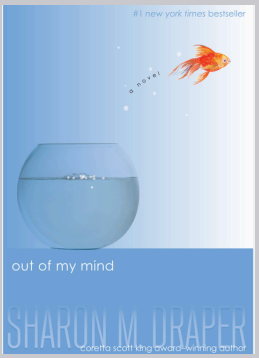
# Junior High School

# 2025 SUMMER READING

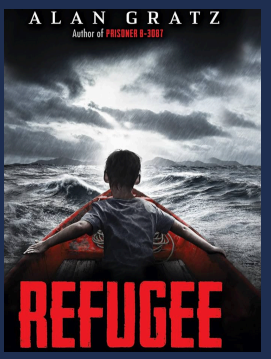
**Step One:** Choose ONE novel (that you have <u>not</u> read already) from the following choices:

### *Out of My Mind*
by: Sharon M. Draper



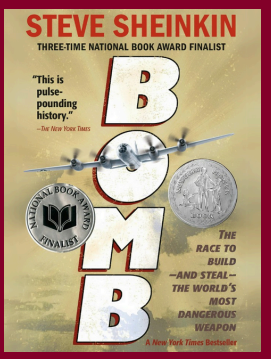

Recommended by: Mrs. Long, Nora R., Dylan M., ansd several others!

### *Refugee*
by: Alan Gratz



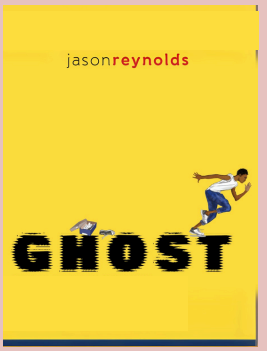

Recommended by: Mrs. Long, Jackson C., Nora R., & many others!

### *Bomb*
by: Steve Sheinkin



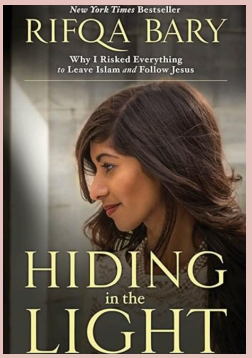

Recommended by: Mrs. Long

### *Ghost*
by: Jason Reynolds



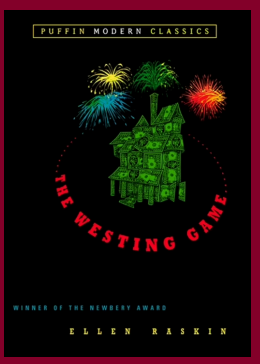

Recommended by: Mrs. Long, Olivia A., Mr. Ortega, Shane W., Riley F., and many others!

### *Hiding in the Light*
by: Rifqa Bary



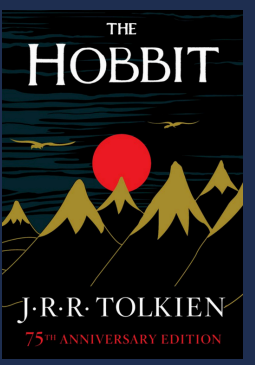

Recommended by: Mrs. Long

### *The Westing Game*
by: Ellen Raskin




Recommended by: Mrs. Spencer, Scarlett P., Mrs. Long

### *The Hobbit*
*by J.R. Tolkin*




Mrs. Bond, Mr. Kloostra, Mrs. Fisher, Coach Freeman, Mr. Baldwin

**Step Two:** Complete

# The Assignments

## Quote Analysis:

- **Identify TWO quotes** from the book and analyze the context, significance, and theme (see Quote Analysis Handout for more information)
  - Students may type or hand write their responses.
  - **Due on the first blockday of the school year.**

## In-class Projects

- Students will work on projects in-class the first week of our return.
  - More details to follow.
  - Students should have their novels read **before** the start of school to ensure that they are ready to work on projects

# Quote Analysis Handout

Put all the pieces together to make a "Quote Analysis"

| | |
|---|---|
| **Context**<br>• Introduce the book + author<br>• Explain what is happening in the book when the quote is said | |
| ATTENTION PLEASE!<br>**Significance in the story:**<br>• Transition into the quote + cite it<br>• Explain the meaning of the quote and why it is important in the story | |
| **Lesson for the Reader:**<br>• Explain what the reader should learn from the quote and how it applies to the real world (i.e. theme) | |

Due on the first blockday of the school year

**Put it all together!**

# Quote Analysis Handout

Put all the pieces together to make a "Quote Analysis"

| | |
|---|---|
| **Context**<br>• Introduce the book + author<br>• Explain what is happening in the book when the quote is said | |
| ATTENTION PLEASE!<br>**Significance in the story:**<br>• Transition into the quote + cite it<br>• Explain the meaning of the quote and why it is important in the story | |
| **Lesson for the Reader:**<br>• Explain what the reader should learn from the quote and how it applies to the real world (i.e. theme) | |

Due on the first blockday of the school year

**Put it all together!**

# Additional Resources

## Annotation Strategies

While not required, annotations will make completing the in-class assignments and projects much easier. We reccommend approximately 1-2 annotations per page.

