

## 8<sup>th</sup> Grade Pre-Ap Summer Reading Project 2018

Future 8<sup>th</sup> grade Pre-Ap Language Arts Student,

Over the summer you should read as many books as you have time and interest to read. Reading experts note that most young readers suffer a backslide in reading skills during the summer. Research shows that a consistent amount of reading each day (30-45 minutes) will increase reading and comprehension skills and benefit you in every subject, even math. Reading is a wonderful way to escape a hot, humid summer afternoon and to travel anywhere a good author can take you. It will also keep your mind sharp and prepare you for the rigors of 8<sup>th</sup> grade Pre-AP classes.

Good places to get additional books are from the Lone Star Reading List @ <http://www.txla.org/groups/lone-star>. Another option is through Sync Summer reading. If you text **syncYA** to 25827, you are eligible for 2 free audiobooks each month. For more information go to: [www.audiobookSync.com](http://www.audiobookSync.com). **Please make sure you select your novel for your project from the attached list.**

### ASSIGNMENT INFORMATION

1. You are required to read one book from the Recommended Novel List (see page 2).
2. All students will be required to complete the following: 1) **Vocabulary Activity & Reading Response**, 2) **Novel Project**, and 3) **Critical Writing** for their chosen novel.
3. **Extra Credit:** Create a 30 second movie trailer (for your book) using Photo Story or something similar. Make sure it catches the viewer's attention. This can be turned in through Google Classroom or you may upload it to YouTube and provide us with the link.
4. **Honor Code:** All students will be expected to do their own work as guaranteed in the Pre-AP English contract.
5. All assignments are due to your Pre-AP Language Arts teacher on the first Monday of the school year, Monday, August 20, 2018. No extensions will be given except for new CISD students.
6. We will be using Google classroom for communication this summer. Use your regular log-in and join the 8<sup>th</sup> Grade Pre-AP English class. The join code is **aby4lv5**. This packet is available in electronic format on Google Classroom under Assignments if you would like to type your work.

### RECOMMENDED NOVEL LIST

1. Read a novel from the Recommended Novel List. Do this first. Just enjoy the book before you work on the project!
2. Complete the **Vocabulary Activity and Reading Response Sheet** – single grade
3. Choose one **Novel Project** assignment to complete – single grade
4. Complete **Critical Writing** - double grade
5. **Extra Credit:** Create a 30 second movie trailer

When you return to school on August 15, your responses will be collected and evaluated by your Pre-AP teacher. I look forward to meeting you and sharing your summer reading experiences.

For information and questions this summer, please contact @ [tami.hinders@canyonisd.net](mailto:tami.hinders@canyonisd.net)

## Recommended Novel List

**\*Fever 1793** by Laurie Halse Anderson

Mattie is a typical fourteen-year-old who has plans for her life. Suddenly, the town is abuzz with reports of disease. She discovers that illness is everywhere, and she must quickly learn how to survive in a city turned hysterical with disease. Suddenly, her struggle to build a better life must give way to something even more important -- the fight to stay alive. Paperback \$6.99, Digital \$5.99

**\*Touching Spirit Bear** by Ben Mikaelson Will the attack of the Spirit Bear destroy Cole's life or save his soul? Cole Matthews has been fighting, stealing, and raising hell for years. So his punishment for beating Peter Driscall senseless is harsh. Given a choice between prison and Native American Circle Justice, Cole chooses Circle Justice: He'll spend one year in complete isolation on a remote Alaskan island. In the first days of his banishment, Cole is mauled by a mysterious white bear and nearly dies. Now there's no one left to save Cole, but Cole himself. Paperback \$ 6.78, Digital \$5.69

**\*Ender's Game** by Orson Scott Card

In order to develop a secure defense against a hostile alien race's next attack, government agencies breed child geniuses and train them as soldiers. A brilliant young boy, Andrew "Ender" Wiggin lives with his kind but distant parents, his sadistic brother Peter, and the person he loves more than anyone else, his sister Valentine. Peter and Valentine were candidates for the soldier-training program but didn't make the cut--young Ender is the Wiggin drafted to the orbiting Battle School for rigorous military training.

