

## Summer Reading

In this packet you will find your two summer book evaluations. Please read the directions carefully.

### Due dates:

Book Evaluation	July 15th Please have your evaluation mailed to Primary Prep.
Book Project	First day of school

A book list has been provided for each assignment. You may choose from the list, or choose your own book. Please make sure the book you choose is age/grade appropriate (an eighth grader should not be reading *Diary of a Wimpy Kid*).

## Summer Book Evaluation

### Due July 15th

1. Before reading your chosen summer book, read through the questions provided in this packet.
2. Choose 3 specific questions to answer in your response.
3. While reading, keep notes that you can pull from later when writing your answers to each question.
4. After reading, type out your book evaluation and make sure it adheres to all format requirements specified below.
5. Rubric must be submitted with your evaluation!

#### Evaluation Guidelines:

1. Cover page with your name, book title, and photo of the book
2. 12 point font, Times New Roman, double spaced
3. Indent each paragraph
4. No illegal elements (personal pronouns including “I, me, my, you, us, our,” contractions, “things” “stuff” “very” “a lot,” and writing about writing)
5. **IMPORTANT!** You must include one quote in each paragraph to show support for your stance.

#### Writing Format:

- Introduction
  - make sure you include a hook, bridge, and concise thesis statement.
- Body paragraphs
  - should contain one of the three specific questions you are answering.
  - you must include one quote from your book in each body paragraph.
- Conclusion
  - restate your thesis statement in different words and wrap up your essay (summarize your essay, but do not copy and paste from what you have already written!)

**List of Response Questions**  
**(choose three)**

**Setting:**

*“In what ways does the setting help develop the story and characters?”*

**Character:**

*“How does the author develop the differences of certain characters, especially his main character?”*

*“What types of characters are included in the story? Why? (think protagonist, round character, dynamic character, etc).”*

**Plot:**

*“How does the plot keep you on the edge of your seat and wanting more?”*

*“How does the climax change the main character? How does his/her/their actions affect the story?”*

**Conflict:**

*“What is the primary conflict and was it powerful enough to earn an entire book being written about it?”*

*“Does the author include all 6 types of conflict? Why might the author choose to include these conflicts?”*

**Audience appeal:** *“How does the author tell his story so that it appeals to (interests, stirs up) his audience?”*

**Mood and tone:**

*“How does the author include mood and tone to create a certain feeling in the reader?”*

**Diction:**

*“In what ways does the author include certain words and phrases to convey the story to the reader?”*

**Figurative language:**

*“What figurative language does the author include to enhance the story and reader’s experience?”*

**Point of view:**

*“What point of view is the book written in?”*

*“Why did the author choose to write this story from this point of view?”*

## Rubric

	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>INTRODUCTION</b> Attention getter Thesis Statement	Well-developed introduction engages the reader and creates interest. Thesis is significant and compelling. Conclusion creatively wraps up and clearly goes beyond restating the thesis.	Introduction creates interest. Thesis is clear and effective.	Introduction is present but may lack detail or interest. Thesis is clear.	There is little or no attempt at an attention getter. Thesis is vague or unclear.	There is no thesis or attention getter.
<b>MAIN POINTS</b> Body Paragraphs	Well developed main points directly relate to the thesis. Supporting examples are specific and detailed.	Three or more main points are related to the thesis, but one may lack details. The description shows a consistent point of view with a very good inclusion of vivid, creative, or accurate details.	Three or more main points are present. The description lacks sufficient details but there is evidence of some creativity, originality, and/or accuracy.	Less than three main points, and/or poor development of ideas. The description is undeveloped and not very creative, vivid, or accurate.	No precise three main points and do not connect to thesis.
<b>ORGANIZATION</b> Structure Transitions	Logical progression of ideas with a clear structure that enhances the thesis. Transitions are mature and graceful.	Logical progression of ideas. Transitions are present equally throughout the essay. Paragraphing is sound. The organization fits the purpose of the essay.	Organization is clear. Some effective transitions are present. Paragraphing may need some work.	No discernable organization. Paragraphing needs major work. Transitions are weak or not present.	There is no clear organization and no transitions
<b>STYLE</b> Sentence flow, variety Diction	Writing is smooth, skillful, coherent. Sentences are strong and expressive with varied structure. Diction is consistent and words well chosen, adding significant dimension to the description. There is a clear "voice."	Writing is clear and sentences have varied structure. Diction is consistent and engaging. Portions of the essay "shine" because of effective word choice. There is some sense of the author's "voice."	Writing is clear, but sentences may lack variety. Diction is descriptive but not consistently vivid or accurate. The writer needs to develop his/her own "voice."	Writing is confusing, hard to follow. Contains fragments and/or run-on sentences. Diction is weak because the writer uses cliches or overused/generic words. Author's "voice" is lacking.	Writing makes no sense and is unable to follow.
<b>MECHANICS</b> Spelling, punctuation, capitalization	Punctuation, spelling, capitalization are correct. No errors. Student follows all guidelines and has no illegal elements	Punctuation, spelling, capitalization are generally correct, with few errors (1-2). Student has 1-2 illegal elements and makes an attempt to follow guidelines .	A few errors in punctuation, spelling, capitalization. (3-5) Student has 3-5 illegal elements and vaguely follows guidelines..	Many errors in punctuation, spelling, capitalization. (6-7) Student included 6-7 illegal elements and barely follows guidelines.	Distracting errors in punctuation, spelling, capitalization. Student included 7+ illegal elements and does not follow guidelines.

