

Milton L. Olive Middle School



Dr. Mary Jones Superintendent of Schools, Wyandanch Union Free School District

Dear Parent or Guardian:

As your child/ children prepare to have an enjoyable and restful summer vacation keep in mind that learning is a continuous process. Summer vacation affords our students extensive opportunities to enrich their reading interests and expand important literacy skills (**reading comprehension, central idea, inferencing, and author's tone/ purpose**) through the strategy of close reading. A district-wide program will be offered to encourage **ALL** students to read throughout the months of July and August.

We have enclosed a plan for all students entering **6th, 7th or 8th** Grade, at Milton L. Olive Middle School:

1. **Read at least 2 books** from the attached list.
 - Please refer to the Reading Level Correlation Chart to find out what alphabetic reading level your student is if you only know the Lexile level.
 - You may supplement these titles with recommendations from your teachers, friends or community librarians.
2. Bring this entire packet to your new teacher by **Thursday, September 14th 2017**.
3. **Receive** recognition and **a special reward** for participating in our reading partner program.



Escape to magnificent book adventures this summer!

Milton L. Olive Middle School



Dr. Mary Jones Superintendent of Schools, Wyandanch Union Free School District

Estimado padres de familia o guardián:

Mientras que su hijo(a)/ hijos(as) se preparan para tener unas vacaciones de verano disfrutable y de descanso hay que tener en mente que el aprendizaje es un proceso continuo. Las vacaciones de verano les dan oportunidades extensivas a nuestros estudiantes para mejorar sus intereses de lectura y de aumentar sus habilidades de lectura (**comprensión de lectura, idea central, inferencia, el tono/propósito del autor**), a través de la estrategia de lectura cerrada. Un programa de todo el distrito va a ser ofrecido a motivar a **TODOS** los estudiantes a leer a través de los meses de julio y de agosto.

Hemos agregado un plan para todos los estudiantes que están entrando a **6º, 7º o 8º** grado en la Escuela Intermedia de Milton Olive:

1. **Leer por lo menos dos libros** de la agregada lista.
 - Por favor refiere a la Tabla de Correlación de Nivel de Lectura para poder saber cuál es el nivel de lectura alfabético está su estudiante si usted solamente sabe su nivel Léxico.
 - Usted puede suplementar estos títulos con recomendaciones de sus profesores, amigos o bibliotecarios de la comunidad.
2. Traer todo este paquete a su nuevo maestro(a) lo más tardar el **jueves, 14 de septiembre del 2017**.
3. **Recibir** recogimiento y un **premio especial** por participar en nuestro programa de lectura de alianza.



¡Escápese a aventuras magnificas de lecturas este verano!

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Che Paran oubyen Gadyan:

Pitit ou/ pitit ou yo ap prepare yo pou yo genyen yon bel vakans repozan pou ete a, pa blye ke moun toujou ap apran se yon pwosesis ki pa jam sispan . Vakans Ete se yon opotinite pou elev yo ka enrichi anpil lekti ki interese yo e elaji enpotan alfabetizasyon konpetans (**lekti c kompreyansyon, lide santral , enferans, e ton ote/ bi**) a trave estrateji lekti de pre . Se Yon pwogram ke distrik la ofri pou enkouraje **TOUT** elev ki li pandan mwa Jiyè e Out.

Nou mete yon plan pou tout ti moun ki ap prale nan **6th, 7th or 8th** Klas, nan Milton L. Olive Middle School:

1. **Li omwen 2 liv** ki tache nan lis la.

- Tanpri gade Nivo Lektik Korelasyon Tablo an pou sa konnen ki alfabetik nivo lekti ke elev ou an ye si ou selman konnen Nivo Lexile li.
- Ou ka konplete tit sa yo sou rekomandasyon pwofese ou, zanmi ou oubyen bibliyoteke kominote an .

