

7th Grade Summer Reading!

All Honors Elyria Middle School Students are expected to read one book from the list below and collect evidence through notes on a theme from your novel over the summer.

Assignment (Some examples of note taking strategies are attached.)

Students are expected to return to school prepared to write an essay analyzing the **theme** of their novel using evidence they have collected over the summer while reading. There are several ways a student can collect their evidence. Some suggestions are; using the Cornell note format, using sticky notes within the text, writing in-text annotations (only in books that you have purchased, not rented from the library or borrowed from someone), t-charts, outlining, highlighting, etc. Please choose a style that you are comfortable with and are able to bring back with you to school.

Please return to school with **AT LEAST 5** pieces of evidence for each category of the essay; plot, setting, and character's words and actions; making that **A MINIMUM** of 15 pieces of evidence pertaining to your novels theme . The notes you have collected will be used to write an essay immediately upon starting school. *Remember, it is always a good idea to have extra notes rather than not enough.*

Note: By returning to school with no annotations/notes, you understand that a schedule change will **strongly** be considered.

6th to 7th : List of books

Murder Is Bad Manners by Robin Stevens

What It's About: In 1930s Hong Kong, a Chinese Anglophile sends his 13-year-old daughter Hazel Wong to boarding school in England. When she arrives at the perpetually dark and damp Deepdean School for Girls, Hazel is in awe of the young (and mean) English girls she meets. Still, she connects with plucky and beautiful Daisy Wells, who asks Hazel to be the Watson to her Holmes. There's not much sleuthing for the girls to do until Hazel discovers the dead body of the science mistress -- but by the time Hazel runs back with Daisy, the body has mysteriously disappeared.

The Family Romanov by Candace Fleming

What It's About: Award-winning children's author Candace Fleming captures the final years of the Romanov dynasty in Russia. Czar Nicholas II isn't prepared to step up and lead his vast empire. An intensely personal man, Nicholas is better suited to family life with his German and English wife Alexandra (a granddaughter of Queen Victoria) and their five children: four girls and one sickly son. As revolutionaries gain ground and WWI approaches, it becomes clear that the Czar and his family are headed toward doom.

Finding Audrey by Sophie Kinsella

What It's About: Fourteen-year-old Audrey struggles with severe anxiety stemming from unspecified school bullying. She is under a doctor's care and making slow but steady progress, but things significantly change when Audrey meets her brother's online gaming friend, Linus. Despite her social anxiety, Audrey finds it easy to talk to Linus, and their friendship eventually turns into a sweet romance.

I Will Always Write Back: How One Letter Changed Two Lives by Martin Ganada and Caitlin Alifrenka

What It's About: In 1997, 12-year-old American middle schooler Caitlin and 14-year-old Zimbabwean Martin are paired as pen pals through their schools. At first, Caitlin sends photos and trinkets and asks for the same, not realizing the depths of poverty in which Martin lives. Eventually Caitlin and her family start to send financial support to Martin, and their international friendship forever changes each of their lives.

An Ember in the Ashes by Sabaa Tahir

What It's About: This dual-narrative fantasy follows two characters in an alternate universe with a strict caste system: Laia is a Scholar (the oppressed class), and Elias is an elite military student for the Empire. After Laia's brother is arrested, she joins a resistance movement that places her as a slave at the military academy where Elias is a rising star. Despite their differences, the slave and the soldier have more in common than they care to admit, and together they could start a revolution.

I'll Give You the Sun by Jandy Nelson

What It's About: Thirteen-year-old Noah and his twin sister Jude are inseparable until their art-critic mom announces that their dearly departed grandmother's ghost wants them to apply to a local arts high school. The competition for their mom's approval coupled with an unexpected, catastrophic loss leads to three years of drifting apart, finding love, and discovering whom they want to be as artists, siblings, and people.

