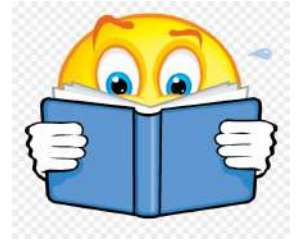


Required Middle School Summer Reading Assignment
Mint Hill Middle School: 8th Grade



Rising 8th 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 Eighth 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 ONE of the following books:

Eleanor & Park by Rainbow Rowell Set over one school year in 1986, Eleanor & Park is the story of two star-crossed misfits – smart enough to know first love almost never lasts, but brave and desperate enough to try.

The Absolutely True Diary of a Part-Time Indian by Sherman Alexie Junior has more than his fair share of burdens. He was born hydrocephalic, and he lives on an Indian reservation where there is little hope or money, but plenty of alcoholics, including his parents. His sister hardly ever comes out of the basement. He gets beaten up a lot for looking weird. But he has a few things going for him too. He's smart, good at drawing and basketball, and, unlike his friends and relatives, he has ambition and hope. But when he decides to reach for more by going to a white school 22 miles away, his burdens grow even greater.

Dear Martin by Nic Stone Writing letters to the late Dr. Martin Luther King Jr., seventeen-year-old college-bound Justyce McAllister struggles to face the reality of race relations today and how they are shaping him. ***Caution: this book contains some strong language and mildly sexual content. While the book is age level appropriate and a best-seller we wanted to ensure you were aware of the content.*

A Monster Calls by Patrick Ness Thirteen-year-old Conor awakens one night to find a monster outside his bedroom window, but not the one from the recurring nightmare that began when his mother became ill--an ancient, wild creature that wants him to face truth and loss.

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 while reading your selected book. You must complete **ONE** Double-Entry Journal for **EVERY** five chapters you read. You will use the 8th 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