

6TH GRADE SUMMER READING ASSIGNMENT

During the seventy-two days of summer break, rising sixth grade students will read one (1) book of their choice from the 6th grade reading list. Students will take an AR quiz the first full week of school; additionally, students will produce a written response as described below. The AR component will count toward their first quarter point requirements; the written component of the assessment will count as a quiz grade. Please submit the written portion of the assessment to your language arts teacher Monday, August 10, 2015.

Instructions:

1. Read the book of your choosing from the 6TH grade book list.
 2. Divide your novel into four (4) equal sections. Choose one passage from each 1/4 section of your novel, quote it, and write a commentary on that passage.
 - A. Write the number of pages in your novel here _____.
 - B. Divide your novel into four (4) equal sections and write a response for every section. (E.g.: 240 pages ... $240/4=60$. This example shows you should write a response every 60 pages.)
- Each commentary should be no less than 50 words in length. You should have a total of four entries.**

Steps:

1. Find a **meaningful** excerpt in each section.
2. Copy the quote from the novel. Write the page number.
3. Give your personal response to the passage and label the type of response you've chosen (a-n). Use the following examples:
 - a. This passage is important because...
 - b. This passage reveals the character's...
 - c. This passage fits with the book as a whole since...
 - d. Christians can relate to this quote because...
 - e. This excerpt makes me angry/sympathetic/confused because...
 - f. This character reminds me of...
 - g. This character exhibits the quality of courage (honesty, etc.) ...
 - h. The point the author wants to make here is...
 - i. I have felt the same emotions as this character when...
 - j. The author uses the literary device of (imagery, symbolism, etc.)...
 - k. This setting is significant because...
 - l. I agree/disagree with this character's decision because...
 - m. This is exciting /boring because...
 - n. The author does a good/bad job of...
4. Create a cover page with your name, the book's title, the book's author, and the book's page count.

Example:

Passage 1

"Fire swamps are, of course, entirely misnamed...Simply, there are swamps which contain a large percentage of sulfur and other gas bubbles that burst continually into flame. They are covered with lush giant trees that shadow the ground, making the flame bursts seems particularly dramatic. Because they are dark, they are almost always quite moist, thereby attracting the standard insect and alligator community that prefers a moist climate" (199).

Response:

The author uses imagery in this passage as he describes the fire swamps. The writing is so powerful that I could see in my mind a huge, dark swamp like something out of a fairy tale, only with jets of flames popping up. The author does a great job of describing the swamps and why they were such a terror to Florin and Guilder. (64 words)

ENTERING 6TH GRADE READING LIST

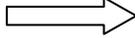
Parents: Below you will find a list of engaging and well-written stories that represent a variety of genres. Your student should choose one novel from the list below. While we endeavor to choose books that are representative of appropriate content, age level, and maturity, we recommend each family research the suggested selections. You may find sites such as www.squeakycleanreviews.com, www.commonsemmedia.org, or www.thrivingfamily.com helpful as you discern the best publication for your student.

Assignment: Each student should read one required book and complete a reading journal, due Monday, August 10, 2015. Directions regarding the reading journal can be found attached.

