



Germantown Middle School 8th-Grade ELA 2021 Summer Reading List



In order to promote continued literacy development, the GMS English Language Arts department believes that summer reading is essential for our students to combat “summer slide” and to be more successful the next school year. Because of this, all upcoming 8th graders are required to choose **ONE** book to read from the list below *before* the beginning of the 2021-22 school year:

Students will complete three activities from one of the appropriate “Choice Boards” **OR** complete all four parts of the reading response packet (see attached activities and directions). During the first month of school, students will participate in more in-depth activities (literature circles, Socratic seminars, vocabulary study, etc.). Then, students will be assessed more thoroughly on the book that they chose within the first nine-weeks.

▪ **FICTION:**

-*The Devil’s Arithmetic* by Jane Yolen (730L, 176 pages)

Hannah thinks tonight’s Passover Seder will be the same as always. But this year she will be mysteriously transported into the past. Only she knows the horrors that await.

-*Heat* by Mike Lupica (940L, 256 pages)

Michael Arroyo has a pitching arm that throws serious heat along with aspirations of leading his team all the way to the Little League World Series. But his firepower is nothing compared to the heat Michael faces in his day-to-day life.

-*Walk Two Moons* by Sharon Creech (770L, 288 pages)

As Sal entertains her grandparents with Phoebe's outrageous story, her own story begins to unfold — the story of a thirteen-year-old girl whose only wish is to be reunited with her missing mother.

▪ **NONFICTION:**

-*The 7 Habits of Highly Effective Teens* by Stephen Covey (870L, 288 pages)

In an entertaining style, Covey provides a step-by-step guide to help teens improve self-image, build friendships, resist peer pressure, achieve their goals, get along with their parents, and much more.

-*The Hiding Place: The Triumphant True Story of Corrie ten Boom* by Corrie ten Boom with John and Elizabeth Sherrill (900L, 272 pages)

During World War II, Corrie and her family courageously risked their lives to help Jews and underground workers escape from the Nazis, and, as a result, they were tested in the infamous Nazi death camps.

-*I am Malala: How One Girl Stood Up for Education and Changed the World (Young Readers Edition)*
by Malala Yousafzai with Patricia McCormick (830L, 256 pages)

Raised in a once-peaceful area of Pakistan transformed by terrorism, Malala fought for her right to be educated. And in 2012, she nearly lost her life for the cause. Now she is an international symbol of peaceful protest and the youngest ever Nobel Peace Prize winner.



Option 1: FICTION Summer Reading Choice Board

If you choose *The Devil’s Arithmetic*, *Heat*, or *Walk Two Moons* from the 8th-grade summer reading list, then choose **THREE** of the following activities and complete them (digitally or on paper) before the start of school.

You may create your own format or look online for an appropriate template to use.

All work should be original and each student’s own creation.

<p>(RL1) Quotable Quotations:</p> <p>As you read, choose at least <u>5</u> quotations from the book that are significant. Create illustrations (memes, cartoons, etc.) and include an inference, conclusion, or explanation about each.</p>	<p>(RL 2) “THE MESSagE”:</p> <p>Identify at least <u>3</u> themes from the book and create an acronym for each theme. Include illustrations that match the message of each theme.</p>	<p>(RL 3) Characterization:</p> <p>As you read, collect evidence about the characters to create a visual map of each character’s traits or a web of multiple characters’ relationships. Include page numbers with evidence.</p>
<p>(RL 3) Plot:</p> <p>Create visual description of the book’s plot elements using a comic strip, story board, etc. Label each picture with the correct plot element (exposition, rising action, climax, falling action, and resolution).</p>	<p>(RL 4) Vocabulary:</p> <p>As you read, make a list of at least <u>10</u> words that you do not know or want to understand better. Include the quotation from the book with each word, part of speech, definition, and an illustration that represents the idea of each word.</p>	<p>(RL 5) Style & Structure:</p> <p>Identify, illustrate, and label at least <u>5</u> places where the author effectively uses text structure (cause/effect, problem/solution, compare/contrast, description, etc.).</p>
<p>(RL 6) Point of View & Purpose:</p> <p>Research the author to learn more about who they are and why they wrote the book. Create a transcript or video of an imaginary interview with them using this information. Include your sources.</p>	<p>(RL 7) Other Media:</p> <p>After reading the print version of the book, re-create part of the book in another media format: a movie trailer, a 10-song playlist or soundtrack with explanations, a 3-D model of the setting or characters, a scrapbook, a poster, etc.</p>	<p>(RL 9) Text-to-Text:</p> <p>Compare and contrast the book with one or more other texts (books, movies, paintings, songs, etc.) and create a transcript or video or an imaginary conversation between characters from each text.</p>



Option 1: NON-FICTION Summer Reading Choice Board

If you choose *The 7 Habits of Highly Effective Teens*, *The Hiding Place*, or *I Am Malala* from the 8th-grade summer reading list, then choose **THREE** of the following activities and complete them (digitally or on paper) before the start of school. You may create your own format or look online for an appropriate template to use.

All work should be original and each student's own creation.

