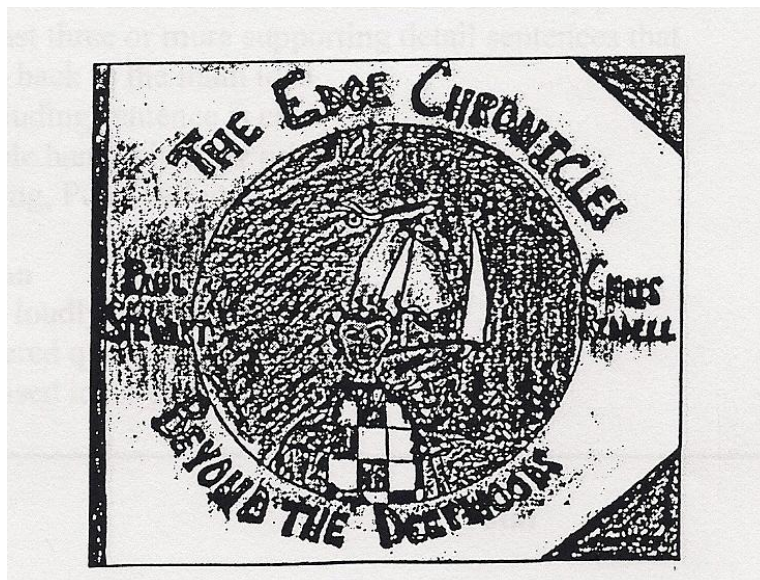


## *Middle School Summer Reading Guidelines -- Grade 8*

You must read two books this summer. Book A, the first book, is a required selection, while Book B, the second book, may be chosen from the list provided.

### **I. Book A: The House of Dies Drear -- Virginia Hamilton**

- A. Complete the assignment for Book A. A rubric for this assignment is provided, so please use it as a checklist to make certain that you have completed all of the required criteria. There will be an assessment for this book in September; this grade will be posted in literature.
- B. When reading the novel, carefully consider the characters, plot, setting, and most importantly, the theme.
- C. When you have completed the novel, complete the project:
  - a. Imagine that you have signed a deal with a big record company to create a soundtrack for The House of Dies Drear. Brainstorm ideas for a CD album cover that will show a memorable image and a back cover that lists song titles. The whole album must communicate the theme or themes of the book.
  - b. Cut your sheet of paper into two squares that fit into a clear CD case. Staple or tape them together along one side to create a booklet. Then design it to include the following:
    - i. A front cover with the title of the book, the author, and a colorful illustration that shows the main theme of the story. All illustrations must be completed by hand; no computer images will be permitted.
    - ii. A back cover that lists 10 song titles by artists whose work you feel matches the theme(s) of the book. For example, if you are reading Holes by Louis Sachar, a song title might be “Eye of the Tiger” by Survivor because it speaks to the theme of courage. The main character, Stanley, shows courage when he steals the truck, carries Zero up the mountain, and sticks up for himself in the “wreck” room. Be certain to include the name of the artist with the title and to put quotation marks around the song titles.
    - iii. An interior page or pages that explain why you chose each song and how it relates to the theme of the book (Use the back of the cover and back cover sheets if necessary).
  - c. Remember, all illustrations must be drawn by hand; no computer images will be allowed. The song titles and explanations should either be typed or neatly written by hand (Be certain to use a straight edge to create an even, unified look).



Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_  
Novel: \_\_\_\_\_ Author: \_\_\_\_\_

### Grading Rubric for Book A

- |                                                          |          |
|----------------------------------------------------------|----------|
| 1. Songs connect to the theme(s) of the book             | 10 _____ |
| 2. Cover image connect to the theme(s) of the book       | 10 _____ |
| 3. CD cover is designed according to criteria            | 10 _____ |
| 4. Explanations clearly show connections to the theme(s) | 15 _____ |
| 5. Spelling, Neatness, Creativity, Grammar, Punctuation  | 5 _____  |

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**Total** \_\_\_\_\_  
**50**

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_  
Novel: \_\_\_\_\_ Author: \_\_\_\_\_

### Grading Rubric for Book B

- |                                                                                         |          |
|-----------------------------------------------------------------------------------------|----------|
| <b>1. Reading Quiz</b>                                                                  |          |
| a. 15 question quiz: multiple choice, matching, short answer, fill-in-the-blank, etc.)  | 15 _____ |
| <b>2. Written Essay</b>                                                                 |          |
| a. Topic/Main idea sentence is clear and correctly placed                               | 4 _____  |
| b. At least three or more supporting detail sentences that relate back to the main idea | 4 _____  |
| c. Concluding sentence is clear                                                         | 4 _____  |
| d. Legible handwriting or printing                                                      | 4 _____  |
| e. Spelling, Punctuation, Grammar                                                       | 4 _____  |
| <b>3. Discussion</b>                                                                    |          |
| a. Spoke loudly & distinctly                                                            | 5 _____  |
| b. Answered question(s) accurately & with detail                                        | 5 _____  |
| c. Expressed ideas clearly & articulately                                               | 5 _____  |