<i>Fever, 1793</i>	Anderson, Laurie
<i>Crispin: The Cross of Lead</i>	Avi
<i>Twenty and Ten</i>	Bishop, Claire Huchet
<i>The Martian Chronicles</i>	Bradbury, Ray
<i>The Secret Garden</i>	Burnett, Francis
<i>Door in the Wall</i>	De Angeli, Marguerite
<i>The Wheel on the School</i>	De Jong, Meindert
<i>Hitty: Her First Hundred Years</i>	Field, Rachel
<i>Calico Bush</i>	Field, Rachel
<i>Understood Betsy</i>	Fisher, Dorothy Canfield
<i>Dragon Slippers</i>	George, J.D.
<i>Adam of the Road</i>	Gray, Elizabeth
<i>A Murder for Her Majesty</i>	Hilgartner, Beth
<i>Marlfox</i>	Jacques, Brian
<i>The Second Mrs. Giaconda</i>	Konigsburg, E. L.
<i>The Tales of Uncle Remus</i>	Lester, Julius
<i>A Snicker of Magic</i>	Lloyd, Natalie
<i>The Princess and Curdie</i>	MacDonald, George
<i>Sylo series</i>	MacHale, D.J.
<i>Rascal</i>	North, Sterling
<i>The Black Pearl</i>	O'Dell, Scott
<i>Streams to the Rivers, Rivers to the Sea</i>	O'Dell, Scott
<i>My Friend Flicka</i>	O'Hara, Mary
<i>Bridge to Terabithia</i>	Paterson, Katherine
<i>The Light in the Forest</i>	Richter, Conrad
<i>The Bark of Bog Owl</i>	Rogers, Jonathan
<i>Esperanza Rising</i>	Ryan, Pam Munoz
<i>Holes</i>	Sachar, Louis
<i>Invention of Hugo Cabret</i>	Selznick, Brian
<i>Miracles on Maple Hill</i>	Sorensen, Virginia
<i>The Bronze Bow</i>	Speare, Elizabeth
<i>Calico Captive</i>	Speare, Elizabeth
<i>Maniac Magee</i>	Spinelli, Jerry
<i>Freedom Train</i>	Sterling, Dorothy
<i>The Mysterious Benedict Society series</i>	Stewart, Trenton Lee
<i>Joni: An Unforgettable Story</i>	Tada, Joni Eareckson
<i>The Cay</i>	Taylor, Theodore
<i>Candy Bomber</i>	Tunnell, Michael
<i>Loot: How to Steal a Fortune</i>	Watson, Jude

6TH Grade Summer Reading Journal Rubric

Student _____

Category	<i>Exemplary</i> 25	<i>Accomplished</i> 22	<i>Developing</i> 18	<i>Beginning</i> 15	<i>Your Score</i>
QUOTES/TEXT CITATION OF QUOTE (including page number)	Meaningful passage selections. Quote marks and page numbers are provided for ALL 4 citations	Less detailed, but significant quotes OR missing no more than 1-3 of 8 quotation marks and page numbers	Few significant details from the text OR missing no more than 4-5 of 8 quotation marks and page numbers	Hardly any significant details from the text OR missing no more than 6-8 quotation marks and page numbers	
RESPONSE VARIETY	Includes a variety of unique comments about passages (4 from list) AND ALL responses are labeled (a-n)	Includes some variety of comments (3 from list) OR 3 responses are labeled (a-n)	Little variety of comments (2 from list) OR 2 responses are labeled (a-n)	Comments are limited to the same response OR Responses are not labeled	
RESPONSES (#)	4 responses No paraphrasing or summary	4 responses, but 1 is a summary response	2-3 responses; summary in nature	1 response	
WORD COUNT COVER PAGE	Word count (50+) included for each response AND Student name, book title, author, page count	Word count (50+) on 3 responses OR Missing one cover item	Word count (50+) on 2 responses OR Missing 2 cover items	Word count on 1 or less response OR No cover	
TEACHER COMMENTARY				Rubric Score 	

Rubric Score _____ (-1 pt for each grammar/spelling mistake)= Final Grade: _____

7TH GRADE SUMMER READING ASSIGNMENT

During the seventy-two days of summer break, rising seventh grade students will read one (1) book of their choice from the 7th grade reading list. Students will take an AR quiz the first full week of school; additionally, students will produce a written response as described below. The AR component will count toward their first quarter point requirements; the written component of the assessment will count as a quiz grade. Please submit the written portion of the assessment Monday, August 10, 2015.

Instructions:

1. Read the book of your choosing from the 7TH grade book list.
2. Divide your novel into five (5) equal sections. Choose one passage from each 1/5 section of your novel, quote it, and write a commentary on that passage.
 - A. Write the number of pages in your novel here _____.
 - B. Divide your novel into five (5) equal sections and write a response for every section. (E.g.: 250 pages ... $250/5= 50$. This example shows you should write a response every 50 pages.)

Each commentary should be no less than 50 words in length. You should have a total of five entries.

