

Your Child's Reading Level: \_\_\_\_\_

**June, 2019**

Dear Parents of Incoming 7th/8th Graders,

I am looking forward to an exciting 2019-2020 school year in Language Arts.

This year students were assessed for fluency and reading comprehension at the middle and end of the school year. In this way, students know what reading level they are on and can choose books accordingly throughout the summer. It is important for students to read books at their current level. Reading at their level helps them improve as readers and move to a higher level. The more they read, the quicker they will move.

In June, your student's reading level was assessed and is listed above. The summer reading requirement for all seventh and eighth graders is as follows:

**Required Summer Reading:**

All students are required to **read 3 books** this summer and **complete one project**. Students should select books on their reading level. The website Scholastic Book Wizard allows parents to search books by title, genre, and reading level (just remember to set the reading level system to guided reading first).

**Brochure Project:**

For the project you must choose one of the books you read and create a brochure demonstrating your understanding of the text and the literary elements it contains. The project will be turned into your LA teacher on the first day of school. Your teacher will use the attached directions and rubric to assess your brochure. This project will be part of your first term's grade in LA. **See Project Instructions below.**

**Two Summaries:**

You must write a short summary of the other two books that you read. A good summary should be one paragraph and should include the following elements following the acronym SWBS—someone somewhere, wanted something, but, so then. This reminds students that a summary should include the main character, setting, problem or conflict, plot events that impact the problem, and the resolution.

**Supply List:** A supply list for next year is posted on the TCCS website.

**Classroom Library:** I continue to build a classroom library that acts as a lending library featuring middle school books in a variety of genres. Students are allowed to borrow books from this library for independent reading all year. In addition, we conduct

book talks in class frequently as a way of introducing students to new titles to read. If you have any books that you would like to donate to our classroom library, we would be happy to take them. The books can be on a fifth to ninth grade reading level, and they can be fiction or nonfiction.

**Writing to Ms. Creange:** During the summer, I would be happy to correspond with students via email. I would be happy to recommend books /or to comment on student writing. Feel free to email me. My email address is [rcreange@mac.com](mailto:rcreange@mac.com). Let's keep in touch!

Have a wonderful summer,  
Ms. Creange

## **7th/8th Grade Summer Reading Project Requirements :**

**Use a piece of 8 1/2 x 11 paper to create a brochure that depicts the six literary elements of the book you read from the Summer Reading List.**

Fold the paper into thirds so that you have three panels. Use the front and the back of the paper to complete each section of the brochure as described below. Each section, except the cover, should be clearly labeled as: **Setting, Characterization, Plot, Conflict and Point of View, and Theme**. Use the maximum amount of space available in each panel so that the brochure is visually interesting as well as informative. Pictures may be drawn or cut from other sources. You may also choose to use a computer program to assist you in the layout.

The panels of the brochure should be completed according to the directions below. Please refer to Literary Terms (below) to insure that you understand each element of the project.

**Panel 1: Cover of the brochure.** This section will include the title and author of the book, your name, and the date. Also include some type of visual image on the cover that would entice the reader to look further.

**Panel 2: Setting** - This panel should include a visual representation or picture of the setting of the book and a few sentences describing the setting.

**Panel 3: Character and Point of View** – This panel should include two pictures or symbolic images that characterize two important characters with a one or two sentence caption for each picture. Put the character’s name at the top of each picture. Also, this panel should explain from which point of view (1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup> person) the story is told, and how it impacts the story.

**Panel 4: Plot** – This panel should explain three main events of the plot of the book, and tell why they’re important to the story.

**Panel 5: Conflict**- This panel should use pictures to depict the main conflict of the book and how it is resolved. It should also include a few sentences that identify the type of conflict, explain the conflict, and tell how it was resolved.

**Panel 6: Theme** – This panel should explain a major theme of the book, providing examples from the text for support. If the book were teaching a lesson, what would the lesson be? A theme is always written as a full sentence. For example, “True friends have strong bonds” might be a theme of a book.