2. Pote tout poch sa bay nouvo pwofese an **Mekredi, 14Septanm 2017**.

3. **Resevwa** rekonesans e yon **merite espesyal** pou patisipasyon nan lekti patne pwogram.



LEKTI POU ETE

Sove avek manyifik liv avanti ete sa !

Reading Level Correlation Chart

Grade Level	Reading Recovery	Fountas-Pinnell Guided Reading	DRA	Basal Equivilant	Lexile Levels
Kindergarten	A, B	A	A	Readiness	
	1		1		
	2	B	2	PrePrimer 1	
	3	C	3		
4	D		4	PrePrimer 2	
5		6			
6		E	8	PrePrimer 3	
7					
Grade 1	8	F	10	Primer	
	9				
	10	G	12		
	11				
	12	H	14	Grade 1	200-299
	13				
	14	I	16		
	15				
16					
Grade 2	18	J, K	20	Grade 2	300-399
	20	L, M	28		400-499
Grade 3	22	N	30	Grade 3	500-599
			34		
	24	O, P	38		600-699
Grade 4	26	Q, R, S	40	Grade 4	700-799
Grade 5	28	T, U, V	44	Grade 5	800-899
Grade 6	30	W, X, Y		Grade 6	900-999
Grade 7	32	Z		Grade 7	1000-1100
Grade 8	34	Z		Grade 8	

Please help your child select books that you are 100% confident your child can read independently *with ease*, and that are clearly written for readers the age of your child. You will see the results of this important, careful book selection work in September! ☺

GREAT WEBSITES FOR CHILDREN'S BOOKS: <http://www.hornbookguide.com>, <http://www.cbcbooks.org/readinglists/>, <http://www.nsta.org/publications/ostb/> and <http://www.nsta.org/recommends/>

IMPORTANT NOTE TO PARENTS: PLEASE DON'T BECOME CONCERNED OVER READING LEVELS

- In Elementary school, each child is developing on their own continuum, and it is useless to assess your child's strengths as a reader by his/her reading level alone. To develop strength as a reader, *children need lots of time to read lots of books* that are "just right" for their abilities.
- In Middle school, struggling readers—and even those who have no difficulty reading—need ongoing explanations and discussions about the process of reading and how to make sense of what they read. It is critical that we describe the mental activities involved in making sense of text and encourage students to share the specific processes that they use to build their personal understandings of what they read. For instance, while reading to her students about the digestion processes of owls from the book *Exploding Ants: Amazing Facts about How Animals Adapt* (Settel, 1999), one 7th grade teacher stopped to explain how she figured out the main points of the text: *"I pay attention to words and phrases that the author repeats. In this passage, I noticed "spits up" and "regurgitating," which mean the same thing, at the beginning and end of the paragraph. I think the author wants us to remember that owls digest the soft parts of their prey and spit up the hair and bones."*

IF YOU READ TO YOUR CHILD OR ALONG WITH YOUR CHILD KEEP THIS IMPORTANT NOTE TO PARENTS IN MIND.

FREQUENTLY ASKED QUESTIONS:

1. WILL HAVING MY CHILD READ HARDER BOOKS HELP THEM GET STRONGER AT READING?

Nope! *Exactly the opposite can happen!*

- It is **critically** important that children ***not*** read books that are too difficult for them. Research has shown that reading books that are at the "frustration level" can actually stunt a readers' growth, or send them backwards in their development.
- When in doubt, help your child select books that feel "friendly/familiar" to other books they have enjoyed. Also, check out series books - many of the books in this packet are part of a series. Not only is it fun to follow familiar characters through new adventures and experiences, but reading through a book series can help readers grow!