Steps:

1. Find a **meaningful** excerpt in each section.
2. Copy the quote from the novel. Write the page number.
3. Give your personal response to the passage and label the type of response you've chosen (a-n). Use the following examples:
 - a. This passage is important because...
 - b. This passage reveals the character's...
 - c. This passage fits with the book as a whole since...
 - d. Christians can relate to this quote because...
 - e. This excerpt makes me angry/sympathetic/confused because...
 - f. This character reminds me of...
 - g. This character exhibits the quality of courage (honesty, etc.) ...
 - h. The point the author wants to make here is...
 - i. I have felt the same emotions as this character when...
 - j. The author uses the literary device of (like imagery, symbolism, etc)...
 - k. This setting is significant because...
 - l. I agree/disagree with this character's decision because...
 - m. This is exciting /boring because...
 - n. The author does a good/bad job of...
4. Create a cover page with your name, the book's title, the book's author, and the book's page count.

Example:

Passage 1

"Fire swamps are, of course, entirely misnamed...Simply, there are swamps which contain a large percentage of sulfur and other gas bubbles that burst continually into flame. They are covered with lush giant trees that shadow the ground, making the flame bursts seem particularly dramatic. Because they are dark, they are almost always quite moist, thereby attracting the standard insect and alligator community that prefers a moist climate" (199).

Response:

The author uses imagery in this passage as he describes the fire swamps. The writing is so powerful that I could see in my mind a huge, dark swamp like something out of a fairy tale, only with jets of flames popping up. The author does a great job of describing the swamps and why they were such a terror to Florin and Guilder. (64 words)

ENTERING 7TH GRADE READING LIST

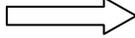
Parents: Below you will find a list of engaging and well-written stories that represent a variety of genres. Your student should choose one novel from the list below. While we endeavor to choose books that are representative of appropriate content, age level, and maturity, we recommend each family research the suggested selections. You may find sites such as www.squeakycleanreviews.com, www.commonsemmedia.org, or www.thrivingfamily.com helpful as you discern the best publication for your student.

Assignment: Each student should read one required book and complete a reading journal, due Monday, August 10, 2015. Directions regarding the reading journal can be found attached.

<i>Watership Down</i>	Adams, Richard
<i>Wolves of Willoughby Chase</i>	Aiken, Joan
<i>Before We Were Free</i>	Alvarez, Julia
<i>A Gathering of Days: A New England Girl's Journal</i>	Blos, Joan
<i>The Incredible Journey</i>	Burnford, Sheila
<i>My Brother Sam is Dead</i>	Collier, James
<i>Bud, Not Buddy</i>	Curtis, Christopher
<i>Catherine, Called Birdy</i>	Cushman, Karen
<i>The Three Musketeers</i>	Dumas, Alexandre
<i>Johnny Tremain</i>	Forbes, Esther
<i>Out of Darkness: The Story of Louis Braille</i>	Freedman, Russell
<i>The Double Life of Pocahontas</i>	Fritz, Jean
<i>Dragon Rider</i>	Funke, Cornelia
<i>The Miracle Worker</i>	Gibson, William
<i>Found/ Caught/ Sent</i>	Haddix, Mararet
<i>Olive's Ocean</i>	Henkes, Kevin
<i>Beardance</i>	Hobbs, Will
<i>The Goose Girl</i>	Hale, Shannon
<i>Redwall series</i>	Jacques, Brian
<i>Mark of the Dragonfly</i>	Johnson, Jaleigh
<i>The Phantom Tollbooth</i>	Juster, Norton
<i>Cracker! Best Dog in Vietnam</i>	Kadohata, Cynthia
<i>The Jungle Book</i>	Kipling, Rudyard
<i>The View from Saturday</i>	Konigsburg, E. L.
<i>Onion John</i>	Krumgold, Joseph
<i>Hana's Suitcase: A True Story</i>	Levine, Karen
<i>Gathering Blue</i>	Lowry, Lois
<i>Homer Price</i>	McCloskey, Robert
<i>The Golden Goblet</i>	McGraw, Eloise
<i>Mara, Daughter of the Nile</i>	McGraw, Eloise
<i>The Spy Who Came in From The Sea</i>	Nolan, Peggy
<i>The Hawk That Dare Not Hint by Day</i>	O'Dell, Scott
<i>Hatchet</i>	Paulsen, Gary
<i>The River</i>	Paulsen, Gary
<i>Eragon series</i>	Paolini, Christopher
<i>Wingfeather series</i>	Peterson, Andrew
<i>Revenge of the Whale</i>	Philbrick, Nathaniel
<i>Under the Blood Sun</i>	Sailsbury, Graham
<i>Five Ancestors series</i>	Stone, Jeff
<i>The Hobbit series</i>	Tolkein, J.R.R.
<i>The Time Machine</i>	Wells, H.G.
<i>Dragonwings</i>	Yep, Laurence

