



Sarasota Christian Seventh & Eighth Grade Summer Reading

Summer is here and it is time to relax, but never stop reading!
Seventh and eighth grade students will read *A Wrinkle in Time* by Madeleine L'Engle and one other book of an appropriate length and reading level.

Step One:

We are asking you to read and annotate this book (see attached close reading marks). When you annotate, you are responding to the book, actually giving the story feedback, what did you like, what surprised you, what confused you. Using symbols or special marks helps to keep your reading going at a comfortable pace, but the marks allow you to return to the book and see where you found something interesting or noteworthy.

Step Two: In addition, we are asking you to create a dialectic journal.

As you read, identify ten quotations or passages from each novel that are noteworthy to you. We are including a template to format this. On the left side will be the quoted passage. In the middle of the page in the second column is the page number, and the right column is to discuss why you chose this text. What does it mean to you? How do you connect with it? Why is the passage important? You can use the template as a guide or create your own. This is due the first day of class.

Step Three: Choose your project.


For your choice book, you may choose to create a one pager assignment or a novel podcast. The instructions and rubrics for both are in this information.

Step Four: First Day of School

Please plan to bring both of your books to class for the first day of school. Your teacher will be discussing the main text and giving you a grade for the quality of your annotations, journals, and project. Please note, you may have more annotations at the beginning of the story than as the story develops! You are not required to have a note on each page! Respond when you really see something that you noticed!

Enjoy your summer and summer reading! If you have any questions, please contact Dr. Susan Hedgcock at shedgcock@sarasotachristian.org

Close Reading Annotation Symbols

Symbol	What this symbol represents	What to write in your annotation
+	I <u>agree</u> with what the text/author says here!	<u>Explain</u> why you agree with the text/author.
-	I <u>disagree</u> with what the text/author says here!	<u>Explain</u> why you disagree with the text/author.
*	<u>Important</u> information, key ideas/concepts.	<u>Summarize</u> or <u>paraphrase</u> the important information/ideas.
!	Information you find <u>interesting</u> , hard to believe, or <u>surprising</u> .	<u>Reflect/Explain</u> what about the information was interesting or surprising to you.
?	Information that <u>confuses</u> you or doesn't make sense or about which you are <u>curious</u> .	<u>Compose</u> a question to express what confuses you or what you are curious about.
=	Information that <u>reminds you</u> of something you have read, heard, seen, or experienced before.	<u>Discuss</u> the connection you are making between this information and information previously read, heard, seen and/or experienced.
C	Places where you notice the author is doing something unique/deliberate/interesting in their writing (<u>craft/style/conventions</u>).	<u>Comment</u> on author's craft: What specifically are they doing here that <u>stands out</u> and how does this help <u>convey</u> their message more clearly?
	Put a circle around words with which you are <u>unfamiliar</u> .	<u>Look up</u> the word and <u>write</u> a brief definition in the margin.

Every annotation has **THREE** elements: A highlight, a symbol **AND** a sentence.

- Highlight:** Highlight **words/ phrases** that catch your attention in the ways described above. Highlight **ONLY** the **crucial** words/phrases. **DO NOT** highlight entire sentences/paragraphs!
- Symbol:** Why did you highlight what you highlighted? Put a **symbol** from the chart above.
- Sentence:** Closely reading a piece of text does you no good if you later forget **why** you made your highlights. The symbols will help remind you, but they are not enough! You **MUST** write a **sentence** to go along with your symbol! If a passage was confusing, write down a question. Making a connection? To what are you connecting this information? If you agree/disagree with an author, write *why*. Do not write phrases like "Wow!" or "This is cool!" To what are you "wow-ing?" What is the "this" and why is it cool? Be **specific**! Your future self will thank you! ☺

Name: _____ Date: _____ Per: _____

Dialectical Journal for _____

Passage from the text	Page #	My Response

Exemplary Sample Dialectical Journal Entries (Quotes and Notes)