2. MY CHILD REALLY CAN READ HARDER BOOKS THROUGH – AND WANTS TO! THEY CAN READ ALL THE WORDS ON THE PAGE WITHOUT MAKING MISTAKES. THEY EVEN SEEM TO KNOW WHAT'S GOING ON THE IN STORY. ARE YOU SURE I SHOULDN'T GIVE THEM MUCH HARDER BOOKS? *Good question, but proceed with caution!*

- "Harder books" often deal with themes and issues that are more mature. These texts, while perhaps "readable" or "decodable" by your child, may not be developmentally appropriate for your child's age. Also, please keep in mind that just because readers can read each word on the page smoothly and without error, does not mean that they are able to comprehend the sophisticated themes and layered plot lines that these texts may contain.
- If your child is desperate to read a harder book, read it aloud together! ☺ Their ability to comprehend a story by listening to it read aloud is much higher than their ability to understand it alone. Plus, it's a lovely way to bond with your child over your shared love of reading.

We wish you a safe and happy summer! Thank you for being partners in literacy.

Milton L. Olive Middle School Summer Reading Assignment

Name: _____

Grade: _____

Directions: We **encourage** all Milton L. Olive Middle School students to read a minimum of TWO chapter books over the summer and complete the following task for EACH book. Your work may be typed or handwritten on this sheet. You will receive an assessment grade for the 1st Quarter. Remember to use complete sentences and proofread your work for correct grammar, punctuation, capitalization and spelling. All lines must be filled in when writing a response. You may also read additional books and complete additional worksheets for extra credit. **Note:** Before and after choosing your chapter books and completing the assignments refer to the **Reading Closely For Details Checklist** enclosed.

Title of the book: _____ Author: _____

Cite and describe a major event in the book and explain how it affected the people involved. Provide details from the story.

Choose one character from the book and provide a character analysis (explain the characteristics/character traits of the character in detail).

Choose 4 words from the book that you were not familiar with and use a complete sentence to provide a definition for each word. Develop a compound sentence for each word. For example:

Definition: *The term/ word metabolism can be defined as the body's ability to convert food into energy.*

Remember a compound sentence: *She has a fast metabolism, yet she watches what she eats all the time. A compound sentence has two independent clauses or sentences. The independent clauses can be joined by a coordinating conjunction (such as "and," "for" and "but") or a semicolon.*

Provide a summary of the book using your own words *(In two to three paragraphs)*. Please include key details, events, and characters).

Note:

You may use the additional blank sheets provided.

SUMMER READING LIST

STUDENTS ENTERING GRADE 6, 7 and 8 are encouraged to read at least four (4) of the books listed below. Feel free to substitute other titles by the recommended authors.

Before Entering 6th Grade: (See attached reference guide of leveled books)

Before Entering 7th Grade(See attached reference guide of leveled books)

Before Entering 8th Grade(See attached reference guide of leveled books)

Title Grade 6	Lexile Level	Genre	Fiction/ Nonfiction	Comprehension Skill and <i>Strategy</i> (or) Decodable Skill
A Jar of Dreams		Narrative	NF	<i>predict/infer evaluate</i>
Acid Rain		Informational	NF	Draw Conclusions
Benedict Arnold at Saratoga	860	Realistic Fiction	F	Cause and Effect <i>summarize</i>
Between the Dragon and the Eagle		Historical Fiction	F	<i>evaluate</i>
Biodiversity Hotspots		Informational	NF	Draw Conclusions
Breathing Underwater: Adventures in Chemistry (Physical Science)	790	Informational	NF	Draw Conclusions
César Chávez	1030	Biography	NF	Making Judgments <i>evaluate</i>
Charlemagne and the Holy Roman Empire	820	Biography	NF	Sequence
Charters of Freedom		Informational	NF	Cause and Effect
Chief Joseph	910	Biography	NF	Draw Conclusions <i>predict/infer</i>
Coronado and the Cities of Gold	910	Biography	NF	Main Idea and Details <i>monitor/clarify</i>
Gary Soto	1120	Biography	NF	Writing a Poem <i>evaluate</i>
George Catlin, Frontier Painter	980	Biography	NF	Making Judgments <i>evaluate</i>
Ghana: Ancient Empire	960	Historical	NF	Cause and Effect
Global Energy		Informational	NF	Draw Conclusions
Hammurabi and the Glory of Mesopotamia		Biography	NF	Categorize and Classify
Hannah Brown, Union Army Spy	800	Historical Fiction	F	Predicting Outcomes <i>monitor/clarify</i>
Hurricane Music	660	Realistic Fiction	F	Sequence of Events <i>predict</i>
Invaders!	1140	Informational	NF	Main Idea and Details <i>monitor/clarify</i>
John Adams and the Boston Massacre	910	Historical Narrative	NF	Main Idea and Details
Joseph Brant, Iroquois Leader in the Revolution	920	Biography	NF	Categorize and Classify <i>question</i>
Lan Xang, Kingdom of the Million Elephants	870	Historical	NF	Sequence
Letters from Rifka		Historical Fiction	F	<i>monitor/clarify</i>
Lise Meitner (Physical Science)	880	Biography	NF	Sequence
Lone Wolf	790	Realistic Fiction	F	Categorize and Classify <i>monitor/clarify</i>
Magnets in Medicine (Physical Science)	670	Informational	NF	Problem and Solution
Pompeii: Nightmare at Midday		Historical	NF	<i>predict/infer summarize</i>

