2015 Summer Reading Lists Grades 6-8

The English Department at T-D requires summer reading for all students. Each student must complete his/her required reading assignment, along with another novel of his/her choice.

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<th>Required</th>
<th>English 6</th>
<th>English 7</th>
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<td><em>Freak the Mighty</em> by Rodman Philbrick</td>
<td><em>The Giver</em> by Lois Lowry</td>
<td><em>The Curious Incident of the Dog in the Night-Time</em> by Mark Haddon</td>
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<td><em>Walk Two Moons</em> by Sharon Creech</td>
<td><em>The Life of Pi</em> by Yann Martel</td>
<td><em>The Absolutely True Diary of a Part-Time Indian</em> by Sherman Alexie</td>
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<td><em>WONDER</em> by R.J. Palacio</td>
<td><em>When You Reach Me</em> by Rebecca Stead</td>
<td><em>The Bean Trees</em> by Barbara Kingsolver</td>
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<td><em>Hana’s Suitcase</em> by Karen Levine</td>
<td><em>From Tragedy to Triumph – The Story of John Tartaglio</em> by John Tartaglio and Andrew Chapin</td>
<td><em>The Book Thief</em> by Markus Zusak</td>
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Students will respond to a question that corresponds to the required book. Students are to write a ONE paragraph response for their required book. Writing prompts for each of the assigned books are attached, along with a writing sample to review and instructions for writing the paragraph.
Required Reading Response Questions

**Grade 6:** *Freak the Mighty* by Rodman Philbrick

- By the end of the novel, how has Max changed and how did Freak contribute to this change?

**Grade 7:** *The Giver* by Lois Lowry

- Explain why the members of the community are kept ignorant.

**Grade 8:** *The Curious Incident of the Dog in the Night-Time*

Explain one of the following themes (following the response model):

- The importance of truth
- The need for stability
- The needs of humans
- The value of trust
- The various means of communication

**Short Response Question Outline**

A fully developed short response answer is roughly SIX sentences.

1. A topic sentence that introduces the topic that will be discussed in the paragraph.
2. A transition sentence that introduces the piece of literature that will be examined (Can be stretched to two sentences).
3. One specific example that supports this topic sentence (quote/paraphrase – grades 7 & 8 must cite).
4. Explanation of what this piece of specific evidence means (can be 2-3 sentences – make sure to explain both the meaning of the quote and how it explains your topic sentence).
5. How your explanation supports your topic sentence.
6. Concluding sentence that closes the response.
Sample Response:

1. Without knowledge, people can easily be controlled because they do not know how to think for themselves.
2. In *The Giver* by Lois Lowry, Jonas, the protagonist, must confront this realization when he learns that his “community” is not the perfect society he once thought it was.
3. For example, when Jonas is shown the video of the release of the twin baby, his faith in the “community” completely crumbles.
4. He witnesses his own father euthanize a baby, and he cannot accept that community members will blindly do as they are told regardless of the circumstance (Lowry 115). ← *ex. of a paraphrased citation*
5. Jonas can no longer live amongst these people knowing that they commit these atrocities, like euthanizing a baby, simply because they do not know any better.
6. He embodies the theme of the power of knowledge because he is able to form his own opinions and make his own decisions based on what he knows.

Presentation Instructions:

While it is not required, it is STRONGLY recommended that when students read they take notes after every few paragraphs. These notes can be done on index cards and contain reactions to plot developments, characterizations, questions about the text, figurative language, personal connections to the text, and overarching themes. **ALL GRADES** should take comprehensive notes on their choice reading book since they will have to give a presentation during the first week of school on it. **Grades 7-8** must complete their projects over the summer and bring them in on the SECOND day of school.

The instructions for the project are the following:

Using their notes and their general knowledge of the text examined, students will create either a poster (2x3) or a Powerpoint (five [5] content slides [this does not include a cover page]).

The presentation calls for students to identify **MAJOR** plot developments in the novel. In summarizing the plot, they must identify **ONE** major THEME (not a moral) and explain why and how it is a major theme using **MULTIPLE** pieces of specific evidence from the text (cited) to support your point.

Accompanying their presentation MUST be a written paragraph following the response model that uses **ONE** piece of specific evidence used in the project to support their point.
Students should focus just as much on the decorations of their poster or Powerpoint as they do on the response component. They will each count for 50% of the students’ overall grade.