- Fiction Texts
- Non-Fiction Texts
- Example Annotation

## How to pick good quote:

**Ask yourself:**

- Does the quote mean something more than what is going on in the plot?
- Is there a universal truth embedded in the quote?
- Does the quote comment on human nature?
- Does the quote cause me to reflect on something in my own life?
- Does the quote employ the use of figurative language?
- Does the quote tell me something beyond the physical characteristics of a character and thus make a comment on human nature?
- Is the quote identifying a possible evil or good in the world beyond the text?
- Does the quote reveal something about the historical time period in which it was written?
- Does the quote critique anything?

If you answered “yes” to any of the above questions then you may move to the next part and analyze the quote. Do not forget to properly cite the quote = (author’s last name, page number).

# ANNOTATING FICTION

## THE PROCESS

1) Preview any questions, images (if a test)
2) Read the text and annotate using the following strategies.
3) Summarize sections as you read
4) Summarize ends of chapters (if helpful)

## CONTRAST & CONTRADICTION (CC)

When the author goes against a belief you had, makes you wonder about something, or surprises you =**irony**

## TOUGH QUESTIONS (TQ)

When a character asks themself a very difficult question **= conflict**

## AHA MOMENT (AHA!)

When a character realizes, understands, or finally figures out something = **epiphany**

## WORDS OF THE WISER (WW)

When an older character offers serious advice to the main character =**explicit theme**

## AGAIN & AGAIN (AA)

When a word, phrase, image, or situation is mentioned over & over = **repetition**

## MEMORY MOMENT (MM)

When the author chooses to interrupt the action to tell about a memory **= flashback**

## WORD GAPS

Challenging words and phrases should be circled and defined.

## LITERARY DEVICES

Authors use literary devices for a reason. Ask yourself -what does it mean and how does it add to the story?

**COMMON LIT. DEVICES:**

**allusion, hyperbole, imagery, metaphor, motif, paradox, personification, simile, symbolism, zoomorphism**

# ANNOTATING NONFICTION

## THE PROCESS

1) Preview any questions, images, or data
2) Read the article and annotate using the following strategies.
3) Summarize sections as you read.

## CONTRAST & CONTRADICTION (CC)

When the author goes against a belief you had, makes you wonder about something, or surprises you.

## QUOTED WORDS

When the author quotes someone (an expert or other), think about the impact and "why" behind their choice.

## EXTREME OR ABSOLUTE LANGUAGE

When the author uses extreme or absolute language (always, all, never, unquestionably, etc.), think about the impact.

## NUMBERS AND STATS

When the author uses numbers, data, comparisons, etc., think about the validity and effect.

## WORD GAPS

Challenging words and phrases should be circled and defined.

## S.O.A.P.S.

A technique developed to analyze and understand a non-fiction text.

## S= SPEAKER

Speaker's characteristics, attitudes (tone), background, stance, worldview

## O = OCCASION

time/place, historical context/backdrop

## A = AUDIENCE

Who is the writting meant for?

## P = PURPOSE

Why are they writing? What message is so important that the speaker felt the need to share it?

## S= SUMMARY

Use your annotations to summarize the main idea.

Mrs. Long's Sample Annotation

Name: _____
Date: _____

**Fish Cheeks** ← I predict....
Amy Tan — This reminds me of...

Exposition: -context, setting, time, char.

I fell in love with the minister's son the winter I turned fourteen. He was not Chinese, but as white as Mary in the manger. For Christmas I prayed for this blond-haired boy, Robert, and a slim new American nose. Simile ↳ emphasizes the cultural dif. Insecurities

When I found out that my parents had invited the minister's family over for Christmas Eve dinner, I cried. What would Robert think of our shabby Chinese Christmas? What would he think of our noisy Chinese relatives who lacked proper American manners? What terrible disappoint-ment would he feel upon seeing not a roasted turkey and sweet potatoes but Chinese food? Ironic T.Q./A.A ↳ She is ashamed

On Christmas Eve I saw that my mother had outdone herself in creating a strange menu. She was pulling black veins out of the backs of fleshy prawns. The kitchen was littered with appalling mounds of raw food: A slimy rock cod with bulging eyes that pleaded not to be thrown into a pan of hot oil. Tofu, which looked like stacked wedges of rubbery white sponges. A bowl soaking dried fungus back to life. A plate of squid, their backs crisscrossed with knife markings so they resembled bicycle tires.

+ connotation — neg. connotation — Irony — Shows disgust — personif — Imagery

And then they arrived – the minister's family and all my relatives in a clamor of doorbells and rumpled Christmas packages. Robert grunted hello, and I pretended he was not worthy of existence.

Irony — Not happy about family meeting Robert

W.C. or diction (negative connotation)