# Primary Prep Middle School (Grades 7-8) - 2021 Summer Reading Assignment

**DIRECTIONS:** Read one book from the list. Be sure to choose books you have not read. Feel free to read more if you want! Choose one project for your book. Projects are due on the first day of school. Be sure to follow the rubric. Rubrics must be submitted with each project!

Intelligence Area	Project Choice A	Project Choice B
<b>Verbal Linguistic</b>	<b>Poetry Anthology</b> – With at least 5 original poems and 3 found poems that relate to the book’s content, bind it like a book with a cover and table of contents. Write a foreword that identifies the theme of the book.	<b>Newspaper Page</b> - Include 1 book based feature article, 1 side-bar character focused article, 1 related research article, and 2 graphics (photos, maps, charts, etc.)
<b>Logical Mathematical</b>	<b>Conflict Survey</b> - Summarize the main conflict in the story and conduct a survey of at least 25 students to chart the percentages of students who could predict the resolution.	<b>Book Budget</b> – Based upon the main character’s activities and interests, make a list of the supplies and services that were utilized in the story; research and estimate the costs associated with the items and then calculate the character’s total expenses.
<b>Musical</b>	<b>Original Song &amp; Music Video</b> – Compose and record an original song (based on the plot and theme); create an accompanying music video that pairs visuals with the music and lyrics.	<b>Theme CD</b> – Compile a selection of 5-8 thematically related songs that represent the book; must include a CD insert that includes a page for each song and detailed explanation for how the lyrics relate to the novel.
<b>Visual-Spatial</b>	<b>Children’s Pop-Up Book</b> – Containing a minimum of 6 pop-up elements based on the book’s content– pictures & pop-ups must be paired with text.	<b>Photo Montage</b> - Consisting of at least 20 images depicting key literary elements of the story, captions must accompany each picture. Project may be submitted as a PPT slideshow
<b>Bodily-Kinesthetic</b>	<b>Board Game</b> - Based on the theme of the story, game must include 10-12 trivia cards that relate to the plot, playing pieces representing characters, a method of movement and hazards related to the conflict(s), and a detailed rule book.	<b>Sculpture or Model</b> – Create an object or a person symbolic of the story. It must be constructed by the student and have a museum placard explaining its connection to the novel.
<b>Interpersonal</b>	<b>Character Party</b> – Plan a theme party for the characters from the story; produce an invitation, menu, seating chart, entertainment, and décor plan. Create an event-planning folder that includes visuals and descriptions of each element and why you chose it.	<b>Character Interview</b> - Record an interview with one of the characters in the book, interviewed by a magazine or newspaper reporter to get the “inside scoop” on the story.

<b>Intrapersonal</b>	PowerPoint- Present research on a topic related to the novel; must provide visuals and cite sources for information presented in PPT, 10-12 slides must explain the connection to the novel in the intro and clarify why others should learn more in the conclusion.	Reading Reflections – Choose and retell 2 main events from the book; for both events, explain your personal connections and support with a personal story. All ideas must be thoroughly developed and can be presented in the form of a scrapbook or poster.
<b>Technological</b>	<b>Web Page</b> – Use weebly.com to create a free website that provides a plot summary, character analysis, author bio, links to sites that might provide information related content, and an interactive survey.	<b>Prezi</b> – Build an interactive presentation that leads the audience through a story summary, includes images, text, and embedded video to invite the audience to read the book; must include introduction of characters, overview of plot, and statement of theme.