Student Name: Bea Smart
Date: July 2007

Book Title/Author: Hatchet, Gary Paulsen
Total pages: 195

(Quotes) From Text	Pg #	(Notes) From Me
<p>“ ‘Thanks. It’s really nice.’ But the words sounded hollow, even to Brian.”</p>	p.8	<p>“Why does Brian feel that way about getting a hatchet from his Mom? If the words sound hollow to Brian, he must not mean it. Why is he mad at his Mom? <i>Asking questions</i></p>
<p>“No roads, no trails, no clearings. Just the lakes, and it came to him that he would have to use a lake for landing. If he went down into the trees he was certain to die.”</p>	p.23	<p>I can’t imagine keeping my cool in a situation like this. I’d be on my cell phone, freaking out & he’s trying to land the plane! I guess it’s important to keep your cool in a crisis. <i>Reaction to text</i></p>
<p>“Now, with the thought of the burger, the emptiness roared at him. He could not believe the hunger, had never felt this way. The lake water had filled his stomach, but left it hungry, and not it demanded food, screamed for food.”</p> <p>7 additional entries would continue on for a minimum of 10 entries. Page numbers will indicate selections from beginning, middle and end of book.</p>	p.48	<p>It’s weird how Brian’s stomach is like a character now, driving his behavior. I’ve been hungry before, but never like that. Is he going to start eating things that are poison because he is so hungry? <i>Observation of author craft and connections</i></p>

An Exemplary Double-Entry Journal Contains The Following:

- Total number of entries are 10 or more for the entire book.
- Each “From Text” entry is 1 or more complete sentence.
- “From Text” entries are from the entire book (beginning, middle and end). This is indicated by page numbers.
- Each “From Text” entry contains zero (0) spelling errors.
- All “From Me” entries have 2 or more complete sentences and demonstrate fully developed thoughts or connections about the text.

Inadequate Sample Dialectical Journal Entries (Quotes and Notes)

Student Name: Ida Wanna
Date: July 2007

Book Title/Author: Hatchet, Gary Paulsen
Total pages: 195

(Quotes) From Text	pg. #	(Notes) From Me
<p>“It kept coming back to that. He had nothing.” <i>No page number indicated.</i></p> <p>“Things wer bad, he thout, but maybe not that bad.” <i>This text excerpt has 2 mis-spellings and does not include a page number.</i></p> <p><i>Journals with less than 10 entries are not considered exemplary.</i></p>		<p>I know how that feels. I have nothing too. <i>This connection is rather shallow. It needs more elaboration.</i></p> <p>I feel that way sometimes too. <i>Again, this connection does not appear to have any thought behind it, just a hasty response to complete the task.</i></p>

An Inadequate Double Entry Journal Contains:

- Fewer than 10 entries from the book.
- Quotations from the text contain many mis-spelled words.
- “From Text” entries indicate the entire book may not have been read.
- “From Me” entries demonstrate incomplete thoughts or connections and seem hastily written. Entries lack elaboration.

Dialectical Journals – Sentence Stems

Consider using these sentence starters when completing your dialectical journals

(Q) Question – Ask about something in the passage that is unclear:

- Who/when/where is...?
- Why is this...important?
- How are...and...alike/different?
- What caused...to...?
- What does it mean when s/he says...?
- A question I have is...?

(C) Connect –

- This reminds me of (another novel or literary sample) because...
- This is related to (earlier part in story) when...

(P) Predict –

- I think the next part will be about...
- Based on...(clue), I predict...
- Based on what...said, I predict...

(CL) Clarify – Answer earlier questions or confirm/disaffirm a prediction that you made when reading the book:

- This seems to be about...
- The main character (or any character) seems...
- The author believes...
- The most important idea is...
- I think this word means...
- At first I thought..., but now I think...

(R) Reflect – Think deeply about what the passage means in a broad sense – not just to the characters in the story. What conclusions/connections can you draw about your world, about human nature, or just the way things work?

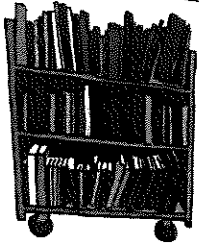
- A personal connection that I can make is...
- This reminds me of... (historical event, news story, personal experience)
- This is like everyday life when...
- This is related to...

(E) Evaluate – Make a judgment about the character, their actions, or what the author is trying to say.

- This is like...because
- This is different from...because...
- I agree/disagree with the writer because...
- I like/don't like...because...
- This is a great word here because...
- The character...seems...
- If the setting were..., the story would be different because...
- If I were the author, I would...
- I think the author wrote this because...

