

Summer Reading Assignment

students entering Grade 8

- Students are required to read **two (2) books** this summer from the attached list; **a fiction book and a nonfiction book.**
- Any student that wishes to read a fiction and/or nonfiction book of choice must complete the attached Book Approval form and return it to me **no later than June 12th.** Any student that does not turn in a completed Book Approval form by June 12th **MUST** choose a book from the attached fiction and nonfiction lists to complete their assignments. **Students will not receive credit for their assignments if their book was not approved by June 12th.**
- Students must complete **two (2)** summer assignments that relate to their book selections. These **two (2)** assignments will be due on **Monday, September 11th** and will be graded.

Fiction Book Assignment

Students are required to complete a Double Entry Journal. While you are reading, you will need to keep a double entry journal of *no more than six entries* for the book you read: **two** entries from the beginning, **two** from the middle, and **two** from the end of the book. This journal will have two columns:

- The left side column is the place to write important quotes, scenes, bits of dialogue, and/or character descriptions. You must include a page number on which each passage appears.
- The right side column is where you explain why you chose this particular passage and how it made you think or feel.

Attached is the Double Entry Journal template to be complete, along with an example to follow.

Nonfiction Book Assignment

Students are required to complete the attached Nonfiction Book Report form. Students must complete all parts of the form in order to receive full credit.

NAME _____

BOOK TITLE _____

DOUBLE ENTRY JOURNAL

IMPORTANT QUOTE/TEXT FROM NOVEL (include page number)	REACTIONS, CONNECTIONS, QUESTIONS

IMPORTANT QUOTE/TEXT FROM NOVEL (include page number)	REACTIONS, CONNECTIONS, QUESTIONS

EXAMPLE

NUMBER THE STARS

DOUBLE ENTRY JOURNAL

<p style="text-align: center;">IMPORTANT QUOTE/TEXT FROM NOVEL (include page number)</p>	<p style="text-align: center;">REACTIONS, CONNECTIONS, QUESTIONS</p>
<p>“And now she – and all the Danes were to be bodyguards for Ellen, and Ellen’s parents and all of Denmark’s Jews ... would she die to protect them?” pg.26.</p>	<p>I don’t know if at 10 years old I would be willing to die...Annemarie has a tough decision to make. It is her best friend but at the same time she would also be leaving her family. I think this puts her in a very difficult spot because if she chose not to protect how might Ellen feel?</p>
<p>“To be dead so young, I wouldn’t want the Germans to take my family away, to make us live someplace else. But still, it wouldn’t be as bad as being dead,” pg. 42.</p>	<p>Does Annemarie know what is going on around them? I think it would be difficult to leave my family because you don’t know if you will ever see them again. As a young girl does she know what the Germans are doing? Or is she too naïve to see all of the negativity in the country?</p>
<p>“... Star of David in her hand,” pg. 49.</p>	<p>I think at this point we do see that Annemarie was willing to stand up for Ellen. She quickly takes her necklace, which is an indication that she is Jewish, and hides it from the officers. I think if the officers did see the necklace they would have been angry or suspicious and may even have punished Annemarie.</p>

<p style="text-align: center;">IMPORTANT QUOTE/TEXT FROM NOVEL (include page number)</p>	<p style="text-align: center;">REACTIONS, CONNECTIONS, QUESTIONS</p>
<p>“That’s all that brave means-not thinking about dangers. Just thinking about what you must do,” pg. 123.</p>	<p>Being brave must have been incredibly difficult at a time like this. I don’t know how they were able to put on a happy face knowing what was happening around them. How would you not allow yourself to think of all the negatives?</p>
<p>“That’s all that brave means-not thinking about dangers. Just thinking about what you must do,” pg. 123.</p>	<p>Being brave must have been incredibly difficult at a time like this. I don’t know how they were able to put on a happy face at a time like this. How would you not allow yourself to think wonder how one group of people could be so hated? How one man could do something so awful? It makes me sad just thinking about it, let alone having experienced/lived it.</p>
<p>“Until then,” Annemarie told him, “I will wear it myself,” pg. 132.</p>	<p>I think this shows how much their friendship meant to her. Even though Ellen and Annemarie weren’t together at that point she probably felt like she had a piece of Ellen with her until they met again.</p>