Paperback \$6.99, Digital \$6.99

**\*The Book Thief** by Markus Zusak

Set during World War II in Germany, this is the story of Liesel Meminger, a foster girl living outside of Munich. Liesel scratches out a meager existence for herself by stealing when she encounters something she can't resist--books. With the help of her accordion-playing foster father, she learns to read and shares her stolen books with her neighbors during bombing raids as well as with the Jewish man hidden in her basement before he is marched to Dachau. (Young Adult material) Paperback \$10.39 Digital \$9.99

**Heat** by Mike Lupica

Michael is a twelve-year-old Cuban immigrant with an amazing baseball talent. He wants to lead his team to victory in the World Series...the Little League World Series. However, Michael has a secret that may keep him from attaining this dream if anybody finds out. *Heat* is an uplifting story of the undying spirit, an unwavering dream, the glory of the field, and the unbridled innocence of childhood. Paperback \$7.99, Digital \$7.99

**\*Goodbye Days** by Jeff Zentner

Teenager Carver Briggs' three best friends are killed in a car crash. To make matters worse, Carver blames himself for the accident since he texted Mars, who was driving, right before Mars, Blake and Eli died. Now, it seems like everyone accuses Carver --- including Eli's twin sister who constantly glares at Carver and Mars' father, Judge Edwards, who is pressuring the District Attorney to open a criminal investigation against Carver. (Young Adult Themes) Hardcover \$8.60 Digital \$8.17

**\*The Boys in the Boat (Young Readers Adaptation)** by Daniel James Brown

Out of the depths of the Great Depression comes the astonishing tale of nine working-class boys from the American West who at the 1936 Olympics showed the world what true grit really meant. With rowers who were the sons of loggers, shipyard workers, and farmers, the University of Washington's eight-oar crew was never expected to defeat the elite East Coast teams, yet they did, going on to shock the world by challenging the German boat rowing for Adolf Hitler. Paperback \$9.88 Digital \$9.99

**\*The Hate U Give** by Angie Thomas

**Parental Advisory- (This is a BLM book and contains Young Adult material which includes Violence & Strong Language)** This is a highly acclaimed, award winning book that provides insight into current events and a wider world view.

Sixteen-year-old Starr Carter moves between two worlds: the poor black neighborhood where she lives and the fancy suburban prep school she attends. The uneasy balance between these worlds is shattered when Starr witnesses the fatal shooting of her childhood best friend, Khalil, at the hands of a police officer. Khalil was unarmed. But what Starr does -- or does not -- say could destroy her community. It could also endanger her life. Paperback \$8.47 , Digital \$10.99

**\*between shades of gray** by Ruta Sepetys

Fifteen-year-old Lina is a Lithuanian girl living an ordinary life--until Soviet officers invade her home and tear her family apart. Separated from her father and forced onto a crowded train, Lina, her mother, and her young brother make their way to a Siberian work camp, where they are forced to fight for their lives. Lina finds solace in her art, documenting these events by drawing. Risking everything, she embeds clues in her drawings of their location and secretly passes them along, hoping her drawings will make their way to her father's prison camp. But will strength, love, and hope be enough for Lina and her family to survive? (Young Adult themes) Paperback \$8.99 Digital \$8.99



## Reading Response Activity

This evaluation must be filled out for the novel you chose from the Recommended Reading List.

Title of Book \_\_\_\_\_ Author's Name \_\_\_\_\_

**Directions: Answer all parts of the following worksheets with complete sentences. Use correct grammar, spelling, capitalization, and punctuation.**

A **theme** is the message or insight about life or human nature that a writer presents to the reader. Although some works are written purely for entertainment and don't have a clear-cut theme, in these books, the writers make at least one point about life or the human condition. The theme is usually not stated directly, and therefore, you will have to make an inference. One way to discover the theme of a work is to consider what you can learn from the main character. The importance of that event, stated in terms that apply to all human beings, is the theme.

List two **themes** found within your book. (see How to Write a Thematic Statement)

1.

2.

Give one example of text evidence from your book (quote and page number) to support *each* of the **themes** you have listed. List an instance or character that explains your theme. Be as specific as possible.

1.

2.

Name two **conflicts** in your book. **Briefly explain** the circumstances surrounding each conflict. Specify what kinds of conflicts are taking place (man vs. man, man vs. self, man vs. society, man vs. nature, man vs. fate)

1.

2.

What is the **climax** or point of highest tension? When do things begin to change? How does the climax point to the resolution of the story?

Explain in detail how this changes the outcome/ending of the novel.

On this page identify the **main characters and their roles** in the novel. Describe their personalities, and provide specific examples from the text to support their character traits you have listed.

### Character Journal

**Procedure:**

*In the left column*

- Record text evidence about the character (words, actions, reaction of others)
- Select text evidence that **directly** describes a character, evidence that shows what he or she says or does, how he or she acts or reacts, and what others say about him or her. Below the quotations from the text, note the context of the quote (What is going on in the book at this point? What is the setting? Who is involved in the scene? Are there other contributing factors outside the character?)
- Use quotation marks around quotes and cite (record) the page numbers.