<p>(Ri 1) Quotable Quotations:</p> <p>As you read, choose at least <u>5</u> quotations from the book that are significant. Create illustrations (memes, cartoons, etc.) and include an inference, conclusion, or explanation about each.</p>	<p>(Ri 2) Central Idea:</p> <p>Identify at least <u>3</u> central ideas from the book and create an acronym for each idea. Include illustrations that match the importance of each idea.</p>	<p>(Ri 3) Concept Map:</p> <p>Create a concept map (or web) of the book. The map should visually show the distinctions and connections between ideas, people, events, etc. as well include a written explanation of their relationships.</p>
<p>(Ri 4) Vocabulary:</p> <p>As you read, make a list of at least <u>10</u> words that you do not know or know but want to understand better. Include the quotation from the book, part of speech, definition, and an illustration that represents the idea of each word.</p>	<p>(Ri 5) Style & Structure:</p> <p>Identify, illustrate, and label at least <u>5</u> places where the author effectively uses text structure (cause/effect, problem/solution, compare/contrast, description, etc.).</p>	<p>(Ri 6) Point of View & Purpose:</p> <p>Research the author to learn more about who they are and why they wrote the book. Create a transcript or video of an imaginary interview with them using this information. Include your sources.</p>
<p>(Ri 7) Other Media:</p> <p>After reading the print version of the book, re-create part of the book in another media format: a movie trailer, a 10-song playlist or soundtrack with explanations, a 3-D model of the topic or people, a scrapbook, a poster, etc.</p>	<p>(Ri 8) Argument:</p> <p>Research at least <u>3</u> of the author's claims to confirm or contradict each. Use this research to write a 5-star review, newspaper editorial, arrest warrant, wanted poster, etc. exposing or celebrating their claims. Include your sources.</p>	<p>(Ri 9) Text-to-Text:</p> <p>Compare and contrast the book with one or more other texts (books, movies, paintings, songs, etc.) and create a transcript or video or an imaginary conversation between people from each text.</p>



OPTION 2: Summer Reading Response Packet

This reading response packet is designed for you to split your summer reading book into fourths, completing a reading response form for each one-fourth of your book. Please make sure you indicate the page numbers that you read on the top of each reading response form. This packet is to help you remember what you learned, to be prepared to discuss the book with classmates, and to guide you through more in-depth lessons when school begins.

Student's Name:

Book Title:

Reading Response 1

I read from page _____ to page _____. (First 1/4 of your book)

Vocabulary: (RL/Ri 4, L 4) As you read, write down 3 unfamiliar words and what you guess they mean based on what you read. (NOTE: These do not need to be words that completely stump you, just words that are new to you or that you are unfamiliar with. You MUST have 3 words, the sentence quoted from the book, and the dictionary definition filled in completely.) Write neatly.

	Word	How it is used in the text (write the sentence from the book)	Definition with Part of Speech
1.			
2.			
3.			

Connections: (RL/Ri 9, RL/Ri1) As you read, write down 4 connections that you make with the text. Remember, connections can be based on your personal life, background knowledge, or another book you have read. Use complete sentences. Example: *This book/character reminds me of _____ because _____.* or *The part in the book when _____ is kind of like _____ because _____.*

	Detail from the Text	Connection Made (explain the kind of connection using complete sentences)	Identify Connection Type (Text-to-Self, Text-to-World, Text-to-Text)
1.			
2.			
3.			
4.			

Reading Response 2

I read from page _____ to page _____. (Second 1/4 of the novel)

Vocabulary: (RL/Ri 4, L 4) As you read, write down 3 unfamiliar words and what you guess they mean based on what you read. (NOTE: These do not need to be words that completely stump you, just words that are new to you or that you are unfamiliar with. You MUST have 3 words, the sentence from the book, and the definition filled in completely.) Write neatly.

	Word	How it is used in the text (write the sentence from the book)	Definition with Part of Speech
1.			
2.			
3.			

Questions: (Standards vary) As you read, write down at least 3 deep, discussion questions that you have about the text.

1.	
2.	
3.	

Reading Response 3

I read from page _____ to page _____. (Third 1/4 of the novel)

Connections: (RL/Ri 9, RL/Ri 1) As you read, write down at least 3 connections that you make with the text. Remember, connections can be based on your personal life, background knowledge, or another book you have read. Use complete sentences. Example: *This book/character reminds me of _____ because _____.* or *The part in the book when _____ is kind of like _____ because _____.* Write neatly.

	Evidence from the Text (Direct Quotation or Paraphrase)	Connection (Explain the kind of connection using complete sentences)	Connection Type (Text-to-Self, Text-to-World, Text-to-Text)
1.			
2.			
3.			
4.			

Prediction: (RL/Ri1) Make 1 prediction about what will happen next in the book. Include **why** you are making this prediction.

I predict that

because

Reading Response 4

I read from page _____ to page _____. (Last 1/4 of the novel)

Literary Element: (RL/Ri 3) Conflicts are challenges in the story between the main character(s) and other forces. Most good stories involve challenges that characters must face and attempt to overcome. Through challenges characters grow, typically gaining new knowledge and perspective by the end of their journey. A challenge can be any one of the following, and sometimes several at once: Person vs. Person; Person vs. Self; Person vs. Society; and/or Person vs. Nature. Give an example of a Conflict in the story. You may use any part of the book. Write neatly.

Quotation (page #).	Opponent	Interpretation
Cite four specific examples of challenges faced by a major character(s). Include page number in parentheses.	Against what or whom did this character struggle? (Vs. a Person, Vs. Circumstances, Vs. Nature, Vs. Society, Vs.- Self)	Explain how the citation outlines the two opponents in the challenge – the character and their opponent. What does it say about the main character involved?
1.		
2.		
3.		
4.		