Final Four by Paul Voiponi

What It's About: The story is about two teams, the Michigan State Spartans and the underdog Troy University Trojans, which have gone through the NCAA tournament and have been matched up in one of the Final Four games in which the winner faces the winner of the North Carolina/Duke game in the NCAA tournament championship game. The story switches off the different perspectives between the four main characters; Malcolm, Roko, Crispin, and Michael. They go back and forth and it takes you through their stories of how they got there and what each character has been through to finally get to the Final Four basketball game.

The Graveyard Book by Neil Gaiman

What's It about: On the night Jack murders a family in their beds, their toddler runs out into the night, pursued by the murderer, and finds his way into a cemetery. The ghosts there chase away the murderer and, after much argument, decide to raise the boy. They name him Nobody, Bod for short. As long as Bod stays in the cemetery they can protect him from Jack, who is still searching for him. But a growing boy, even one who is granted the Freedom of the Graveyard, eventually needs contact with the living world -- and it is the world of the living that holds the most danger for Bod.

All American Boy by Jason Reynolds and Brendan Kiely

What's It about: Rashad and Quinn are teens living in the shadows of both of their fathers' reputations and expectations when one night changes them both forever. Each boy must decide what kind of life he will live going forward, as the shock waves of a police beating shake them and everyone around them to the core.

Hunger Games by Suzanne Collins

What's it about: In the future, the U.S. is gone. In its place is Panem, in which the city of Capitol,

somewhere in the Rockies, rules over 12 rebellious districts. To maintain an iron grip, the Capitol holds an annual televised reality show, a lethal form of Survivor to which each district must send one boy and one girl. Out of these 24 teens, only one will survive. Katniss, who volunteers to take her sister's place, and Peeta are District 12's competitors, but their competition is complicated by Peeta's announcement that he is in love with Katniss.

Harry Potter and the Sorcerer's Stone by J.K. Rowling

What's it about: Harry's magical parents were killed by the evil wizard Voldemort when he was just a baby. Miraculously, he survived with only a lightning-bolt scar as a mysterious reminder. Harry is taken to live with his nasty relatives -- muggles, or non-wizards -- who hide the truth about his parents. Ten miserable years later, he gets a visit from a genial half-giant named Hagrid with an invitation to study at Hogwarts School of Witchcraft and Wizardry. At the school, Harry makes friends, fights trolls, learns how to play the fantastic aerial school sport, Quidditch, and uncovers a three-headed dog that guards a secret. Meanwhile, he must contend with Professor Snape, who hates him, and Draco Malfoy, a bratty student. When a mystery arises about the Sorcerer's Stone, which is supposed to possess the powers of immortality, Harry discovers that Voldemort is trying to steal it so he can regain his powers.

Among the Hidden by Margaret Peterson Haddix

What's it about: In the not-so-distant future, overpopulation has led to draconian laws limiting families to no more than two children, and Population Police ruthlessly enforce the law. Thus Luke, his family's third child, has lived his entire life in hiding, and now that a new development is being built on the edge of his family's land, he can't even go into the yard anymore, nor can he go into rooms with windows, as the neighbors grow suspicious if the shades are pulled all the time.

This miserable, isolated existence is interrupted when he discovers another shadow child living in a nearby house, and risks his and his family's lives to meet her. But this other shadow, Jen, child of an official with the Population Police, is less passive about her situation -- she is organizing a protest march to try to free the shadow children.

The Uglies by Scott Westerfeld

What's it about: Tally has grown up in a postapocalyptic world where, at age 16, everyone is given an operation that makes their faces and bodies perfect. Before the operation they are known as "uglies" and after as "pretties." After the operation they live in New Pretty Town, enjoying a life of constant partying and pleasure. Tally can't wait. Shortly before her 16th birthday she befriends Shay, who tells her about the Smoke, a secret community of those who refuse the operation. When Shay runs away to join the Smoke, Tally is given a choice by the Specials, the secret police: Help them find the Smoke and betray her friend, or remain an ugly forever.

