

Robbinsville Public Schools 8th Grade Summer Reading

2017



Studies show that children who read over the summer maintain reading development and score higher on reading assessments when they return to school in the fall. Summer reading also helps to bridge the gap from one year to the next and allows teachers an opportunity to hit the ground running in the beginning of the year knowing that students have had some exposure to the content. This summer we are asking students to read ***at least one fiction book of their choice as well as ten non-fiction periodical articles***. Students should come to school in September prepared to participate in group discussions and class assignments centered on their reading. This assignment will count for a grade.

Teenagers and Reading

Perhaps the teenagers in your family were once avid readers but now hardly ever open a book, or perhaps they never liked reading in the first place.

As an adult, you know that reading is important and you obviously want to make sure that the teenagers in your life grow into adulthood with all the skills they need to succeed.

Ways to encourage teens to read...

- **Set an example.** Let teens see you reading for pleasure.
- **Furnish your home with a variety of reading materials.** Leave books, magazines, and newspapers around. Check to see what disappears for a clue to what interests your teenager.
- **Give teens an opportunity to choose their own books.** When you and your teen are out together, browse in a bookstore or library. Go your separate ways and make your own selections. A bookstore gift certificate is a nice way of saying, "You choose."
- **Build on your teen's interests.** Look for books and articles that feature their favorite sports teams, rock stars, hobbies, or television shows. Give a gift subscription to a special interest magazine.
- **View pleasure reading as a value in itself.** Almost anything your youngsters read—including the Sunday comics—helps build reading skills.
- **Read some books written for teens.** Young adult novels can give you valuable insights into the concerns and pressures felt by teenagers. You may find that these books provide a neutral ground on which to talk about sensitive subjects.
- **Make reading aloud a natural part of family life.** Share an article you clipped from the paper, a poem, a letter, or a random page from an encyclopedia—without turning it into a lesson.
- **Acknowledge your teen's mature interests.** Look for ways to acknowledge the emerging adult in your teens by suggesting some adult reading you think they can handle.
- **Keep the big picture in mind.** For all sorts of reasons, some teenagers go through periods without showing much interest in reading. Don't panic! Time, and a few tips from this article, may help rekindle their interest.

Eighth Grade Summer Reading:Fiction

For **English Language Arts**, students will choose **one fiction book of their choice**. If your eighth grader is not sure what to read, please see the box below for some popular titles. Students **DO NOT** have to choose from the following list.

All Time by Christopher Russo
And Then There Were None by Agatha Christie
Between Shades of Gray by Ruta Sepetys
Chinese Cinderella by Adeline Yen Mah
Feed by M. T. Anderson
Gone by Michael Grant
The Maze Runner by James Dashnew
Million Dollar Throw by Mike Lupica
Monster by Walter Dean Myers
The Selection by Keira Cass
Skinny by Donna Cooner
Sleeping Freshman Never Lie by David Lubar
The Time Machine by H.G. Wells

Students also need to complete **TWO jots** that demonstrate their understanding of their selected book, which they will then turn into **TWO 1 page responses (see attached documents for the jots and response templates)**. One jot and writing response can be written after reading the first two to three chapters or about halfway through the book. The second response should be completed after the book is finished. Please bring these documents into your assigned ELA teacher on the first day of school.

Be sure to use good paragraph structure, details, and text evidence to support your thinking. [Remember to use TREAT! T=Topic sentence; R=Reason; E=Evidence; A=Analysis; T=Tie it all up]. Use the following prompts to get your thinking started:

- **Character:** What can you infer about the main character of your book (what are their traits)? How do you know?
- **Setting:** What is the setting of your book, and how does it affect the story? If the book was set in a different time or place, what about the story would change?
- **Theme:** What is a theme of your book? How does your book show that theme throughout the story?

Eighth Grade Summer Reading: Non-Fiction

To become more familiar with research articles and the various Science and Social Studies topics they'll be learning about this year, we're asking students to also read a total of **SEVEN** periodical articles about any (or all) of the Science/Social Studies topics listed below. Students may read a balance of science and social studies periodicals or focus upon one subject area more than another. In addition to these seven content-specific articles, students must find **THREE** articles of their choice. These three articles can be about any topic (entertainment, book reviews, human interest stories, etc). Please visit the local library or search the Internet for articles; helpful resources are also listed below.

To help process their thinking about their selected periodicals, students will need to complete a graphic organizer (please see Summer Reading website). Students will fill-in the graphic organizer and hand in a copy to their Language Arts teacher for a completion grade. Students will discuss their findings in both Science and Social Studies classes.

Periodical Topics for Eighth Grade:

Science: Endangered species, stem cells, plants, genetics/heredity, infectious diseases

Social Studies: American Government (past and present), Revolutionary War, early America (colonization)

Resources to Find Articles:

Science: *The New York Times*, *The Washington Post*, *The Wall Street Journal*, www.newscientist.com, www.timeforkids.com, www.newsela.com (student-friendly leveled news articles-sign up for a free account!), *Junior Scholastic*, and/or *Scientific American*.

