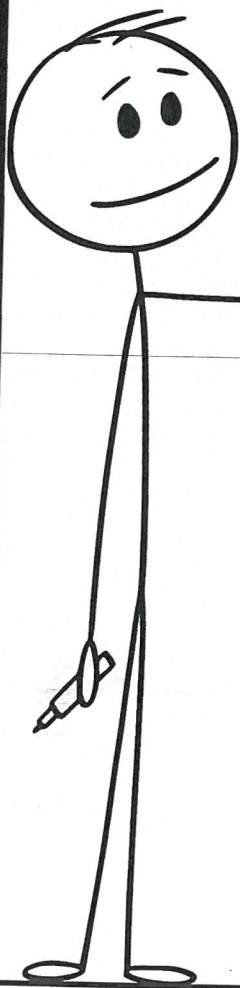


8TH GRADE MATH SUMMER ASSIGNMENT

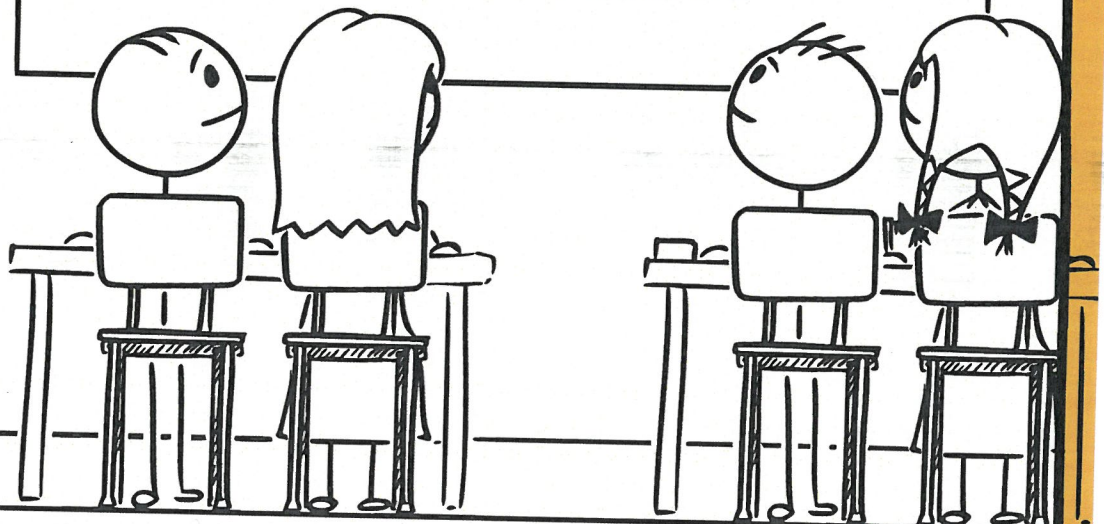


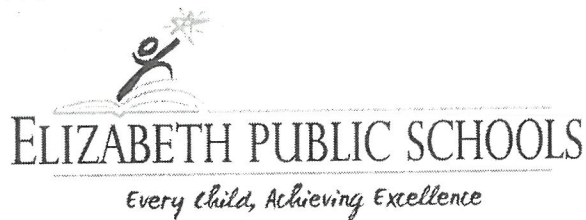
FUTURE 8TH GRADERS, CAN JOIN THE "INTRODUCTION TO GEOMETRY" COURSE. STUDENTS CAN USE THIS LINK TO ACCESS THE COURSE:

[HTTPS://WWW.KHANACADEMY.ORG/JOIN/G42NNPP4](https://www.khanacademy.org/join/G42NNPP4)

OR BY VISITING

[WWW.KHANACADEMY.ORG/JOIN](https://www.khanacademy.org/join) AND ENTER THE CLASS CODE G42NNPP4.





8TH Grade Summer Reading Assignment (Required)



Students entering Grade Eight at Terence C. Reilly, School No. 7 are required to complete the following Summer Reading Assignment which will be **due to their Language Arts teachers on Friday, September 25, 2026**. Students are responsible for reading the books provided for them by the school OR for acquiring a copy of other books of their choosing (see attached list). Books may be found online at local bookstores, or at the Elizabeth Public Library.

Directions for Summer Reading Assignment:

Each student entering Grade 8 must complete the following...