A Wrinkle in Time by Madeleine L'Engle

What's it about: In A WRINKLE IN TIME, Meg's father, an eminent physicist, has been missing for two years. One night a strange old woman, Mrs. Whatsit, appears, "blown off course" while she, along with Mrs. Who and Mrs. Which, was tessering, or taking a shortcut through time and space. They take Meg, her little brother Charles Wallace, and their new friend Calvin, to rescue Dr. Murry, who is a prisoner on a planet ruled by IT, a giant pulsating brain that controls the minds of everyone on the planet. Charles Wallace also falls under IT's control, and when Meg finds her father, she discovers that he is not the invincible protector she thought he was. She must not only come to terms with this realization, but find a way to rescue them both.

WHAT IS ANNOTATING?

- It is the significant and meaningful interaction with the text.
- It is a tool you can use to improve reading comprehension and remember the assigned text.
- It allows you to get the most out of a reading assignment and pay attention to details.
- It provides a foundation of information to use for further analysis and discussion.

Directions:

1. As you read, record significant reflections, thoughts or questions next to the specific passages you wish to comment about. Annotations are expected throughout the entire book.
2. You will want to pay close attention to key scenes, themes, symbolism, characters and language as you read and annotate. Please see the list of items to focus on.
3. You may underline and/or highlight; however, this will not be sufficient enough to prepare you for class discussion and you will not be given points for this.
4. If you can't fit all your comments/observations within the pages of the novel, you may write them on a separate sheet of paper. Make sure you reference every annotation to a specific page. You may also choose to use sticky notes. Please keep in mind that if you do an alternative note taking system you are still responsible for bringing a copy of the novel to class the entire time the text is being studied.
5. Please focus on the quality of the annotations, and not just the amount or quantity.
6. Annotations taken directly or paraphrased from outside sources (internet, books, etc.) will not be accepted. Annotations must be original and authentic.

Items you will want to mark while you read:

- Literary elements (symbolism, theme, foreshadow, characterization, character types, etc.)
- Figurative language (similes, metaphors, personification, etc.)
- Plot elements (setting, mood, conflict, etc.) Please no summaries.
- Diction (effective or unusual word choice)
- Syntax (placement of words, patterns, punctuation and mechanics, etc.)
- Images (striking imagery that helps create meaning)
- Essential questions with answers or solutions
- Connection of ideas and concepts
- Point of view and narration

Sample Annotation

The Journey

By Mary Oliver

After reading, could be titled "Your Journey"

One day you finally knew what you had to do, and began, though the voices around you kept shouting their bad advice— though the whole house began to tremble and you felt the old tug at your ankles. "Mend my life!" each voice cried. But you didn't stop.

Repetition of "you" throughout. Is it an authoritative "you" or more personal and intimate?

What could "old tugs" be? - guilt, memories, past

personification: holding us back

you knew what you had to do, though the wind pried with its stiff fingers at the very foundations; though their melancholy was terrible. It was already late enough, and a wild night, and the road full of fallen branches and stones.

Purpose: Listen to your inner voice.

Could represent or symbolize life's demands.

But little by little, as you left their voices behind, the stars began to burn through the sheets of clouds, and there was a new voice which you slowly recognized as your own, that kept you company as you strode deeper and deeper into the world, determined to do the only thing you could do— determined to save the only life you could save.

do— Indicates a stop or pause. Important statement to follow

Tone: strident, confident and determined

Annotation Guide

Use the following guide for annotating your book. Write notes in the margins, highlight, and/or use sticky notes. The purpose of annotating is to "get close" to the reading. Be consistent. If you follow these steps, you can expect to get the full experience out of reading. By using this guide, you will refrain from summarizing the book and you will begin to annotate.

1. **Character List (highlight this evidence in pink)**- Create a list of characters on a piece of paper that you keep in the front of your book or do it on the inside front cover. As you are introduced to a character, write down the character, a short description, and pages of textual evidence that you find of characterization. Remember characterization can be direct or indirect. It can be something the character says or does, or it can be the way others treat the character or what they say about the character.