Social Studies: *The New York Times*, *The Washington Post*, *The Wall Street Journal*, *National Geographic*, www.timeforkids.com, www.newsela.com (student-friendly leveled news articles-sign up for a free account!), *Junior Scholastic*, and/or *History Magazine*.



Name: _____

ELA Summer Reading: Part I
Incoming 8th Grade

DIRECTIONS: AS you read your book, complete four jots on the following topics. Don't forget to include the page number you were on when you stopped to jot your idea.

Title of Book: _____

Author: _____

Character Inference

What can you infer about the main character? What are their traits?

Setting

Where and when does your book take place?

Theme

What is a theme in your book?

YOUR CHOICE!

Use what you know about jotting to create your own thought.

Name: _____

Summer Reading Non-Fiction Graphic Organizer

Name of Article	Name of website or publication where you found the article	Date the article was published	What's the article's big idea?	Something from the article that was interesting or surprising	After reading the article, what are some questions you have about this topic?
<i>Ex: Endangered Whale May be Safer in an Aquarium</i>	www.newsela.com	2/11/2015	The Seattle Aquarium refuses to release some of their orcas into the wild because whales that have lived in captivity all of their lives sometimes die once they return to the ocean.	I always thought whales would live better lives if they got to live in the ocean instead of in an aquarium, but this article says that many wild orcas die from oil spills, pollution, and lack of food.	What can humans do to help more orcas survive in the wild? Is it right to keep wild animals in captivity?
1.					
2.					

3.					
4.					
5.					
6.					

7.					
8.					
9.					
10.					

	4	3	2	1
Organization	<input type="checkbox"/> All of my responses are well-organized; each one has a proper introduction, body, and conclusion	<input type="checkbox"/> Most of my responses are appropriately organized with a proper introduction, body, and conclusion	<input type="checkbox"/> Some of my responses are appropriately organized with a proper introduction, body, and conclusion	<input type="checkbox"/> My responses are not organized; I am missing introductions, body paragraphs, and/or conclusions
Making Connections to the Text	<input type="checkbox"/> My responses show connections to the reading; I ask questions, draw conclusions, and/or make inferences about the text	<input type="checkbox"/> My responses make limited connections to the reading; I ask a few questions, draw some conclusions, and/or make inferences about the text	<input type="checkbox"/> My responses make 1-2 connections to the reading; I ask a question, and/or draw a conclusion, and/or make an inference about the text	<input type="checkbox"/> I do not make any connections to the reading. I do not ask any questions, draw conclusions, or make inferences about the text.
Critical Thinking	<input type="checkbox"/> I do not simply summarize the story <input type="checkbox"/> I provide examples and evidence from the text to explain my thinking	<input type="checkbox"/> I summarize the story the majority of the time <input type="checkbox"/> I use limited examples and evidence from the text to explain my thinking	<input type="checkbox"/> I summarize what I have read in every entry <input type="checkbox"/> I do not provide examples and evidence from the text to explain my thinking	<input type="checkbox"/> I wrote very brief response <input type="checkbox"/> I only summarize what I read and do not provide evidence and examples from the text to explain my thinking
Word Choice/Fluency	<input type="checkbox"/> I have avoided repeating words and ideas <input type="checkbox"/> I have used strong sensory words to create vivid pictures for my reader <input type="checkbox"/> My transitions tie all my ideas together	<input type="checkbox"/> Some of my words and phrases are repeated. <input type="checkbox"/> I have attempted to use vocabulary to create vivid pictures for my reader <input type="checkbox"/> My transitions help tied my ideas together	<input type="checkbox"/> I have frequently repeated words and phrases <input type="checkbox"/> I have not tried to use any sensory vocabulary to engage my reader <input type="checkbox"/> I tried using some transitions but my ideas do not tie together	<input type="checkbox"/> My sentences are basic and repetitive <input type="checkbox"/> I do not use any sensory vocabulary <input type="checkbox"/> My ideas do not tie together
Overall Completion	<input type="checkbox"/> I have edited and revised my work <input type="checkbox"/> I completed three or more entries <input type="checkbox"/> I handed my assignment in on time	<input type="checkbox"/> I have edited and revised my work <input type="checkbox"/> I completed three entries, but they might be missing some components <input type="checkbox"/> I handed my assignment in on time	<input type="checkbox"/> I somewhat edited and revised my work; there are some errors that make my responses difficult to read <input type="checkbox"/> I completed two entries, but they might be missing some components <input type="checkbox"/> I handed my assignment	<input type="checkbox"/> I did not edit or revise my work; my responses are difficult to read <input type="checkbox"/> I completed one entry <input type="checkbox"/> I handed my assignment in late

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