

Egg Harbor Township Schools

We are extremely excited to announce that this summer we will have required summer reading for all middle school students. Research shows that reading over the summer reduces summer slide and promotes academic success throughout the school year. Students have spent the year in reading workshop and to continue to foster that love of reading, we want students to choose a “just right” book to read over the summer. The librarians and reading specialists are helping prepare students throughout May and June to find that “just right” book. We will have books for sale at reduced cost (ranging from \$5.00-13.00) and also work with the county library to ensure all students can find a perfect book to read.

Students will complete one assignment to accompany their book. The assignments are all activities and strategies the students have practiced throughout the year, and will help the students continue to implement and master reading strategies.

We ask that you and your child complete the bottom portion of this form together and return to your student’s ELA teacher no later than June 14th. More details about your student’s trip to the library and availability to purchase books will come from the individual teachers. If you have any questions, please contact Lily Moss, Supervisor of ELA, K-12, mossil@eht.k12.nj.us or 609-653-0100 ext. 1617. Thank you for your support.

EHT Middle School Summer Reading Assignment 2019-2020

Please complete and submit this form to your student’s ELA teacher prior to June 14, 2019

Last Name: _____ **First Name:** _____ **Current Grade:** _____

ELA Teacher: _____

Summer Reading Text: _____

Author: _____

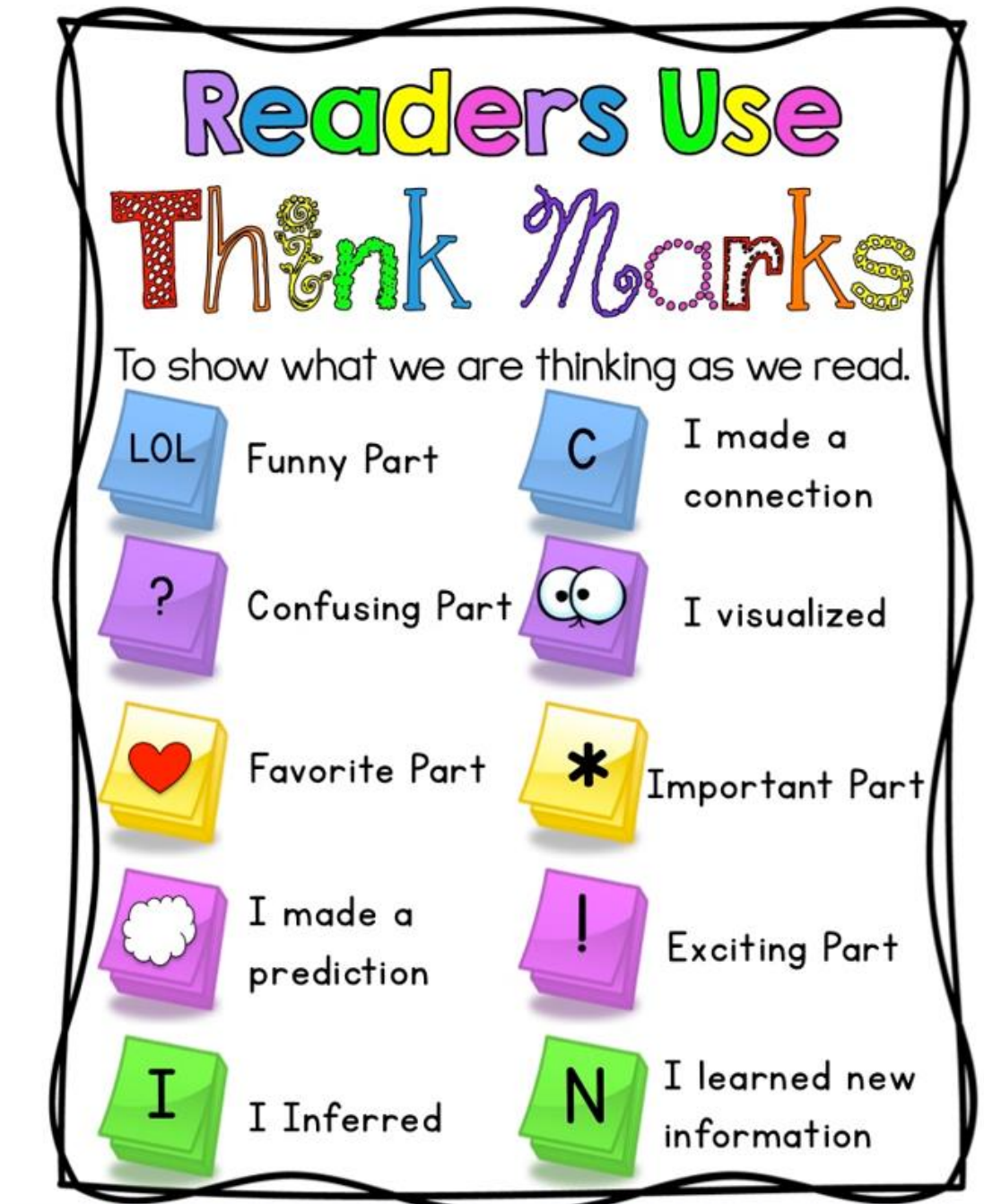
By signing this form, you are agreeing to your child’s selected text and the requirements of summer reading for the 2019-2020 school year.

