



Apollo Middle School
Summer Reading Assignment
2020-2021

Selections

6th grade	7th grade	8th grade
<i>Roll of Thunder, Hear My Cry</i> by Mildred Taylor	<i>The Hunger Games</i> by Suzanne Collins	<i>The Call of the Wild</i> by Jack London
<i>Tuck Everlasting</i> by Natalie Babbitt	<i>The Book Thief</i> by Marcus Zusak	<i>Maximum Ride</i> by James Patterson
<i>Artemis Fowl</i> by Eoin Colfer	<i>The Absolutely True Diary of a Part-Time Indian</i> by Sherman Alexie	<i>Across Five Aprils</i> by Irene Hunt
<i>Diary of a Wimpy Kid</i> by Jeff Kinney	<i>Life As We Knew It</i> by Susan Beth Pfeffer	<i>A Separate Peace</i> by John Knowles
<i>Lightning Thief</i> by Rick Riordan	<i>Divergent series</i> by Veronica Roth	<i>Fever 1793</i> by Laurie H. Anderson

The grade level list contains suggestions for reading. If there's a book you would like to choose and it is not listed above, you may also use the links provided in the chart below.

Resources & Broward County School Library Media Services

FollettDestiny app at https://Clever.com/broward	Axis360 app for pdf & audio books on your phone
https://www.overdrive.com/apps/libby/	Sunshine State Young Readers Award books
https://www.openlibrary.org	Broward School Library Media Services

For any additional questions about summer reading selections, please contact Ms. Bajwa, Literacy Coach and ELA Department Chair, at shazia.bajwa@browardschools.com

Instructions

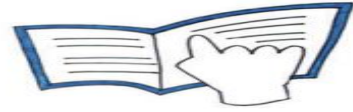
- Read a book from the suggested list above or an approved book of your choice.
- As you read, take notes on all the questions on BHH Reading graphic on page 2.
- After you read the book, write/type your answers into paragraph form showing your reactions to the story and insights you gained about yourself.
- The reflection must contain a minimum of 250 words and a maximum of 500 words. The first paragraph will explain what the story was about. The second paragraph will explain insights or reactions to the story. The third paragraph will state how this story has impacted you.

BHH Reading

WHEN YOU READ, THINK ABOUT WHAT IS...

• IN THE BOOK

- What's this about?
- Who's telling the story?
- What does the author want me to know?



• IN YOUR HEAD

- What surprised me?
- What does the author think I already know?
- What changed, challenged or confirmed my thinking?
- What did I notice?



• IN YOUR HEART

- What did I learn about me?
- How will this help me to be better?



Due date & Points

The book reflection is worth **100 points** and will be due on **Friday, September 17, 2021** through your ELA class on Canvas. For any additional questions reach out to Ms. Bajwa, Literacy Coach and ELA Department Chair at: shazia.bajwa@browardschools.com

Rubric for book reflection

Points	100	90	80	70	60
Evidence of Reading	Student work shows ample evidence of the student's having read the novel.	Student work show sufficient evidence of the student's having read the novel	Student work shows adequate evidence of the student's having read the novel	Student work shows minimal evidence of the student's having read the novel	Student work shows little to no evidence of the student's interaction with the novel.
Organization	Student work is labeled with novel title and author name. Detailed summary and a complete reflection.	Student work is labeled with novel title and author name. A general summary & reflection.	Student work is labeled with novel title and author name. Summary and reflection missing key information.	Student work is labeled with novel title and author name. A minimal summary and Reflection.	Student work is not labeled with the correct novel title or author name. Summary and/or reflection is missing.
Conventions	Student work is presented no errors in grammar, spelling, and punctuation.	Student work is presented well with three or fewer convention errors.	Student work is presented with readily visible convention errors.	Student work is presented with many repeated convention errors.	Student work is presented with too many errors to understand the student's work.
Effort	Student work shows consistent & thorough effort.	Student work shows consistent effort.	Student work shows some consistent effort.	Student work shows minimal effort.	Student work shows little to no effort.