Shipwreck at the Bottom of the World		Informational	NF	<i>monitor/clarify</i>
Shonto Begay: His Life and Work	103	Biography	NF	Writing a Poem <i>question</i>

Small Steps: The Year I Got Polio		Autobiography	NF	<i>monitor/clarify</i>
The Geography of War: The Battle of Salamis		Historical	NF	Sequencing
The Gift of Light, A Japanese Myth	810	Myth	F	Making Inferences <i>summarize</i>
The Images of Nikki Grimes	1120	Biography	NF	Writing a Poem <i>evaluate</i>
The Manhattan Project: The Race to the Atomic Bomb (Physical Science)	900	Historical	NF	Sequence
The Protectors	950	Realistic Fiction	F	Draw Conclusions <i>predict</i>
The Unsinkable Madame C. J. Walker	1050	Biography	NF	Problem Solving <i>predict</i>
Tuck Everlasting		Fantasy	F	<i>predict/infer question</i>
Turkey: Between Europe and Asia	960	Informational	NF	Cause and Effect
Understanding Newton's Laws (Physical Science)		Informational	NF	Categorize and Classify
Waves and Rays		Informational	NF	Draw Conclusions
Why Does It Work?		Informational	NF	Compare and Contrast
Aksum, Heart of Ancient Ethiopia		Historical	NF	Categorize and Classify
America's First City: Caral		Historical	NF	Categorize and Classify
Benjamin Franklin, A Scientist by Nature	880	Biography	NF	Text Organization <i>question</i>
C.W. Post, A Pioneer in His Time	900	Biography	NF	Propaganda <i>question</i>
Caravan Boy	790	Historical Fiction	F	Main Idea and Details <i>monitor/clarify</i>
Carved in Stone: Borghum and Mount Rushmore	930	Narrative Nonfiction	NF	Problem Solving <i>predict</i>
Charlemagne		Biography	NF	Sequence
Children of the Wild West		Informational	NF	<i>evaluate</i>
Conceived in Liberty: The Gettysburg Address	1040	Historical	NF	Writing a Speech <i>evaluate</i>
Crime Scene Clues		Informational	NF	Draw Conclusions
Europe: Geography of Conquest	860	Informational	NF	Sequence
Focus on Genre: Plays—Looking the Part	1070	Informational	NF	Main Idea and Details
Friends and Competitors	940	Biography	NF	Draw Conclusions <i>monitor/clarify</i>
Fur Traders of New France		Historical	NF	Categorize and Classify
Geography of an Empire: Ancient Rome		Informational	NF	Cause and Effect

