

Dear Parents:

Your student registered for **8th Grade PAP reading** for the upcoming school year. The purpose of this course is to offer students challenging work that will prepare them for Advanced Placement courses.

The PAP courses offered in grades 6-10 develop reading, writing, and thinking skills necessary for success in AP courses. In addition, reading selections for these courses represent concepts and/or reading selections that have historically been cited on Advanced Placement examinations.

The 2019 Alvin ISD PAP Summer Reading assignment will allow students to choose their own novels, biographies, or autobiographical works from a wide range of titles and lists. As a district, Alvin ISD believes that choice reading:

- Promotes a love of reading by allowing students to engage with texts that align with their interests, tastes, and values.
- Encourages students to interact with each other about their books in order to create rich literacy communities.
- Combats the gap in achievement most students incur due to summer reading loss.
- Gives students an incentive to read more which is the best known predictor of high reading success.

Students will be expected to **choose** and **read a grade-level appropriate** novel, biography, or autobiographical work that has not been previously read, **and connects to the thematic topic of Choices and Reflections**. Using their chosen text, students will **complete a series of guiding questions** that will be utilized in a structured class discussion as well as a reflection piece at the beginning of the school year.

The **PAP** course is more rigorous than on-level courses and is meant to prepare students for Advanced Placement courses in high school, so **students should make every attempt to choose a novel, biography, or autobiographical work that challenges them in some way**. If you are unsure of whether or not a specific text meets this criteria, these tools can help you and/or your student make a grade-level appropriate novel choice:

- Scholastic Book Wizard (<https://www.scholastic.com/teachers/bookwizard/>) (gives grade level range)
- Lexile level <http://www.lexile.com> (middle school/junior high lexile level should be between 860 and 1185)

Please encourage your child to complete this reading assignment in order to be prepared for their in class discussion and written reflection at the beginning of the school year.

Thank you for your cooperation and continuing interest in your student's education.

Sincerely,
Charlotte Liptack
Director of Curriculum and Instruction,
K-12 Social Studies & 6-12 ELA

Tracie Lee
Director of Secondary Advanced Academics

Coylee Harness
6-8 ELA Curriculum Coordinator

Summer Reading Assignment

The assignment will be broken up into three parts: guiding questions to be completed during the summer, participation in a structured class discussion, and an in-class written reflection.

Part A - Guiding Questions:

The student will complete the guiding questions below **in note form using textual evidence**. Although these questions will be assessed with a rubric, this is not meant to be a formal paper or essay. Be sure to carefully read the rubric for specific expectations and elements that need to be covered in responding to the guiding questions.

Guiding Questions:

- What choices and reflections does the protagonist in your text make? How do those choices and reflections change the protagonist? The plot?
- What events or obstacles does the protagonist face? How did these events change him/her for the better?
- What major decisions or events affect the protagonist in your book?
- Based on text evidence, how do you think the events experienced by the protagonist connect to the setting? How would that setting change if you changed the plot or events?
- Lao Tzu once said "The journey of a thousand miles begins with one step." How does this quote relate to the protagonist and his/her journey?

Part B - Structured Discussion (Socratic Seminar):

During the first several weeks of school, the student will be expected to participate in a structured class discussion. As all students will contribute ideas and evidence from their individual text, all students will be exposed to a wide range of books that may interest them and lead to further reading as well as further analysis of the first grading period's thematic topic, **Choices and Reflections**. The structured discussion will be described in further detail by the classroom teacher at the beginning of the year, but will be based on student responses to the guiding questions completed during the summer. A rubric will be provided for students before summer regarding the guiding questions.

Part C - Written Reflection:

A written reflection will be required after the structured conversation takes place in class. This will give students the opportunity to synthesize not only the information and reading completed over the summer, but also any new ideas analyzed during the structured discussion over the summer reading assignment. Teachers will provide additional information on structure and content when the reflection is assigned at the start of the 2019-2020 school year.

Due Date: Week of September 3, 2019

Please sign and return to your student's current ELA teacher.

*My child and I have received notice of the summer assignment for **8th Grade PAP** and will comply. We understand that the completion date for this assignment is the week of **September 3, 2019**.*

In the fall of 2019, my child will attend:

_____ Alvin Jr. High

_____ Fairview Jr. High

_____ Harby Jr. High

_____ Manvel Jr. High

_____ Nolan Ryan Jr. High

_____ Rodeo Palms Jr. High

_____ McNair Jr. High

Parent Printed Name _____

Parent Signature _____

Student Printed Name _____

Student Signature _____

Date _____

Current ELA Teacher's Name _____

Current Campus _____

***Contact your zoned junior high's Advanced Academics Specialist with any questions or concerns.**