*In the right column*

- Based on the evidence, make an inference about the character (underlined part and should be a character trait).
- Write commentary that explains how and/or why the evidence leads to or supports the inference. This should be in your own words.

Evidence (Quotation/Context)	Inference - commentary
<p>Quotation:</p>   <p>Context:</p>	<p>_____-----</p>   
<p>Quotation:</p>   <p>Context:</p>	<p>_____-----</p>   
<p>Quotation:</p>   <p>Context:</p>	<p>_____-----</p>   

## Critical Writing (double grade)

Pick **one** prompt and write a one page reflection on your novel.

1. Pick a scene in which you disagreed how a character handled a situation/person and rewrite it in the way you think it should have happened.
2. How does the character's actions affect other people in the story?
3. What quality of which character strikes you as a good characteristic to develop within yourself over the years? Why? How does the character demonstrate this quality?
4. Describe and explain why you would/would not like to have lived in the time or place of the story.  
(Example on Google Classroom)

## Novel Project Choices

Choose one project to complete after you have read your novel.

**Game** – Create a board game based on the story of your book. Your major conflicts are to be the exciting points for the players of your game. Be as creative as you can and still maintain the storyline of the book. It is more important and impressive to work in accurate events from the story than it is to actually build the game. Focus on having the story and character personalities coming through the game's events. Player pieces should be modeled after characters. A scoring system and typed instructions are required.

**Pack-a-Project:** Find a container that represents something unique about the plot of the book. Fill the container with at least 10 objects that represent something about the character, setting, plot, or conflict of the story. You **may not** use pictures, drawings, or words (objects only).

On a separate sheet of paper make a list of the objects and describe what they symbolize and why that part of the plot was important.

**Scrap book** - Think about all the kinds of mementos you would put in a scrap book if you had one. Then create a scrap book for your character, cutting out pictures from magazines or drawing the mementos he or she would have in a scrap book. Think about Willie in *The Crazy Horse Electric Game* by Chris Crutcher. He would probably have something in his scrapbook to represent his baby sister, his love of baseball, his accident, his experiences in L.A., and so on.

On a separate sheet of paper make a list of the objects and describe what they symbolize and why that part of the plot was important.

**3-D Room** – Create a character's room in 3-D. This space should represent any part of the setting. It should include items important or significant to the character's journey throughout the novel. Label each part of the room and why it is important.

**Newspaper page or a news report** – create a newspaper page write a script for a news report. Summarize the plot in one of your articles. Cover the weather that was happening in your story with a weather report. Include an editorial from you about the theme of the novel. Include a collection of ads that the main character would be interested in reading. Include a comic strip. Include picture of the character in action with a caption that describes action in the story. This should be neat and can be created digitally.

**Comic Book** – Cover the plot of the story in a comic book form. Include the exposition, rising action, climax, falling action, and resolution. Make a cover for your comic book and an original title. This should be no less than 20 slides long.

**Re-write your novel into a picture book for a child** – Summarize your novel and write make it into a child's picture book. Include illustrations of the characters and setting. Re-title the book with an original title. Your book should contain at least 12 illustrated pages.

**Create a diary or journal in the voice of a character from your book** - Follow the events of the novel and give your chosen character's impressions and reflections on those events. Be sure to go beyond the obvious. Sure, he might have been worried about starting school, but how would he write about that in a journal? What thoughts are racing through her mind? Pick this project if you feel like the book's characters really came alive for you. You must write at least 12-15 journal entries. The project should be 200-600 words (1-3 typed pages, double spaced.)

**Book choices for character** - Select a character and then choose five books for him or her, thinking about what he or she might like and also what you think they need to know more about. Scan library shelves, the Internet, or use the library's computer card file. Why did you select the nonfiction books you did? What do you hope your character will like about or get out of the fiction?

## RESOURCES AND GRADING

### *How to Write Thematic Statements: A Four Step Process*

A common mistake many readers make is to confuse *topic* and *theme*. **Topic** is what the piece of writing is all about. **Theme** is what the author has to say about the topic. A topic may be expressed in one word. A theme, however, cannot.

Here's an easy way to create an effective thematic statement:

**STEP 1:** What is this novel/film/piece about? \_\_\_\_\_ (one word answers: words like justice, courage, friendship, love, etc.)