Harriet Tubman and the Underground Railroad	980	Biography	NF	Fact and Opinion <i>summarize</i>
Hatchet		Realistic Fiction	F	<i>predict/infer</i> <i>evaluate</i>
Hatshepsut and Nerfertiti: Egyptian Queens	800	Biography	NF	Main Idea and Details

High Tide		Informational	NF	Draw Conclusions
Island of the Blue Dolphins		Realistic Fiction	F	<i>summarize</i>
Jaime Escalante		Biography	NF	<i>predict/infer</i>
Jean Fritz Comes Home	960	Biography	NF	Writing an Autobiography <i>question</i>
Jim Abbott: Making the Most of It	970	Biography	NF	<i>summarize</i>
Johnny Kelley's Tale	980	Historical Fiction	F	Predicting Outcomes <i>monitor/clarify</i>
Margaret Bourke-White: Life Through the Lens	970	Biography	NF	Compare and Contrast <i>question</i>
Mario Molina, Above the Clouds (Life Science)	800	Biography	NF	Sequence
Mars: Mysteries of the Red Planet	1000	Informational	NF	Cause and Effect <i>monitor/clarify</i>
Mercy Otis Warren, A Woman of the Revolution	950	Biography	NF	Author's Viewpoint
Mound of the Dead: The City of Mohenjo-Daro		Informational	NF	Categorize and Classify
Opening Night	960	Informational	NF	Writing a Play <i>monitor/clarify</i>
Pangaea (Earth Science)	980	Informational	NF	Sequence
Prohibition		Historical	NF	Sequencing
Take a Chance	800	Realistic Fiction	F	Main Idea and Details <i>question</i>
Taking Sides		Realistic Fiction	F	<i>predict/infer</i>
The Amazing Amoeba		Informational	NF	Draw Conclusions
The Fall of Tenochtitlán	730	Historical	NF	Cause and Effect
The Inventive Mind of Jules Verne	1000	Biography	NF	Following Directions <i>evaluate</i>
The Kandake: Queens of Nubia		Biography	NF	Categorize and Classify
The Return of Wild Whoopers	1060	Informational	NF	Making Generalizations <i>evaluate</i>
The Story of Sue: T. Rex		Informational	NF	Draw Conclusions
The Travels of Alvar Nunez Cabeza de Vaca	870	Historical	NF	Draw Conclusions
Tiger Woods: Unbeatable!	990	Biography	NF	Propaganda <i>summarize</i>
To the Top of the World		Informational	NF	<i>monitor/clarify</i>
Volcano: Pompeii		Historical	NF	Draw Conclusions

Wole Soyinka	800	Biography	NF	Draw Conclusions
X-Rays (Physical Science)	1010	Informational	NF	Main Idea and Details
Animal Colors		Informational	NF	<i>predict/infer</i>
Big and Little	Wordless	Informational	NF	Compare and Contrast
Nicky Takes a Bath		Realistic Fiction	F	Draw Conclusions

