

Summer Reading for Students Entering 6th, 7th and 8th Grade

Dear Middle School Parents and Students,

One of our goals is to create a lifelong love of reading. Reading throughout the summer gives students an opportunity to practice literary skills.

For the summer reading assignment, every student is **required** to read one book and complete a project. Attached are the project choices and rubric. The project is due on **Monday September 9, 2024**, and **will count as one assessment grade**.

The intent of this year's summer reading assignment is to allow students to continue to enrich their reading and writing skills over the summer in preparation for the next school year. Students have the opportunity to search and select a book based on their personal interest and academic pursuits. The summer reading choice is based on grade-level ability, topics of interest, and genre.

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Here's how to get started:

1. Choose **ONE** novel from the list below for your grade/reading level.
2. Review the assignment requirements.
3. Read the book. Use a sticky note or notebook to record notes. This will help you complete the project.
4. Complete the assignment and compare your work with the rubric to be sure you have met all the requirements.
5. Be ready to give a presentation based on the novel you read. This presentation will take place on **Monday September 9, 2024**.

6th Grade	7th Grade	8th Grade
<u>Stargirl</u> by Jerry Spinelli	<u>The Giver</u> by Lois Lowry	<u>The Lion, the Witch, and the Wardrobe</u> by C.S Lewis
<u>Walk Two Moons</u> by Sharon Creech	<u>Fever 1793</u> by Laurie Halse Anderson	<u>Percy Jackson and the Lightning Thief</u> by Rick Riordan
<u>Out of My Mind</u> by Sharon Draper	<u>The Uglies</u> by Scott Westerfield	<u>Summer of My German Soldier</u> by Bette Greene
<u>Hatchet</u> by Gary Paulsen	<u>Something Wicked This Way Comes</u> by Ray Bradbury	<u>Fahrenheit 451</u> by Ray Bradbury
<u>Roll of Thunder Hear My Cry</u> by Mildred D. Taylor	<u>Treasure Island</u> by Robert Louis Stevenson	<u>Lord of the Flies</u> by William Golding

Enjoy a great book this summer!

Mrs. Hendricks & Mrs. Smith

Summer Reading Project Menu

Choose 1 project AND make sure you complete the mandatory components and reflection.

<p>After your mandatory components and your mandatory reflection, choose either a book talk, children’s book/comic strip, diary, symbols, timeline, or soundtrack. (see squares below for individual instructions)</p>	<p align="center">Mandatory Reflection Write at least 2 paragraphs. You may use the following ideas to get you started: This book made me wish...; realize...; decide...; wonder...; see...; believe...; feel...; hope... (20 points)</p>	<p align="center">Mandatory Components All projects must include Title, Author, Genre, and Setting (time and place), as well as a one paragraph synopsis or summary explaining what the book is about. (20 points) Neatness, Creativity, Clarity of Ideas, and Grammar/Spelling count! (10 points)</p>
<p align="center">Book Talk In a PowerPoint presentation, create a book talk that explains what the book is about, the theme, and the author. Use pictures and/or video clips that accurately summarize the most important parts of the story, and be sure to include events from the Exposition, Rising Action, Climax, Falling Action, and Resolution. (50 points)</p>	<p align="center">Children’s Book/Comic Strip Create a 10-15 page children’s picture book based on your novel, OR a 10-15 cell comic strip. Draw or include pictures that illustrate the most important events in the book, and be sure to include events from the Introduction, Rising Action, Climax, Falling Action, and Resolution. (50 points)</p>	<p align="center">Diary Write a diary that one of the story’s main characters might have kept before, during, and after the book’s events. The diary should contain at least 10 entries. Each entry should be a minimum of one paragraph. Keep in mind that a diary is a place where someone would write his or her deepest emotions. (50 points)</p>
<p align="center">Symbols Create a poster of 10 objects or symbols to represent the book. These can be drawings, photographs, or clipart. Using complete sentences, explain what EACH object or symbol represents, and how it is important to the book. Each explanation should be at least 3-5 sentences in length. (50 points)</p>	<p align="center">Timeline Create a timeline of 20 events from the book. Be sure to choose some from the beginning, middle, and end of the story. Include an illustration and caption for EACH event (each caption should be at least 2-3 complete sentences) (50 points)</p>	<p align="center">Soundtrack Create a “soundtrack” for the book. What 5 songs would you choose? Give a 3-5 sentence explanation for why you chose EACH song and how it connects to the events or characters in the book. Include the title, artist, and lyrics for each song. (50 points)</p>

Mandatory Components = 30 points

Mandatory Reflection = 20 points

Choice of 1 project = 50 points

Total = 100 points

Rubric

	Advanced (90% +)	Proficient (76-89%)	Basic (75% or below)
Knowledge of Story Elements (25 points)	From the book, the final project shares interesting and important details about all five of the following story elements: -Setting -Characters -Conflicts from plot -Theme/Message -Writing style of the author (22-25 points)	From the book, the final project shares interesting and important details about three of the required story elements, or it provides only simple information about more than three of the required story elements. (18-21 points)	From the book, the final project shares interesting and important details about one of the required story elements, or it provides only simple information about three or fewer of the required story elements. (17 points or below)
Textual Evidence/ Explanation (25 points)	Student creates project using relevant textual evidence to explain and support their choices. There is a clear connection between their key ideas. Basis of analysis is clear and related. (22-25 points)	Student creates project using some relevant textual evidence to explain and support their choices. Some textual evidence may be irrelevant, or there is not a clear connection between all textual evidence and the student's key ideas. Basis of analysis is somewhat related. (18-21 points)	Student creates project with very little or no textual evidence to support their choices. Connections between book and project are unclear. Irrelevant information interferes with the student's analysis of the text. (17 points or below)
Title, Author, Genre, Setting, and Summary (20 points)	Project includes the title and author of the book, the specific genre, the setting of the text (time and place), and a clear, concise summary. (18-20 points)	Project includes most identifying information about the book, and may be missing one item. Summary includes some parts of the plot. (14-17 points)	More than one piece of identifying information about the text is missing. Summary is brief and does not include enough parts of the plot. (13 points or below)
Reflection (20 points)	Reveals clear and consistent evidence of reflection about the assigned reading and its application to other subjects/texts/experiences. Reveals a deeper level of thinking. (18-20 points)	Shows some evidence of reflection about the assigned reading and its application to other subjects/texts/experiences. Writing reveals some attempt at a deeper level of thinking. (14-17 points)	Shows very little evidence of reflection about the assigned reading and its application to other subjects/texts/experience. Writing rarely reveals attempts at a deeper level of thinking. (13 points or below)
Neatness/ Creativity/ Grammar/ Spelling (10 points)	Demonstrates critical thought and initiative; contains original ideas and creativity in presentation. Sentence construction is sophisticated and varied; flawless spelling and grammar; rich vocabulary. Typed (if applicable) (9-10 points)	Evidence of some creative and critical thought present. Some creativity in presentation. Decent effort in presentation. Varied and correct sentence construction; few errors in grammar/spelling. Occasional use of rich vocabulary. Typed (if applicable) (7-8 points)	Contains one or two creative ideas. Very little effort or creativity in presentation. Decent effort in presentation. Many errors in sentence construction, spelling and punctuation; incorrect language usage. (6 points or below)