SOUTHFIELD PUBLIC SCHOOL – DIRECTIONS FOR 2018-2019 MIDDLE SCHOOL SUMMER READING AND WRITING

1. Read the “Making Text Connections” writing prompts a few times before you begin reading the required books. Use a book you have read already and imagine how you would apply the prompts to that book.

2. Begin reading your first book in a careful, thoughtful manner. If there are words and/or ideas you don’t understand, ask a parent or friend for help in understanding it.

3. Every few chapters choose a prompt from “Making Text Connections” and write about the book in a thoughtful and organized way. Vary your choices so that you use different prompts as you progress through the books.

4. When you write, use your very best writing skills and write neatly (or type). You need to make your ideas clear to the reader (teacher). Proper spelling, punctuation, and grammar DO matter.

5. For each book you must have at least 10 writing entries. Each entry should be at least a half page long (8 ½ x 11 lined paper, or a page in Google Docs, but they can be longer. Of these 10 entries you must use at least 5 different writing prompts.

IMPORTANT NOTE: All the writing students submit or upload must be their own work. Though many students read together and discuss books with their friends and family, the responses they write must be completely original and unique. No two students should have the same responses, and NOTHING should be copied or paraphrased from literary sites like SparkNotes, Cliff’s Notes, or other online sources. Students who turn in work that is not their own will receive a failing grade on the assignment and a referral.

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Middle School Google Classroom Codes
MAKING TEXT CONNECTIONS

Use these text connection titles and descriptions to choose how you want to engage and think about the text you are reading. In addition to writing your responses, you may attach anything that will help show what you are thinking and how you are making connections. Examples are pictures, graphics, drawings, etc.

1. AUTHOR’S CRAFT – Sometimes authors use special words, paint pictures in my mind with words, make me wish I could write like they do, use funny language, or write really good dialogue. For this text connection, I can give examples of things the author does to make me like the story.

2. CRITIQUE – Sometimes when I am reading, I think to myself, “This is really great!” Other times I think, “If I were the author, I would do this differently.” I can write about things the author does well and things he/she could do better.

3. COMPARE/CONTRAST – I can tell how two things are alike or different. Examples of this are two books, myself and a character, a book and a movie or any two things that share similarities and differences.

4. INTER-TEXT – Sometimes what I read about another text—a book I’ve read or a movie I’ve seen, I can tell what this story reminds me of and why it makes me think of it.

5. VOCABULARY – Sometimes there are words in a story that I want to learn to pronounce, use correctly, and understand. I can list these words and the page numbers on a vocabulary sheet, in my notebook or in Google Docs.

6. WONDERFUL WORDS – I can find some really wonderful words—words that are new, crazy, descriptive or confusing. I can write them down with the page number and a sentence or two telling why I picked them.

7. POINT OF VIEW – Sometimes as I read about a character, I think that the author did not consider some ideas I think are important to understanding the character. I can write from the character’s point of view to help explain these ideas.
8. TITLE EXPLANATION – Whenever I look at a new book or chapter title, I try to predict what the book or chapter will be about. After I read the book or chapter, I usually have. Different idea of why the author used those titles. I can write about titles-what I think they mean before reading, and what they actually meant after reading. Some authors do not name their chapters. I can make up my own chapter titles and explain why I named them this.

9. INTERPRETATION – When I read, I think about what the author is saying to me. In other words, what he or she hopes that I’ll take away from the story. I can write down my interpretation in my journal or in Google Docs to share what I am thinking.

10. PICTURE - Every time I read, I get a picture in my head about the story. I can draw the picture in my journal or in Google Docs. I can get a picture from a magazine or on-line and write a sentence or two under my picture telling what it is and why I chose it.

11. FAVORITE/LEAST FAVORITE PART OR CHARACTER - While reading a book, I usually have a favorite character or part, and I usually have a least favorite character or part. I can write about any of these making sure I tell why I like or dislike them.

12. FEELINGS - Sometimes a book makes me feel a certain way. I can write about that feeling and why the book makes me feel that way. I can also write about what the characters in the book feel.

13. CHARACTER MAP - I can draw a map of a character in the story. I can include personality traits, descriptions, actions, and anything else I think is interesting about that character.

14. SUMMARY/RETELLING - Sometimes it might be important to re to retell or summarize all or part of the story. I can write a summary and then tell why I decided to summarize this particular part.
15. SEQUENCE - Sometimes events in a book might be important to remember in the order they happened. I can make a sequence chart, map, or list of these events and tell why I think they are important.

16. ME AND THE BOOK - Sometimes what I read makes me think about my own life. I can write about an event or a character in a book that reminds me of my life. I need to tell what is in the book and what it reminds me of in my life.

17. SPECIAL STORY PART – When I find a part in the book that I really like, I can write the page number down in my journal, so I can remember where to find it. I can also add a few sentences about why I think it is special.