each trait, and the evidence/examples from the text. You will present your information in class and it should be limited to two minutes.

### **Part Two Directions:**

**Paragraph One:** Which learner profile traits are your strongest? You should pick two to three traits. What does each word mean? Give at least two examples of how you demonstrate each trait. How do you think exhibiting each trait will help you as a student or in life? Why is it positive to be \_\_\_\_\_ and \_\_\_\_\_?

**Paragraph Two:** Which learner profile trait is your weakest? OR which trait would you like to work on more this year? How will you do that? How could that help you as a student? Do you know someone who better exemplifies that trait?

### **Criteria for success:**

- \*Each paragraph should be 5-8 COMPLETE sentences.
- \*The writing should be in formal or standard English.
- \*You should fully address the prompt with facts, evidence and examples.
- \*There should be few to no errors that might cause confusion.

## Learner Profile Traits

The aim of the IB MYP at Glenridge is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Open-minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
Risk-takers	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives—intellectual, physical and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

### Language and Literature: 7<sup>th</sup> grade Summer Reading Rubric

**Criterion C: Producing text:** i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process.

Achievement Level	Level Descriptors
1-2	The student: i. produces texts that demonstrate limited personal engagement with the creative process; demonstrates a limited degree of thought or imagination and minimal exploration of new perspectives and ideas
3-4	The student: i. produces texts that demonstrate adequate personal engagement with the creative process; demonstrates some thought or imagination and some exploration of new perspectives and ideas
5-6	The student: i. produces texts that demonstrate considerable personal engagement with the creative process; demonstrates considerable thought or imagination and substantial exploration of new perspectives and ideas
7-8	The student: i. produces texts that demonstrate a high degree of personal engagement with the creative process demonstrates a high degree of thought or imagination and perceptive exploration of new perspectives and ideas