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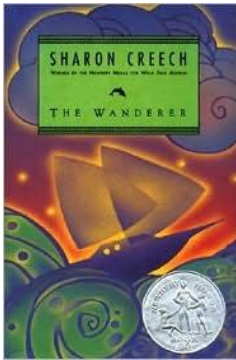
**Total** \_\_\_\_\_  
**50**

- A. Choose ONE of the following for your second book. We recommend that you read Book B first and the required Book A last, closer to the start of the new school year in the fall. When making your choice for Book B choose a book based on the summary, your interests, the difficulty of the reading material, and your reading ability. Do not choose a book based on the number of pages.
- B. In September, students will meet for two classes with the teacher who recommended the book on the list. During these two classes, the teacher will assess whether the student has read the book with a **Reading Quiz**, a **Written Essay**, and **Small Group Discussion**. Rubrics for these assignments are provided. The student is responsible for demonstrating knowledge and understanding of the book he/she has chosen. Specifically, students should read for setting, plot, turning point/climax, theme, characters, and character traits. If the reading is completed early in the summer, the student should review the book before the start of school in September.

The Wanderer

Sharon Creech

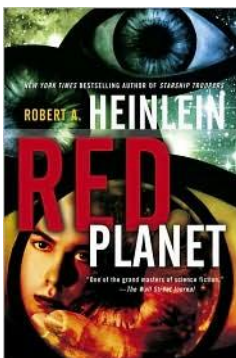
"The sea, the sea, the sea. It rolled and rolled and called to me. Come in, it said, come in." Thirteen-year-old Sophie hears the sea calling, promising adventure and a chance for discovery as she sets sail for England with her three uncles and two cousins. Sophie's cousin Cody isn't sure he has the strength to prove himself to the crew and to his father. Through Sophie's and Cody's travel logs, we hear stories of the past and the daily challenges of surviving at sea as *The Wanderer* sails toward its destination — and its passengers search for their places in the world." © 1997-2011 Barnesandnoble.com llc



Red Planet

Robert Heinlein

"Jim Marlow and his strange-looking Martian friend Willis were allowed to travel only so far. But one day Willis unwittingly tuned into a treacherous plot that threatened all the colonists on Mars, and it set Jim off on a terrifying adventure that could save--or destroy--them all!" © 1997-2011 Barnesandnoble.com llc



## Tangerine

Edward Bloor

“Though legally blind, Paul Fisher can see what others cannot. He can see that his parents' constant praise of his brother, Erik, the football star, is to cover up something that is terribly wrong. But no one listens to Paul—until his family moves to Tangerine. In this Florida town, weird is normal: Lightning strikes at the same time every day, a sinkhole swallows a local school, and Paul the geek finds himself adopted into the toughest group around: the soccer team at his middle school. Maybe this new start in Tangerine will help Paul finally see the truth about his past—and will give him the courage to face up to his terrifying older brother.” © 1997-2011 *Barnesandnoble.com llc*



## Loser

Jerry Spinelli

“Just like other kids, Zinkoff rides his bike, hopes for snow days, and wants to be like his dad when he grows up. But Zinkoff also raises his hand with all the wrong answers, trips over his own feet, and falls down with laughter over a word like "Jabip." Other kids have their own word to describe him, but Zinkoff is too busy to hear it. He doesn't know he's not like everyone else. And one winter night, Zinkoff's differences show that any name can someday become "hero." © 1997-2011 *Barnesandnoble.com llc*



## II. Book B:

- A. Choose ONE of the following for your second book. When making your choice for Book B, choose a book based on the summary, your interests, the difficulty of the reading material, and your reading ability. Do not choose a book based on the number of pages.
- B. In September, students will meet for two classes with the teacher who recommended the book on Book B List. During these two classes, the teacher will assess whether the student has read the book with a **Reading Quiz**, a **Written Essay**, and **Small Group Discussion**. Rubrics for these assignments are provided. The student is responsible for demonstrating knowledge and understanding of the book he/she has chosen. Specifically, students should read for setting, plot, turning point/climax, theme, characters, and character traits. If the reading is completed early in the summer, the student should review the books before the start of school in September.

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I have read and understand the requirements for the summer reading.

\_\_\_\_\_  
Print Student's Name

\_\_\_\_\_  
Print Parent's Name

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date