

Hamilton Township School District

William Davies Middle School

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

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

Stephen P. Santilli
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May 22, 2017

Davies' Summer Reading Assignment 2017-2018

Dear Parents and Guardians,

The 6th grade ELA teachers wanted to take this opportunity to welcome you and your child to 6th grade accelerated English Language Arts. To help our students cultivate a love of reading and to support their learning over the summer, we encourage all students to read books within their Reading Level. However, in addition to encouraging books of choice, we do require each accelerated student to complete a specific summer reading assignment.

This summer we are asking students to read and analyze the provided text *Maniac Magee* by Jerry Spinelli. There are two required assignments with this text. The first assignment is a reading log, which indicates skills students are expected to master at the end of 5th grade. This reading log will provide valuable feedback to both students and teachers next year. Students may complete this reading guide by hand or digitally. It is worth 50 class participation points and is due September 15, 2017.

The second assignment requires students to complete a project about the text, which will demonstrate the student's comprehension of the material. Students will select one project to complete from the six options provided. This project is worth one test grade and will also be due September 15, 2017.

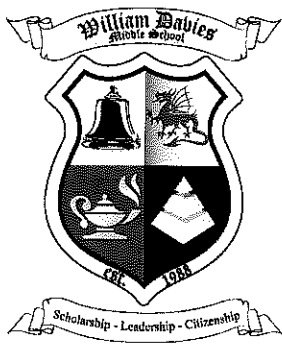
Please note students will be provided with an optional study guide for the text, which will **not** be collected, assessed, or used in the grade book. The purpose of this study guide is for students to take ownership of their learning and monitor their own comprehension throughout the text.

Lastly, students will be supplied with the text, reading log and rubric, optional study guide questions, project options, project rubric, and explanatory/informational rubric. Students are responsible for returning their book on the first day of school; therefore, damaged or lost books must be replaced. For your convenience we also placed these documents on the Davies' homepage under "Summer Reading". Please contact your child's current ELA teacher if more information is needed about 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 6th Grade Accelerated ELA Teachers

Davies' Summer Reading Assignment 2017-2018
Please complete and submit this form prior to June 2, 2017



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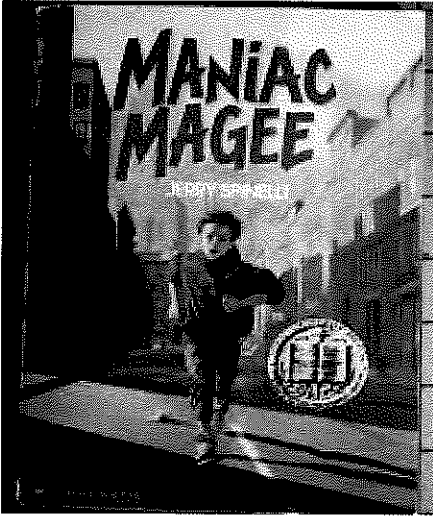
Last Name: _____ First Name: _____ Grade: 6

By signing this form, you are agreeing to the requirements of the accelerated summer reading assignment for the 2017-2018 school year.

Parent/Guardian Signature: _____

Maniac Magee

Accelerated Project Options



Directions: Review each project option below and select one to complete for *Maniac Magee*. Each project requires a visual and written component. All projects will be assessed with the provided rubric. The project is worth one test grade.

Option 1:

Make a collage of the most important events from this book. You can use pictures, cutouts, words, etc on a poster. Or, you can create the collage online using programs you are familiar with—however, you need to print it out to turn it in.

Option 2:

Write a headline and newspaper article that might appear about what happens in Two Mills after this story ends. Make sure to include what *Maniac Magee* is up to now. Think about and include who-what-when-where-why-how in your article.

Option 3:

Create a trailer (commercial) to advertise the book as a movie. You may choose to create something on the computer or record the trailer on video. Remember, don't give away everything that happens in the story.

Option 4:

Write a poem or a song from the point of view of Amanda or John McNab. What is she/he thinking/feeling about Maniac and what is going on at Two Mills?

Option 5:

The town of Two Mills is fictional, but there are many places and times in history that have dealt with this type of racism. Research the Civil Rights Movement in the United States during the 1960s and display the information in an essay /PowerPoint/slideshow/poster/etc.

Option 6:

Research buffalos and write a paragraph describing their looks, location, eating habits, and how they act. Then, write another paragraph explaining whether you think a person would actually survive and not be injured if they lived with a buffalo, like Maniac did. Make sure you use actual information you found about buffalos to support your answer. Draw a picture of a scene with a buffalo and Maniac at the zoo.