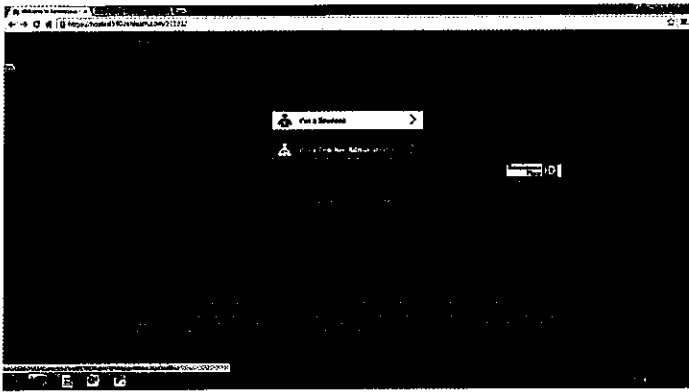
Plain and Fancy	Wordless	Informational	NF	Compare and Contrast
See Me	Wordless	Informational	NF	Respond
We All Help Out		Realistic Fiction	F	Sequence of Events
“What Shall Workers Do?”		Historical	NF	Problem and Solution
15 Facts About Stars		Informational	NF	Categorize and Classify
A Lobster’s Tale	1010	Informational	NF	Categorize and Classify <i>question</i>
A Scribe in Ancient China	840	Historical Fiction	F	Categorize and Classify <i>summarize</i>
An Unexpected Hero	700	Realistic Fiction	F	Noting Details <i>summarize</i>
Ancient Baghdad: City at the Crossroads of Trade	840	Historical	NF	Cause and Effect <i>monitor/clarify</i>
Ancient Indochina		Historical	NF	Categorize and Classify
Animal Mummies of Ancient Egypt		Historical	NF	Categorize and Classify
Art in Sub-Saharan Africa		Informational	NF	Categorize and Classify
Beating the Heat, Desert Style	1110	Informational	NF	Main Idea and Details <i>monitor/clarify</i>
Bernardo de Gálvez	930	Biography	NF	Author’s Viewpoint <i>evaluate</i>
Building the Hoover Dam (Life Science)	910	Historical	NF	Cause and Effect
Charlie Takes a Shot	860	Realistic Fiction	F	Making Inferences <i>evaluate</i>
Cleopatra		Biography	NF	Categorize and Classify
Climbing the Continents: Everest, McKinley, Kilimanjaro	950	Informational	NF	Compare and Contrast
Congress and Parliament: Democracy in Two Nations	960	Informational	NF	Compare and Contrast
Corrie’s Secret	560	Narrative Nonfiction	NF	Making Judgments <i>evaluate</i>
Daniel Inouye, Hero from Hawaii	910	Biography	NF	Making Judgments <i>monitor/clarify</i>
Dream Weaver	840	Historical Fiction	F	Compare and Contrast <i>evaluate</i>
Father Eusebio Francisco Kino, Changing the Colonial Southwest		Biography	NF	Respond
Four Great Inventions of Ancient China		Informational	NF	Categorize and Classify

Free Black Communities in the Time of Slavery	910	Historical	NF	Compare and Contrast
Frindle		Realistic Fiction	F	<i>monitor/clarify</i>
Gunpowder and Tea	920	Historical Fiction	F	Story Structure <i>summarize</i>
Guns for General Washington		Historical	NF	<i>evaluate</i>
High Elk's Treasure		Historical	NF	<i>predict/infer</i>
Hurricanes: Earth's Mightiest Storms		Informational	NF	<i>predict/infer</i>
Introducing the Euro	940	Informational	NF	Main Idea and Details
John Paul Jones and the Battle at Sea		Biography	NF	Main Idea and Details
Later, Gator		Realistic Fiction	F	<i>summarize</i>
Mary Leakey	840	Biography	NF	Draw Conclusions
Mexico's Smoking Mountain	940	Informational	NF	Categorize and Classify
Plants of the Coral Reef (Life Science)	810	Informational	NF	Compare and Contrast
Red and the Big Bad Wolf	540	Play	F	Writing a Play <i>summarize</i>
Rosalyn Yalow (Life Science)	630	Biography	NF	Sequence
Simón Bolívar	940	Biography	NF	Sequence
Space Wardrobe		Informational	NF	Draw Conclusions
Stepping Back in Time	940	Realistic Fiction	F	Story Structure <i>summarize</i>
Strider		Realistic Fiction	F	<i>Summarize evaluate</i>
Stuck in the Tar Pits		Informational	NF	Compare and Contrast
Summer Mail	680	Realistic Fiction	F	Compare and Contrast <i>evaluate</i>
Surtsey: The Newest Place on Earth		Informational	NF	<i>summarize</i>
Swimming Lessons	660	Realistic Fiction	F	Categorize and Classify <i>question</i>
The Bald Eagle Is Back	1020	Informational	NF	Making Generalizations <i>evaluate</i>
The Greatest Electrician in the World	980	Biography	NF	Text Organization <i>monitor/clarify</i>
The Khyber Pass	860	Historical	NF	Categorize
The Pyramids of Giza	910	Informational	NF	Compare and Contrast <i>summarize</i>