(COMM) Commentary –Elaborate on what the quote means or the message the author is trying to convey

- This shows that...
- This also shows that...
- This reveals ...
- The reader sees that...
- The quote illustrates...
- The author is illustrating...
- As a result of...
- This connects to...
- This character is saying that...
- This means that...
- This dialogue shows...
- The interaction of these characters means...
- The point of this scene is...



One-pager ASSIGNMENT



Directions

This assignment will assess your reading in a visual context. Think of a one-pager as a cross between a collage and doodle notes. The layout, colors, shapes, symbols, and pictures you include to visually represent the text should all relate to key elements from the text. For example, using the shape of a clock communicates that the text involves the concept of time. Create a one-pager of your novel and represent the elements below through words and images.

Symbolic Picture

Include a picture that represents the story. This picture can be hand-drawn, computer-animated, or cut out from print. Use a quote to connect to the text.

Tone

Identify a main tone in the text. Represent this tone through colors, shapes, and symbols. Use textual evidence to support it.

Setting

Identify the time and place of the story.

Represent the setting with related images, symbols, and words including any relevant historical events.

CENTER of the PAGE TITLE & AUTHOR OF TEXT

Theme

Identify the main theme(s) of the text. represent the theme with words and images. Use textual evidence to support this theme.

One-Pager Tips

Rough draft your layout with pencil before using ink or color.

Label each section of the one-pager.

Use shortened quotes, single words, and/or phrases for textual evidence.

Creativity and effort count! Think outside the box!

Characterization

Select three adjectives to describe the main character. include quotations to support your characterization along with related images.

Plot

Draw a plot map of the three main plot points of the story. use symbols to represent each event.

Reader Interpretation

Your one-pager should reveal your interpretation, perspective, and attitude towards the text.

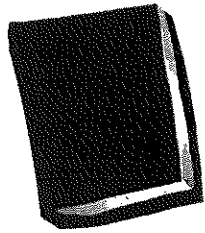
Use color, tone, and images to depict your interpretation of the text.

Expository Paragraph

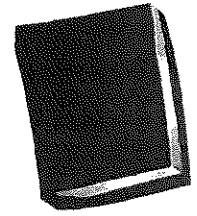
After completing your one-pager assignment, write an expository paragraph in which you explain your interpretation of the text using textual evidence. Your paragraph should include:

- A topic and concluding sentence
- Three blended quotations from the text
- Commentary and analysis of evidence
- Connection to THEME
- Academic vocabulary

* Type your paragraph and attach it to the back of your one-pager. Be ready to share with the class!

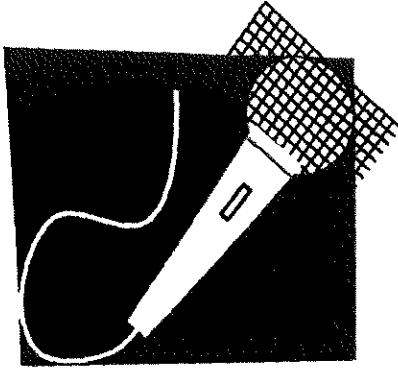


One-pager Rubric



<i>Category</i>	<i>Excellent</i>	<i>Good</i>	<i>Needs Revision</i>
Layout & Aesthetics	The layout is effective and corresponds to an overall accurate interpretation of the text. The one-pager is organized, neat, legible, effective, and visually pleasing.	The layout is logical and represents an accurate portrayal of the text. The one-pager is lacking in neatness and/or organization in places.	The layout is confusing at best. The one-pager is lacking in overall planning and execution. Elements may be sloppy or illegible.
Required Elements	The required elements of the one-pager clearly and effectively represent an accurate interpretation of the text. It contains visually-striking, effective images to represent the book and each element is supported by relevant textual evidence where required.	The elements of the one-pager represent an accurate interpretation of the text with clear, relevant images and analysis, but the required textual evidence may be missing in places, or certain elements may be underdeveloped.	The one-pager is missing required elements and fails to follow the directions completely.
Expository Paragraph	The expository paragraph provides an accurate and effective thematic interpretation of the text in an organized manner supported by relevant textual evidence and analysis. It is a polished piece of writing without spelling or major grammatical errors and meets the requirements as set forth in the directions.	The expository paragraph is an effective and polished piece of writing that interprets the text and meets the requirements. However, certain aspects may be underdeveloped such as the theme and/or analysis. The paragraph may also contain grammatical errors that interrupt the flow of thought in places and/or minor spelling errors.	The expository paragraph is either missing or fails to meet the requirements as set forth in the directions. It may be missing key components such as a developed theme, textual evidence, or analysis/commentary. It may also not be a polished piece of writing with rampant spelling and/or grammatical errors.