Name _____

Optional Study Guide Questions

Maniac Magee Study Guide

Chapters 1-5

1. How did Jeffrey Magee become an orphan?
2. How many years did Jeffrey live with his aunt and uncle before ran away?
3. Why did Jeffrey run away?
4. What is the time Jeffrey was gone between Hollidaysburg and Two Mills called?
5. How many miles is there between Two Mills and Hollidaysburg?
6. Who was the first person to talk to Jeffrey?
7. Why did Jeffrey stand out in East End?
8. What did Amanda have in her suitcase that Jeffrey loved?
9. What was special about Jeffrey catching Brian Denehy's pass and then punting the ball back to Hands Down?
10. The high school boys thought Jeffrey was cool times 10 because:

Chapters 6-16

1. After Jeffrey eats at the Pickwell's, the children follow him outside and find him running:
2. McNab had the greatest fastball. Jeffrey hit every ball he threw to him, so McNab went and got _____ to pitch.
3. Which one of the following did not help Jeffrey become known as "Maniac"?
4. Where is Maniac living?
5. John McNab got so mad, he wanted to punish Maniac. He and his gang, "The Cobras" did what?
6. Mars Bar Thompson confronted Maniac. He offered him a bite of his candy bar. When Maniac took a bite, there was dead silence on the street. Why?
7. Maniac was trying to fix the torn page of the book Amanda had let him borrow. Amanda sees Mars Bar with Maniac and her torn book. Why is she so upset?
8. The Beale's invite Maniac to stay. Before he can sleep, he must:
9. What was Maniac allergic to?
10. Everybody called Jeffrey "Maniac". When asked what his name was, he would reply, "My name is Jeffrey. You know me." Why?

Chapters 17-21

1. At the block party, an old man calls Maniac something. What does he call him?
2. What is written on the side of the Beale's house?
3. What does Amanda think will make Maniac popular with everyone in East End?
4. What was the prize for untangling Cobble's Knot?
5. How long did it take Maniac to untangle Cobble's Knot?
6. What had Hester and Lester torn up for confetti?
7. Where did Maniac walk when he left town?

Chapters 22-26

1. Where did Maniac run to?
2. Why would Maniac not go to school?
3. Why would Maniac not go stay at the YMCA with Grayson?
4. Why did Grayson never make it to the major leagues?
5. What did Maniac do with the money Grayson gave him?
6. What did Grayson want Maniac to do for him?

Chapters 27-32

1. What was the first book Grayson read?
2. Why did Maniac paint 101 outside his door?
3. What was the name of the book Maniac gave Grayson for Christmas?
4. What was the most important thing Grayson gave Maniac for Christmas?
5. Why did Grayson leave Maniac?

Chapters 33-36

1. Maniac heard voices in another of the log cabins. What did he do?
2. Where were Piper and Missing Tooth running away to?
3. Piper and Missing Tooth were little brothers of who?
4. What was unusual about the McNab house?
5. Russell and Piper now went to school and began to feel important. What made them feel important?

Chapters 37-46

1. What was the most perilous challenge Russell and Piper gave Maniac to do?
2. When Maniac raced Mars Bar, he caused more trouble, and Mars Bar now hated Jeffrey Magee. Why?
3. Why did Maniac get mad at Russell and Piper?
4. Why did Maniac start sleeping in people's backyard's or on their porches?
5. In July, Maniac was running and felt as if someone was following him. Who turned out to be running at the same time?
6. What happened to Russell?
7. Why did Maniac not save Russell?
8. Mars Bar brought Amanda to the buffalo pen and fusses at Maniac. She tells him what he will and won't do. All the while, Maniac says nothing because he knows he has finally found what?

Maniac Magee

Accelerated Project Rubric

Name: _____

Final Project Score: _____/100

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

	30-37 points	38-44 points	45-50 points
<p>Content 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)</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 Component <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	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. <input type="checkbox"/> 18 points	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. <input type="checkbox"/> 16 points	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. <input type="checkbox"/> 14 points	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. <input type="checkbox"/> 12 points
Organization	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. <input type="checkbox"/> 18 points	The ideas, concepts, and information are organized into an introduction, body, and conclusion. More or better transitions may be needed. <input type="checkbox"/> 16 points	An introduction, body, and conclusions are present. Some transitions may be inappropriate or incorrect. <input type="checkbox"/> 14 points	The text is not organized into an introduction, body, and conclusion. It is hard or impossible to follow the ideas. <input type="checkbox"/> 12 points
Voice	The writer's voice is appropriate for the purpose and audience. The tone is informative, respectful, and consistent. <input type="checkbox"/> 16 points	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. <input type="checkbox"/> 14 points	The writer's voice is not very appropriate for the purpose or audience. The tone is inconsistent. <input type="checkbox"/> 12 points	The writer's voice is very weak or absent. The tone is not established. <input type="checkbox"/> 10 points
Word Choice	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. <input type="checkbox"/> 16 points	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. <input type="checkbox"/> 14 points	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. <input type="checkbox"/> 12 points	Many words are repeated or used incorrectly. Domain-specific vocabulary is not used. <input type="checkbox"/> 10 points
Sentence Fluency	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. <input type="checkbox"/> 16 points	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. <input type="checkbox"/> 14 points	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. <input type="checkbox"/> 12 points	Sentences are incomplete or incorrect. The text does not flow smoothly. <input type="checkbox"/> 10 points
Conventions	The text has been carefully edited. Grammar, usage, and mechanics are correct. <input type="checkbox"/> 16 points	The text contains some minor errors that may distract the reader, but meaning remains clear. <input type="checkbox"/> 14 points	Many errors are repeated. Line-by-line editing in specific places is needed. The errors interfere with meaning in some places. <input type="checkbox"/> 12 points	The text has not been edited. Serious errors affect or alter the meaning. <input type="checkbox"/> 10 points