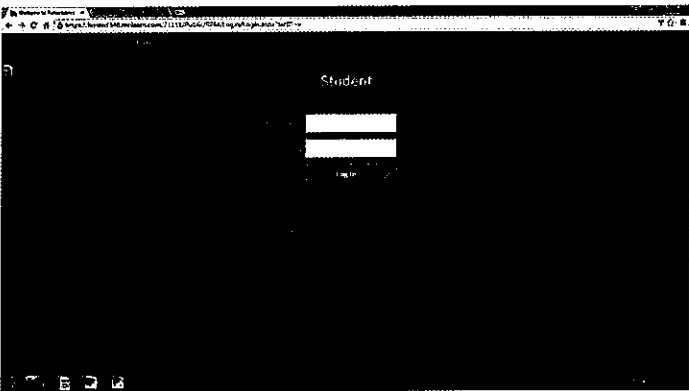
Title Grades 7 and 8	Lexile Level	Genre	Fiction/ Nonfiction	Comprehension Skill and <i>Strategy</i> (or) Decodable Skill
A Shape in the Dark: A Story of Hadrian's Wall	820	Historical Fiction	F	Main Idea and Details <i>summarize</i>
Adventure in Space		Informational	NF	<i>monitor/clarify</i>
Constantinople at the Center of the World		Informational	NF	Categorize and Classify Draw Conclusions <i>evaluate</i>
Copán: City of the Maya	990	Informational	NF	Cause and Effect <i>predict/infer</i> <i>summarize</i>
Cracking the Code (Life Science)	900	Informational	NF	<i>summarize</i>
Deep-Sea Explorer		Biography	NF	Draw Conclusions
Deep-Sea Explorer		Biography	NF	Compare and Contrast
Einstein, Father of Physics		Biography	NF	Main Idea and Details
Famous Friendships: Aristotle and Alexander		Historical	NF	Cause and Effect <i>monitor/clarify</i>
Focus on Genre: Speeches— Speeches on the Air	1020	Informational	NF	Categorize and Classify Following Directions <i>evaluate</i>
Galileo, Messenger of Modern Science	970	Biography	NF	<i>question</i>
It's in the Air		Informational	NF	Fact and Opinion <i>question</i>
Lifeboat in Space	890	Historical	NF	Categorize and Classify <i>predict/infer</i> <i>question</i>
Lincoln: A Photo biography		Photo biography	NF	Writing a Myth <i>predict</i>
Mysteries of the Bermuda Triangle	1010	Informational	NF	Text Organization <i>monitor/clarify</i>
Newton's Laws (Physical Science)	1020	Informational	NF	
Number the Stars		Historical Fiction	F	
Odin's Wisdom	940	Myth	F	
Secrets of Rapa Nui	1150	Informational	NF	

Stuck at the End of the Ice Age	1090	Informational	NF	Text Organization <i>monitor/clarify</i>
The Brooklyn Bridge: Eighth Wonder of the World	1010	Narrative Nonfiction	NF	Compare and Contrast <i>question</i>
The Kingdom of Kush	1080	Informational	NF	Compare and Contrast <i>monitor/clarify</i>
The Mysterious Giant Squid	1250	Informational	NF	Making Inferences <i>summarize</i>
The Physics of Flying		Informational	NF	Draw Conclusions
The Riddle of the Anasazi	1030	Informational	NF	Fact and Opinion <i>question</i>
The Story of Oskar Schindler	1060	Biography	NF	Making Judgments <i>evaluate</i>
Through the Cell Wall		Informational	NF	Respond
Tsunami	1160	Informational	NF	Categorize and Classify <i>question</i>