Parent/Guardian Signature: _____

6th into 7th Grade

Choose any “just right” book and complete either the Think Mark or Book Talk assignment. You are **REQUIRED** to read at least one book and complete at least one assignment. For every additional book and assignment completed, you will receive extra credit and a special celebration for your reading accomplishments.

Choose 5 “Think Marks” to use to respond as you read. Each response should explain why you chose that Think Mark, give the page number and textual evidence to support your thinking using the ACE method.





The ACE Writing Strategy

Answer the question

- Answer the question completely
- Use key words from the question in your answer
- This is your claim

Cite evidence from the text

- Use clear, specific examples from the text that support your claim
- Refer, provide, describe, define
- Use quotations when citing exact words / phrases

Explain

- Explain the connection between your evidence and your claim
- Extend and elaborate the support for the example
- Answer the question “So what?”

SAMPLE

Book Title: Wonder

Think Mark/page #: I made a Connection pg. 301

Connections help readers understand messages the author is trying to make or understand characters better. In Wonder, the author wants the readers to understand the importance of kindness. On page 301 Mr. Tushman says, “If every person in this room made it a rule that wherever you are, whenever you can, you will try to act a little kinder than is necessary-the world really would be a better place. And if you do this, if you act a little kinder than necessary, someone else, somewhere, someday, may recognize in you, every single one of you, the face of God.” I connected with this because last year there was a kid on the bus who was making fun of another kid. That kid was really upset. One day, I asked him if he wanted to sit with me and then the other kid didn’t make fun of him. It made me realize that being nice stopped the other kid from being mean and that was very powerful. Like Mr. Tushman, I understand how one person being nice can affect others.

OR

Book Talk- students will write and speak.

See samples below

Students must come to school with a written Book Talk(see samples below) and be prepared to present the spoken version or they may create a video to present the book talk. The written portion of the Book Talk must be one complete paragraph and the spoken or video presentation must be at least one, but no more than three minutes long. Book talks should have a hook to grab attention and include characters, setting and the main conflict, but should not give away the ending. Book talks should make the audience want to read the book!

[Samples \(presentation\)](#)

[Written Samples](#)

[Student Tips](#)

[Additional Tools for video \(optional\): iMovie, Flipgrid, Videolicious, select here for more.](#)

Book Talk Rubric

Name: _____

Learning Target	1 (Beginning)	2 (Developing)	3 (Proficient)	4 (Advanced)
<u>Book Talk Form</u> CCSS.ELA-LITERACY.W.10	Does not answer any of the questions on the form. Does not give an interesting introduction, summary, reasons why they liked the book, a short passage read aloud, or a conclusion. _____	Attempts to answer some of the questions on the form; may only speak about 2 or 3 of the 5 book talk bullets. _____	Presents answers to some of the questions on the form; may only speak about 3 or 4 of the 5 book talk bullets. _____	Meets the proficiency criteria in a creative and sophisticated way that demonstrates depth of thought. _____
<u>Establish Context</u> CCSS.ELA-LITERACY.3	Does not establish context for the book; introduce a narrator and/or characters; or explain how the plot unfolds. _____	Attempts to establish a context for the book to engage the audience; introduce a narrator and/or characters; and explain how the plot unfolds. _____	Establishes a context for the book to engage and orient the audience. Introduces a narrator and/or characters. Explains how the plot unfolds naturally and logically. _____	Meets the proficiency criteria in a creative and sophisticated way that demonstrates depth of thought. _____
<u>Plot</u> CCSS.ELA-LITERACY.RL.3	Does not describe the story's plot or how the characters change. _____	Attempts to describe how a story's plot unfolds in a series of events AND how the characters change as the plot moves toward a resolution. _____	Describes how a story's plot unfolds in a series of events and how the characters change as the plot moves toward a resolution. _____	Meets the proficiency criteria in a creative and sophisticated way that demonstrates depth of thought. _____
<u>Presentation Style</u> CCSS.ELA-LITERACY.SL.4	Does not present ideas in a logical sequence or use details from the text. Does not use appropriate eye contact, adequate volume, and clear pronunciation. _____	Attempts to present ideas in a logical sequence, using descriptions and details from the text; uses appropriate eye contact, adequate volume, and clear pronunciation. _____	Presents ideas in a logical sequence, using relevant descriptions and specific details from the text to highlight main ideas or themes, uses appropriate eye contact, adequate volume, and clear pronunciation. _____	Meets the proficiency criteria in a creative and sophisticated way that demonstrates depth of thought. _____