Feedback:



Novel Podcast

PROJECT

↳ **Task:** To create a podcast episode that discusses the major elements of a particular novel

5 Tips for Creating an Effective Podcast

- Start with a central message concept. What is the central message you want to convey to your listeners? This is much like the thesis statement of an essay.
- Craft a clever name for your podcast that relates to the type of content you will be sharing.
- Consider including interviews with other people related to the content area to drive more traffic to the podcast.
- Produce high-quality audio with a relevant intro + music.
- Develop an organizational structure for each episode much like an essay outline.

Requirements

↳ For this assignment, you will work with a group of peers to create a podcast episode on a novel of your choice. You must include:

1. A clever name for your podcast including a catchy introduction.
2. Your initial thoughts about the novel and how they changed (or didn't over time).
3. A discussion of key elements from the novel such as:
 - Characters
 - Plot
 - Theme
 - Conflict
 - Symbolism
 - Setting
 - Style
4. A brief biography of the writer with relevant background information.
5. A fun element such as a quiz game or challenge. Be creative!
6. A discussion of how the novel connects to other pieces of literature, historical/ current events, and/or the group members' lives.
7. A recommendation of the book. Would you recommend this book to others? Come up with your own rating system. Be creative!
8. An interview with someone who is an "expert" on the book or relevant to the book in some way. (optional for bonus points)

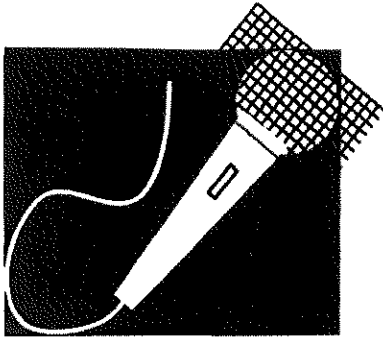
↳ Your podcast should be 20-30 minutes in length and should be conversational. Groups that read scripts will lose points. Turn this podcast into a fun, enlightening literary conversation that other students would want to listen to! Remember that your audience is your peers!

The podcast should be a polished, edited product. Consider using the following technology to create your podcast:

- Audacity or GarageBand for recording and editing your podcast
- Podomatic or SoundCloud for hosting + publishing your podcast episode

Note that music is copyrighted, so you will need to find music clips that are in the public domain. Check out these resources for finding audio clips that are free to use:

- Music Alley
- freesound.org



Novel Podcast

RUBRIC

Category	Excellent	Good	Needs Revision
Audience & Purpose	The podcast is appropriate for the audience and captivates the audience. It meets the purpose of the assignment.	The podcast is appropriate for the audience but may not be as captivating. It meets the purpose of the assignment.	The podcast is not appropriate for the audience and/or does not captivate the audience. The podcast may not meet the purpose of the assignment.
Novel Analysis	The podcast presents a logical and thorough analysis of the novel through its key components.	The podcast presents a logical analysis of the novel but may not go into as much depth.	The podcast fails to provide a logical and/or thorough analysis of the novel. The analysis is surface at best. It fails to go beyond the obvious or key components are missing.
Sound Quality & Editing	The sound is high-quality. All speakers can be heard clearly, and music/ sound effects are integrated seamlessly into the recording. The podcast shows clear evidence of quality editing.	The sound quality is mostly polished but may lack clarity in places where it is difficult to hear or contains distracting background noise. Music and sound effects may not be included seamlessly into the recording. The podcast needs further editing.	The podcast shows lack of editing, and the sound quality is poor.
Organization & Presentation Planning	The podcast presents the novel analysis in an organized way that evidences clear planning and preparation. The podcast flows smoothly from one section to the next.	The podcast presents the novel analysis in a mostly organized way; however, some parts may be out of place or confusing. The podcast shows evidence of planning, and segments flow from one section to the next in a mostly organized way. Only minor errors present.	The podcast shows an overall lack of preparation and organization, making it difficult to follow the overall analysis.
Following Directions	The group has met all of the expectations of the assignment and has followed all directions.	The group has mostly followed all directions with only minor components missing.	The group has failed to follow the directions as set forth in the assignment.

Feedback: