

Saint Peter's Grade Eight - Summer Reading 2019

Reading over the summer is a great way to keep academic skills strong. Students who read have stronger vocabulary, are better writers, learn about their world, and are interesting people!

All rising seventh grade students are required to read a total of **three** books. Students are encouraged to make reading a part of every day.

Required Fiction

Things Not Seen by Andrew Clements ISBN: 978-0142407318

Assignment

Students should have read the novel before the start of the new school year. They should bring a copy of the book the first week of school and be prepared to discuss the plot, characters, and themes. Students will complete in-class assignments/assessments.

Required Nonfiction

How to Read Literature Like a Professor: For Kids ISBN-10: 0062200852

Assignment

After reading the book, students should make a list of 10-15 ideas they can use when reading literature. Each idea should be in complete sentences and carefully explained in the student's own words. Include the page number that inspired the thought. 12 pt. Times New Roman or Calibri, double-spaced, 1" margin.

Note: Students will be referring to this book throughout the school year.

Example idea:

Pay attention to potential symbols in literature because an ordinary item can have deeper meaning. Some symbols have universal meanings; for example, a heart means love. Other symbols could stand for a variety of ideas. An apple could represent a teacher, or it could be a forbidden fruit that symbolizes a fall. (p. 63-65)

Student Choice

Students should choose a title that they have **NOT** already read from the list below.

- *Al Capone Does My Shirts* by Jennifer Choldenko
- *Anne of Green Gables* by L.M. Montgomery
- *The Book of One Hundred Truths* by Julie Schumacher
- *Drums, Girls & Dangerous Pie* by Jordan Sonnenblick
- *The Ear, the Eye and the Arm* by Nancy Farmer
- *Enders Game* by Orson Scott Card
- *Freedom Walkers* by Russell Freedman
- *Franklin Delano Roosevelt* by Russell Freedman
- *The Hound of the Baskervilles* by Sir Arthur Conan Doyle
- *The Invisible Man* by H.G. Wells
- *Kira-kira* by Cynthia Kadohata
- *Little Women* by Louisa May Alcott
- *The Martian Chronicles* by Ray Bradbury
- *Mousetrap* by Agatha Christie
- *The Pigman* by Paul Zindel
- *The River Between Us* by Richard Peck
- *The Romeo and Juliet Code* by Phoebe Stone
- *Scat* by Hiasen
- *Swing* by Kwame Alexander
- *Tangerine* by Edward Bloor
- *Theodore Boone: Kid Lawyer* by John Grisham
- *The Thief Lord* by Cornelia Funk
- *The Watsons Go to Birmingham, 1963* by Christopher Paul Curtis
- *Witness* by Karen Hesse
- *The Year of the Hangman* by Gary Blackwood

Assignment

1. Divide your novel into four equal sections. (Ex. If the novel is 200 pages, each section would be 50 pages.)
2. As you read each section, choose one meaningful passage; quote the passage and write the page number of the passage.
3. Next, write a paragraph to analyze the passage. Your analysis should begin with one of the prompts listed below, give your personal thoughts (not just a summary), be backed up with specific details, and be at least six sentences long. Work should be 12 pt. Times New Roman or Calibri, double-spaced, 1" margin.
4. Be prepared to share about your favorite passage in a book discussion during the first week of school.

NOTE: Each of your four paragraphs—one for each passage you selected—should begin with a **different** prompt.

Prompts:

- This passage is important because...
- This passage reveals the character's...
- This passage fits with the book as a whole since...
- Christians can relate to this quote because...
- This passage makes me feel...
- This character exhibits the quality of...
- The point the author wants to make here is...
- I have felt the same emotions as this character when...
- The author uses the literary device of (imagery/symbolism/theme etc.)...
- This setting is significant because...
- I agree/disagree with this character's decision because...
- This is exciting/boring because...
- The author does a good/bad job of...

Example from the story "Checkout":

Quoted Passage #1

The girl hated herself for not checking out at the boy's line, and the boy hated himself for not catching her eye and saying hello, and they most sincerely hated each other without having ever exchanged even two minutes of conversation. Eventually—in fact, within the week—a kind and intelligent boy who lived very near her beautiful house asked the girl to a movie, and she gave up her fancy for the bag boy at the supermarket. And the bag boy himself grew so bored with his job that he made a desperate search for something better and ended up in a bookstore where scores of fascinating girls lingered like honeybees about a hive. Some months later the bag boy and the girl with the orange bow again crossed paths, standing in line with their dates at a movie theater, and, glancing toward the other, each smiled slightly, then looked away, as strangers on public buses often do when one is moving off the bus and the other is moving on.

from "Checkout" p. 27

Analysis for Passage #1

This passage is important because it shows that even though the boy and girl never speak to one another, they still help each other grow. By having hopes of seeing each other and dreams of what they might say, they find a reason to see their lives through a new prism. Although the girl, depressed by her family's move, at first wanted to hide in her room, the anticipation of seeing the bag boy compelled her to start her new life. Only by leaving her house could she have met the intelligent boy with whom she went to the movies. By yearning to see the girl, the bag boy realized there was more to life, and challenged himself to find a more fulfilling job. By the time the two met again at the movies, on the surface, their smile acknowledged they had seen each other before, but more importantly each had been the inspiration for the other to begin a new chapter in their lives.

Name: _____ Class _____ # _____

Seventh Grade Summer Reading Rubric

Student Choice Title _____	
Directions Followed Four quotes, each from a different section of the book. Page number included. Analysis for each quote, at least six sentences for each. 12 pt. Times New Roman or Calibri, double-spaced, 1" margin.	_____/4
Comprehension Responses are thoughtful reflection to the chosen prompts and demonstrate knowledge of and insight about the material read.	_____/16
Conventions (grammar) Answers are in complete sentences, free of spelling and grammar errors.	_____/4

How to Read Literature Like a Professor	
Directions Followed 10-15 ideas in complete sentences. 12 pt. Times New Roman or Calibri, double-spaced, 1" margin.	_____/5
Comprehension Each entry explains how the topic can be related to reading literature. Writing is in the student's own words.	_____/10
Conventions (grammar) Answers are in complete sentences, free of spelling and grammar errors.	_____/4