**STEP 2:** What does the writer believe about \_\_\_\_\_? (The one word answer from STEP 1)

**STEP 3:** Begin writing your thematic statement: *The author believes that* \_\_\_\_\_.

**STEP 4:** Cross off "The author believes that." What follows should be your thematic statement.

**EXAMPLE:** From *Romeo and Juliet*

- Step 1: What is the story about? LOVE
- Step 2: What does the author believe about LOVE?
- Step 3: The author believes that love is a beautiful but potentially tragic thing when entered into impulsively.
- Step 4: **Love is a beautiful but potentially tragic thing when entered into impulsively.** (This is the statement you will put in the center of your theme triangle. It should be the statement that determines your choice of film and your third piece)

Thematic <b>Topic</b> Examples <b>DO NOT WRITE THESE!</b>	<ul style="list-style-type: none"> <li>● Poorly Written Thematic Statements</li> <li>● <b>BE MORE SPECIFIC THAN THIS!</b></li> </ul>	<ul style="list-style-type: none"> <li>● Well-Written Thematic Statements</li> <li>● <b>WRITE LIKE THIS!</b></li> </ul>
Jealousy	Jealousy causes problems.	In most cases, jealousy can cloud the conscience and make people commit acts against their better judgment.
Deception	Deception is a bad thing.	Deception is usually the product of a cunning nature, but usually backfires and causes pain to the deceiver.
Monstrous behavior	Monstrous behavior can make you ugly.	A monster is not defined by one's appearance but by one's actions and thoughts.
Manipulation	People in large crowds are easily manipulated.	A crowd is easy to manipulate by appealing to its sense of fear, ambition, and pride.
Racial Inequality	Racial inequality is unavoidable.	Racial inequality is inevitable, no matter where or how you try to escape from it.

# Rubric for Pre-AP Novel Project

Requirements	Possible Points	Teacher Comments
<b>Characters Count</b>		
Identifies the major and minor characters and describes the qualities of personalities of each character	20	
<b>Project Events</b>		
Accurately portrays the characters and events of the novel	15	
Includes major plot elements, including the climax	15	
<b>Project Elements</b>		
Originality	10	
Clear and easy to understand	10	
Shows time and effort	20	
Followed specific directions for project	10	
<b>Total</b>	100	

# Critical Writing Rubric (double grade)

Score Point	4 Consistent, though not necessarily perfect, control; many strengths present	3 Reasonable control; some strengths and some weaknesses	2 Inconsistent control; weaknesses outweigh the strengths	1 Little or no control; minimal attempt
Central Idea	<ul style="list-style-type: none"> <li>sharply focused central idea</li> <li>shows a complete understanding of the task</li> </ul>	<ul style="list-style-type: none"> <li>clear central idea</li> <li>shows a general understanding of the task</li> </ul>	<ul style="list-style-type: none"> <li>vague central idea</li> <li>shows a partial understanding of the task</li> </ul>	<ul style="list-style-type: none"> <li>unclear or absent central idea</li> <li>shows a lack of understanding of the task</li> </ul>
Use of the passage and development (Content)	<ul style="list-style-type: none"> <li>includes ample, well-chosen evidence from the passage to support central idea</li> <li>Evidence and ideas are developed thoroughly</li> <li>Details are specific, relevant, and accurate.</li> </ul>	<ul style="list-style-type: none"> <li>includes sufficient and appropriate evidence from the passage to support the central idea</li> <li>Evidence and ideas are developed adequately (may be uneven).</li> <li>Details are, for the most part, relevant and accurate.</li> </ul>	<ul style="list-style-type: none"> <li>includes insufficient or no evidence* from the passage, <b>OR</b> only summarizes/p araphrases passage information</li> <li>Evidence and ideas are not developed accurately (list-like).</li> <li>Some information may be irrelevant or inaccurate.</li> </ul>	<ul style="list-style-type: none"> <li>includes minimal or no evidence* from the passage and/or evidence shows a mis- understanding of the text.</li> <li>minimal/no development</li> <li>Information is irrelevant, inaccurate, minimal, confusing.</li> </ul>
Organization	<ul style="list-style-type: none"> <li>Evidence of planning/logical order allow reader to easily move through the composition.</li> <li>Clear introduction, body, and conclusion contribute to sense of wholeness.</li> <li>effective transitions</li> </ul>	<ul style="list-style-type: none"> <li>Logical order allows reader to move through the composition.</li> <li>has an introduction, body, and conclusion</li> <li>transitions</li> </ul>	<ul style="list-style-type: none"> <li>attempt at organization</li> <li>repetition</li> <li>may lack transitions</li> </ul>	<ul style="list-style-type: none"> <li>random order</li> <li>no introduction or conclusion</li> <li>difficult for the reader to move through the response</li> </ul>

\*A composition without evidence from the text cannot receive a score higher than a 2 in **Content**.