Part One: Select and read a minimum of two books (use books provided by the school or see attached list for recommendations).

Part Two: Complete a Notice and Note Reading Log (see attached supporting materials) for each of the two books that he/she chooses.

Part Three: Select **one** of the books and complete **one** of the writing assignments below. This assignment will be graded according to the rubric below.

- Write a narrative that continues the story you read from the point of view of a different character in the book. Use details from the story to support your narrative.
OR
- Write a narrative that continues the story you read with a different ending of your choice. Use details from the story to support your narrative.
OR
- Imagine that you are one of the characters from the story you read. Retell the story as if you were writing about it in your diary, presenting events and details from your particular point of view. You may invent other details such as feelings or memories as long as they are consistent with and connected to the story content.

**** These assignments are due on Friday, September 25, 2026.**
These assignments are **required** and will be included as a grade. ******



ELIZABETH PUBLIC SCHOOLS

Every Child, Achieving Excellence

Narrative Task (NT)

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Written Expression	The student response - is effectively developed with narrative elements and is consistently appropriate to the task; - is effectively organized with clear and coherent writing; - establishes and maintains an effective style.	The student response - is mostly effectively developed with narrative elements and is mostly appropriate to the task; - is organized with mostly clear and coherent writing; - establishes and maintains a mostly effective style.	The student response - is developed with some narrative elements and is generally appropriate to the task; - demonstrates some organization with somewhat coherent writing; - has a style that is somewhat effective.	The student response - is minimally developed with few narrative elements and is limited in its appropriateness to the task; - demonstrates limited organization and coherence; - has a style that has limited effectiveness.	The student response - is undeveloped and/or inappropriate to the task; - lacks organization and coherence; - has an inappropriate style.
Knowledge of Language and Conventions		The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.	The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.	The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.	The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.

8th Grade Summer Reading List

If I Ever Get Out of Here by Eric Gansworth
Hold Me Closer, Necromancer by Lish McBride
An Uninterrupted View of the Sky by Melanie Crowder
Heartless by Marissa Meyer
Fairy Tail by Hiro Mashima
You Bring the Distant Near by Mitali Perkins
Cinder (series) by Marissa Meyer
The Evolution of Claire (series) by Tess Sharpe
Chinese Cinderella: The True Story of an Unwanted Daughter by Adeline Yen Mah
Absolutely Normal Chaos by Sharon Creech
Okay for Now by Gary D. Schmidt
So B. It by Sarah Weeks
The Running Dream by Wendelin Van Draanen
Screaming at the Ump by Audrey Vernick
Million Dollar Throw by Mike Lupica
Finding Audrey by Sophia Kinsella
The Schwa Was Here by Neal Shusterman
Dodger by Terry Pratchett
Under a War-Torn Sky by L. M. Elliott
Prisoner B-3087 by Alan Gratz
Inside Out & Back Again by Thanhha Lia
Between Shades of Gray by Ruta Sepetys
Echo by Pam Munoz Ryan
The Last Cherry Blossom by Kathleen Burkinshaw
The Memory of Things by Gae Polisner
Matched (series) by Ally Condie
Girl, Stolen by April Henry
Legend (series) by Marie Lu
Trash by Andy Mulligan
Life as We Knew It (series) by Marybeth Pfeffer
Miss Peregrine's Home for Peculiar Children (series) by Ransom Riggs .
Leviathan (series) by Scott Westerfeld
Jackaby by William Ritter
Dorothy Must Die (series) by Danielle Paige
Courage Has No Color by Tanya Lee Stone
Girl Code by Andrea Gonzales & Sophie Houser
Every Falling Star by Sungju Lee
Terrible But True but Dinah Williams

