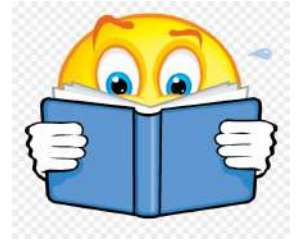


Required Middle School Summer Reading Assignment
Mint Hill Middle School: 7th Grade



Rising 7th Grader,

We are excited about your arrival for the upcoming 2019-2020 school year! We hope your summer is filled with excitement and the long needed break you deserve. While you are vacationing, or enjoying the comfort of sleeping an extra hour or two, we do not want you to forget the ability to appreciate a wonderful book! Reading really isn't homework; it is a life skill that everyone needs to live a successful life. To preserve this lifelong skill, all students must complete summer reading activities before their Seventh Grade year begins. This assignment should be turned in the first week of school AND will count as a grade for Language Arts. The deadline to turn the assignment in is September 27th.

The following rubric will be used to grade your Summer Reading assignment
100% - Exemplary/Exceeds Standard: Student demonstrated that he/she read the book and completed ALL parts and responses show evidence of a DEEP understanding of the novel. 85% - Proficient/Satisfactory: Student demonstrated that he/she read the book and completed ALL parts and responses show evidence of a BASIC understanding of the novel. 70% - Developing/Needs Improvement: Student completed SOME parts and the responses show evidence of a basic understanding of the novel. 55% - Insufficient/Unsatisfactory: Student completed FEW or NO parts with little to no understanding of the novel.

Step 1: Read the book Insignificant Events in the Life of a Cactus by Dusti Bowling for your summer reading project.

Aven Green loves to tell people that she lost her arms in an alligator wrestling match, or a wildfire in Tanzania, but the truth is she was born without them. And when her parents take a job running Stagecoach Pass, a rundown western theme park in Arizona, Aven moves with them across the country knowing that she'll have to answer the question over and over again.

Her new life takes an unexpected turn when she bonds with Connor, a classmate who also feels isolated because of his own disability, and they discover a room at Stagecoach Pass that holds bigger secrets than Aven ever could have imagined. It's hard to solve a mystery, help a friend, and face your worst fears. But Aven's about to discover she can do it all . . . even without arms.

Step 2: Double-Entry Journal

Objective: To foster improvements with comprehension, vocabulary and content retention, and to create a variety of connections (text-to-text, text-to-self, text-to-world).

Goal:

1. To be able to identify a recurring theme in the story and how it is developed.
2. To keep track of questions made during reading and then be able to identify the answers the questions by looking at specific lines and passages.
3. To identify and analyze different literary elements within the story and how each connect and affect each other.
4. To analyze a character in the book by words they choose, actions they make, and how other characters view them.

Instructions:

1. You are to keep a Double-Entry Journal during your reading of the book **Insignificant Events in the Life of a Cactus**. You must complete **ONE** Double-Entry Journal for **EVERY** five chapters you read. You will use the 7th grade universal annotating symbols (explanations for symbols are in the example below on the left side) as a guide for what you need to be looking for while you read, and then what you will actually be writing down for each entry. The length of your responses is not as important as the depth of thought and expression in your responses.
2. Each Double-Entry Journal entry will be neatly handwritten on lined paper. When you have finished all the entries required you will place them all in a pocket folder.
3. How to build each Double-Entry Journal:
 - a. The left side must contain quotes from the reading with page numbers noted that support the assigned annotating symbols for those chapters. Should you wish to quote a particularly large selection, you may paraphrase it.
 - b. The right side must be your comments on the quotes you chose in correlation to the annotating symbols assigned for that entry. This section is **YOUR** commentary, thoughts, reactions, along with analyzing the annotating symbols, so it should be in the 1st person P.O.V. (point of view). **IN NO WAY SHAPE OR FORM ARE YOU SUMMARIZING IN THE RIGHT COLUMN!!**

Double-Entry Journal Example:

Chapters numbers: _____		
Page #	Universal Annotating Symbols	Commentary/Thoughts/Reactions/ Analyzing the annotating symbols
	★ = Choose a quote/event/idea from your reading that strikes you and important	★ = What was your first thought when you read this? Why?
	? = Choose a quote/event/idea from your reading that confuses you or leads you to ask further questions	? = Why do you think you are confused? Make predictions. Ask further questions.
	↔ = Choose a quote/event/idea that makes you connect with your own life, another text, or something occurring in today's world.	↔ = What else have you read/heard/experienced that connect with the text? Explain the connection made.
	○ = Choose a word or phrase that you do not understand or know the meaning of.	○ = Define the word, find a synonym and an antonym, and write the word in a sentence