



Summer Reading  
2019  
David E. Owens Middle School  
New Milford, New Jersey



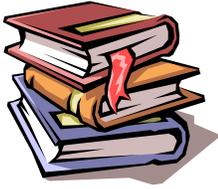
*Summer is a time that should find us looking forward to reading and remembering that a good book can be fun as well as informative. David E. Owens Middle School encourages all students and their families to engage in reading together this summer by exploring literature of all kinds. Research has shown that students who read during the summer months retain more learning and move into the new school year more prepared than do students who do not engage in reading. We want students to build time during the day to read independently. By encouraging students to read independently over the summer, we support the goal of creating lifelong readers. **Our district mission is to have all students read at least 20 minutes each day this summer.***

*This year's summer reading format provides for students to read one required book from a short list, at least one free choice book, and an unlimited number of additional reading choices. By clicking on the appropriate level for next year's grade, students and their families can find information to assist with this selection. Each grade level also includes details about the learning opportunities for the required and free choice book that will be due in September. We ask that each student log the books he/she have read and to return this log in September (be sure to include the required book on your log). We will celebrate with students who read and log more than the required two books this summer. Students are encouraged to read all different genres and forms of written expression including newspapers, magazines, fiction, historical fiction, biographies, non-fiction and poetry. **There is no limit on what a student can read this summer---Just Read!***

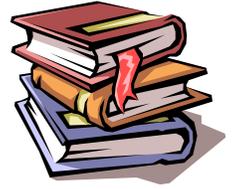
*All students, including those who are new to David E. Owens Middle School are included in the summer reading program and are encouraged to participate fully in it.*

*Enjoy the summer, and be sure to read!*

*Mr. DeLalla  
Principal*



## Summer Reading 8<sup>th</sup> grade – 2019 Book List



All 8<sup>th</sup> grade students are required to read one of the following books:

- **Wolf Rider by Avi**

*On an ordinary evening, just as he's about to leave for a party, 15-year-old Andy Zadinski receives a phone call from a stranger that changes his life. The caller, Zeke, confesses to the murder of a young woman named Nina Klemmer. Andy immediately calls the police, who shrug it off as a gag. Andy persists when he happens to meet Nina, who is just as Zeke described her. She takes his warnings as harassment, however, and everyone now thinks that Andy himself made up the call. His attempts to seek out Zeke and protect Nina, while compromising his own safety, make for an exciting tale of the terror lurking beneath his surroundings.*

- **The Lonesome Young by Lucy Connors**

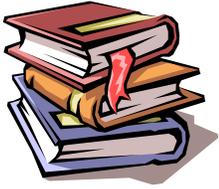
*WHAT HAPPENS when the teenage heirs of two bitterly FEUDING FAMILIES can't stay away from each other? The Rhodales and the Whitfields have been sworn enemies for close on a hundred years. And now an explosion in rural Whitfield County is set to reignite the feud more viciously than ever before. Especially when the fire throws together two unlikely spectators—proper good girl Victoria Whitfield and town motorcycle rebel Mickey Rhodale. Victoria and Mickey are about to find out the most passionate romances are the forbidden ones.*

- **Salt to the Sea by Ruta Sepetys**

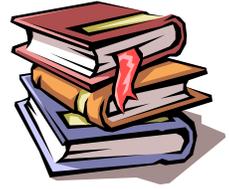
*World War II is drawing to a close in East Prussia and thousands of refugees are on a desperate trek toward freedom, many with something to hide. Among them are Joana, Emilia, and Florian, whose paths converge en route to the ship that promises salvation, the Wilhelm Gustloff. Forced by circumstance to unite, the three find their strength, courage, and trust in each other tested with each step closer to safety.*

- **End of the Line by Angela Cerrito**

*Thirteen-year-old Robbie is locked in a room with nothing but a desk, a chair, a piece of paper, and a pencil. He's starving, but all they'll give him is water. He is sure he's in a nuthouse or a prison. Actually, he's at Great Oaks School, aka the End of the Line. Kept in solitary confinement, Robbie must earn points for food, a bed, even bathroom privileges. He must learn to listen carefully, to follow the rules, and to accept and admit the truth: he is a murderer. Robbie's first-person account of his struggles at the school alternates with flashbacks of the events that led to his incarceration. Ultimately he must confront the question: which is worse-- that he wanted to kill his friend Ryan or that he killed him by accident?*



# Summer Reading 8<sup>th</sup> grade – 2019 Assignment



While reading the novel of their choice from the list above during the summer all students are also required to keep a signpost log. This log will have two columns on it. In the first column of the log, you will record quotes or events from the story that you found interesting or insightful along with which signpost it is. In the second column of your log, you will write your reaction, insight, or analysis of the information from the novel.

The first column is strictly for factual information from the text and signposts.

The second column is where you are to analyze what you read in the text. This is where you can include your own opinions, predictions, etc.

## Format

### Your journal

- must include 15-20 signposts that span the entire book.
- must be typed on the computer.
- will be graded based on the number of entries as well as the depth and thoughtfulness of your insight.
- must include the page number of where the text in column one came from in the novel as well as which signpost it is.

On the next page is an example of what the signpost log could look like. This example will look very similar to the work your 7<sup>th</sup> grade teacher reviewed with you in class. There are only two entries in the example, but this is the exemplar of what your entries should look like.