Lost in the Pacific by Tod Olson
Page by Page by Laura Lee Gullledge
Miss Peregrine's Home for Peculiar Children (graphic series) by Ransom Riggs
Gaijin: American Prisoner of War by Matt Faulkner
Little Women by Louisa May Alcott
Robinson Crusoe by Daniel Defoe
A Tree Grows in Brooklyn by Betty Smith
The Lord of the Rings (series) by J. R. R. Tolkien
The Hobbit by J.R.R. Tolkien
Caraval (series) by Stephanie Garber
Love & Gelato by Jenna Evans Welch
The Bridge from Me to You by Lisa Schroeder
The Stars Beneath our Feet by David Barclay Moore
The Seventh Most Important Thing by Shelley Pearsall
Fire & Flood / Salt & Stone by Victoria Scott
The Lord of the Flies by William Golding
Turning 15 on the Road to Freedom by Lynda Blackmon Lowery
Navy Seal Dogs by Mike Ritlan
Boy Proof by Cecil Castellucci
Invisible by Pete Hautman
Code Talker by Joseph Bruchac
Day of Tears by Julius Lester
Dark Sons by Nikki Grimes
Elsewhere by Gabrielle Zevin
Zahrah the Windseeker by Nnedi Okorafor-Mbachu
Pacific Crossing by Gary Soto
Notes from the Midnight Driver by Jordan Sonnenblick
Repossessed by A.M. Jenkins
The Boy Who Dared by Susan Campbell Bartoletti
The Astonishing Adventures of Fanboy & Goth Girl by Barry Lyga
The War that Saved My Life by Kimberly Brubaker Baker



STOP Notice & Note

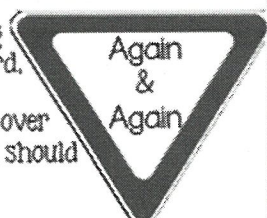


When a character says or does something that's opposite (contradicts) what you expect them to do...you should stop and ask yourself:

"Why is the character acting this way?"

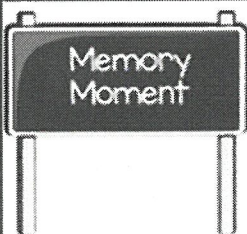
The answer could help you make a prediction or make an inference about the plot and conflict.

When you're reading and you notice a word, phrase, object, or situation mentioned over and over again...you should ask yourself:



"Why does this keep showing up again & again?"

The answers will tell you about the theme and conflict, or they might foreshadow what will happen later.



When you're reading and the author interrupts the action to flashback to the past and tell you a memory...you should ask yourself:

"Why might this memory be important?"

The answers will tell you about the theme, conflict, or might foreshadow what will happen later in the story.



Reading Strategies for Close Reading



When you're reading and suddenly a character realizes, understands, or finally figures something out...you should stop and ask yourself:

"How might this change things?"

•If the character figured out a problem, you probably just learned the conflict.

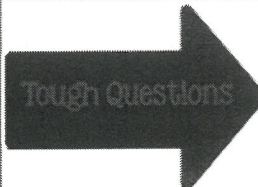
•If the character understood a life lesson, you probably just learned the theme.

When you're reading and a character (who's probably older and wiser) takes the main character aside and gives serious advice...you should stop and ask yourself:

Words of
the
Wiser

"What's the life lesson, and how might it affect the character?"

Whatever the lesson is, you've probably found a theme for the story.



When you're reading and the character asks himself a really difficult question...you should stop and ask yourself:

"What does this question make me wonder about?"

The answer will tell you about the conflict and might give you ideas about what will happen later in the story.

Homeroom: _____

Directions: Using the Notice and Note Signpost chart (included in the packet), complete one chart for each book you read.

[illegible]

Homeroom: _____

Make sure to use a variety of signposts (for instance, you should not have all Aha Moments).

[illegible]

The Gifted and Talented Program requires all students to wear an appropriate uniform. Please note that six instances of student failure to wear the full school uniform may result in removal from the Gifted and Talented Program. Parents/guardians are responsible for replacement or additional uniform items. Students are encouraged to mark their names on the tags of polos, cardigans, and physical education uniforms (t-shirts, sweatshirts, sweatpants, and mesh shorts).