CATEGORY	Expert-4	Proficient-3	Apprentice -2	Novice-1
<b>Content</b>	Covers topic in depth with details and examples; subject knowledge is excellent; focuses on an important concept.	Includes essential knowledge about the topic. Subject knowledge is good; focuses on an important concept.	Includes essential information about the topic but there are 1-2 factual errors; focus may be unclear.	Content is minimal OR there are several factual errors; focus is unclear.
<b>Effort</b>	Product shows a great amount of time spent and very careful, neat work.	Product shows a good amount of time spent and careful, neat work.	Product shows some amount of time spent and is slightly lacking neatness.	Product shows a minimal amount of time spent and is lacking neatness.
<b>Originality</b>	Product shows a large amount of original thought and critical thinking. Ideas are creative and inventive.	Product shows some original thought and critical thinking. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thought or critical thinking.	Uses other people's ideas but does not give them credit.
<b>Appearance</b>	Makes excellent use of color, graphics, effects, etc. to enhance the presentation.	Makes good use of color, graphics, effects, etc. to enhance the presentation.	Makes some use of color, graphics, effects, etc. to enhance the presentation, but occasionally these detract from the content.	Use of minimal color, graphics, effects, etc. to enhance the presentation. Often, these detract from the content.
<b>Mechanics</b>	Correct grammar, spelling, and punctuation.	1-3 errors in grammar, spelling, and punctuation.	3-5 errors in grammar, spelling, and punctuation.	More than 5 errors in grammar, spelling, and punctuation.

\*Late project lose 5 points daily

**\*\*\* Print two rubrics: one for each project!**

## Rising 7th-8th Summer Reading

Please choose two books \*one for each project\*

**Some of the novels discuss tragedy and loss. Make sure you read a summary of the novels before you make your choice!**



<b>Title</b>	<b>Author</b>
<i>Screaming at the Ump</i>	Audrey Vernick
<i>So B. It</i>	Sarah Weeks
<i>The Schwa was Here</i>	Neal Shusterman
<i>Drums, Girls, and Dangerous Pie</i>	Jordan Sonnenblick
<i>Million Dollar Throw</i>	Mike Lupica
<i>Love and Gelato</i>	Jenna Evan Welch
<i>Goodbye Stranger</i>	Rebecca Stead
<i>Amal Unbound</i>	Aisha Saeed

<i>Bees on the Roof</i>	Robbie Shell
<i>Kelvin McCloud and the Seaside Storm</i>	Michael Erb
<i>The Silent Voice</i>	Jerry Spinelli
<i>The Boy Who Harnessed the Wind</i>	William Kamkwamba and Bryan Maler

<i>Tortilla Sun</i>	Jennifer Cervantes
<i>The Astounding Color of After</i>	Emily X.R. Pan
<i>Lucky Broken Girl</i>	Ruth Behar
<i>Rooting for Rafael Rosales</i>	Kurtis Scaletta
<i>The Epic Fail of Arturo Zamora</i>	Pablo Cartaya

<i>The First Rule of Punk</i>	Celia C. Perez
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<i>Echo</i>	Pam Munoz Ryan
<i>The Book Thief</i>	Marjus Zusak
<i>Everything Sad is Untrue</i>	Daniel Nayeri
<i>All Thirteen</i>	Christina Soontornvat
<i>The Pharaoh's Tale</i>	Julius Lester
<i>Ghost Boys</i>	Jewell Parker Rhodes

<i>The Memory of Things</i>	Gae Polisner
<i>Inside Out and Back Again</i>	Thanhha Lai
<i>Prisoner B-3087</i>	Alan Gratz
<i>Ground Zero</i>	Alan Gratz
<i>The War That Saved My Life Series</i>	Kimberly Brubaker Bradley
<i>The Last Cherry Blossom</i>	Kathleen Burkinshaw
<i>Ashes (ONLY FOR RISING 8TH GRADERS)</i>	Laurie Halse Anderson

<i>Girl Code</i>	Andrea Gonzalez
<i>Brown Girl Dreaming</i>	Jacqueline Woodson
<i>Harbor Me</i>	Jacqueline Woodson
<i>The Outsiders</i>	S.E Hinton
<i>The Crossover</i>	Kwame Alexander
<i>Tight</i>	Torrey Maldonado
<i>Marcus Vega Doesn't Speak Spanish</i>	Pablo Cartaya
<i>The House That Lou Built</i>	Mae Respicio
<i>See You in the Cosmos</i>	Jack Cheng