Example of a Signpost Log  
Secret Life of Bees

Information/Quotes from the text Signpost and Page	Analysis of text
<p>On page 34 I found a contrast and contradiction signpost, “. . . ‘Where’d you get that fan?’</p> <p>    “ ‘Stole it from a church,’ she said. Just like that.</p> <p>    “I had gone once in a raft down the Chattooga River with my church group, and the same feeling came to me now—of being lifted by currents, by a swirl of events I couldn’t reverse.</p> <p>    “Coming along side the men, Rosaleen lifted her snuff jug which was filled with black spit, and calmly poured it across the tops of the men’s shoes, moving her hand in little loops like she was writing her name—Rosaleen Daise—just the way she’d practiced”.</p>	<p>My thinking about Rosaleen changed as I was reading this passage. Prior to this, I saw Rosaleen as the kindly black housekeeper who worked for Lily’s cruel dad and kept a protective eye out for Lily. Once she pours the contents of her snuff jug all over the white men’s shoes, she did not fit the kindly black nanny stereotype into which I had placed her. This is a contrast and contradiction because she did something that was very different from the character I thought she once was.</p> <p>In this scene, Lily admits to stealing and pours this black, slimy spit all over the shoes of some white men who are degrading and taunting her. These men are racial bigots in the early 1960s. Based on my background and reading of this time period and place, this action is unthinkable. This behavior contradicts the normal behavior of a black person at this time. Its consequence is a beating to within inches of one’s life—which she does get later on.</p> <p>It wasn’t until I thought about where she was going that her actions made more sense. In this scene, she was on her way to the “colored church” to register to vote. This action—registering to vote--changed Rosaleen’s perception of her place in the world. It put her on the same playing field with the whites, and she didn’t have to accept their degrading treatment of her anymore; hence the snuff juice all over their shoes.</p>
<p>On page 49 I found an example that is both an aha moment and a memory moment signpost “ ‘We’re going to Highway Forty and thumb a ride to Tiburon, South Carolina. At least we’re gonna try’ ”.</p>	<p>At this point in the story, Lily just helped Rosaleen escape from the hospital and her inevitable return to prison for having poured snuff juice on white men’s shoes. They are getting out of town as fast as they can before the escape is discovered. In the <i>Secret Life of Bees</i>, Rosaleen wants the freedom the right to vote will get her. In <i>S. Life of Bees</i>—so far—Lily’s has dealt with the people they meet. This is a “growing up” story for Lily and this example is an aha moment because Lily realizes that things are going to be very different for her moving forward. This can also be considered a memory moment because Lily is thinking back on the time she had with Rosaleen which makes her happy that she has decided to help her beloved nanny.</p>

## Notice and Note Signposts

The Signposts and Definitions	The Clues to the Signpost	The Question that Follows
<p><b>Contrasts and Contradictions</b> A sharp contrast between what we would expect and what we observe the character doing; behavior that contradicts previous behavior or well established patterns</p>	<p>A character thinks or behaves in a way we don't expect, or an element of a setting is something we would not expect</p>	<p>Why would the character act (feel) this way?</p>
<p><b>Aha Moment</b> A character's realization or something that shifts his actions or understanding of himself, others, or the world around him</p>	<p>Phrases usually expressing suddenness like:</p> <ul style="list-style-type: none"> <li>• "Suddenly I understood..."</li> <li>• "It came to me in a flash that..."</li> </ul>	<p>How might this change things?</p>
<p><b>Tough Questions</b> Questions a character raises that reveal his or her inner struggles</p>	<p>Phrases expressing serious doubt or confusion:</p>	<p>What does this question make me wonder about?</p>
<p><b>Words of the Wiser</b> The advice or insight a wiser character, who is usually older, offers about life to the main character</p>	<p>The main character and another are usually off by themselves, in a quiet serious moment, and the wise figure shares his wisdom or advice in an effort to help the main character with a problem or decision.</p>	<p>What's the life lesson and how might it affect the character?</p>
<p><b>Again and Again</b> Events, images, or particular words that recur over a portion of the novel</p>	<p>A word is repeated, sometimes used in an odd way, over and over in the story. An image reappears several times during the course of the book.</p>	<p>Why might the author bring this up again and again?</p>
<p><b>Memory Moment</b> A recollection by a character that interrupts the forward progress of the story</p>	<p>The ongoing flow of the narrative is interrupted by a memory that comes to the character, often taking several paragraphs to recount before we are returned to events of the present moment.</p>	<p>Why might this memory be important?</p>

Rubric for Sign-Post Log

	A	B	C	D
Analysis	Demonstrates a complete understanding and interpretation of text evidenced by a wide variety of signposts in the responses.	Demonstrates adequate understanding and interpretation of text evidenced by some variety of signposts in the responses.	Demonstrates some understanding and interpretation of text evidenced by little variety of signposts in the responses.	Demonstrates very limited understanding and interpretation of text evidenced by no variety of signposts in the responses.
Reponses	Writes 20 or more entries	Writes 15-19 entries	Writes 10-14 entries	Writes less than 10 entries
Insight	Responses are thorough and thoughtful.	Responses are fairly thorough and thoughtful.	Some responses are incomplete or irrelevant.	Many responses are disjointed, incomplete, or irrelevant.
Comprehension	Exhibits a level of comprehension that extends beyond the literal to the personal, critical, evaluative responses.	Exhibits a level of comprehension that extends beyond literal to the personal with some critical responses.	Exhibits a level of comprehension that is mostly literal or personal, with few critical responses.	Exhibits a level of comprehension that is mostly literal with some personal responses, and no critical responses.

