

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, moss1@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: _____

7th into 8th Grade Reading Notebook Guidelines

1. Compose **three entries** as you read your book. There must be one entry to reflect the beginning, middle and end and then two of choice.
2. Write the **book title, page number, and title of entry** at the top of each entry. Each entry should be one full page in length.
3. Entries should be thoughtful and include **textual evidence**. Consider the reading strategies you learned throughout the year. Refer to rubric below.
4. Make sure to write in complete sentences and with correct grammar!

Think Mark entries: <i>Reflect</i> on the post-its you have collected while reading and <i>add</i> more thinking to your original ideas noticing patterns and contrasts.	Residue responses: <i>Describe</i> a scene that stuck with you and <i>explain</i> why it left such an impression.	Quote: <i>Analyze</i> a quote in the novel and <i>explain</i> why the quote is so important to the text.
Charts/Lists/Webs: <i>Organize</i> information from your novel that can be <i>categorized</i> in a new way	Fan fiction: <i>Recreate</i> a scene to the book or <i>alternate</i> the ending	Text to Text: <i>Compare</i> and <i>contrast</i> your current novel and a novel you read in the past.
Life Lesson: <i>Describe</i> the life lesson that was being conveyed when an older and wiser characters provides the main character advice. How did this advice affect the character? What was the value of it?	Character interviews: <i>Create</i> a fictional interview with a character that demonstrates understanding of what type of person the character is, important themes, and issues in the story.	Repetition: <i>Explain</i> why a word, phrase, object, or situation is mentioned over and over in the text. Why does this keep showing up again and again? Why is it so important? What does this tell you about the theme, character, or conflict?
Emotional timelines: <i>Arrange</i> the ups and downs (highs and lows) of a character's emotions in different scenes throughout the novel. Use sophisticated language to describe the emotions.	Knock Some Sense: <i>Choose</i> a character that irks you, and tell them off! What did they do wrong and how would you have done it differently? <i>Justify</i> your advice to them.	Artist: <i>Illustrate</i> in detail a scene from your novel that really sticks out in your mind. Include page number and quote from the novel that connects to the illustration. <i>Explain</i> why this illustration stuck with you.
Interpreter: <i>Identify</i> 4 lines of figurative language in your novel and <i>interpret</i> what the line is really trying to say.	Text to World: <i>Connect</i> an issue in your novel to a real-world issue. The issue can be locally, nationally, or globally.	Defender: <i>Support</i> a character from the novel that is misunderstood; <i>support</i> and <i>justify</i> his/her actions with textual evidence.

Reading Notebook Rubric

50 Above Expectations	40 Meets Expectations	30 Approaching Expectations	20 Below Expectations	10 Did Not Meet Expectations
Writer reflects on the development of new ideas, insight into the book, and textual evidence to support analysis. All notebook guidelines are met with a variety of entries.	Writer reflects on the development of new ideas, insight into the book, and textual evidence. All notebook guidelines are met with a variety of entries.	Writer reflects on the text, but does not develop new ideas with textual evidence. Entries are rushed without details.	Writer does not reflect on the book as the book is simply summarized. No textual evidence is used to support responses. Entries are rushed and repetitive.	Writer rushed response, as entries are repetitive and/or incomplete. No textual evidence is used. Few, if any, notebook guidelines are met.

Readers Use

Think Marks

To show what we are thinking as we read.



Funny Part



I made a connection



Confusing Part



I visualized



Favorite Part



Important Part



I made a prediction



Exciting Part



I Inferred



I learned new information