

# Middle School Summer Reading

We are modifying the summer reading requirements because students will not have access to their school-issued Chromebooks over the summer. Please review the new requirements for summer reading. Students are expected to complete all of the tasks required for their grade level by the first day of school, **Wednesday, August 13, 2025**.

## Required Reading

### English 6

*The Lion, the Witch and the Wardrobe* by C.S. Lewis (ISBN-13: 978-0064404990)

- All tasks will now be completed in class.

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## Required Reading

### English 7

*A Wrinkle in Time* by Madeleine L'Engle (ISBN-13: 978-0312367541)

- Read the book.
- Annotate Chapter 7.
  - As you read the chapter, make notes in the margins that explain the significance of key passages, words, or events.
  - You should highlight important quotes, explain character development, or note how a particular passage relates to the book's themes using the guide provided.
- **Annotation Guide:** Annotating is more than just adding symbols to a selection. Annotating is adding short notes in the margins to explain the logic and critical thinking associated with the symbols. For example, if an unfamiliar word is circled, then be sure to make a guess in the margin as to what you think the word may mean. Likewise, if there is a question about the text, be sure to list what questions you have or what it is that you find confusing. Remember, annotating includes commenting and explaining, not just marks and symbols.

Use the following guidelines to help you with your annotations:

- **Key Quotes:** Find quotes that are important to the plot or the development of a character. Write a short explanation of why this quote is significant.
- **Character Development:** Note moments where characters change, learn, or experience something new.
- **Themes:** Identify passages that relate to the major topics of the story, such as the struggle between good and evil, the importance of love, or the power of individuality.
- **Questions:** Write down any questions you have about the text, characters, or themes that you can bring up during your Socratic seminar discussion.

Marks	Meaning	Action
*	Important information will be (*Ch) characters, (*Co)conflict, (*S)setting, (*T)theme	Briefly note what is important about the characters, conflict, setting, or theme.
ME	Main events in the story... think plot diagram	Briefly note what is happening
Circle	Unfamiliar Word	Write down a guess for the definition of the word based on context clues.
?	Question or Confusing	Write down your question
!	Surprising or Interesting	Write down what is surprising or interesting.
∞	Text connections (text to self, text, world, media)	Briefly note what the connection is.

## Sample Text Annotation

Every time, just before I take off in a race, I always feel like I'm in a dream, the kind of dream you have when you're sick with fever and feel all hot and weightless. I dream I'm flying over a sandy beach in the early morning sun, kissing the leaves of the trees as I fly by. And there's always the smell of apples, just like in the country when I was little and used to think I was a choo-choo train, running through the fields of corn and chugging up the hill to the orchard. And all the time I'm dreaming this, I get lighter and lighter until I'm flying over the beach again, getting blown through the sky like a feather that weighs nothing at all. But once I spread my fingers in the dirt and crouch over the Get on Your Mark, the dream goes and I am solid again and am telling myself, Squeaky you must win, you must win, you are the fastest thing in the world. you can even beat your father up Amsterdam if you really try. And then I feel my weight coming back just behind my knees then down to my feet then into the earth and the pistol shot explodes in my blood and I am off and weightless again, flying past the other runners, my arms pumping up and down and the whole world is quiet except for the crunch as I zoom over the gravel in the track. I glance to my left and there is no one. To the right, a blurred Gretchen, who's got her chin <sup>(cutting)</sup> out as if it would win the race all by itself. And on the other side of the fence is Raymond with his arms down to his side and the palms tucked up behind him, running in his very own style, and it's the first time I ever saw that and I almost stop to watch my brother Raymond on his first run. But the white ribbon is bouncing toward me and I tear past it, racing into the distance till my feet with a mind of their own start digging up footfuls of dirt and brake me short. Then all the kids standing on the side pile on me, banging me on the back and slapping my head with their May Day programs, for I have won again and everybody on 151st Street can walk tall for another year. ME - narrator won the race

Strange things to think about when running

? Where is the narrator?

\* narrator = Squeaky

\* new Characters Raymond and Gretchen

pointed

What are May Day programs?

**Note:** On the following page, please review the rubric that your teacher will use to grade your annotations.

Criteria	Exceeds Expectations (25-20)	Meets Expectations (19-15)	Approaching Expectations (14-10)	Below Expectations (9-0)
Key Quotes & Explanation (25 points)	Selects 3 or more key quotes and provides thorough, insightful explanations of their significance to the plot, characters, or themes.	Selects 2-3 key quotes and provides clear explanations of their significance to the plot, characters, or themes.	Selects 1-2 quotes but explanations are vague or lacking depth.	Fewer than 1 key quote or explanations are unclear or missing.
Character Development (20 points)	Identifies 2 or more significant character changes and provides clear, thoughtful analysis of how characters develop.	Identifies 1-2 character changes and provides a general analysis of their development.	Identifies character development but lacks depth or explanation.	Does not identify significant character changes or fails to explain them.
Theme Connections (20 points)	Identifies multiple passages related to the theme and explains them in detail, connecting them to the overall message of the book.	Identifies 1-2 passages related to the theme and provides a general explanation of their significance.	Mentions theme but the connections to the text are unclear or minimal.	Fails to identify or explain connections to the theme.
Questions & Curiosity (15 points)	Asks 3 or more thoughtful, open-ended questions that demonstrate deep thinking about the text.	Asks 2-3 relevant questions that show some curiosity about the text.	Asks 1-2 questions but they are too basic or lack depth.	Does not ask questions or questions are irrelevant to the text.
Annotations & Marks (10 points)	Uses 4 or more annotation marks (*, ME, ?, !, ∞) thoughtfully and accurately throughout the chapters, with clear explanations for each.	Uses 3 marks appropriately, with adequate explanations for each.	Uses 1-2 marks but explanations are unclear or incomplete.	Uses fewer than 1 mark or fails to explain the marks properly.
Overall Engagement with Text (10 points)	Annotations demonstrate thorough understanding.	Annotations show solid understanding and moderate	Annotations show minimal engagement, with some areas	Annotations show little or no engagement with the text.

	critical thinking, and strong engagement with the text.	engagement with the text.	missing or unclear.	
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## Required Reading

### English 8

*The Outsiders* by S.E. Hinton (ISBN-13: 978-0142407332)

- Read the book.
- Annotate Chapters 7 & 8.
  - As you read the chapter, make notes in the margins that explain the significance of key passages, words, or events.
  - You should highlight important quotes, explain character development, or note how a particular passage relates to the book's themes using the guide provided.
- **Annotation Guide:** Annotating is more than just adding symbols to a selection. Annotating is adding short notes in the margins to explain the logic and critical thinking associated with the symbols. For example, if an unfamiliar word is circled, then be sure to make a guess in the margin as to what you think the word may mean. Likewise, if there is a question about the text, be sure to list what questions you have or what it is that you find confusing. Remember, annotating includes commenting and explaining, not just marks and symbols.

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