Boys	Girls
Grades PreK-2-3 - Blue polo (with G/T emblem) - Khaki Pants (regular/slim fit) – <i>form-fitting, skinny, cargo, relaxed, jogger, jegging or jean type khakis are prohibited and should not be purchased</i> - Black Belt - Navy Blue Socks - All Black Flat School Dress Shoes (<i>not sneakers</i>) - Navy Cardigan with G/T emblem (optional in warm weather)	Grades PreK-2-3 - Blue polo (with G/T emblem) - Khaki Jumper or Khaki Skort (with G/T emblem) - Khaki Pants (regular/slim fit) – <i>form-fitting, skinny, cargo, relaxed, jogger, jegging or jean type khakis are prohibited and should not be purchased</i> - Black Belt - Navy Blue Tights or Navy Blue Socks - All Black Flat School Dress Shoes (<i>not sneakers</i>) - Navy Cardigan with G/T emblem (optional in warm weather)
Grades 4-8 - Blue polo (with G/T emblem) - Khaki Pants (regular/slim fit) – <i>form-fitting, skinny, cargo, relaxed, jogger, jegging or jean type khakis are prohibited and should not be purchased</i> - Black Belt - Navy Blue Socks - All Black Flat School Dress Shoes (<i>not sneakers</i>) - Navy Cardigan with G/T emblem (optional in warm weather)	Grades 4-8 - Blue polo (with G/T emblem) - Khaki Skort - Khaki Pants (regular/slim fit) – <i>form-fitting, skinny, cargo, relaxed, jogger, jegging or jean type khakis are prohibited and should not be purchased</i> - Black Belt - Navy Blue Tights or Navy Blue Socks - All Black Flat School Dress Shoes (<i>not sneakers</i>) - Navy Cardigan with G/T emblem (optional in warm weather)

Physical Education Uniforms

- Blue Tee Shirt or Blue Sweatshirt with Gifted and Talented Program Emblem
 - Navy Mesh Shorts or Navy-Blue Sweatpants with Gifted and Talented Program Emblem
 - Sneakers (any color) can be worn on GYM DAYS ONLY.**
 - Students in **Grades 2-8** may wear their gym uniforms to school on physical education days only.
- Students must be in full uniforms on the days they do not have gym.

Dress Code for Terence C. Reilly School #7

The purpose of a dress code is to establish limits on any extremes in students' appearance, promote a positive image, and to sustain a safe and friendly school environment that accepts all students.

- Clothing that is cut off, tattered, torn or has holes must be repaired before it is worn to school.
- Pants and skorts should be worn around the waist and not lowered, rolled down or under the waistline.
- Only school approved cardigans with the G/T logo should be worn during school hours and for other announced occasions. **No Fleece are required-those can be worn outdoors only.**
- Shoes must be black leather, or man-made leather dress shoes that can be tied, buckled, velcroed or slipped-on. Shoes **CAN NOT** resemble sneakers. If medically required for another foot apparel, a **signed note** from the student's doctor **MUST** state the **time period** with an **ending date**.
- For special Celebratory Events or Recognition Days, students are **ONLY** allowed to wear accessories or special clothing pertaining to that day **OVER** their TCR uniform, and it is not to be substituted for the TCR uniform.
- NO** tight-fitting clothing. **NO** gap between top and pants, skort or skirts. Even an incidental gap from bending, stretching or sitting is unacceptable.
- NO** Boots, TOMS®, Vans®, corduroys, cargo pants, or Jeggings which are not part of the school uniform.
- NO** hats or outerwear such as winter coats or heavy jackets may be worn or carried during the school day except for entering and leaving the school.
- NO** bandanas, sweatbands, or inappropriate head attire.
- NO** sunglasses, unless medically approved by a physician.

Student Rights



Olga Hugelmeyer
Superintendent of Schools

Jenny Reguinho
Principal
Andreia Milano
Vice Principal
Maria Torres
Vice Principal

Dear Reilly Families,

To be proactive in planning and preparing for the 2026-2027 school year, we are sending our school's uniform policy in advance so that you have it readily available when you go shopping for uniforms over the summer. Please note that Reilly's uniform policy differs from other schools. It is also important to note that simply because a clothing item is available at the uniform store, it does not mean that is an approved uniform item. The goal of the uniform store is to make a profit, and we have noticed that they are selling items with the gifted and talented logo which are not part of the school uniform. For example, they offer a fleece zip-up jacket with the G&T logo on it that is not an approved uniform item. Please refer to the uniform policy on the back of this letter to ensure that you are not spending money unnecessarily on items that are not approved. We thank you for your continued support!

Sincerely,

Jenny Reguinho
Principal

Terence C. Reilly School No. 7

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Email: reguinhoje@epsnj.org • Website: www.epsnj.org/reilly