READING CLOSELY FOR DETAILS CHECKLIST		✓	COMMENTS
I. APPROACHING TEXTS <i>Reading closely begins by considering my specific purposes for reading and important information about a text.</i>	I am aware of my purposes for reading.	<input type="checkbox"/>	
	I take note of key information about the text.	<input type="checkbox"/>	
II. QUESTIONING TEXTS <i>Reading closely involves:</i> 1) initially questioning a text to focus my attention on its structure, ideas, language and perspective then 2) questioning further as I read to sharpen my focus on the specific details in the text.	I begin my reading with questions to help me understand the text.	<input type="checkbox"/>	
	I annotate the text marking details that relate to my guiding questions.	<input type="checkbox"/>	
	I pose new questions while reading that help me deepen my understanding.	<input type="checkbox"/>	
III. ANALYZING DETAILS <i>Reading closely involves thinking deeply about the details I have found through my questioning to determine their meaning, importance, and the ways they help develop ideas across a text.</i>	I analyze the details I find through my questioning.	<input type="checkbox"/>	
	I pose further text-specific questions based on my analysis that cause me to re-read more deeply.	<input type="checkbox"/>	
IV. COMMUNICATING UNDERSTANDING <i>Reading closely involves explaining what I have come to understand about texts and topics to clarify and share my ideas.</i>	I explain my ideas clearly in a manner appropriate for my task and audience.	<input type="checkbox"/>	
	I cite details and evidence to support my explanations.	<input type="checkbox"/>	



Choose **Student**

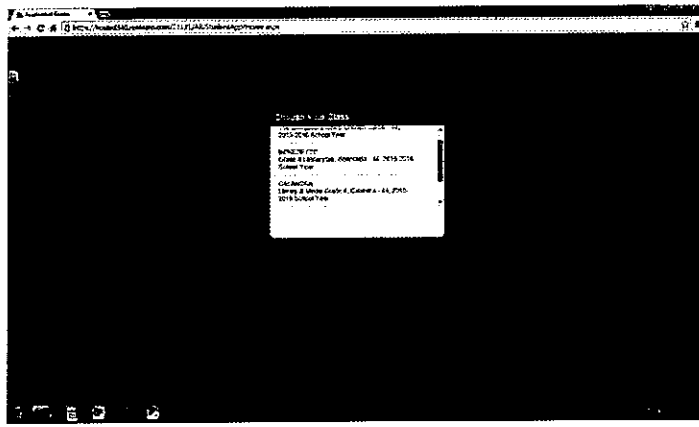


Login with your username and password, if you're unsure, ask your teacher.

Firstname.lastname
6 digit lunch number



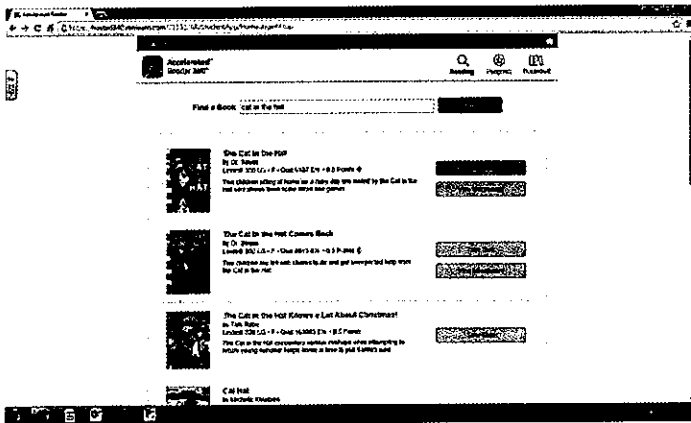
Choose **Take a Quiz**



Choose **any of your teachers names** and click **Done**



Type in the name of the book you have already read and click **search**



You can also click **Progress** to see how many points you have so far or **Bookshelf** to see what books you have already read. You can only take a quiz on each book once.

Scroll down until you find the book you read and click **take quiz**

First choose **Reading Practice** and then you can do **Vocabulary Practice**