Name _____

Double Entry Journal Rubric

	4	3	2	1
Quality of Responses	All entries demonstrate a deep insight into the novel and do an exceptional job of explaining the student's thoughts through the skillful use of textual evidence and text to self, text to text and text to world connections. All responses to passages reflect the original thoughts and work of the student.	All entries demonstrate sufficient insight into the novel and adequately explain the student's thoughts through the use of textual evidence and text to self, text to text and text to world connections. All responses to passages reflect the original thoughts and work of the student.	Some entries demonstrate a lack of insight into the novel and do not adequately explain the student's thoughts. Entries do not contain text to self, text to text and text to world connections.	Entries paraphrase quotes from the novel. No evidence of insights beyond simply identifying the speaker and/or circumstances of the passages or quotes.
Mechanics	Evident control of grammar, spelling, and sentence formation. All entries are grammatically correct.	Sufficient control of grammar, spelling, and sentence formation. Few grammatical errors are present in entries and do not interfere with reading.	Limited control of grammar, spelling, and sentence formation. Confused and inconsistent arrangement of sentences and fragments interferes with reading.	Minimal control of grammar, spelling, and sentence formation. Entries are difficult to read.
Format	All passages/quotes are in quotation marks and are followed by the page numbers in parentheses (on the left side of the double-entry journal).	Passages/Quotes are frequently in quotation marks and are followed by the page numbers in parentheses (on the left side of the double-entry journal).	Passages/Quotes are sometimes in quotation marks and are followed by the page numbers in parentheses (on the left side of the double-entry journal).	Most of the passages/quotes are not documented in quotation marks and page numbers are not listed (on the left side of the double-entry journal).

Name: _____

Date (completed): _____

NONFICTION BOOK REPORT FORM

Title: _____ Author : _____

Part 1: List five (5) important facts that you learned from this text.

1. _____

2. _____

3. _____

4. _____

5. _____

Part 2: On another sheet of paper, write/type a brief critique of the book by answering the following questions in paragraph form.

- *Did you enjoy reading this book? Explain your answer.*
- *Did the author do a good job of teaching you about the topic? Explain your answer.*
- *Would you recommend this book to a friend? Explain your answer.*

Part 3: Pick two of the following connections, and on another sheet of paper write/type a brief response (3-5 sentences) based on the text you read.

- **TEXT TO SELF CONNECTION:** *How does the information you learned relate to your life?*
- **TEXT TO TEXT CONNECTION:** *What else could you read to get more information on this topic?*
- **TEXT TO WORLD CONNECTION:** *How does this information change your understanding of the world? In other words, how does this text lead you to view things differently?*

Name _____

Nonfiction Book Report Rubric

	4	3	2	1
Quality of Responses	Provided well-chosen facts from reading selection. Thoroughly answered all required questions.	Provided sufficient facts from reading selection. Answered all required questions.	Provided facts from reading selection. Partially answered all required questions.	Provided facts from reading selection. Did not answered all required questions.
Mechanics	Evident control of grammar, spelling, and sentence formation. All entries are grammatically correct.	Sufficient control of grammar, spelling, and sentence formation. Few grammatical errors are present in entries and do not interfere with reading.	Limited control of grammar, spelling, and sentence formation. Confused and inconsistent arrangement of sentences and fragments interferes with reading.	Minimal control of grammar, spelling, and sentence formation. Entries are difficult to read.
Neatness	Work is very easy to read. It was done with pride. Student took time to fully complete the assignment.	Work is easy to read. It was done with care. Student took some time to complete the assignment.	Work is somewhat easy to read. Student did not spend reasonable amount of time completing assignment.	Work is sloppy and not easy to read. Student rushed to complete the assignment.

Fiction Book Choices

Before We Were Free by Julia Alvarez

Anita de la Torre never questioned her freedom living in the Dominican Republic. But by her 12th birthday in 1960, most of her relatives have emigrated to the United States, her Tío Toni has disappeared without a trace, and the government's secret police terrorize her remaining family because of their suspected opposition of el Trujillo's dictatorship. Using the strength and courage of her family, Anita must overcome her fears and fly to freedom, leaving all that she once knew behind. (Publisher)

Nothing But the Truth by Avi

Ninth-grader, Philip Malloy, is kept from joining the track team by his failing grades in English class. Convinced that the teacher just doesn't like him, Philip concocts a plan to get transferred out of her class. Breaking the school's policy of silence during the national anthem, he hums along, and ends up in a crisis at the center of the nation's attention. (Publisher)

Stargirl by Jerry Spinelli

Stargirl. From the day she arrives at quiet Mica High in a burst of color and sound, the hallways hum with the murmur of "Stargirl, Stargirl." She captures Leo Borlock's heart with just one smile. She sparks a school-spirit revolution with just one cheer. The students of Mica High are enchanted. At first. Then they turn on her. Stargirl is suddenly shunned for everything that makes her different, and Leo, panicked and desperate with love, urges her to become the very thing that can destroy her: normal. (Publisher)