7TH Grade Summer Reading Journal Rubric

Student _____

Category	<i>Exemplary</i> 25	<i>Accomplished</i> 22	<i>Developing</i> 18	<i>Beginning</i> 15	<i>Your Score</i>
QUOTES/TEXT CITATION OF QUOTE (including page number)	Meaningful passage selections. Quote marks and page numbers are provided for ALL 5 citations	Less detailed, but significant quotes OR missing no more than 1-3 of 10 quotation marks and page numbers	Few significant details from the text OR missing no more than 4-6 of 10 quotation marks and page numbers	Hardly any significant details from the text OR missing no more than 7-9 quotation marks and page numbers	
RESPONSE VARIETY	Includes a variety of unique comments about passages (5 from list) AND ALL responses are labeled (a-n)	Includes some variety of comments (4 from list) OR 4 responses are labeled (a-n)	Little variety of comments (3 from list) OR 3 responses are labeled (a-n)	Comments are limited to the same response OR Responses are not labeled	
RESPONSES (#)	5 responses No paraphrasing or summary	5 responses, but 1 is a summary response	3 responses are summary in nature	2 responses are summary in nature	
WORD COUNT COVER PAGE	Word count (50+) included for each response AND Student name, book title, author, page count	Word count (50+) on 4 responses OR Missing one cover item	Word count (50+) on 3 responses OR Missing 2 cover items	Word count on 2 or less response OR No cover	
TEACHER COMMENTARY				Rubric Score 	

Rubric Score _____ (-1 pt for each grammar/spelling mistake)= Final Grade: _____

8TH GRADE SUMMER READING ASSIGNMENT

During the seventy-two days of summer break, rising eighth grade students will read one (1) book of their choice from the 8th grade reading list. Students will take an AR quiz the first full week of school; additionally, students will produce a written response as described below. The AR component will count toward their first quarter point requirements; the written component of the assessment will count as a quiz grade. Please submit the written portion of the assessment Monday, August 10, 2015.

Antagonist: In a story, an antagonist is a force working against the protagonist, or main character; an antagonist can be another character, society, a force of nature, or even a force within the main character. In *Roll of Thunder, Hear My Cry*, an example of an antagonist is Mr. Granger. The Wallace family is also an antagonist. Lastly, racism is an antagonist.

Protagonist: In a story, the protagonist is the central character or hero in a narrative or a drama, usually the one with whom the audience tends to identify. Cassie Logan is the protagonist in *Roll of Thunder, Hear My Cry*.

Motivation: A character's motivation is the reason why he or she acts, feels, or thinks in a certain way. In *Roll of Thunder, Hear My Cry*, Cassie's motivation for refusing to use the textbook provided for her by the school is to make a statement of her belief that racial slurs are morally wrong. Also, Stacy chases T.J. out of the classroom **because** T.J. allowed Stacy to take the blame and punishment for T.J.'s cheating.

Think about the protagonist and antagonist(s) in your summer reading book. What actions/words/thoughts allow you to draw that conclusion? Write two examples about the actions/words/thoughts of the protagonist and two examples of the antagonist(s) in your book. Each example should be 3-5 sentences in length and include the character's motivation for acting the way he/she does (if your antagonist is a character rather than a force of nature). If the antagonist in your book is a force of nature, choose another character and identify five actions, whether positive or negative, and explain his/her motivation for each action.

Grading Rubric (Each Example 25 pts. Each)

Protagonist:

- | | |
|-------|---|
| _____ | Example 1 |
| _____ | 3-5 sentences in length |
| _____ | Thoughts/words/actions thoroughly explained |
| _____ | Motivation thoroughly explained |
| _____ | Total Pts. Earned |
| | |
| _____ | Example 2 |
| _____ | 3-5 sentences in length |
| _____ | Thoughts/words/action thoroughly explained |
| _____ | Motivation thoroughly explained |
| _____ | Total Pts. Earned |

Antagonist(s):

