

June 2017 - Middle School Summer Reading



Dear 2017 - 2018 Seventh and Eighth Grade Parents:

In order to encourage students to be involved with reading over the summer, the Middle School and High School Language Arts Departments are once again publishing the summer reading lists. Students in the 7th and 8th grade will select one of the titles from the attached list to read this summer and will complete a **summer reading assignment due the first day of school**. These books may be borrowed from either the Beaver Area Memorial Library or our Beaver Area Middle School-High School Library or purchased from a store. Many of the titles are also available as eBooks to buy or to borrow using OverDrive.

This year we will again have the students select a title to read from the Pennsylvania Young Reader's Choice Awards List. These are titles compiled by the Pennsylvania School Librarians Association and have proven to be popular with our middle school students. We hope to foster a love of reading by offering these popular choices. **Please see the attached list for book choices and descriptions.**

Every student is required to complete a summer reading assignment, explained in the attachment. This summer reading assignment is due the first day of school. The assignment requires students to complete a characterization chart while they read and to write a letter about their book after reading. **Please encourage your student to read all of the attached directions** and be specific and detailed in his/her answers.

We certainly appreciate your help and support in encouraging reading! As Dr. Seuss remarked from *I Can Read With My Eyes Shut*, "The more you read, the more things you will know. The more that you learn, the more places you'll go." Happy Summer Reading!

Sincerely,

Jeff Beltz, Beaver Area Middle School Principal
and the Middle School English Language Arts Department

Summer Reading Assignment - Beaver Area Middle School - 2017-2018

Choose one of the books on the attached list. Then, complete the **summer reading assignment, DUE THE FIRST DAY OF SCHOOL**. The assignment has two parts: I) a characterization chart and II) a written letter. Divide your book into four parts. After each quarter, stop and complete a row of the characterization chart. All work should be HANDWRITTEN.

I. Characterization Chart (8 points)

Characterization is how an author reveals what type of person a character is. Fill in the chart below, or re-create this chart on your own paper. Stop four times while you read to record what you are learning about a character in your book. You may use the same character more than once but use at least **two** different characters in your chart. HANDWRITE.

Character Name	Evidence from the text that reveals something about the character (quote or SPECIFIC example) with page number	Based on the example, explain what you can infer about the character, including character traits.
<i>Example:</i> Anne	<i>Example:</i> Page 24. Anne says, "While he was going on at me I thought... sometime I'll give you such a smack that you'll fly right up to the ceiling!"	<i>Example:</i> Anne is independent. Anne doesn't always get along with the adults because she has her own strong opinions. Sometimes her independence gets her into trouble.
	Page # _____ Text Evidence:	
	Page # _____ Text Evidence:	
	Page # _____ Text Evidence:	
	Page # _____ Text Evidence:	

II. Letter to Your Teachers

For the second part of your summer reading assignment, you are to write a letter to the middle school ELA teachers about your book. Follow the guide below for each paragraph. Be sure to **HANDWRITE** neatly.

Two of your paragraphs will be about literary elements. Choose from the list in the box below.

- theme** and how the theme was developed (How did you know that it was the theme?)
- setting** and how it impacted the plot or events
- conflict** and how it impacted the plot or events
- point of view** and how it impacted the novel (Consider how it would have been different with a different POV.)
- author's word choice in a particular section** and how it impacted the mood or tone

General Things to Include/Consider

- **Organization:** Use topic/concluding sentences and transitions!
- **Grammar/Mechanics:** Write in complete sentences with proper capitalization, spelling, and punctuation.
- **Style/Tone:** Try to choose formal words and avoid slang.

Begin your letter with the *Date and Salutation*

- Write date at the top
- Begin your letter with a salutation: **Dear Mrs. Shugert, Mrs. Hill, and Mrs. Beukema,**

First Paragraph

- Introduce yourself by briefly describing your reading habits. (Do you like to read? Why or why not? How often do you read? What types of genres do you enjoy reading? etc.)
- Briefly describe your experience reading your summer reading book. (Did you enjoy the book? Did it take you a long time to read? Was it easy or difficult to read?)
- Make sure to mention the title and author of the book you read this summer!

Second Paragraph

- Analyze **one** of the literary elements in the box above.
- Describe the literary element (For example, what is the theme?)
- Describe why the author used the element or why it was important
- Describe the effect it has on the reader/novel.
- **Include a direct quote (a line or lines from the book) to support your analysis.**

Third Paragraph

- *Same requirements as the second paragraph*, but choose a **different literary element**

Fourth Paragraph

- Make connections between your book and other things. You may compare your book to other books you have read, TV shows, historical events, your own life, etc. Make sure to explain and describe your connections.

Fifth Paragraph

- Conclude your letter by summarizing your main ideas.
- Write a strong closing sentence.
- Mention the title your book again!

Closing/Signature

- Sign off with **Sincerely,**
- Your name should be under *Sincerely,*

Grade Sheet for Summer Reading Letter to Your Teacher

Letter Writer _____ Book Read _____

Grade for Letter _____/37 points

Letter Format

Date ____/1

Salutation (Dear Mrs. _____,) ____/1

Closing and Signature (Sincerely,) ____/1

Paragraphs include transitions ____/2

Paragraph 1

Insightful introduction to yourself as a reader ____/2

Detailed description of summer reading experience ____/2

Title and author of book are somewhere in this paragraph (Book title should be underlined.) ____/2

Paragraph 2

Selected literary element is well-described ____/2

Literary element is fully analyzed: author's purpose and overall effect ____/3

Paragraph incorporates a direct quotation to support analysis of chosen literary element ____/3

Paragraph 3

Selected literary element is well-described ____/2

Literary element is fully analyzed: author's purpose and overall effect ____/3

Paragraph incorporates a direct quotation to support analysis of chosen literary element ____/3

Paragraph 4

At least two well-explained comparisons between the summer book and other texts, historical events, personal experience, etc. ____/3

Writer conveys understanding of his/her book through these comparisons ____/2

Paragraph 5

Conclusion effectively summarizes the letter's main ideas ____/2

Conclusion ends strong (perhaps with an opinion on the book or a reading goal for the year) ____/2

Title of book is somewhere in this paragraph (Book title should be underlined.) ____/1

Remember, your letter...

- should be neatly handwritten.
- should convey understanding of your book.
- should demonstrate your writing and analysis skills.
- is due the first day of school.