The Pearl by John Steinbeck

Like his father and grandfather before him, Kino is a poor diver, gathering pearls from the gulf beds that once brought great wealth to the Kings of Spain and now provide Kino, Juana, and their infant son with meager subsistence. Then, on a day like any other, Kino emerges from the sea with a pearl as large as a sea gull's egg, as "perfect as the moon." With the pearl comes hope, the promise of comfort and of security....A story of classic simplicity, based on a Mexican folktale, *The Pearl* explores the secrets of man's nature, the darkest depths of evil, and the luminous possibilities of love. (Publisher)

Book of Choice: Must complete attached form. **(MUST BE RETURNED TO SCHOOL BY JUNE 12th)**

Nonfiction Book Choices

Courage Has No Color: The True Story of the Triple Nickles: America's First Black Paratroopers by Tanya Lee Stone

World War II is raging, and thousands of American soldiers are fighting overseas against the injustices brought on by Hitler. Back on the home front, discrimination against African Americans plays out as much on Main Street as in the military. Tanya Lee Stone examines the little-known history of the Triple Nickles, America's first black paratroopers, who fought in an attack on the American West by the Japanese. (Publisher)

I Am a Seal Team Six Warrior: Memoirs of an American Soldier by Howard Wasdin

When the Navy sends their elite, they send the SEALs. When the SEALs send their elite, they send SEAL Team Six—a secret unit made up of the finest soldiers in the world. This special edition of the best seller for young readers is the dramatic tale of how Howard Wasdin overcame a tough childhood to live his dream and enter the exciting and dangerous world of Special Forces snipers. (Publisher)

Steve Jobs: The Man Who Thought Different by Karen Blumenthal

Steve Jobs was given up for adoption at birth, dropped out of college after one semester, and, at the age of twenty, created Apple in his parents' garage with his friend Steve Wozniak. A devoted husband, father, and Buddhist, he battled cancer for over a decade, became the ultimate CEO, and made the world want every product he touched. (Publisher)

Temple Grandin: How the Girl Who Loved Cows Embraced Autism and Changed the World by Sy Montgomery

Today, Dr. Temple Grandin is a scientist and professor of animal science at Colorado State University, but when she was a child, her artistic and scientific talents were often hidden by her sensory, social, and communication difficulties. Eventually she was diagnosed as being on the autistic spectrum. This biography, its colorful pages filled with photographs, tells how Temple revolutionized the livestock industry. Her experience is an example of the unique contributions that autistic people can make. (Publisher)

The Boy on the Wooden Box: How the impossible became possible on Schindler's List by Leon Leyson with Marilyn Harran and Elisabeth Leyson

Leon Leyson (born Leib Lezjon) was only ten years old when the Nazis invaded Poland and his family was forced to relocate to the Krakow ghetto. With incredible luck, perseverance, and grit, Leyson was able to survive the sadism of the Nazis, including that of the demonic Amon Goeth, commandant of Plaszow, the concentration camp outside Krakow. Ultimately, it was the generosity and cunning of one man, a man named Oskar Schindler, who saved Leon Leyson's life, and the lives of his mother, his father, and two of his four siblings, by adding their names to his list of workers in his factory—a list that became world renowned: Schindler's List. (Publisher)

Unbroken (Young Adult Adaptation) by Laura Hillenbrand

Unbroken tells the story of Olympic runner Louie Zamperini's breathtaking odyssey during World War II, and the courage, cunning, and fortitude he found to endure and overcome. (Publisher)

Book of Choice: Must complete attached form. **(MUST BE RETURNED TO SCHOOL BY JUNE 12th)**

SUMMER READING BOOK APPROVAL FORM

If you choose a book of choice to meet the requirements of the summer reading assignment(s), you must turn in this signed form by **June 12th**. **The assignments for summer reading will not be accepted unless your book(s) of choice is/are approved.**

Date _____

Student's Name _____ Grade (in September) _____

Title/Author of book(s) for approval:

1) Title _____ Genre: Fiction or Nonfiction (circle one)

Author _____

Approved or Not Approved **(For teacher)**

2) Title _____ Genre: Fiction or Nonfiction (circle one)

Author _____

Approved or Not Approved **(For teacher)**

I give my child permission to read the book(s) listed above over the summer if approved by teacher.

Parent Signature _____