

Dear Students,

Congratulations on finishing out the 2017-2018 school year! But wait...learning is a lifelong journey--it's definitely not over yet! This summer, you will be continuing this journey by reading two novels and two nonfiction articles. Within this letter you will find the novels for each grade level, annotation symbols, and a rubric. Be sure to read **BOTH** books for the grade you will be starting in the fall. Please note which book you must annotate.

- **Rising 6th Graders**
 - *Echo* by Pam Munoz Ryan 690L - Students will be tested
 - *City of Ember* by Jeanne DePrau - Students will annotate and will be tested
- **Rising 7th Graders**
 - *The Devil's Arithmetic* by Jane Yolen 730L - Students will be tested
 - *Wolf Hollow* by Lauren Wolk 800L - Students will annotate and will be tested
- **Rising 8th Graders**
 - *Dead End in Norvelt* by Jack Gantos 920L - Students will annotate and will be tested
 - *To Be A Slave* by Julius Lester 1080L - Students will be tested
- **Grades 6-8:**
 - In addition to reading the two assigned books, students will also bring in two nonfiction articles that they read about a subject of their choice to discuss during book club. Both articles should be annotated.

As you read, you are required to annotate each text. By annotating, we mean you are actively reading, noting certain literary elements and your own responses to the text as you are reading the text. Attached you will find a guide to help you with your annotations. Please note that while your annotations can include your own personal notes, everyone's annotations should include the following elements:

1. Setting
2. Conflict
3. Characterization (either direct or indirect)
4. Figurative Language (note also what TYPE of figurative language)
5. Foreshadowing
6. Difficult vocabulary words
7. Connections to the text
8. A 3-2-1 at the end of each chapter (see the rubric for more details)

For any annotations made from the guide provided, **please use the provided marking system**. Any annotations in addition to that may be in your own format. Your annotations will be checked when we return from summer break, and you will be given a test on both texts.

Have a fantastic summer, and happy reading!

Sincerely,

The TMSA English Teachers

"What the reader gets from annotating is a deeper initial reading and an understanding of the text that lasts.

You can deliberately engage the author in conversation and questions, maybe stopping to argue, pay a compliment, or clarify an important issue—much like having a teacher or storyteller with you in the room. If and when you come back to the book, that initial interchange is recorded for you, making an excellent and entirely personal study tool. " -Nick Otten

Name: _____ Date: _____

Rubric for Summer Reading Annotations

	0-1	2	3
Figurative Language	Student has accurately identified fewer than 2 examples of figurative language per chapter.	Student has accurately identified 1 example of figurative language per chapter.	Student has accurately identified 2 or more examples of figurative language per chapter.
3-2-1	Student has a 3-2-1 at the end of less than half of the chapters.	Student has a 3-2-1 at the end of at least half of the chapters.	Student has a 3-2-1 at the end of every chapter.
Connections to the text	Student has made fewer than 10 connections (text-to-world, text-to-self, text-to-text).	Student has made fewer than 20 connections (text-to-world, text-to-self, text-to-text).	Student has made 30 or more connections (text-to-world, text-to-self, text-to-text).
Vocabulary	Student has circled and defined fewer than 10 vocabulary words.	Student has circled and defined fewer than 20 vocabulary words.	Student has circled and defined at least 30 vocabulary words.
Thoroughness	The student annotated some or few pages.	The student has annotated most pages.	The student has annotated every page of the book.
Clarity	The student did not use symbols OR the student used symbols but did not provide any details regarding his/her annotation.	The student mostly used symbols consistently AND the student mostly provided details regarding his/her annotations.	The student used symbols consistently AND provided details regarding each annotation.

Points will be multiplied by 5. **Total (out of 90):** _____

What is a 3-2-1?

At the end of each chapter, students should provide a 3-2-1 (3 important details, 2 things they found interesting, and 1 question they still have).

6th-8th Grade Summer Reading Annotation Sheet

Directions: As you read, look for each of the following items. When you locate an item on this list, use the symbols provided to mark it in the text.