In order to find textual evidence and draw conclusions about each character on your list, ask yourself:

- What are some facts you know about the character?
- How do you see the character?
- How does this character affect the story?
- What life lessons can we learn from this character?

2. **Plot Analysis**-Use post-it notes to mark different elements of the novel's plot. You should include the Exposition, Rising Action, Conflicts, Climax, Resolution, and Point of View. (We know what the point of view is, but think about the age of Maya and how that affects the story.) Don't just label the post-it note. Write what the exposition is, all the rising action, etc. Think about how the plot elements affect the story.

3. **Vocabulary**-Underline words that you are unfamiliar with that affect the understanding of the story. Look up the words and write the definition in the margin. Also, underline any words that you find important to the story.

4. **Setting (highlight in blue)**

You will want to be sure to keep track of any descriptions, happenings, or behaviors that are indicative of the story's setting. Ask yourself:

- What significance does this have to the story?

5. **Figurative Language (highlight example in green)** -You will want to pay special attention to the many example of figurative language in the book. You will want to look for examples of similes, metaphors, symbols, motifs, alliteration, allusions, aphorism, dialect (Vernacular), irony...Remember to ask yourself and make note of what type of figurative language it is and how it affects the story.

6. **Imagery (highlight in yellow)**- Remember that Imagery is vivid descriptive details used figuratively. Consider the following as you discover Imagery:

- What picture is created in your mind by the imagery?
- What sense does it evoke?
- How does it affect the story?

7. **Themes (highlight in purple)**-As you read through the novel, you will discover several themes emerging. As you read look for quotes, incidents, character, etc. that exemplify these issues. You will want to look for things that offer insight into the author's point of view on these issues. Also, pay close attention to the characters and where they fall in relation to these subjects? Label what theme the quotes exemplify.

Then ask yourself:

- How are these issues portrayed throughout the novel?
- What life meanings are brought to our attention using the novel's stance on these issues?
- What is the author saying about _____?

CORNELL NOTES

A Research-Based Method for Ensuring:

- **Student Accountability:** for recording learning in a meaningful way & interactive way
- **21st Century Learning Skills:** it forces critical thinking and creative communication
- **Classroom Routines:** establishes an easily maintained culture of inquiry & interaction
- **Higher Order Thinking:** it requires students to analyze & synthesize information
- **Increase Retention Rates:** it has been proven to dramatically increase your students ability to remember what they have learned over time... when used with fidelity.

Topic:	Name:	Date:
	Class:	Period:
<p>Step 2: Cues (Reduce)</p> <p>When: During class but after the lecture, activity or discussion</p> <p>What: Reduce learning to the essential facts & ideas</p> <p>How (make lists):</p> <ul style="list-style-type: none"> • Facts • Key ideas • Important words • Pivotal phrases • Questions <p>Why: Students can not recall everything and need to filter out the most important ideas, concepts and questions.</p>	<p>Step 1: Notes (Record)</p> <p>When: During class lecture, discussion or activity</p> <p>What: Record as many facts and ideas from the lesson as possible</p> <p>How:</p> <ul style="list-style-type: none"> • Bullets, phrases and pictures • Avoid sentences and paragraphs • Develop abbreviations and symbols • Leave space between points to add information later <p>Why: Students need to record the learning in a method that is meaningful to them before they can do anything with it.</p>	

Step 3: Summary (Reflect & Review)

When: At the end of class, after class for homework or as a warm-up at the start of the next class

What: Synthesizes that reviews and summarizes the main ideas from the lesson

How (no complete sentences, answer questions such as the following):

- "Why is this information important?"
- "What conclusions can I make from this information?"
- "How can this information be applied?"

Why: Summarizing and reviewing information after it is learned is one of the best research based strategies for ensuring long term retention of any content or skill.



Cornell Notes

Lecture, reading/chapter/novel/article during class, power point, movies (if need to collect info.)

Topic: _____

Name: _____

Class: _____ Period: _____

Date: _____

Essential Question:

Page #

Questions/Main Ideas:

Notes:

Summary: