

June 2018

Dear Parents:

As the summer draws near, we extend to you and your child our best wishes for a relaxing and enjoyable vacation. We hope that as you plan your time together, you also look forward to enjoying the pleasures and adventures that reading good books can offer. We believe that summer reading should be an enjoyable pastime. We also believe that reading can expand one's personal interests. As you review the brief description of the assigned fiction title, we hope that the images, emotions, and ideas conveyed in this book will engage your middle schooler's heart as well as his or her mind.

All students entering Grades 7 and 8 are expected to read at least one fictional book this summer.

We are doing One Book-One District for grades 7 and 8. The fiction book will be ***Eleven*** by Tom Rogers. ***Eleven*** is the story of a boy who turns 11 on 9/11. It contains a lesson of hope in the face of tragedy, and the importance of simple acts of kindness. It presents the historical account of what happened that day through the eyes of a child, therefore making it accessible for a young reader. Rogers uses a fictional character to help explain real world events, but also show the effect that day had on different people and families. The hope is to encourage thoughtful discussion and activities regarding 9/11 at the beginning of the school year, but also introspection throughout the school year. It is difficult for children who were not alive during such a significant moment in our nation's history to understand its importance. We feel this book will help make the topic more realistic and attainable. It also handles the subject with sensitivity, keeping in mind the audience.

Taken from Amazon.com: *"Alex Douglas always wanted to be a hero. But nothing heroic ever happened to Alex. Nothing, that is, until his eleventh birthday. When Alex rescues a stray dog as a birthday gift to himself, he doesn't think his life can get much better. Radar, his new dog, pretty much feels the same way. But this day has bigger things in store for both of them.*

This is a story about bullies and heroes. About tragedy and hope. About enemies with two legs and friends with four, pesky little sisters and cranky old men, and an unexpected lesson in kindness delivered with a slice of pizza."

As an assignment, over the course of the reading, we ask that your child record six quotes that he or she has found particularly meaningful. Perhaps it's a connection to the content, a question, and/or it represents a literary or figurative element the student finds interesting. We've attached an organizer for your child to use, and a rubric to which performance will be measured. Students should return to school in the fall with the organizer completed. An assessment will be given when your child returns to school in the fall, in addition to lessons and activities deemed relevant and appropriate by your child's teacher.

Eleven can be found online, at the library, or as an audio book. By reading one book, we can refer to this book all year when teaching skills and we know that everyone has read it. Of course, we encourage your child to read as many books as possible during the summer. We encourage you to read along with him or her and enjoy the rewarding conversations that usually follow from reading a good book.

Sincerely,

Bridgewater/Raynham English Language Arts Teachers

Grades 7 and 8

	Quote from the novel	Explain the Quote in Context (what it means in terms of the story)	Explain Quote's Importance to You (the connection or special importance the quote has to you)
#1 Chapter _____ and page # _____			
#2 Chapter _____ and page # _____			
#3 Chapter _____ and page # _____			

<p>#4</p> <p>Chapter _____</p> <p>and page # _____</p>			
<p>#5</p> <p>Chapter _____</p> <p>and page # _____</p>			
<p>#6</p> <p>Chapter: _____</p> <p>and page # _____</p>			

Rubric for Six Quotes

	4	3	2	1	0
Quotes	Student accurately identifies all six quotes from the novel.	Student accurately identifies five quotes from the novel.	Student accurately identifies 3-4 quotes from the novel.	Student accurately identifies 1-2 quotes from the novel.	Student does not identify quotes from the novel.
Explanation of Quote “In Context”	Student accurately and thoroughly explains all six quotes in the context of the story.	Student accurately explains each of the six quotes in the context of the story, but could have been more thorough.	Student explains most of the six quotes in the context of the story.	Student explains some of the six quotes in the context of the story.	Quotes are not accurately explained in the context of the story.
Explanation of Quote’s Personal Importance	Student thoughtfully and thoroughly responds to the personal relevance of the quotes by making a connection or commenting on the significance of a literary or figurative element.	Student responds to the personal relevance of the quotes by making a connection or commenting on the significance of a literary or figurative element.	Student responds to the personal relevance of most of the quotes by making a connection or commenting on the significance of a literary or figurative element.	Student responds to the personal relevance of a few of the quotes by making a connection or commenting on the significance of a literary or figurative element.	Student does not comment on the quote’s personal importance.
Conventions (Grammar, Punctuation, Spelling)	There are no errors in grammar, punctuation, or spelling.	There are only a few errors in grammar, punctuation, or spelling and they do not affect the overall tone of the assignment.	There are many errors in grammar, punctuation, or spelling, but they do not affect the overall tone of the assignment.	The multiple errors in grammar, punctuation, or spelling begin to deter the reader from understanding the assignment.	The number of grammatical errors deter the reader from understanding the assignment.

Total Points: _____ /16