- | | |
|-------|--|
| _____ | Example 1 |
| _____ | 3-5 sentences in length |
| _____ | Thoughts/words/action thoroughly explained |
| _____ | Motivation thoroughly explained |
| _____ | Total Pts. Earned |
| | |
| _____ | Example 2 |
| _____ | 3-5 sentences in length |
| _____ | Thoughts/words/action thoroughly explained |
| _____ | Motivation thoroughly explained |
| _____ | Total Pts. Earned |

Example paragraph:

In *Roll of Thunder, Hear My Cry*, racism is an antagonist. One event that supports racism as an antagonist is when the school bus driver of the white students' school bus sprays mud all over Cassie and her brothers on the road the first day of school. Cassie and her brothers' clothes are ruined. As the bus driver pulls away, the white students laugh and yell racial slurs. The reader understands the motivation of the driver is purely for entertainment at the expense of the Logan children. The act is unnecessary and hateful. Racism is definitely a protagonist in the story.

ENTERING 8TH GRADE READING LIST (CP and Honors)

Parents: Below you will find a list of engaging and well-written stories that represent a variety of genres. Your student should choose one novel from the list below. While we endeavor to choose books that are representative of appropriate content, age level, and maturity, we recommend each family research the suggested selections. You may find sites such as www.squeakycleanreviews.com, www.commonensemedia.org, or www.thrivingfamily.com helpful as you discern the best publication for your student.

Assignment: Each student should read one required book and complete a reading journal, due Monday, August 10, 2015. Directions regarding the reading journal can be found attached.

<i>The Boy in the Striped Pajamas</i>	Boyne, John
<i>A Little Princess</i>	Burnett, Frances Hodgson
<i>The Perilous Journey of the Donner Party</i>	Calabro, Marian
<i>Ender's Game</i>	Card, Orson Scott
<i>Gregor the Overlander</i>	Collins, Suzanne
<i>The Dark is Rising</i>	Cooper, Susan
<i>Mark Twain</i>	Cox, Clinton
<i>Walk Two Moons</i>	Creech, Sharon
<i>Sherlock Holmes Mysteries</i>	Doyle, Arthur
<i>The Village of Sparks</i>	DuPrau, Jeanne
<i>Johnny Tremain</i>	Forbes, Esther
<i>Summer of My German Soldier</i>	Greene, Bette
<i>Hoot</i>	Haasen, Carl
<i>Clara Barton</i>	Hamilton, Leni
<i>House of Dies Drear</i>	Hamilton, Virginia
<i>The Dark Frigate</i>	Hawes, Charles
<i>Stormbreaker</i>	Horowitz, Anthony
<i>Across Five Aprils</i>	Hunt, Irene
<i>No Promises in the Wind</i>	Hunt, Irene
<i>The Witchcraft of Salem Village</i>	Jackson, Shirley
<i>Trumpeter of Krakow</i>	Kelly, Eric
<i>The Story of My Life</i>	Keller, Helen
<i>When Hitler Stole Pink Rabbit</i>	Kerr, Judith
<i>Upside Down in the Middle of Nowhere</i>	Lamana, Julie T.
<i>To Be A Slave</i>	Lester, Julius
<i>White Fang</i>	London, Jack
<i>A Night to Remember</i>	Lord, Walter
<i>A Young Patriot</i>	Murphy, Jim
<i>Sarah Bishop</i>	O'Dell, Scott
<i>Jacob Have I Loved</i>	Paterson, Katherine
<i>Hangman's Curse</i>	Peretti, Frank
<i>Harriet Tubman: Conductor...</i>	Petry, Ann
<i>Mostly True Adventures of Homer P. Figg</i>	Philbrick, Rodman
<i>The Yearling</i>	Rawlings, Marjorie
<i>The Lightening Thief</i>	Riordan, Rick
<i>Stargirl</i>	Spinelli, Jerry
<i>Treasure Island</i>	Stevenson, Robert Louis
<i>Chasing Lincoln's Killer</i>	Swanson, James
<i>Let the Circle be Unbroken</i>	Taylor, Mildred
<i>Air Raid-Pearl Harbor</i>	Taylor, Theodore
<i>Dacey's Song</i>	Voigt, Cynthia
<i>Homecoming</i>	Voigt, Cynthia
<i>The Sword in the Stone</i>	White, T.H.
<i>Swiss Family Robinson</i>	Wyss, Johann