Symbol	Meaning	Definition	Example
IC	Indirect Characterization	When an author gives clues about a character through their actions, speech, or interactions with other characters/setting.	Example: "Bill sighed as he looked at the offer of a gym membership. He really should join. But just thinking about it made beads of sweat collect at the top of his bald spot." From this, readers know that Bill feels not physically healthy, but is nervous about going to a gym.
DC	Direct Characterization	When an author directly states what a character is like.	Example: "The patient boy and quiet girl were both well-mannered and did not disobey their mother." The author is directly telling the audience the personality of these two children. The boy is "patient" and the girl is "quiet."
△	Setting	Where and when the story is located. This can change throughout a story.	As the sun set in the evening sky, Malcolm slowly turned and walked toward his home. All was silent and still. Through the window, he could see his older brother James watching a football game on the TV. James was home from his first year of college in the city. It was lonely at times, but Malcolm felt it was rather nice to not be in James' shadow during his senior year of high school. Time: evening, senior year of high school, and modern times (they have a TV) Place: Malcolm's home, and possibly the suburbs or country (his brother has gone to the city for school).
X	Conflict	A problem within the story. Conflicts may be between characters, between a character and themselves, or between a character and the setting.	John tried hard to convince himself that his Hollywood dreams were worth the struggle but his parents, and his inner voice of reason, failed to agree.
★	Climax	The point in the story where the character comes face to face with the main conflict.	In Number the Stars, Anne Marie was on her way to deliver a letter to her uncle that will save the life of her friends. That is, until she is stopped by the Nazis. The Nazis are the story's antagonist. The fate of the friends depends on Anne Marie's success in getting past the Nazis and delivering the letter.
⇒	Foreshadowing	When an author gives a hint to what will happen in the future.	"He had no idea of the disastrous chain of events to follow". In this sentence, while the protagonist is clueless of further developments, the reader learns that something disastrous and problematic is about to happen to/for him.

<p>Repetition</p>	<p>When a word, image, or scene is repeated throughout a novel.</p>	<p>In many chapters of a novel, the author keeps coming back to the image of a rose. Roses are seen throughout the novel in many ways. This repetition shows us that something about roses is important to understanding the novel.</p>
<p>Figurative Language</p>	<p>This is language that has a meaning that is more than its literal meaning. Be sure to note the abbreviation for the TYPE of figurative language it is.</p>	<p>(M) Metaphor: A comparison between two things that are not obviously alike. Ex: "Nobody invites Edward to parties because he is a wet blanket." (S) Simile: A simile is like a metaphor except that it uses the words like or as. Ex: "Jamie runs as fast as the wind." (P) Personification: When something that is not human is given human-like qualities. An example of personification would be to say, "The leaves danced in the wind." (H) Hyperbole: Exaggerating, often in a humorous way, to make a particular point. Ex: "My eyes widened at the sight of the mile-high ice cream cones we were having for dessert." (Sy) Symbolism: When something is used to represent something entirely different. One example of symbolism would be to use an image of the American flag to represent patriotism.</p>
<p>Vocabulary</p>	<p>As you read, circle words that you do not know.</p>	<p>○</p>
<p>Questions</p>	<p>As you read, put question marks (?) near details/parts that you don't understand.</p>	<p>?</p>
<p>Connection</p>	<p>Connect to the text. Connections can be text-to-self, text-to-text, and text-to-world</p>	<p>Below are some examples of questions that can be used to facilitate student connections:</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p>Text-to-Self</p> <ul style="list-style-type: none"> What does this remind me of in my life? What is this similar to in my life? How is this different from my life? Has something like this ever happened to me? What were my feelings when I read this? </div> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p>Text-to-Text</p> <ul style="list-style-type: none"> What does this remind me of in another book I've read? How is this text similar to other things I've read? How is this different from other books I've read? Have I read about something like this before? </div> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p>Text-to-World</p> <ul style="list-style-type: none"> What does this remind me of in the real world? How is this text similar to things that happen in the real world? How is this different from things that happen in the real world? </div> </div>
<p>Make a prediction</p>	<p>Use information from a text and your own personal experiences to anticipate what you are about to read (or what comes next). Write your prediction on a side of the page.</p>	<p>"What will happen next?" "Why did Debra do that?" "Who will Kevin meet at the fair?"</p>