

2011 Summer Reading List for Grade 8

This summer, all incoming 8th graders are required to read **three novels** from the following list. After reading the three novels, choose **one** novel that you would like to write about:

- Surviving the Applewhites, by Stephanie Tobin—average vocabulary
This is a humorous story about a collection of “misfits” who are all talented and gifted in their own way.
- Make Lemonade, by Virginia Euwora Wolff—challenging themes
This story is told in diary form—the author is an African-American teenage girl who babysits for a young single mother in the inner city, where they each learn lessons about life, dreams, and goals.
- Shane, by Jack Schaeffer—average vocabulary
This western was remade into a famous movie—it is the story of a mysterious stranger who helps a farmer fight off villains.
- A Boat to Nowhere, by Maureen Crane Wartski—average vocabulary
This novel focuses on three Vietnamese children and their grandfather as they seek refuge from their oppressive government in the late 1970s. This is a heroic tale of struggle and sacrifice.
- Stargirl, by Jerry Spinelli—average vocabulary
By the author of Maniac Magee, this story traces the actions of a female high school student who would rather be unique than one of the crowd.
- The Old Man and the Sea, by Ernest Hemingway—average vocabulary
The classic Hemingway novel of a fisherman, a storm, and the marlin that may (or may not) get away.
- The Illustrated Man, by Ray Bradbury—average to challenging vocabulary. This is a collection of classic science-fiction short stories.
- The Hitchhikers Guide to the Galaxy, by Douglas Adams—average to challenging vocabulary. This is a science-fiction novel filled with humor and interesting insights about human beings and the Earth.
- Tangerine, by Edward Bloor—challenging themes and vocabulary
This is an intense story about two brothers, one a star athlete and the other a nearly-blind outcast, as they move to a new community in Florida.

8th Grade Summer Reading Assignment Description

DUE FIRST DAY OF SCHOOL

After reading **three** novels from the list given above, choose **one** novel that you would like to write about. Choose **one** of the writing prompts below and answer the questions using a Step-Up-To-Writing Essay. Be sure to include the name and author of the novel in your essay.

Choice A: Thinking About the Character

Choose one of the main characters from the novel that you would like to write about. What aspects of the main character are interesting? Is the character anything like you? If so, how are you similar? If not, how are you different? Use specific events from the story to support your statements.

Choice B: Thinking About the Theme

Think about the main theme or lesson from the novel that you would like to write about. What theme or lesson does the ending of the novel offer the reader? Use specific events from the story to support your statements. How does it apply to your life?

Format for Summer Reading Assignment

1. Cover Page

First and Last Name
Date
Summer Reading Assignment
Name of Novel and the Author
Student Id#

Objective: I can write responses to literature that show personal connections to the novel I am reading.

2. Format

- Double Space
 - 12 point font
 - Page Numbers at the bottom of the page
 - Color code your essay in Step-up-to-writing colors.
 - Staple the assignment rubric to your summer reading assignment.
- *Failure to staple your rubric to your assignment will result in loss of points.

8th Grade Summer 2010 Reading Assignment Rubric (60 points)

	4	3	2	1	
Intro Paragraph (X2)	Intro. is inviting, states the main topic and previews the structure of the paper. Student uses a Topic Sentence and Thesis Statement correctly. The Topic Sentence is underlined once and the Thesis Statement is underlined twice. The Topic Sentence used is one of the SUTW examples discussed in class.	Intro. clearly states the main topic and previews the structure of the paper. Student uses a SUTW Topic Sentence and Thesis Statement correctly.	Intro. states the main topic, but does not adequately preview the structure of the paper. The thesis statement is difficult to identify or understand.	There is no clear introduction of the main topic or structure of the paper.	
Content: Support for Topic (X3)	Student provides a minimum of three body paragraphs for the essay. The transition topic sentences are interesting and follow the organization of the thesis statement.	Transition topic sentences follow the organization of the thesis statement. Clearly describes the main idea of the body paragraph.	Transition topic sentences describe the main idea of the body paragraph.	One or more of the transition topic sentences is missing key information or is difficult to understand.	
Content: Support for Topic (X3)	Student provides insightful supporting E's (explanations, evidence, examples, and elaborations) for each body paragraph. All key ideas are supported from specific events from the book. There is a minimum of 8 E's for each body paragraph.	Student provides a minimum of 8 supporting E's for each body paragraph. Some specific events from the book are used to support the key ideas of the essay.	Student provides a minimum of 8 supporting E's for each body paragraph. Specific events are not used from the book. Vague supporting details are used.	Student does not use a minimum of 8 supporting E's for each body paragraph OR E's are not accurate or are unclear.	
Conclusion (X2)	The conclusion is strong and re-emphasizes the key ideas of the essay. Student correctly uses a SUTW concluding paragraph.	The conclusion is recognizable but does not tie together one key idea of the essay. Student uses a SUTW concluding paragraph.	The conclusion is recognizable but does not tie together more than one key idea of the essay. Student uses a SUTW concluding paragraph.	There is no clear conclusion, the paper just ends.	
Grammar and Spelling (X2)	Writer makes no errors in grammar or spelling that distracts the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distracts the reader from the content.	
Capitalization and Punctuation (X2)	Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read.	Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is exceptionally easy to read.	Writer makes a few errors in capitalization or punctuation that catch the reader's attention and interrupt the flow.	Writer makes many errors in capitalization or punctuation that catch the reader's attention and greatly interrupts the flow.	
Requirements (Format)	Student follows the format requirements 100%. Cover page (Name, Date, Student ID#, Objective, Title of the essay), Double-space, 12 point font, page numbers at the bottom of the page, Indent new paragraphs, attach Rough Draft, Outline, and Rubric to final draft.	Student is missing one format requirement.	Student is missing two format requirements.	Student is missing more than two requirements OR is missing the Rough Draft, Outline, or Rubric.	